

GANGS AND GUNS 2020

GUIDE FOREducATORS



SAFER
SCHOOLS
TOGETHER



BRITISH
COLUMBIA

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ACKNOWLEDGMENTS

We want to thank all who participated for their contributions to the production of the Gangs and Guns 2020 video and for the development of this Guide.

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- Safer Schools Together

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Cst. Linda Stewart (Retired)
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S/Sgt. Lindsay Houghton
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Mr. Rob Rai
Mr. Will Loftus
Mr. Sean Loney
Mr. Sean Wicker
Mr. Straten Bachand
Mr. Jordan Buna
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YOUTH

Allie, Loyd, Yusef

ABOUT SAFER SCHOOLS TOGETHER

Safer Schools Together (SST) has a proven record of helping schools throughout North America minimize and manage their risks of student violence with reliable, professional training. Using best practice from the field of Student Threat Assessment, SST helps schools and their communities learn how to collect data and “connect the dots,” providing the tools necessary to prevent needless tragedy, violence and trauma. Also offered are comprehensive prevention and intervention strategies to assist schools and professionals with the identification, tracking and intervention of negative influences.

In British Columbia, SST provides extensive safety-related training and resource materials for educators, students, parents, law enforcement and other community stakeholders through the Provincial ERASE Strategy and Expanded ERASE Gang & Gun Violence Prevention Initiative. SST’s team of dedicated professionals provide ongoing consultative services and support to ensure the safety and well-being of children and youth in our province.

INTRODUCTION



Gangs have a negative impact on communities throughout British Columbia. The presence of gangs that often involve youth threatens the safety and well-being of citizens. It is important to raise awareness with children, youth, educators, families and community members to prevent young people from becoming involved in a gang lifestyle. Typically, young people gravitate towards gang involvement either to fulfill their needs or their wants.

The purpose of this educational resource is to educate children and youth about BC gangs, the dangers of gang-associated behaviour and the destructive impact it can have on their lives and their family members.

The “Gangs and Guns 2020” video is comprised of four chapters that contain a number of sequences and commentary from:

- Experts in the field of research, gang prevention, intervention and suppression
- Current and former gang-associated individuals
- Individuals operating successful prevention initiatives
- Youth participating in programs that are helping them develop resiliency and make healthier life choices

CHAPTER ONE: THE PROBLEM

- Introduces us to BC's gang problem. Topics addressed in this chapter focus on the allure of gangs, the history of BC gangs, the impact of the digital age, and dial-a-doping, who would become involved in the lifestyle, jail and drugs.

CHAPTER TWO: IMPACT

- This chapter explores pathways to gang involvement, more on the allure of money, how young people become trapped, the rural, female, and parent perspectives and the consequences of gang-associated behaviour.

CHAPTER THREE: PREVENTION AND EDUCATION

- Introduces us to the importance of prevention, featuring some successful initiatives that are helping children and youth develop resilience and make healthier life choices. Highlighted initiatives include Her Time, Peer to Peer, YoBro/YoGirl, Game Ready Fitness and Gang Reduction Through Informed Practice (GRIP). The importance of deep and enduring relationships and the vital role that parents play in keeping kids safe from gangs are explored in this chapter.

CHAPTER FOUR: BROTHERS IN ARMS

- Introduces us to the life story of Gurmit Dhak from his early years through his high school years when he became involved in gang-associated behaviour that led to increased criminality, jail time and running a drug empire. His younger brother Suk also embraced the gang lifestyle. The inevitable outcome for both of them was their early demise.

The “Gangs and Guns 2020” video covers an array of topics that allow for numerous learning opportunities. The instructor must consider the age level of the students when examining different issues. Please be aware that these lessons could be traumatic stimuli for students who have experienced trauma related to the content. It is important to monitor the students' responses throughout the lessons. Informing and including school counsellors may be helpful when viewing the video with a particular class and completing the related learning opportunities.

Combined sequences in each chapter include background information, vocabulary, activities and structures to deepen student learning. Learning activities and structures allow for individual reflection, small group work and larger group discussions and can be adjusted to meet learner needs. Lessons are designed to incorporate curricular competencies from BC's Physical and Health Education Curriculum as well as many of BC's Core Competencies and First Peoples Principles of Learning. The lessons can be adapted to meet the needs of students in

Grades Five to Twelve. The Gangs & Guns 2020 Guide for Educators includes a supplementary resource section at the end of the document.

The lessons complement the Pathways to Youth Gang-Associated Behaviours resource developed by Safer Schools Together and Odd Squad Productions, and the Understanding Youth and Gangs resource developed by Safer Schools Together.

The End Gang Life resources developed by the Combined Forces Special Enforcement Unit BC (CFSEU) provide additional valuable information about gangs, drugs, and crime prevention for youth, families, and members of the broader community. <https://www.cfseu.bc.ca/end-gang-life/>

CHAPTER ONE: THE PROBLEM



Learning Outcomes

- Understand the gang landscape in British Columbia, both historical and current
- Know how gangs impact youth across the province
- Recognize how social media can negatively influence young people
- Grasp how dial-a-dope operations function and how drug trafficking is evolving
- Realize who is at risk for engaging in gang-associated behaviour

Vocabulary

Traditional At-Risk Youth - Come from disorganized neighbourhoods, impoverished homes, or distressed families. These youth have all sorts of needs that are not being met at home or in their community.

