

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning



Course Title: Gangs, Weapons and Identity		Level of Learning: E3, Level 1		Length of Session: 4 hours	
Course length: 20 hours (5 sessions)		Start Date:		End Date:	
Date & Time: Saturdays		Location: community centre		Age range of children: 7–14	
ECM Outcome:		Curriculum Focus:		Sustainable development:	
Stay safe	<input checked="" type="checkbox"/>	(WFL)	Community cohesion:	<input checked="" type="checkbox"/>	
Be healthy	<input type="checkbox"/>		Arts and culture:	<input type="checkbox"/>	
Enjoy and achieve	<input type="checkbox"/>		Health and wellbeing:	<input checked="" type="checkbox"/>	
Make a positive contribution	<input checked="" type="checkbox"/>				
Achieve economic well-being	<input type="checkbox"/>				

Aims of the course:

- To develop an awareness of how to combat the gangs and weapons culture.
- To develop a sense of identity and positive communities and the role of families in this.

Differentiation:

Activities will have a range of possible outcomes to allow learners to achieve at their own level and reach their potential.

Assessment and IAG

Course to include IAG, skills and knowledge check relevant to course content and SfL screening as appropriate to individual learners using e.g. Smart Move Skills Check <http://www.toolslibrary.co.uk/standard.htm>

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Session	Topics/activities/home task (adults and children together with differentiated activities as appropriate)	Learning outcomes	Resources	Assessment	Generic outcomes
Week 1	<p><u>Introductions, course content, ground rules</u></p> <ul style="list-style-type: none"> • Ground Rules and expectations of course • Completion of pre-evaluation forms (adult and child) • Icebreaker – roleplay - elicit layers of consequences/people affected by incident • Input from Crimestoppers– <ul style="list-style-type: none"> ○ Myths – ‘dilemmas’ activity using Crimestoppers cards (scenarios described followed by question ‘What’s your call?’) ○ Statistics ○ Education – how to report crime, role of Crimestoppers, when to ring police and when Crimestoppers • Home task – find out how many gangs are in your area/Croydon/London • Feedback/evaluation 	<p>Be familiar with the content and expectations of the course</p> <p>Establish ground rules</p> <p>Be more aware of role of Crimestoppers</p>	<p>www.crimestoppers-uk.org/</p>	<p>Roleplay</p> <p>Discussion</p> <p>Q&A</p> <p>Completion of pre-evaluation form</p>	<p>Develop listening skills</p> <p>Build confidence and self-esteem</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p> <p>Build relationship within the family/community</p> <p>Develop a sense of inclusion</p> <p>Develop contact with local community/groups</p>

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Week 2	<p>Gang Awareness Training</p> <ul style="list-style-type: none"> Icebreaker – sharks and islands moving around the room Input from Croydon Met Police – <ul style="list-style-type: none"> Gang mentality Gangs in prison <p>Discuss what a community is – a group of people who have something in common e.g. online, religious, trade union, neighbours.</p> <p>Learners split up into small groups to discuss what members of communities have in common (shared values, common interests, shared beliefs)</p> <p>What does it feel like to be/not to be part of a community?</p> <p>Using images from visual media, two groups will create a poster each. One reflecting the safe aspects while the other reflects the unsafe aspects of a community</p> <p>Give examples of how they can express feelings without using exact pictures e.g. express anger/happiness using colours</p> <p>Share posters and discuss images</p> <ul style="list-style-type: none"> Home task – find out how long court sentences are for carrying/using different weapons Feedback/evaluation 	<p>Understand more about gang mentality</p> <p>Understand more about the nature of communities</p> <p>Make collages to reflect safe and unsafe aspects of a community</p>	<p>Gangs and gang crime advice for parents http://www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/WorriedAbout/DG_171325</p> <p>Media images, newspapers, magazines. Sheets A2 paper, glue, scissors, coloured pens</p>	<p>Discussion Q&A Successful completion of task</p>	<p>Develop listening skills</p> <p>Build confidence and self-esteem</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p> <p>Build relationship within the family/community</p> <p>Develop a sense of inclusion</p> <p>Develop contact with local community/groups</p> <p>Develop skills for making choices</p> <p>Develop problem-solving strategies</p>

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Week 3	<p>Weapons</p> <ul style="list-style-type: none"> • Icebreaker • Input from Youth Offending Team <ul style="list-style-type: none"> ○ Problem situations ○ Why people carry weapons ○ The consequences of carrying weapons • Input from NHS – consequences of carrying and using weapons • Feedback/evaluation • Home task – make a poster/rap/poem saying ‘no’ to weapons 	Improved understanding of the consequences of carrying weapons	<p>Video – Panorama ‘Knife for a Life’ from the BBC</p> <p>Real-life photos</p>	Discussion Q&A	<p>Develop listening skills</p> <p>Build confidence and self-esteem</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p> <p>Build relationship within the family/community</p> <p>Develop a sense of inclusion</p> <p>Develop contact with local community/groups</p> <p>Develop skills for making choices</p> <p>Develop problem-solving strategies</p>
Week 4	<p>Identity</p> <ul style="list-style-type: none"> • Icebreaker • ‘Love Life’ <ul style="list-style-type: none"> ○ Why do people join gangs? ○ Resisting peer pressure–anger management, alternative strategies ○ Bullying in school and outside <p>Roleplay/real life scenarios experienced by young people in group</p> <p>Feedback/evaluation</p>	Improved understanding of why people join gangs and strategies for resisting gang membership	Flipchart, pens	Discussion Q&A Roleplay	<p>Develop listening skills</p> <p>Build confidence and self-esteem</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p> <p>Build relationship within the family/community</p> <p>Develop a sense of inclusion</p> <p>Develop contact with local community/groups</p> <p>Develop skills for making choices</p> <p>Develop problem-solving strategies</p>

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Week 5	<p>Prevention and cures</p> <ul style="list-style-type: none"> • Interventions – mindmap activity – what would you like to see in your community if you had as much money as possible? What do you think would break the cycle? • Families, faith and communities • Information about Youth Organisations Uniform (YOU) • Progression – what alternatives are there? IAG (adults) on further learning and progression • Certificates • Evaluation/assessment 	<p>Clearer ideas for making communities safer more inclusive places</p> <p>Developed strategies for moving ideas into practice</p>	<p>Large sheets of paper</p> <p>Sticky notes</p> <p>Coloured pens</p> <p>Post evaluation forms</p> <p>Information about Youth Organisations</p> <p>http://www.youthinformation.com/Templates/Internal.asp?NodeID=91033</p>	<p>Discussion</p> <p>Q&A</p> <p>Successful completion of task</p> <p>Post-evaluations</p>	<p>Develop listening skills</p> <p>Build confidence and self-esteem</p> <p>Explore new ideas</p> <p>Develop skills for working in a group</p> <p>Build relationship within the family/community</p> <p>Develop a sense of inclusion</p> <p>Develop contact with local community/groups</p> <p>Develop skills for making choices</p> <p>Develop problem-solving strategies</p> <p>Widen aspirations</p> <p>Gain information and guidance about progression opportunities, and the world of work</p>