

A young man wearing a black beanie and a light-colored hoodie stands with a black BMX bike in a graffiti-covered urban setting. The background features a brick bridge with arches and a tall building under a clear blue sky. The ground is wet and reflective. A dark grey rectangular box is overlaid on the left side of the image, containing the text "#knifefree". Below this box is a bright green rectangular box containing the text "KS4 Lesson Plan".

_#knifefree

KS4 Lesson Plan

Learning Objectives

- _1 To learn to effectively assess and manage the risks of knife crime
- _2 To learn how young people can take steps to achieve their goals and live knife free

Learning Outcomes

- _1 I can challenge common myths and inaccuracies about carrying a knife and explain how it can impact a person's future
- _2 I can explain how to make decisions, demonstrate resilience and manage risk
- _3 I can explain how young people can make the choice to be knife free, understand how people can get support and can give advice to others about becoming knife free

Introduction

Without consulting with others, complete the top half of your worksheet only.

Now discuss the following:

- _1 99% of 10-29 year olds do not carry a knife
- _2 A person can get up to 4 years in prison for possession of 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 Many young people who carry a knife say that they would prefer not to

Real Life Stories

Ben's story

A young man named Ben is standing with his hands on the handlebars of a bicycle. He is wearing a grey hoodie, black pants, and a black beanie. The background shows an outdoor setting with a bridge and some buildings.

_ Ben

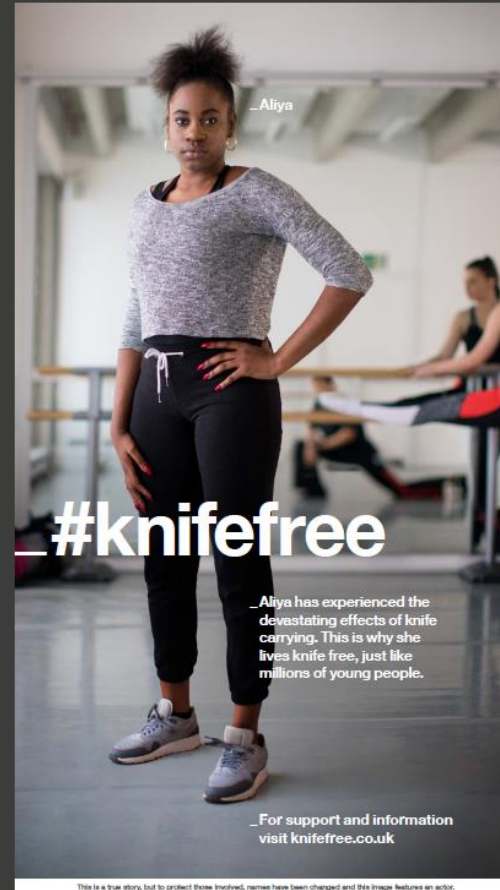
#knifefree
since 31.08.15

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

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

Aliya's story

A young woman named Aliya is standing in a dance studio. She is wearing a grey long-sleeved top, black leggings, and grey sneakers. She has her hands on her hips and is looking directly at the camera. In the background, other people are visible in the studio.

_ 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

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

Complete the activity sheet for your story

Decision Making

Work in groups of three or four to create a table of:

- _1 Positive influences (those that helped the person decide to go knife free)
- _2 Negative influences (those that may have been encouraging negative behaviours, such as knife carrying)



Decision Making

- _1** Which was the most powerful influence on the characters' decision? Why do you think this?
- _2** How can a person resist negative influences when making decisions that could be high risk?
- _3** How can we use these experiences to improve our own decision making?



Changing the Conversation

It is everyone's responsibility to help make knife crime unacceptable, and this requires us to change the conversation, and to actively challenge attitudes about carrying knives.

On your activity sheet consider what you would say to actively challenge these views if you were part of the conversation, by adding a counter argument in each bubble.

Think about:

- _1 What is the impact of the neutral response?
- _2 Why is it important to actively challenge attitudes about knives?
- _3 Why might it sometimes be difficult to do this?
- _4 What might make it easier to change the conversation, both in person and on social media?

Your Views

Complete the second opinion grid on the introduction activity.

- 1 Consider whether any of your views have changed as a result of the lesson, or if there are any views you feel more strongly about now.
- 2 Choose one of the statements and write a short paragraph to explain how and why your opinion has developed throughout the lesson.



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

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

#knifefree website - 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

For advice and a way to anonymously report crime

Victim support – www.victimsupport.org.uk

For support for anyone who has been a victim of crime



_#knifefree

**Extension Activities/Home
Learning**

#knifefree campaign

Create an advertising campaign to promote the #knifefree movement.

This could include:

- _1 A tagline or slogan
- _2 A logo
- _3 A poster or flyer to raise awareness
- _4 An information leaflet

Advising Others

- _1** Using the support websites shown, research what help is available for people who want to stop carrying knives, to report knife crime or to remove themselves from a gang.
- _2** Write a persuasive blog post advising young people about how and why they can live knife free.

