

MEDWAY SECONDARY PSHE EDUCATION
GANGS:
MANAGING RISKS AND STAYING SAFE

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Gangs: Managing Risks and Staying Safe
TEACHER GUIDANCE

INTRODUCTION

This series of three lessons has been developed for Medway schools in partnership with the PSHE Association. They are designed to support teachers to address the topic of gangs including exploration of the reasons why a person might join a gang, the implications of carrying weapons, and ways to get support with gang-related issues.

These lessons are intended for use with either upper key stage 3 students or key stage 4 students. Each lesson contributes to addressing the following learning opportunities from the PSHE Association Programme of Study:

Key stage 3

Core theme 1: Health and wellbeing

- 2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- 19. that identity is affected by a range of factors, including the media and a positive sense of self
- 20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
- 26. the law relating to the supply, use and misuse of legal and illegal substances
- 27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

Core theme 2: Relationships

- 1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships
- 6. the features of positive and stable relationships and those of unhealthy relationships
- 8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- 28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- 31. to understand the feelings and pressure that the need for peer approval can generate
- 33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- 34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support

Core theme 3: Living in the wider world

- 1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

Key Stage 4

Core theme 1: Health and wellbeing

- 1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
- 14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
- 17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

Core theme 2: Relationships

- 1. strategies to manage strong emotions and feelings
- 2. the characteristics and benefits of positive, strong, supportive, equal relationships
- 7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- 16. to recognise when others are using manipulation, persuasion or coercion and how to respond
- 29. the role peers can play in supporting one another

In order to deliver these lessons safely, please ensure you have read the following guidance carefully before teaching.

KEY PRINCIPLES OF EFFECTIVE TEACHING IN PSHE EDUCATION

The lessons should not be taught in isolation but should form part of a developmental PSHE education programme. Lessons can be adapted to fit specific programmes and differentiated to meet student needs. However, like all PSHE lessons, they should:

- Be taught in a safe classroom environment
- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way
- Be grounded in realistic scenarios but not personal experiences
- Be taught by teachers who have adequate support from colleagues
- Avoid attempts to induce shock, fear or guilt
- Challenge unrealistic social norms
- Assess student progress using baseline and endpoint assessments

Consider any sensitivities and prior knowledge about specific students' circumstances - it may be advisable to give prior notice that this issue will be covered. Notice should also be given to pastoral and other relevant staff in the school. Local and national support groups or helplines should be signposted.

There is the potential for disclosures around bullying behaviour and gang involvement. To support young people's right to confidentiality, it is very important to explain the concept of confidentiality to young people and reinforce the ground rules around not using personal stories or names. Make sure you are familiar with the school's policies including PSHE, anti-bullying, behaviour management and safeguarding policy before lesson delivery.

Remind students to use the anonymous question box if there is anything they wish to ask anonymously for you to respond to after the lesson/in the next lesson.

For further information see www.pshe-association.org.uk/curriculum-and-resources/resources/handling-sensitive-or-controversial-issues-through

ABOUT THE LESSON PLANS

Overview of the lessons

The three lessons follow the story of four characters; Jay, Mo, Ariana and Zach. Jay and Mo have been friends for years, however when Ariana joins the school and introduces Jay and Mo to Zach, conflict begins to arise between the two friends. As Jay is gradually recruited into the gang, students have the opportunity to explore his choices, the risks he is taking and the potential consequences at each stage.

The lessons take this approach in order to provide the necessary level of detail and depth when considering the factors that might lead someone to join a gang. As a result, we recognise this is only one model of gang membership and recruitment and would encourage teachers to discuss with their students the authenticity of this story in comparison with their own beliefs and understanding about gangs, e.g. "Does this seem realistic?" "How might it happen differently around here?" "What implications does that have?"

The lessons are designed to be approximately an hour's duration however the topics within some lessons could take up to two lessons to cover, dependent on the needs of your class. The activity timings given within each lesson plan are the minimum required to deliver each activity. It is always important for PSHE education lessons to be pacy but it is equally important to meet the needs of your students. More may be gained from spending longer on exploring in-depth an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel that the students are progressing towards the lesson objectives.

	Lesson Objective	Intended Learning Outcomes	References to the PSHE Association Programme of Study
Lesson 1: How it might start...	<ul style="list-style-type: none"> To learn about the qualities of healthy and unhealthy social groups To learn about the factors which contribute to a young person deciding to join or not join a gang 	<ul style="list-style-type: none"> I can differentiate between the features of healthy friendships and those associated with gang membership I can explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes I can explain why some young people may want to join a gang but most others do not 	<p>Key Stage 3: H19, H20, R1, R6, R8, R31, R34, W1</p> <p>Key Stage 4: H1, H14, R2, R7, R29</p>
Lesson 2: Risks and consequences	<ul style="list-style-type: none"> To learn about the risks in belonging to a gang To learn about the social, legal and physical consequences of gang behaviours 	<ul style="list-style-type: none"> I can explain influences on decision-making about gangs I can explain the risks and consequences of different gang behaviours 	<p>Key Stage 3: H20, H27, R28, R31, R34, W1</p> <p>Key Stage 4: H1, H14, H17, R1, R7, R16, R29</p>
Lesson 3: Getting out	<ul style="list-style-type: none"> To learn about exit strategies to enable someone to leave a gang safely To learn how to seek help if worried about gang activity 	<ul style="list-style-type: none"> I can explain why gang members may find it hard to leave a gang I can recognise when and how to get help, including when at risk through doing something illegal I can explain the support available and describe or demonstrate exit strategies to help someone to leave a gang 	<p>Key Stage 3: H20, H26, R28, R31, R33, R34, W1</p> <p>Key Stage 4: H14, R1, R7, R16, R29</p>

DEVELOPING SUBJECT KNOWLEDGE

Gang behaviours

A gang is usually considered to be a group of people who spend time in public places that:

- see themselves (and are seen by others) as a noticeable group
- engage in criminal activity and violence

The specific crimes and behaviours relevant to each individual gang will vary, however it is important to be aware of common trends in gang behaviour before teaching these lessons in order to add a real world context to the discussions and activities provided within them.

