We begin this Unit by looking at a range of different types of crime and then we go on to examine the reasons why some types of crime are under-reported. For example, victims of crimes such as domestic abuse are often reluctant to come forward, while witnesses may decide to turn a blind eye to crimes that they view as harmless, such as smoking cannabis or illegally downloading music.

We then go on to examine the effects of crime not being reported. For example, unreported crimes may cease to be a priority for the police, even if the offences involved are serious.

Much of what we know about crime comes from the media, which produce an endless stream of news about real-life crime as well as fictional portrayals in crime dramas. But the media have been accused of distorting and sensationalising crime. In this Unit we look at how accurate the media’s portrayal actually is and how it can even make the problem worse, for example by triggering ‘moral panics’ about crime.

Instead of the media, an alternative source of information are the statistics gathered by the police, government researchers and criminologists. We examine the strengths and limitations of these methods of measuring the amount and types of crime in society.

We then look at what campaigners have done to raise awareness of under-reported crimes and how some have succeeded in changing the law. Finally, this Unit gives you the opportunity to select an under-reported crime and plan a campaign to change people’s awareness of it, as well as to design some appropriate materials that your campaign could use to bring about that change of awareness.
TOPIC 1.1 Analyse different types of crime

Learning Objectives

After studying this Topic, you should be able to:
- Analyse the following types of crime, using a range of relevant examples:
  - white collar
  - moral
  - state
  - technological
  - individual.
- Use the following points to analyse each type of crime:
  - types of victim
  - types of offender
  - level of public awareness
  - criminal, deviant or both.

Getting Started (page 8)

Write your answers to the Getting Started activity here.

1. Make a list of five crimes that you have heard about recently – these could be in your local area, nationally reported or even international.

2. For each of the crimes you have listed, which people are the victims of this type of crime and who are the perpetrators (those who commit it)?

3. Why do you think certain kinds of crime receive a lot of media attention?

Share your answers with the person next to you. Do you have similar or different answers?
1. Who are white collar crimes committed by?

2. Make a list of examples of white collar crimes.

3. What is Sutherland’s definition of white collar crime?

4. Give a brief definition of the following:
   a. corporate crime
   b. professional crime.

5. Explain how each of the following can be victims of white collar crime:
   a. consumers
   b. tax payers and the government
   c. employees
   d. the public at large.

6. Why is white collar crime often said to be invisible?

7. Briefly explain the following reasons for the lack of awareness of white collar crime:
   a. media coverage
   b. under-reporting
   c. de-labelling
   d. complexity.
   e. power and respectability.

8. Briefly explain how white collar crime is both criminal and deviant.
Box 1 \textit{Links to organised crime} (page 9)

1. What is generally considered when referring to organised crime?

2. What other activities does organised crime involve?

Activity: Media \textit{White collar crime} (page 9)

A. Write your answers here.

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?

B. 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.
1. What are moral crimes?

2. Make a list of examples of moral crimes.

3. Why are moral crimes considered victimless? Give an example to explain.

4. Who might be the victims of moral crimes?

5. Who are the offenders?

6. Why is the level of public awareness low for moral crimes?

7. Briefly explain how moral crime is both criminal and deviant.
1. What is Green and Ward’s definition of state crime?

2. Make a list of state crimes. Include relevant examples.

3. Who are the victims of state crimes?

4. Who are the offenders?

5. Briefly describe the level of public awareness of state crime.

6. Briefly explain how state crime is both criminal and deviant.
Case study Genocide (page 12)

Briefly describe the following examples of genocide.
The Nazi regime

Rwanda

Myanmar

Activity: State crimes (page 12)

Make notes on the presentations here.
Topic 1.1 Analyse different types of crime

Technological crimes (pages 12-13)

1. What are technological crimes?

2. Make a list of examples of technological crimes.

3. Who are the victims of technological crimes?

4. Who are the offenders?

5. Briefly describe the level of public awareness of technological crimes.

6. Briefly explain how technological crime is criminal and deviant.

Activity: Research Technological crimes (page 13)

A. Write your questions here.

B. Collate the responses here.

C. Write your summary here.
Case study *Women and cybercrime* (page 13)

1. Why are women more likely to be victims of cyber violence?

2. Why should this type of crime be reported and investigated?

**Individual crimes: hate crime** (pages 14-15)

1. What are hate crimes?

2. Make a list of the ‘protected characteristics’.

3. What actions can be included in hate crime?

4. Who are the offenders?

5. Who are the victims of hate crime?

6. Briefly describe the level of public awareness of hate crime. Include details of how this has changed in recent years.

7. Briefly explain how hate crime is both criminal and deviant.
Activity: Research Hate crime (page 15)

A. Write your answers here.

TellMAMA
1. Why was the organisation set up?

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

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

Stonewall
1. Why was the organisation set up?

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

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

B. Write a summary of your views of the likely success of the campaigns.

C. Campaign materials
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.
Individual crimes: ‘honour’ crime (pages 15-16)

1. What are so-called ‘honour’ crimes?

2. Make a list of ‘honour’ crimes.

3. What is forced marriage?

4. Why is female genital mutilation a type of ‘honour’ crime?

5. Who are the offenders?

6. Who are the victims of ‘honour’ crimes? Why do they tend to be victims of this type of crime?

7. Briefly describe the level of public awareness of ‘honour’ crime. Include details of how this has changed in recent years.

8. Briefly explain how ‘honour’ crime is both criminal and deviant.
Activity: Research ‘Honour’ crime (page 15)

Write your answers here.

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?

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?
Individual crimes: domestic abuse (pages 16-17)

1. What is domestic abuse?

2. Briefly explain the following types of domestic abuse:
   - physical
   - financial
   - emotional
   - controlling behaviour
   - coercive behaviour.

3. Who are the offenders?

4. Who are the victims of domestic abuse? Who is most at risk of being a victim of domestic abuse?

5. Briefly describe the level of public awareness of domestic abuse. Include details of how this has changed in recent years.

6. Briefly explain how domestic abuse is criminal and deviant.
Activity: Media *Domestic abuse* (page 17)

Write your answers here.

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?
Controlled assessment preparation (page 17)

Complete your preparation here.
TOPIC 1.2 Explain the reasons that certain crimes are unreported

Learning Objectives:

After studying this Topic, you should be able to:

- Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples.
- Use the following reasons:
  - personal – fear, shame, disinterest, not affected
  - social and cultural – lack of knowledge, complexity, lack of media interest, lack of current public concern, culture-bound crime.

Getting Started (page 18)

Write your answers to the Getting Started activity here.

