

Lesson plan		Year 7
Topic: The place of crime: Exploring perceptions of crime and place		
Objectives <ul style="list-style-type: none"> To recap the idea that people have different 'perceptions' of places. To introduce the idea that people have different perceptions about the risk and nature of crime in a particular place. To begin to look for reasons for such perceptions. To develop students' survey skills. 	Key terms <ul style="list-style-type: none"> Perception Place Risk Crime Fear 	Resources <ul style="list-style-type: none"> Survey findings – completed as a homework task. Photographs of places Sugar paper Large marker pens Local OS maps Outline tables
How have the students prepared for the lesson? Last lesson the students were each given a photograph of a place within the school locality. They were asked to show the photograph to people and ask them what words they would associate with the place shown in the picture and whether they would feel safe being there. The students were given a survey sheet on which to record their ideas (Figure 7).		
Stimulus/remember <ul style="list-style-type: none"> The students are given large copies of the three photographs featured in the homework task. Each photograph displays a grid reference and the students use local OS maps to locate each of the places. The students place small stickers on their map to highlight the location of each place. 		Time 5 mins
Model The students work as a class to collate the responses that they gathered from their homework. These could be collated on the board in a table showing the percentage of people who would feel safe in each area and the percentage that would not. Alternatively the results could be collated in an Excel spreadsheet, where graphs grow as data are added to the screen (Figure 8). The graphs could then be displayed using a data projector.		Time 10 mins
Try <ul style="list-style-type: none"> The students are given a piece of sugar paper. They stick the large photographs onto the sugar paper and annotate them with the describing words that people came up with during the homework survey. The students then discuss possible reasons for the responses that were given. The students display their findings around the classroom. 		Time 15 mins
Apply <ul style="list-style-type: none"> Working as a class the students use their displays and the graphs to discuss their survey findings. They then consider the question: 'How can we begin to explain our findings?' The students gather evidence from local OS maps and the annotated photographs to begin to put together a series of reasons why some places are perceived as safer than others. They record their thoughts in a table. 		Time 20 mins
Secure/plenary The students work as a class to discuss their explanations and come up with a series of questions that remain unanswered through this activity, e.g. is there a known record of high crime in any of the areas? Are any of the areas supported by a good neighbourhood watch scheme?		Time 10 mins
Differentiation Through teacher and peer support	Follow-up homework to be set this week Students collect evidence of crime in the local area. Could be in the form of photographs (digital pictures taken by students at lunchtime with supervision), newspaper articles, personal accounts, quotes, interviews, etc. Presentation of findings could include production of a large display or collage.	

The homework forms an important part of the planning and preparation for this lesson.

The homework task is referred to in the opening section of the lesson. It is clear to the students that the homework is linked to their class work.

The outcome of the homework task is intrinsically linked to the learning taking place in the lesson.

The homework completed by the students is not a closed task, it raises questions that still need to be considered.

The homework needs to be contrasting in nature to the previous task but it needs to build upon the interest that has developed during the lesson. How can we continue to engage the students and create a 'need to know' (see Figure 9)?

Figure 6 | The 'Exploring perceptions of crime and place' lesson plan.

(Source: Freeman, D and Miller, S. 'Homework and independent study' in Balderstone, D. (ed) (2006) Secondary Geography Handbook. Sheffield: Geographical Association.)