Common features of gang membership:

- Being engaged in criminal activity and violence, usually starting with petty crime and developing to selling drugs, stealing phones or stabbings
- Laying claims over specific territory, often a postcode or estate
- Wearing an identifying feature, often an item of clothing worn in a particular way e.g. turned up trouser leg, bandana, a specific colour
- Usually in constant conflict with other gangs and unable to enter another gang's territory
- Gang activity is rapidly moving online; encrypted messaging services are used to organise criminal activity and communicate
- Drill music, which is driven exclusively by gang culture, is growing in popularity and moving into the mainstream; videos posted by gangs which rap about stabbings, rapes and drug use now have millions of views
- Gang membership is decreasing in age, with children as young as 11 recruited into gang life
- Young gang members (usually aged between 12-17) are often used to transport drugs through a network to sell in less well-policed areas, this is known as maintaining or crossing 'county lines'.

Language use

When teaching PSHE education lessons, it is important to prioritise the appropriate use of language, which will improve communication but also may challenge assumptions. Particularly in the case of gangs, students may use slang terms which either promote misconceptions and stereotypes, or may serve to mask attitudes from adults. Below are some slang terms to listen out for or challenge in lessons, however we are aware that the terms young people use are constantly evolving and may be specific to different locations.

Gang	Posse, squad, mandem, crew, hood
Gang member	Roadman, blud/blood, squaddie, rude boy, homie, hitta
Members of a rival gang	The ops, pagans
Knife	Shank, blade, tool, cutter, borra, burner, nank,
Carrying a knife / weapon	Carrying, packing, tooled up, armed
Stabbed	Sheffed, shanked, duppied
Firearm	Strap, ting, dotty (shotgun), mash, biscuit, burner
Drugs	Food, bits, pebs,
Drug dealing	Shotting, pushing, roading, selling, trappin', hittin em, hittin one, serving up
The preparation of drugs for selling	Whippin' up, cooking up, blicin up
Drug user	Fiends, nittys, crackheads, sales
Area/neighbourhood	Ends, the bits
Police	Jakes, 5-0, feds, po-po, pigs,

REPORTING GANG BEHAVIOURS AND GETTING HELP

How to report gang behaviour?

There are lots of ways to report gang-related behaviours, whether as a target, witness or participant.

It is likely that during the lesson young people will raise significant concerns about reporting gang-related behaviour, particularly if there are already tensions with local police. These concerns might include fear of being targeted by the gang, distrust that the police will deal with the situation, not wanting to incriminate themselves, friends or family members, and a general attitude that 'snitching' to the police is undesirable.

Lesson 3 offers an opportunity to break down these concerns and to reflect on who it might be appropriate to talk to if someone had concerns. Whilst it is important to acknowledge the concerns of your students, it is also important that, through discussion, the benefits of reporting are reinforced.

Talking to students about how to report can start to remove these barriers, in particular highlighting the anonymous and online methods of reporting that are available such as:

- **Crimestoppers:** www.crimestoppers-uk.org Phone: 0800 555 111
- **Fearless:** <https://www.fearless.org/en/give-info>

What is likely to happen next?

Another significant barrier that can prevent or delay young people from reporting gang involvement is an uncertainty about what will happen next, and so wherever possible it is important to calmly and accurately reassure students about what is most likely to happen if they report concerns.

It is important to emphasise that in many cases, a trusted adult that a young person might choose to speak to, such as a teacher, youth worker or Childline counsellor, will have a legal duty to report their concerns to the police, for example if either they or others are at further risk. If a young person has committed a crime, they are likely to face consequences for this, which may include attending court and receiving a criminal record. However, this is still a better choice than continuing to participate in gang related behaviours which are likely to encourage very serious criminal actions.

Childline provides student-friendly information about this:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gangs/#2>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/crime/>

Teachers may therefore wish to extend the learning from these lessons to consider in more detail what happens after a person seeks help from different sources. The activity in lesson 3 centred around the benefits and drawbacks of different types of help needs careful handling to ensure stereotypes regarding talking to the police are dealt with appropriately.

The video clip explaining how Crimestoppers works is available here: <https://www.kent.police.uk/advice/community-support/report-anonymously/>

This could be used to help students understand the anonymity of the service. However, it is also important to discuss the limitations of such a service.

Signposting support

It is important to recognise that discussions about gangs and related criminal activity can be sensitive and may trigger particular thoughts and feelings that individual students may find difficult to deal with. Appropriate sources of help and support, both in and outside school, should be signposted widely across the school and PSHE education teachers should be clear about opportunities for young people to talk about situations that are concerning them in a suitable, one-to-one setting.

It is vital that students are given reassurance about the consequences of seeking that support. If, in spite of clearly set ground rules and signposting of opportunities for confidential matters to be discussed outside the classroom, a disclosure is made in a PSHE education lesson, teachers should follow their school's safeguarding policy.

The following is a list of suggested sources of external support. However, it is helpful to continue to research local area connections which can provide more bespoke services to young people involved in particular gang behaviours locally.

Local and national support organisations		
Service	Telephone Numbers	Website
A Better Medway Local advice and support		www.abettermedway.co.uk
Medway Youth Service	01634 332286	youth.enquiries@medway.gov.uk
Childline Free confidential and emotional support for young people	0800 1111	www.childline.org.uk
Crimestoppers Anonymous crime reporting service, independent of the police	0800 555111	https://crimestoppers-uk.org/

Fearless Site providing non-judgemental information and advice about crime and criminality.		https://www.fearless.org/en/give-info
Victim Support A charity working to support people who have been the victim of crime	0808 16 89 111	www.victimsupport.org.uk
Runaway helpline A confidential support service for young people in conflict at home	Call or Text 116 000	www.runawayhelpline.org.uk/advice/gangs
Young Minds A charity offering support for the emotional health and wellbeing of young people		www.youngminds.org.uk

Developing learning beyond these lessons

Drug education

These lessons have relevant links to wider drug education in PSHE education. In the story that follows Jay through the three lessons, it is never specified what he is transporting in the packages. These details have been left intentionally open to interpretation so that teachers can guide meaningful discussions about young people's assumptions and expectations based on their own context. The packages may contain weapons, stolen goods or money; however, it is likely that most young people will assume the packages contain some form of drug. Therefore, you may choose to follow this unit of work with specific lessons about the risks associated with drug use, drug addiction, and drug dealing, including the physical, financial, social and emotional risks of drug use on both individuals and the wider community.