1. List five crimes which you or someone you know could be a victim of.

   

2. For each of the crimes, give a reason why the victim might not report the crime.

   

3. Make a list of all the reasons from the class.

Personal reasons (pages 18-19)

Fear (page 18)

Briefly outline why fear might prevent a victim from reporting crime.
**Scenario Fear (page 18)**

1. Why might John be afraid to report the assault?

2. Why might the bartender not report the assault?

**Shame (pages 18-19)**

Briefly outline why shame might prevent a victim from reporting crime.

**Scenario Shame (page 19)**

1. Why do you think Michelle did not report what happened? Give as many reasons as possible.

2. Suggest reasons why it would be a good idea for Michelle to report the events of the night.

**Disinterest (page 19)**

Briefly outline why disinterest might prevent anyone from reporting crime.
Scenario Disinterest (page 19)

1. Suggest reasons why Sam may not report the underage smoking and drinking in the park.

2. Would everyone in the neighbourhood feel the same as Sam? Suggest other residents who might be more likely to report these actions.

Not affected by the crime (page 19)

Briefly outline why not being affected by a crime might prevent anyone from reporting crime.

Question (page 19)

In the scenario on disinterest, why might Sam not be affected by the young people?

Social and cultural reasons (pages 19-22)

Lack of knowledge (page 19)

In what two ways would lack of knowledge prevent someone reporting a crime?
1. Make notes on the ways in which online bullying can be reported on different social media.

2. Design some interview questions to ask young people if they are aware of what they should report and how they report such bullying.

3. Interview five students who are not in your Criminology class.

4. From your interviews, write a summary of your findings about young people’s knowledge of online bullying and how to report it. Share your main findings with the rest of the class.
**Complexity (page 20)**

Using an example, explain why complexity of a crime might prevent someone from reporting it.

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**Scenario Complexity (page 20)**

1. Why would it be difficult to know that the men in this case had committed a crime?

2. Why would this type of crime be unlikely to be reported?

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**Lack of media interest (page 20)**

1. Why is the media an important source of information about crime?

2. What is the impact of a lack of media reporting for some types of crime?

3. What happens if the media starts to take an interest in a type of crime?
Activity: Research *The impact of media interest* (page 20)

A. Write your answers here.

1. Why was Tarana Burke surprised by the Twitter activity on her #MeToo account?

2. What had caused the women to begin sharing their stories on social media?

3. Why was Tarana Burke worried about the use of social media in her campaign?

4. Why did Tarana Burke attend the Golden Globes?

5. Why does Tarana Burke think social media is useful in the campaign against sexual harassment and violence?

6. What might be the negative effects of the use of #MeToo on social media?

B. Summarise how social media has enabled the #MeToo campaign to encourage the reporting of crime.

Lack of public concern (pages 20-21)

Using an example, explain why lack of public concern may prevent someone from reporting crime.
Scenario Lack of public concern (page 21)

1. What advantages does this suggest there would be from legalising cannabis?

2. What reasons might there be for not supporting legislation?

3. What do you think would be the impact on crime if cannabis were legalised?

4. What other activities can you suggest that are against the law but that the public may not be concerned about?

Scenario Culture-bound crime (page 21)

1. Give examples of two cultural practices that are against the law in the UK.

2. Give two reasons why these practices would not be reported to the police.

Scenario Culture-bound crime (page 21)

1. Why would the family’s plans for Aaminah be a crime?

2. Why might Aaminah be unwilling to report the crime? Give as many reasons as you can.
Complete your preparation here.
TOPIC 1.3 Explain the consequences of unreported crime

Learning Objectives:
After studying this Topic, you should be able to:
- Give clear and detailed explanation (including examples) of the following consequences of unreported crimes:
  - ripple effect
  - cultural consequences
  - decriminalisation
  - police prioritisation
  - unrecorded crime
  - cultural change
  - legal change
  - procedural change.
- You should have an understanding of the positive and negative effects of unreported crime on the individual and society

Getting Started (page 23)

Write your answers to the Getting Started activity here.
1. Using your work from Topics 1.1 and 1.2, note down three types of crime that may not be reported and the reasons why they might not be reported.

2. Think of as many consequences (effects) as you can of these types of crime not being reported and note them here.

3. Make notes on the answers from the class.
The ripple effect (page 23)

1. Briefly explain what is meant by the ripple effect.

2. Using hate crime as an example, explain how the ripple effect happens.

Cultural consequences (page 23)

1. Briefly explain why actions are viewed differently by different cultures.

2. Using female genital mutilation as an example, explain the consequences of unreported crimes.

Decriminalisation and legal change (pages 23-24)

1. Use an example to show how some actions occur in society despite being against the law.

2. Why do the public stop reporting some crimes?

3. What is meant by decriminalisation?

4. What is legalisation?

5. Why have some countries legalised the use of drugs?
Activity: Research Decriminalisation of homosexuality (page 24)

A. Write your answers here.

1. Before decriminalisation, how did the law and wider society treat gay men?

2. Why would their crimes have been reported and recorded? You could watch the short clip on the webpage to help with this.

3. What change was made to the law relating to homosexuality?

4. What led to the change in the law?

5. How has the way in which society views gay men changed over the last 50 years?

B. There were of course gay people before 1967, despite homosexuality being a crime at that time. In what ways are the case of homosexuality and its decriminalisation similar to that of cannabis use discussed on pages 23-24 of your textbook?
1. Briefly explain the following reasons why the police give priority to some crimes over others: limited resources

   local population

   media

   the Home Office.

2. Why might the police turn a blind eye to a crime such as cannabis possession?

3. What is the impact on public reporting of crimes that are not prioritised?

Case study Child sexual abuse (page 24)

1. Why would a TV documentary lead to members of the public coming forward to report crime?

2. Why would cases involving celebrities gain greater media coverage?

3. How might police priorities be changed when the media reported cases of historical child sexual abuse?
1. How is most crime brought to the attention of the police?

2. Briefly explain three reasons why the police may not record a crime.
   a.
   b.
   c.

3. What is meant by ‘dark figure’ of crime?

4. What is the impact of the dark figure of crime?
Activity: Research Crime in your area (page 25)

A. Write your answers here.
1. What crimes, and how many of each, have been committed in your two areas in the last month? Compare the two areas and note down similarities and differences.

2. Click on the crimes and find out the status of the investigation. For example, have the offenders been caught? Are there any differences between the two areas?

3. Now look at stop and search in your two areas. Find five stop and searches for each area and note the following:
   a. object of search
   b. age
   c. gender
   d. ethnicity.

   Compare the data for the two areas. Are there any similarities?

B. From the data you have gathered on the two areas, write a brief summary of the findings. How successful are the police in your two areas? What crimes are the police looking for with stop and search and are they successful?
1. Why might actions that are acceptable to society be against the law?