Non-Traditional At-Risk Youth - Come from stable homes where their basic physiological needs of food, shelter and clothing are taken care of, but they may lack attachment to a healthy adult.

Youth Gang - Self identify as a group (e.g. have a group name), are generally perceived by others as a distinct group and are involved in a significant number of delinquent incidents that produce negative responses from the community and law enforcement agencies

(Youth Gangs in Canada: What do we know? - 2018)

Dark Web - A part of the internet that isn't indexed by search engines and often hosts illegal and concerning information.

Fentanyl - A synthetic opiate drug which is a powerful painkiller and tranquilizer.

CHAPTER ONE: LESSON ONE

**SEQUENCE ONE: THE LANDSCAPE****Background Information**

Dr. Keiron McConnell, Det. Sandy Avelar and Dr. Alanaise Goodwill are introduced in this sequence. Dr. McConnell provides information on the number of individuals and groups involved in the BC gang landscape, and Det. Avelar indicates that the gang problem is not confined to the lower mainland. Dr. Goodwill shares that in her work with Surrey Safe Schools, children as young as ten are engaging in gang-associated behaviour. A lot of kids are coming from non-traditional homes and are choosing to become involved.

Individual Journal Reflection

In at least four to six sentences, respond to the following questions:

- What does Dr. McConnell mean when he states, “Cities in BC don’t have a gang problem? BC has a gang problem.”
- What is meant by the statement, “A lot of kids are coming from non-traditional at-risk homes and in my mind, they are making a rational choice as to why they are joining these gangs?”
- Why would kids as young as ten become involved in gang-associated behaviour?

SEQUENCE TWO: THE ALLURE

Background Information

Sgt. Michelle Horchuk expresses concern about how children, youth and adults are inundated by the images shown on social media that, in some cases, have resulted in a culture of immediate gratification without having to work for it. Rob Rai, Safer Schools Together, suggests that many youths are attracted to what they see as making easy money. Straten affirms that “everyone is in it for the money.” S/Sgt. Lindsay Houghton emphasizes that you can’t separate the sale of drugs and the use of drugs from real gang or organized crime activity.



Small Group Work (Know – Wonder – Learn)

Round Robin Structure: allows a group of students to have an equal response time. Each student shares one idea or possible answer one at a time around the group. The cycle continues for a set length of time determined by the instructor.

After one minute of think time, have students in groups of four share one idea or possible answer one at a time around the group to the following prompts (have one student record ideas):

S/Sgt. Lindsay Houghton states “The gang lifestyle and organized crime and drugs, it is intricately connected. It is a bit of a spider’s web in terms of how connected it can be at times, but you can’t separate the sale of drugs and the use of drugs from true gang or organized crime activity.”

Use the following discussion prompts:

- What questions come up for you?
- Do you believe what he is saying? Why or why not?
- Students from each group shares out to the class.

Instructor to list or collect responses to the questions to refer to in follow-up lessons.

SEQUENCE THREE: HISTORY

Background Information

Retired Cst. Doug Spencer traces the primary income of gang members back to heroin and then BC’s weed market. He goes on to say the emergence of newer gangs began to take over the “weed market from the Hells Angels and began trading pound for pound marijuana for cocaine with the Colombian cartels in Mexico.”

Cst. Raj Jaswal provides insight into how the South Asian community has integrated into the broader community. The hardships are gone, and the financial struggles for a majority of the families have disappeared. He raises the question, “What are these kids still looking for?” He goes on to identify the problem – “We have not found a way to stop our kids from being recruited into gangs.”

Large Group Discussion

In a talking circle, using an artifact for the speaker, go around the circle for students to individually address the group. Students may pass on their turn.

Use the following prompts:

- How did gangs evolve in our province?
- How are these newer gangs different from the Hells Angels?
- Why do you think Cst. Jaswal states, “The problem is that we have not found a way to stop our kids from being recruited into gangs”?

Exit Ticket

Have students individually write down three to five things learned about the Landscape, Allure and History of Gangs during this lesson and hand in their “ticket” on their way out of class.

CHAPTER ONE: LESSON TWO

CHAPTER ONE – LESSON TWO

SEQUENCE FOUR: DIGITAL AGE**Background Information**

In this sequence, S/Sgt. Houghton discusses how the digital age makes drug transactions easier and how you can order fentanyl and firearm parts off the dark web. Encrypted communications on phones make it easy to run drug operations from distant locations. Det. Anisha Parhar shares how young women are accessed through direct Snapchat or Instagram messages and then link up with gang members at house parties or on dates. Retired Cst. Spencer shares how one high school student caught trafficking drugs was successfully running a drug line via e-transfers. Mr. Rai goes on to say kids with unlimited data packages are using social media to connect with criminals, and these kids are not always on our radar.

Individual Journal Reflection

In at least four to six sentences respond to the following questions:

- How has technology made it easier for gangs to run their drug operations?
- Why is it important to understand how gang members use technology to recruit female individuals?
- What is the significance of Mr. Rai’s comments, “What do you mean this kid is running a dial-a-dope line? We’ve never heard of him before.”



