

Community impacts of gang culture, knife crime & organised crime



Safeguarding

Pupils need to feel safe discussing the issues covered within the lesson without concern that these discussions will be shared by teachers or pupils. However, it is vital to make it clear that if you become concerned by something they disclose, then you will need to follow the school's safeguarding policy and inform someone else. If you are aware of students who have had particularly adverse experiences in relation to this topic we would advise speaking to the student in advance of the lesson to ensure they are happy to participate. Please feel free to adapt lesson activities to suit the needs of your students.

How to use this lesson plan

This lesson plan contains more activities than you need for an average 45 minutes -1 hour lesson. This is deliberate so that you can choose the activities that best suit the needs or abilities of your students. There are 3 x 10 minute activities (Take 10), 2 x 20 minute activities (Take 20), and 1 x 30 minute activity (Take 30). The lesson also has a 'challenge' task that can be used as an extension activity or for more able groups. The check boxes by each activity in the plan can be used to mark which activities you are teaching. If you choose to use all the activities we would advise splitting them across two separate lessons. Ensure that you start every lesson with the Ground Rules (Rules of Engagement) to create a safe and supportive learning environment. This is the first slide of the PowerPoint presentation that accompanies the lesson plan. When you have chosen the activities to teach you can cut the irrelevant slides from the PowerPoint and add in your own slides as desired. The final slide signposts pupils to additional support and we advise you add your own local signposting to this slide e.g. school counsellor or local services. The PowerPoint that accompanies this lesson plan is fully editable and this lesson PDF also has an editable space (at the end of the plan) for you to write notes or add your own activities if desired.

Learning intention

I can critically reflect on some of the community impacts that result from gang culture, knife crime and organised crime.

Resources you will need

PowerPoint Slides
Pens/ Paper
Turn it around/ tough on crime debate case studies (see end of lesson plan)

List of PowerPoint slides

Slide 1: Rules of Engagement (Ground Rules)
Slides 2-6: Take 10 activity 1 Matching quiz
Slides 7-11: Take 10 activity 2 Does the punishment fit the crime?
Slides 12-14: Take 10 activity 3 Fact or fiction?
Slides 15-23: Take 20 activity 1 Choice or disease?
Slides 24-27: Take 20 activity 2 What drives violence?
Slide 28: Take 30 Turn it around or Tough on Crime debate
Slide 29: Challenge activity Communities against crime
Slide 30: It's a wrap summary slide
Slide 31: Help and advice (please also add your own local information to this slide)

Curriculum references

PSHE Association
R24

Skills

I can debate
I have social intelligence
I have cultural capital
I can investigate
I can reflect
I am insightful
I can think laterally
I can reason
I can infer
I can appraise
I am analytical

Values

I am sensitive towards others
I am law-abiding



Lesson Introduction

Introduce the context of the lesson by explaining the focus is on the impact of gangs, knife crime and organised crime on communities and individuals. Show **PowerPoint Slide 1** and explain the Ground Rules (Rules of Engagement) to the students. Ask if they would like any additional rules added to the list before continuing. Make a note of any additional rules on the class whiteboard as a reminder.

Take 10 Activity choices (10 minutes each)

Matching quiz

Go through **PowerPoint Slides 2 to 4** and ask the students to match the correct locality with each statement. Students can work individually, in pairs or small groups. **PowerPoint Slides 5 and 6** provide the answers. Ask if there were any surprises. Draw attention to the fact that the data used is what is available. Not all countries publish data about crime. For example China and North Korea provided little or no data.

Ask if the group knew about Glasgow being the murder capital of Europe in the fairly recent past? This has changed radically over the past 10 years as a result of the approach taken in Scotland. This is something we will be looking at in some parts of this lesson.

Does the punishment fit the crime?

Ask students to work in small group and briefly discuss each of the "cases" on **PowerPoint Slides 7-11**. Do they think the punishment fits the crime? Which do they think is the most serious of the crimes? Which is the least serious. If time, try to agree an order. Which has the greatest impact on the local community? Why? Does this relate to the level of punishment?

Fact or fiction?

Read the statements on **PowerPoint Slides 12 and 13** and ask students to quickly decide if they are fact or fiction. Reveal the correct answers. All figures are from latest ONS data (available July 2020). **PowerPoint Slide 14** highlights the impact of domestic abuse.

Were any of the results surprising? Why have murders increased? Reduced policing, more gangs and knife crime? Why are men more likely to be victims of homicide than women? Women are most likely to be murdered by a partner or ex-partner (33%). Only 1% of men who are victims of murder are killed by their partner.