2. Briefly explain how new technology can give rise to new crimes. Give examples of those crimes.

3. Describe the cultural change that can take place in neighbourhoods with high rates of petty crime.

4. Briefly explain the ‘broken windows’ theory.

5. Describe the twofold strategy suggested by Wilson and Kelling:
   a. environmental improvement
   b. zero tolerance policing.
Activity: Discussion *Broken windows* (page 26)

Write your answers here.

1. Imagine you are in a ‘high crime’ area like that outlined by Wilson and Kelling. Describe your surroundings in detail.

2. Why or how might the environment you describe encourage crime?

3. List any problems you can see with Wilson and Kelling’s twofold strategy (see page 26 of your textbook) in reducing crime. Give reasons for your answer.

4. Write a summary of the class discussion.
1. Briefly explain why under-reporting of crime may lead to procedural changes by the police.

2. Give examples of the following procedural changes:
   a. TV programmes
   b. telephone hotlines
   c. voluntary organisations
   d. posters and recorded announcements
   e. phone apps.
Complete your preparation here.
TOPIC 1.4 Describe media representation of crime

Learning Objectives:

After studying this Topic, you should be able to:
- Give a detailed description of the media representation of crime, including relevant examples.

Media:
- newspaper
- television
- film
- electronic gaming
- social media
- music.

- Show knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.

Getting Started (page 27)

Write your answers to the Getting Started activity here.

1. Gather the crime stories from newspapers.
2. Make notes on the comparisons of the stories. Are there differences in the way crimes are reported – for example, the headlines, the language used or the photographs?
3. Do local newspapers report crime differently to national newspapers? This might be different crimes or different styles of reporting. Are there more reports of crime in one type of newspaper than another?
4. Make notes for your short presentation to summarise your findings on the reporting of crime in newspapers.
### Newspapers (pages 27-28)

1. Give examples of the following types of newspaper:
   a) ‘popular’ press
   b) daily papers
   c) local and regional papers.

2. What is ‘infotainment’?

3. What are news values?

4. Which types of crime do newspapers focus on? How does this differ from the reality of crimes committed?

5. How does the press represent offenders and victims?

6. How does this differ from the typical real offender?

7. In what way does their representation agree with official statistics?

8. Using examples, explain the following representation of crime by the press:
   a. ignoring the causes
   b. coverage of the police.
Box 2 News values (page 28)

Briefly explain the following news values:
1. immediacy
2. dramatisation
3. personalisation
4. higher-status persons
5. simplification
6. novelty
7. risk
8. violence.

Television (pages 28-29)

1. Briefly describe TV coverage of crime news.

2. Describe each of the following portrayals of crime fiction on TV:
   a. violence
   b. property crime
   c. offenders and victims
   d. the police.
Activity: Research Crime on TV (page 29)

Write your answers here.
1. Choose a TV crime series that you are familiar with. Note it here.

2. Analyse one or more episodes of the series in terms of the type of crime, victim, offender, motive, police success or failure, and any other relevant features you notice.

3. How far does the series fit the description of TV crime fiction on pages 28-29 of your textbook?

4. Compare your findings with other groups. Are there any patterns?

Activity: Media Crime in film (page 29)

A. Write your answers here.
1. What crime is being committed in the clip? Do you think this kind of crime occurs often?

2. Do you think the portrayal in the film is realistic? Consider the nature of the crime, the criminals, their appearance and their actions.

3. Why do you think the crime is shown this way in the film?

B. Using your answers to questions 1-3 and your knowledge of films that represent crime, write a brief summary of the ways in which crime and criminals are portrayed in films.

Film (page 29)

Briefly describe film representation of violence.
Electronic gaming (page 30)

1. Give an example of how crime is portrayed in electronic games.

2. What is ‘gaming disorder’?

3. Why might heavy game use be a problem?

4. What have studies shown about the possible effects of exposure to media violence?

Social media: blogs and social networking (page 30)

1. Briefly describe the ways in which crime is represented on social media.

2. Briefly describe how social media can be used to prevent crime. Give examples.
Activity: Research Performance crimes (page 30)

A. Write your answers here.
1. What crime did the 16-year-old @ProbablyOnion commit?

2. How many times had he committed the crime before he was caught?

3. How did he publicise the crimes he had committed?

4. How did the police determine that @Probably Onion and @ProbablyOnion2 were behind the crimes?

B. What other types of crimes might be used as performance crimes?

C. Why might performance crimes be a problem for police to investigate?

D. What might be the advantages for police when investigating these types of crime?

E. In your view, are performance crimes more like crime news or more like crime drama? Give your reasons

Activity: Media Using apps to report crime (page 30)

1. What is the purpose of the West Yorkshire Hate Crime Reporting app?

2. What evidence can be collected using the app?

3. What are the advantages of using the app over traditional methods of crime reporting?

4. Who can use the app?
**Music (pages 30-31)**

1. Briefly describe the ways in which crime is represented in music. Give examples.

2. How is crime portrayed as fashion in music and music videos?

**Activity: Media *Music and crime* (page 31)**

1. How and when did hip-hop emerge in America?

2. Where did it begin?

3. How do today’s hip-hop artists differ from those of previous decades?

4. What messages did the lyrics in hip-hop convey?

5. How do the messages in modern day hip-hop differ from early lyrics and what are they about now?

6. How do hip-hop videos portray artists?

7. What is the impact of this on fans of hip-hop?

8. What does the quote at 4 minutes 40 seconds in the clip suggest about the impact of hip-hop on youth culture?

9. What is the effect of fans wanting to look like their hip-hop idols?

10. What kinds of item are the hip-hop artists promoting?

11. What might be the negative consequences for young people of their desire to consume the products promoted by hip-hop?
Describe media representation of crime

Controlled assessment preparation (page 31)

Complete your preparation here.
Learning Objectives:

After studying this Topic, you should be able to:
- Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime.

Impact:
- moral panic
- changing public concerns and attitudes
- perceptions of crime trends
- stereotyping of criminals
- levels of response to crime and types of punishment
- changing priorities and emphasis.

- Be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.

Getting Started (page 32)

Write your answers to the Getting Started activity here.

1. Make a list of three crimes you have seen in the media in the last week.

2. How did you hear about these crimes? Be specific – say what type of media, for example.

3. Would you have heard about these crimes if they were not in the media?

4. Did everyone in the class have the same stories? Add any you had not seen here.
The impact of media portrayals of crime (page 32)

1. Give three ways in which the portrayal of crime in the media can affect how the public perceive crime.

2. What might be the effect of these portrayals?

Activity: Media The impact of media coverage (page 32)

1. According to Rashad Robinson, where is the impact of media representation of crime felt?

2. According to the graph, by how many percentage points did crime reports in the local media over-represent black people as suspects for (a) murders, (b) thefts and (c) assaults, as compared with the police (NYPD) statistics?

