

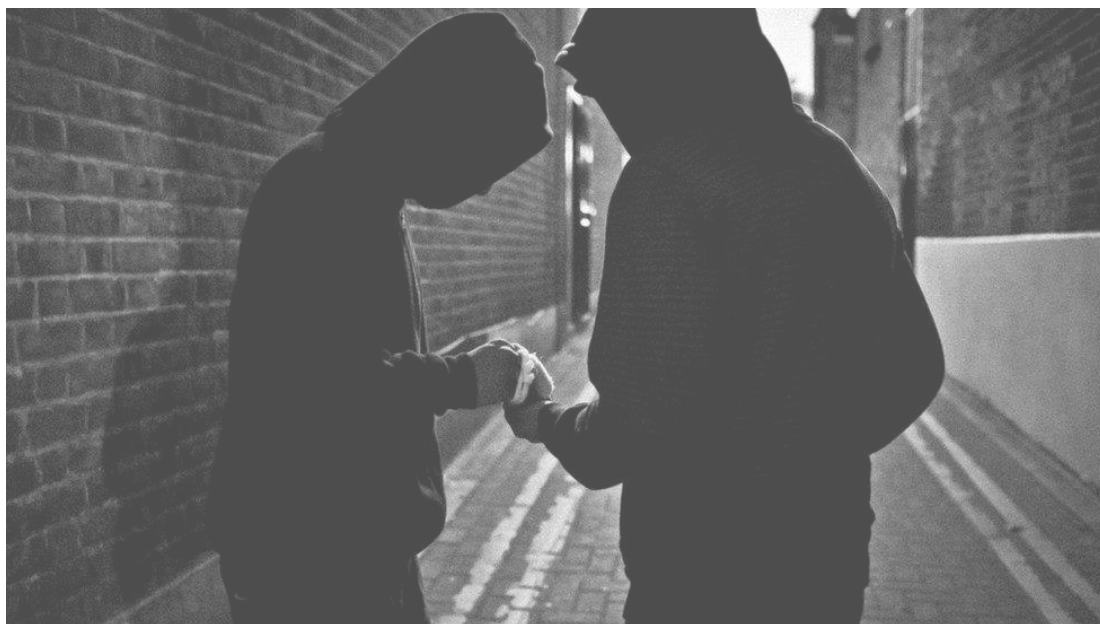
Name

Class

Tutor
Group

Year 9 – Personal Development

Health and Wellbeing: Peer Influence, Substance Misuse and Gangs



KEY VOCABULARY LIST

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Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Peer Pressure	When someone feels forced to do something by their peers.
Cyberbullying	any form of bullying that is carried out using electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.
Gang	A gang can be a group of mates who hang around together. But some gangs are involved in crime. Sometimes gangs are violent and might fight other gangs or carry weapons
Joint Enterprise	This means you can be charged with a crime if your actions, presence, or knowledge helped the crime happen.

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

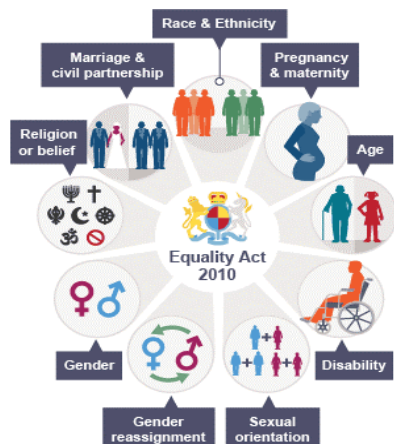


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every student will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Subtopic 1 – Peer pressure

Learning Objectives

- To define peer pressure and give examples of how this can happen online
- To consider how a good friend should behave and resisting peer pressure online and offline

Do Now:



Silent & Solo

Baseline Activity: Answer the questions below using your own knowledge.

1. What does the phrase 'peer pressure' mean?

2. How might peer pressure make someone feel?

3. What is the difference between pressurising and encouraging someone?

4. What can peer pressure look like online?

5. What can you do if you feel peer pressure?



What is peer pressure?

Peer pressure: When someone feels forced to do something by their peers.

How does peer pressure happen/ start?

