

# WHICH SIDE OF THE TRACKS

## Workshop 1: Targeted

### Workshop Plan

#### Learning Objectives:

- Understanding the reasons why some young people may get caught up with gangs.
- Identifying ways that organised criminal gangs groom young people.

**Duration:**  
20 minutes

#### Focus Vocabulary:

gangs, peer group, organised crime, grooming, coercion, exploitation, vulnerabilities, manipulate, isolate, blackmail

#### Resources:

Activity sheet 1 – Scenarios and Headings Printout  
Activity sheet 2 – Story Template Printouts

Timing	Focus	Task	Presenter/Teacher Notes and Guidance
5 minutes	<i>Why do some young people get caught up in gangs?</i>	<p>Ask students to offer a definition of a gang.</p> <p>Then ask students if they can offer definitions of different types of gang, before presenting the three:</p> <ul style="list-style-type: none"> <li>• <b>Peer Group:</b> A small social grouping of people who may or may not describe themselves as a gang.</li> <li>• <b>Street Gang:</b> A group of people who see themselves (and viewed by others) as a group for whom crime and violence is integral to their identity.</li> <li>• <b>Organised Crime Gang (OCG):</b> A group of people for whom involvement in crime and violence is for financial gain and is seen as their occupation.</li> </ul> <p><b>Questions for discussion:</b></p> <ol style="list-style-type: none"> <li>1. Which type of gang is portrayed in the film?</li> </ol>	<p>There are many reasons as to why some young people may get involved with gangs.</p> <p>It might be through <b>choice</b>, thinking that they will gain <b>status and power</b>. Maybe the thought of taking <b>risks excites them</b>. That being in a gang would mean that they would gain <b>respect</b> whilst being <b>protected</b> by senior gang members.</p> <p>It might be through <b>peer pressure</b>, or their <b>socio-economic backgrounds</b> may make believe that they have no other option. They may feel that their <b>future looks bleak</b> and that being in a gang offers them the opportunity to be <b>part of something</b>.</p> <p>It might be through <b>coercion</b>, being groomed by Organised Criminal Gangs with false <b>promises of gifts</b>, money, brotherhood and belonging.</p>

		<ol style="list-style-type: none"> <li>Which type does Lauren think she is joining?</li> <li>Do you think Lauren would have chosen to join them if she had known from the start they are part of an OCG?</li> <li>Why do you think Lauren joined the gang?</li> </ol>	
5 minutes	<i>How do organised criminal gangs groom young people?</i>	<p>Divide the class into small groups and give each group two envelopes (Activity sheet 1 – Page 2).</p> <p><b>Envelope 1:</b> Contains scenarios</p> <p><b>Envelope 2:</b> Contains vulnerabilities</p> <p><b>Envelope 3:</b> Contains false promises</p> <p>Tell the class to place the scenarios where they think they should go under each gang heading. Try to get the class to offer their thoughts before giving them the answers.</p> <p><b>Questions for discussion:</b></p> <ol style="list-style-type: none"> <li>Which vulnerabilities did Lauren have?</li> <li>What false promises might she have been attracted to?</li> <li>How is Lauren groomed to be part of the gang?</li> </ol>	<p><b>Grooming</b> is when someone builds a relationship, trust and an emotional connection with a young person so that they can <b>exploit</b> them. They tend to target young people who present as having <b>vulnerabilities</b> (emotionally, physically, economically) as they are seen as easier to <b>manipulate</b>. A groomer can be anyone, no matter of their age, race or gender and grooming can take place over short or long periods of time. Groomers may often attempt to <b>isolate</b> the young person from their friends and family, making them feel dependant on them. They might use <b>blackmail</b>, making the young person feel guilty about something or introducing 'secrets' which is used as a method to control and intimidate.</p> <p>When targeting young people online, groomers may hide their identity. They use the same sites, games and apps as young people and spend time finding out about the young person so that they can gauge what would interest them.</p> <p>In person, groomers will build a friendship with the young person and make them feel like a valued member of a gang. They'll often give them money, gifts, and lifts in their car. They usually also supply them with alcohol or drugs. At this stage the young person may enjoy the feeling of freedom and lack of rules, they may also begin to feel a sense of belonging within the gang. Over time, many young people begin to see this group as family. Once the young person feels part of the gang, the groomer begins to give them responsibilities. This could be something like holding a package overnight, and they may be paid for doing a task like this.</p>
10 Minutes		<p>Divide the class into groups of 5. Each group is given a story template (Activity sheet 2)</p> <p>Start what is a traditional game of "Consequences". Each pupil initially fills in the gaps on the top line of the story template.</p> <p>Once completed they fold over their written entry and pass the piece of paper on to the person sat next to them, creating a rotation. They then fill in the next line, fold and pass on, fill fold</p>	<p>The theme is 'Coercion'. The story that is being retold is Lauren being targeted and groomed.</p>

and pass on until the story template is complete. At the end of the activity the stories are read out.

**Final Question:**

*What were the impacts on Lauren of joining the gang?*