3. What message does the media representation of crime give to people?

4. How are the ‘two New Yorks’ described?

5. What are the policies that are mentioned in the clip that are influenced by media representations?

6. What would be the impact of media representation on how those policies are implemented and who would be targeted by those policies?
Moral panic (pages 32-33)

1. What is Stanley Cohen’s definition of a moral panic?

2. How does a moral panic start?

3. What is the reaction of the media, politicians and other respectable figures?

4. How does this reaction make matters worse?

5. Briefly outline the case of the mods and the rockers studied by Cohen.

6. Outline the following three elements of a moral panic:
   a. exaggeration and distortion
   b. prediction
   c. symbolisation.
Activity: Media Moral panic (page 33)

1. How does the Chief Constable describe the events of the Easter weekend?

2. According to the mod (in the hat), what was the cause of the trouble?

3. Why do you think the media reports used the word ‘battle’?

4. What might be the impact of the police and the media being present the next time the mods and rockers met?

5. What roles did Stan Cohen play during his research?

6. What were the ‘three different worlds’ that Cohen refers to?

7. According to Cohen, what is the significance of there being three different worlds?

8. According to Cohen, why was the media so crucial in this case study?

9. Why did the media exaggerate the situation?

10. What was the public response to the media coverage?

11. What was the impact of the media coverage on the mods and rockers?
The deviance amplification spiral (page 33)

1. According to Leslie Wilkins, what is a deviance amplification spiral?

2. Briefly outline the ways the media created this spiral in the case of the mods and rockers.
   a.

   b.

3. List the other examples of folk devils and moral panics.

Questions (page 33)

1. How might media reporting of an increase in knife crime cause deviance amplification?

2. How might the media report the problem without causing amplification?

Changing public concerns and attitudes (page 34)

1. What was the impact of the moral panic about mods and rockers on the public’s image of the youths?

2. What has been the impact of the media reporting of Islamic terror attacks?
Box 3 *Newspaper reporting of Muslims* (page 24)

1. What does the study by Paul Baker et al show about the portrayal of Muslims and Islam in the newspapers?

2. What words were used in relation to Islam and Muslim?

3. How was the term ‘the Muslim community’ used in newspapers?

4. What types of photographs of Muslims are used by newspapers? Why might these give a negative portrayal?

5. What patterns were found about the reporting of:
   a. stories about extremism
   b. stories about attacks on Muslims.

6. What other items were published that gave a negative portrayal of Muslims? Why are these useful for newspapers?
Perceptions of crime trends (pages 34-35)

1. What percentage of people thought the following had increased:
   a. crime nationally
   b. crime locally.

2. Why is the difference between local and national figures in 1a and 1b significant?

3. Why does media reporting increase the public’s fear of becoming a victim of crime?

4. Which groups of people are more likely to fear becoming a victim of crime on the streets?

5. Which group is most at risk of violence outside the home?

6. What is the impact on parents of the media’s representation of crimes against children?

7. According to Schlesinger and Tumber, who has the greatest fear of being a victim of crime?

8. Why might some people’s fear of crime be justified?
Stereotyping of criminals (page 35)

1. What is a stereotype? Give an example.

2. List the six characteristics of a 'typical delinquent', according to Cicourel.

3. Where might police get their typifications from?

4. How do police use their typifications?

5. How do the actions of the police lead to a self-fulfilling prophecy?

6. Which group of criminals is more likely to be ignored by the police?

7. Who are the public likely to see as a 'typical criminal'?
Activity: Discussion Stereotyping of criminals (page 35)

A. Working in small groups:

1. Make a list of characteristics most people would think of for the ‘typical criminal’. This may include age, social class, gender, ethnicity and other characteristics. You could ask relatives or friends who are not studying criminology for their image of the typical criminal. (You may also like to consider why they hold these images.)

2. Look back at Topic 1.1. For each of the different types of crime, who are the typical offenders?

3. Which of those offenders match the ‘typical criminal’ image in Question 1 and which ones do not? Why might there be differences or similarities?

A. What similarities or differences are there between your group and other groups’ answers? Summarise whether your class findings confirm ideas about the ‘typical criminal’ (see page 35 of your textbook).
Levels of response to crime and types of punishment (pages 35-36)

1. Briefly outline the police and the courts’ responses to the mods and rockers that Cohen observed as part of his study. Why did they do this?

2. Why did the 2011 riots start?

3. Give examples of the sentences given in the following courts, following the riots:
   a. Youth courts
   b. Magistrates’ courts
   c. Crown Court.

4. According to Paul Mendelle, what might the courts get caught up in?

5. Briefly explain the media’s role in the harsher sentencing of those involved in the riots.

6. What were the media accused of in their coverage of the riots?

Questions (page 37)

1. Why do you think the sentences for the rioters in 2011 were severe?

2. Why would the media focus on the riots and rioters rather than on the causes of the riots?
Moral entrepreneurs (page 37)

1. According to Howard Becker, who are ‘moral entrepreneurs’?

2. What do moral entrepreneurs do when there is a moral panic?

Activity: Media Riots (page 37)

1. What events took place on 4 August 2011?

2. What do you learn from the BBC clip about a possible cause of the riots? Why do you think this might have caused the riots?

3. What other factors may have played a part?

4. How would you explain the spread of the riots to other areas of London and other cities?

5. How does the BBC portray the following:
   a. the rioters
   b. the victims of the riots
   c. the police?

6. In what way did Prime Minister David Cameron act as a moral entrepreneur during the riots? (You may find it helpful to read page 37 of your textbook on moral entrepreneurs.)

7. What effect do you think the Prime Minister’s intervention might have had on the way suspects were dealt with by the courts?

8. Which of the news values shown in Box 2 on page 28 of your textbook does the clip illustrate?
Changing priorities and emphasis (pages 37-39)

1. What was reported in the tabloids in 1990 and 1991?

2. How were pit bulls labelled and what was the consequence of this?

3. What did the Dangerous Dogs Act (DDA) make illegal?

4. Briefly explain the political situation at the time the DDA became law. How did this affect the DDA?

5. Why was the DDA criticised?

6. Briefly explain what is meant by ‘blame the deed, not the breed’.

7. According to Lodge and Hood, why is this a ‘canine class issue’?

8. What was the ‘rave culture’ of the 1980s?

9. Briefly describe the change in the Sun’s reaction to rave culture.

10. How was the law changed in response to rave culture?

11. How was rave culture opposed to the political culture of the time?
Complete your preparation here.
TOPIC 1.6 Evaluate methods of collecting statistics about crime

Learning Objectives:

After studying this Topic, you should be able to:
Evaluate Home Office statistics and the Crime Survey for England and Wales as sources of information about crime. The following criteria will be used for evaluation:
- reliability
- validity
- ethics of research
- strengths and limitations
- purpose of research.

