



KNIFE CRIME

Lesson Package



**YOUTH & POLICING
EDUCATION HUB**

Lesson Package

KNIFE CRIME

SYNOPSIS

A resource package aimed at discouraging children from becoming involved in knife crime.

ALTERNATIVES

'No Knives, Better Lives' was produced by Safer Scotland. It contains a complete lesson plan which can be downloaded for free. It's aimed at people 15 years of age. http://noknivesbetterlives.com/images/uploads/resources/NKBL_Lesson_Plan_2017_%28Digital%29.pdf

OFSTED CRITERIA

The PSHE programme of study is divided into three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

This lesson plan on KNIFE CRIME encompasses the following:
Theme 2 (Relationships). KS3: R33, R34.

AIMED AT

This package: Ages 12-16* (*some children may be more affected than others by the graphic images used in this package, particularly those at the younger end. Please view beforehand and check suitability for your class).

WHAT'S INCLUDED IN THIS PACKAGE

- Downloadable Lesson plan
- Links to videos
- Photographs of injuries.

OBJECTIVES

- Learn about the effects knife crime has in the community
- Learn about the law and knives
- Learn about the damage knives can do to people
- Learn how to report someone carrying a knife or how to dispose of a knife.

WHAT YOU NEED

- Computer with projector
- Internet access
- A3 paper and pens
- Three 2-litre bottles of water
- Ruler.

LESSON TIME

Up to 60 minutes (depending on activities selected)

PREPARATION TIME

Approximately 30 minutes (allow time for familiarisation and printing).

LESSON PLAN

INTRODUCTION (2-3 minutes)

SAFE LEARNING ENVIRONMENT

Cover the rules which normally apply in your educational setting, which should include:

- Let other people talk and listen without interrupting
- Be respectful
- Do not use bad language and try to use language that won't offend or upset anyone
- Comment on what was said, not who said it
- Avoid sharing your own experiences
- Never share your friends' personal experiences
- Don't ask personal questions
- Try not to judge others
- Explain to students that if they are affected by anything talked about today, please speak with the class teacher.

DISCLOSURE OF SENSITIVE INFORMATION

Any information shared will remain confidential unless any person has been highlighted as at risk and action needs to be taken.

EXPLAIN THE OBJECTIVES

- Learn about the effects knife crime has in the community
- Learn about the law and knives
- Learn about the damage knives can do to people
- Learn how to report someone carrying a knife or how to dispose of a knife.

TELL THE CLASS:

- Too many young people have experienced the terrible effects of knife crime
- The injuries and death don't have to happen
- You can choose not to carry a knife
- The fact is, if you carry a knife you are more likely to get stabbed yourself.

ATTITUDES TOWARDS KNIVES (5 minutes)

Using a white board or flip chart, ask the class the following question and record their answers (you could get them to come to the front and write down their answers).
"Using one word, describe your opinion on knives."

CARRYING A KNIFE

Split the class into groups and provide them with flipchart paper and pens. Ask them to discuss and write down their answers to the following (you might wish to allocate one topic per group):

- Who do you think might carry a knife?
- What are the reasons for carrying a knife?
- What would happen if you were found carrying a knife?

Discuss the responses as a class.

KNIVES AND THE LAW (5 minutes)

TELL THE CLASS:

- It is illegal for a shop to sell a knife of any kind to anyone under the age of 18.
- It is an offence to carry a knife in a public place
- It is an offence to have a knife at school.

(Criminal Justice Act 1988)

The maximum prison sentence for carrying a knife is 4 years. However, if you use a knife in a crime to injure someone, then the penalties are a lot worse. A criminal record will affect your education and your job prospects and could stop you traveling abroad.

If you are with your friends and one of them uses a knife against someone, and the victim was to die, then you too could be investigated for murder.

INJURIES (10 minutes)

For this exercise you will need the 'Knife Crime Supplementary Photos' (pictures 1-9) PDF document. **Please be advised that these contain graphic images of knife injuries.** Please view the images first and assess their suitability for your class.