- **Insults:** making a person feel bad for not doing something, so they eventually will
- **Reasoning:** giving lots of reasons why you should do something
- **Rejection:** being left out if you don't do something
- **Unspoken pressure:** simply seeing your friends wearing something or doing something makes you want to join them



Task 1: Reflect on each statement and decide whether you think it is a myth or truth		
Statement	Myth	Truth
1. If you don't do what someone wants you to do you will lose them as a friend	<input type="checkbox"/>	<input type="checkbox"/>
2. Peer pressure comes from a desire to fit in	<input type="checkbox"/>	<input type="checkbox"/>
3. Peer pressure does not relieve teenagers from responsibility	<input type="checkbox"/>	<input type="checkbox"/>
4. Peer pressure is an excuse for bad behaviour	<input type="checkbox"/>	<input type="checkbox"/>
5. Giving in to peer pressure means you are conforming, and you can lose you individuality	<input type="checkbox"/>	<input type="checkbox"/>
6. Peer pressure is always negative	<input type="checkbox"/>	<input type="checkbox"/>
7. Peer pressure only comes from friends	<input type="checkbox"/>	<input type="checkbox"/>
8. Peer pressure comes from media, friends and family	<input type="checkbox"/>	<input type="checkbox"/>



Turn and Talk: Do teenagers face more peer pressure than other age groups? Why?

Stop and Jot: Write down what you have discussed about teenagers facing more pressure



Watch me: Watch the short film ‘**Back me up**’ and answer the questions which follow.

Task 2: Reflect on the film ‘**Back me up**’. What examples of **peer pressure** are shown?



Cyberbullying: Any form of bullying that is carried out using electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

Storyline - Back me up

The film starts with Jack being called to speak with the Head of Pastoral Care – although it is not clear why at first. Seen through a series of flashbacks, it becomes obvious that he may be involved in hurtful online behaviour against someone in school.

Although Jack is uncomfortable, his friend, Charlie, puts pressure on him to join in the **cyberbullying**, saying ‘it’s just a joke’. Charlie sets up an anonymous ‘secrets of the school’ site where he and his friends post gossip and mean comments about others. Charlie, worried that the school is now aware of what has happened, asks Jack to ‘back him up’ so that he isn’t caught. We also see the friends of the cyberbullying target, Jason, speak about how best to support him. Some would like to stand up for him whereas others feel pressure to say nothing.

Task 3: Answer the questions below in full sentences. Remember to fully explain your ideas: a. Why does Jack go along with what Charlie is doing? Why is Charlie able to manipulate him?
<div></div> <div></div> <div></div>
b. Are Jack and Charlie equally responsible for bullying Jason? <i>E.g. because Jack allowed Charlie to use his phone?</i>
<div></div> <div></div> <div></div>
c. If others like the pictures or share them, are they also joining in with the bullying?
<div></div> <div></div> <div></div>
d. Charlie says the picture with the mean comments will 'disappear in a second, no harm done'. Is this true?
<div></div> <div></div> <div></div>
e. We don't know who reported the bullying – it might even have been done anonymously. Why did they step in at that point? Was this the right thing to do?
<div></div> <div></div> <div></div>

The Malicious Communications Act 1988 means it is illegal to ‘send or distribute letters or other articles for the purpose of causing distress or anxiety’. This also includes electronic communication.



The Communications Act 2003. Means you are not allowed to send a message that is grossly offensive or of an indecent, obscene or menacing character. This relates to indecent phonecalls and emails.

**British Values –
Respect/Rule of
Law**

Reflection: Return to your baseline task on p5 and add any new information you have learnt this lesson

Subtopic 2 –Risky behaviours

Learning Objectives

- To identify different types of risky behaviours and ways to keep yourself safe

Do Now:

1. What are 3 British values?

2. What is peer pressure?

3. How might peer pressure make some one feel?

4. What is cyberbullying?

5. How can you help to stop cyberbullying?

Baseline Activity: Answer the question below and complete the mind map

1. How would you explain risky behaviour?

2. Mind map some examples of risky behaviour young people might encounter.

Risky
behaviours

Climbing a tree

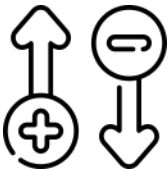


Silent & Solo

Risky behaviour

Everything you do in life has the possibility of a good or bad outcome – you can think of these as positive or negative risks.

A **positive risk** is one where you are doing something because you hope that you will gain something, improve yourself or enjoy yourself. An example might be speaking in front of the class – this may improve your communication skills and build your confidence.



A **negative risk** is one with an outcome that could harm you or someone else. An example might be drinking alcohol before riding a bike or driving a car – this can put you and others in danger.

What is peer pressure?



Watch me: Watch the short film ‘Why do we take risks’?

Peer pressure: When someone feels forced to do something by their peers.

Task 1: After watching the clip. Answer the following questions:
1. Why do teenagers take risks?
2. What might be the consequences of taking a risk?





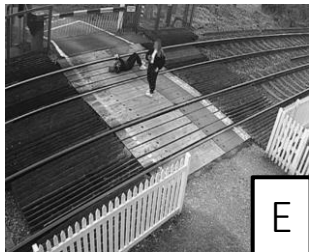


Turn and Talk: Do teenagers face more peer pressure than other age groups? Why?

