

PCSHE Booklet – Year 9

Topic 1 – Peer Influence and Gangs

Name: _____

Class: _____

Teacher: _____

Year 9 Curriculum Overview			
Topic 1: Peer influence and gangs Healthy and unhealthy social groups, assertiveness, and gang exploitation	Topic 2: Justice System Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups, the Equality and Protected Characteristics	Topic 3: Respectful and Intimate Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes, consent, contraception, the risks of STIs, and attitudes to pornography.	Topic 4: Healthy lifestyle Choices about diet and exercise, healthy sleep, dental health

If you need any support...

1. Home/school support: a friend, teacher, tutor, parent, Mrs Loveridge, Mr Ogden, Mrs Jones, Mr Hayward.
2. Childline: www.childline.org.uk Contact number: 0800 1111
3. Crimestoppers: <https://crimestoppers-uk.org/> Contact number: 0800 555111
4. Victim support: www.victimsupport.org.uk Contact number: 0808 16 89 111
5. Runaway helpline:
<http://www.runawayhelpline.org.uk/advice/gangs/> Call or Text 116 000 or email 116000@runawayhelpline.org.uk.

Knowledge Organiser

Year 9 PCSHE Topic 1 – Peer Influence and Gangs

Key Words: <ul style="list-style-type: none">• Gangs: a group of people that are committing illegal acts together.• Coercion: the act of persuading someone to do something by using force or threats.• Identity: being who or what a person is.• Peer Influence: when you choose to do something that you wouldn't usually do because you want to feel accepted and valued by your friends.• Drug dealing: an individual or group who sells illegal drugs.• Criminal responsibility: the age at which a child may be arrested, prosecuted, tried in a court of law.• Manipulation: to influence or control someone to your advantage:.• Support Network: the people in your life that you can trust and can help you to achieve your goals.• Exit Strategies: a way to escape• Bullying: Doing something that harms another person (physically, emotionally etc.).• Career prospects: The chance of future success in a job.• Stop and Search: a law that gives a police officer the power to stop and search an individual if they have 'reasonable grounds' to suspect someone could be carrying illegal drugs, a weapon, stolen property, something that could be used to commit a crime.• Joint Enterprise: If a persons' presence, actions or knowledge leads to a murder or assault then they can be charged even if they didn't directly do anything.	KPI 1: What is a gang? <ul style="list-style-type: none">• A gang is usually considered to be a group of people who spend time in public places that:<ul style="list-style-type: none">• 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. Common features of gang membership:<ul style="list-style-type: none">• 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• 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'.	KPI 2: Signs of someone being in a gang: <ul style="list-style-type: none">• Wearing gang symbols/clothes or tattoos• Risk taking behaviours• Mixing with well known gang members• Members have a lot of money/expensive clothing without a clear source of income.• Using nicknames KPI 3: Reasons why people join gangs <ul style="list-style-type: none">• Sense of belonging and/or identity• Protection• Enjoying risk taking• To get respect• Looking for a glamorous lifestyle• Expectation to join from friends KPI 4: Laws around knife crime: <ul style="list-style-type: none">• 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.• The police can stop and search someone if they have 'reasonable grounds' to suspect they are carrying illegal drugs, a weapon, stolen property, something which could be used to commit a crime. It is illegal to sell knives to anyone under 18.• You can be charged with a crime if you are over the age of 10.	KPI5: Consequences of being in a gang: <ul style="list-style-type: none">• Being subject to threats, blackmail and violence• Being exploited and forced to commit crimes• Being arrested, including for crimes committed by the gang that they have not directly committed under the law of joint enterprise.• Not being able to leave or cut off ties with the gang• Having their safety or the safety of friends and family threatened.• Risk of physical harm, rape and sexual abuse.• Risk of emotional abuse.• Risk of severe injury or being killed.• Abusing drugs, alcohol and other substances.• Long-term impact on education and employment options. If you need further support... <p>Home/School Support: Friends, family members, teacher, tutor, Mr Ogen, Mrs Jones, Mrs Loveridge, Mrs Aston, Mr Hayward.</p> <p>Reputable Organisations:</p> <ul style="list-style-type: none">• A Better Medway: www.abettermedway.co.uk• Medway Youth Service (Local advice and support): 01634 33228, 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-judgmental 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
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Low Stake Quiz

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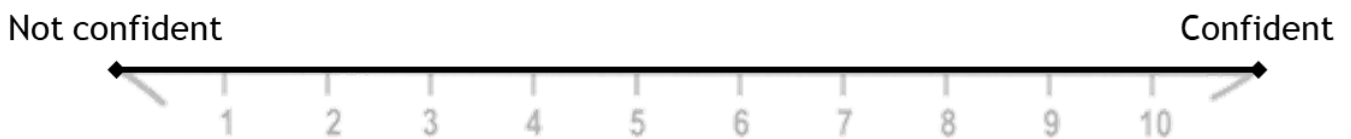
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Sliding Scale – Lesson 1

Healthy and Unhealthy Social Groups

Sliding Scales

I can differentiate between the features of healthy friendships and those associated with gang membership.