You can lead this exercise as a class or divide the class into groups, depending on size and materials available. For example, you could display the images on a screen to complete as a class, or print out copies for small groups to work on. Warn the class that the pictures they are about to see are graphic and come from real-life cases.

Using the images to guide discussion, ask the class to think about:

- Who might get injured by a knife during an altercation or fight?
- What might happen to you if the knife was taken from your possession?

Notes to pictures:

1. A slash to the lower eye socket
2. Injuries to the hand sustained while the victim tried to protect themselves
3. A wounding to the inner arm sustained during a violent attack
4. Image 3 enhanced
5. Various injuries to the back sustained in a violent attack. A sharp implement and knife were used during the assault.
6. Stab wound to the chest. The image shows the depth of the injuries; fatty tissues are revealed.
7. Enhanced view of image 6. If you look closely you will see a metal object that was used by paramedics to stem the victim's bleeding.
8. A single stab wound resulting in death
9. Injuries to the hand sustained while the victim tried to protect themselves.

Follow this exercise by checking the welfare of the class and reminding anyone affected they can speak to you or another trusted adult after the class.

KNIFE FACTS (10 minutes)

TELL THE CLASS:

- 99% of young people do not carry a knife. It is NOT the norm.
- A knife is more devastating than its owner
- It never seizes up
- It rarely misses its target
- It cuts bone, tendon, muscles, arteries and veins with one thrust
- It is psychologically defeating – you cannot match or predict it
- It requires little effort to achieve lethal results.

ASK FOR A VOLUNTEER

- Hand them a marker pen. Explain that this represents a knife.
- Using a clean sheet of flip chart paper, ask the volunteer to act out slashing the paper as if it were a target.
- Shout 'Go'
- Silently count to 10
- Shout 'Stop'

- Ask the volunteer to count how many 'slash marks' have been made
- Use this to illustrate how little effort is required to cause serious injury.

NOW TELL THE CLASS:

- The typical depth of a stab wound is 3-5cms
- 3cms allows penetration of the ribs
- 4cms allows penetration of the heart (You could use a ruler to illustrate this)
- In most attacks the victim is already involved way before she or he has time to realise that a knife has been used. The majority of victims report they only realise that they've been stabbed when their clothes and hands are drenched in blood.
- Almost 14,000 people a year are taken to hospital as a result of knife attacks. This averages 38 victims every day.

BLOOD LOSS EXERCISE (10 minutes)

For this exercise you will need three 2-litre bottles of water.

TELL THE CLASS:

- The amount of blood in our body varies in relation to our size. We approximately have one pint of blood per stone in body weight. On average we have between 8-12 pints of blood.
- A loss of 30% of blood volume is critical – the victim's condition rapidly deteriorates from this point onwards. Blood vessels cannot constrict any further and the heart cannot beat any faster, so blood pressure falls, resulting in unconsciousness and then death. For example, a person weighing 9 stone could die if they lost 3-4 pints of blood.

NOW ASK FOR FOUR VOLUNTEERS TO COME TO THE FRONT OF THE CLASS

- Give three of them a bottle of water each. Tell the class the water represents blood.
- Tell the fourth volunteer to stand alone and tell the class this volunteer is the victim.
- Asking for shout outs ask the class 'how many bottles of fluid would need to be lose before the blood volume is critical.'
- Once you have an agreement ask one of the volunteers to lie on the floor with the victim and tell the class this is the answer (i.e.1 bottle).

COMMUNITY IMPACT (25 minutes)

TELL THE CLASS:

We have already seen how knives can have devastating effects and we have discussed how you can be involved in such crime. Knife crime doesn't stop with the victim and offender though. It affects their families and the whole community.

Nicholas Robinson was stabbed and killed in the middle of Bristol when he was aged just 19 in what has been described by the judge as a "sustained and merciless attack." The investigation into his murder was filmed by Channel 4 and became a TV series called the *Murder Detectives*.

Eventually, Nicholas's killer, Luciano Barnes was caught, convicted and given a life sentence. The following video is of Nicholas's father talking about how Nicholas's death has affected him.