NOTE: Data in this section is for England and Wales from ONS. Scottish and Northern Irish data may reveal different figures and trends.

NOTE: All of the 10 minute activity choices can easily be extended to 15 or 20 minutes with more discussion. You can also add more examples or change what is there to meet the needs of your class.

Take 20 Activity choices (20 minutes each)

Choice or disease? Should crime be treated like an illness?

This 20 minute section focuses on the work of the Violence Prevention Unit set up in Scotland, predominantly Glasgow in response to the unenviable title of Glasgow being the "murder capital of Europe" in 2005.

Show **PowerPoint Slides 15 and 16** and give students a few moments to discuss the question on Slide 16. Show **PowerPoint Slide 17** that highlights the main reasons behind Glasgow's violent reputation in 2005. Show **PowerPoint Slide 18** and task the students with discussing the three questions and coming up with some suggestions. Take some feedback and then go through **PowerPoint Slides 19-23**, which gives some information about the Scottish approach.

Ask what the group thinks of this strategy? Which part of the work is likely to have the greatest impact on individuals/the wider community?

Explain today, Glasgow still has problems with violence, however, the level has been reduced significantly and the pattern has been the same in other Scottish cities. Scotland no longer has the reputation of being the murder capital of Europe and other cities in the UK and more widely e.g. Canada have consulted with the Violence Prevention Unit to develop a similar system to help tackle violence.

NOTE: In July 2020 a BBC panorama programme explored the work of the Violence Prevention Unit. Some of the input has come from the programme.



What drives crime and violence? - The role of Adverse Childhood Experiences

Show **PowerPoint Slide 24** and ask students to list what they think are likely to be the drivers of violent behaviour. Give a few minutes to come up with some suggestions then take feedback. Show **PowerPoint Slide 25** and ask students to work in groups to complete (or split the questions across groups so the workload is shared). Take some ideas, from the class, then show **PowerPoint Slide 26** and go through the points. If time, let groups discuss the question, otherwise take suggestions from the whole class.

Show **PowerPoint Slide 27** which lists the 10 Adverse Childhood Experiences (ACEs).

Explain that this research has led to the development of many interventions to support children to avoid the negative behaviours and life-chances associated with ACEs. Reiterate that most people will have experienced something adverse in childhood, however, it is multiple ACEs that can lead to much more difficult adult lives, including violent offending and incarceration. How many of these could be prevented by early intervention? What do the students suggest would be effective?

Take 30 Activity (30 minutes)

Turn it around or Tough on crime Debate

Show **PowerPoint Slide 28** to introduce the task. The case studies (see end of lesson plan) outline the background of some young people and the situation they have found themselves in. Split the class in half and give each half a copy of the case studies. Each half of the class can be further sub-divided into 4 groups, so each group has a different case study if desired. Each case study is labelled (a) and (b) as the key questions to aid discussion are taken from different perspectives.

One half of the class is going to be looking at the case studies from the perspective of a Member of Parliament who is very vocal about "cleaning up the streets, making communities safer, tough on crime, wants funding to build more prisons".

The other half of the group wants to put measures in place to help the young people turn their lives around.

Give the groups some time to read the case studies, make a note of the points they want to make and then ask each side of the "argument" to make their case.

What is the overall consensus in the class? Were any of the case studies particularly difficult to argue for?

Challenge (an extension or for more able groups)

Communities against crime

This is a more loosely structured activity that can be completed by a sub-group within the class or everyone. The aim is to encourage wider thinking and creativity around some of the issues looked at in this session.

Show **PowerPoint Slide 29** which explains the challenge task.

Students will imagine they are a new charity that has been funded by the police to help encourage communities to give young people a "second chance" if they have been involved in anti-social or criminal behaviour.

The aim of the charity project is to provide support from local communities for young people who may not have had any positive influence from their families. What messages should be promoted? What actions will the charity put in place? How should young people who may be at risk be treated by the community? Which other groups could be involved to help with this?

Students present their ideas as a project briefing in a style of their choosing.

It's a wrap (Summary and signposting)

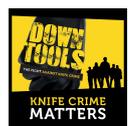
Share **PowerPoint Slides 30 and 31**. We suggest you add your own local signposting to Slide 31.

Down Tools CIC is a community interest company whose mission is to fight against knife crime. Their approach towards this is to educate young people and spread awareness of the dangers of knife crime. Their website is www.downtools.org

The Down Tools programme also includes a free app available to all Android and IOS users. The app consists of a growing library of interactive lifestyle games, news articles, endorsements from actors, musicians, business leaders, stars from the world of sport and most importantly victims of knife crime. It also provides links to mentoring for young people involved in knife crime.