Child Sexual Exploitation (CSE)

These lessons also provide an opportunity to consider other forms of unhealthy relationships, including child sexual exploitation. The references to Ariana's role in the gang have again been left intentionally vague, as it is an area of discussion teachers may choose to spend a varying amount of time reflecting on with their classes. Throughout the story, Ariana plays the role of 'recruiter' and there are indications that she is being used as a prize. It is common in gang culture that girls in mixed-gender gangs regularly experience sexual exploitation as part of the gang's currency, and there are several moments in the story which suggest she is encouraged to offer sexual favours to Jay as part of the recruitment process.

To explore this content further with your students, you may consider using the following quality assured resource from CEOP:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/ceop-exploited-film-and-resource-pack>

Other curriculum links

These lessons may also provide opportunities for liaising with other subject areas, in particular the Citizenship curriculum, which will provide opportunities to explore the legality of youth offending in more detail, for example learning about the youth justice system, joint enterprise and rights related to stop and search.

Gangs: Managing Risks and Staying Safe
LESSON PLANS

LESSON 1

HOW IT MIGHT START- KS3/4 - Y9/10

CONTEXT

This lesson will explore the distinction between healthy relationships and those that exhibit unhealthy characteristics which may signify they are part of gang activity. It will also explore why people join a gang so as to dispel the myths associated with this.

LEARNING OBJECTIVES

We are learning:

- about the qualities of healthy and unhealthy social groups
- about the factors which contribute to a young person deciding to join or not join a gang

INTENDED LEARNING OUTCOMES

- I can differentiate between the features of healthy friendships and those associated with gang membership
- I can explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes
- I can explain why some young people may want to join a gang but most others do not

RESOURCES REQUIRED

- Anonymous question box
- Resource 1: Story parts 1 and 2 [1 copy between 2 students]
- Resource 2: Factor cards [1 set between 2-3 students]

CLIMATE FOR LEARNING

Ensure you have read the accompanying Teacher's Notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

Gang, coercion, identity, peer influence

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Introduction	Outline objectives, outcomes and ground rules. Introduce the lesson theme.	5 minutes
Baseline assessment	Draw and write a person who is a member of a gang.	10 minutes
Where is the line?	Students illustrate differences between healthy and unhealthy relationship behaviour. Develop using questioning	10 minutes
Story and signs	Read story part 1 and brainstorm signs of gang activity.	10 minutes
Factor sort	Read story part 2. Students sort the reasons characters chose to join or not join the gang. Explore whether these are legitimate reasons through questioning.	15 minutes
Giving Advice End-point Assessment	Class discussion giving advice to the story character	10 minutes

BASELINE ASSESSMENT

Begin the lesson by introducing or reinforcing the ground rules, including the right to pass, no personal stories and respecting others' opinions.

BASELINE ASSESSMENT ACTIVITY

It is important that this activity is completed individually, without any input or help from you, other adults or students, as it should be a record of the individual student's knowledge and understanding before any new teaching takes place.

Ask the students to draw a picture of someone who is about their age, who goes to school in a similar area to them and is a member of a gang. Ask them to write beside the picture why they joined the gang, why they stay in the gang and what it's like to be a gang member. Ask them to add what they think the risks of their gang membership might be, to the person and to others, and the kinds of activities they get involved in. Finally, add where this person could go to for help if they needed it.

Ideally this baseline assessment will be completed before this lesson is taught. This will allow you to assess students' starting point, to adapt the plans accordingly and identify future learning needs.

15 MINS

10 MINS

WHERE IS THE LINE

[This activity also provides helpful baseline information to support you to adapt your questioning during the lesson(s). However, it can be omitted if time is short.] Ask students to work in pairs to come up with two example scenarios for each statement; one an illustration of a healthy, respectful friendship and the other, something which crosses the line and shows a person as being in an unhealthy relationship due to pressure, negative influence and/or gang culture.

- When does teasing become bullying?
- What is the difference between a 'fun' dare and one which goes too far? [This suggests there is such a thing as a 'fun' dare which students may disagree with.]
- When is it a good idea for someone to stick up for their friends and when should they draw the line?
- When does someone's fear of embarrassing themselves in front of their friends become fear of acting/speaking out at all?

Use this as an opportunity for young people to help each other understand what feels appropriate and what feels more uncomfortable, and is perhaps a potential sign of gang membership/activity. This is also helpful in shaping the lesson content.

Explain that we are all different so may have different views on where the line is between what is acceptable and what is not.

10 MINS

THE STORY BEGINS... SIGNS?

Introduce and read part 1 of the short story focusing on Jay, Mo, Ariana and Zach. Explain that these characters will be used, throughout this and the following lessons, to help stimulate discussion about the responsibilities and risks that accompany different choices.

In the story, Mo says there are signs that Zach and Ariana are part of a gang. Ask students what signs they think these might be. Focus students' attention on what the differences between group and gang membership might be.

Answers could include: wearing gang symbols/clothes or tattoos, risk-taking behaviours, mixing with known gang members, members seem to have a lot of money/expensive items without a clear income source, using street/coded

Read part 2 of the story. Give each pair/small group a set of Resource 2: Factor cards. Ask students to reflect on the reasons why a person might join a gang by sorting the cards into reasons why they think Jay wanted to join the gang, why Ariana joined, and why Mo chose not to. There may be factors which the students feel do not belong to any of the characters and others which they would want to add or include for more than one character.

For those students who may need further support:

You may choose to ask students to simply split the cards into reasons why a person might choose to join a gang and why they may not.

For those students who may need further challenge:

You may choose to ask students to simply split the cards into reasons why a person might choose to join a gang and why they may not..

Ask the following questions:

- Are the reasons why Jay and Ariana chose to join the gang accurate beliefs? [e.g. do gangs provide safety? or identity?]
- Why might it be difficult to resist the influence to join a gang?
- What can a person do if they feel they are being pressured into joining a gang?

During discussion ensure the following points are covered:

- *Gang activities often put people in highly risky situations so the idea of protection is undermined.*
- *Whilst gangs can provide people with an identity, it may strip individuals of their personal identity as each gang member is expected to conform to the group's actions and beliefs.*
- *Gang members are often shown in the media to have a glamorous lifestyle. However, this is at the expense of their safety and they are making money from fear and criminality in their community which affects the quality of their relationships and future career prospects.*
- *Due to the nature of gangs, it can feel very difficult for a person to distance themselves from friends or family who are part of a gang. This is why it is important to get help in the event of such pressure.*
- *The response to the pressure to join will vary dependent on the situation. We will look at this in further detail in future lessons.*

GIVING ADVICE

Ask students what advice they would give to Jay and Mo at this stage in the story?

