



Citizenship and PSHE Key Stages 3 and 4

Notes for Teachers and Facilitators

No Good Can Come From Gangs

Ten films about the attitudes and experiences people have about gangs in modern day society. Includes several *Real Story* videos from people in the street who have been members of gangs. The links provide additional resources: statistics, case studies and responses to supplement the film clips.

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Structure

The first section, ‘**Digest**’, provides an overview of 10 films available in the No Good Can Come From Gangs section of the TrueTube website with brief outlines for the sort of work that might be carried out as prompted by each film, a combination of the films and additional research. Many of the activities suggested for one particular clip could be translated and used with other films. The suggestions are in outline form and will need working up into full lesson plans. It is unlikely that you will complete work on all of the films: the intention is to provide opportunity for a pick and mix approach.

The suggested activities are followed by two tables providing ‘**Key Stages 3 Citizenship and PSHE Programme of Study References**’ these relate to the ideas for work outlined in the ‘Digest’. Again as you work up the suggestions, you will be able to amend these tables to reflect your ideas. The mapping is based on the new QCA programmes of study issued to schools in September 2007 for implementation in September 2008.

Next you will find some suggestions for ‘**Summative Activities**’ that draw on a range of the work completed on individual films and a table providing the key curriculum references for these.

The final section provides examples of more ‘**Detailed Lesson Plans**’ including curriculum references. It is intended that these detailed plans will be extended over the next few terms, depending on the level of demand.

DIGEST

1 Real Story: MC Skitzo [2:16]



Description: MC Skitzo talks about losing her friend Kodjo to local gang violence in West London. Kodjo was out for a walk with his girlfriend and dog when he was set upon by a group (gang) of local youths. After a short tussle, he was stabbed in the leg, before being fatally stabbed in the heart by one of the gang. Before being killed, Kodjo had said, ‘The media makes it look like all youths carry a knife, but that’s not the case.’ To know that he then died by a knife is really sad. How can these people have the control to take a life away with a knife when they aren't old enough to understand how precious life is? Despite Kodjo’s death, Mc Skitzo believes that we cannot ban gangs but would like influential Rap Stars to change the messages in their music. She thinks that teenagers do not listen to parents or teachers on these issues, but that they do treat famous people as role models.

Comment: Very straight talking interview. MC Skitzo has clear opinions and views on gangs.

Ideas for work [circa 60 minutes]

	<p>1. Ask students to jot down anything they know, or think they know, about teenage gangs. You can give prompts, such as:</p> <ul style="list-style-type: none"> • Where do you find most gangs? • Why do they form? • Why do individuals join gangs? • What do they do? • How would you recognise them? 	<p>5-10 minutes</p>
	<p>2. Introduce and watch the <i>Real Story: MC Skitzo</i> film on TrueTube.</p>	<p>5 minutes</p>
	<p>3. Students re-look at their notes in light of the comments by MC Skitzo. How far are their ideas confirmed and in what ways are they challenged?</p>	<p>5 minutes</p>
	<p>4. Hold a class discussion with particular focus on who the students think has the most important role in dealing with gangs. Is it the police, government, parents, teachers, the church, role models such as celebrities, or someone else?</p>	<p>20 minutes</p>
	<p>5. Ask them to write a letter to an MP in an area where gangs are a problem, suggesting ways in which the problem might be tackled.</p>	<p>20-30 minutes</p>

2 Real Story: Letarnia [1:53]










Description: Letarnia, a 20 year-old youth worker from North West London, talks about her experience of gangs. She suggests that the media can easily blow things out of proportion and that many teenagers are involved in positive activities. However, she does admit that young people are dying, often from being in ‘the wrong place at the wrong time’. She feels that many young people feel pressurised to join a gang to feel safe and not set themselves apart as an enemy. “You’re either in or you’re out.” But you have to get

on with life.

Comment: Another person who has clear opinions on gangs and young people. Letarnia also speaks in the *Start a Revolution* section of the website.

Ideas for work [circa 120 minutes]

Note: Students need to cut out/collect articles on gangs and teenagers from magazines or newspapers (local and national) in preparation for this activity.

	1. In pairs, ask students to produce posters using their collected articles. They should take sections, headlines and pictures that summarise what the media have to say about youths in the UK today.	20 minutes
	2. Discuss what the pairs have produced	10 minutes
	3. Watch the <i>Real Story: Letarnia</i> film on TrueTube.	5 minutes
	4. Prepare a response to the motion, ‘The media exaggerates the problem of gangs in society and so makes the situation worse.’	30 minutes
	5. Conduct the debate with students volunteering to be for and against the main argument.	30 minutes
	6. Have a class vote to find out who supports the motion and who does not.	5 minutes
	7. Discuss what can be done to redress the balance, that is, to reduce the influence of gangs. Ask students to describe what positive activities they can get involved in locally. Create a class list.	20 minutes






3 Real Story: Shaun Bailey [1:40]



Description: A youth worker from West London, warns about joining a gang. He says that people who get into gangs go to jail; in a bookie's, with mental health problems or dead. He admits that not all gangs are bad and that the individual has to ask what the gang does and why it does it. He thinks that the answer lies with communities and families, not stricter laws, and says that what young people need is hope.

Comment: Positive, articulate individual.

Ideas for work [circa 50 minutes]

	1. Introduce and watch the <i>Real Story: Shaun Bailey</i> .	5 minutes
	2. Discuss the use of the word 'gang' and its meaning. What other words describe collections of people? What impact does each of the words have and why?	10 minutes
	3. In pairs, students draw up a list of different gangs that exist in their school, home and local area.	10 minutes
	4. Students share their thoughts with the rest of the class. Keep a list of the 'gangs' mentioned and tally up how many times each is mentioned, along with a note of the positive and negative impacts each may have.	10 minutes
	5. Discuss each 'gang' and decide if it is good or bad for society.	15 minutes

4 Real Story: Jason Grant [1.54]



Description: A former gang member talks about how he reformed and now wants to make a difference to the lives of other young people involved with gangs.