Teacher notes (use this editable space to write notes or add your own learning activities)



Case study 1a

Case study 1 : Turn it around standpoint

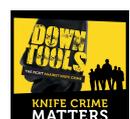
Callum's Story

Callum is 23 years old and currently serving a 6 year sentence as a result of being convicted of a stabbing incident. This was not Callum's 1st offense. He spent his 18th and 21st birthdays in prison for violent offenses, however, as a result of the last incident Callum spent some time in A&E where he was approached by one of the Navigators (supporter worker) who work with the Violence Reduction Unit. For the first time he could remember Callum felt that someone was listening to him and treating him as if he was human. Although knew he was going to prison again, he thought that it might be time to look for another way in life. He describes the night of the stabbing as "the luckiest night of his life" for two reasons. The first is that he only injured the victim, if he'd killed him it would be a different story. The second reason it was the night he met the Navigator and realised that there are people there to help. In prison Callum regularly attends a group set up by the Violence Reduction Unit where police officers and ex-convicts act as mentors to help Callum and the other prisoners who attend think about a different approach to life, the consequences of their actions and how to move forward.

Callum's early childhood wasn't easy. His mum left the family when he was 5 and he was one of 4 siblings. Two are now dead as a result of violence and drugs. His dad died of alcoholism when he was 49. There are no other family members that he is close to. His youngest sibling was fostered and then adopted and he has no contact with her. Callum is determined that this stint in prison is going to be his last.

Your task:

1. Identify what the main challenges have been in Callum's life and the impact they have had on him.
2. What measures do you think should be put in place to help prevent Callum from re-offending.
3. Do you think prison has been a deterrent for Callum offending in the past?
4. What impact do you think Callum has had on his community up to this point. How can he change this?



Case study 1 : Tough on crime standpoint

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Your task:

1. Identify what the main challenges have been in Callum's life and the impact they have had on him.
2. What measures do you think should be put in place to help prevent Callum from re-offending.
3. How do you think tougher sentencing and more prisons will stop Callum from re-offending?
4. What impact do you think Callum has had on his community up to this point? What measures would you put in place to crack down on offending like Callum's and to reduce the impact on the community.

Case study 2 : Turn it around standpoint

Jordan's story

Jordan has just received a community order as a result of carrying a knife. This was his first offense and he has to wear an electronic tagging device and be home between 7pm and 8am every day. If he breaks this order he could be sent to prison. Jordan has been assigned a support team, one is a police officer and the other is an ex-armed robber who served 12 years in prison and now works with the police as part of the Violence Reduction Unit. Jordan has moved from his previous address to live with his grandmother. His mother has numerous convictions for drug possession and is drug dependent. Jordan has never met his father. He has three younger sisters who have been in and out of foster care, but currently are all with foster parents. Jordan has remained with his mother but spent a lot of time with his grandmother with whom he has a good relationship.

His mother is currently very unwell as a result of her addiction and other mental health problems, so unable to support Jordan. At his previous address he had been hanging around with an older group, a number of whom had already spent time in prison. He was with this group when searched by police and the knife was found. Some of the others had drugs that they were going to sell.

His support team from the Violence Reduction Unit aim to build trust with Jordan to help him meet the terms of his community order. They have found that if a relationship can be established in the first 72 hours after sentencing there is a much better chance of helping the young person. Jordan hasn't said much to the team so far, but has turned up for appointments and kept to the terms of his curfew.

Your task:

1. Identify what the main challenges have been in Jordan's life and the impact they have had on him.
2. What measures do you think should be put in place to help prevent Jordan from re-offending.
3. Do you think the support team will be successful in preventing Jordan from re-offending?
4. What impact do you think Jordan and the group he was hanging out with when he got arrested have had on their community?

Case study 2b

Case study 2 : Tough on crime standpoint

Jordan's story

Jordan has just received a community order as a result of carrying a knife. This was his first offense and he has to wear an electronic tagging device and be home between 7pm and 8am every day. If he breaks this order he could be sent to prison. Jordan has been assigned a support team, one is a police officer and the other is an ex-armed robber who served 12 years in prison and now works with the police as part of the Violence Reduction Unit. Jordan has moved from his previous address to live with his grandmother. His mother has numerous convictions for drug possession and is drug dependent. Jordan has never met his father. He has three younger sisters who have been in and out of foster care, but currently are all with foster parents. Jordan has remained with his mother but spent a lot of time with his grandmother with whom he has a good relationship.

