



## COMPARISON OF THE TOP-DOWN AND BOTTOM-UP APPROACHES

*handout number***12.4**

Activity type    Consolidation

This activity will get students thinking about the evaluation of both the top-down and bottom-up approaches to profiling as well as getting them to compare them. This will encourage higher order thinking. Students are given the Venn diagram. They write down

in the left side of the diagram information about the top-down approach and in the right the bottom-up approach to profiling such as the type of data it gathers, what crimes it is mostly used for, what it focuses on and how the method was created. In the middle, write the similarities between the two approaches.

### Practical use

This task can be completed individually in class or as homework. Alternatively, it could be used as a paired activity.

### Additional notes

Evaluation points can also be incorporated on the Venn diagram and can be fed back on the board so students can add in extra points. Students could evaluate the two

approaches using the criteria on Handout 0.3 (general handouts) before they compare them.

### Answers

#### The top-down approach:

- Originates in law enforcement expertise.
- Is based on qualitative methods and creating hypotheses from scrutiny of the crime scene and witness reports.
- Is used mainly for murder and rape.
- Focuses on evidence found at the crime scene which is then used to infer.
- Work down to assign offenders into categories.

#### Bottom-up approach:

- Originates in psychological expertise.

- Is based on quantitative statistical analysis.
- Can be used with all types of crimes.
- Focuses on the distribution of crimes in an area.
- Work up from evidence collected at the crime scene.

#### Similarities between the top-down and bottom-up approaches:

- Both are used to narrow the field of suspects.
- They both assume that there is a pattern in an offender's behaviour, which is not always the case.
- Both have captured the public's imagination.

## CARTOON PROFILING

Activity type    Idea

Students can get into pairs and go onto one of the websites that create cartoon strips such as [www.toondoo.com](http://www.toondoo.com) or <https://www.pixton.com>

Students could either be put into pairs and do the task together or individually. They can include speech bubbles and pick the different characters.

### Practical use

This can be used as a piece of homework, stretch and challenge or as a revision tool.

### Additional notes

Students can be given a prize for the best cartoon strip or the one that explains the bottom-up approach in the best way.

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