Advice might include reference to both decisions regarding the dilemmas themselves (e.g. whether to join the gang or not, whether to take risks like Jay did or not, how to manage their friendship) and also exit strategies if both Mo and Jay decide not to join the gang (e.g. not going along to hang out with the group, changing how they walk home, telling someone about their situation so people are looking out for them).

Ensure students share places to go to for support. Provide examples such as those below if they have not already come up with their own.

Home/school support: a friend, teacher, tutor, parent, school counsellor, PCSO.

Local and national services such as:

- **A Better Medway:** <http://www.abettermedway.co.uk/>
- **Childline:** www.childline.org.uk
Contact number: 0800 1111
- **Crimestoppers:** <https://crimestoppers-uk.org/>
Contact number: 0800 555111
- **Victim support:** www.victimsupport.org.uk
Contact number: 0808 16 89 111
- **Runaway helpline:** <http://www.runawayhelpline.org.uk/advice/gangs/>
Call or Text 116 000 or email 116000@runawayhelpline.org.uk.

EXTENSION ACTIVITIES/ HOME LEARNING

FAST-FORWARDS

Ask students to fast-forward to the next part in the story. What do they think will happen next? This could be done as a brief whole class discussion or each student/ pair could complete a storyboard to illustrate their thoughts.

Most will suggest that Jay gets further involved in the gang and starts to regret it. Ask the group if this eventual consequence is inevitable.

Explain that there are always ways to stop and do something different and part of sound risk assessment and management is being able to identify potential risks early and to exit a risky situation at the earliest opportunity.

LESSON 2

RISKS AND CONSEQUENCES- KS3/4 - Y9/10

CONTEXT

This lesson explores the risks and consequences of gang related behaviours. It also considers the pressures and manipulation techniques used on young people to join a gang and how they can resist these.

LEARNING OBJECTIVES

We are learning:

- about the risks in belonging to a gang
- about the social, legal and physical consequences of gang behaviours

INTENDED LEARNING OUTCOMES

- I can explain influences on decision-making about gangs
- I can explain the risks and consequences of different gang behaviours

RESOURCES REQUIRED

- Anonymous question box
- Resource 1: Responding to an image [optional differentiation printed resource]
- Resource 2: Story Part 3, 4 & 5 [1 copy between 2 students]
- Resource 3: Fact or Myth [1 copy between 2 students]

CLIMATE FOR LEARNING

Ensure you have read the accompanying Teacher's Notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication, and handling questions effectively.

KEY WORDS

Gang, peer influence, drug dealing, criminal responsibility

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Reconnecting activity	3-word summaries of the character relationships at the end of last lesson.	5 minutes
Think/pair/share	Discussion based on story part 3.	10 minutes
Fact or myth	Read story part 4 and ask students to complete the fact/myth handout which examines social norms and attitudes on gang-related risks.	10 minutes
Making predictions	Read part 5 as a class. Lead a group discussion on what students think is likely to happen next.	5 minutes
Decisions and consequences timeline	Timeline key moments in the story and assess how different choices would have had a different outcome.	10 minutes
Making the right decision	List as a class all the benefits Jay believed he was going to get by joining a gang and compare this with the drawbacks/sacrifices he has had to make so far.	5 minutes
Plenary activity	Revisit 3-word summaries of the character relationships and repeat for the characters at the end of this lesson.	10 minutes

BASELINE ASSESSMENT

Begin the lesson by introducing or reinforcing the ground rules, including the right to pass, no personal stories and respecting others' opinions.

RECONNECTING ACTIVITY

In pairs, ask students to remind themselves of the story from lesson 1 and the main characters, Jay, Mo, Zach and Ariana. Ask them to summarise the state of each relationship where we left the story at the end of lesson 1:

1. Using three words, summarise how Jay is feeling about himself
2. Using three words, summarise Jay and Mo's friendship at the end of last lesson.
3. Using three words, summarise Jay's friendship with Zach.
4. Using three words, summarise Jay's friendship with Ariana.

Take feedback, drawing ideas together on the board for each of the relationships, highlighting those words which could be considered healthy and unhealthy, or that demonstrate change in the relationship.

5 MINS

For those students who may need further support:

You may choose to use Resource 1: Responding to an image to support students to record their thoughts during this activity.

For those students who may need further challenge:

You may ask students to predict what they think might happen next in the story (students who completed the extension activity in lesson 1 could lead this discussion).

CORE ACTIVITIES

10 MINS

THE STORY CONTINUES... THINK/PAIR/SHARE

As a class, read part 3 of the story using Resource 2.

Ask students to discuss in pairs:

1. What do you think might be in the package?
2. What risks might there be for Jay in keeping and delivering the package?
3. Why do you think Jay agreed?

Take feedback, ensuring that discussion covers the following points:

- *It is unclear what is in the package, but the most likely items a gang member might want Jay to hide or move are weapons, drugs, stolen goods or money. Whatever it is, the secretive nature of the task implies it is something illegal and/or dangerous.*
- *In asking Jay to keep and deliver the package, Zach is attempting to transfer criminal responsibility away from him and onto Jay. If Jay is caught with the package, he could be arrested. He is also likely to have to deliver the package in a dangerous area or to dangerous people.*
- *Jay might have agreed for a variety of reasons, including: to impress Ariana, to impress Zach, to gain acceptance into the gang, for a reward (either monetary or otherwise), etc.*

10 MINS

FACT OR MYTH?

As a class, read part 4 of the story.

Hand students Resource 3: Fact or Myth and ask them to work in pairs to decide if they think each statement is a fact or a myth. If they think it is a myth, encourage them to suggest what they think the fact might be in the comments section.

Go through the answers as a class, using the key points from the teacher information sheet. It is important to emphasise positive social norms, reminding students that the vast majority of young people are not involved in gang activity and do not carry a knife. Students are often led to believe myths about the prevalence of risky behaviours which increases the pressure to become involved themselves.

As a class, read part 5 of the story using Resource 2. Facilitate a group discussion at this point using some of the following questions:

- What might Zach want Jay to do?
- What might Ariana mean when she tells Jay that he will get special privileges like Zach?
- Why does Jay have to prove his loyalty to Zach?