Getting Started (page 40)

Write your answers to the Getting Started activity here.
1. What sources might you use to obtain information about crime levels in the area?

2. What would be the advantages or disadvantages of these sources?

Home Office statistics: police recorded crime (pages 40-44)

1. How many regional police forces are there in the UK?

2. Who do the police report crime figures to and who are they then sent to?

3. What are notifiable offences?

4. What other crimes are recorded in addition to notifiable offences?
### Reliability (page 40)

1. What does ‘reliability’ refer to?

2. Why are police recorded crime statistics thought of as reliable?

3. What limitations are there to the reliability of police recorded crime statistics? Give an example to illustrate this.

### Validity (pages 41-42)

1. What does ‘validity’ refer to?

2. Using the example of figures for rape, explain why police recorded crime statistics may not be valid.

3. What two things do recorded crime statistics not include?

### Reasons for under-reporting (page 41)

List six reasons why you may not report a crime.
Activity: Discussion Reasons for under-reporting crime (page 41)

A. Work in a small group.

1. Using the reasons given on page 41 of your textbook for the under-reporting of crime by victims and/or witnesses, plus any other reasons that you think might apply, decide why the following offences might not be reported to the police:

   a. soliciting for prostitution
   b. vandalism
   c. people trafficking
   d. possession of cannabis
   e. rape
   f. littering
   g. under-age sex
   h. burglary
   i. gang fights
   j. child abuse
   k. ‘honour’ crimes
   l. shopkeepers short-changing customers
   m. hacking bank accounts
   n. domestic violence.

2. Which of these offences do you think are least likely to be reported? Try to rank the crimes above in order of their likelihood of being reported.

B. Working on your own, in your own words briefly explain why under-reporting would make the crime statistics less valid.
Reasons for under-recording (pages 41-42)

List seven reasons why the police may not record a crime.

Activity: Discussion Reasons for under-recording crime (page 41)

A. Work in a small group.
1. Using the reasons given on pages 41-42 of your textbook for the under-recording of crime by the police, plus any other reasons that you think might apply, decide why the police might not record the following offences:
   a. soliciting for prostitution
   b. vandalism
   c. people trafficking
   d. possession of cannabis
   e. rape
   f. littering
   g. under-age sex
   h. burglary
   i. gang fights
   j. child abuse
   k. ‘honour’ crimes
   l. shopkeepers short-changing customers
   m. hacking bank accounts
   n. domestic violence.

2. Which of these offences do you think are least likely to be recorded by the police? Try to rank the crimes above in order of the likelihood of being recorded.
1. Briefly describe the following problems of police recorded crime:
   a. representativeness problems
   b. policy problems.

The dark figure of crime (page 42)

1. What is the dark figure of crime?

2. Briefly explain the iceberg analogy.

Box 4 Police ‘massaging the statistics down’ (page 42)

1. What did the UK Statistics Authority do in January 2014?

2. Where might under-counting come from?

3. Why might the figures have been massaged down?
**Ethics of research (page 43)**

1. What is ethics in relation to research on crime?


**Purpose of research (page 43)**

1. Why do statistics collected by the police fail to give a true picture of crime?

2. Briefly explain the following three ways in which police statistics can be useful:
   a. as a measure of police activity
   b. as an indicator of crime trends
   c. well reported and well recorded crimes.

**Other strengths and limitations (pages 43-44)**

1. Using an example, explain the counting rules.

2. Using an example, explain how changes in the law will affect Home Office statistics.

3. Explain the problems that occur related to which offences to include in Home Office statistics. Give examples.
Question (page 43)

Which do you think is the better method of counting crime: the number of crimes or the number of victims? Give your reasons.

Activity: Media Police recorded statistics (page 44)

A. Write your answer here.
1. How many crimes are going unrecorded each year? What percentage is this of all crime?

2. What percentage of rapes and sexual offences are unrecorded? Why do you think this is of ‘especially serious concern’?

3. What is ‘no-criming’? How many rapes are subject to this?

4. What is the impact of targets for the police?

5. What percentage of police felt pressured not to record crime in the last 12 months?

6. Which four forces had the worst problem of not recording crime?

7. How might public confidence in statistics be restored?

8. Look back at the definition of reliability on page 40 of your textbook. From what you have learned from the clip, why might police recorded crime statistics not be reliable? (You might like to think about what the clip refers to as a ‘statistical gold standard’.)
## Reliability (page 44)

1. Why is the CSEW thought of as reliable?

2. What limitations are there to the reliability of the CSEW? Give an example to illustrate this.

## Question (page 44)

Apart from gender, what other characteristics of the interviewer might affect how an interviewee responds to the questions?

## Validity (pages 44-45)

1. What is the strength of the CSEW in terms of validity?

2. What four reasons are there for the limitations on the validity of the CSEW?
   a. 
   b. 
   c. 
   d. 

## Question (page 45)

Give examples of types of crime that a victim might be unwilling or unable to report, and crimes where they may be unaware that they were a victim.
### Two other problems of validity (pages 45)

1. Briefly explain the following problem of validity of the CSEW:
   a. not all victims included
   b. not all crimes included.

### Ethics of research (page 45)

1. What are the two reasons for there being few ethical problems with the CSEW?

2. What ethical issues might there be?

### Purpose of research (page 45)

1. Briefly explain the four strengths of the CSEW.
   a. 
   b. 
   c. 
   d.
Other strengths and limitations (pages 45-46)

Explain why the CSEW is seen as representative.

Activity: Discussion Crime surveys (page 46)

A. Working in small groups, prepare answers to questions 1-3 below.

1. In what ways might some people’s particular experiences of crime make them less likely to take part in the survey?

2. For what other reasons might someone refuse to take part in an interview, whatever the interview was about (for example, if the survey was about their shopping habits, political opinions or religious beliefs)?

3. Why might some people be particularly keen to take part in a survey about being a victim? How might this affect the representativeness of the survey’s overall results?

