

## Sociology

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| <b>LESSON OBJECTIVE</b>   | In this lesson, students learn about crime and deviance and the difference between them. They learn about different types of deviant behaviour and two different ways of controlling criminal and deviant behaviour. |
| <b>LANGUAGE REFERENCE</b> | <b>Unit 5:</b> <i>littering, designated, in addition to</i> ; Future forms: <i>will</i><br><b>Unit 6:</b> Impersonal reporting structures: <i>it is known that, it is thought that</i>                               |

## WARMER

Ask students about the criminal justice system in their country. Ask them what kinds of things people go to prison for. Then ask what other sanctions (punishments) people receive for more minor offences (e.g. fines, community service, etc.) Do they think the laws in their country are strict? Why/Why not? What other sanctions would they suggest?

- 1 In pairs, students look at the pictures and identify what activity is shown in each one. They discuss whether these activities are legal or illegal in their country and their own opinions about each one, e.g. for the ones that are illegal, how serious are they? If they are legal, should they be illegal?

## Suggested answers

Photo 1 shows someone doing graffiti. This is probably illegal in most countries but may depend on the country.

Photo 2 shows some teens skateboarding in the street. This may not be illegal in many countries, but may be seen as anti-social.

Photo 3 shows someone breaking into a car. This is probably illegal in most countries.

- 2 Students stay in the same pairs and try to write a definition for both terms. If they don't know the word *deviance*, elicit or write up the word *deviate* and establish that it means 'to move away from doing what is expected'. Students then quickly read the text to check their definition of deviance and amend it if necessary.

## Answers

Crime is an act that breaks a legal rule; deviance is behaviour that goes against the norms of society in some way.

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the words if necessary.

- 3 Students read the text again and make a list of all the types of deviant behaviour that are mentioned.

## Answers

Sitting in a seat designated for people with disabilities, failure to do homework, extreme heroic behaviour, hoarding, littering in a museum or art gallery, not giving up a seat on a bus to a white passenger

- 4 Students read the text again in more detail and choose the correct option in each pair of sentences.

## Answers

1 a 2 b 3 b 4 b 5 a 6 a 7 b

- 5 Students work in pairs to discuss the questions. If you think they need extra support for the second question, you could elicit some examples of positive and negative sanctions first as a class.

## ?? DID YOU KNOW?

Read the *Did you know?* box aloud. If you wish, you could discuss why this might be (possibly laws have become tighter; more people are arrested; the criminal justice system is more efficient; more miscarriages of justice; more people commit crimes than a generation ago, etc.).

## PROJECT

- 1 Students work in groups to choose one example of deviant behaviour from the worksheet text. They choose a number of countries around the world to research. Try to ensure there is a good mix of deviant behaviours and countries between the groups. Each student takes one or two countries and uses the Internet to find out about the behaviour in those countries.
- 2 Students combine their information and put together a short presentation to give to the class in the next lesson. Allow class time for students to put together their presentation.