Jason explains why he became a member of a gang in the first place. It provided a safety net; he felt part of something, connected to other people in his area. However, he points out that gangs in different areas made it risky to leave his community. He says that when he was 16, ‘Only three of my mates were not in prison, all the others were.’ That was the norm! At 23, he was warned that the next court sentence he faced could result in a life sentence. This shocked him and made him change. He feels that gang members do not understand life outside gangs or contemplate working in the real world. Gangs are about ‘street cred’ and for him this means drugs, guns and deprivation. Is that what people really want? He maintains that if people considered this and stepped out of gangs, others would soon follow.

Comment: Very interesting and honest interview about the consequences of being a gang member.

Ideas for work [circa 50 minutes]

	1. Using the internet and other resources, students research any laws relating to ‘gang’ activity in the UK. Students may need help with search terms (youth gangs; gangs and crime, statistics on gangs) and a reminder to look for UK pages/stories first. Discuss the information discovered, including the fact that there is much more about gang crime in other countries.	15 minutes
	2. Divide the class into small groups (3-4). Half the groups produce a list of the possible negative consequences of being in a teenage gang. The other groups do the same for the supposedly positive reasons teenagers give for joining gangs.	10 minutes
	3. Teacher/students write both lists on board with students making a short comment explaining the reasons why they included them on their list.	10 minutes
	4. Watch the <i>Real Story: Jason Grant</i> film on TrueTube.	5 minutes
	5. Having seen the film, hold a class discussion on the alleged pros and cons of being a gang member and whether the advantages outweigh the disadvantages or vice-versa.	10 minutes

The next two clips can be used together as a stimulus for a sequence of lessons.

5 Real Story: Jason Allen [2:15]



Description: A former gang member talks about how he reformed and now wants to make a difference. Involved in robberies and gangs from around the age of 15, he got in trouble with police and this had a marked effect on his family. Jason reformed when his local Youth Club approached him and asked him to help out as he had 'good leadership skills'. After doing this voluntary work he came to realise that young people needed help as they often did not realise the consequences of their actions. He believes that the high number of estates in certain areas, the lack of personal role models, lack of money and police harassment all encourage young people to join gangs. He believes that the vast majority of people would prefer to be doing something else with their time.

Comment: Another straightforward and honest interview.






6 Real Story: Denny Mendoza 1 [1:54]



Description: Denny, a community leader, explains that he followed his older brother into gangs as a way of getting the things he wanted without working. He escaped from the culture when his friend asked him to play golf 'for a laugh'. Although initially reluctant, he seized the opportunity and never went back to the streets.

Comment: Chatty, with interesting points about positive intervention and opportunity. He also plays down the influence of gangs in the UK.

Ideas for work on Films 5 and 6 [circa 75 minutes]

	1. Watch the <i>Real Story: Jason Allen</i> film followed by the <i>Real Story: Denny Mendoza</i> film on TrueTube.	5 minutes
	2. Divide the class in half. Working in small groups of 3-4, ask one half of the students to write a short script about the reasons why a teenager joined a local gang; the other groups should write a short script showing how a teenager managed to leave a gang.	20 minutes
	3. Each group role-plays their story to the rest of the class.	20 minutes
	4. Hold a class discussion on the pressures for teenagers to join a gang and the best methods for saying no to, or leaving, a gang. Compare the reasons for, and the reasons against, joining a gang.	15 minutes
	5. Begin to compile a list of the real reasons the young people in the films have given for leaving gangs.	15 minutes

7 Real Story: Denny Mendoza 2 [1.06]








Description: Interview with Community Leader Denny Mendoza on how he helps get young people out of a life of crime. He suggests that gangs in the UK aren't like gangs in the USA; they lack hierarchy and are just a group of 'kids with nothing to do'. He tries to influence the most influential people in a gang to give the whole gang a chance to get out and change their lives. He maintains that you need to encourage rather than criticise and tell influential gang members that 'they're good at something, anything even the tiniest little thing and they will take that on board and use that.'

Comment: Short, but interesting thoughts on positive motivation.

Ideas for work [circa 60 minutes]

Note: You will need to have several copies of the local newspaper available for students.

	1. Watch the second <i>Real Story: Denny Mendoza</i> on TrueTube.	5 minutes
	2. Using the internet and other resources, ask students to research the possible activities available for them in their local area. (They may already have this list from an earlier activity.)	20 minutes
	3. Find out which of the activities they take part in and which might they like to try. Ask them how they would persuade a friend to come with them to try something new. This could be acted out as a role-play.	10 minutes
	4. In pairs, ask students to produce a list of other activities or resources they would like to have in their area.	10 minutes
	5. Discuss the opportunities and how the students could go about getting the 'I would like' facilities in their area.	15 minutes

The next three film clips explore the opinions of young people not involved in gangs

8 Arohan and Thomas on Gangs [0.18]



Description: Sound-bite - two teenage boys define gangs.

Comment: Very short and can therefore seem a little flippant or ill-informed.

9 Miranda and Olivia on Gangs [0.48]



Description: Two teenage girls give their opinion on gangs.

Comment: Rather strident, unrestrained personal view - contentious

10 Chelsea on Gangs [0.14]












Description: Another girl gives her opinions on gangs and in particular knives.

Comment: Another sound-bite – apparently part of a longer interview.

Ideas for work on films 8, 9 and 10 [circa 3-4 sessions of between 40 and 60 minutes plus homework]

This activity could be completed at the beginning and end of the scheme of work on gangs, that is, before doing any research/watching any of films and afterwards to compare results.