When we think about reducing risks, we are probably thinking about the harm that taking that risk might cause. So we need to think about 2 things:

- The *what* – **the harm that might happen to us**
- The *might* – **the likelihood that harm will happen to us**

Task 2: For each image, identify the risk, rate how risky this behaviour is and explain why.

Image		What is this risk??	Level of risk			Explain why you have given this level of risk? What might happen and what is the likelihood of this?
			High	Medium	Low	
I do	 A		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We do	 B		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
You do	 C		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
You do	 D		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
You do	 E		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Managing Risk

It can be difficult to say no when you are faced with peer pressure. Teenagers are often most influenced by their friends and will do things that others encourage them to do – even if they might be dangerous. Young people are especially vulnerable and can be targeted by gangs to get involved in criminal activity (e.g. county lines).

Managing Risky Situations

Stay true to your values

Remember what is important to you. For example, if you don't smoke or vape, own that. Sometimes when we experience pressure to be liked. Stay confident about your choices, what you will put up with and make sure you prioritise you own needs first. Your priority should always be liking yourself first.

Find positive coping mechanisms

Discover some ways to lower your anxiety or nerves surrounding peer pressure. Write those worries down in a notebook, practise simple relaxation and mindfulness, or speak to someone you trust about how you are feeling – you would be surprised by how many people probably feel a similar way to you.



Find your group

It is natural for people to change and for peer groups to change too. If you are honest with yourself, the person you were in primary school is probably not the same person as you are in secondary school. Do not feel obliged to stay friends with the same people if they no longer make you feel comfortable. There will be people out there who get you – even if you have not found them yet.

The escape plan

Often, you feel more confident going out somewhere if you have an escape plan. This might be someone sending a text message or simply an emoji. This is a discrete way to leave an awkward situation without making a scene. Having a pre-planned excuse (even if it is completely made up) can help you sneak away from uncomfortable situations.



Turn and Talk: What else can you do to manage peer pressure?

Stop and Jot: What strategies have you discussed

Reflection task: Return to your baseline task on p9 and write down some strategies on how to manage each of these risks.

Subtopic 3 – Gangs

Learning Objectives

- To understand why people might join gangs and the dangers of being in a gang
- To explain ways to stay safe and where to seek support

Do Now:

1. Give 3 examples of risky behaviour

2. Why are teenagers prone to risk taking behaviour?

3. What is peer pressure?

4. Give 2 examples of positive peer pressure

5. Which act means it is illegal to send to 'send or distribute letters or other articles for the purpose of causing distress or anxiety'.

Baseline Activity: What do you know about gangs?

Gangs



Silent &
Solo

Gang: A gang can be a group of mates who hang around together. But some gangs are involved in crime. Sometimes gangs are violent and might fight other gangs or carry weapons



Show me: Why might someone join a gang?

When choosing, or being pressured, to join a criminal gang it often starts out well and it seems as if everyone is there to support each other. However, someone could easily end up being caught in a world of violence, crime and prison which can be increasingly hard to get out of.

Task 1: You are going to find out about two ex-gang members. Their stories are available to read on pp36-37. For each story answer the questions which follow:



Why did Tracey join a gang?

Why did Elijah join a gang?

What was the consequence of Tracey joining a gang?

What was the consequence of Elijah joining a gang?

How did Tracey leave the gang?

How did Elijah leave the gang?

Is it illegal to be in a gang?

Being in a gang *isn't* against the law. But being involved with illegal activities (that some gangs do) could be an offence.



**British Values
– The Law**

You could go to prison or end up with a criminal record if you're involved with:

- gun and knife crime
- violence or harassment
- turf wars or postcode wars
- carrying, using or selling drugs
- theft or other illegal activities

If you're involved in a criminal gang you might also be:



- controlled by older members of the gang
- given money or things you like but this could easily change and you might be treated differently
- threatened or forced to do things you don't want to do
- worried about your safety and the safety of your family or friends
- worried about fights with other gangs.

If you have a criminal record you might not be:

- accepted into a university, college or higher education
- able to get a job, internship or do work experience
- allowed to travel to some countries, like the USA.



Anthony Joshua

Anthony Joshua was involved in gangs and his life could have been very different. He was arrested in 2009 and remanded to Reading prison and released on a tag. Whilst on a tag, he became very disciplined, and his boxing career went from strength to strength. Then in March 2011, he was pulled over in North London for speeding and officers found cannabis in his vehicle. He was charged with possession with intent to supply a class B drug and pleaded guilty. The offence carries a maximum penalty of 14 years in jail and his future in boxing was heading for disaster.

Following this, he turned his life around to become a boxing world champion dedicating himself to training and stepping away from people who were getting him into trouble. He says, "Before, I was just with guys my age or younger and we'd drive past fancy houses and say: 'Oh, when I make my money I'm going to buy that house.' But it was a far-fetched dream. People who do crime do it for reward. But you end up in jail – that's no reward. Through crime your ambitions are low."



