

School Lesson Plan	Subject: Gangs Lesson 2 (1 hour)	Day / Date
Year group: differentiate	Class Name	Ability grouping
Key Language: <i>Criminal responsibility, grooming, free will, Modern Day Slavery</i>	No on Roll: <b>Smaller groups advised</b>	Teacher:
<b>Lesson 2 - Consequences...</b>		

<u>Reminder of Ground Rules</u>	<b>Ground Rules - to be clearly displayed on white board and read and agreed by pupils so that they understand the importance of respecting these rules.</b>
<u>Lesson objectives</u> What progress should pupils make?  What should they learn - knowledge and skills?	We are learning: <ul style="list-style-type: none"> <li>• about the risks in belonging to a gang</li> <li>• about the social, legal and physical consequences of gang behaviours</li> <li>• about what grooming and free will is</li> <li>• about what a Modern Day Slave is</li> </ul> <ul style="list-style-type: none"> <li>• I can explain influences on decision-making about gangs</li> <li>• I can explain the risks and consequences of different gang behaviours</li> <li>• I know where and how to access resources to help me and my friends</li> <li>• I understand and free will, and how this can be manipulated and exploited</li> <li>• I understand a gang member could be described as a Modern Day Slave</li> </ul>
<u>Lesson Plan.</u>	<p><b>Admin (approx. 5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Settle group with Ground Rules on display.</li> <li>• Register</li> <li>• Coats and hoodies off (physical barriers to discussion removed, gum may stay for stress relief)</li> </ul> <p><b>Introduction to discussion topic (approx. 10 minutes)</b></p> <p>Discuss Key Language in the lesson - create a Spidergram and <a href="#">save a copy of it</a>.  <b>Free will</b> noun - the ability to act and make choices independent of any outside influence.                  Key question: Does a Modern Day Slave have free will?</p> <p>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:</p> <ul style="list-style-type: none"> <li>✓ Using three words, summarise how Jay is feeling about himself</li> <li>✓ Using three words, summarise Jay and Mo's friendship at the end of last lesson.</li> <li>✓ Using three words, summarise Jay's friendship with Zach.</li> </ul>

✓ 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.

**Activity one - (approx. 10 minutes)** As a class, read part 3 of the story using the Resource.

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.

**Activity two - (approx. 10 minutes)**

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

Ask students to discuss in pairs:

- ✓ What do you think might be in the package?
- ✓ What risks might there be for Jay in keeping and delivering the package?
- ✓ 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.

**Activity three - (approx. 10 minutes)**

As a class, read part 4 of the story.

Hand students Resource: Fact or Myth

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

most 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 increase 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 Alishah mean when she tells Jay that he will get special privileges like Zach?
- ✓ Why does Jay have to prove his loyalty to Zach?
- ✓ What is the difference in the role that Alishah has in the gang to that of Jay's?
- ✓ Are Jay and Alishah using 'free will'?
- ✓ Could Jay and Alishah be referred to as Modern Day Slaves?

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.

- ❖ Alishah 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 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 'grouphink').

#### **Activity four - (approx. 10 minutes)**

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 using the whiteboard to create two columns 'What has he gained?' 'What has he lost?', ensuring the following points are discussed:

Jay might have thought he was gaining respect from his peers, new friends and maybe a girlfriend (Alishah), 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.

#### **Activity five - (approx. 5 minutes)**

**Pupils should use three words to summarise how Jay is feeling about himself. Are these different to the words they used at the beginning of the lesson.**

# VERU Education Lesson Plan

## Gangs Lesson 2



	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.
<b><u>Key Considerations:</u></b>	Teachers should have read the provided information and relevant links to develop their subject knowledge.
<b><u>Resources needed:</u></b>	<ol style="list-style-type: none"> <li>1. Lesson 2 Resource story part 3, 4 &amp; 5 print outs - one between two</li> <li>2. Truth of Myth pupils sheets and one teacher sheet</li> <li>3. Links to help and advice resources</li> <li>4. Timer</li> <li>5. PC and overhead projector</li> </ol>
<b><u>Learning Support and other pupil info</u></b>	All the tasks can be completed in pairs if necessary. EAL students can be paired with students who are more fluent in English, less able students to be provided with Key Language card and scenario sentence starters and scaffolding for their written work.



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## Lesson 2



## Resource 2: Story parts 3, 4 & 5

### Part 3

A month has passed since Jay and Mo first hung out with Zach, Alishah and the rest of the group. Alishah 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, Alishah comes to find them and tells Jay he needs to deliver a package for Zach. Mo asks what's in the package, but Alishah 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 Alishah 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, Alishah 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 game 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.



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### Resource 2: Story parts 3, 4 & 5



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 Alishah 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, Alishah 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 Alishah again. He tells Alishah that whatever Zach needs, he’s up for it...



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## Lesson 2: Fact or myth - teacher sheet

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 under Joint Enterprise	It's complicated	<p><a href="#">Joint enterprise law wrongly interpreted for 30 years, Supreme Court rules - BBC News</a></p> <ul style="list-style-type: none"> <li>• The ruling did not automatically mean that all previous joint enterprise convictions were unsafe</li> <li>• "A person who joins in a crime, which any reasonable person would realise involves a risk of harm, and death then results, is guilty at least of manslaughter", the maximum sentence for which is life imprisonment</li> <li>• The rule that "a person who intentionally encourages or assists the commission of a crime is as guilty as the person who physically commits it" was not affected</li> <li>• It remained open to a jury to decide whether a person intentionally encouraged or assisted a crime, for example through knowledge that weapons were being carried</li> </ul>
Carrying a weapon makes someone safer as they can protect themselves	Myth	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	<p>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:</p> <ul style="list-style-type: none"> <li>• illegal drugs</li> <li>• a weapon</li> <li>• stolen property</li> </ul>

## Lesson 2: Fact or myth - teacher sheet

		<ul style="list-style-type: none"> <li>• something which could be used to commit a crime, such as a crowbar</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• serious violence could take place</li> <li>• a person is carrying a weapon or has used one</li> <li>• they are in a specific location or area.</li> </ul> <p>Further details can be found here:  <a href="https://www.gov.uk/police-powers-to-stop-and-search-your-rights">https://www.gov.uk/police-powers-to-stop-and-search-your-rights</a></p>
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 : <a href="#">Crime Survey for England and Wales (CSEW) estimates of gang membership and knife carrying among 10 to 15 year old children, England and Wales: years ending March 2016 and March 2018 - Office for National Statistics (ons.gov.uk)</a>
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: <a href="#">For Young People   Knife Violence Prevention Scotland (noknivesbetterlives.com)</a>
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
Young people can't be charged with a crime	Myth	In the UK the age of criminal responsibility is 10

## Lesson 2: Fact or myth - pupil sheet

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		