



Crime ^{The} **and Deviance Channel**

Updates: Self-Report Questionnaires

Online Classroom Ltd
PO Box 104
Hinckley
Leicester
LE10 2WW
Registered in England Number 5896648

tel / fax: 0845-505-0664
www.onlineclassroom.tv
enquiries@onlineclassroom.tv

The following self-report questionnaire is based on questions contained in the UK Crime and Justice Survey.

Please do not identify yourself in any way other than:

Age:

Gender: Male / Female

Ethnicity:

Occupation of main family breadwinner:

Housing type:

Please tick the “Yes” box if you have done any of the following:

1. Have you tried to avoid paying the correct fare when travelling on public transport?
2. Have you been noisy or rude in a public place so that people complained or you got into trouble?
3. Has a neighbour complained because they were annoyed by your behaviour or noise in or near your home?
4. Have you written things or sprayed paint on a building, fence, train or anywhere else where you shouldn't have?
5. Have you picked on or bullied another school pupil?
6. Have you attacked, threatened or been rude to someone because of their skin colour, race, or religion?
7. Have you been joy-riding in a car that either you or someone else broke into? Include times when you've been in the car as a passenger as well as driving it.
8. Have you carried a knife or other weapon for your own protection or in case you got into a fight?
9. Have you made a false insurance claim, deliberately added items or increased the value of items on a claim
10. Have you claimed for expenses that you were not entitled to claim for (e.g. overstating travel costs)?
11. Have you deliberately failed to declare some of your income in order to reduce the amount of tax you pay?
12. Have you used somebody else's payment card without their permission in order to buy or order something?
13. Have you BOUGHT anything over the internet using a payment card that did not belong to you, without the card owner's permission.
14. Have you falsely claimed or received social security benefits or tax credits that you were NOT entitled to?
15. Have you BOUGHT anything that you knew or thought had been stolen?
16. Have you SOLD anything that you knew had been stolen?
17. Have you used the internet to download software or music that you knew to be pirated or unauthorised?
18. Have you used the internet to send viruses on purpose to other computers?

Yes

Please tick the "Yes" box if you have done any of the following:

19. Have you used the internet to hack into other computers?
20. Have you sent an email message to someone in order to harass, scare or threaten them in some way?
21. Have you sent a voice or text message to someone on your mobile phone in order to harass, scare or threaten them in some way?
22. Have you driven a vehicle on a public road without vehicle insurance or a valid driving licence?
23. Have you driven a vehicle when you thought at the time you could have been over the legal limit for alcohol?
24. Have you used a mobile phone (other than "hands free") while driving a car?
25. Have you driven a car and travelled at more than 10 miles over the legal speed limit?
26. Have you stolen or driven a vehicle without permission, even if the owner got it back?
27. Have you tried, but failed, to steal a vehicle, or drive it away without permission?
28. Have you stolen any parts off the outside of a vehicle?
29. Have you stolen anything from inside a vehicle?
30. Have you tried, but failed to steal anything from inside or the outside of a vehicle?
31. Have you damaged any vehicle in any way on purpose, for example, by scratching it or breaking a window?
32. Have you deliberately damaged anything that didn't belong to you - for example, by burning, smashing, or breaking it? Include things like bins, shelters, trains etc.).
33. Have you used force, violence or threats against anyone in order to steal from a shop, petrol station, bank or any other business?
34. Have you used force, violence or threats against anyone in order to steal something from them?
35. Have you stolen anything from any of your schools or colleges?
36. Have you stolen anything from a shop without using force, violence or threats?
37. Have you used force or violence on anyone on purpose, for example, by scratching, hitting, kicking or throwing things, which you think injured them in some way?
38. Have you used force or violence on anyone on purpose, which you think did NOT injure them in any way?
39. Have you sold 'class A' drugs, such as Heroin, Cocaine, Crack or Ecstasy, to anyone, including friends?
40. Have you sold any other illegal drugs, such as cannabis, to anyone, including friends?
41. Have you bought alcohol from a shop, supermarket, off-licence, pub, bar or club when under the age of 16?
42. Apart from anything you have already mentioned,] have you ever done anything else that you would consider to be a crime?