Turn and Talk: How might you be able to leave a gang?

Stop and Jot: What strategies for leaving a gang have you discussed?

When I wanted to get out of a gang I stopped taking calls or replying to texts from people in the gang. I also made sure my family said I was not at home when they came looking for me. After a short while, they got the message and stopped contacting me. **Ex-gang member**



Task 2: Return to the stories of Tracy and Elijah. You can find the scripts on p33-34. Select one and answer the questions below:
1. What positive choices did they make?
2. What negative choices did they make?
3. What would have helped them before they were shot/went to prison?

Reflection task: Return to your mindmap and add additional information you have learnt about gangs in this subtopic. Also add some advice you would give to someone thinking about joining a gang.

Subtopic 4– Keeping Safe

Learning Objectives

- To explain the laws and possible consequences of carrying a knife
- To be able to describe how to recognise when a situation is escalating into something dangerous and strategies for escaping

Do Now:

1. What is a gang?

2. Give 2 examples of peer pressure

3. Give 3 reasons why someone might join a gang

4. What is cyberbullying?

5. How can you escape a gang?



Silent & Solo

Baseline Activity: Imagine a young person getting ready to go out for the evening with friends. Draw them in the space labelled a. Think about:

- What they might look like (Describe or label what they are wearing)
- Add what they might take with them to help them **feel safe** and write beside each item what it is and why it will help them stay safe.

a.

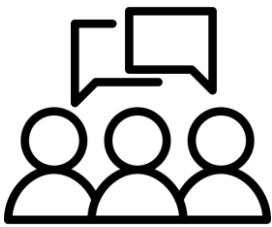
b. If this young person asked for advice about staying safe whilst they were out – what would you tell them?

Staying Safe

We are going to read about a situation which unfolds between friends.

We need to select:

- 1 narrator
- 4 friends (Actor 1, 2, 3 and 4)



Saturday night – somewhere

Narrator: Four young people are going out together on a Saturday evening to their local town. They are all going to meet up later in the evening but before that two meet up at one of their houses. One of them notices the other is carrying something heavy in their pocket.

Actor 1: What’s that?

Actor 2: It’s my knife...I always carry one when I go out in the evening, it’s no big deal, most young people carry knives.

Task 1: a. Why do you think one of the characters is choosing to carry a knife?

b. They said it is ‘no big deal’ – what do you feel about this?

c. They said that ‘most young people carry knives’ – what do you feel about this?

d. How do you think the other character feels about their friend choosing to carry a knife?

Narrator: 8.30 pm. All four friends have met up and have gone to the place where they usually spend Saturday evening. It's getting dark and has started to rain quite heavily outside. They all sit down together and spend some time talking. Lots of other people are already there.

Narrator: 9.30pm. The friends notice an argument seems to be breaking out. Nearby voices are being raised and they seem to be getting angrier. There seems to be some shouting and name-calling. The four friends talk about what is happening.

Actor 1: I think we should leave

Actor 2: Let's watch what happens

Actor 3: Just ignore it

Actor 4: We should try to stop it

Actor 1: No, we should get someone to stop it

Actor 3: I'm scared

Task 2: a. Which friend do you agree with and why?

b. How might the friends be feeling be different to what they are saying?

c. Why might leaving be hard if one of their group wants to stay and watch what happens?

d. Should they stick together or should those that want to leave do so?

Narrator: 9.36pm All of a sudden the two groups arguing move together and start pushing one another. One of the people who is pushing the other has now drawn a knife and is waving it around. The other is still shouting at him. Both groups are now screaming at one another and encouraging the two who are on the verge of fighting. It looks like the other person may be about to pull a knife of his or her own. Again the four friends talk about what is happening saying:

Actor 1: Please, I think we should leave

Actor 4: Come on, let's try to stop it

Actor 1: Or maybe get someone else to stop it?

Actor 2: It's fine, Let's just keep back and watch what happens

Actor 3: Please can we just ignore it...this is really frightening

Narrator: 9.36pm and 30 seconds. One of our four friends (Actor 4) sees their own friend (Actor 3) start to reach for their own knife...



Show me: Who do you agree with now?

Stop and Jot: Who have you decided to agree with and why.

<div></div> <div></div> <div></div>

The impact of knives and other weapons

If you carry a weapon, you are more likely to:





- be attacked or threatened by other gangs who use weapons
- be arrested by the police
- kill or injure yourself with your weapon
- hurt or kill others with your weapon
- hurt innocent people if a fight happens
- be charged with murder through **joint enterprise** if you're at a place where someone is killed, even if you weren't carrying the weapon.