	1. Ask students to come up with one statement/sentence about gangs. Video them either individually or in pairs.	60 minutes
	2. Watch the films <i>Arohan and Thomas on Gangs</i> , <i>Miranda and Thomas on Gangs</i> and the <i>Chelsea on Gangs</i> .	5 minutes
	3. As they watch ask students to make a note of their reactions both to the speaker and what they say. Watch their films and compare. Discuss whether their comments are better informed, more enlightening or equally insubstantial. Explore why? Limitations of sound-bite, lack of understanding etc. Discuss the power of the media to 'represent' information in a way suited to their intention.	40 minutes
	4. Ask pairs of students to produce a questionnaire to find out what other people think about teenage gangs.	20 minutes
	5. Students carry out their questionnaire with a number of people. If possible different age groups should be covered to give a wide perspective of opinion.	1 week
	6. Each pair prepares a presentation to show the results from their questionnaire. To save time a visual display could be used.	30 minutes

	<p>7. If time permits, each pair presents their findings.</p>	<p>Up to 30 minutes</p>
	<p>8. Hold a class discussion on the overall findings.</p>	<p>15 minutes</p>
	<p>9. The best interviews could be videoed and uploaded to the TrueTube site.</p>	<p>60 minutes</p>

Key Stage 3 Citizenship Programme of Study References for 'Ideas for Work'

The following curriculum references refer to the main work undertaken in the ideas for work section of the digest. Other developments & objectives may be taught by extending the ideas. Objectives covered are indicated by ✓

	01 Real Story: Mc Skitzo	02 Real Story: Letarnia	03 Real Story: Shaun Bailey	04 Real Story: Jason Grant	05 Real Story: Jason Allen	06 Real Story: Denny Mendoza	07 Real Story: Denny Mendoza	08 Arohan & Thomas on Gangs	09 Miranda & Olivia on Gangs	10 Chelsea on Gangs
1 Key Concepts										
1.1 Democracy and justice										
a Participating actively in different kinds of decision-making and voting in order to influence public life.		✓								
b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.		✓		✓						
c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.								✓	✓	✓
d Understanding and exploring the roles of citizens and parliament in holding government and those in power to account.										
1.2 Rights and responsibilities										
a Exploring different kinds of rights and obligations and how these affect both individuals and communities.										

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1.2 Rights and responsibilities (cont)										
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.										
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.		✓								
1.3 Identities and diversity: living together in the UK										
a Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.					✓	✓				
b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.	✓	✓	✓	✓	✓	✓	✓			
c Considering the interconnections between the UK and the rest of Europe and the wider world.										
d Exploring community cohesion and the different forces that bring about change in communities over time.	✓				✓	✓				

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2 Key processes										
2.1 Critical thinking and enquiry										
a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems	✓	✓	✓		✓					
b research, plan and undertake enquiries into issues and problems using a range of information and sources	✓	✓					✓			
c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias	✓	✓					✓			
2.2 Advocacy and representation										
a express and explain their own opinions to others through discussions, formal debates and voting	✓	✓	✓	✓				✓	✓	✓
b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate	✓	✓	✓	✓	✓					
c justify their argument, giving reasons to try to persuade others to think again, change or support them	✓	✓	✓	✓	✓					
d represent the views of others, with which they may or may not agree								✓	✓	✓

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2.3 Taking informed and responsible action										
a explore creative approaches to taking action on problems and issues to achieve intended purposes		✓				✓				
b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately										
c analyse the impact of their actions on communities and the wider world, now and in the future										
d reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently										
3 Range and content										
a political, legal and human rights, and responsibilities of citizens	✓	✓								
b the roles of the law and the justice system and how they relate to young people					✓					
c key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections										
d freedom of speech & diversity of views, and the role of the media in informing and influencing public opinion & holding those in power to account		✓						✓	✓	✓

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3 Range and content (cont)										
e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment		✓								
f strategies for handling local and national disagreements and conflicts										
g the needs of the local community and how these are met through public services and the voluntary sector							✓			
h how economic decisions are made, including where public money comes from and who decides how it is spent										
i the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared	✓		✓					✓	✓	✓
j migration to, from and within the UK and the reasons										
k the UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community										

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4 Curriculum opportunities										
a debate, in groups & whole-class discussions, topical and controversial issues, including those of concern to young people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b develop citizenship knowledge and understanding while using and applying citizenship skills										
c work individually and in groups, taking on different roles and responsibilities					✓	✓				
d participate in both school-based and community-based citizenship activities										
e participate in different forms of individual and collective action, including decision-making and campaigning										
f work with a range of community partners ...										
g take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues										
h take into account a range of contexts, such as school, local, regional, national, European, international and global, as relevant to different topics			✓							
i use & interpret different media and ICT both as sources of information and as a means of communicating ideas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
j make links between citizenship and work in other subjects and areas of the curriculum					✓	✓				

Key Stage 3 PSHE: Personal Well-being Programme of Study (non-statutory) References for 'Ideas for Work'

The following curriculum references refer to the main work undertaken in the ideas for work section of the digest. Other developments & objectives may be taught by extending the ideas. Objectives covered are indicated by ✓

	01 Real Story: Mc Skitzo	02 Real Story: Letarnia	03 Real Story: Shaun Bailey	04 Real Story: Jason Grant	05 Real Story: Jason Allen	06 Real Story: Denny Mendoza	07 Real Story: Denny Mendoza	08 Arohan & Thomas on Gangs	09 Miranda & Olivia on Gangs	10 Chelsea on Gangs
1 Key Concepts										
1.1 Personal Identities										
a Understanding that identity is affected by a range of factors, including a positive sense of self.	✓	✓	✓	✓	✓	✓	✓			
b Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.										
c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.					✓	✓	✓			
1.2 Healthy lifestyles										
a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.					✓	✓				
b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.							✓			
c Dealing with growth and change as normal parts of growing up.										

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1 Key Concepts (cont)										
1.3 Risk										
a Understanding risk in both positive & negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.		✓	✓	✓	✓	✓				
b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.		✓		✓	✓	✓				
c Developing the confidence to try new ideas & face challenges safely, individually & in groups.										
1.4 Relationships										
a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.										
b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.	✓	✓	✓	✓						
c Understanding that relationships can cause strong feelings and emotions.										
1.5 Diversity										
a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.	✓		✓							
b Understanding that all forms of prejudice and discrimination must be challenged at every level .										