Yes

43. Have you been convicted of any of the offences you have ticked?

A. Guidelines

1. Students must complete the questions individually and anonymously.
2. The questions can be completed as part of a classroom task or set as a homework assignment. Each has its advantages and disadvantages (the former will eat into class time, but all students present will complete the report; the latter will save time but some students may forget to bring their completed report to class...).
3. Whichever way you choose to get students to complete the report the objective here is to collect data that can be processed and analysed in the class (see below: possible classroom uses).
4. The first step, once the data has been collected, is to get students to analyse it sociologically (this is probably best done by splitting the class into small groups, if possible). How you get the students to analyse the data will, to some extent, depend on how you decide to use the data for teaching purposes (for example, if you use it to look at possible correlations between gender and crime it will need to be analysed differently than if the objective is to sensitise students to labelling theories).

B. Guidance :

If students need help with the kinds of things to enter into the “ethnicity” and “housing type” categories the following can be given for guidance:

1. Ethnic group classification

White

British
Irish
Any other White background

Mixed

White and Black Caribbean
White and Black African
White and Asian
Any other mixed background

Asian or Asian White

Indian
Pakistani
Bangladeshi
Any other Asian background

Black or Black British

Caribbean
African
Any other Black background

Chinese

Any other ethnic group

2. Housing Type:

Own outright

Buying with the help of a mortgage or loan

Shared ownership (paying part rent and part mortgage)

Private renting

Public renting (housing association, council housing etc.)

Squatting

Homeless

C. Possible Classroom Uses

1. The data can be used to illustrate Interactionist ideas about labelling – most students (and their teachers...) will have committed at least one crime on the list for which they will not have been arrested, charged or convicted. This leads to an obvious initial question: Are they “criminals”? (and if not, what does this tell us about the social construction of crime and deviance?). In addition, if theories like Delinquency and Drift have been covered this type of data lends itself to such theories (especially because the group have displayed “conventional values” in staying on to post-16 education while at some point having given in to “subterranean values”. The concept of a deviant career can also be addressed – what if a student who had committed a crime was actually convicted of it? Would the direction of their life now be quite different? (a question that raises ideas about the power of stigma and how this relates to social class).
 2. Analysis of this type of data lends itself to comparisons with official crime statistics. This leads on from point 1 and into questions relating to both the validity of crime statistics (and any theory of crime based on such statistics), and male and female criminality (official statistics tend to show a ratio of around 7:1 in favour of men – if this ratio is not supported by the report data what does it tell us about the possible underestimation of female crime?). If you want to conduct a full statistical analysis lesson then students could be asked to look at the range and distribution of the data. How, for example, do the admitted crimes correlate to variables like age, gender, ethnicity, social class and housing class? With such a small sample the main correlation is likely to be between gender and crime, but students should be able to see from this that collecting data on concepts like age and class would, in the wider scheme of things, be very useful.
 3. Methodological questions relating to data reliability and validity can be explored through the experience of completing the report. Did, for example, everyone answer truthfully? Methodological advantages and disadvantages to self-report studies can also be explored.
 4. Practical research considerations can be examined through the experience of completing the report in a similar way to their methodological counterparts.
- In addition, the exercise gives students an insight into completing self-report surveys (the actual Crime and Justice Survey is now completed using computer software, is more complex than this one and generally focuses on crimes committed in the previous year) but the general principle – finding a way to get people to honestly record crimes they have committed – is basically the same.
5. Discussion of the advantages and disadvantages of self-report studies (both in themselves and in relation to other research methods) can follow from both the practical and methodological exercises. Questions 9 – 13, for example, target white-collar forms of crime that depend on a certain standard of living or position in society. It would be interesting to see if these types of crime are underestimated in a youth survey. Similarly, it would be interesting to know what types of crime have been committed by the students and what this tells us about the types of crime committed by young people generally.
 6. With their experience of committing crimes students could be asked to discuss possible “solutions to the problem of youth crime”.

D. Further Reading

1. Crime and Justice Surveys: [Overview and Key Publications](#)
2. Jock Young: [Self-Report Studies](#) and [Voodoo Criminology and the Numbers Game](#)

