

# the slide

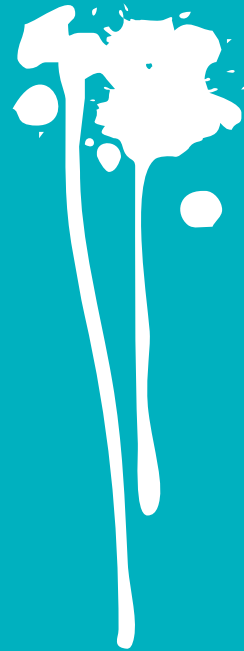
## Teacher's pack

An educational approach to preventing young people becoming involved with serious and organised crime.



**POLICE  
SCOTLAND**  
Keeping people safe

# foreword



The Scottish Government's Serious Organised Crime Taskforce was set up to provide direction and co-ordination for all organisations fighting serious organised crime in Scotland, and to support the Scottish Police Service in their efforts to make our communities safer.

Membership of the group includes: Police Scotland, Scottish Prison Service, the National Crime Agency, Her Majesty's Revenue & Customs, Action For Children, Crown Office & Procurator Fiscals Service, Society of Local Authority Chief Executives and the Scottish Business Resilience Centre. The SOC Taskforce meetings are chaired by the Cabinet Secretary for Justice.

In June 2015, the Scottish Government published a refreshed Serious Organised Crime Strategy which built upon the previous 2009 document, Letting Our Communities Flourish. The strategy sets out how these organisations work together to tackle serious organised crime. The strategy was drafted in partnership with nominees from all the Serious Organised Crime Taskforce member organisations, as well as representatives from SPA, COSLA and UK Borders Agency.

(<http://www.gov.scot/Resource/0047/00479632.pdf>)

## **This strategy has four main objectives to reduce the impact of serious organised crime in Scotland:**

- **to divert** individuals (particularly young people) from engaging in or using the products of serious organised crime
- **to disrupt** the activities of serious organised crime groups
- **to deter** through measures to protect communities, businesses and the public sector from serious organised crime, and
- **to detect** by boosting capacity and improving coordination to give serious organised criminals no place to hide

## **aims**

### **The aim of the project is:**

- to deter young people from becoming involved in serious and organised crime groups
- to discourage young people from buying the counterfeit goods, smuggled cigarettes and illegal drugs that fund serious and organised crime groups
- to dispel the myth that serious and organised crime is a glamorous business

The Serious Organised Crime Taskforce believe that all public agencies, businesses, and individuals have a part to play in combating demand for the products of serious organised crime and providing positive alternatives, particularly for young people. Fake goods, smuggled cigarettes, illegal drugs – all of these items are on sale daily in our communities across Scotland. There is a link that needs to be broken between buying these goods and the dangerous criminals they fund. About 15% of those involved in serious organised crime are in the 16-25 age range and this age range are most likely to be recruited in to serious organised crime, often by coercion. Young people's naivety to the consequences of serious organised crime and their vulnerability to the visible trappings of wealth gained through serious organised crime are exploited by established members.

As a response to tackling the growing concern of serious organised crime groups within our communities, Police Scotland has produced this educational package, which consists of a film and learning pack aimed at secondary aged pupils, aged 12 years and above. It is suitable for delivery in all secondary schools across Scotland, by teachers or Community Learning Development (CLD) Youth Workers and, where possible, with the support of a police officer. It should be incorporated into the Health and Wellbeing section of the Curriculum for Excellence.

Prevention is now a key focus in the Scottish Government Justice Strategy and Police Scotland's 2026 Policing Strategy. It is hoped that this educational short film will divert young people away from serious organised crime by raising awareness of its dangers and ethics, and encourage reporting of concerns.

This additional package has been developed as a training tool to be used by police officers and specifically trained people, to guide adults who have a responsibility for children and young people in various groups, voluntary work etc and to highlight to the adults the risks and signs they can look for in the children and young people under their supervision.

