

Consequences of knife crime

A lesson plan for teachers, youth workers and
other practitioners working with young people

Key Stage 2

make

This lesson was produced in partnership with the National Justice Museum, Nottingham.
With thanks to Kate Daniels | psheeducation.co.uk and the whole team at Make Agency.

Teacher notes

These lesson plans for primary school children in years 5 and 6 have been created jointly between [the Ben Kinsella Trust](#) and the [National Justice Museum in Nottingham](#). The Ben Kinsella Trust and the National Justice Museum work diligently to tackle knife crime and have produced these lesson plans for free, for the use of all educators working with primary age children. We encourage you to make full use of these resources and share them widely.

Curriculum links to Key Stage 2 can be found at the end of this document.

These resources have been created for Year 5 and Year 6 only. They have been written with flexibility in mind, allowing you to adapt them according to the needs of your pupils. It is important that you use your professional judgement on the suitability of this resource for each individual in your cohort.

A needs (baseline) assessment is provided for each lesson. This will enable you to understand existing knowledge and learning, along with gaps, and will ensure you meet the needs of your cohort.

Assessment for learning throughout the lesson is enabled through class discussion and activities and an assessment of learning at the end of each lesson provides time to reflect, clarify and evidence pupil learning.

Prior to teaching, it is strongly recommended that you read through the lesson plans and familiarise yourself with all of the resources and films, along with the websites/organisations which you will be signposting to. Consider your cohort and whether there is anything further required to make this accessible and fully inclusive, taking into account each individual's needs and adapting or differentiating the lesson where required to meet these. Please note, when altering lessons, steer clear of adding any further content which may elicit your class to feel frightened, ashamed or distressed and be sure not to unknowingly glamorise or make risky behaviours seem appealing.

Young people frequently overestimate the risk-taking behaviours of their peers. It will be helpful to gather local data so that you can compare your students' perceptions

of risks in their community with this data. If knife carrying in a community is rare it is important to reinforce this and to challenge any incorrect belief that it is more prevalent than it is. A mistaken perception that knife carrying is a common practice in a community can encourage some young people to carry a knife themselves. It can be reassuring to young people to provide data that clarifies this misconception. You could consider inviting a local police representative to join the discussion to help clarify any misperceptions or respond to questions.

Check for any child protection, vulnerable children, children who may have experienced personal bereavement or had experience of violent or knife crime, SEN or other issues and read all Government guidelines and relevant school policies, asking SLT (Senior Leadership Teams) if you are unsure about anything. If you don't know already, find out who pupils can go to with any worries whilst they are at school – including any specific adults and where they can be located so you can share this with them.

When you are happy these are the right lessons for your pupils, spend some time researching the subject - it is important that you understand some of the complexities before you teach it.

The Home Office has produced Teacher Guidance with some further notes on teaching this subject – see #knifefree. If you are a school in London you might also find the 'London needs you alive toolkit' from The Mayor's Office For Policing And Crime (MOPAC) useful.

Always start each lesson by creating a working agreement with each different class to maintain a safe and respectful environment for all. Write these with your pupils. Examples might include showing respect, not disclosing private information about themselves or others, not chatting about others afterwards and to always seek support if needed.

Finally, always remember to signpost to useful organisations in each lesson so that your pupils can go to trusted people or websites for more information and support should they need to. www.childline.org.uk, www.knifefree.co.uk, www.fearless.org along with 999 for emergencies are all good examples found on the Home Office guidance.

Consequences of knife crime

Learning objectives:

- To understand who the victims of knife crime are
- To understand that there can be many victims from one crime
- To know where to go for more support about knife carrying and knife crimes

Learning outcomes:

- I can assess the consequences of knife crime
- I can challenge the belief that victims are always criminals
- I can explain that it is not just the people involved at the moment of crime who are victims

Keywords

Victim

Crime

Consequences

Offender

Perpetrator

Important notes

This lesson is written for Year 5 and 6 primary year groups.

Make sure you read the teacher notes before teaching this lesson – some of this material is highly emotive and it is important you follow the guidance set out in the teacher notes to consider how best to teach and support your pupils.

