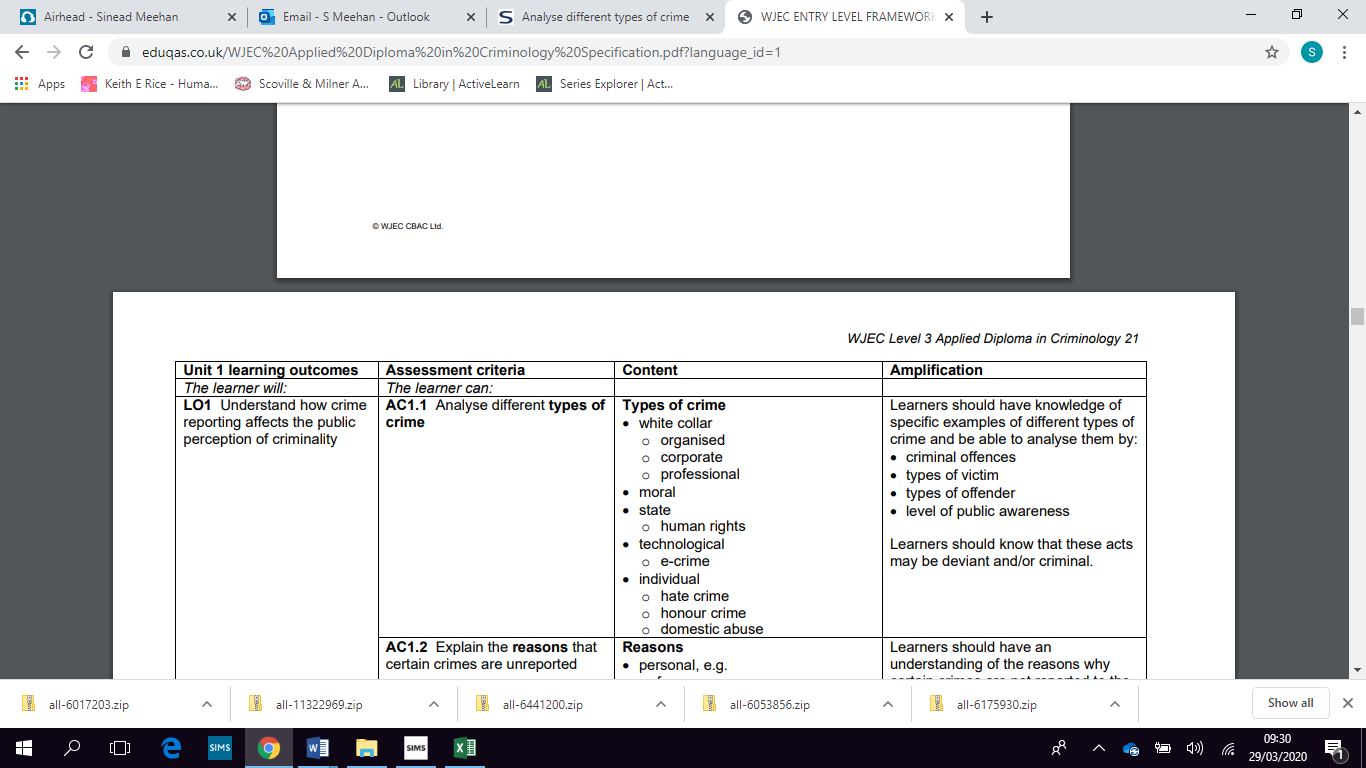
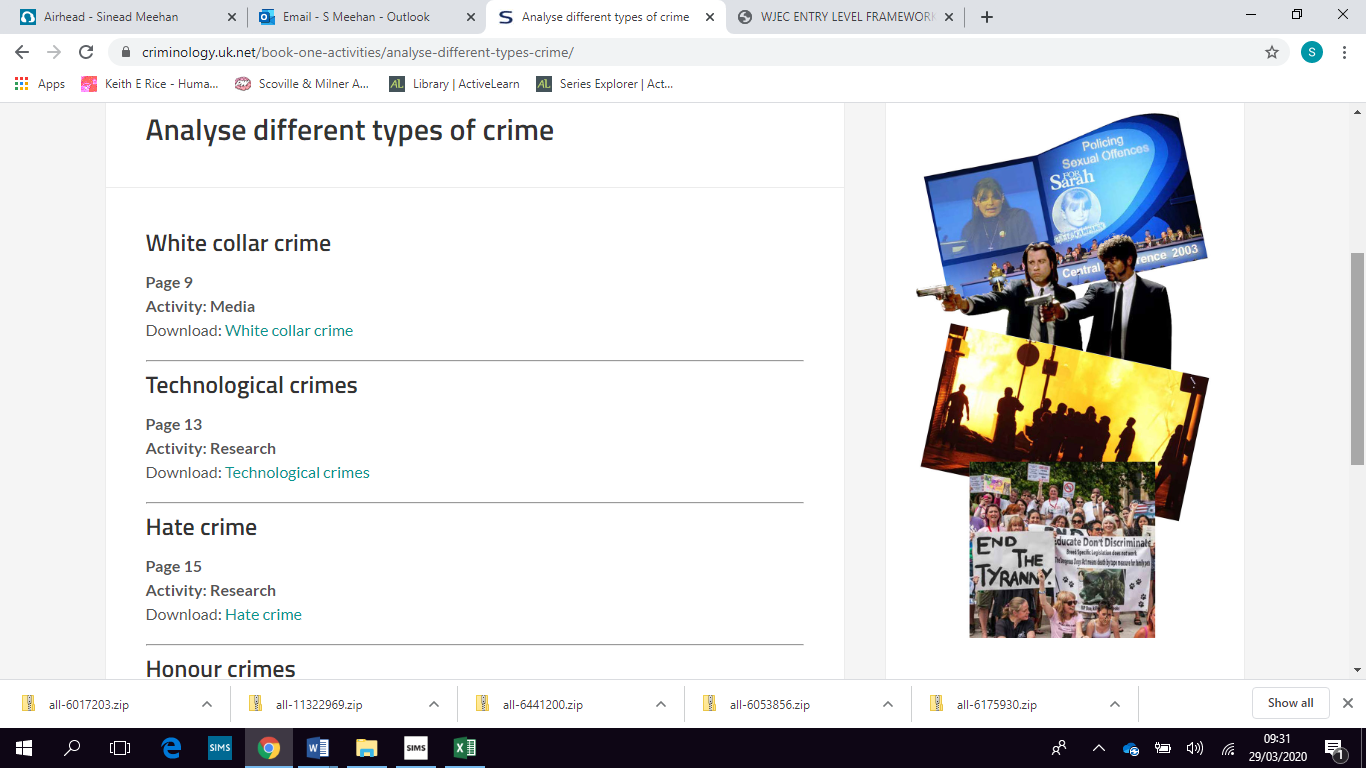
**Introduction to Unit One**