**The main objectives of the film are to show:**

- how easy it is for a teenager make the wrong choices
- that there are always other choices in life and people who can help
- how easy it is for families and the professionals to be unaware of the danger some young people put themselves in
- how violent and dangerous the world of serious and organised crime is

## **approaches to teaching and learning**

**The film is 20 minutes in length and has been split into five scenes which may be viewed in different ways:**

- whole class viewing via a film player or hard drive via a computer on a data projector or whiteboard
- pupils viewing independently at a computer or film player
- viewing in small groups at a computer or film player

Each scene has been designed to promote discussion between the teacher and pupils and also collaborative learning through group discussion. This guide contains questions about each scene, which is designed to facilitate teacher led discussion, group work and individual assignments. The pack also contains worksheets and classroom activities, which encourage further discussion and self-reflection. Some of the activities can be used to evaluate the students learning.

## **lesson planning**

Due to the nature of the subjects being taught, there may be areas of sensitivity pertaining to individuals in the class. It is therefore up to the trainer to decide on how to broach certain subjects and tailor their lesson plan accordingly. The questions have been provided as a guide only, giving the trainer the option to decide which questions they want to use.

It is anticipated that that the timing involved in teaching this pack will take approximately two hours. As the film has been split into five scenes, this gives the opportunity to split the lesson into two one-hour lessons.

## **movie content**

The film shows how a young boy who has a positive start in life makes some wrong choices and ends up being involved in the world of serious and organised crime. There is a recurring theme of illegal drugs throughout the film, both taking and selling them. The first scene shows a young man in possession of a cannabis resin joint. Two of the scenes have references to snorting cocaine, although this is not actually shown. Although illegal drugs are featured in every scene of the film, at no time is it shown how to prepare them for consumption, or the act of them being consumed. There are also scenes showing alcohol being drunk. Scenes 1, 3, 4 and 5 contain references to violence, although again the actual violence is not seen.

## **parental involvement**

It is recommended that parents/carers are advised of the material before the lessons are taught. A summary of the scenarios, aims and outcomes can be copied for parents' information.

## **potential disclosures and training for teachers**

The content of the film deals with many sensitive issues, which may result in disclosures from pupils that give cause for concern and may need to be acted on. It is essential that all staff involved in the teaching of this material have an awareness of how to manage such a disclosure. All staff should know their school policy on child protection and what action to take in such an event.

## other curriculum issues

The content of this film deals with many issues relating to drugs and alcohol. It would be beneficial if teaching on these subjects took place before this input in order for the children to have a better understanding on the effects and dangers associated with various drugs and alcohol.

## content

This film is primarily based on the involvement young people have with drugs, and highlighting the ease of their recruitment into Serious Organised Crime Groups (SOCG).

The film has been split into five scenes with the opportunity to show each scene individually, thereafter facilitate a class discussion, stimulate group discussions or provide individual assignments.

A synopsis has been provided of each scene with a breakdown of areas for discussion or assignment.

### **The film shows the life of David from the age of 13 up to 20 years old.**

- He is initially seen as an enthusiastic young boy who is a keen footballer with the potential for a career in football. His hopes are dashed when he fails to be selected by a premiership football scout. He is offered a joint of cannabis resin to smoke and this is the start of his descent into the world of drugs and involvement in an SOCG
- By the age of 15, David is seen to progress into selling drugs, wearing fake designer clothes and watches and failing to do as well at school as he should. He has been employed by an SOCG and feels as though he belongs to a 'family'
- By the age of 17, David is a drug addict taking cannabis resin and cocaine. He has moved up in the SOCG and now has responsibility for collecting drug debts and using violence to carry out his role
- By the age of 19, David is locked up in a young offenders institute for committing a serious assault. He is still dealing drugs from within and doesn't appear to want to escape this lifestyle
- At the age of 20, David is living with his pregnant drug addict girlfriend. He is still involved in drugs and has employed young boys to do his dealing for him. He lives in fear for his safety from rival gangs. The film concludes with David being run over in the street and being seriously assaulted by two men using weapons





# scene 1

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**The film opens with 20 year old David** leaving his home address and walking down the street speaking on his mobile phone. A car drives at him at speed and he is thrown onto the bonnet and then falls onto the road. Two men get out of the car carrying weapons and attack him.

**The film then returns to when David is 13 years old.** He lives alone with his mum - his dad used to beat his mum, and left when he was four. His mum maintains two jobs to provide for them. David is a talented footballer and dreams of becoming a professional. During one of his matches he is watched by a football scout, but blows his chances of being selected. David is extremely disappointed and believes his dream is over. He is approached by three young boys, offered a joint of cannabis resin and promised it will make him feel better.