B. As a class and using your answers to Part A above, discuss what steps could be taken to encourage victims of violent or sexual assault who were reluctant to talk about their experience to take part in victim surveys. Write notes on the discussion here.
Differences between crime levels according to different sources (page 46)

1. Comparing the police statistics and the CSEW, which records more crime? Why is this the case?

2. Which measure is the more useful? Explain why.

Box 5 Other sources of crime statistics (page 46)

Briefly summarise the following source of statistics:

1. statistics on convicted criminals

2. self-report studies

3. crimes against businesses.
Complete your preparation here.
TOPIC 2.1 Compare campaigns for change

Learning Objectives:

After studying this Topic, you should be able to:
- Make clear and detailed comparisons of a range of relevant campaigns for change.
- Make explicit links to planned campaigns with reference to specific and appropriate sources to support conclusions.
- Use the following criteria in comparisons:
  - change in policy
  - change in law
  - change in priorities of agencies
  - change in funding
  - change in awareness
  - change in attitudes.
- Be aware that campaigns for change may have different purposes.
- Compare examples of campaigns for change and examine their effectiveness in achieving their objectives.

Getting Started (page 48)

Write your answers to the Getting Started activity here.

1. Make a list of any campaigns for change you are aware of. These can be on any topic and do not need to focus on crime.

2. What is the purpose of the campaign? What does it want to change and why?

3. What information does the campaign give you?

4. How did you hear about the campaign?

5. Compare your answers with the rest of the class. Are there any similarities between the campaigns?
Box 6 Policies and laws (page 48)

Briefly summarise the following:

1. Policies

2. Laws

Campaigns to change a policy (pages 48-49)

1. Briefly outline the work of Unlock.

2. What campaigning methods does Unlock use. Write a brief summary of these.

3. Write a summary of Unlock’s successes.
1. Briefly outline the Sarah’s Law campaign, including the background.

2. Describe how the media supported the campaign.

3. Write a summary of the success of Sarah’s Law.

Briefly outline the No Knives, Better Lives campaign.

Briefly outline the #WeWontWait campaign.
Topic 2.1

Campaigns to change awareness (pages 51-52)

1. Briefly outline the #MeToo campaign.

2. Write a summary of the success of the #MeToo campaign.

Campaigns to change attitudes (pages 52-53)

1. Briefly outline the Stop Hate UK campaign.

2. Write a summary of the success of the Stop Hate UK campaign.
For your controlled assessment you will need to compare the range of campaigns that you have studied in this Topic, plus any others you have researched yourself. You need to consider the following questions:

1. The purpose of the campaign – what did it aim to achieve?
2. The background to the campaign – what events led to the start of the campaign?
3. Was it successful in achieving its aim – what evidence is there of the campaign’s success?
4. In what ways are the various campaigns similar to or different from one another? For example, do they use similar methods? Are their aims different?

Write your notes here.
Controlled assessment preparation (page 53)

Complete your preparation here.
TOPIC 2.2 Evaluate the effectiveness of media used in campaigns for change

Learning Objectives:

After studying this Topic, you should be able to:

Evaluate the effectiveness of the following media used in campaigns for change:
- blogs
- viral messaging
- social networking
- advertising
- radio
- television
- film
- documentary
- word of mouth
- events
- print.

Getting Started (page 54)

Write your answers to the Getting Started activity here.

1. Of the campaigns for change that you studied in the previous Topic, which one did you think was the best? Give reasons for your answer.

2. What do you think are the most effective ways of a campaign spreading its message and gaining support? Give reasons for your answer.

How campaigns use the media to bring about change (pages 54-60)

Blogs (page 54)

1. What are blogs?

2. Write a summary of how Unlock uses blogs.
Activity: Research Using blogs in campaigns (page 54)

A. Write your answers here.
1. What information is available on the Unlock blog?

2. Did you find the blog interesting and easy to read? Can you suggest any improvements that Unlock could make?

B. Using the Unlock blog as an example, suggest how it highlights one strength and one limitation of blogs. Give specific examples from the blog to highlight your points. Summarise the advantages and disadvantages of using a blog as part of a campaign.

Viral messaging (page 55)

1. What is viral messaging?

2. Write a summary of how Time to Change used viral messaging.

Activity: Using social media in campaigns (page 55)

What do the results of your messaging tell you about the usefulness of social media in spreading messages?

What are the limitations?
Social networking (pages 55-56)

1. In what ways does Stop Hate UK use social networking?

2. How effective was the Twitter hashtag for the #MeToo campaign?

3. What are the limitations of social networking? Give specific examples.

Activity: Research Social networking (page 56)

1. What messages are posted on their accounts by the campaign?

2. Do you find the pages engaging? Give your reasons. Would you follow them?

3. How many followers does Stop Hate UK have on Twitter?

4. Write a summary of the advantages and disadvantages of using social networking to promote a campaign for change.
**Advertising (page 56)**

1. List the types of advertising that a campaign could use.

2. How much could it cost for a 30-second commercial on television?

3. What types of advertising might be cheaper than television but still effective?

**Activity: Research (page 56)**

1. How much does your local newspaper charge for a half-page advertisement?

2. How much does your local radio station charge for a 30-second advertisement?

**Web banners (page 56)**

What is a web banner? Give an example of a campaign that has used this form of advertising.

**Merchandise (page 57)**

List a range of merchandise that a campaign could use to promote its message. Why might this be an effective campaign method?
**Radio (page 57)**

Briefly describe two ways a campaign might use the radio to promote its message.

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**Television (page 57)**

1. Other than advertising, how might a campaign use television to promote its cause?

2. In what ways can campaigns make sure their television advertising reaches their target audience?

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**Activity: Research (page 57)**

1. Watch a local or national TV news bulletin each day for two or three days. Make a note of any appearances by members of campaign groups. Make a note of the issue, the campaign and whether it was local or national.

2. When watching TV, make a note of any advertisements for campaigns.

3. Summarise your findings on the use of television by campaigns for change. Do you think appearances on the news were beneficial to the campaigns you saw? Give reasons for your answer.
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<tr>
<th>Topic 2.2 Evaluate the effectiveness of media in campaigns</th>
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</table>

**Film (page 57)**

1. How might campaigns use films to promote their message?

2. Use the example of Parkinson’s UK to describe the use of film by a campaign. Why was this a positive use of media?

**Activity: Media Campaign films (page 58)**

For each of the clips you watch, answer the following:

1. What is the message in the clip?
2. How do the films help viewers understand Parkinson’s disease?
3. Do you think the films encourage the viewer to support the work of Parkinson’s UK? Give reasons for your answer.

**Documentary (page 58)**

1. What are documentaries and why are they useful in promoting a campaign?

2. What are drama documentaries and why are they used for some campaigns?
Activity: Media Knife crime (page 58)

Write your answers here.
1. What do the headlines at the beginning of the documentary tell us?
2. How did the personal experience of knife crime affect Jermaine Jenas?
3. What was Jenas’s upbringing like?
4. What issues about knife crime are highlighted when Jenas is talking to his mother (3 mins 10 to 3 mins 47)?
5. What does Tricia’s case highlight about knife crime? What is her message?
6. What does the interview with Ben, the journalist, highlight about reasons for the increase in knife crime?
7. What does the case of Joshua Bradley illustrate about knife crime?
8. What does the interview with ‘Chris’ show about reasons why young men carry knives? Why won’t ‘Chris’ tell the police when he is stabbed?
9. What does Jenas find out about knife crime when he visits the hospital?
10. What age was the youngest person the doctor has seen in relation to knife crime?
11. According to the clip, what are stab wounds related to?

