



ESSEX

VIOLENCE &
VULNERABILITY

UNIT

TACKLING KNIFE CRIME

LESSON PLAN 1



Produced by the Training Effect for the Essex Violence and Vulnerability Unit to support their campaign to raise awareness of the dangers of knife harm and carrying a knife.

Lesson Overview:

To explore knife harm in relation to existing knowledge and decision making. Suitable for Y8 upwards

Aims and Objectives:

1. To challenge reasons why young people may carry a knife
2. To understand how we make decisions in adolescence

Lesson Type:

Activity and discussion based.

Materials Needed:

Paper, pens

Learning Outcomes:

- Young people understand the dangers of carrying a knife. Young people can describe why young people may feel they need to carry a knife.
- Young people begin to understand and can describe adolescent brain development.



Introduction

This lesson plan is the first of three focused on knife crime.

The purpose of all of the sessions is to challenge pre-existing knowledge and change attitudes and opinions.

The sessions also aim to educate young people about the complexity of decision making and provide the opportunities for them to develop consequential thinking skills which can be applied in risky situations.

This session

This session covers key points related to:

- What do we already know about knife crime.
- Consequences and realities of knives and knife crime.
- Introduction to the other factors beyond knowledge which may influence our decisions.

Step 1 – Intro and activity

Firstly use the introductory statement below to introduce this session and the subsequent sessions to the group.

“Today we are going to complete the first of three sessions focused on the realities of knife crime.

Before we get started with the main content I want to find out how much you know about carrying a knife, knife crime and what the consequences and effects of carrying a knife are.

We are going to complete this as a group activity, I am going to give you three questions and ask you to complete this in groups.

Ok, let’s begin.”

Now provide pupils with the three questions, they are provided on the next page and you can use this as a worksheet for the groups to complete.

You should aim to allow YP’s around 10mins max to complete this activity.

IMPORTANT – We are intending for the questions to be easy for young people to answer and identify the factors and answers for each, this is the focus of the activity and leads into the next part of this session.

The aim is to highlight that pre-existing knowledge is likely to be present on the risks and realities of carrying a knife.

Step 1 - Worksheet

Why do young people carry knives? (pressures, influences etc)	What do you know about knife crime? (Who is more likely to be involved, why are they more likely etc)	What are the consequences of using a knife? (to you, to other, what does the law say etc)

Step 2 – Activity feedback

Discussion – Feedback on Activity

1. Firstly encourage each group to feedback on how they found the activity and what they identified on their worksheets.

Allow the groups to discuss each others findings and opinions (respectfully) and offer support throughout.

2. After the groups have feedback use the following statement to bring this activity to a close and introduce the next activity.

PLEASE NOTE – We are expecting that the groups will have identified many factors in the activity and will be clear on the effects and consequences of knife crime.

“Thanks for completing the activity and for your feedback.

Personally I have found this really interesting as you have identified many of the realities of knife crime already, specifically the consequences that can happen if someone carries a knife.

I think that raises a really important point related to addressing knife crime, does it happen because people don't know the risks and consequences of carrying a knife or do other factors come into play which can increase the risk of someone carrying a knife and using one?

We are going to explore those questions in the next activity.”

Step 3 – Group activity

Group activity

This is a group discussion activity but you can complete in smaller groups if required. Work through each of the discussion questions below and then provide the supporting information at the bottom of this page.

- 1. Is it just about knowledge when someone chooses to carry a knife?**
- 2. Do you think people who carry knives know what the consequences of using one are? Think about this in terms of short term and long term consequences.**
- 3. What are the pressures someone might feel that makes it more likely they may carry a knife, even if they have the knowledge of the risks they pose?**
- 4. What do you think people may perceive the 'benefits' of carrying a knife are?**

Supporting Information

At the end of the discussion provide these comments to young people:

- We can presume that many people know what a knife can do when they carry one.**
- But people won't always be thinking about the consequences of using a knife, they may be more likely to look at the 'benefits', even though there aren't any in reality.**
- Many people may feel pressure to carry a knife and to use one, this pressure can come from our peers and from ourselves.**
- Whilst there aren't any benefits to carrying a knife, people may perceive that there are, this may mean they minimise the consequences, even if they know what they are.**

Session Close

We are now going to bring the session to a close. Use the following statement to summarise the learning from the session:

“We are going to bring things to a close and introduce the next session.

Let’s recap on what we have covered today.

We started by thinking about the realities and consequences of knife crime, we found that we already know a lot about this issue and we felt that many other young people were aware of these realities as well.

We then thought about some questions related to this and started to consider the other factors beyond knowledge which can influence the behaviour of young people related to carrying, and using a knife.

These are really important considerations, we are not just dealing with an issue of knowledge and we can’t presume that more and more knowledge of the risks of carrying a knife is going to prevent people doing it, it’s a complicated and complex issue.

In the next session we are going to expand this further and start thinking about why some of the things we have discussed today are true.

Thanks for all your hard work today.”

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