SEQUENCE FIVE: DIAL-A DOPING

Background Information

In sequence five, Det. Avelar and Det. Parhar note that the dial-a doping operation is unique to BC. Through their “Her Time” presentations, they discovered that many students in grades six and seven know that running a dial-a dope operation in BC is like a “pizza delivery service for drugs.” Straten shares how he was approached, told what he needed to do and was expected to figure it out if something had happened to the drugs.

Small Group Work

Chalk Talk Structure: encourages an alternate way to participate through writing or drawing. In groups of four, students are seated around a large piece of chart paper (or standing up around a piece of posted chart paper.) They silently write or draw images to respond to the following prompts:

- Why are BC's dial-a- doping operations considered to be unique?
- In what ways do you think Straten was negatively impacted at a young age regarding life-style, family, friends and other relationships?
- What positive interventions do you think might have been able to help him?

SEQUENCE SIX: NOT WHO YOU'D THINK

Background Information

In this sequence, Mr. Rai, Sgt. Horchuk, Det. Parhar and Det. Avelar discuss the unique nature of youth gang involvement in BC. Historical research suggests that young people faced an increased risk of becoming gang members when they came from disorganized and distressed neighbourhoods with issues of addiction and criminality. In BC, youth are coming from middle and upper-class homes with both parents present. They have money and options but are choosing to become involved in gangs not to fulfill a basic physiological need but rather for the money, respect, power, identity and sense of belonging.

Large Group Discussion

Fishbowl Structure: offers another way to encourage student discussion and listening for connections. Have a group of students (four to five) sit in a circle formation with the other students quiet outside the circle listening to the discussion. When someone from outside the small group wants to say something, they simply move to the middle of the circle, tap someone on the shoulder and take their place. People need to be allowed to comment at least once before having their place taken.

Use the following discussion prompts:

- Why does Sgt Horchuk say, "Any youth can be at risk."
- Who are the young people that become involved in gang- associated behaviour?
- Why do they choose to become involved?
- What price do they pay for their involvement?

Exit Ticket

Have the students complete the following: I used to think _____ and now I think _____ and hand in their ticket out of class.

CHAPTER ONE: LESSON THREE



SEQUENCE SEVEN: JAIL

Background Information

In sequence seven, Mr. Rai and retired Cst. Spencer discuss how the gang lifestyle is glorified on social media and how at-risk youth are imitating the behaviours they see in online posts, videos and movies. Some kids wear going to jail as a badge of honour.

Individual Journal Reflection

Dr. Goodwill states, “It’s rewarded if you go to jail, especially if you do time for someone else.”

Respond to the following questions:

- Do you agree or disagree with this statement?
- What makes you say that?

SEQUENCE EIGHT: DRUGS

Background Information

In this sequence, Det. Parhar talks about how young women who link up with gang members are introduced to the world of hard drugs with fentanyl in the mix and are overdosing. She reinforces that one-time use of a party drug can result in death.

Small Group Work

Brain Writing Round Table: is a simple way to generate ideas, share them and build on them within a group. In groups of four, have each person silently record his/her thoughts for five minutes following the prompts.

- What risks do young women face when they become involved with gang members?
- Why do gangs try to get young women hooked on drugs?
- What is the impact on their physical and emotional well-being as a result of drug use?

Have students pass their papers to the left, then spend two minutes reading the person's thoughts and add comments, ideas or questions. Repeat two more times, then have students reflect on their original answers and as a group summarize their common thoughts to share with the larger group.



SEQUENCE NINE: DEATH

Background Information

Retired Cst. Spencer ends Chapter One by reinforcing the point that gangs use young people to do their “dirty work” by getting them hooked on drugs with debts to pay and getting them to carry out criminal acts. Individuals involved in the entry (street) level are the ones who are getting shot or going to jail.

Large Group Discussion

Talking Circle: Using an artifact for the speaker, go around the circle for students to individually address the group. Students may pass on their turn.

Use the following prompts:

- What risks do you think youth involved in street-level gang-associated behaviour face, and why?
- Regarding the risks, does their level of involvement matter. Why or why not?

Exit Ticket – Chapter Summary

Choose one or more of the chapter summary questions and provide a written response to as your ticket out of class.

- What is one thing you learned from this chapter?
- What was one thing you liked about the chapter?
- What was one thing you didn't like about the chapter

CHAPTER TWO: IMPACT



Learning Outcomes

- Understand who is at risk for engaging in gang-associated behaviour
- Identify gang recruitment tactics and the glorification of the gang lifestyle
- Recognize the landscape of lower mainland and rural gang involvement (Traditional & Non-traditional)
- Understand the negative consequences of gang involvement
- Realize the impact when parents are in denial that their children are involved in gang-associated behaviour

Vocabulary

- Traditional Youth - Come from disorganized neighbourhoods, impoverished homes, or distressed families. These youth have all sorts of needs that are not being met at home or in their community.
- Non-Traditional Youth – Come from stable homes where their basic physiological needs of food, shelter and clothing are taken care of, but they may lack attachment to a healthy adult.
- Residential schools - In Canada, the Indian residential school system was a network of boarding schools for Indigenous peoples.
- Cultural Appropriation - Also phrased cultural misappropriation, is the adoption of elements of one culture by members of another culture.