I can explain why the need to belong is so important and why it can influence behaviour and attitudes.



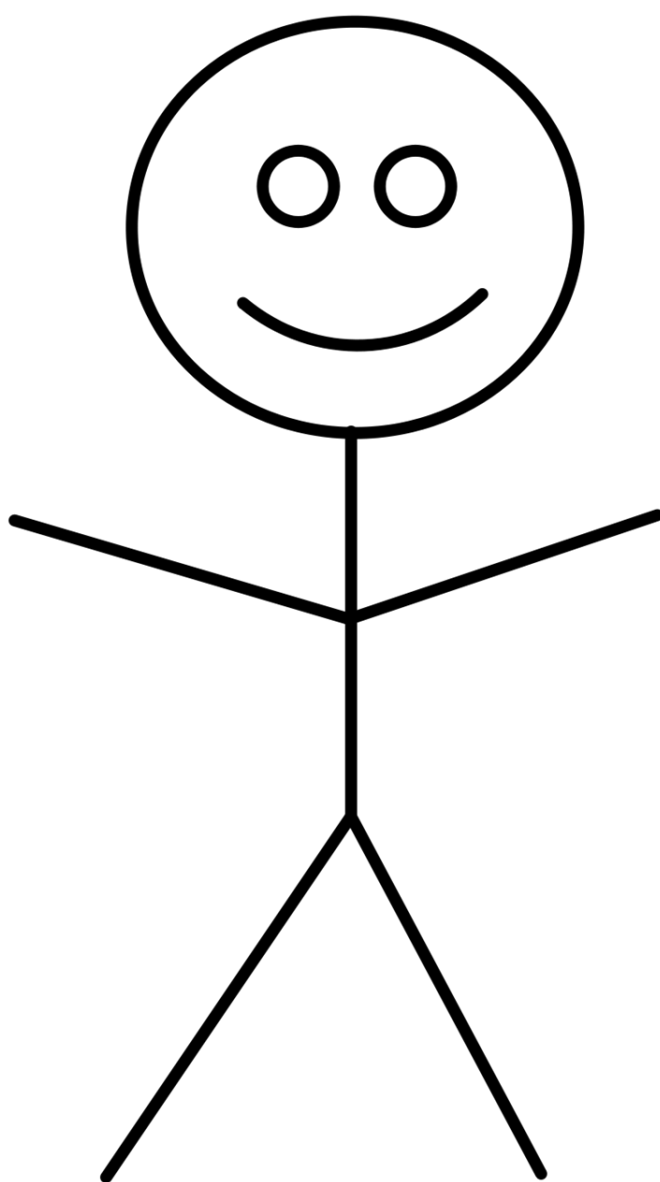
I can explain why some young people might want to join a gang, but most others do not.



Key words: gang, coercion, identity, peer influence

Task 1: Imagine this is someone your age...

1. Around the stick person, write down why this person might have joined the gang, why they may stay in the gang and what it's like to be a gang member.
2. Add what you think the risks of their gang membership might be, to the person and to others, and the kinds of activities they get involved in.
3. Add where this person could go to for help if they needed it.



Task 2: Read the story based on Jay, Mo, Ariana, and Zach. In the story Mo says there are signs that Zach and Ariana are part of a gang. Highlight those signs.

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?"

Task 3: Read part 2 of the story and answer the questions on the next page

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 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 make sure she knows he is not interested and walks away.

Task 3 Continued:

1. Why does Jay want to join a gang?

2. Why did Ariana join the gang?

3. Why did Mo choose not to join the gang?

Task 6: Fast-forward to the next part in the story. What do they think will happen next? Complete the storyboard in your booklet to explain your thoughts.

Low Stake Quiz

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Sliding Scale – Lesson 2

Gangs and Knife Crime

Sliding Scales

I can describe the influences on decision-making about gangs.



I can understand the risks associated with belonging in a gang.



I can explain the social, legal and physical consequences of gang behaviour.



Key words: Gang, peer influence, drug dealing, criminal responsibility, knife crime.

Task 1: Remind yourself of the story from the previous lesson 1 and the main characters, Jay, Mo, Zach and Ariana.

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.

Task 2: Read part 3 of the story. Discuss in pairs the following questions:

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?

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 the 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 ask what's in the package, but Ariana just laughs, rolls her eyes and turns 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 that 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're 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."