Feedback may include:

- *We don't know yet what Zach wants Jay to do, but it is likely to involve dangerous or criminal activity. This might involve some form of initiation ceremony, such as carrying out an act of violence.*
- *Ariana may be hinting at sexual favours Jay will be entitled to if he is initiated into the gang. Female gang members are often abused and used as sexual currency or reward. Students may have interpreted this differently and suggest other ideas. You may wish to reflect on the group dynamic and to read the teacher guidance notes on CSE before deciding to what extent you wish to discuss this topic with your students.*
- *Loyalty is a concept that is manipulated in gang culture. Whilst loyalty is a desirable characteristic in a friend, the idea of 'proving' loyalty is problematic and, within gangs, often involves doing something a person might be deeply uncomfortable with in order to prove they put the gang before their own personal safety or moral compass. This is then a factor in creating 'buy-in' for a person. They feel they have gone above and beyond to be part of a gang so they protect the gang to justify their actions. The needs of the group become more important than individual needs and together the group may make bad decisions because individual members do not want to express opinions that others may disagree with (a process known as 'groupthink').*

Ask students to draw a timeline across their page or on an A4 sheet of paper, and at the start of the line write: "Mo and Jay meet Ariana". Encourage them to add all of the key moments they think have led up to this moment in the story.

It may support students to begin by brainstorming ideas as a class about all of the events in the story so far, and to display these on the board during the activity. Key events include:

Mo and Jay meet Ariana, Ariana invites Mo and Jay to Zach's house, Jay and Mo are offered beers and smokes, Jay is dared to run in front of a truck, Jay is asked to keep and deliver a package, Jay and Mo have an argument, Jay is attacked and loses a package, Zach tells Jay he has to work for free and should carry a knife, Jay skips school to work for Zach, Ariana contacts Jay to tell him he can prove his loyalty to Zach.

For each key moment, ask the students to consider the choices that Jay has made and what he could have done differently:

- What has influenced Jay's decision?
- Has Jay made a good/bad decision? Why?
- How else could Jay have chosen to behave?

It might be appropriate for some students to label this on their timeline. For other students, this might be best completed verbally or through focusing on only one question to add feedback to their timeline. Tell students they will be returning to this activity in next lesson so they should leave space to add more detail later. If students are working on separate sheets, collect these in and keep until next lesson.

10 MINS

MAKING THE RIGHT DECISION?

Ask the class to think about whether Jay would now feel he made the right decision to join the gang. They should try to list all of the things Jay thought he was gaining from being in the gang, and compare this to all the things he is having to sacrifice to be in the gang, and the potential negative consequences he is risking as a gang member.

Take feedback from the class, ensuring the following points are discussed:

Jay might have thought he was gaining: respect from his peers, new friends and maybe a girlfriend (Ariana), protection from the gang, money and new clothes, a sense of belonging.

Jay is having to sacrifice: his friendship with Mo, his education, his freedom to make his own decisions, his independence, his future career prospects. He is also risking more serious consequences, such as his physical safety (he might be stabbed or attacked again) or legal penalties such as being arrested, getting a criminal record or being imprisoned.

PLENARY/ASSESSMENT FOR AND OF LEARNING

10 MINS

ASSESSMENT ACTIVITY

Ask students to revisit their three word summaries from the beginning of the lesson. Ask them to repeat the activity, by choosing three new words to summarise

how they think Jay is feeling about himself now and his relationships with each of the characters at the end of the lesson. They should then comment on the changes; overall, is Jay feeling better about himself and his relationships or are there concerns he is perhaps not facing up to?

Remind students of the places to go to for support, such as home/ school support: a friend, teacher, tutor, parent, school counsellor, PCSO, and local and national services:

- **A Better Medway:** <http://www.abettermedway.co.uk/>
- **Childline:** www.childline.org.uk
Contact number: 0800 1111
- **Crimestoppers:** <https://crimestoppers-uk.org/>
Contact number: 0800 555111
- **Victim support:** www.victimsupport.org.uk
Contact number: 0808 16 89 111
- **Runaway helpline:** <http://www.runawayhelpline.org.uk/advice/gangs/>
Call or Text 116 000 or email 116000@runawayhelpline.org.uk.

EXTENSION ACTIVITIES/ HOME LEARNING

EXPLORING LEGAL CONSEQUENCES

Ask students to investigate the legal consequences of drug possession and drug dealing. They could present their information in the form of a fact file or leaflet. Provide students with a recommended list of websites to support their research such as:

- www.gov.uk/penalties-drug-possession-dealing
- <http://knowthescore.info/drugs-facts/drugs-and-the-law/possession-and-supply/>
- <http://www.themix.org.uk/drink-and-drugs/drugs-and-the-law/if-caught-with-drugs-9584.html>

It would also be best practice to provide students with success criteria for this activity. These could focus on:

- the difference between possession and intent to supply
- the legal consequences for possession of different drug classifications
- the legal consequences for intent to supply different classifications of drugs

LESSON 3

GETTING OUT - KS3/4 - Y9/10

CONTEXT

This lesson concludes learning about gangs by exploring exit strategies and support systems for those people who have concerns about gang activity.

LEARNING OBJECTIVES

We are learning:

- exit strategies to enable someone to leave a gang safely
- how to seek help if worried about gang activity

INTENDED LEARNING OUTCOMES

- I can explain why gang members may find it hard to leave a gang
- I can recognise when and how to get help, including when at risk through doing something illegal
- I can explain the support available and describe or demonstrate exit strategies to help someone to leave a gang

RESOURCES REQUIRED

- Anonymous question box
- Resource 1: Story part 6 & 7
- Resource 2: Jay's options card sort [optional support]

Resources from previous lessons:

- *Draw & Write activity from lesson 1*
- *Timeline activity from lesson 2*

CLIMATE FOR LEARNING

Ensure you have read the accompanying Teacher's Notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

KEY WORDS

Gangs, manipulation, support network, exit strategies

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Introduction	Outline objectives, outcomes and revisit ground rules.	
Reconnecting activity	Pairs create a 60-second news bulletin to summarise the story so far.	5 minutes
Decision time	Read part 6 as a class. Groups work to brainstorm what Jay could do next.	15 minutes
Tracking backward	Revisit timelines from lesson 2. Add detail on what Jay could have done differently.	10 minutes
Support	Discuss Jay's support network and ask students to identify the positives and negatives of each source.	10 minutes
Assessment	Revisit lesson 1 baselines and email a response to their character or create a storyboard for their character to illustrate their learning. Optional peer assessment.	20 minutes

BASELINE ASSESSMENT

Begin the lesson by introducing or reinforcing the ground rules, including the right to pass, no personal stories and respecting others' opinions.

