

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Gang Culture

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

Risk and Safety

1.4 Educational level

Primary

Secondary 11 – 16 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Be aware of what risk taking is especially when considering gangs
- think critically when deciding their behavior and those of others
- feel confident in decision making in regards to their safety and friendships

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

Drama game – do you want to be in my gang?

See worksheet 1

2. Discussion to explore

Do you ever hear about gang culture?

When and where have you heard about it?

What does gang culture mean to you?

Who is at risk?

What are the risks?

See definition of gang culture *See worksheet 2*

3. Using Theatre techniques

(3a.) Using the image – worksheet 3, in small groups discuss what you think the story behind the image is, create three stills in the group to tell the story that led up to this image.

These are then shared with the class.

4. Dialectical Discussion to reveal meaning

4a. The facilitator guides a discussion based on questions that develop critical thinking skills.

The first binary opposition is then discussed:

Should I do things I'm unhappy with, to stay in the gang?

The teacher then asks questions to lead discussion:

What might the gang member be being pushed into?

When is it ok to say no?

Is acceptance a good reason to take risks?

How can you say no?

Using Theatre techniques

In groups the class the devise short scenes where the young man from the image attempts to say no.

The teacher can then replay these scenes asking for suggestions from the rest of the class for other ways that the gang member can say no and for the power to shift in the scene. – theatre technique, forum theatre.

The second binary opposition is then discussed:

Who is to blame for pressurizing gang members?

Is it other gang members?

Is it by standers who watches and say nothing?

Is it the gang members who do what they are told?

Is it the family who are not supporting the young person?

Is it the school who are unaware of the young person's involvement in the gang?

Using Theatre techniques

In groups create a still picture where each person takes on a different character involved around the gang member who was being pushed into activities from the image.

Each character once in the image can then one by one say a line about how they feel about the young man and what he's doing in the gang, do they feel they are to blame?

4b. Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Have you ever felt pressurized into doing activities you didn't want to?

How can you say no?

When do you feel safe?

How can you protect yourself from these kind of risks?

Who would you turn to if you felt pressured into high risk activities?

When does a friendship group become a gang?

How do you feel after this discussion?

What coping strategies have you learnt?

What will you take forward from this lesson?

Conclusions

- **Discuss conclusions from all activities and discussions**
- **Provide help services for young people who are vulnerable to gang culture**

[2.2 Worksheets & Resources](#)

[Worksheet 1 – Drama warm up explanation – do you want to be in my gang](#)

[Worksheet 2 – Definition of gang culture](#)

[Worksheet 3 – Image of gang](#)



[2.3 Infrastructure & Materials needed](#)

[2.4 Versions-adaptations](#)

[2.5 Challenges](#)

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Worksheet 1

Do you want to be in my gang? Drama game:

One person offers to be the first person to ask to join the gang.

The rest of the class decide on an agreed movement, body position etc that they must do when asking "Can I be in your gang?" eg. Scratch your head after you ask. Then different people ask and if they do the agreed movement the teacher agrees they can join their gang, if they don't they are told no you can't be in the gang. The person doing the guessing can keep asking the question "Can I be in your gang" trying out different ways that they have seen. When they guess right then they are allowed to join the gang.

Worksheet 2

Gang Culture. Gang culture is growing in the UK, with increasingly young people joining gangs, often carrying imitation or real firearms and knives, both for protection and as part of their image. When violence erupts, it gains a high profile in the press.

Worksheet 3