Mo says, "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.

Task 3: Read part 4 of the story.

Jay is now spending all of his time with Zach, Ariana and the rest of the group. He's become more withdrawn at school, and he no longer talks to Mo or even acknowledges him. Jay has lots of spare cash and always seemed 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 tell Zach about it, he is furious. Zach tells Jay that he has just lost almost £1000 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.

Task 3: Complete the table by deciding whether each statement is a fact or myth. If you think it's a myth, in the comments section state what the fact might be.

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		

Task 4: Read part 5 of the story. Discuss the following questions:

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

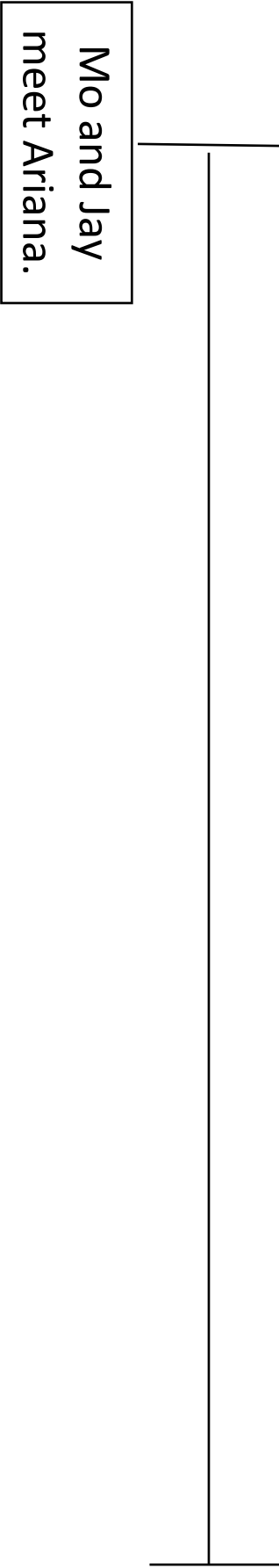
Part 5:

Jay is feeling really stressed about paying back Zach's money. He has skipped 3 days of school and is riding around on his bike selling for Zack. 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 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 the 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 ...

Task 5: Complete the timeline below to show the key moments that led up to this point.



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

1. What has influenced Jay’s decision?
2. Has Jay made a good/bad decision? Why?
3. How else could Jay have chosen to behave?

Task 6: Think about whether Jay would now feel he made the right decision to join the gang. Complete the table below.

What did Jay think he was gaining from being in a gang?	What is he having to sacrifice from being in a gang and what are the potential negative consequences?

Task 7: Revisit your three word summaries from the beginning of the lesson. Choose three new words to summarise how they think Jay is feeling about himself now and his relationships with the characters at the end of the lesson.

Low Stake Quiz

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Sliding Scale – Lesson 3

Gangs and Exit Strategies

Sliding Scales

I can explain why gang members might 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 leave a gang.



Key words: Gangs, manipulation, support network, exit strategies

Task 2: 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.

Discuss what Jay could do next. For each idea, debate what they think the consequences might be by predicting what might happen next.

Part 6:

Ariana tells Jay to come over to Zach's place, 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 backpack.

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 knife...

Task 3: Look back at your timeline from lesson 2.

1. Add the events from this lesson to the end of their timeline.
2. 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.

Consider:

1. When was the safest moment to walk away?
2. 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?
3. Who could he have turned to for help at various points in the story?
4. Why/how has it become harder for Jay to leave the gang with every new event?
5. How could Mo have intervened earlier in the story to help his friend?
6. Does Mo have any responsibility to help Jay at any point in the story?



Task 4: Read part 7 of the story.

Discuss the following questions:

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

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."

Task 7: Complete the following table to consider:

1. Who might Jay turn to for support?
2. The positives – why might Jay want to tell them?
3. The negatives – What concerns might Jay have that would prevent them from telling them?

Challenge: Evaluate the positives and negatives and decide who would be best for Jay to speak to and why.

Who?	Positives	Negatives
Friends		
Family/ Parents		
Teacher s		
Support Organis ations e.g. ChildLin e		
Speciali st local gangs support groups		
Police		 GREENSHAW LEARNING TRUST

TIN Task: Explain the consequences of participating in a gang related activities.

You must include:

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

One consequence of participating in a gang related activities is... For example...

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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This image shows a full page of white paper with horizontal black ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a logo for 'Greenshaw Learning Trust'. The logo includes a stylized green leaf icon to the left of the text. The text 'GREENSHAW' is in a larger, bold, sans-serif font, and 'LEARNING TRUST' is in a smaller, regular, sans-serif font below it.