| **Title** | **The Social Distribution of Crime** |

**Time**

Open-ended

**Preparation**

Photocopies of the relevant materials, if used (1 per student).

**Materials**

This will depend on how you choose to teach this lesson. A white board to record suggested explanations for the whole class may be required. The attached "record grid" can be printed and photocopied for individual use (you will need to calculate the number of copies required, based on number of students, keywords, etc.). A combination of the above is probably the best way to organise this lesson (if done with a whole class "calling-out" suggestions). The white board can be used to record class answers which can then be copied by individual students onto the grid. However, the "record grid" is not essential as long as students are encouraged to record notes in a systematic way.

**Prior Knowledge**

Students need to have been introduced to relevant concepts / definitions (social class, gender, ethnicity, region in particular). Each of the key ideas used as the basis for explanation can be defined, if necessary, in the context of the lesson. In addition, students should all be familiar with basic patterns of criminal behaviour in their society. For example, in the United Kingdom most crime is committed by young, working -class, males.

Finally, it is useful if students have been introduced to ways of measuring crime (official statistics, self-report studies, victim studies, etc.) and understand something about the reliability and validity of these sources.

**Objectives**

The **main objective** is to teach explanations for the social distribution of crime in society, based around concepts of age, gender, class, ethnicity and region. However, there are a number of **further objectives** that can be satisfied:

- This is a practical demonstration of the way students can use a passing familiarity with minimal initial levels of knowledge (key ideas) to easily and efficiently generate understanding by using the skills of interpretation, application and evaluation.

- It illustrates how personal knowledge / experience, when applied through a clear, strong, framework can generate sociological knowledge.

- It demonstrates transferable concepts (significant ideas that, once learnt, can be applied to a range of different questions).

- It demonstrates how a small number of key ideas can be used as the basis for essay plans. The "plan" is simply a small range of key concepts that can be applied to a question.

## Basic Key Ideas / Explanations

- Opportunities (for crime)

- Opportunity Structures

- Socialisation
  - Primary
  - Secondary

- Social Controls [Community and Association]
  - Formal
  - Informal
    -
- Social Control Agencies:
  - Family

  - Police
    - Strategies
    - Labelling theories
      - Stereotypes
      - Scapegoats

- Judiciary
  - Labelling theories
    - Stereotypes (chivalry factor)
    - Medicalisation

- Social Visibility:
  - Of crimes
  - Of criminals

- Lifestyle

**Other possible key ideas / explanations can be added to the above.**

| | **Gender / Region / Age / Class / / Ethnic Group [Delete as applicable]** |
|---|---|
| **Key Idea** | |