12. What does Jenas learn about gangs from his interview with the three gang members?

13. According to the gang members, what is the biggest thing that has caused knife crime?

14. What experiences did the gang members have as children? What are the impacts of these experiences?

15. Why do the gang members say they can't get out of the gang life?

16. What do the gang members say about how the CJS deals with knife crime?

17. Why do the gang members say knife crime is high? What does Jenas suggest about the cause of knife crime?

18. According to Baz, the former boxer, what help should be available to young people to help them give up knife crime? What help should be available to those who have been in prison?

19. How had ‘Chris’ changed the second time Jenas met him? Why can’t ‘Chris’ change?

20. From the statement given to the documentary, what is the focus of the police in relation to knife crime?
**Word of mouth (page 58)**

1. How can a campaign message be spread by word of mouth?

2. What are the advantages of using word of mouth?

**Questions (page 58)**

1. Make a list of the characteristics of the kind of person you would imagine as an opinion leader.

2. Who would you choose to act as an opinion leader for a campaign about hate crime? Give reasons for your answer.

**Events (pages 58-59)**

1. What are the advantages of holding an event to promote your campaign?

2. Give examples of some of the types of events you might choose.

**Questions (page 59)**

1. Imagine you are arranging an event to publicise your campaign. What kind of event would you choose?

2. Where would you hold the event? Give reasons to support your answer.
**Topic 2.2**

**Evaluate the effectiveness of media in campaigns**

1. In what ways might you use newspapers or magazines to promote your campaign?

2. Briefly explain the following types of print media that can be used to promote a campaign:
   a. press releases
   b. flyers
   c. newspapers.

**Activity: Research (page 59)**

Find an example of a local campaign for change in your area that has been in the local newspaper. (The campaign doesn’t have to be about crime.)

1. What was reported in the newspaper about the campaign?

2. What do you think the story achieved for the campaign? Did the story raise awareness of an issue? If so, in what way, such as use of a real-life case?

3. What facts and/or figures did the story contain?

4. Was the story designed to help raise funds for the campaign?

5. Summarise the advantages of using local newspapers in a campaign for change.
Websites (pages 59-60)

Why do many campaigns have a website as well as a presence on social media? Use the example of No Knives, Better Lives to help explain.

Controlled assessment preparation (page 60)

Complete your preparation here.
Topic 3.1 Plan a campaign for change relating to crime

Learning Objectives

After studying this Topic, you should be able to:
- Identify an appropriate campaign for change.
- Produce a detailed and comprehensive plan for your campaign including clearly described actions in a relevant time sequence.

Plan should include:
- aims and objectives
- justification of choice of campaign
- target audience
- methods to be used
- materials to be used
- finances
- timescales
- resources needed.

Getting Started (page 61)

Write your answers to the Getting Started activity here.

1. Make a list of five types of under-reported crime that a campaign could be based on.

2. From your list of types of crime, choose the one that you want to use for your campaign for change.

Planning your campaign (pages 61-65)

Your aims (pages 61-62)

1. What are aims?

2. What should your aims focus on?
Plan a campaign for change relating to crime

Activity: Research  *Types of change* (page 62)

A. Working in small groups, each group should visit the website and choose one of the four types of change.

1. Prepare a brief presentation of the type of change your group has chosen. Include in the presentation information about the campaign to bring about this type of change. Make your notes here.

2. Make your presentation to the class.

3. When listening to the other groups’ presentations, make sure that you make notes on each type of change.

B. Working on your own, consider which of these types of change might be appropriate for your campaign. (More than one type might apply.)
### Activity  Linking your aims and objectives (page 62)

**Working on your own**

1. List the aim(s) of your campaign. Remember to include the type of crime and target audience, and make sure you include the purpose of your campaign.

2. Break down your aim(s) into a series of objectives that are SMART. Use the table below.

<table>
<thead>
<tr>
<th>SMART</th>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
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<td>Specific</td>
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</table>
Activity  Justifying your choice of campaign (Page 63)

1. For your chosen type of crime, list all the reasons why this crime might not be reported. For example, there may be personal and/or social and cultural reasons for not reporting it. (See Topic 1.2.)

2. What are the consequences of the lack of reporting of this crime? For example, does it affect police priorities, or lead to under-recording of the crime? Note all those that apply. (See Topic 1.3.)

3. Note how this type of crime is portrayed in the media. For example, is it sensationalised or glamorised? (See Topic 1.4). What might be the impact of any reporting on public perceptions of this crime? For example, has the reporting created a moral panic about the crime? (See Topic 1.5.)

4. Find police recorded crime statistics and statistics from the Crime Survey for England and Wales of the crime in your campaign. (See Topic 1.6.) Do these highlight issues that justify your campaign? For example, is the crime under-recorded in the police statistics?

5. Look back at Topics 2.1 and 2.2 and note any features of previous campaigns for change that you would like to include in your campaign.

6. Note any real-life examples of the crime in your campaign. These could be local examples, ones that have been in the news recently, or ones linked to campaigns you have studied.

Your target audience (page 63)

What is a target audience?
Activity  *Who is your target audience?* (Page 63)

1. Identify the target audience for your campaign.

2. Do your aims and objectives refer to this group? If not, add the target audience to them.

3. Explain why your target audience are relevant to your campaign. What is their connection to the type of crime you have chosen? For example, are they potential victims? Offenders? Witnesses? People who might prevent the crime?

4. Are there any key characteristics of your target audience that you need to consider when designing your campaign – for example, their age, gender or ethnicity?

Methods and materials (pages 63-64)

Briefly explain what you need to consider when choosing the following for your campaign:

a. the method for your campaign

b. the materials for your campaign.
Activity  Engaging your target audience (page 64)

1. Which materials are you going to use (e.g. leaflets, posters, merchandise, website etc.)?

2. How will the characteristics of your target audience affect the methods you will use for your campaign?

3. Explain how your materials and the way you are going to use them will enable you to reach and engage your target audience.

Finance (page 64)

1. Why is it important to consider the costs of your campaign?

2. What is the purpose of planning your fundraising and why is it important to be realistic about the likely funds that will be raised?
Activity \textit{Finances} (page 64)

Produce a financial plan for your campaign.

1. Work out the cost of any campaign materials you intend to use. For example, if you are going to print T-shirts, how much will they cost? How many will you produce?