CHAPTER TWO: LESSON ONE



SEQUENCE ONE: PATHWAYS

Background Information

In sequence one, you meet Nicole, who shares that alcohol was her downfall. Det. Parhar goes on to say that individuals start with the use of soft drugs then move into addiction. Dr. Goodwill reminds us that “it can happen to anyone’s child”. Mr. Rai names several middle to high-income communities where youth are involved in gang-associated behaviour. Jordan and Straten share where they grew up. Det. Avelar stresses that “there is no one definition of at-risk, as there are different risk factors for different individuals”.

Individual Journal Reflection

Respond to the following questions in four to six sentences.

- Do you believe drug use can lead to the pathways of gang involvement? Why or why not?
- What are some of the risk factors identified by Det. Avelar?
- Why do you think different individuals experience different risk factors?

SEQUENCE TWO: THE ALLURE

Background Information

Straten begins the sequence by saying all he saw was the big stacks of money, brand new cars, clothes etc. To him, it seemed like a pretty good lifestyle and an easy way to make money. Jordan says he was drawn to what the lifestyle offered in terms of power, wealth and respect. The Gang Member shares that they recruit young people by showing them success. Jordan says he was promised protection, a sense of power, and a way to make a good living. He goes on to say that what he was looking for was a sense of belonging and purpose.

Small Group Work

Venn Diagram: In groups of three, label a three-circle Venn diagram: one circle “Gang Member,” one circle “Straten” and one circle “Jordan.”

Using the Venn diagram, list any similarities and differences among the individuals regarding what the allure was for them. Based on your group’s work, what conclusions can you make? Share out to the larger group.

SEQUENCE THREE: TRAPPED

Background Information

In sequence three, Jordan states, “It was actually quite early on that I started to notice that these guys were using me for their own ends.” Straten goes on to say, “If I was robbed of the drugs, the police seized it, or I came up short, it was up to me to make up the money and if I didn’t violent consequences were to happen.” The experts explain it is hard to get out if you don’t have the right support systems. Young people on the front lines are the most pressured, victimized, indebted, and tortured.

Large Group Discussion

Web of Understanding: In a large circle, a student will start by holding a spool of string. Once they have finished speaking, they will hang onto the end of the string and pass the spool to another student. This student makes a connection, adds to the conversation and passes the spool to another student.

Use the following prompts to guide the discussion.

Straten and Jordan share what was expected of them once they became involved in gang activity at the entry level.

- In what ways do gangs trap their front-line workers?
- Why are entry level workers considered to be the most at-risk?
- What types of supports do you think are needed to help them get out of the gang lifestyle?

Exit Ticket

On post-it notes, have students individually write down the most important thing learned today and stick on the door as they leave the class.

CHAPTER TWO: LESSON TWO

**SEQUENCE FOUR: THE RURAL PERSPECTIVE****Background Information**

In this sequence, Mr. Rai shares that gangs in rural BC are typically poverty driven. He emphasizes that historical risk factors can be traced back to residential schools and cultural appropriation.

Individual Journal Reflection or Discussion Topic

Mr. Rai comments: “gangs in rural communities are often driven by poverty. He goes on to say historical risk factors can be traced back to residential schools and cultural appropriation.”

- Why do you think gangs in rural communities are different from gangs in the lower mainland?
- What do you think are some of the risk factors for gang involvement that can be traced back to residential schools?

SEQUENCE FIVE: THE FEMALE PERSPECTIVE

Background Information

In this sequence, Dr. McConnell remarks that for many young women, getting involved in the gang lifestyle is a calculated choice. Nicole shares that it is very easy to get manipulated. Det. Avelar and Det. Parhar share that young females find themselves in situations where they owe the gang. Girlfriends and wives are no longer off-limits for gang retaliation.

Small Group Work

Talking Chips Structure: ensures all students participate and contribute. In groups of four, give each student a “talking chip” (any game token, paper clip, marker or any other tangible item). In order to speak, a group member must place their chip in the centre. The rest of the group cannot interrupt. When the student has finished, another student places their chip in the centre and adds to the discussion. When a student uses their “talking chip,” they cannot speak until all members have added to the discussion and placed their chip in the centre of the table. When everyone has had a chance to speak, each student collects their chips and continues the discussion using the “talking chips.”

Use the following discussion prompts:

Connect: How does the information from Dr. McConnell, Det. Avelar and Det. Parhar along with the headlines in the video connect to what you already have learned from previous sequences.

Extend: What new learning did you get that extended or pushed your thinking in new directions?

Challenge: What is still challenging or confusing for you?

SEQUENCE SIX: THE PARENT PERSPECTIVE

Background Information

In this sequence, Mr. Rai and Cst. Jaswal express their concern that many parents deny their children’s involvement in gang-associated behaviour. The South Asian community, in particular, want to believe their children aren’t involved because they give them everything they want. The message children receive is, “No matter what I do, Mom and Dad have my back.”



SMALL GROUP WORK

Changing Perspective: Have the students work in pairs to develop a public service message to inform parents about the importance of holding their children accountable for their gang-associated behaviours.

The students can represent their thinking by creating a written message or making a video recording.