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2 Key processes										
2.1 Critical reflection										
a reflect critically on their own and others' values	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b reflect on personal strengths, achievements and areas for development										
c recognise how others see them and give and receive feedback										
d identify & use strategies for setting and meeting personal targets in order to increase motivation										
e reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour										
f develop self-awareness by reflecting critically on their behaviour and its impact on others										
2.2 Decision-making and managing risk										
a use knowledge and understanding to make informed choices about safety, health and wellbeing			✓	✓						
b find information and support from a variety of sources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
c assess and manage the element of risk in personal choices and situations			✓	✓						
d use strategies for resisting unhelpful peer influence and pressure					✓	✓	✓			
e know when and how to get help										
f identify how managing feelings and emotions effectively supports decision-making and risk management										

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2 Key processes (cont)										
2.3 Developing relationships and working with others										
a use social skills to build and maintain a range of positive relationships										
b use the social skill of negotiation within relationships recognising their rights & responsibilities & that their actions have consequences				✓		✓	✓			
c use the social skills of communication, negotiation, assertiveness and collaboration								✓	✓	✓
d value differences between people & demonstrate empathy & a willingness to learn about people different from themselves										
e challenge prejudice and discrimination assertively										
3 Range and content										
a examples of diverse values encountered in society & the clarification of personal values	✓	✓	✓	✓	✓	✓	✓			
b the knowledge and skills needed for setting realistic targets and personal goals										
c physical and emotional change and puberty										
d sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities										
e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others				✓						

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3 Range and content (cont)										
f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise										
g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations										
h a knowledge of basic first aid										
i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement										
j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships										
k the nature and importance of marriage and of stable relationships for family life and bringing up children										
i the roles and responsibilities of parents, carers and children in families	✓									
m the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities	✓	✓	✓	✓	✓	✓				

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4 Curriculum opportunities										
a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community										
b meet and work with people from the wider community both in school and through external visits								✓	✓	✓
c use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them	✓	✓	✓	✓	✓	✓	✓			
e work as members of groups and teams, taking on different roles and responsibilities								✓	✓	✓

Summative Work: 10 Ideas – Citizenship and PSHE Key Stage 3

The following brief suggestions are based on watching a number, potentially all, of the films and could be developed to provide work for 1-2 weeks. The curriculum references are for Key Stage 3, but the work could easily be extended to provide work relevant for Key Stage 4 and GCSE syllabuses.

<p>1. [Group work] Having watched a number, if not all, of the films on ‘gangs’ students could identify how far they think the films present a balanced view and, if necessary, suggest other films/interviews/ideas they would like to see presented – suggest content (audience, purpose, form and brief outline). This should be based on additional research, for instance, they could research real life tragedies like the case of Stephen Lawrence. Present (written) recommendations as if for team at TrueTube. Make some of the ‘alternative’ films and upload to the TrueTube site.</p>	<p>2 Key processes (Citizenship)</p> <p>2.1 Critical thinking and enquiry</p> <p>a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems</p> <p>c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias</p> <p>2.2 Advocacy and representation</p> <p>a express and explain their own opinions to others through discussions, formal debates and voting</p> <p>b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p> <p>c justify their argument, giving reasons to try to persuade others to think again, change or support them</p> <p>4 Curriculum opportunities (Citizenship)</p> <p>a debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people</p> <p>e participate in different forms of individual and collective action, including decision-making and campaigning</p> <p>4 Curriculum opportunities (PSHE)</p> <p>a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community</p> <p>d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them</p>
<p>2. Having watched a number of the films on ‘gangs’ & completed additional research, students could create the outline for a half hour TV programme focusing on the issue of gangs (they should decide on purpose/audience & the appropriate form and when they would like to see it scheduled). This could be presented as a role-play to an imaginary TV board or a written pitch in which they need to persuade the board of the merits of the programme they intend. Groups can respond to each other’s performances in role.</p>	<p>1 Key concepts (Citizenship)</p> <p>1.1 Democracy and justice</p> <p>c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.</p> <p>1.3 Identities and diversity: living together in the UK</p> <p>b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.</p> <p>d Exploring community cohesion and the different forces that bring about change in communities over time.</p> <p>2 Key processes (Citizenship)</p> <p>2.1 Critical thinking and enquiry</p> <p>a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems</p> <p>b research, plan and undertake enquiries into issues and problems using a range of information and sources</p> <p>2.2 Advocacy and representation</p> <p>b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p> <p>3 Range and content(Citizenship)</p> <p>b the roles of the law and the justice system and how they relate to young people</p> <p>g the needs of the local community and how these are met through public services and the voluntary sector</p> <p>i use and interpret different media and ICT both as sources of information and as a means of communicating ideas</p> <p>4 Curriculum opportunities (Citizenship)</p> <p>c work individually and in groups, taking on different roles and responsibilities</p> <p>i use and interpret different media and ICT both as sources of information and as a means of communicating ideas</p>

<p>2. <i>continued</i> <i>Having watched a number of the films on ‘gangs’ & completed additional research, students could create the outline for a half hour TV programme focusing on the issue of gangs (they should decide on purpose/audience & the appropriate form and when they would like to see it scheduled). This could be presented as a role-play to an imaginary TV board or a written pitch in which they need to persuade the board of the merits of the programme they intend. Groups can respond to each other’s performances in role.</i></p>	<p>1 Key concepts (PSHE)</p> <p>1.1 Personal identities</p> <p>a Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</p> <p>1.2 Healthy lifestyles</p> <p>a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.</p> <p>b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>1.3 Risk</p> <p>b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.</p> <p>1.5 Diversity</p> <p>a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.</p> <p>2 Key processes (PSHE)</p> <p>2.1 Critical reflection</p> <p>b reflect on personal strengths, achievements and areas for development</p> <p>2.3 Developing relationships and working with others</p> <p>c use the social skills of communication, negotiation, assertiveness and collaboration</p>
<p>3. Write an explanatory/informative essay bringing together all the things they have learned about gangs (causes and implications/results), but also supplementing this with their own research (facts/figures) and thoughts. Alternatively, different groups could be asked to write a report for particular newspapers. For this, they will need to research target audiences, style and political stance.</p>	<p>2 Key processes (Citizenship)</p> <p>2.1 Critical thinking and enquiry</p> <p>a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems</p> <p>c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias</p> <p>2.2 Advocacy and representation</p> <p>b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p> <p>c justify their argument, giving reasons to try to persuade others to think again, change or support them</p> <p>4 Curriculum opportunities (Citizenship)</p> <p>b develop citizenship knowledge and understanding while using and applying citizenship skills</p> <p>4 Curriculum opportunities (PSHE)</p> <p>a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community</p>