Research shows 99% of young people don't carry knives (Fearless – Part of Crimestoppers)

Task 3: What is joint enterprise?

<div></div> <div></div> <div></div>

The Law and Knives

	Law	Details
	It is against the law to carry a knife in a public place.	Unless the blade is less than 3 inches and is a manual folding blade. Doing so can carry a prison sentence of up to 4 years even if it is not used in England and Wales, and 5 Years in Scotland. It is also against the law to carry a knife on behalf of someone else.
	A person must be 18 or over to purchase a knife.	This includes cutlery and kitchen knives. In Scotland, people between the ages of 16 and 18 can legally purchase cutlery and kitchen knives.
	It is illegal to bring into the country, sell, possess, hire or give someone a banned knife.	Banned knives include: butterfly knives, disguised knives, flick knives, and zombie knives. A full list can be found on the government website.
	Police have the power to stop and search any person if they have 'reasonable grounds' to suspect that person may be carrying something that is against the law or could cause harm to others.	<p>This could include: illegal drugs, a knife or weapon, stolen items or an item that could be used to commit a crime.</p> <p>Examples of 'reasonable grounds' could include:</p> <ul style="list-style-type: none">a member of the public has reported that someone is carrying something they shouldn't be.somebody matches the description of who they are looking for.

Reporting a crime

You can report a crime to the police by calling 999 in an emergency or Crimestoppers on 0800 555 111

Some people worry about others finding out their identity if they report a crime and so <https://crimestoppers-uk.org/fearless> allows you to report a crime anonymously.



British Values
– The Law

Reflection Task: Return to your baseline task on p20. What 3 pieces of advice would you give this person now before going out?
1.
2.
3.

Subtopic 4– Impact of Knife Crime

Learning Objectives

- To understand who the victims of knife crime are
- To understand that there can be many victims from one crime

Do Now:

1. What is joint enterprise?

2. How many years could you be imprisoned for if you carry a knife?

3. Give 3 reasons why someone might decide to carry a knife

4. What is cyberbullying?

5. How might someone recruit someone to a gang?

Baseline Activity: What might a victim of knife crime look like? Label the outline below and consider emotions, behaviours, what they might say etc.



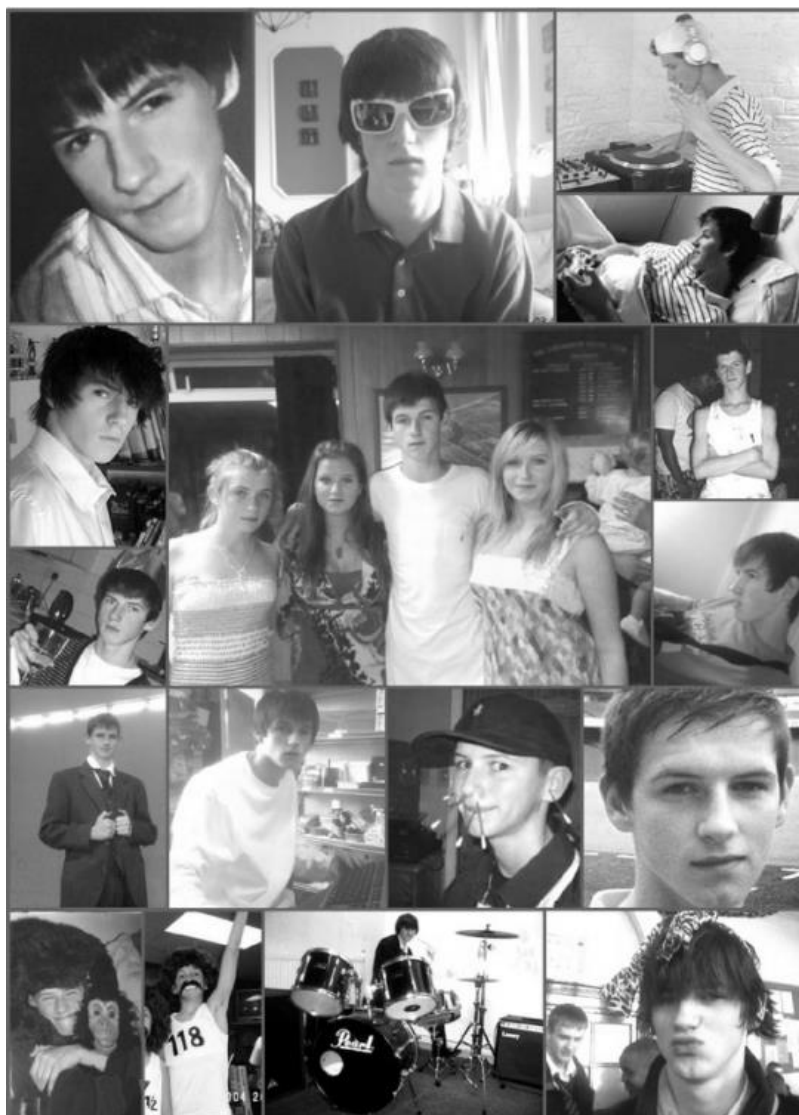
Silent & Solo

Task 1: After finding out more about the victim of knife crime, complete the table below. The script of this is on p38.

a. What could he do before the knife attack?

b. What can he do now?

c. How do you think David's mum's life has changed?