PLAY THE VIDEO:

<https://www.youtube.com/watch?v=Xex7YnCQ7Is&feature=youtu.be> (1 minute)

NOW PLAY THE FOLLOWING VIDEOS, which feature paramedics talking about their experience dealing with victims of knife injuries.

<https://www.youtube.com/watch?v=t6uirZjFFaY> (1 minute 25 seconds)

<https://www.youtube.com/watch?v=LoDyKJNzgw0> (1 minute)

After watching the video, divide the class into groups and ask them to discuss who else might be affected by knife crime. They could record this on flip chart paper, divided into two columns:

- **Personal impact:** Who else's life other than the victim might be destroyed? (e.g. family members, friends, other members of the community).
- **Societal impact:** Who might be affected? (e.g. NHS, Police, Schools, members of the public feeling unsafe).

Ask the students to think about how and why these people might be affected.

READ OUT THE FOLLOWING STATEMENTS (or ask members of the class to):

"I will always remember breaking the news of one 17-year-old victim's death to his mother and sister.

The blade had gone into his buttock and then into an intestinal blood vessel, causing serious internal haemorrhage which resulted in his collapse several hours later.

Neither the victim, the perpetrator or the medical staff realised the extent of the damage as the external wound was small and there was little bleeding.

The anguish inflicted on this boy's relatives, and their total distress on hearing the news of their loved one's senseless death, is typical of the devastating impact that results from carrying a knife."

Mr Nigel Tai, a Consultant in Trauma and Vascular Surgeon at the Royal London Hospital, Whitechapel.

"I have spent many years training as a surgeon in East London and have seen the results of knife injuries on most of the nights that I have worked over the last 10 years. During that time I have been working over Christmas on several occasions.

I remember one Christmas Eve receiving a 17-year-old male who had been stabbed in the chest on the left side. The knife had gone deep into the chest, breaking 2 ribs. He had a cardiac arrest on arrival.

I opened his chest and attempted to stop the bleeding but there was no neat hole in the heart to sew up. Instead there was just a constant welling up of blood from behind the heart that flew out of the chest every time we ventilated his lungs. It was impossible to stop this and he died.

Covered in blood I looked up to see that it was now Christmas Day. The floor in the resuscitation room was about 1cm deep in blood and the place smelled of it. There was silence around the room. Later that night I found one of nurses crying outside.

The worst thing about this case is that the next Christmas Eve, the same thing happened again."

Charles Knowles, a Consultant Surgeon at the Homerton Hospital in Hackney and the Royal London Hospital, Whitechapel.

IMPACT ON OFFENDERS (5 minutes)

TELL THE CLASS:

You are about to see an extract from a TV documentary which interviewed young men in prison who had been convicted of knife crime. The young men featured have all been imprisoned for carrying and using a knife, in some cases with fatal consequences. They were all filmed in young offender institutions as they were all under 18 when they used a knife. One was only 14.

The extract shows the offenders describing what life is like in prison and how their crimes have affected them, their family, and how they realise the impact it's had on the victim's families.

<https://www.youtube.com/watch?v=X4T-1oQ2yXE> (4 mins 33 seconds)
Play extract between counter times 17:00 and 21:33

ASK THE CLASS:

What impact has the offender's crime had on their own life?

PLENARY (2-3 minutes)

Revisit the charts you have accumulated through the lesson, especially the one regarding the students' attitudes towards knives which you asked at the very start of the lesson. Ask the students if their attitudes have changed, or what they have learned from the lesson.

CLOSING MESSAGE (2 minutes)

You can report someone carrying a knife in a number of different ways:

- Tell a trusted adult
- Report to the police
- If you don't want to call the police, you can report anonymously to **Crimestoppers** on 0800 555 111 or on their website: <https://crimestoppers-uk.org/>
- You can also report to **Fearless** – the young people's version of Crimestoppers which also contains information about knife crime: <https://www.fearless.org>
- You can find out more about knife crime at <http://noknivesbetterlives.com/>