

A young man wearing a black beanie and a light-colored hoodie stands with his hands on the handlebars of a black bicycle. He is in an urban setting with graffiti-covered walls and a brick bridge in the background. The ground is wet and reflective. Another person is riding a bicycle in the background to the right.

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**KS3 Lesson Plan**

# Introduction

- \_1** What do you think the characters are talking about?
- \_2** Which character do you agree with? Why?
- \_3** What could Harper say to persuade Ashley?

**Ashley: "You don't carry one?"**

**Harper: "What? No way!"**

**Ashley: "How else can you protect yourself?"**

**Harper: "I don't think it would protect me!"**

**Ashley: "Well, it makes me feel safer..."**

**Harper: "That's such a mistake!"**

# Learning Objectives

# Learning Outcomes

- \_1 We are learning the potential consequences of carrying a knife
- \_2 We are learning how young people can take steps to achieve their goals and live knife free

- \_1 I can explain and challenge the reasons why some young people may want to carry a knife
- \_2 I can assess a range of consequences of carrying or using a knife
- \_3 I can explain how young people can make the choice to be knife free

# Why carry a knife?

- \_1** Ashley says that carrying a knife makes him feel safer. What other reasons might young people give for carrying a knife?
- \_2** Work in pairs to create a list or mind map of all the reasons young people might give for carrying a knife.



# Why carry a knife?

Try to consider how you feel about these reasons:

- \_1 Do you think they are true?
- \_2 Might they be inaccurate in any way?
- \_3 Where have these reasons come from?

# The Reality

- \_1 99% of 10-29 year olds do not carry a knife
- \_2 A person can get up to 4 years in prison for carrying a knife, even if it is never used
- \_3 People who carry a weapon are more likely to be hospitalised with a violence-related injury, and in many cases their own weapon has been used against them
- \_4 Friends who pressure a person to carry a knife are not good friends and will likely not be around to help if that person were to get caught



# Real Life Stories

## Ben's story



Ben

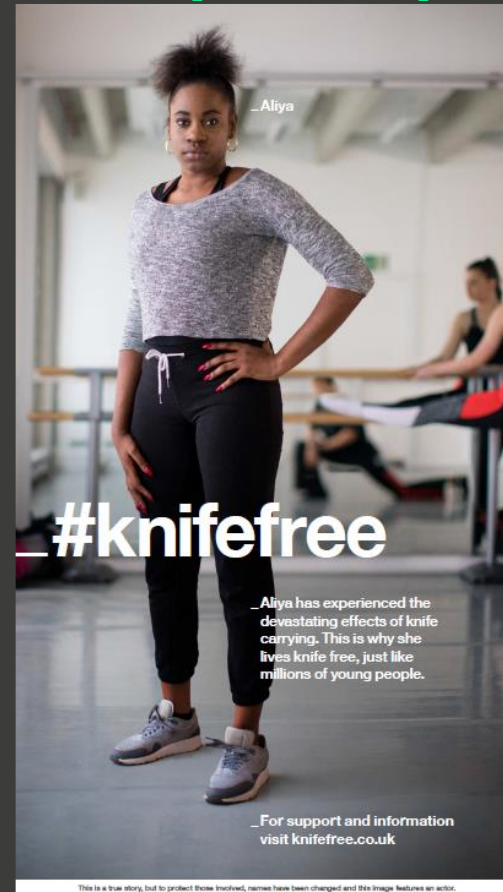
**#knifefree  
since 31.08.15**

Carrying a knife nearly cost Ben his life. That's why he joined millions of young people living knife free.

For support and information visit [knifefree.co.uk](http://knifefree.co.uk)

This is a true story, but to protect those involved, names have been changed and this image features an actor.

## Aliya's story



Aliya

**#knifefree**

Aliya has experienced the devastating effects of knife carrying. This is why she lives knife free, just like millions of young people.

For support and information visit [knifefree.co.uk](http://knifefree.co.uk)

This is a true story, but to protect those involved, names have been changed and this image features an actor.

Write your ideas in response to the five questions on your worksheet.