4. Rate/rank the films in order of impact, develop the criteria for the judgements, and explain why. Rate the films on TrueTube using the star system.	2 Key processes (Citizenship)
	2.1 Critical thinking and enquiry
	a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
	c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias
	2.2 Advocacy and representation
	a express and explain their own opinions to others through discussions, formal debates and voting
	b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
	c justify their argument, giving reasons to try to persuade others to think again, change or support them
	4 Curriculum opportunities (Citizenship)
	a debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people
	2 Key processes (PSHE)
	2.3 Developing relationships and working with others
	c use the social skills of communication, negotiation, assertiveness and collaboration
	4 Curriculum opportunities (PSHE)
a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community	
5. Create their own more informed/thoughtful version of Arohan & Thomas etc on Gangs clip.	2 Key processes (Citizenship)
	2.2 Advocacy and representation
	a express and explain their own opinions to others through discussions, formal debates and voting
	b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
	c justify their argument, giving reasons to try to persuade others to think again, change or support them
	2.3 Taking informed and responsible action
	a explore creative approaches to taking action on problems and issues to achieve intended purposes
	b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
	3 Range and content (Citizenship)
	d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
	i the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared
	4 Curriculum opportunities (Citizenship)
	b develop citizenship knowledge and understanding while using and applying citizenship skills
	c work individually and in groups, taking on different roles and responsibilities
2 Key processes (PSHE)	
2.2 Decision-making and managing risk	
b find information and support from a variety of sources	
3 Range and content	
a examples of diverse values encountered in society and the clarification of personal values	

6. Create their own film response to the issue of ‘gangs’ to upload to TrueTube site.	<p>2 Key processes (Citizenship)</p> <p>2.2 Advocacy and representation</p> <p>a express and explain their own opinions to others through discussions, formal debates and voting</p> <p>b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p> <p>c justify their argument, giving reasons to try to persuade others to think again, change or support them</p> <p>2.3 Taking informed and responsible action</p> <p>a explore creative approaches to taking action on problems and issues to achieve intended purposes</p> <p>b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately</p> <p>3 Range and content (Citizenship)</p> <p>d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account</p> <p>i the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared</p> <p>4 Curriculum opportunities (Citizenship)</p> <p>b develop citizenship knowledge and understanding while using and applying citizenship skills</p> <p>c work individually and in groups, taking on different roles and responsibilities</p> <p>e participate in different forms of individual and collective action, including decision-making and campaigning</p> <p>i use and interpret different media and ICT both as sources of information and as a means of communicating ideas</p> <p>2 Key processes (PSHE)</p> <p>2.2 Decision-making and managing risk</p> <p>b find information and support from a variety of sources</p> <p>3 Range and content</p> <p>a examples of diverse values encountered in society and the clarification of personal values</p>
7. Hold a formal class debate ‘This house believes that teenagers join gangs to feel protected and safe.’	<p>2 Key processes (Citizenship)</p> <p>2.2 Advocacy and representation</p> <p>a express and explain their own opinions to others through discussions, formal debates and voting</p> <p>b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p> <p>c justify their argument, giving reasons to try to persuade others to think again, change or support them</p> <p>d represent the views of others, with which they may or may not agree</p> <p>4 Curriculum opportunities (Citizenship)</p> <p>a debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people</p> <p>4 Curriculum opportunities (PSHE)</p> <p>d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them</p>

8. Imagine that a class has raised £500 and they want to donate it to a local youth club so that teenagers have somewhere to go in the evening and weekends – students rehearse their arguments for donating the money to a local youth centre rather than a national charity explaining their reasons.

1 Key concepts (Citizenship)
1.1 Democracy and justice
a Participating actively in different kinds of decision-making and voting in order to influence public life.
b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
1.2 Rights and responsibilities
a Exploring different kinds of rights and obligations and how these affect both individuals and communities.
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.
2 Key processes (Citizenship)
2.1 Critical thinking and enquiry
a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
c analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias
2.2 Advocacy and representation
a express and explain their own opinions to others through discussions, formal debates and voting
b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
c justify their argument, giving reasons to try to persuade others to think again, change or support them
d represent the views of others, with which they may or may not agree
2.3 Taking informed and responsible action
a explore creative approaches to taking action on problems and issues to achieve intended purposes
b work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
3 Range and content (Citizenship)
e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
f strategies for handling local and national disagreements and conflicts
4 Curriculum opportunities (Citizenship)
a debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people
e participate in different forms of individual and collective action, including decision-making and campaigning
4 Curriculum opportunities (PSHE)
a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community
d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them

9. Write a play script that focuses on the issues associated with gangs in an attempt to increase awareness of the issues. This could be performed, filmed and uploaded to TrueTube. There are a number of dramatised stories on the site to provide models.