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## aim

The aim of the first scene is to illustrate how easy it is for a young person to make a poor choice and to discourage young people from buying illegal drugs.

## learning intentions

**Upon completion of the first scene the pupils will be able to:**

- Identify trigger points when a young person makes a wrong decision
- Identify areas in their life where their talents lie
- Recognise that cannabis resin is an illegal drug
- Explain the effects and dangers of smoking cannabis resin

## prior learning and knowledge

- The student may be able to identify a similar situation where they have made a wrong decision
- The student may be able to identify their talents
- The student may have prior knowledge and experience on the legality, effects and dangers of cannabis resin

## delivery methods

- Film – SOCG
- Classroom discussion
- Group discussion
- Worksheets

## resources available

- Film – SOCG
- Literature on cannabis resin
- Flip charts, pens etc.

## trainers required

Teacher / Police officer / CLD Youth worker



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## Possible teaching activities

- Introduction to the lesson given by the trainer
- Students to be shown Scene 1 of SOCG film

### Classroom discussion with trainer as lead.

#### Consider the following questions and facilitate the students discussion:

- Football career – Should David persevere with his football dreams? What are his alternatives? How do you deal with disappointments in life? David had a talent for football – think of what your talents are.
- David does not have a father figure in his life. Do you think this has had any bearing on his upbringing? His mum is out working long hours – what effect if any does this have on David?
- David is offered a joint of cannabis resin to make him feel better. What should David have done? What are your thoughts on the boy who gave David the joint? Do you feel under pressure by your peers to do/try something you don't want?
- 20 year old David is attacked in the beginning of the film. What are your thoughts on what has happened over the seven years?

## Resources

- SOCG film

Get up to date literature on cannabis resin - check know the score website or similar.  
[www.knowthescore.info](http://www.knowthescore.info)

Flip charts, pens etc.

# scene 2

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**David is now 15 years old** and still playing football, although he does not seem to be as interested in becoming a professional now. After the match David is seen wearing a new watch, which he admits to being fake. He is shown to be selling cannabis resin to his peer and trying to push cocaine on him also. David believes all he needs in life is his mates and money and he'll be happy.

David's guidance teacher and football coach are seen chatting together discussing their concerns over him and belief he is not working to his potential. The guidance teacher contacts David's mum and arranges a meeting to discuss his school progress.

David meets up with his new mate Stu in his house and they discuss drug dealing. David is given a quantity of cannabis resin and cocaine to sell, along with a gift of a new mobile phone from Stu. Stu tells him he is now part of the 'family.' They are then seen to play computer games together and drink beer.

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## aim

The aim of the second scene is to introduce the students to the concept of Serious Organised Crime Groups (SOCG)

## learning intentions

**Upon completion of the second scene the pupils will be able to:**

- Recognise the signs and pressures placed on teenagers by their friends and peers
- Recognise that purchasing counterfeit goods assists funding SOCG
- List the effects and dangers of cocaine.
- Recognise that selling drugs is illegal and the consequences of being caught by the police
- Recognise that David is now part of an SOCG
- List the effects and dangers of taking alcohol along with illegal drugs

## prior learning and knowledge

- The student may have already been bullied or pressurised by their peers
- The student may have no prior knowledge that purchasing counterfeit goods helps fund SOCGs
- The student may have prior knowledge and experience on the legality, effects and dangers of cocaine

- The student may not have heard the terminology – SOCG
- The students may not be aware of the increased risks and effects of taking alcohol and drugs
- The adult should be aware of the increased risks and effects of taking alcohol and drugs

## delivery methods

- Film
- Classroom discussion
- Group discussion
- Worksheets

## resources available

- Film - SOCG
- Literature on cocaine and effects of alcohol and drugs
- Literature on counterfeit goods and how they fund SOCG
- Flip charts, pens etc.

## trainers required

Teacher / Police officer / CLD Youth worker

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## Possible teaching activities

- Trainer to set the scene and introduce Scene 2.
- Students to be shown Scene 2 of SOCG film

The trainer can decide whether they will lead discussions aimed at the whole class, split the class into smaller groups of about five students or alternatively allow the pupils to work independently. Each small group can be given an area of discussion and be responsible for reporting back to the whole class at the end. Pupils working independently may report via worksheets or personal presentations to the class.