RECONNECTING ACTIVITY

Ask students to work in pairs to create a 60 second news bulletin to summarise "The story so far", including:

- Who is Jay?
- Who else is important in the story?
- What has happened?
- Have any crimes been committed?

The key points that students should identify are:

Jay is a teenage boy who has recently joined a gang. He has fallen out with his best friend Mo and is spending his time with gang members Zach and Ariana. Jay has been asked to deliver packages, and after losing one has been 'working' for Zach for free, delivering packages across the estate. He has also started carrying a knife. Possession of a knife is against the law, and we can assume that Jay is transporting illegal items in the packages (either drugs, stolen items, illegally earned money or weapons).

5 MINS

CORE ACTIVITIES

15 MINS

DECISION TIME

Read part 6 of the story, which leaves Jay in a 'crunch moment'. Here Jay is going to need to make a very serious and quick decision about what to do next. Organise students into groups of four and ask them to spend 5 minutes generating as many ideas as they can about what Jay could do next. For each idea they should then debate what they think the consequences might be by predicting what might happen next.

For those students who may need further support:

You could provide students with Resource 2 - a set of cards with some possible ideas about what Jay might do next, and ask them to discuss the positives and negatives of each decision.

For those students who may need further challenge:

Encourage students to think about the consequences both immediately in the moment Jay makes the choice, and in the future (for example the next day or the next week).

Take feedback from the class and encourage each group to decide what they think Jay should do and why.

Explain to students that by this stage of the story, Jay is deeply involved in the gang and in criminal activity. The gang has already developed significant control over his actions and therefore, any decision he makes now is likely to have serious consequences and carry at least some element of risk. At the moment his choice might focus on damage limitation, or minimising risk. Explain that although there are routes out of gangs, these are not necessarily easy to take. Jay is already in a situation that has spiralled out of his control. His greatest opportunity to prevent these choices was to have made different decisions earlier in the story.

10 MINS

TRACKING BACKWARDS

Ask students to look back at the timeline they created in lesson 2 and to add the events from this lesson to the end of their timeline. Given that they now know that this is what will happen in Jay's story, encourage them to think back to all of the earlier decisions Jay made and to add detail, advice and suggestions about what Jay could have done differently at each point in order to have avoided this situation. You may choose to use some of the following prompt questions:

- When was the safest moment to walk away?
- If you could go back in time to all of the earlier moments and give advice to Jay, what would you say at each key event?
- Who could he have turned to for help at various points in the story?
- Why/how has it become harder for Jay to leave the gang with every new event?
- How could Mo have intervened earlier in the story to help his friend?
- Does Mo have any responsibility to help Jay at any point in the story?

For those students who may need further support:

Rather than focusing on the whole timeline, ask students to focus on the one moment they think was the ‘turning point’ in the story where Jay could have decided something to do something different. Ask them to suggest what he should have done instead and why.

For those students who may need further challenge:

Encourage students to write a script between Jay and Mo at an earlier point in the story (for example, when Jay and Mo were in the park), considering how both could have acted differently to avoid falling out.

Take feedback from the class, emphasising the key learning that:

- *The safest thing Jay could have done is to not join the gang, however it can be difficult to recognise or predict the potential risks in the early stages of gang membership.*
- *Jay may well have experienced lots of supposed benefits and not realised the danger he was getting into. This is why it is crucial to develop these skills so that we can recognise when others are using manipulation or pressure.*
- *As soon as Jay started to feel uncomfortable with what he was being asked to do, this should have signalled to him that he needed to make a different decision, or to access support from his support network (such as friends, family, school, organisations).*
- *Although everyone may have a different ‘line’ about what makes them uncomfortable real friends will respect this and give us the option to walk away, whereas a gang will continue to enforce pressure.*

10 MINS

JAY’S SUPPORT NETWORK

Read part 7 of the story. You may want to discuss students’ initial reactions to the end of the story by asking the class:

- Did Jay react how you expected him to?
- Do you think he made the right decision?
- Were you surprised by the way Mo reacted?
- Why do you think Mo suggested talking to his dad?

Ask students to discuss or write a list all of the people that Jay could turn to for support, encouraging them to think about friends, family, local and

national organisations. For each person or organisation, ask students to consider:

- The positives – why might Jay want to tell them? How might it benefit Jay to talk to them?
- The negatives – what concerns might Jay have that would prevent him from telling them?

Ask students to evaluate all of the positives and negatives and decide who they think would be best for Jay to speak to and why.

Take feedback, emphasising that someone who is a member of a gang may need a variety of support services, but that the most important thing is to seek help and speak to someone they trust. Some points that students may have considered include:

WHO	POSITIVES	NEGATIVES
Friends	<ul style="list-style-type: none"> • They are less likely to judge someone • Easy to talk to 	<ul style="list-style-type: none"> • Can't necessarily do anything about the situation • Might spread rumours • Might involve friends in illegal/ risky situations
Family/ Parents	<ul style="list-style-type: none"> • Can help keep them safe • Likely to give good advice 	<ul style="list-style-type: none"> • Might be angry or upset • May not know themselves what to do
Teachers	<ul style="list-style-type: none"> • Can help keep them safe • Will take them seriously • Likely to have connections with people who can help 	<ul style="list-style-type: none"> • They might not understand • They may have a legal duty to pass information on if they think someone is at risk of serious harm
Support organisation e.g. Childline	<ul style="list-style-type: none"> • Confidential and anonymous • Can give expert advice 	<ul style="list-style-type: none"> • Things might not change afterwards as Childline do not intervene • No-one looking out for them in person
Specialist local gangs support group	<ul style="list-style-type: none"> • Can give expert advice • Will take you seriously as most people working for the organisation will have had experience with gangs themselves • Have relevant knowledge of local gangs and activities 	<ul style="list-style-type: none"> • Funding for such groups is limited so it is harder to access them sometimes • Smaller groups may not be able to support everyone who comes to them for help
Police	<ul style="list-style-type: none"> • Can help keep people safe • Will take people seriously • Have seen people in the situation before • Have up to date knowledge of local gangs and activities 	<ul style="list-style-type: none"> • A person might have to face criminal charges • There may be social consequences through police involvement

PLENARY/ASSESSMENT FOR AND OF LEARNING

20 MINS

ASSESSMENT ACTIVITY

Return the students' baseline activity from lesson 1 and give them a few moments to read over the comments they wrote at the start of the sequence

of lessons, and to think about everything they have learnt in the last 3 lessons. Give students the choice to either write an email giving advice to the character they created in their baseline OR to design a storyboard following the decisions and actions of their character. Whether they choose an email or a storyboard, they must demonstrate their understanding of:

- The differences between a friendship group and a gang
- The risks of being involved in a gang
- The support available to help someone in a difficult situation such as wanting to leave a gang

This is an appropriate opportunity for peer assessment of completed work so agreement of a set of assessment criteria before students begin the activity would support this.