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Your task:

1. identify what the main challenges have been in Jordan's life and the impact they have had on him.
2. What measures do you think should be put in place to help prevent Jordan from re-offending?
3. How do you think tougher sentencing and more prisons will stop Jordan from re-offending?
4. What impact do you think Jordan and the group he was hanging out with when he got arrested have had on their community? What tough measures would you put in place to prevent this?



Case study 3a

Case study 3 : Turn it around standpoint

Tylee's Story

Tylee was born in prison and his life has been moving from one institution to the next. This has included care homes, young offenders institutions and now prison.

His mother is currently in prison and Tylee has no relationship with her. His father lives in a different country and Tylee has only met him once or twice. He has no other relations or anyone in his life. Tylee is academically capable and passed exams in various institutions. He is also personable and gets on well with people.

His crimes until this point have been fairly minor and non-violent, however, this latest sentence was for an attack between rival football supporters that left one with a stab wound. All the members of the group he was with received a custodial sentence.

While in prison Tylee has been working with the Violence Reduction Unit support team and making great progress. As a result of his qualifications and general demeanor he has been offered an engineering apprenticeship place through the Timpson Foundation (a charity that supports ex offenders). The Violence Reduction Unit has also helped with this.

Your task:

1. Identify what the main challenges have been in Tylee's life and the impact they have had on him.
2. What measures do you think should be put in place to help prevent Tylee from re-offending?
3. Do you think having the opportunity to work will prevent Tylee from re-offending?
4. What impact do you think Tylee has had on society so far? Do you think he's been "let down"?



Case study 3b

Case study 3 : Tough on crime standpoint

Tylee's Story

Tylee was born in prison and his life has been moving from one institution to the next. This has included care homes, young offenders institutions and now prison.

His mother is currently in prison and Tylee has no relationship with her. His father lives in a different country and Tylee has only met him once or twice. He has no other relations or anyone in his life. Tylee is academically capable and passed exams in various institutions. He is also personable and gets on well with people.

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Your task:

1. Identify what the main challenges have been in Tylee's life and the impact they have had on him.
2. What measures do you think should be put in place to help prevent Tylee from re-offending?
3. How do you think tougher sentencing and more prisons will prevent people like Tylee from committing crime?
4. What impact do you think Tylee has had on society so far? What hard-line measures would you suggest to reduce the impact of this type of crime on society?



Case study 4a

Case study 4 : Turn it around standpoint

Keeda's story

Keeda is 18 and is 6 months into an 18th month sentence for actual bodily harm. She got into a fight with another girl over a boy and "stabbed" her with a set of hairdressing scissors, just missing a major artery. Keeda is from a wealthy family but her parents have constantly fought in front of her, sometimes violently and her dad has recently been arrested as part of an operation to infiltrate organised crime and identify the more senior heads of highly organised criminal gangs. The family's UK assets have been frozen and Keeda's mother has left the country and is threatening to divorce her dad.

Keeda has been used to getting everything she wants, but never much time or attention from her family. She's an only child and has had everything money can buy. She's always had trouble keeping her temper under control and has attended a number of private schools after being expelled from two primary and one secondary school. Keeda had been training as a hairdresser as her dad had bought her a salon for her 18th birthday. She's been approached by the Violence Reduction Unit supporters in prison but doesn't want to be in a group with criminals.

Your task:

1. What has led Keeda to this point? What have her challenges been?
2. Do you think she is at high risk of re-offending?
3. What impact do you think Keeda's actions have had on the community?
4. What support does Keeda need?



Case study 4b

Case study 4 - Tough on crime standpoint

Keeda's story

Keeda is 18 and is 6 months into an 18th month sentence for actual bodily harm. She got into a fight with another girl over a boy and "stabbed" her with a set of hairdressing scissors, just missing a major artery. Keeda is from a wealthy family but her parents have constantly fought in front of her, sometimes violently and her dad has recently been arrested as part of an operation to infiltrate organised crime and identify the more senior heads of highly organised criminal gangs. The family's UK assets have been frozen and Keeda's mother has left the country and is threatening to divorce her dad.

Keeda has been used to getting everything she wants, but never much time or attention from her family. She's an only child and has had everything money can buy. She's always had trouble keeping her temper under control and has attended a number of private schools after being expelled from two primary and one secondary school. Keeda had been training as a hairdresser as her dad had bought her a salon for her 18th birthday. She's been approached by the Violence Reduction Unit supporters in prison but doesn't want to be in a group with criminals.

Your task:

1. What has led Keeda to this point? What have her challenges been?
2. How would tougher prison sentences and more prisons prevent people like Keeda from offending?
3. What impact do you think Keeda's actions have had on the community?
4. What hard-line community measures would you suggest are put in place to prevent crimes like Keeda's impacting on communities?