1 Key concepts (Citizenship)
1.1 Democracy and justice
c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
1.3 Identities and diversity: living together in the UK
b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
d Exploring community cohesion and the different forces that bring about change in communities over time.
2 Key processes (Citizenship)
2.1 Critical thinking and enquiry
a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
2.2 Advocacy and representation
b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
3 Range and content(Citizenship)
b the roles of the law and the justice system and how they relate to young people
g the needs of the local community and how these are met through public services and the voluntary sector
i use and interpret different media and ICT both as sources of information and as a means of communicating ideas
4 Curriculum opportunities (Citizenship)
c work individually and in groups, taking on different roles and responsibilities
i use and interpret different media and ICT both as sources of information and as a means of communicating ideas
1 Key concepts (PSHE)
1.1 Personal identities
a Understanding that identity is affected by a range of factors, including a positive sense of self.
c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.
1.2 Healthy lifestyles
a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
1.3 Risk
b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
1.5 Diversity
a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
2 Key processes (PSHE)
2.1 Critical reflection
b reflect on personal strengths, achievements and areas for development
2.3 Developing relationships and working with others
c use the social skills of communication, negotiation, assertiveness and collaboration

10. Create a film expressing opinions on ‘gangs’ (the causes/solutions) using just images, written words and music. For a model see, the 23-second film, *What’s a Beggar* in Issue 03 Never Give to a Beggar. Share productions with class and decide which should be uploaded to the TrueTube site.

1 Key concepts (Citizenship)
1.1 Democracy and justice
c Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
1.3 Identities and diversity: living together in the UK
b Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
d Exploring community cohesion and the different forces that bring about change in communities over time.
2 Key processes (Citizenship)
2.1 Critical thinking and enquiry
a engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
2.2 Advocacy and representation
b communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
3 Range and content (Citizenship)
b the roles of the law and the justice system and how they relate to young people
g the needs of the local community and how these are met through public services and the voluntary sector
i use and interpret different media and ICT both as sources of information and as a means of communicating ideas
4 Curriculum opportunities (Citizenship)
c work individually and in groups, taking on different roles and responsibilities
i use and interpret different media and ICT both as sources of information and as a means of communicating ideas
1 Key concepts (PSHE)
1.1 Personal identities
a Understanding that identity is affected by a range of factors, including a positive sense of self.
c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.
1.2 Healthy lifestyles
a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
1.3 Risk
b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
1.5 Diversity
a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
2 Key processes (PSHE)
2.1 Critical reflection
b reflect on personal strengths, achievements and areas for development
2.3 Developing relationships and working with others
c use the social skills of communication, negotiation, assertiveness and collaboration

Sample Lesson Plan

Key Stage 4 (Citizenship GCSE Short-course Coursework) Making a Difference

Overview

Most GCSE short-courses for citizenship require students to engage in community work that relates to the local, national and international themes outlined in the specifications. They are required to produce a report or portfolio of evidence to be submitted to the examination board for moderation. The work suggested here relates to the AQA specifications, but, as all examination boards respond to QCA specifications, they can be adapted for other specifications.

Using the work on gangs as a stimulus, students could work individually, in pairs or groups to produce this coursework.

Suggestions for coursework assignments

School, community local focus

- join a local voluntary, community group that provides activities to keep young people off the street
- organise a school or community activity for younger children to provide them with opportunities to behave in a positive way
- work with young children who need support to raise self-esteem and sense of self-worth

National focus

- participate in a national group that works with young people who are at risk in the community
- join the youth sector of a local political party in order to campaign for resources for young people in the community
- create a film to showcase on TrueTube that persuades local councils to provide schemes for young people, or communicates directly with members of gangs to persuade them to change their behaviour

International focus

- research gang culture in other countries and present findings in a film for TrueTube – gather voices of young people to say what they think young people can do to make a positive contribution in their communities

Curriculum References (Programmes of Study 2007)

1 Key Concepts	2.1 Critical Thinking and Enquiry	2.2 Advocacy and Representation	2.3 Taking Informed and Responsible Action
<p>1.1 Democracy and justice 1.1b Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict</p> <p>1.2 Rights and responsibilities 1.2a Exploring different kinds of rights and obligations and how these affect both individuals and communities</p> <p>1.3 Identities and diversity: living together in the UK 1.3d Exploring community cohesion and the different forces that bring about change in communities over time</p>	<p>2.1a question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems; 2.1b research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods; 2.1c interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias; 2.1d evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)</p>	<p>2.2a evaluate critically different ideas and viewpoints including those with which they do not necessarily agree; 2.2b explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes</p>	<p>2.3a explore creative approaches to taking action on problems and issues to achieve intended purposes; 2.3b research, initiate and plan action to address citizenship issues, working individually and with others; 2.3e reflect on the progress they have made, evaluating what they have learnt from the intended and unintended consequences of action, and the contributions of others as well as themselves</p>

GCSE Assessment Objectives

A01 demonstrate their knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government; and relate them appropriately to individual, local, national and global contexts; (demonstrate their knowledge and understanding of the context of the citizenship activity)

A02 obtain, explain and interpret different kinds of information including from the media, in order to discuss, form and express an opinion formally, and in writing, and demonstrate their ability to analyse and present evidence on a variety of issues, problems and events; (obtain, explain and interpret different information and express opinions relating to the citizenship activity)

A03 plan and evaluate the citizenship activities in which they have participated and demonstrate an understanding of their own contribution to them as well as recognising the views, experiences and contributions of others.

Group organisation

Depending on the activity students choose, they may work individually, in pairs or larger groups.

Suggested timing

Coursework may be started at any point in the course, but should allow students time to plan, become actively engaged in the community activity, and evaluate their contribution. The evaluation can be seen as a synoptic exercise towards the end of the course.

Resources

- Access to the TrueTube films *No Good Can Come From Gangs*
- Sheet 1 *Planning*
- Sheet 2 *Account Mark Scheme*
- Sheet 3 *Evaluation Stage*
- Sheet 4 *Self-Evaluation Checklist*
- Web access
- Copies of newspaper and magazine articles on gangs

Activities

Introduction: Planning (2-5 weeks)



1. With students watch and do some of the work, already outlined, related to the films, *No Good Can Come From Gangs*.



2. Look closely at why young people join gangs and what can be done to provide more positive experiences.



3. Talk about the perspectives the young people take and whether the way they address the camera is appropriate for all audiences.