Remind students of the places to go to for support, such as home/ school support: a friend, teacher, tutor, parent, school counsellor, PCSO, and local and national services:

- **A Better Medway:** <http://www.abettermedway.co.uk/>
- **Childline:** www.childline.org.uk
Contact number: 0800 1111
- **Crimestoppers:** <https://crimestoppers-uk.org/>
Contact number: 0800 555111
- **Victim support:** www.victimsupport.org.uk
Contact number: 0808 16 89 111
- **Runaway helpline:** <http://www.runawayhelpline.org.uk/advice/gangs/>
Call or Text 116 000 or email 116000@runawayhelpline.org.uk.

EXTENSION ACTIVITIES/ HOME LEARNING

RAISING AWARENESS

Ask students to design an awareness raising campaign that will highlight the risks / consequences associated with gang membership, as well as support services that young people can access if they are concerned about gang activity.

These campaign materials could be in the form of:

- A poster or leaflet to display/hand out in school
- A webpage to add to the school's website or e-learning platform

An assembly to deliver to young year groups

Gangs: Managing Risks and Staying Safe
RESOURCES

Resource 1: How it might start...

Lesson 1

Part 1

Jay and Mo have been friends since primary school and hang out together all the time. They aren't quite part of the 'in crowd' but they are well liked and get invited to parties and events, just the same.

It's spring term and a new girl – Ariana - comes over and starts chatting to Jay and Mo. They all get along really well and she invites them along to her friend Zach's hangout. Mo isn't sure it's a good idea as Zach is a few years older and well known as quite a threatening character who lives in a no-go part of town. Zach has recently posted some music videos which have gone viral which Jay thinks are great and wants to use to inspire his own videos. Jay also really fancies Ariana so he persuades Mo to go anyway.

Once they get there, Mo feels quite uncomfortable. There seems to be a lot of people squaring up to one another with threats and shoves plus some of the group are showing each other knives. Mo and Jay are offered beers and smokes – Mo takes a beer but decides not to smoke. Jay takes both and spends hours trying really hard to impress Ariana and Zach. When the group dare him to run across the road as a truck is approaching, Jay goes for it as he thinks he will have a better chance of being accepted by Ariana, Zach and their group if he does that kind of thing. The whole group laughed and told Jay he was really funny and as he left, Zach called him Racer which seemed to catch on.

Mo is worried that Jay is trying so hard to be liked by this group, particularly when they seem more like a gang than a friendship group.

Mo decides to say something to Jay on the way home: "Are you trying to get yourself killed!? Over belonging to some group you barely know?"

Jay just responds: "You really need to relax. You're just jealous I'm getting noticed by Ariana when you haven't got the balls to step it up when it matters!"

Mo is offended by this: "That's not it at all, and you know it."

Jay explains: "Look, Mo... It just feels good to be noticed for a change, you know?"

Part 2

Ariana and Zach are talking after they've gone. It is clear that Ariana is a little scared of Zach as she flinches when he grabs her arm. Ariana sometimes wishes she'd resisted the pressure to join up with Zach and his group originally. But back then she felt like she needed some kind of protection.

Zach tells Ariana: "Make sure Jay sees the benefits of hanging with us...And try again with Mo."

She catches Mo on his own at school and puts pressure on him to behave more like Jay. Whilst it makes Mo feel a bit awkward, he makes sure she knows he is not interested and walks away.

Resource 2: Factor cards

Lesson 1

Sense of belonging and/or identity

Protection

Potential legal consequences

Enjoy risk-taking

Pressure to join

To get respect

Concerns over safety within a gang

Looking for a glamorous lifestyle

Expectation to join as family or friends are members

Not sure people are trustworthy

Resource 1: Responding to an image [optional]

To help you start answering each question, you may want to choose some of the emotion words in the table below.



POSSIBLE WORDS TO USE	
Trustworthy	Jealous
Loyal	Angry
Proud	Confused
Cool	Guilty
Respected	Disrespected
Happy	Awkward

1. Thinking back to the story we started last lesson where Jay and Mo met Ariana and Zach...How do you think Jay is feeling about himself?
2. How do you think Jay feels about Mo?
3. How do you think Mo feels about Jay?
4. Do you think Zach and Ariana are really Jay's friends?

Resource 2: Story parts 3,4 & 5

Lesson 2

Part 3

A month has passed since Jay and Mo first hung out with Zach, Ariana and the rest of the group. Ariana has been flirting with Jay a lot, although she also seems to be Zach's girlfriend. Mo has started to notice that Jay is spending less time with him and when he does he seems moody and angry. Jay has been making fun of Mo for the things they used to like doing together, telling him that playing basketball and video games are for kids. When Jay and Mo are hanging out in the park after school, Ariana comes to find them and tells Jay he needs to deliver a package for Zach. Mo asks what's in the package but Ariana just laughs, rolls her eyes and turns her back on Mo. She tells Jay all he needs to do is keep the package overnight and deliver it to an address across town tomorrow morning. She says Zach will owe Jay a favour if he can do this, and leans in and whispers something in his ear. Jay agrees and shoves the package in his bag. After Ariana has gone, Jay says to Mo, "You are so embarrassing. Everyone knows you don't ask what's in it, you just take it and deliver it. What you don't know can't hurt you." Mo responds, "What do you mean 'everyone knows'? Have you been doing this for a while?" Jay tells him, "Of course I have. I really don't have time to explain this stuff to you anymore. If you don't get it then just keep out of it." "Jay, I'm just trying to look out for you. I'm really not sure you should be getting mixed up in this." "I don't need a friend who acts like my mum. When are you going to grow up?" Jay shoves Mo and storms away from him.

Part 4

Jay is now spending all of his time with Zach, Ariana and the rest of the group. He has become more withdrawn at school and he no longer talks to Mo or even acknowledges him. Jay has lots of spare cash and always seems to have new trainers and the newest phone. Mo is mostly hanging out with other members of the basketball team and is organising his work experience placement at the end of the year with a games app-developer.