**Changing Awareness of Crime**



**Aim and purpose**

**The purpose of this unit is for learners to plan campaigns for change relating to crime.**

**Unit introduction**

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a ‘blind eye’ to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?

Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? Who decides what behaviours should be against the law? Who gathers information about crime? Can this information be trusted? Can we trust our own instincts?

Humans tend to judge other's behaviour by a variety of moral principles, not all of which are consistent or based on accurate information. We gain our ideas of morality from a variety of sources and one of the most important is the mass media. Police gather information about crime; but the data can be inaccurate. Criminologists have developed procedures to learn about crime, but these too have their limitations.

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will have gained the skills to understand the importance of changing public perceptions of crime. You will be able to use and assess a variety of methods used by agencies to raise awareness of crime so that it can be tackled effectively. You will have gained the skills to plan a campaign for change in relation to crime; for example to raise awareness, change attitudes or change reporting behaviour.

**White Collar Crime**

Definition: crime that typically involves stealing money from a company and is committed by people who have important positions in the company**;**crime committed by white-collar workers.

Learning objective

At the end of this activity, you should be able to understand how an important type of white collar crime occurs by examining a case study.

**Case Study: Bernie Madoff ran the biggest Ponzi scheme in history. Ponzi schemes take money from investors and rather than investing to make a gain, they use the latest investment to pay dividends to existing investors. They require a constant source of money to be able to keep all the investors happy. The video explains how the scheme operated.**

**Task One**: Using the link below, answer the questions that follow. <https://www.youtube.com/watch?v=al5SLsoe0C0>

*1. Why would people want to invest with Bernie Madoff?*

*2. What did the reports received by investors show about their investment?*

*3. What was really happening?*

*4. How did Madoff pay people their dividends and requests for money?*

*5. How did Madoff get away with his actions?*

*6. How did Madoff choose the rates of return that he offered to his clients?*

*7. Why weren’t Madoff’s activities reported to the authorities?*

*8. Why did Madoff’s scheme initially hit a problem?*

*9. Who turned Madoff in to the authorities?*

*10. Who were the victims of the scheme?*

**Task Two**: What does the case of Bernie Madoff show us about the nature of white collar crime? Write a sentence on each of the following: its complexity;, the level of harm caused; the social status of the offenders; and the chances of catching and prosecuting offenders.

**Technological Crimes**

Definition:  technological crime refers to those crimes that are conducted using new electronic and digitally based technology like the internet, or the help of a computer. These crimes are also referred to as cyber crimes, computer crimes and technological crimes, depending on the area in which they are being committed.