Ben Kinsella

Ben Kinsella was also a victim of knife crime. These are some pictures of Ben when he was younger.

Task 2: After looking at the pictures what type of person do you think Ben was? Character? Hobbies?

Ben Kinsella

Ben Kinsella was 16 years old when he was stabbed to death. Having finished his GCSEs he went out to a local bar to celebrate with friends. During the evening there was an altercation in the bar between friends of Ben and 3 other teenagers, Ben was not involved in the incident in any way. On his way home Ben and his friends realised that they were being followed. They split up, and whilst his friends decided to run, Ben calmly carried on his way home. Ben was the first person the 3 teenagers found and in an unprovoked attack, Ben was stabbed to death.

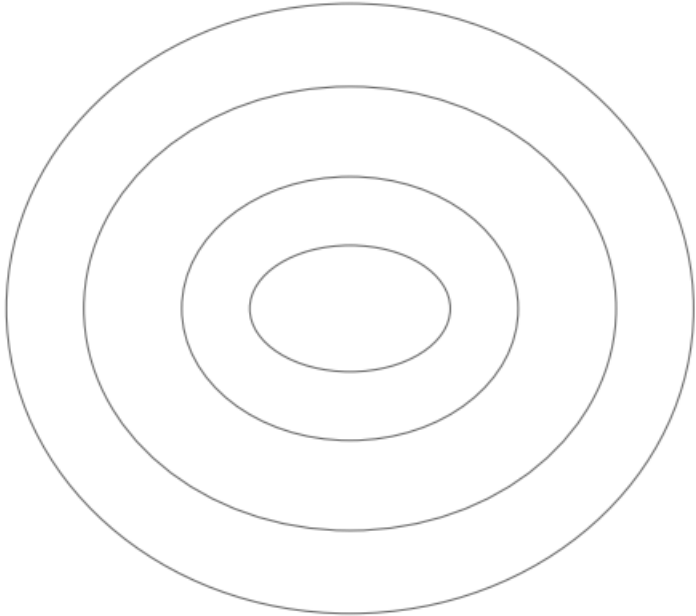


Watch me: Watch the clip from Ben’s family about the impact of the loss of Ben on them.

Task 3: After watching the clip from Ben’s family, what is the effect of the loss on them?



Turn and Talk: Who else might be impacted by knife crime, aside from the victim themselves?

Task 3: On the diagram below write down the ripple of one single knife crime act. You can use Ben Kinsella as an example.
<div></div>

Impact of Knife Crime

Carrying a knife can have far reaching and devastating effects on many people’s lives. We have only looked at two family’s lives, yet thousands more families have been affected since Ben’s death.



On June 29th 2008, 16-year old Ben Kinsella was murdered in London. That year 21 young people under 18 were killed in knife attacks in England and Wales. Eleven years later in 2019, 24 young people under 18 were killed in knife attacks in England and Wales.

Figures from the Office for National Statistics show 282 murders were committed using a knife or sharp instrument in the year to March 2022 - a 19% rise compared with the previous year. There has been an 18% rise in the number of male victims, from 184 to 218. The largest increase was for teenage boys aged 16 to 17, rising from 10 murders to 24.

<p>Reflection: Revisit your initial ideas for what a victim is from the baseline task on p22 and add/change anything following your learning in this subtopic.</p>

Learning Objectives

- To understand the **individual liberties** and what this means
- To apply this to what you have learnt throughout this subtopic

Do Now:

1. Can you name the 5 British Values?

--	--	--	--	--

2. What is peer pressure?

--

3. Give 3 examples of risky behaviours

--	--	--

4. What is joint enterprise?

--

5. Is it legal to carry a knife on behalf of someone else?

--

Baseline Activity: Think about what you have learnt throughout this topic and write down some of the different types of risky behaviours you have learnt about.

Risky
behaviours



Risky behaviours do not only impact one person. One decision can affect a range of people who might be hurt, lose someone they love or who must deliver bad news to someone's family. The law in Britain protects us against some of these risky behaviours. We **all** have the right to feel safe, not be pressured or be discriminated against. This forms the basis of our **British Values**.