### Consider the following questions:

- *“Trouble is... when someone tells you something's brilliant...and it is, when they tell you something else is even better... you believe them.”*

This is a quote from David. What do you think he means? Who is the ‘someone’? Is this peer pressure?

- David hints he is wearing a fake designer watch. Is there any connection in purchasing counterfeit goods and SOCG?
- David is now involved in selling different types of drugs. Continue discussion from the first scene and the fact he has moved from taking drugs to dealing. David puts pressure on a boy to buy coke from him. What are his intentions? Does he care at all for the welfare of this boy?
- *“There are two things you need in life: mates and money.”* This is another quote from David.  
Is there any truth in this statement?
- Guidance teacher has concerns with David. Do you think it was appropriate for the guidance teacher to phone David's Mum?
- David and Stu are inside Stu's house when Stu gives David a mobile phone. Discuss your thoughts on why he was given the mobile phone? Buying friendship? Control factor? Can be contacted 24/7? What does he mean by David now being part of the ‘family’? What is your understanding of an SOCG? Do you think David is now part of an SOCG?
- David is also involved in underage drinking. Discuss the effects of alcohol on the body, along with taking drugs and alcohol.

## Resources

- SOCG film

Get up to date literature on cocaine and effects of alcohol and drugs - check know the score website or similar. [www.knowthescore.info/](http://www.knowthescore.info/)

Get up to date information on counterfeit goods and how they fund SOCG. [www.fact-uk.org.uk](http://www.fact-uk.org.uk)  
[www.a-cg.org/guest/index.php](http://www.a-cg.org/guest/index.php)

Flip charts, pens etc.

# scene 3

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**David is now 17 years old.** He is looking thinner and regularly taking drugs – cannabis resin and cocaine. He still lives at home with his mum. She tries to encourage him to go to college, but he is happy working in the garage where unbeknown to her, he is involved in selling stolen cars and dealing in drugs.

David is responsible for collecting drug debts and feels sorry for one of his clients because of ill-health. He is encouraged by Stu that he will look weak and needs to use threats and violence to be respected and remain as part of the 'family'.

While within a bar, David is told by his 'family' that he needs to look after a kilo of cocaine at his house. David is reluctant, but they put pressure on him, saying that his mum is under threat of violence if he fails to do what they ask. The publican behind the bar sees what is going on and is worried.

David is also worried about a rival gang trying to break into his house and smashing the back windows. He lies to his mum saying they need CCTV because of the kids smashing their windows.

David has taken on board the comments from Stu regarding his responsibility for collecting drug debts and wants to show him he is loyal to the 'family'. He attends at the home address of one of his clients who owes him money and it is evident that violence has been used – sounds of a fight and screaming can be heard.

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## aim

**The aim of the third scene is to:**

- ❑ Deter young people from becoming involved in serious and organised crime groups
- ❑ Discourage young people from buying and selling illegal drugs that fund serious and organised crime groups
- ❑ Dispel the myth that serious and organised crime is glamorous

## learning intentions

**Upon completion of the third scene the pupils will be able to:**

- ❑ List some of the signs to distinguish a drug addict
- ❑ Recognise how easy it is for families and the professionals to be unaware of the danger some young people put themselves in
- ❑ Recognise how violent and dangerous the world of serious and organised crime is

## prior learning and knowledge

- ❑ The student may have prior knowledge and experience on recognising the signs of a drug addict.
- ❑ The student may have no knowledge or perception of the dangers associated with being part of an SOCG

## delivery methods

- ❑ Film
- ❑ Classroom discussion
- ❑ Group discussion
- ❑ Worksheets

## resources available

- ❑ Film - SOCG
- ❑ Literature on signs of a drug addict
- ❑ Flip charts, pens etc.

## trainers required

Teacher / Police officer / CLD Youth worker

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## Possible teaching activities

- Trainer to set the scene and introduce Scene 3.
- Students to be shown Scene 3 of SOCG film

The trainer can decide whether they will lead discussions aimed at the whole class, split the class into smaller groups of about five students or alternatively allow the pupils to work independently. Each small group can be given an area of discussion and be responsible for reporting back to the whole class at the end. Pupils working independently may report via worksheets or personal presentations to the class.

### Consider the following questions:

- David now appears to be taking drugs regularly. Is he an addict? What physical signs can indicate somebody is a drug addict? How can he break the cycle?
- David's mum tries to persuade him to consider a career change. Is she right to interfere?
- David is involved in changing number plates on stolen motor vehicles. What are your thoughts on his employment?
- David is still selling drugs from the garage – can he escape from this lifestyle?
- The publican where David drinks has seen what is going on and has concerns. What should he do? Who can he contact?
- David has more responsibility and is now collecting drug debts. He is initially shown to be weak and sympathetic, but with the use of intimidation from other gang members, he is encouraged to use threats and violence to get the money owed.
- Intimidation and threats are used to force David to store a kilo of coke in his house. It is hinted that his mum will come to harm if he doesn't do what is asked. His level of stress at home increases and he is forced to lie to his mum regarding the broken windows. Discuss your thoughts on what is going on with David.
- David speaks of gang rivalry and the fact that windows have been broken at his house. Discuss the consequences of becoming involved in an SOCG.
- In the final scene David uses violence when collecting drug debts. With David's increased role in the SOCG, he again speaks of being part of the 'family'. Is this really the case? What does he need to prove to them to remain in the 'family'?

## Resources

- SOCG film

Get up to date literature on signs of a drug addict - check know the score website or similar.

**[www.knowthescore.info](http://www.knowthescore.info)**

Flip charts, pens etc.

# scene 4

**David is now 19 years old** and is locked up in a young offenders institute for committing the crime of serious assault. He continues to play football and is still dealing in drugs within the prison. One of the prison officers believes he has potential with his foot balling skills and encourages him to take it further. The prison officer tells David they can help him escape his previous life and get him some training.

Stu visits David in the prison and lets him know he still has a role in the 'family' on his release. He also provides him with drugs to sell on the inside. Stu speaks of visiting David's mum and providing her with a new washing machine.

The scene moves on to David being released from prison and returning home. His mum is delighted to see him. He enters his bedroom and checks under a cabinet where he is relieved to find his stash of money, drugs and gun.

## aim

**The aim of the fourth scene is to:**

- ❑ Deter young people from becoming involved in serious and organised crime groups
- ❑ Dispel the myth that serious and organised crime is glamorous

## learning intentions

**Upon completion of the fourth scene the pupils will be able to:**

- ❑ Recognise the consequences of being involved in serious organised crime
- ❑ Recognise the dangers involved with the use of firearms

## prior learning and knowledge

- ❑ The student may have no knowledge or perception of the dangers associated in being part of an SOCG
- ❑ The student may have no prior knowledge of the use of firearms

## delivery methods

- ❑ Film
- ❑ Classroom discussion
- ❑ Group discussion
- ❑ Worksheets

## resources available

- ❑ Film - SOCG
- ❑ Literature about prison life
- ❑ Literature about firearms
- ❑ Flip charts, pens etc.

## trainers required

Teacher / Police officer / CLD Youth worker



## Possible teaching activities

- Trainer to set the scene and introduce Scene 4
- Students to be shown Scene 4 of SOCG film

The trainer can decide whether they will lead discussions aimed at the whole class, split the class into smaller groups of about five students, or alternatively allow the pupils to work independently. Each small group can be given an area of discussion and be responsible for reporting back to the whole class at the end. Pupils working independently may report via worksheets or personal presentations to the class.

A quiz has also been formulated and can be used alongside the areas of discussion or instead of discussion.

### Consider the following questions:

- David is now in a young offenders institute because of the crimes he has committed. He is visited by Stu and given drugs to sell. What are the consequences and/or alternatives for David?
- A prison officer chats to David about his football dream and the fact they can help him escape the 'family'. Is there any escape from this lifestyle? Does David want to escape from this lifestyle?
- David is released from prison and heads home to his mum's house and checks his bedroom where he has a stash of money, drugs and a gun. Discuss why David feels he needs a gun?

## Resource

- SOCG film

Get literature from the prison regarding young offenders and how life really is for these young people.

[www.sps.gov.uk](http://www.sps.gov.uk)

Get up to date statistics and information on gun crime.

[www.scotland.gov.uk/Topics/Statistics/Browse/Crime-Justice/TrendFirearm](http://www.scotland.gov.uk/Topics/Statistics/Browse/Crime-Justice/TrendFirearm)

Quiz

Flip charts, pens etc.

# scene 5

**David is now 20 years old** and lives with his drug addict pregnant girlfriend, Clare. He is still taking drugs and involved in the SOCG. He is well known by the police, hence can't work in the garage anymore. He lives in fear for his safety and is unable to be seen outside with his 'family'. He now employs younger boys to sell drugs for him and speaks of them belonging to his 'family'.

David leaves the flat, walks down the street and is deliberately knocked over by a speeding car and assaulted by two men using weapons (opening scene in Part 1).

## aim

**The aim of the fifth scene is to:**

- Deter young people from being involved in serious and organised crime groups
- Dispel the myth that serious and organised crime is glamorous

## learning intentions

**Upon completion of the fifth scene the pupils will be able to:**

Recognise how violent and dangerous the world of serious and organised crime is

## prior learning and knowledge

The student may have no knowledge or perception of the dangers associated with being part of an SOCG

## delivery methods

- Film
- Classroom discussion
- Group discussion
- Worksheets

## resources available

- Film - SOCG
- Literature on counterfeit goods and how they fund SOCG
- Newspaper articles
- Flip charts, pens etc.

## trainers required

Teacher / Police officer / CLD Youth worker



## Possible teaching activities

- Trainer to set the scene and introduce Scene 5
- Students to be shown Scene 5 of SOCG film

The teacher can decide whether they will lead discussions aimed at the whole class, split the class into smaller groups of about five students or alternatively allow the pupils to work independently. Each small group can be given an area of discussion and be responsible for reporting back to the whole class at the end. Pupils working independently may report via worksheets or personal presentations to the class.

There is also scope to provide the students with an assignment for them to write a newspaper article regarding the outcome of David. Consider the headlines. Does he live or die? If he lives, how does his life turn out? Back to the SOCG or 'clean'?

### Consider the following questions:

- David lives with his girlfriend who is pregnant. Both are drug addicts. Is this a good relationship? Do you have any concerns for the unborn child?
- Both David and Clare have designer clothes. Does crime pay?
- David hints that he no longer wears counterfeit clothing, only designer gear. Discuss SOCG involvement in the distribution of counterfeit goods.
- David is now employing his own drug runners, showing the growth and continuation of the SOCG. Discuss how David has progressed from being a young boy drug dealing to now organising his own drug dealing empire.
- David appears to live in fear for his safety, he has accepted this is normal life for him. The first and last scene shows his demise of being run over and seriously assaulted. Is there any chance he can turn his life around? Will he ever be able to escape the family? What does the future hold for David?
- What effect does David's assault have on the SOCG? What will Stu do now?

## Resources

- SOCG film

Get up to date information on counterfeit goods and how they fund SOCG.  
[www.fact-uk.org.uk/](http://www.fact-uk.org.uk/)  
[www.a-cg.org/guest/index.php](http://www.a-cg.org/guest/index.php)

Get examples of similar newspaper articles.  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
[www.dailyrecord.co.uk](http://www.dailyrecord.co.uk)  
Flip charts, pens etc.

# CONCLUSION

The input can finish with giving the young person details about how they can report any crimes, past or future, suspicious activity or reporting their peers. A Powerpoint presentation has been provided. The following mechanisms are in place to report such incidents:

1. **Speak to parents/teachers/other adults**
2. **Report to the police**
3. **Contact [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org) either by phone (0800 555 111), or secure online form**
4. **Contact [www.fearless.org](http://www.fearless.org) either by phone call (0800 555 111), or secure online form**

**The main point to get across is to report the matter by whatever means.**

## Crimestoppers / Fearless

Crimestoppers are a UK based charity and have NO connection to the police. Fearless is part of Crimestoppers and their target audience is primarily the under 18's.

All information given to Crimestoppers or Fearless is anonymous – this means you don't have to give your name, where you live or any personal details.

The telephone calls aren't recorded or traced, and they can't track where online forms have come from.

You won't have to give a statement, and you don't have to go to court. They just want to know any information about a crime that has happened or is being planned. They are available 24/7, 365 days a year.

However, it is important to know, neither Crimestoppers nor Fearless are emergency services.

They cannot respond to emergency situations, hence if you think a crime is happening in front you or someone is injured then call 999.

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 scotland.police.uk



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