Learning objective

At the end of this activity, you should be able to understand how information is gathered regarding sensitive issues and participants.

**Task Three:** Using the information on the website below (and your own research), design a short questionnaire, about 5 or 6 questions, to assess the level and types of online abuse suffered by young people.

You will need to ask questions about being a victim of online abuse, which is a sensitive subject, so you need to be careful about what you ask and how you ask it. If in any doubt, ask your teacher for advice – [smeehan@kingswoodsecondaryacademy.org](mailto:smeehan@kingswoodsecondaryacademy.org) .

You should also include some questions about what kinds of thing they feel it is acceptable or unacceptable to say about others online, e.g. in terms of their looks, behaviour etc.

<https://www.channel4.com/news/trolling-online-abuse-one-in-three-young-people-affected>

**Task Four:** You will need to justify the questions you have designed. In sensitive cases like this you do not want to be too ‘probing’ as the participant might find it too uncomfortable to answer honestly. In your justifications, explain how you will ensure no harm to participants and protect their anonymity. For example, you may wish to use a postal questionnaire method, or survey monkey as a means of reaching a larger sample of participants.

**Hate Crime**

Definition: a crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds.

Learning objective

At the end of this activity you should be able to examine the work of campaigns to overcome hate crime.

**Task Five**: Go to the TellMAMA website (Measuring AntiMuslim Attacks) <https://tellmamauk.org/> AND Stonewall on transgender hate crime <https://www.stonewall.org.uk/comeoutforLGBT/lgbt-in-britain/hate-crime> and answer questions 1-3 below.

*1. Why were the organisations set up?*

*2. Do you think this campaign would help encourage victims or witnesses to report offences? Give reasons for your answer.*

*3. What features do the sites have that would encourage reporting of crime?*

**Task Six***:* Visit the websites below that show posters and campaign materials for these two campaigns.

*1. For your controlled assessment, you will need to produce campaign materials. What features from these materials might you use when producing your own materials? Consider the layout, language and colours.*

*2. Do you think these posters and materials would encourage people to support the campaigns? Give reasons for your answer.*

<https://tellmamauk.org/resources/>

<https://www.stonewall.org.uk/sites/default/files/No_Bystanders_Posters__1_.pdf>

Honour Crime

Definition: Honour crimes refer to the murder, or punishment, of a person accused of "bringing shame" upon their family.

Learning objective

At the end of this activity you should be able to understand ‘honour’ crimes and examine a case study of an ‘honour’ crime.

**Task Seven:** Using the websites below, answer questions 1-3 that follow.

<http://ikwro.org.uk/2013/08/honour-based-violence/>

<https://www.theguardian.com/society/2017/nov/07/only-5-of-honour-crimes-reported-to-policeare-referred-to-cps>

1. *Why might ‘honour’ crimes not have been properly investigated in the past?*
2. *Why are such crimes still not fully investigated even when they are reported?*
3. *Why do you think the criminalising of forced marriage increased the reporting of ‘honour’ crimes?*

**Task Eight:** Read Anisa’s story at <https://www.bbc.co.uk/news/uk-33424644> and then answer questions 4-6 below.

*4. What crime was Anisa initially a victim of?*

*5. Why did she become a likely target for an ‘honour’ crime?*

*6. What has this meant for Anisa?*

For more information on ‘honour’ crime and the campaign against it, watch the video <https://www.youtube.com/watch?time_continue=38&v=nYqNM9SvRdY>

**Domestic Abuse**

Definition: Domestic abuse can involve any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality.

Learning objective

At the end of this activity, you should be able to analyse some of the patterns of domestic abuse with reference to a case study.

**Leslie Morgan Steiner is a writer and outspoken advocate for survivors of domestic violence — including herself.**

Watch the clip and answer the questions that follow. <https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave>

*1. Why does Steiner state that she is not a typical domestic violence survivor?*

*2. Who does Steiner suggest can be a victim of domestic violence?*

*3. Why does Steiner say domestic abuse is confusing?*

*4. Which group does she suggest is most at risk of domestic violence?*

*5. Note the statistics she gives for domestic violence in the United States (US).*

*6. How many children are victims of domestic violence in the US?*

*7. What does Steiner identify about her former partner that might have contributed to his actions?*

*8. Note the phases of domestic violence that Steiner identifies in her story.*

*9. Why didn’t Steiner report the early cases of domestic violence?*

As you can see from the front of this booklet, each task contributes to your understanding of ‘**AC1.1 Analyse Different Types of Crime’.** All of the work that you complete in this time will be used as preparation for the controlled assessment you will sit, and be given a percentage of your overall grade for, in year 12. The expectation is that it will be collected upon our return to school so that we can begin to investigate these types of crimes in more depth.

Any questions, just ask…

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