Individual Liberties (Freedoms)

Individual liberty is the right of British citizens to make choices regarding the elements of their life that are outside of government control. This refers to freedom of speech and the right to make choices about our education, food, beliefs, opinions, work, family, etc. It also includes the freedom to vote for whoever we like, the right to move around the world freely, the right to feel safe and to spend time with whoever we choose. Of course, we aren't free to do things that are against the law, this is part of keeping everyone safe.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberty



Task 1: Why are individual liberties so important?

Martin Luther King and his fight for individual liberties

Dr Martin Luther King Jr was a Christian Baptist minister and a leading member of the civil rights movement. In 1955, he became well-known as a leader of the Montgomery bus boycott. This protested against black people being forced to sit separately from white people and also give up their seat for a white person if the bus became busy – just because they were black.

King believed that non-violent action was the best approach to pressuring the government for civil rights reforms. As well as the bus boycott, King supported lots of different protests during the civil rights movement, including:

- Sit-ins by students who were protesting against discrimination in universities
- Peaceful protest marches
- Delivering speeches in public

In 1963, King led the Washington March for Jobs and Freedom. He stood in front of the Lincoln Memorial in Washington D.C. and delivered his famous 'I Have a Dream' speech to a crowd of 250,000 people. Many historians believe that this speech played a key part in pressuring the government to pass the Civil Rights Act of 1964. This ended **segregation** in public places and banned employment discrimination based on race, colour, religion, sex or national origin.



Civil Rights: the rights of citizens to political and social freedom and equality

Task 2: a. Why do you think Martin Luther King fought with such determination for individual liberties for all black people?
<div></div> <div></div> <div></div>
b. Why do you think he only believed in peaceful tactics?
<div></div> <div></div>
c. What prevents discrimination of this sort in Britain today?
<div></div> <div></div>

Task 3: Read the extract from Martin Luther King’s ‘I have a dream’ speech and answer the question which follows:
<p>When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men — yes, black men as well as white men — would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.</p> <p>It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the negro people a bad check, a check which has come back marked insufficient funds.</p> <p>But we refuse to believe that the bank of justice is bankrupt.</p> <p>We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.</p>
What does Martin Luther King suggest about the Declaration of Independence?
<div></div> <div></div> <div></div>

Task 4: If someone tries to restrict someone’s individual liberty e.g. forcing them to be part of a gang or stopping them from going places by making them feel uncomfortable, what action can someone take?

Reflection task: Return to your baseline task on p26. In a different colour, write down the individual liberties these risky behaviours might impact upon.

[illegible]

[illegible]

ASSESSMENT

What is peer pressure?

1.

Give 4 examples of negative peer pressure?

2.

3.

4.

5.

Give 2 examples of positive peer pressure?

6.

7.

What is cyberbullying?

8.

Which Act means it is illegal to 'send or distribute letters or other articles for the purpose of causing distress or anxiety'?

9.

Give 4 examples of risky behaviour

10.

11.

12.

13.

Give 3 reasons why a teenager might take a risk

14.

15.

16.

What 2 things can you do to manage peer pressure?

17.

18.

What is a gang?
19.
What are 4 reasons why someone might join a gang?
20.
21.
22.
23.
If you receive a criminal record, what 3 things might be affected
24.
25.
26.
What are 3 ways to leave a gang?
27.
28.
29.
What are 3 reasons why someone might choose to carry a knife?
30.
31.
32.
What is joint enterprise?
33.
If you carry a knife in a public place, how long might you go to prison for?
34.
How old must you be to carry a knife?
35.

Give 2 examples of 'reasonable grounds' the police might have to search someone for a knife?			
36.			
37.			
If you want to report a crime anonymously, who could you contact?			
38.			
Is it legal to carry a knife for someone else?			
39.			
Name 5 other people, aside from the victim, who might be effected by a single knife crime?			
40.			
41.			
42.			
43			
44.			
If you carry a knife are you more or less likely to be hurt yourself?			
45.			
What are the 5 British Values?			
46.			
47.			
48.			
49.			
50.			
Total		%	

Script – Tracey Miller ‘Sour’

I’ve done so much, there’s not a particular occasion that stands to mind but what’s on record I can discuss. I stabbed someone. I was charged with Section 18 wound with intent, and that only come about because I had a serious argument at home and I, once again, took my anger out on to the streets and stabbed a boy. It was purely unprovoked.

At the time I had no remorse. Didn’t care about what I was doing. In 1996 there was the riots in the case of Wayne Douglas. He was killed in police custody. Big riots broke out in Brixton, made its way up Brixton Hill. I decided to go out and join the riots because I saw it on the news.

When I was out there a friend of mine came to me and said to me that he had an electrical good and it was robbed from him. “Can we go and look for the person who done this?”

