

School Lesson Plan	Subject: Gangs Lesson 3 (1 hour)	Day / Date
Year group: differentiate	Class Name	Ability grouping
Key Language: Modern Day Slaves, Exploitation, Child Sexual Exploitation, free will	No on Roll: Smaller groups advised	Teacher:
Lesson 3 - Getting out of a gang		

<u>Reminder of Ground Rules</u>	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.
<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"> • about exit strategies to enable someone to leave a gang safely • how to seek help if worried about gang activity • how gangs are linked to grooming, sexual exploitation and Modern Day Slavery <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 • I can explain how gangs are linked to grooming, sexual exploitation and Modern Day Slavery
<u>Lesson Plan.</u>	<p>Admin (approx. 5 minutes)</p> <ul style="list-style-type: none"> • Settle group with Ground Rules on display. • Register • Coats and hoodies off (physical barriers to discussion removed, gum may stay for stress relief) <p>Introduction to discussion topic (approx. 10 minutes)</p> <p>Discuss Key Language in the lesson - create a Spidergram and save a copy of it. Exploitation - a situation in which someone treats someone else in an unfair way. In pairs, ask students to remind themselves of the story from lesson 1 and 2. Brainstorm as a class and write on the whiteboard how Jay must be feeling mentally and physically. How has his lifestyle changed? Refer to staying out later, truanting from school, falling grades, losing weight, losing friends, arguing with family. Discuss mental health changes. Leave notes on the white board.</p> <p>Activity one - (approx. 10 minutes) As a class, read part 6 of the story using the Resource. Part 6 of the story leaves Jay in a 'crunch moment'. Here Jay is</p>

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.

Activity two - Going back in time... (approx. 10 minutes)

Given that they now know that this is what will happen in Jay's story, encourage them to think:

- ✓ When was the safest moment to walk away?
- ✓ If you could go back in time to all 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?

Activity three - (approx. 10 minutes)

As a class, read part 7 of the story.

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 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.

Use the Resource sheet to support your discussion with the students.

Activity four - (approx. 10 minutes)

Return the students' gang member drawing from lesson 1 and give them a few moments to read over the comments they wrote at the start of the scheme of work.

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

and national services

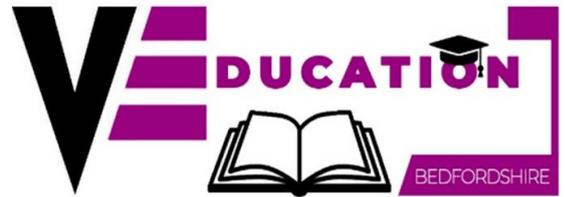
Activity five - (approx. 5 minutes)

How does Zach behave in a way that could be described as 'grooming'?

	<p>What is exploitation? How would we describe child sexual exploitation? Can a child sexually exploit another child? If a young person (over the age of 16) has sex with another young person is this against the law? When could this be described as Child Sexual Exploitation? Can we describe some gang members as Modern Day Slaves?</p> <p>School competition/call to action Using their drawings and their learning as inspiration ask them to create an awareness campaign in the school to help students understand the risks and 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:</p> <ul style="list-style-type: none"> ❖ 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 or feeder primary schools <p>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</p>
<p><u>Key Considerations:</u></p>	<p>Teachers should have read the provided information and relevant links to develop their subject knowledge. Understanding of how CSE operates within gang culture is essential before teaching this lesson.</p>
<p><u>Resources needed:</u></p>	<ol style="list-style-type: none"> 1. Gang character drawings from lesson 1 2. Lesson 3 Resource story part 6 & 7 print outs - one between two 3. Links to help and advice resources 4. Timer 5. PC and overhead projector
<p><u>Learning Support and other pupil info</u></p>	<p>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.</p>

Lesson 3

Story parts 6 & 7



Part 6

Alishah 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."



For any enquiries, please email veru@bedfordshire.pnn.police.uk
[Home | Bedfordshire VERU \(bedsveru.org\)](http://Home | Bedfordshire VERU (bedsveru.org))