# What are the consequences of carrying a knife?

Organise your cards into these four types of consequences:

- \_1 Physical consequences
- \_2 Emotional / Personal consequences
- \_3 Social consequences
- \_4 Legal consequences

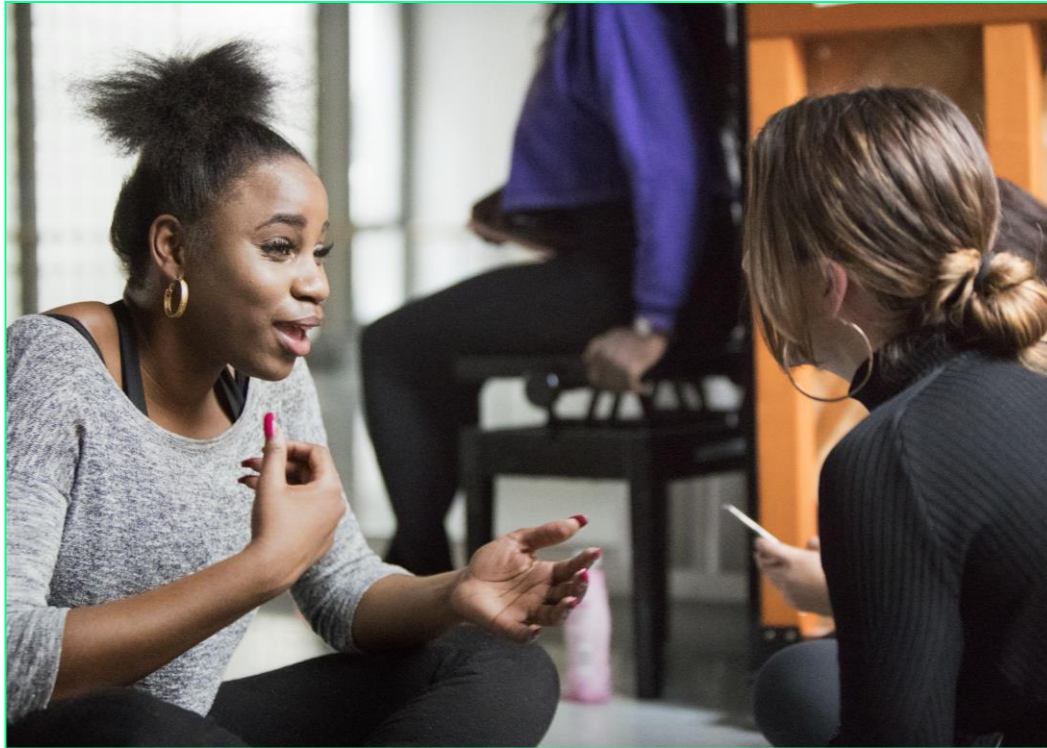
Which type of consequence is the most serious and why?





# Giving Advice

If you could go back in time to when these people were making their first decisions about whether or not to carry a knife, what would you say to convince them not to?



# Sources of Support

## **Support in local community:**

[Add in relevant details here]

## **Support in school:**

[Add in relevant details here]

**Childline** – 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

To find support and advice for young people about a range of issues

**#knifefree website** - [www.knifefree.co.uk](http://www.knifefree.co.uk)

To find out more about the campaign and for more information on how to live knife free

**Fearless (crime stoppers)** – [www.fearless.org](http://www.fearless.org)

For advice and a way to anonymously report crime

**Victim support** – [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

For support for anyone who has been a victim of crime

# Supporting Others

Think about the overheard conversation from the start of the lesson:

- 1 Using a different colour pen is there anything about your original ideas that you would like to change or add to as a result of today's lesson?
- 2 Imagine that Harper is worried about Ashley and wants to get some advice. Explain whom you think would be most appropriate for Harper to talk to and why.





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**Extension Activities/Home  
Learning**

# #knifefree diary

Write a diary entry from the perspective of one of the characters, on the first day they chose to live knife free. The diary entry should include:

- \_1 How is the character feeling about their decision?
- \_2 What are they doing to refocus their attention
- \_3 What benefits do they experience and what are they looking forward to in the future?
- \_4 Do they face any challenge (either from themselves or from peers) and how do they overcome these?



# My Ambitions

Reflect on what ambitions and goals you have for your future and summarise these in a short paragraph. You should consider:

- \_1 What would you like to be or do in the future?
- \_2 What steps could you take to get there?
- \_3 Is there anything that might get in the way of achieving your goals?
- \_4 How could you overcome these barriers?
- \_5 What effects might choosing to carry a knife have on your future goals and ambitions?