SEQUENCE SEVEN: CONSEQUENCES

Background Information

Dr. Goodwill begins this sequence by stating youth gang involvement hurts families and the next generation. Jordan shares that a lot of negative things happened to him, including time spent in jail and getting a criminal record. It was a long journey back for him. Straten shares that if he could go back, he wouldn't have stepped one foot into the lifestyle. The Gang Member shares that he wanted to get out but felt he deserved to be in the crowd he was hanging out with. He wishes there had been someone around to tell him he deserved better friends. It would have made a difference.



Small Group Work

Storyboard: A storyboard is a graphic organizer that consists of illustrations or images, often including words or phrases displayed in sequence to describe a series of events.

In pairs, have the students develop a storyboard outlining what they think was the pathway to gang involvement for one of the youths - Jordan, Straten or the Gang Member.

Large Group Discussion

Students share their storyboards with the larger group.

Exit Activity – Chapter Summary

Ask the students - What is the most important take away from this chapter? Students hand in their written reflections on the way out of class.

CHAPTER THREE: PREVENTION AND EDUCATION

Learning Outcomes

- Identify effective prevention programs and understand why they are successful
- Recognize protective factors for children and youth at-risk for gang-associated behaviour
- Understand the importance of relationships and connections for at-risk children and youth.

Vocabulary

Stigma – A set of negative and often unfair beliefs that society or a group of people have about something.

Resilience – Better able to handle everyday stressors and frustrations and to respond effectively when experiencing difficulties, pain and uncertainty – helps us adapt to change and find ways to be healthy and better equipped to participate in family, school, community and work.

CHAPTER THREE: LESSON ONE

SEQUENCE ONE: PREVENTION

Background Information

In sequence one, the experts stress the importance of providing young people with the truth and facts about gang involvement. Joe Calendino states that prevention is the key and should begin with elementary students. We learn about various prevention initiatives that are successfully deterring youth from engaging in gang-associated behaviour. These initiatives include Her Time, Peer to Peer, YoBro/Yo/Girl and Game Ready Fitness.

Individual Journal Reflection

Mr. Rai states, “Before any student, any child, any family decides to get involved in any kind of activity, legal or illegal, they should be given the facts.”

In at least four or five sentences respond to the following questions:

- Why is it important for children, youth, families and others to understand the facts related to gangs in our province?
- Who do you feel can best provide these facts, and why?

Small Group Work

Maitre D'Mixer: allows for students to move, build connections and hear a variety of perspectives. They are given a prompt and then move in and out of different groups (or tables) to share their responses. Instructor determines time limit for each "table." After each prompt the instructor may ask for "tables" to share out.

Prompts for each table:

Table One What do you see as the benefits of YoBro/YoGirl, and why?

Table Two What do you see as the benefits of Her Time, and why?

Table Three What do you see as the benefits of Peer to Peer, and why?

Table Four What do you see as the benefits of Game Ready Fitness, and why?

Large Group Discussion

In this sequence, you hear firsthand from Lloyd, Allie and Yusef.

Discuss how their participation in YoBro and Game Ready Fitness is making a positive difference in their lives.

SEQUENCE TWO: RELATIONSHIPS

Background Information

In this sequence, the Gang Member acknowledges that Game Ready Fitness and YoBro are engaging kids in activities that are good for them both mentally and physically and have good people to go to in tough times. He goes on to say that if he were thirteen and had access to such organizations, it would have changed the probability of some of the things he had done. Dr. Goodwill references the research – one protective, safe, pro-social relationship with an adult can offset some of the harm they face. Will Loftus reminds us that people are social beings, we want to belong, recognized, know you care and be validated – that's what we need to create for our community and kids.

Small Group Work

Partners: In pairs, have the students develop a list of pro-social programs or activities that they think would benefit children and youth in their community and answer the following questions:

- What characteristics do the individuals providing these activities need to have?
- Why are these characteristics so important?

Large Group Discussion

Dr. Goodwill states, “What we know from research is that if a child has one protective, safe, pro-social relationship with an adult, it can offset a lot of the harms that they may experience in other points in their community.”

Discuss why this statement is so important from a prevention and intervention perspective.

Exit Ticket

On post-it notes have students individually write down the most important thing learned today and stick on the door as they leave the class.

CHAPTER THREE: LESSON TWO

SEQUENCE THREE: PARENTS

Background Information

Mr. Rai begins this sequence by stressing that parents play the most significant role in keeping kids safe from gangs. Sean Wicker, Principal of the Chilliwack Education Centre, talks about how he wants his students to be involved in positive things outside of school and have good relationships with peers and adults in different settings. Dr. McConnell stresses that parents have to be involved, be a parent, set limits, know who their friends are and what they are doing and why. They need to ask their kids what is going on in their lives.

Small Group Work

Role Play: Have the students work in pairs or groups of three. One (or two) of the students assumes the role of the parent(s), and the other student assumes the role of a young person who is telling their parent(s) what they need to do to prevent a sibling from going down the pathway to gang involvement. The students can switch roles.

Large Group Discussion

Have the students share key learnings from their role plays with the larger group.

SEQUENCE 4: GRIP

Background Information

The Gang Reduction Through Informed Practice (GRIP) initiative is a provincial gang prevention program that provides education and training opportunities for students, parents, educators, law enforcement officials and representatives of community-based organizations. GRIP helps reduce the stigma related to gang involvement in the community and develop the understanding that gangs are a more significant provincial and national issue.

