Geography: the language of Europe

Lesson 3: Le crime en France (Crime in France)

Key questions:
   a) How can radar graphs be used to compare crime levels in selected EU countries?
   b) Why are levels of hate crime higher in France than in other EU member states?
   c) How is the EU tackling crime?

Starter activity:
Comparing countries (geography starter)
Introduce the concept of hate crime by showing the Human Rights First 2008 Hate Crime Survey video clip to the class.

Students then use the *Comparing Countries* starter resource to investigate hate crime levels in different countries of the EU. Explain and ensure understanding of the radar graphs used in this resource – an explanation is been given at the top of the sheet.

The students' task is to examine the graphs and then complete the sentence starters provided on the sheet to summarise what they can see in the graphs. The answers are as follows:

   1. France
   2. UK
   3. Germany
   4. Spain
   5. Italy

Le crime en France (MFL starter)
Students are provided with a list of fifteen French words on the topic of crime. Set them a time limit during which they should aim, in pairs, to find the English translation for as many of the words as possible – using a French dictionary or word recognition techniques.

As an additional task, you could set the students a further five minutes to learn by heart as many of the words as they can. A prize could be given to the pair who remember the most at the end of this time.

Answers:

1.	La violence	Violence
2.	Le crime	Crime
3.	La lutte	Fighting
4.	Le racisme	Racism
5.	Endommager	To damage
6.	La haine	Hate/hatred
7.	Tuer	To kill
8.	Les couteaux	Knives
9.	La foule	The crowd
10.	Le vandalisme	Vandalism
11.	Le vol	Robbery/theft
12.	L'intolérance	Intolerance

13.	Les pistolets	Guns/pistols
14.	Les minorities éthniques	Ethnic minorities
15.	La sécurité	Security

Main activity:
Crime reporters
During the main activity, students investigate some of the main hate crime incidents which occurred in France in 2008, using the information they find out to write a report for *France Soir* newspaper. They are provided with some web links in order to start their research, although more able students could be encouraged to conduct their own independent research.

The students are then given guidance as to how to set about their newspaper articles, and are provided with a blank map of France to include in their article. On this map, they should use labels and annotations to show the location of the incidents (more able students can also add further brief details of each incident). In addition, they should be encouraged to add further labels to show some of the main physical and human features of France. A list of those that they should include could be provided for less able students.

Plenary:
Fighting crime in the EU
Remind students of the *security and justice* element to the EU aims (covered in Lesson 1) – that everyone has the right to feel secure and safe from crime, and that justice is done when crimes occur. Discuss what could be done to help to reduce and prevent crime in Europe.

Introduce the EUCPN – see if any of them can guess the meaning – European Union Crime Prevention Network. Each year a 'crime prevention award' is given out which recognises a successful crime prevention project. In 2008, there were 12 entries and the award was won by a scheme in Preston in the UK. The EUCPN website provides further details of the UK's winning entry.