Criminal Justice: Under reported crimes and the consequences as well as methods of collecting statistics in Criminology – Session Plan

Overview: This workshop will provide an overview of Sociological and Criminological research methods. The students will encounter different forms of social science research and learn to put these methods in to practice through case studies provided. At the end of the session the students will be able to demonstrate why particular research methods are used for different forms of research. The session will have a particular focus on quantitative data and when exploring this the students will be encouraged to identify under reported crimes and explore the consequences of this. Through this, the students will be exposed to real-life official statistical reporting's and engage in analytical and critical thinking when handling such data.

It is worth noting this session will explore under reported crimes that may be of a difficult nature, these include hate crime, knife crime and other under reported crimes.

Class Resources Required: Access to internet-enabled computer, projector, flip chart or whiteboard, speakers, markers.

Proposed Session Plan:

Learning Objectives	Learning Activities

By the end of the workshop, students will be able to:
 	
• **Demonstrate an understanding of Social Research and the importance of it.**
 	
• **Understand the basic process of conducting social research and keeping ethical considerations in mind at all times.**
	Activity 1 - Ice breaker
	• The ice breaker will require students to sit opposite each other and answer a serious of questions within 60 seconds before one side of the room moves along. (SoCJ understand how this process works and so will navigate the students around). The series of questions begin with generic questions then develop to be more crime focused. This ice breaker intends to encourage students to feel comfortable with their peers and staff, develop the confidence to communicate in class and engage with Criminological conversations.
	• Series of questions:
	    o One of the funniest things that ever happened to me was…
	    o I want to go or don't want to go to university because…
	    o My worries/concerns for going to University are…

- **Assess analytically and be able to interpret a range of secondary data from which quantitative data concerning specific topics in sociology/criminology could be extracted, and the kinds of questions they could be used to answer.**

- **Demonstrate the ability to be critical of official crime reporting's.**

- **Explain how we can apply an understanding of social psychology to digital communication.**

- **Understand how to apply social psychology to global issues.**

- o If I go to university, the most important factor for me would be... (meeting new friends/ approachable lecturers/ a sense of community)
- o Capital punishment should be reintroduced for ___ offenders because... Or I do not agree that capital punishment should be reintroduced because...
- o I believe/don't believe people who engage in criminal/deviant behaviours are rational thinkers because...
- o I believe/ don't believe the voting age should be 16 because...
- o The age of criminal responsibility is currently 10. I think this is right/wrong because...
- o Sex and Gender are two different things. I think sex means... And I think gender means...
- o I think prisoners should be given/not given the right to vote because...

Activity 2 – Understanding the purpose of Social Research
- Students to work in pairs and think about "who conducts social research? Why do we do social research? And when and where can we do social research?"

Activity 3 – Identify and understand the process and methods used of conducting quantitative research in Criminology.
- Activity 3.1 - Students to be shown "The Prison" tailor and asked to identify the following:
  - o What was the research design?
  - o Where there any ethical concerns? If so, explain why?
- Activity 3.2 – Group work – what would you propose your research to be on?
  - o Work in groups and note down the following.
  - o What area Criminology/Crime are you interested in?
  - o Why? (are you passionate? Is it something on the news now?)
  - o What impact do you want to have on this?
  - o If you can't think of an idea what movies/series are you interested in? Narcos, Power, Top boy, Pose and etc.

o   You have 10-15 minutes to do this, and please be prepared to share your ideas (staff may encourage students to present to class or share with staff as they go round the room – Note: flip chat and pens will be needed)

Activity 4 –   Under reported crimes and the consequences

- Activity 4.1 Crime in your area – students to engage with interactive crime map from Your area | Police.uk (www.police.uk) and discuss the following.
  - o   What are levels/types of crime (police recorded)
  - o   Does this match your expectations (why/why not)
  - o   Why might there be a gap between crimes that occur and crimes that are reported to the police?
  - o   What are the consequences of this (in effectively responding to crime)?
  - o   (DT to link to PhD research on desistance)

- Activity 4.2 group work – students to design a leaflet, identifying what hate crime is, and why hate crimes may go unreported. In doing so, discuss the following.
  - o   What are levels/types of hate crime?
  - o   Does this match your expectations (why/why not)
  - o   Why might there be a gap between hate crimes that occur and hate crimes that are reported to the police?
  - o   How else could we understand levels of hate crime (victimisation surveys)
  - o   What are the consequences of this (in effectively responding to victims/those affected)?
  - o   (DT to link to research on 'Challenging Youth Racism' project)

Activity 5 – Re-cap & Close

Recap and review learning in the session and link to objectives/Q & A