2. How will you raise money? Give some examples of how you might raise funds and how much you would expect to obtain from these sources.

Activity \textit{Timescales} (page 65)

Using 1-4 below, formulate a timeframe for each stage of your campaign.

1. \textbf{Planning and research}

2. \textbf{Design}

3. \textbf{Materials}

4. \textbf{Implementation}
Other resources you will need (page 65)

Briefly outline any other resources you might need such as volunteers or training.

Activity Research Planning your campaign (page 65)

1. The web link is a useful guide to planning a campaign. Make any notes you need from the link here.

2. Has your campaign got the five elements of the best campaigns? Make notes here on any improvements you need to make.
Controlled assessment preparation (page 65)

Complete your preparation here.
TOPIC 3.2  Design materials for use in campaigning for change

Learning Objectives:

After studying this Topic, you should be able to:

Produce well-designed, attractive materials for your campaign for change. Content must be appropriate for changing behaviour. Materials should be visually and verbally stimulating and technically accurate.

- Design should include:
  - structuring your information
  - using images and other ways of capturing attention
  - using persuasive language
  - promoting action
  - considering target audience
  - aligning materials with campaign.

You should consider the design of materials such as:

- leaflets
- advertisements
- posters
- blogs
- social network pages.

Getting Started (page 66)

Write your answers to the Getting Started activity here.

1. Working in small groups, before you consider the design for your own campaign, look at some other campaigns to give you some ideas. Collect a range of publicity materials, such as leaflets or webpages, for any crime prevention campaigns you can find. These may be available online or from the police, libraries, community centres etc. Aim to get a range of campaigns to give you as many ideas as possible.

2. Working on your own, look for any posters and other public displays (e.g. on buses) that relate to crime prevention campaigns or campaigns for change. Take photographs so that you have a copy of these to refer to.

3. As a class, examine and discuss all the materials you have gathered to decide which ones have effective designs and why those designs are effective. Make notes on this here.
Designing your materials (pages 66-71)

Why are designs important for a campaign?

Structuring your information (page 67)

1. Why is it important to consider the structure of your materials?

2. What things are important when planning the layout of any materials?

Activity: Media Layouts (page 67)

A. Working on your own, watch the clip and make notes on what makes a successful layout.

B. Consider how you would lay out the materials for your campaign using ideas from the clip. Write brief notes to guide you when designing your layouts.
Activity Structuring your information (page 67)

Re-visit the websites of the campaigns you compared in Topic 2.1 and 2.2, and look at the materials they have produced.
1. Make notes on the ways the posters are laid out. For example, the Stop Hate UK campaign has a range of posters on their website.

2. How does the information in the leaflets differ from information in the posters? Are there any similarities between the two?

3. Look at merchandise that the campaigns have produced, such as T-shirt or mugs. How are messages displayed on these?

4. For your own campaign, work out some layout designs to fit the materials you are going to produce. For example, if you were going to use a poster where could you put the main message, an image and contact information for the campaign?

Using images and other ways of capturing attention (page 67-68)

1. Using the example of the spoon on page 67, explain how images can be useful to a campaign.

2. Why might a campaign use distressing images?
Text (page 68)

1. What is important to consider when choosing text for your campaign?

2. What colours should be considered for text on materials?

3. Why is a logo useful for a campaign?

4. What does a TV or radio script need to include?

Activity: Using images (page 68)

Look at the images on the websites of the campaigns you studied in Topic 2.1 and 2.2.

1. Which images draw your attention?

2. What do they tell you about the campaign?

3. Why do you think the campaign selected those images?
Using persuasive language (pages 68-69)

Briefly outline the following types of persuasive language:

1. repetition

2. triples

3. exaggeration

4. emotive language

5. rhetorical questions

6. speaking directly to the reader

7. anecdotes and human interest stories.

Activity: Media Persuasive language (page 69)

1. Using the list of persuasive language techniques on pages 68-69, note down any examples of the different types of persuasive language used in the clip.

2. Write some text for your campaign (e.g. for a leaflet, poster, press advert etc.), making use of several different types of persuasive language.
Promoting action (page 69)

1. What types of action might a campaign be looking to encourage?

2. Using an example, explain how language can be used to show what action a campaign is looking for.

Activity: Promoting action (page 69)

1. Looking back at the campaigns in Topics 2.1 and 2.2, list some of the ways in which their materials encourage action from supporters.

2. For your own campaign, how will the design of your materials engage them and encourage them to take action?

Considering your target audience (page 69)

Using an example, explain how materials can be made attractive to a target audience.
Activity: Your target audience (page 69)

For your own campaign:

1. Who is your target audience? Is there more than one group of people?

2. Explain how the design of your materials will gain the attention of your target audience

Aligning your materials with your campaign (page 69-70)

1. Briefly explain why it is important to link all your materials to each other.

2. Give an example of how materials can be linked.

Activity: Media Your materials (page 70)

Use the website below to help you to decide:

1. what types of materials to produce

2. what design features to include in your materials.
Variety in your materials (page 70)

1. Explain how you might have variety in your campaign materials.

2. How will you maintain some consistency in your materials?

Activity: Logos and taglines (page 70)

1. Look back at the campaigns in Topic 2.1 and 2.2. Note their logos and where they appear on any campaign materials. Do they also have a tagline?

2. Design a logo and tagline to use in your campaign. Keep in mind the points in the section above on Using images and other ways of capturing attention.
Complete your preparation here.
TOPIC 3.3 Justify a campaign for change

Learning Objectives:

After studying this Topic, you should be able to:
- Give a clear, detailed and well-reasoned justification for your campaign, including conclusions that are supported by relevant judgements including:
  ■ presenting your case for action
  ■ using evidence to support your case
  ■ your use of persuasive language.
- Justify your approach and the need for a campaign for change.

Getting Started (page 72)

Make your notes about your partner’s campaign here.

Presenting your case for action (page 72)

Activity Presenting your case for action (page 72)

Write a full justification of the need for action on the topic you have chosen for your campaign for change. Aim to write at least a couple of sentences for each of the bullet points on page 72.
Activity Using evidence to support your case (page 73)

Using points 1 to 7 on pages 72-73, write a full justification of your campaign. For each point, you must show the evidence that supports your case.

1. 

2. 

3. 

4. 

5. 

6. 

7. 
Activity Your use of persuasive language (page 73)

Using the list of types of persuasive language in Topic 3.2, identify examples from your campaign materials of where you have used this kind of language.

Explain why you feel these examples were likely to be effective in helping you achieve your campaign aims.

Controlled assessment preparation (page 73)

Your answers to the three activities above make up the preparation for the controlled assessment for this Topic. Make any additional notes you need here.