Large Group Discussion

Some school officials and community members are reluctant to address the problem of gang-associated behaviour even when there is evidence of youth involvement at the school level.

Use the following questions as prompts for discussion:

- Why do you think there is reluctance to address the problem?
- What do you think can be done to help reduce the stigma?

SEQUENCE 5: CHANGE

Background Information

Jordan begins this sequence by stating that real change doesn't happen overnight. Loyd expresses how grateful he is for his band giving his people and family a lot of options and activities. Sean Loney, Game Ready Fitness, comments that he would work for pennies to help someone see a positive change in their life. Her Time co-founders stress how important it is to empower young people with the truth. The more they know, the better able they are to stay safe. Mr. Rai ends this sequence by reminding us how meaningful relationships are to make young people feel they matter.



Exit Ticket - Chapter Summary

Have the students answer one of the following questions and hand in their response in on the way out of class.

- What is one thing you learned from watching this chapter?
- What was one thing you liked about the chapter?
- What was one thing you didn't like about the chapter?

CHAPTER FOUR: BROTHERS IN ARMS

Learning Outcomes

- Identify early signs of delinquent peer group activity and pathways to gang-associated behaviour
- Learn how gang recruiters personify a glamorous gang lifestyle on school property
- Understand the signs that warrant parent intervention
- Recognize the signs of dial-a-dope operations in school settings
- Understand the impact gang involvement has on gang members and their families

Vocabulary

Cocaine – A powerfully addictive stimulant drug made from the leaves of the coca plant native to South America. Although health care professionals can use it for valid medical purposes, such as a local anesthesia for some surgeries, cocaine is an illegal drug. As a street drug, cocaine looks like a fine white crystal powder. Street dealers often mix it with things like talcum powder, cornstarch or flour to increase profits. They may mix it with other drugs,

Meth Lab – A makeshift laboratory people use to manufacture and create meth

CHAPTER FOUR: LESSON ONE

SEQUENCE ONE: THE EARLY YEARS

Background Information

In sequence one, we learn from retired Cst. Spencer and retired Cst. Stewart that Gurmit and Suk Dhak came from a loving middle-class family. The parents were first-generation immigrants who worked long hours at the laundromat they owned. Gurmit's sister and parents were never involved in any criminal activity. Gurmit shares that his family began to notice signs a year after his involvement in gang activity, but they didn't do anything about it. Gurmit affirms that parents need to have meaningful interactions with their kids. Gurmit's gang associated behaviour started towards the end of grade eight.



Individual Journal Reflection

Gurmit comments, “There has to be some interaction with your kids, work all day long, not even ask how your day went, or do something with them on the weekend.”

In at least four to six sentences respond to the following questions:

- What were Gurmit’s parents focused on during his early years? And why?
- What impact do you think this had on Gurmit when he started to attend high school?

SEQUENCE TWO: CRIME

Background Information

In this sequence, retired Cst. Stewart says that Gurmit’s job was dial-a-doping and putting drugs in the school and that his whole character changed. Retired Cst. Spencer says Gurmit started to gain a reputation and his name was out there in the community. In this sequence, Gurmit remarks, “The guys that I worked with asked me to do some stuff and then we ended up doing it, committing some crimes that I guess other people wouldn’t do.”



Small Group Work (Know – Wonder – Learn)

Round Robin Structure: allows a group of students to have an equal response time. Each student shares one idea or possible answer one at a time around the group. The cycle continues for a set length of time determined by the instructor.

After one minute of think time, have students in groups of four share one idea or possible answer one at a time around the group to the following prompts (have one student record ideas):

- What decisions do you think led up to Gurmit committing some crimes?
- What do you think he thought would be the outcome of his actions?

SEQUENCE THREE: GUNS

Background Information

In this sequence, Gurmit comments that if you are a gang member, you pretty much have a gun. He states, “99% of gang members have a gun”. Retired Cst. Spencer shares that Gurmit was caught with a kilo of cocaine and a handgun. He accepted the charge for a fellow Lotus Gang member and went to jail for 9 months.

In Chapter One, Dr. Goodwill stated, “It’s rewarded if you go to jail, especially if you do time for someone else.” In this chapter we learn that Ray Chan, Lotus Gang Leader actively recruited Gurmit and that Gurmit took the charge for Ray Chan to gain respect.

Discussion Prompts:

- Other than to gain respect what additional reasons, do you think Gurmit had for taking the charge for his fellow gang member?
- What did he hope to achieve?
- Why was that important to him?

Exit Ticket

Have students individually list one thing that they would like to learn from the next lesson and hand it in as their “ticket” out of class.

CHAPTER FOUR: LESSON TWO

SEQUENCE FOUR: JAIL

Background Information

Gurmit begins this sequence by expressing what it is like to be in jail. Retired Cst. Spencer indicates that after Gurmit’s 9-month stint in prison, he no longer had to be on the streets. He had other individuals working for him. Gurmit went for some time without any convictions but then did an extensive stint in jail on a manslaughter charge. He now had his younger brother, Suk working for him. Retired Cst. Spencer comments that once you do a couple of healthy stints in jail, it is hard to get out unless you move away. Gurmit shares that it is not just one specific group that could be after you, it could be every group after you depending on the actions of your gang.