4. Ask students to research what is available locally to provide young people with opportunities and the ability to engage in positive activities. Give students time to decide whether to:

- contribute to one of these groups
- join a pressure group to improve the situation in their area
- form their own organisation to support younger people (either through local community involvement or as a school-supported project).



5. Students should then plan the nature of the activity they will undertake based on, such things as, budget, resources needed; skills to be developed; time available. They should assess needs by interviewing those with more relevant experience, for example people running youth groups; internet searches and talking to the young people who are to be involved – this might involve interviews and/or questionnaires.



6. In order to keep up with the written requirement, it would be useful if students could complete the first draft of their ‘plan’ at this point. They can always return to it and refine it at a later stage. If necessary, students could complete notes on Sheet 1 *Planning* which provides a suggested structure and mark scheme for this part of the assessment. This can be adapted according to the exam board you have chosen. The one used here is based on the AQA specification 2009. However all meet the same criteria established by QCA so are very similar.

Development: Activity (circa 6-10 weeks)

7. Students begin their voluntary activity and keep a log of events, progress, explanation of roles, relationships and rights of people involved, opinions and responses to what goes on. At this point the record can be in note form, but it needs to include sufficient detail to be worked up later and presented more appropriately.
8. Try to ensure that students report on progress and show you their logs so that you can suggest alternative approaches and offer advice as they progress.
9. Students should be encouraged to read around the topic and keep up-to-date with current writing/research on the topic. Reading should be listed in a resources section of the report.
10. When notes have been completed students can turn these into the report for submission to the exam board. Remind them that the quality of the written communication will be assessed as well as the appropriateness of the presentation. The mark scheme for this report can be found on Sheet 2 *Account Mark Scheme*. This will need adapting according to your exam board and discussed with students.

Plenary: Evaluation (2-3 weeks)

11. Ask students to prepare a presentation for the rest of the class. It should include a description of their experiences, contribution to and views on the activity they undertook. It should also summarise the experiences, contributions and views of others involved in the project. Finally, the presentation should include an evaluation of how things went, what worked, what didn't and what the student would do differently on another occasion.
12. Use class discussion to suggest where more information is needed and to consider clarity of expression.
13. Use the presentation notes as the basis for the final section of the report: Evaluation. A rough mark scheme for this is provided on Sheet 3 *Evaluation Stage*. They can assess their final report using Sheet 4 *Self Evaluation Checklist*. Where either 😊 or ☹️ is ticked, students should be encouraged to go back and improve their work.

Sheet 1 Planning

This sheet provides you with some structure to make brief notes. These will need to be worked up into a detailed clearly expressed plan for submission to the examination board. You will be awarded marks according to the scheme below.

Mark Scheme Planning Stage (AQA 2009) 10 Marks

Marks	Plan the citizenship activity in which you have participated (aim, plan and strategies)
8-10	The aim of the citizenship activity is clearly stated and shows a sense of purpose. A well structured and detailed plan is provided, using a wide range of appropriate strategies.
5-7	The aim of the citizenship activity is fairly clearly stated. A structured plan is provided, using a range of appropriate strategies.
2-4	The aim of the citizenship activity is either briefly stated or unclear. A basic plan is provided, with little structure and using limited or some inappropriate strategies.
1	The candidate has undertaken very little planning. A brief or unclear aim with some structure may be offered.
0	No relevant planning information is provided.

Introduction (Explain briefly the nature of the work you intend to undertake)

Topics from Subject Content (delete those that don't apply)

School, work, local community citizenship	National/European citizenship	Global/international citizenship
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Is your activity ...? (delete those that don't apply)

School based	Community based	Completed individually	Completed as a group
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Aims (indicate what information you need to find out to help you in this activity)

Information/Resources to be used:

Stages (Provide a structured and detailed plan of the various stages of the activity, the outcomes you want to achieve and the strategies you need to achieve each one)

Stage	Outcome	Strategy
1		
2		
3		
4		

Contribution (Explain what practical contribution, you think you can make and explain why)

Name:

Date

Sheet 2 Account Mark Scheme

There are two parts to the assessment of this stage:

1 Knowledge and understanding of events and roles [10 marks]

2 Explanation and interpretation of evidence [15 marks]

Marks	1 Demonstrate knowledge and understanding of events of current interest; roles, rights and responsibilities; communities and identities; democracy and government; and relate them appropriately to individual, local, national and global contexts.
8-10	The candidate expresses a wide range of knowledge and demonstrates sound understanding of events associated with the citizenship activity. The candidate consistently shows insight into the roles, relationships and rights of people.
5-7	The candidate expresses a fair range of knowledge and demonstrates fairly sound understanding of events associated with the citizenship activity. The candidate shows some appreciation of the roles, relationships and rights of people.
2-4	The candidate expresses some knowledge and demonstrates some understanding of events associated with the citizenship activity. The candidate shows limited appreciation of the roles, relationships and rights of people.
1	The candidate demonstrates limited knowledge and understanding of events associated with the citizenship activity. The candidate shows very limited appreciation of the roles, relationships and rights of people.
0	No relevant knowledge or understanding is presented.

Marks	2 Obtain, explain and interpret different kinds of information, including from the media, in order to discuss, form and express an opinion formally, and in writing, and demonstrate their ability to analyse and present evidence on a variety of issues, problems and events.
13-15	The candidate has obtained a wide range of relevant information/data, which is interpreted and presented in an effective way. A wide range of primary and secondary sources are used and explained well. Several appropriate techniques are used to analyse and interpret information/data and to communicate information clearly. Opinions and conclusions are based on the evidence collected, clearly expressed and supported.
9-12	The candidate has obtained a wide range of information/data, which is interpreted and presented in an effective way. Several sources are used and explained fairly well. Information/data is analysed and presented using varying techniques. Opinions and conclusions are based on the evidence collected.
5-8	The candidate has obtained information from more than two sources. There is some explanation of the information/data obtained, but little analysis or interpretation has been carried out. Either a limited range of techniques are used to communicate information, or communication of information is sometimes unclear. The candidate offers opinions and draws simple conclusions but these may be unclear or sometimes asserted without evidence.
1-4	The candidate has selected very limited information. Analysis and explanation are at a basic level. Basic presentation techniques are used. Some opinions may be offered but these are mainly asserted without evidence. Conclusions may not exist or are unclear.
0	No attempt has been made to select, organise, or interpret information.