One night, when Jay is on his way to deliver a package, someone approaches him in an alley and demands he hands it over. At first, Jay tries to deny he is carrying anything, but he is attacked and mugged. They take the money he is carrying, his shoes and the package he was taking for Zach.

Nothing like this has ever happened to Jay before, and he feels shocked and weak. Not knowing where else to go, Jay makes his way to Zach's house to explain what has happened, hoping his friends will look out for him. But when Jay gets there and tells Zach about it, he is furious. Zach tells Jay that he has just lost almost £1,000 worth of product and that he now owes Zach.

"Mate, aren't you going to help me?" Jay asks.

Zach tells him; "Help you? Are you joking? You're going to work for me for free now. I need you selling. And I need you doing it all day until I get my money back. You need to start carrying a blade so you can protect yourself, and my stuff — like a real man."

Part 5

Jay is feeling really stressed about paying back Zach's money. He has skipped three days of school and is riding around on his bike selling for Zach. Neither Zach nor Ariana have spoken to him since he lost the package, but other members of the group have come to collect money from him.

Suddenly, almost a week later, Ariana messages him to say that Zach has been really impressed that Jay has made most of the money back so quickly. She says that Zach has found a way for Jay to prove his loyalty once and for all. Only when Jay is truly in the group can he start getting the special privileges Zach enjoys. There's a wink emoji at the end which gets him thinking about what she might mean.

Jay is so relieved that Zach is willing to forgive him and is really pleased to hear from Ariana again. He tells Ariana that whatever Zach needs, he's up for it...

Resource 3: Fact or myth

Lesson 2

Statement	Fact or Myth?	Comments
It's only illegal to use a knife, not to carry one		
You can be arrested, charged and sent to prison if someone you are with stabs another person		
Carrying a weapon makes someone safer as they can protect themselves		
The police can stop and search anyone at any time if they think they are carrying a weapon		
Most young people have carried a knife at some point		
It is illegal for a shop to sell knives to anyone under 16		
A person can die from a stab wound in the arm or leg		
Joining a gang will offer protection		
Young people can't be charged with a crime		

Resource 3: Fact or myth teacher answer sheet

Lesson 2

Statement	Fact or Myth?	Comments
It's only illegal to use a knife, not to carry one	Myth	Possession of a knife has a 5 year prison sentence, even if it is not used
You can be arrested, charged and sent to prison if someone you are with stabs another person	Fact	This law is called joint enterprise and means that many people can be found guilty for one crime.
Carrying a weapon makes someone safer as they can protect themselves	Myth	Steve O'Connell, the chairman of the London Assembly's Police and Crime Committee, said: "We know that if you are carrying a knife, there is a big chance of you becoming a perpetrator or a victim of a knife crime." This is backed up by research (e.g. Loeber, Kalb and Huizinga 2001). One reason for this is that there is a danger that a weapon will be taken from the victim and used against them. Another key reason is that it could be seen to escalate a situation; without weapons, a disagreement is more likely to be resolved without serious violence.
The police can stop and search anyone at any time if they think they are carrying a weapon	Fact	There are rights linked to stop and search: An officer can stop and search someone if they have 'reasonable grounds' to suspect they are carrying: <ul style="list-style-type: none"> • illegal drugs • a weapon • stolen property • something which could be used to commit a crime, such as a crowbar A person can be stopped and searched without reasonable grounds if it has been approved by a senior police officer because it is suspected that: <ul style="list-style-type: none"> • serious violence could take place • a person is carrying a weapon or has used one • they are in a specific location or area. Further details can be found here: https://www.gov.uk/police-powers-to-stop-and-search-your-rights
Most young people have carried a knife at some point	Myth	Only 6% of 10-15 years olds know someone who has ever carried a knife https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/compendium/focusonviolentcrimeandsexualoffences/yearendingmarch2016/offencesinvolvingtheuseofweapons
It is illegal for a shop to sell knives to anyone under 16	Myth	It is illegal for a shop to sell a knife to anyone under 18
A person can die from a stab wound in the arm or leg	Fact	A wound in the arm or the leg can still kill - young people have died from wounds to the leg because an artery was severed: http://noknivesbetterlives.com/young-people/the-consequences/dont-be-in-the-dark/what-happens-when-you-use-a-knife
Joining a gang will offer protection	Myth	Members of a gang are more likely to be victims of crime than non-gang members; 61% of gang members have been victims of crime: https://www.standard.co.uk/news/crime/nearly-20-young-people-shot-or-stabbed-each-week-last-year-in-london-9470585.html
Young people can't be charged with a crime	Myth	In the UK the age of criminal responsibility is 10

Resource 1: Story parts 6 & 7

Lesson 3

Part 6

Ariana tells Jay to come over to Zach's place, as Zach has a surprise for him. When Jay gets there, Zach and the rest of them are in his garage, and lying battered on the floor is the guy who attacked Jay and took the package.

Zach smirks at Jay and says "This is the fool who attacked you and took what belonged to me. I told you if you'd had a blade, you could have handled it like a man. Well, now's your chance."

He hands Jay a knife...

Part 7

Trembling, Jay stands over the body with the knife in his hand. He can feel Zach and the others watching him. He thinks about how embarrassed and humiliated he was after he got attacked. He thinks about the respect and the power he will gain. But then he thinks about what might happen next, and about what it might feel like to live with the consequences.

He feels the knife slip from his hand and hears it clatter to the ground. But he has already turned and run, running faster than he can ever remember running before.

The only place he can think to run to is Mo's house, and when he gets there he pounds on the door.

Mo answers looking shocked; "Mate, what are you doing here? What's happened?"

Jay gasps, "I almost did something... can I come in?"

"So you're talking to me again, then?"

"Mo, please, let me in."

Mo steps aside and the two go to Mo's room, where Jay tells him everything. They sit in silence for a while, before Mo says, "I think we have to tell my dad."

"Are you kidding? Did you hear anything I just said?! I'll get arrested, I'll..."

"Jay, we're in way over our heads. What do you think is going to happen if we don't tell anyone? You need someone who's going to give you some proper advice. My dad gets it; he'll know what to do. I promise."

Resource 2: Jay's options card sort [optional support]

Lesson 3

**Jay could refuse to do what
Zach wants**

**Jay could try to talk to Zach and
change his mind**

**Jay could make a joke to
distract everyone**

**Jay could run away from
the gang**