And in fact I did that because I was the hard nut and I was a well known name at the time. And you got to remember it wasn’t just me. Much of the looters was behind this boy.

We went to the guy, found him, started to chase him; he turned around and he opened fire. Sawm off shotgun. Simple as that. So that’s how I got shot.

For me, being in a gang is like carrying your own little family. People that understand you. I never did disclose to anyone why I was part of that collective. Only I knew, I kept that hidden but I felt like I had a family within them.

And I just needed that adrenaline rush on a daily basis, so we’d meet up and decide what criminal acts we would go and perform. Little did they know, I wasn’t doing it for the money side, I was doing it for the adrenaline rush. Just to feed that need that I had.

Being in a gang is hard work. If a young lady channelled that energy into a business she’d be an entrepreneur. Just getting up on a normal day and having to sell drugs and having to be this character, or this name that you’ve made for yourself. You have to keep yourself current. It’s hard work.



Script – Elijah Kerr ‘Jaja Soze’

My real name is Elijah Kerr, also known as Jaja Soze.

I was part of a collective called PDC, which was classed as a gang at the beginning. We changed to a hip hop and R n B record label.

I came to London when I was 9 years old and we started forming a collective called PDC. It started off with just us in a park just playing around. Just normal kids on the estate. Then it kind of grew, without us thinking about it, into this big gang.

We was doing a lot of robberies from a young age. I went to prison when I was 15 for bank robbery. Came out when I was 18. Went back to prison again when I was 22. Came out when I was 24, nearly 25. And at that time I changed PDC, the whole negative approach that we had, into a record label.

It's not that we're just born bad and we wanna be gangsters from the get go. You have a good intention at first, but there's no structural help or no one around you to help you so you take a whole negative lifestyle.

I think the worst thing that had a big effect on me was one of my friends; we started a business plan together for a record label and the day before I was getting released, the night before, he got shot in his chest five times, and he died.

When you're in your prison cell and you've got all that time to think over everything you've done, you're just thinking you know what I'm actually gonna die or I'm gonna be in prison for the rest of my life. So you have to think "OK, do I wanna be in prison for the rest of my life? Do I wanna live like this right now, sitting next to a toilet and this little TV and just doing this all day long for the rest of my life?". My last prison sentence I was like "You know what, I gotta change my life".

It wasn't easy because I lost a lot of friends along the way because some of my friends wanted to stay in the whole gang culture and some of them wanted to stay with me, so I lost a lot of friends along the way, it was a bit rocky at the beginning.

There needs to be more schemes, there needs to be more opportunities, and more mentoring. Some kids do have ideas of ... a business idea or ideas of what they wanna do. But then how do they go about implementing this business? How do they go about starting it? So a mentor can just say "Hey, you need to fill in this form, you need to go and see these people, you need to go and see those people" so it kind of helps them. And that gives them hope.



Script – Victim of Knife Crime

David's mum: I'm Kim, David's mum, and this is... David, obviously Kim's son. I remember sitting here, my husband and I had some friends around and David, I remember exactly what he was wearing, walked out the door and said "I'm going to a party" and about two o'clock in the morning we had a phone call from his girlfriend saying that David had been stabbed. Didn't know where at this point, so my husband and I got in the car, went to the hospital thinking it could be his leg... then she phoned back and said actually he'd been stabbed in his eye. And we thought you know, he might be blind in one eye but we've still got David.

We got the hospital, taken into a side room and told that the knife had actually gone through to his brain and he'd got severe brain damage.

David: What I remember was going to a party, a private party at the ice rink, having a few drinks or so, being a bit merry, tipsy, having a little disagreement with my girlfriend and waking up wherever I woke up. Didn't know where I was or what happened to me, so I was obviously bricking it.

David's mum: Before the attack he was really into his music and he wanted to make it as a drum and base MC. Did lots of parties in London, Brixton Academy... where else I can't remember?

David: One Nation.

David's mum: Yeah One Nation. He played professional football, had trials for QPR, Crystal Palace. He was doing an apprenticeship in carpentry and joinery. So very determined, very strong willed. Very outgoing, very sociable. And now his main dreams are to get out the wheelchair. He wants to be able to walk, even if its with a frame or a walking stick.

David: Obviously with all the physio I'm doing I can do I it. I know I can.

Interviewer: What would you say to people that are carrying knives?

David: Think of your consequences, big time. Think of their actions before they carry a knife. Think of the consequences, what can happen. If they do anything with that knife then they can go down for a long time. And think of the damage that they can cause with that knife, and the trauma they cause the families.

Interviewer: What would you say to people that have been victims?

David: Be strong. Be strong willed like I am. And carry on with your life as best as you can



Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: tellus@astrea-Longsands.org
- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency

