Weapon/Knife Crime Resource for Schools

We all play our part

Responsible Citizens

Share information

Keeping people safe
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The following resources have been kindly shared for use within Aberdeen City by the Ben Kinsella Trust in London.

The learning activities are intended to support work in schools around weapon/knife crime and are aimed at Primary 7 pupils. These activities could be used as part of a planned PSE / HWB education programme. The lessons focus on raising awareness of weapon/knife crime and the consequences of carrying a weapon/knife. Some topics such as personal safety and assessing situations that could escalate into violence are also covered.

It is important to know your young people and consider if anyone maybe distressed by any of this work. Perhaps a young person who has been recently bereaved or may have direct experience of weapon/knife crime. Schools should encourage and support young people who are worried about or have knowledge about weapons/knives that they wish to share.

It is essential that young people understand the seriousness of carrying weapons in their community. Lessons should help them to recognise real risks whilst not creating inappropriate anxieties that may increase rather than decrease the carrying of weapons. Schools should work closely with their local police in order to deliver a correct representation of facts with regard to the law and consequences of weapon/knife crime.

Health and wellbeing across learning is the responsibility of all and this resource covers the following experiences and outcomes within mental, emotional, social and physical wellbeing:

<table>
<thead>
<tr>
<th>HWB 1-04a to 2-04a</th>
<th>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWB 1-05a to 2-05a</td>
<td>I care and show respect for myself and others.</td>
</tr>
<tr>
<td>HWB 1-09a to 2-09a</td>
<td>I show respect for the rights of others.</td>
</tr>
<tr>
<td>HWB 1-16a to 2-16a</td>
<td>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</td>
</tr>
<tr>
<td>HWB 1-17a to 2-17a</td>
<td>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</td>
</tr>
</tbody>
</table>

Delivery of these resources ensures coverage of the curriculum across all four contexts for learning:

- Life and Ethos of the school as a community
- Curriculum
- Interdisciplinary learning

The resource provides opportunities for the development of skills for life, learning and work and in particular supports the development of confident individuals. The lesson pack also helps to develop understanding and fair views of complicated issues, encouraging pupils to participate responsibly in the life, work and culture of the school and wider community.

A pupil evaluation sheet has been created for use but can be adapted as needed. It can be used within any lesson to provide assessment on pupil’s previous learning.
The following has been taken directly from the Ben Kinsella Trust website and provides a background on the work they do.

**Our vision**
Our vision is to work collaboratively to build communities where young people feel safe and are able to live long, fulfilled lives absent of crime.

**Our mission**
Our mission is to use the true and powerful story of Ben Kinsella to educate young people about the consequences of choices, so they stay safe and away from crime. We are here to educate young people; to provide advice, support and guidance with the aim of raising self esteem so that young people can resist peer pressure and make positive life choices.

**Ben’s story**
Ben Kinsella was just 16 years old when he was stabbed to death, in a horrific act of senseless violence on the 29th June, 2008 in Islington, London.

Ben went to Holloway school and was a normal teenager who loved art, music football and girls. Having finished his GCSE’s he went out to a local bar to celebrate with friends. During the evening there was an altercation in the bar between friends of Ben and three other teenagers, Ben was not involved in the incident in anyway. On his way home Ben and his friends realised that they were being followed. They split up, and whilst his friends decided to run, Ben calmly carried on his way home. In an unprovoked attack Ben was stabbed to death. Ben never got to open his GSCE results which were the best of all his friends and would have taken him on to a high achieving and fulfilling life.

Since Ben’s murder in 2008 the Kinsella family have spoken out about knife crime and campaigned for change; from the People’s March in 2008, to being instrumental in changing the minimum tariff for knife murders in 2010 and setting up The Ben Kinsella Exhibition in 2012.

**Our history**
Since the Trust was founded in 2008 it has been responsible for many changes and achievements in the battle against knife crime.

The Ben Kinsella Trust marched in The People’s March in September 2008 where hundreds of people from both North and South London joined forces to hold a peace rally in Hyde Park to promote awareness against knife crime. This march then led to the formation of Families Utd of which Ben’s family are founding members. Families Utd link up families across the country who have lost loved ones to violent crime and offer support, advice and the chance to get involved and help make a difference.

In March 2010 the Trust had one of its biggest achievements to date; crusading to change the law. After campaigning for the minimum sentence for a knife related murder to be increased, Secretary of State for Justice Jack Straw declared that it would be raised from 15 years to a 25 year start point. This law is commonly known as ‘Ben’s Law’.
In 2012 the Trust decided to use Ben’s story and experiences to evolve into a hands-on educational charity. This led to the development and build of its main tool to date - a static, five roomed, interactive exhibition that is used on all of our current programmes to educate young people about Ben and the true consequences of getting involved in knife crime. The Exhibition spent 18 months in Finsbury Park North London before moving to Millwall Football Club in South London for two years. In November 2014, thanks to the support of local council, the exhibition was rehoused in Islington where it remains today as a permanent fixture.

The Ben Kinsella Trust has donated awards in Ben’s name for young people who are good citizens who work hard and contribute to their community.

Members of the Trust have received the following awards: Cosmopolitan Magazine Woman of The Year, News of the World’s Children’s Champions, Breakthrough Inspirational Women of the Year.

**Impact**

The work we do makes a difference...but there is much more to do.

Over the last 3 years the Trust has collected extensive impact data from young people attending the Ben Kinsella Exhibition.

To date over 7200 young people have visited the exhibition, the majority (64%) aged between 9-11 years old. Using responses from 3950 young people who visited between 2013 and 2015 we have been learning about what young people think about their communities and crime. The feedback that these young people have given us highlights how concerned they are about knife crime. Despite the best efforts of government, local authorities and the police to address the problem, the majority of young people visiting our exhibition still feel the problem is getting worse.

For example: one in every two young people don’t always feel safe walking our streets and one in every seven knows a friend who carries a knife. We find these results staggering and have produced the Ben Kinsella Trust Impact Report to highlight not only the young people’s fears about knife crime but to share some of the successes of our exhibition and workshop in addressing these issues, most notably:

- 84% of young people said they had learnt a lot about choices they could make to stay safe
- 86% said they had learnt a lot about joint enterprise and the law
- 87% said they had learnt a lot about the consequences of knife crime
- 100% of teachers said they would bring another group to the exhibition

Participation in a workshop with the Trust shows a measurable, immediate impact on young people’s perception of carrying a knife. Young people reported a higher level of confidence in making choices after the tour, with a majority responding that they had learnt a lot. The Trust through Ben’s exhibition is delivering Ben’s legacy; and we will continue this important work until we stop losing our children to this tragic and pointless crime.
It is important to know your young people and consider if anyone in the group maybe distressed by the discussion. Perhaps a young person may have direct experience of weapon/knife crime. It is also important to establish clear ground rules before doing any teaching about weapon/knife crime. It is likely that you will already have these in place in which case it may simply be a matter of reinforcing those that may have particular relevance.

The following ground rules might be helpful to share with the pupils;

- We will be open and honest but not sharing personal stories or those that may relate to others in the class.
- We will be non-judgemental, respecting others point of view, whilst understanding that it is okay to disagree. We will debate the opinion not the person.
- We agree that there are no ‘stupid questions’. We are able to ask questions and to do so in a way that does not deliberately try to embarrass anyone else.

Emphasise that although the classroom is not an appropriate place to talk about personal stories or concerns there will be opportunities to talk privately either after the lesson or at another suitable time.
### Evaluation

<table>
<thead>
<tr>
<th>What do you already know about weapons/knives?</th>
<th>What have you learnt from this lesson?</th>
<th>Any concerns / questions about weapon/knife crime and sharing information.</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
**Title: ‘No Weapons’ Poster**

**CORE Experiences & Outcomes:**
- HWB 1-05a – 2-05a I care and show respect for myself and others.
- HWB 1-09a – 2-09a I show respect for the rights of others.
- HWB 1-16a – 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

**Aim:** To introduce the topic of weapon/knife crime and the possible consequences of carrying a weapon/knife.

**Learning Intentions:**
We are learning about Aberdeen City Council’s anti-weapon/knife message and the consequences if someone does not follow it.

**Resources:**
- ‘No Weapons’ Poster (electronic copy)
- ‘No Weapons’ Fact Sheet
- Pupil worksheet
- Whiteboard / White board Pens

**Method:**
- Group discussion
- Display the ‘No Weapons’ poster for the class to see/whiteboard
- Initiate class discussion with the various logos/images/phrases
- Within their groups pupils should note their responses on their worksheet

**Discussion Points:**
- Similar signs on the logo - (No Entry)
- Law – read out and discuss the Law statement
- Consequences - these will probably generate some discussion
- ‘Share Information’ - mention to pupils about anonymous and /or confidential reporting.

**Assessment:**
- Teacher observations of group discussion and quality of feedback given
- Oral questioning
- Assessment of pupil worksheet

**Extension Activities:**
- In your group create a powerpoint to share with other classes in school
- Design an article to display on your school website.
- Create a leaflet/booklet for displaying in your school library
- Plan a sharing assembly for parents’ events
- Write to local community and business partners informing them of the anti-weapon/knife initiative.

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**The Law - No Excuses No Knives**
### The Law

Criminal law (Consolidation) (Scotland) Act 1995 –
- Any person who
- without lawful authority, or
- reasonable excuse (the proof thereof shall lie with them)
- has with him/her in a public place,
- any offensive weapon commits an offence
- Lawful authority - Police Officer with baton, soldier with bayonet
- Reasonable excuse - Carpet Fitter or Butcher with knife whilst working

### Consequences of carrying a knife

**Law**
- Penalty (offensive weapon, bladed article and sharply pointed article)
  - Fine
  - Up to 4 years imprisonment
  - Or both

**Injury**

**Death**

### Share Information

We want young people to share information about weapons/knives. If they know someone is carrying a weapon they should tell someone they trust. They should be encouraged to tell a parent, a teacher or a friend. Crimestoppers provide anonymous reporting.

### Northern Alliance logo

Along with Aberdeen City Council other councils form the Northern Alliance.
- Aberdeenshire
- Highland
- Western Isles
- Moray
- Orkney
- Shetland

The anti-weapon/knife crime message is going further than Aberdeen these other councils want to join in too.

### Pledge

In 2017 a pledge will be launched this will be an opportunity for all young people to join together and pledge to –
- Never carry a weapon/knife
- Share information (SEE IT, HEAR IT then SHARE IT)

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The Law - No Excuses No Knives
**Poster Worksheet**

Complete the questions below using the ‘No Weapons’ poster and fact sheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Carry Respect Not A Weapon’ – What does this phrase mean to you?</td>
<td></td>
</tr>
<tr>
<td>Where have you seen similar signs on the ‘No Weapons’ logo?</td>
<td></td>
</tr>
<tr>
<td>Pictures – Why do you think these pictures/images were chosen?</td>
<td></td>
</tr>
<tr>
<td>Law – Give an example of someone with lawful authority to carry a weapon</td>
<td></td>
</tr>
<tr>
<td>What could happen to you if you carried a knife?</td>
<td></td>
</tr>
<tr>
<td>Why do you think it states ‘Share Information’?</td>
<td></td>
</tr>
<tr>
<td>How can you report anonymously?</td>
<td></td>
</tr>
<tr>
<td>Which councils are part of the Northern Alliance?</td>
<td></td>
</tr>
<tr>
<td>The Pledge – What is this? How can we get more young people to join the pledge?</td>
<td></td>
</tr>
</tbody>
</table>
**Title: Anti-Weapon Crime Quiz**

**CORE Experiences & Outcomes:**
- HWB 1-05a – 2-05a I care and show respect for myself and others.
- HWB 1-09a – 2-09a I show respect for the rights of others.
- HWB 1-16a – 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

**Aim:**
- To raise awareness on weapon/knife crime
- To raise awareness of the law in relation to possession of a weapon/knife
- To highlight the consequences of carrying a weapon

**Learning Intentions:**
- We are learning about the law relating to knife crime and the carrying of weapons.
- We are learning about the consequences of carrying a weapon/knife

**Resources:**
- Interactive whiteboard
- iPads with QR Code Reader* OR Powerpoint presentation of weapon/knife crime facts
- QR Code Cards
- Quiz (powerpoint)

**Method:**
There are several ways of delivering this activity depending on iPad resources.
* QR Code Readers will have to be installed before starting the lesson.
- Ask pupils what they already know about weapon crime, then record what they say on a separate board (evaluation sheet)
- The QR Code Cards can be displayed around the class. Pupils can work in pairs.
- Using iPads, pupils should collect the facts from the QR Codes and take some notes on each.
- If iPads and QR Codes are not being used, show the class the Powerpoint presentation of weapon/knife crime facts. This can be paused as pupils respond/ask questions/take notes.
- Show the quiz on the interactive whiteboard. Teachers can read out questions if needed
- Teachers can choose to use True/False cards for pupils to hold up or they can write on small whiteboards
- Record what pupils now know about weapon crime (evaluation sheet)

**Discussion Points:**
- What do you know already about knife crime & the law – varied responses
- Pupil questions/responses during the fact finding or powerpoint of weapons and facts
- Discussion of each question/answer during the quiz

**Assessment:**
- Class feedback from quiz
- Teacher and peer questioning
- Teacher observations

**Extension Activities:**
- Create a quiz for a staff meeting
- Create a quiz for parents – set a homework task to try out the quiz with their parents/carers
- Create a display at the reception sharing the facts from the lesson

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The Law - No Excuses No Knives
Lesson Plan 3

**Title: Personal Safety**

<table>
<thead>
<tr>
<th>CORE Experiences &amp; Outcomes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HWB 1-05a – 2-05a</td>
<td>I care and show respect for myself and others.</td>
</tr>
<tr>
<td>HWB 1-09a – 2-09a</td>
<td>I show respect for the rights of others.</td>
</tr>
<tr>
<td>HWB 1-16a – 2-16a</td>
<td>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</td>
</tr>
<tr>
<td>HWB 1-17a – 2-17a</td>
<td>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</td>
</tr>
</tbody>
</table>

**Aim:** To raise awareness about assessing risk and keeping safe
To introduce the meaning of anonymous

**Learning Intentions:**
We are learning to assess and manage risk to protect ourselves and others.
We are learning to understand the meaning of ‘anonymous’.

**Resources:**
Worksheets 1 & 2
Pencils/Pens

**Method:**
This lesson can be delivered in 2 parts

**Part 1**
- Pupils work individually
- Before the lesson allocate a number for each pupil and write this number on their worksheet before handing them out.
- Hand out their worksheet then ask pupils to write if they are boy or girl at the top of the page (Discussion Point - Anonymous)
- Read out Scenario 1
- Pupils draw a picture of their person/character
- Pupils draw things they think might keep their person safe when going out and write what they have drawn (Discussion Point - Character)
- Now on the back page pupils should write down any further advice they could give their character to help keep safe (Discussion Point-Character)
- Now analyse the pupils’ drawings by having a class discussion on what the pupils have drawn and written. See feedback questions listed which should help steer the discussion

**Part 2**
- Use Worksheet 2 to get pupils to put their responses into different categories – Things we should do to stay safe and things we should be careful about or avoid
- Worksheet 2 could be displayed on a whiteboard to the class and responses added for all to see

The Law - No Excuses No Knives
**SCENARIO 1**

Imagine a young person. It could be a boy or a girl, who is a little older than you and who lives in your area. Imagine they are getting ready to go out for the evening with their friends. They are going to meet their friends down at the local shops.

Draw a picture of your young person ready to go out. Think about what they look like, what your person is wearing for going out. Make sure your person is going to be really safe.

<table>
<thead>
<tr>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anonymous</strong></td>
</tr>
<tr>
<td>• Explain to the pupils that you don’t want their names on the sheet because you want them to remain anonymous – this might need further explanation</td>
</tr>
<tr>
<td>• Why do people want to remain anonymous? Example of anonymous reporting would be Crimestoppers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What things can their person take to keep safe?</td>
</tr>
<tr>
<td>• Ask pupils what type of advice they could give their character before going out.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback Questions (Analysing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What about their character’s appearance? Is there anything that might make their person vulnerable? E.g. expensive jacket, new trainers, wearing make-up to look older?</td>
</tr>
<tr>
<td>• What things did their character take to keep safe? Mobile phone/spare money for travelling? Could these be risky/showing off new phone?</td>
</tr>
<tr>
<td>• Can pupils clearly explain why they chose specific items that would help their character stay safe?</td>
</tr>
<tr>
<td>• Did any pupil mention carrying a weapon/knife? If so what was their reason?</td>
</tr>
<tr>
<td>• What advice if any did the pupils have to give? E.g. did they mention telling someone where they were going?</td>
</tr>
<tr>
<td>• Did they have suggestions on how to behave when going out? E.g keep away from trouble, being too loud can attract trouble.</td>
</tr>
<tr>
<td>• Were there significant differences between girls and boys responses? Did they mention different types of risks?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open class discussion</td>
</tr>
<tr>
<td>Drawings</td>
</tr>
<tr>
<td>Worksheet analysis</td>
</tr>
<tr>
<td>Teacher and peer questioning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a report on the advantages and disadvantages of reporting any crime anonymously.</td>
</tr>
<tr>
<td>• Create a drama presentation on keeping safe when going out.</td>
</tr>
<tr>
<td>• Design a whole school system where pupils can report anonymously any incident which is dangerous.</td>
</tr>
<tr>
<td>• Write to Crimestoppers asking for information on what they do.</td>
</tr>
<tr>
<td>• Visit other classrooms to talk about keeping safe.</td>
</tr>
<tr>
<td>• Research websites about personal safety.</td>
</tr>
</tbody>
</table>

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**The Law - No Excuses No Knives**
# Personal Safety Worksheet 1

<table>
<thead>
<tr>
<th>Pupil Number</th>
<th>Boy / Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Personal Safety Worksheet 2

<table>
<thead>
<tr>
<th>What would help us stay safe?</th>
<th>What we should be careful about or avoid if we want to stay safe?</th>
</tr>
</thead>
</table>
# Title: Consequences of Knife Crime

**CORE Experiences & Outcomes:**

| HWB 1-05a – 2-05a | I care and show respect for myself and others. |
| HWB 1-09a – 2-09a | I show respect for the rights of others. |
| HWB 1-16a – 2-16a | I am learning to assess and manage risk, to protect myself and others and to reduce the potential for harm when possible. |

**Aim:** To explain how weapon/knife crime can damage far more people than the victim and perpetrator.

**Learning Intentions:**
- We are learning to present our personal views on the consequences of knife crime.
- We are learning to understand the meaning of (consequences, victim, perpetrator).

**Resources:**
- Ben Kinsella story
- Victim & Perpetrator Worksheets
- A3 Paper
- Pencils / pens

**Method:**
- Read out Ben’s story
- Pupils should think about two characters involved in the crime – Ben (the victim) and one of the perpetrators.
- Check pupils understand the meaning of ‘consequences’, ‘victim’, ‘perpetrator’
- Pupils can work in pairs. Split the class in two – one half will think about the ‘victim’ the other half will think about the ‘perpetrator’
- Ask the pupils to think about the consequences of knife crime for the victim and the perpetrator. They should think of the long and short term consequences.
- Pupils should write these around the figures on the worksheet
- Next get the pupils to think about the ‘victim’s’ and ‘perpetrator’s’ families and how they will be affected. Pupils should write these around the figures.
- Now get the pupils to think about the ‘victim’s’ and ‘perpetrator’s friends and also how their schools and communities are affected. Pupils should add these to their worksheet.
- In pairs, pupils can take it in turns to present their consequences to the class. Alternate the presentations with victim then perpetrator.
- Take a victim worksheet and a perpetrator worksheet and place together on A3 paper. Display on a wall/ board so pupils can see the full ‘ripple’ effect of knife crime.
- Discuss the consequences with the class

**Discussion Points:**
- Were there recurring consequences?
- Did pupils find it harder to think about the consequences affecting those people not in direct contact with the victim or perpetrator e.g. communities?
### Assessment:
- Teacher and peer questioning
- Class feedback and presentations
- Completed worksheets

### Extension Activities:
- Write a creative story with a positive outcome and the actions taken.
- Create a drama presentation on a consequence with a positive outcome. Present this to your school/other classes.
- Make up a cartoon sketch with either a positive/negative outcome.
Ben’s Story

Ben Kinsella was just 16 years old when he was stabbed, in a horrific act of senseless violence on the 29th June, 2008 in Islington, London.

Ben went to Holloway school and was a normal teenager who loved art, music football and girls. Having finished his GCSE’s he went out to celebrate with friends. During the evening there was an argument between friends of Ben and 3 other teenagers, Ben was not involved in the incident in anyway. On his way home Ben and his friends realised that they were being followed. They split up, and whilst his friends decided to run, Ben calmly carried on his way home. Ben was the first person the 3 teenagers found and in an unprovoked attack they stabbed him. Ben then died of his injuries. Ben never got to open his GSCE results which were the best of all his friends and would have taken him on to a high achieving and fulfilling life.
## Title: Risky Situations

### CORE Experiences & Outcomes:
- HWB 1-05a – 2-05a: I care and show respect for myself and others.
- HWB 1-09a – 2-09a: I show respect for the rights of others.
- HWB 1-16a – 2-16a: I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
- HWB 1-17a – 2-17a: I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.

### Aim:
To explore strategies to avoid risky situations

### Learning Intentions:
We are learning to explore strategies to avoid risky situations.

### Resources:
- Risky situations Worksheet
- Helpful Strategies sheet
- Pencils/Pens

### Method:
- Class can work in pairs
- Hand out risky situations Worksheet
- Give pupils time to read over situations – teacher might prefer to read out the situations to the class
- Pupils should read each situation again and decide whether they think it’s a High, Medium or Low Risk situation
- Once the pairs have completed their sheets discuss as a class the pupils’ choices
- There is an opportunity here for displaying the pupil choices on a graph/diagram to display which situations are the most risky
- Get pupils to think of ways to reduce the high risk situations down to medium or low risk
- Display/hand out the Strategies sheet and discuss how they might use them in the risky situations

### Discussion Points:
- Which situations are High Risk? Why?
- Which situations are Low Risk? Why?
- How can we reduce the level of risk to move the situation from High to Medium or to Low risk? Which strategies can be used to reduce risks?

### Assessment:
- Teacher and peer questioning
- Worksheet assessment

### Extension Activities:
- Pupils can have a walk around school and take an audit to assess risks.
- Drama presentation – act out a risky situation and apply safety strategies.

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The Law - No Excuses No Knives
## Risk examples for pupils to think about

<table>
<thead>
<tr>
<th><strong>RISK</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH RISK</strong></td>
<td>Risk of danger to life. Very likely that a serious injury can occur. Emergency services would be involved. Person could be in serious trouble.</td>
</tr>
<tr>
<td><strong>MEDIUM RISK</strong></td>
<td>Chance that an injury could occur. Emergency services could be involved. Person could get into trouble.</td>
</tr>
<tr>
<td><strong>LOW RISK</strong></td>
<td>No risk of danger to life. No threat of injuries. No involvement with emergency services. Unlikely to get into any serious trouble.</td>
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</tbody>
</table>
### Risky Situations Worksheet

<table>
<thead>
<tr>
<th>Situation</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your best friend has started hanging around with another group of kids. In this group 2 of them have been trying out smoking. You feel a bit left out now as you still want to have a best friend. One day your best friend asks if you want to join the group and meet up behind the school that night to have a smoke.</td>
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<tr>
<td>Your friend decides to take a knife with him/her to school and shows it to you before you reach the school entrance. Your friend then asks if you could put it in your school bag until after school because he/she hasn’t taken a bag with them.</td>
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<tr>
<td>You go to the cinema with your friends then after the film you all go for something to eat. By the time you reach your bus stop you have missed the last bus home and you are now on your own. You decide to start walking home.</td>
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<tr>
<td>You have met up with some friends over at a local building site. At the site one of your friends suggests climbing up some scaffolding. Your best friend spots a sign saying ‘Danger – No Climbing’ but the rest of the group start laughing at this and shout out, “Come on cowards.”</td>
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<tr>
<td>You want to muck about with your friends down at the shops but you know your parents won’t let you. You tell your parents that you are going to your friend’s house to do some homework and sneak away. When you meet up with your friends they are behind the shops and have a bottle of alcohol which is being passed round the group.</td>
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<tr>
<td>You and your friends are at the park. One friend finds a syringe needle and starts playing with it.</td>
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<tr>
<td>You have heard rumours that a pupil from another school wants to have a fight because you are seeing his/her previous boy/girlfriend. They are going to come in to your school playground after school and find you.</td>
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<tr>
<td>You and your friend have decided to take a short cut through the park to get home. As you both run through the park a group of young people step in your way and surround you both. They start shouting at you and ask for your mobile phones, your friend turns and starts running away but you are left with the group.</td>
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**The Law - No Excuses No Knives**
### Helpful Strategies

<table>
<thead>
<tr>
<th>Awareness</th>
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<tbody>
<tr>
<td>Paying attention to what is going on around you. Use your senses (sight and hearing particularly) to be alert to any changes.</td>
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</table>

<table>
<thead>
<tr>
<th>Avoidance</th>
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</thead>
<tbody>
<tr>
<td>Keep away from or leave a situation. Trust your judgement or your feelings about a situation. Say “no” or make an excuse if you feel unsure or unsafe. Don’t be talked into something when you don’t want to do it or feel uneasy about it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reducing the risk</th>
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<tbody>
<tr>
<td>Reassess the situation and trust your judgement. Be flexible and choose the options which give you the best chance of being able to avoid or minimise harm.</td>
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</table>

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<thead>
<tr>
<th>Distancing</th>
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<tbody>
<tr>
<td>Step back from a situation or don’t get involved in the situation, or with the person or people involved. Know your own boundaries regarding your physical and emotional “comfort zone”. Resist getting involved in arguments or long, involved conversations. Move out of arm’s length or leave the situation. Make an excuse to move. Individuals who cannot leave a situation need to plan what they will do when they can leave.</td>
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<table>
<thead>
<tr>
<th>Assertiveness</th>
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<tbody>
<tr>
<td>Stand up for yourself in a way that is respectful of others’ rights. It requires facial expressions, posture and walk (head up, shoulders back, large steps) which indicate that your mind is made up and will not be changed. It requires verbal communication which is direct and gives a strong, clear message. Verbal messages and non-verbal messages need to match.</td>
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<thead>
<tr>
<th>Support network</th>
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<tr>
<td>Rely on other people around you in your ‘support network’. Your ‘support network’ are people that you can trust. They may be close friends, mates, other people nearby the situation, your family, other adults you know and people in authority, such as teachers or police. It requires communication with the person to tell them how they can help you. It helps to have planned with your friends how you will help each other in difficult situations.</td>
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</table>
## Title: Tackling Knife Crime

### CORE Experiences & Outcomes:
- HWB 1-05a – 2-05a I care and show respect for myself and others.
- HWB 1-09a – 2-09a I show respect for the rights of others.
- HWB 1-16a – 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

### Aim:
To evaluate strategies aimed at tackling knife crime

### Learning Intentions:
We are learning to make decisions on various knife crime strategies

### Resources:
Tackling Knife Crime Worksheets 1 + 2
Pencils / pens

### Method:
- Put pupils into groups of four
- Distribute ‘Tackling Knife Crime’ Worksheet 1 and explain to the pupils that they are going to take part in a decision making activity.
- Explain to pupils that the government and the police have a responsibility to protect people from knife crime. The police have decided to launch a campaign to tackle knife crime. They have come up with fourteen strategies but can only fund four of these.
- Ask pupils to choose four of the strategies to launch the campaign and reject three of the strategies. See Discussion Points
- Pupils should then explain their choices by recording on ‘Tackling Knife Crime’ Worksheet 2

### Discussion Points:
- When reading out the strategies a few words may need to be explained to your pupils – ‘amnesty’, ‘forums’, ‘referral’, ‘offender’, ‘endorsements’, ‘confidential’
- Which strategies do you think will have immediate effect?
- Which strategies do you think will have the longest term effect?
- Which strategies would your age group respond to?

### Assessment:
- Class discussion & feedback
- Worksheet assessment

### Extension Activities:
- Write a report on the benefits of your chosen strategy and how it can be applied. The report could be submitted to your school website.
- From the listed strategies think about how you could use them to launch something small scale in your school/ community.

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The Law - No Excuses No Knives
# Tackling Knife Crime Worksheet 1

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<tr>
<td>7.</td>
<td>CCTV in crime hotspots</td>
<td>8.</td>
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<tr>
<td>10.</td>
<td>More stop and search patrols</td>
<td>11.</td>
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<tr>
<td>13.</td>
<td>Parenting classes</td>
<td>14.</td>
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<tr>
<td>Strategy</td>
<td>I chose this because</td>
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<table>
<thead>
<tr>
<th>Strategy</th>
<th>I rejected this because</th>
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</table>
# Title: Who Is To Blame?

## CORE Experiences & Outcomes:
- HWB 1-05a – 2-05a I care and show respect for myself and others.
- HWB 1-09a – 2-09a I show respect for the rights of others.
- HWB 1-16a – 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

## Aim:
To highlight that people have different opinions on the cause of knife crime

## Learning Intentions:
We are learning to give a personal response to the causes of knife crime.

## Resources:
- ‘Who Is To Blame?’ Worksheet
- Pencils / pens

## Method:
There are several ways of delivering this activity
- Cut up the Worksheet into ten statements. Pupils work in pairs. Teacher can read out the statements and/or have them displayed.
- Ask pupils to arrange the statements into two piles – (Agree, Disagree). Pupils then categorise the statements in order of how strongly they agree or disagree.
- Alternatively read out the statements from the Worksheet. Identify one corner of the room for ‘Agree’ and one corner for ‘Disagree’. Ask pupils to stand in the appropriate corner according to their opinion.
- Have a class discussion on the findings. See Discussion Points. Perhaps present the pupils’ choices on a table/graph to show what the class as a whole agree/disagree with.

## Discussion Points:
- When reading out the statements a few words might need to be explained to your pupils – ‘offender’, ‘glamorise’, ‘social deprivation’
- Did any pupils have all ten statements to blame for knife crime?
- Which statements did pupils feel were not to blame for knife crime?
- Can pupils think of any solutions, rather than placing blame?

## Assessment:
- Peer assessment of worksheet
- Class discussion & feedback
<table>
<thead>
<tr>
<th>Who Is To Blame? Worksheet</th>
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<tbody>
<tr>
<td>1. Fear is to blame. People carry knives for self defence or protection.</td>
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<tr>
<td>2. Parents of young offenders are to blame. If you are not brought up with values, you will not know the difference between right or wrong.</td>
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<tr>
<td>3. Peer pressure is to blame.</td>
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<tr>
<td>4. Gang culture is to blame</td>
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<tr>
<td>5. Violent video games and films are to blame. They give people ideas and glamorise violence.</td>
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<tr>
<td>6. Social deprivation is to blame. If you live in a deprived area where crime and violence are part of life, you are more likely to get involved in knife crime.</td>
</tr>
<tr>
<td>7. Schools are to blame. There is not enough education about knife crime.</td>
</tr>
<tr>
<td>8. The police are to blame. There are not enough police patrolling the streets.</td>
</tr>
<tr>
<td>9. The government is to blame. More money should be invested in youth services, such as sports facilities and youth centres.</td>
</tr>
<tr>
<td>10. The media is to blame. It hypes up knife crime and exaggerates the issue.</td>
</tr>
</tbody>
</table>
Lesson Plan 8

Title: An Escalating Situation

CORE Experiences & Outcomes:
HWB 1-04a – 2-04a I understand that my feelings and reactions may change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
HWB 1-05a – 2-05a I care and show respect for myself and others.
HWB 1-16a – 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Aim: Raise awareness about types of situations that can lead to violence

Learning Intentions:
We are learning to assess and manage risk in situations that can lead to violence.

Resources:
Extracts sheet
Safety Sheet
Helpful Strategies sheet (see Risky Situations lesson)
Whiteboard
Pencils / pens

Method:
• This is a start /stop discussion lesson
• Organise the class into groups of 4
• Either read out the extracts or have them displayed or put them on cards for each group
• Start with Extract 1. Give pupils time to read the Extract
• Now use the questions in the discussion points section and read out Q1 to the class. Give pupils a bit of thinking/discussion time
• Write up their reasons on the board, question any reasons pupils might think are good reasons
• Now ask Q2. It is essential at this point to reinforce that only a very small minority of people carry weapons/knives.
• Q3 Now get the groups to write down what they would say to the person not carrying the weapon
• Next ask groups to write down what they would say to the person carrying the knife
• Take feedback from the class
• Now read / display Extract 2 and use discussion points (Extract 2)
• Now read/display Extract 3 and use discussion points (Extract 3)
• Now get pupils to imagine they were at the scene but invisible which voice/s would they agree with?
• Now read/display Extract 4 and use discussion points (Extract 4)
• Now get the pupils to imagine they are there and invisible. Which voice/s would they agree with?
• Now read/display Extract 5 and use discussion points (Extract 5)
• Get the pupils to imagine they are there and invisible which voice/s would they agree with?
• Now explain to the pupils that this is an escalation of events and what is happening inside the young people’s bodies is called a ‘fight response’ -
[In fight response the following will be happening to the 2 people about to fight –
A huge number of different chemicals are pouring through their bodies
Parts of their brains will have “shut down” and other parts will have taken over
Hearts will be beating quicker,
Breathing will be more rapid,
Pain reducing chemicals are released into bloodstream,
They will be experiencing “tunnel vision” seeing only what is in front of them
They will be unable to think about the consequences of what they are doing]
Method continued:

- Emphasise that events can now escalate very quickly. The situation has become dangerous.
- Now read /display Extract 6 and discuss points.
- Now ask groups to imagine they can press an imaginary pause button and they could talk to everyone involved – what would they say?
- Now ask groups if they could turn the clock back is there any point where someone could have done something different to help everyone to stay safe? E.g. leave the area as soon as trouble started.
- End the lesson with an overall discussion on what their main thoughts were on the timeline of events.

The Safety and Helpful Strategies Sheets emphasise some main points for young people to take heed of - these can be distributed to pupils.

Discussion Points:

**Extract 1**
1. Why do you think one of the characters is choosing to carry a knife/weapon?
2. When the person says ‘most young people carry weapons/knives’ – what do you think about this statement? Do you think this is correct?
3. How do you think the other character feels about his/her friend choosing to carry a weapon/knife? Do you think he/she feels nervous/safer/want nothing to do with them?

**Extract 2**
- Do you think this is fair? Is it acceptable to ask someone to do this?
- What will happen if they are both searched?
- What will happen when the Police are involved? – criminal record

**Extract 3**
- Why might leaving the scene be hard if one of the group wants to stay and watch?
- What would they advise if some of the friends want to leave but others want to stay?
- Should they stick together or should those that want to leave do so?
- Do we have a responsibility to protect friends?

**Extract 4**
- What do the pupils think could happen next?

**Extract 5**
- What do the pupils think could happen next?

**Extract 6**
- What might happen if their friend pulls out his knife? Is this likely to make things better or worse?

Assessment:
- Class / group discussions and feedback
- Pupil written notes
- Before and After Evaluation sheet

Extension Activities:
- Create a drama presentation on the escalating situation.
- Using the safety and helpful strategies sheets produce a safety themed powerpoint for a school assembly.
1. **6.30pm Saturday night – somewhere round here**
Imagine 4 young people are going out together on a Saturday evening to their local town. They are all going to meet up later in the evening but before that, two meet up at one of their houses. One of them notices the other is carrying something heavy in his/her pocket. He/she asks what it is and they say it is their weapon/knife. The friend says he/she always carries one when going out in the evening. They say, “It’s no big deal, most young people carry weapons/knives.”

2. **8.15pm Saturday night – somewhere round here**
As the two friends walk towards their destination they notice that two men outside are using metal detectors to search some people before they go inside. Imagine just for this activity that the friend with the weapon/knife is male and the other person is his girlfriend. He says to her, “Can you look after my weapon/knife for me? They know me, but they won’t search you. It will be alright, they never search girls!”

3. **8.30pm Saturday night – somewhere round here**
All four friends have now met up and have gone to the place where they usually spend Saturday evening. It is now getting dark and it has started to rain quite heavily outside. They all sit down together and spend some time talking. Lots of other people are already there.

9.30pm
The friends notice a row breaking out nearby – voices are being raised and they seem to be getting angrier. There seems to be some shouting and name-calling.
The four friends talk about what is happening saying,
• ‘I think we should leave’
• ‘Let’s watch what happens’
• ‘Just ignore it’
• ‘Should we try to stop it?’
• ‘Should we get someone to stop it?’

4. **9.35pm**
The four friends now notice that the people who are having a row are made up of two groups a little older than them. One member of each group has moved closer together and they are now pushing each other. Others from each group are standing behind them encouraging them and shouting at the other group.
The four friends talk about what is happening,
• ‘I think we should leave’
• ‘Let’s watch what happens’
• ‘Just ignore it’
• ‘Should we try to stop it?’
• ‘Should we get someone to stop it?’
• ‘I’m feeling scared’
5. **9.36pm**

Things are now moving quickly. One has now drawn a weapon/knife and is waving it around. The other is still shouting at him. Both groups are now screaming at one another and encouraging the two who are on the verge of fighting. It looks as if the other person may be about to pull a weapon/knife of his/her own. Again the 4 friends talk about what is happening,

- ‘I think we should leave’
- ‘Let’s watch what happens’
- ‘Just ignore it’
- ‘Should we try to stop it?’
- ‘Should we get someone to stop it?’
- ‘This is frightening!’

6. **9.36 and 30 seconds**

One of our 4 friends sees their own friend start to reach for their own weapon/knife.
Safety Sheet

Good Ideas to Stay Safe

- Weapons/knives do not make us safer – they make risky situations far more dangerous.
- Feeling scared or frightened is our brain’s way of telling us something is really wrong and we need to act quickly. It is an important feeling and we should pay attention to it!
- Ignore any temptation to wait and see what happens or to ‘hang around’ where a fight may be starting.
- When ‘trouble’ starts events can escalate very quickly. Whilst it may be easy to escape from a situation when trouble first begins it can become increasingly difficult as trouble escalates.
- Always leave as soon as trouble starts and if necessary phone the police for help after you have left.
- Because a fight can continue or restart outside a building or in the street once you have left the immediate situation get as far away as you can by leaving the area. Ideally leave together and do not be tempted to go back and see what has happened.
- Do not try to get involved - it is unlikely people you do not know will listen to you. You are more likely to become another target for their anger.
For more information please contact

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