Individual Journal Reflection

In three to five sentences respond to the following questions.

- What does Retired Cst. Spencer mean when he says that after a nine-month stint in jail, Gurmit no longer had to be on the streets?
- What did this signify for Gurmit’s next level of gang involvement?



Small Group Discussion

Brainstorm and List Structure: As a group of 4, list things you've learned about what it is like to spend time in jail if you are a gang member. Come to consensus and list the top ten things as a group you've learned. Prioritize your items from one to ten (one being the most noteworthy).

When making your lists, relate to what Gurmit shared about his time spent in jail.

Have each group report out on their prioritized list.

Large Group Discussion

Popcorn Share Structure: Introduce the following topic:

Gurmit had his brother doing all of his dirty work, running his drug lines, grow ops and meth labs.

- What influences do you think made Suk decide to become involved in the gang lifestyle with his brother?
- What prevention initiative might have helped Suk decide not to go down the same pathway as his older brother?

Students voluntarily “pop” out of their seats, (stand) and give an answer or comment. When finished, the speaker sits down, which is the signal for the next person who wishes to “pop” (speak).

SEQUENCE FIVE: RISKY BUSINESS

Background Information

In this sequence we learn Gurmit built his drug empire operating one of the largest drug lines on the west coast. Multi-cultural gangs and the biker and Vietnamese communities were coming to him to buy their drugs. Gurmit comments on the risks associated with operating his drug empire. He shares that he was tired of looking over his shoulder.

Large Group Discussion

Talking Stick: Use a “talking stick” or another artifact to be held by the student who is talking.

- Why did Gurmit agree to do the candid interview with Odd Squad?
- What worries or concerns did Gurmit share during the interview?
- What were his key messages?

SEQUENCE SIX: THE INEVITABLE

Background Information

In this sequence we learn that Gurmit did predict his own death. He also shared that if he could go back in time, he wouldn’t get involved in the gang lifestyle. Two years later Suk was gunned down.

Small Group Discussion

Headlines: In groups of three or four, have students discuss the sequence and create a series of descriptive headline that summarize the themes and captures the attention of others.

Share out the rationales for the headlines with the larger group.

Small Group Work

Think Pair Share: Have the students work in pairs and share their perspectives regarding the following statement and questions.

In the interview with Odd Squad, Gurmit states if he could go back in time, he wouldn't get involved in the gang lifestyle.

- What reasons did Gurmit identify for wishing he would never have gotten involved in gangs?
- What impact do you think Gurmit's murder had on Suk?

SEQUENCE SEVEN: GANG LEGACY

Background Information

In the final sequence, retired Cst. Spencer shares that Gurmit wanted to shelter his kids so that they could live a normal life. He had lots of money, several cars, expensive homes but, in essence, had nothing. Both Dhak murders remain unsolved.

Large Group Discussion

- Explain what is meant by this statement, "He had everything everybody would need to survive and live, but he really had nothing."
- What might have helped Gurmit and other young people from choosing the gang lifestyle?

Exit Ticket – Chapter Summary

Have students individually respond to the following questions as their ticket out of class.

- What is one thing you learned from watching this chapter?
- What was one thing you liked about the chapter?
- What was one thing you didn't like about the chapter?

SUPPLEMENTARY RESOURCES

ADDITIONAL LEARNING ACTIVITIES

CHAPTER ONE - THE PROBLEM

Audience: Elementary

Journal or Discussion Topics

Social Media

- How many of you have open social media accounts?
- How do you think older negative peer groups can add you?

Answer: Snap Map

Det. Parhar mentions inappropriate direct messages and pictures posted.

- What reporting tactics would you use if you come across concerning images or asked to provide explicit photos?

Answer: Report to a trusted adult at home or school or use the erase Report it tool.

CHAPTER TWO - IMPACT

Audience: Secondary Students

Secondary Group Discussion Topic:

Both Jordan and Straten speak to the glorification of the gang lifestyle, and ultimately how they regret going down that path today.

- Discuss how you think their decisions impacted future career aspiration prior to gang involvement.

Secondary Group Discussion Topic:

In groups of 4 read the case study below. Collaborate as a group to answer the questions that follow.



Case Study: Alysha

Seventeen-year-old Alysha is currently attending an alternate school. Growing up, she had a normal childhood. She is an only child, lived with her mom and dad and felt secure and happy growing up until she was in grade five.

In grade five, her father started a new relationship with another woman. Alysha's father would take Alysha with him to his mistress's house. Alysha felt she was caught in the middle, not sure if she should tell her mother or keep her father's secret. Eventually, after a few years, Alysha's mother found out about the affair and filed for divorce. The parents split custody of Alysha, however, Alysha spent most of her time with her mother.

In grade eight, Alysha started secondary school. Grade eight was a successful year for her. She made many friends and gained some popularity. However, in grade nine, Alysha started to get involved with drama on social media and fights in school.

Many of her friends turned their backs on her, not wanting to be around her drama. She started to hang out with older youth and doing little favours for them, such as holding drugs for them. She felt these older guys were always there for her, supported her financially and were always keen to party.