Sheet 3 Evaluation Stage

Marks	Evaluate the citizenship activities in which candidates have participated and demonstrated an understanding of their own contribution to them as well as recognising the views, experiences and contributions of others
13-15	The report provides evidence that the candidate has participated fully and evaluated in detail the citizenship activity. The candidate consistently demonstrates and evaluates his/her own views, experiences and contributions whilst fully recognising and evaluating the views, experiences and contributions of others. The candidate also reflects on the nature of the activity and strategies used, evaluates what has been learned and/or achieved and evaluates whether/what changes could have been made.
10-12	The report provides evidence that the candidate has participated and evaluated in some detail the citizenship activity. The candidate demonstrates and recognises his/her own views, experiences and contributions whilst recognising the views, experiences and contributions of others. The candidate also reflects on the nature of the activity and strategies used, indicating what has been learned and/or achieved and makes a suggestion about whether/what changes could have been made.
7-9	The report provides some evidence of participation and evaluation of the citizenship activity. The views, experiences and contribution of self and others are fairly equally recognised, appreciated and evaluated. The candidate provides some comment on what has been learned or achieved, giving examples.
4-6	The report provides limited evidence of participation and evaluation of the citizenship activity. The candidate either indicates his/her views, experiences and contribution in some detail whilst barely acknowledging the views, experiences, contributions of others, or vice versa. There may be little comment on what has been learned or achieved.
1-3	Little evidence of participation and evaluation are offered. Some review of the activity may be given. Limited recognition of the candidate's own contribution or the contribution of others may be offered.
0	No relevant information offered.

Sheet 4 Self Evaluation Checklist

Complete the following checklist describing whether you have achieved the objective fully 😊 could 😐, or must 😞 improve this aspect of your work.

	😊	😐	😞
Planning			
I have fully researched my activity and understand the issues that make action important			
I have described the activity and explained its purpose clearly.			
My plan is clear and detailed. It explains all the strategies I intend to use.			
Report			
I have found out as much as I can about the issues and skills involved in activity I undertook.			
I have shown that I understood the events in which I was involved.			
I have shown my understanding of the roles, relationships and rights of people involved in the activity.			
I have included a summary of a wide range of information that I found and have presented it effectively			
I used primary (first person) and secondary (third person) sources of information in order to try to appreciate bias and present an objective view of the related issues.			
I have analysed and commented on the information I found, showing its importance and relevance to my chosen activity.			
I have based my opinions and conclusions on evidence.			
I have included a full and accurate resource list.			
Evaluation			
My report describes my full participation in the activity and includes evidence			
I have commented on and evaluated my experiences, contributions and views			
I have recorded and commented on the experiences, contributions and views of others involved in the activity.			
I have assessed the level of success of the project and recommended where I would make changes in the future.			
I have said what I learnt from the experience			
Written Communication			
I have explained myself clearly.			
My work is structured logically in paragraphs			
I have used language – vocabulary and style appropriate to my audience.			
My work is neat and can be easily read.			
My spelling, punctuation and grammar are accurate.			
I have presented all the information in the most appropriate format.			
Other Comments			

Gangs FACTS and FIGURES

Recent teenage murders in the UK:

- **16 year old James Smartt-Ford** was murdered by a gunman at Streatham Ice Rink in South London on February 3 2007.
- **15 year old Michael Dosunmu** was shot in his own bed at home in Peckham on February 6 2007
- **15 year old Billy Cox** was also murdered at his home in Clapham on Valentine's Day 2007
- **17-year-old Jason Spencer** was stabbed to death in a street in Nottingham - 6 March 07.
- **16-year-old Kodjo Yenga** was stabbed while walking with his girlfriend in Hammersmith. 14th March 07
- **15 year old Adam Regis** stabbed to death in Plaistow, east London. 20th March 2007

Statistics

- Gun crime has actually decreased by 15.1 per cent overall in London. Figures from the Metropolitan Police Authority (MPA) to December 2006.
- It has also decreased nationwide among young people, down by 23.8 per cent in the 2-17 age group and by 14.7 per cent in the 18-29 age group. (<http://www.blackbritain.co.uk/feature/details.aspx?i=96&c=Crime&h=Why+we+all+bear+responsibility+for+black+teen+murders>)
- 4/10 muggings are committed by children under 16 (Harriett Sergeant, Daily Mail March 20 2007).
- Between January 2005 and January 2006, gun-related offences went up by 5%, and recent research by Communities that Care found that 1 in 10 schoolchildren in the UK has carried a knife. <http://www.london.gov.uk/gangs/background.jsp>
- The largest number of gangs are said to be in Hackney, east London (22 gangs); Enfield in north London (13); Lambeth and Merton in south London (12 gangs each); Waltham Forest in north east London (11) and Brent in North West London (11). African-Caribbean are the largest group, followed by South Asians then white gangs. Religion is sometimes a defining factor with some gangs being all Muslim or all Catholic. <http://news.bbc.co.uk/1/hi/england/london/6383933.stm>

History of gangs in North America

- In the 1960's African American street gangs formed in large urban cities such as Chicago, Los Angeles and New York.
- By the late 1960's and early 1970's the Crips gangs in Los Angeles were so violent and entrenched in ghetto neighbourhoods that rival Bloods gangs formed to challenge the strength of the Crips.
- The late 1970's and early 1980's saw the creation of national gang alliances, expansion of national drug networks and the glorification of gangsters with movies like Colors and Scarface.
- By the late 1980s and 90s street gangs had turned to drugs gangs and violence became a standard feature of these gangs
- During the 1990s crime began to decrease although the number of street gangs increased
- For a very full history of the Crips and Bloods see <http://www.gripe4rkids.org/crips.html>