The older youth promised Alysha eight hundred dollars for every youth she recruited for the drug trade business.

At age sixteen, Alysha enrolled in an alternate school. Her social media issues and the physical fights at school and in the community led to charges of assault. She pleaded guilty to her charges and got time served. She was regularly on probation and had to be in the care of her mother.

Currently, she is still working for the older gang-involved youth. She is not engaged in school and is contemplating dropping out of school and continue working and hanging out with these older individuals.

- How could you have helped Alysha as a friend?
- How could Alysha's school have helped?
- How could Alysha's parents have helped?

DESCRIPTION OF SUCCESSFUL PREVENTION INITIATIVES

Her-Time

This prevention initiative educates teens and young women about the risks of dating men who are involved in organized crime or drug trafficking. Young women who have lived, and survived, the lifestyle share their stories during the presentations. Nothing is more powerful than hearing the story from someone with personal experience.

High School Peer-to-Peer Program

The Odd Squad Peer Education program has been working to assist youth in choosing to live healthy, drug-free lives through pro-social messaging by their peers. Participants attend a one-day program with Odd Squad members.

YoBro/YoGirl

A prevention initiative that operates a series of strength-based programs in several communities. The program cultivates resiliency in at-risk youth and empowers them with the skills to avoid the perils of drugs, gangs, crime and violence.

Game Ready Fitness

A youth development program that provides positive role modelling to children and youth in the community. They learn how to be productive, positive, well-balanced and physically fit. With encouragement and support, children and youth learn they can accomplish whatever they put their minds to.

CURRENT DIAL-A-DOPE TRENDS

- After dial-doping “training shifts,” young dialers are provided with a nominee driver (typically a drug user who is paid in drugs to drive the young dialer).
- If a young dialer possesses a valid driver’s license, it is usually a Class 7 in British Columbia.
- The recruit is provided with a vehicle. Often, the vehicle is registered under the young dialer for car insurance purposes with an ‘N’ sign on the back. Recruiters tend to use this strategy to obtain the trust of the youth. This vehicle is used for the dial-a-dope operation even when the dialer is not working the shift.
- Things to watch for as a parent. ICBC mail stating your child has a vehicle registered under their name that the parent is not aware of.
- Recruiters target youth with ‘open’ Snapchat or other social media platforms. Expect reactions from youth upon the explicit Snapchat Story they post, which include bands of Canadian or American currency, firearms, bear-mace/pepperspray.
- The recruiters typically recruit youths that consume gateway drugs; marijuana usually being the primary gateway drug.
- Recruiters provide free ‘smoking sessions’; they are aware that secondary youth struggle to purchase cannabis. Often, they will offer to smoke them up for free. This activity usually takes place after schools on the grounds of a closed elementary/secondary school.
- Recruiters often recruit at a private gym facility offering cheap steroids such as DecaDurlabol (oral tablets) or testosterone 200 (injectable vials).
- Knowing the youth is interested in gaining size quickly, they become vulnerable to accepting. Often these youth will be used as enforcers or recruiters in their secondary school.
- Privatized gyms are trending more than the community recreation centre for recruitment purposes.

SUCCESS CRITERIA: UNDERSTANDING YOUTH GANG-ASSOCIATED BEHAVIOUR

LEARNING GOALS:

- I can gain a better understanding of youth gang-associated behaviour.
- I can create healthy relationships that will help me lead a rewarding and fulfilling life.
- I can avoid involvement in gang-associated behaviour to support the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- I can learn about my own identity by understanding protective and risk factors of gangs.

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
PROFICIENCY SCALE	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

What I did well...	Success Criteria	What I need to improve...
	<p>Social & Community Health</p> <p>I can create strategies for promoting the health and well-being of the school and community by understanding the dangers of youth gang-associated behaviour</p> <p>I can recognize warning signs of gang involvement as well as positive coping strategies</p> <p>I can develop the self-awareness of what to do in risky situations that may involve signs of gang involvement</p> <p>I can understand the dangers of becoming involved in drug lines (dial-a-doping)</p>	
	Emerging	Developing
	Proficient	Extending
	<p>Mental Well-Being</p> <p>I can use positive strategies related to differentiating between myths and realities of the gang lifestyle</p> <p>I can see the signs and symptoms of those vulnerable to gang life</p> <p>I can learn strategies to help protect myself and others from being exploited by gang recruiters</p>	
	Emerging	Developing
	Proficient	Extending
	<p>Personal and Social Responsibility</p> <p>I am prepared and ready to work each day, without being reminded.</p>	
	Emerging	Developing
	Proficient	Extending

EMERGING		DEVELOPING		PROFICIENT		EXTENDING	

WHAT SCHOOLS CAN DO

- Provide staff and students with the facts about guns and gangs in schools
- Develop staff awareness and understanding about the linkages that exist for drug use, selling drugs and gang involvement
- Provide staff and students with opportunities to hear from experts about the dangers of guns and gang involvement
- Work collaboratively with community agencies to ensure the early identification, prevention and intervention of youth on the pathway to gang involvement
- Promote after-school activities, recreation programs and other pro-social opportunities
- Maximize the positive connections educators can make with at-risk and vulnerable youth
- Connect frequently with parents of at-risk and vulnerable students to ensure supports and safety plans as required are in place