Resources

- A4 paper and pen for assessment,
- Whiteboards and pens, paper and coloured pens for the activity,
- Film: A mother who lost her son to knife crime (2.36 mins) <https://youtu.be/gzGScorVrtA>
- Film: Story of a police officer (3.49 mins): <https://youtu.be/vjenz4XqZUY>
- Film: BBC News. Knife crime: Brighton doctor describes 'most tragic' deaths (2.03 mins)
- <https://www.bbc.co.uk/news/av/uk-england-sussex-54636293>
- A backup of this film can be found here: <https://youtu.be/jiFRx3CAv68>

Prior to teaching this it is vital you talk to your Senior Leadership Team (SLT) and safeguarding lead to consider the appropriateness of this lesson especially in regard to any personal bereavement or experience of violent crime children may have experienced in your cohort and make sure all children are supported accordingly as this lesson addresses violence and death directly. People whose present and future experience of the carrying or use of knives and other weapons is unlikely (it is never impossible) it may be worth spending more time considering the early part of the story since it may be more relevant.

Starter | 10 mins

Create a working agreement with the class
(See teacher notes)

Share the objectives

Assessment: Ask the class to draw and label a 'victim' of knife crime. Adding as much detail as they can. (Tell them there is no right or wrong portrayal here – it is an activity to enable you, their teacher, to see what ideas they have – it's the ideas, not the drawing that is of importance. If they don't want to draw they can just write their ideas and descriptions)

Allow time for them to feedback their ideas and write these on a board or flipchart and tell them they will be learning more about the victims of knife crime in this lesson.

Main | 35 mins

- **Tell them:** They are going to watch a film about a victim of knife crime. The film is of Kaisheye Steede; Lyrico Steede's mum. Ask them to think about who the victims were of this knife crime? They can write notes on a whiteboard as they watch if they prefer.
- **Show the film:** <https://youtu.be/gzGScorVrtA>



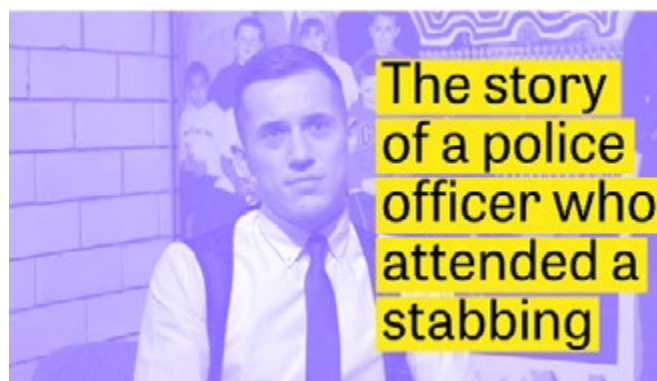
- Tell them that at the beginning of the film Lyrico's mum says "I was at home and the police officer came to my house and he gave me the news that my son had been injured and I needed to get to hospital right away." (0.00-0.17 seconds). Ask them, who are the victims so far? Consider what we know from the film:
 - 1. In the film, Lyrico's mum says when she heard the news she 'didn't know what to feel', she felt numb and afraid (for her daughters and her son).
 - 2. She also says 'Lyrico's death has had a major impact on his family.' (At 1.32 mins.) Her anxiety went "sky rocket high" the year after his passing, her youngest daughter was really angry, her middle daughter was quiet and her eldest daughter was all over the place with her thoughts.'
 - 3. The film says 'the people who killed Lyrico were sent to prison for life...they have ruined their lives as well.' (At 1.54 mins) Ask the class if they think this makes them victims as well as perpetrators? (the person who carries out an illegal/harmful act)
- Ask the class to see if they want to add any more victims to the board and add these if you haven't done so already. (Examples may include Lyrico, his mum, his three sisters but also his extended family, his friends, the police officers, doctors and nurses who dealt with him, their community and the perpetrators. – NB. If they are surprised about the police officer ask them to imagine how it must be to have to go to a crime scene, see a young person injured and then have to go and break the news to their parents or carers.)
- Once you have watched the film ask them who the victims of this crime were and discuss – write their ideas on the board but don't give them any further guidance yet.

Activity

- The objective of this activity is for the class to build on and cement the concept that there are many victims of knife crime.
- The children, working individually or in pairs, create a spidergraph (or mind map) with the main victim in the middle and other victims spiralling out from there, with written descriptions as to why they may also be victims and how this will impact their lives moving forward. This could be done with drawings and writing or adapted to be more creative if you feel this would be better for your cohort).
- They will need to include why each person, or group of people they include, are victims. i.e. How it has impacted their lives – now and/or in the future. (e.g. parents/carers, siblings, extended family, friends, emergency responders - police officers, doctors/nurses, their community and the perpetrators.)
- Encourage them to think about who would be most affected and consider where in the spidergraph they should go. (They can imagine this in terms of ripples with the people being nearer to the middle being more affected.)
- You can model the start of this for them using what they have learnt from Lyrico's mum in the film.
- On completion of this work allow time for them to share and discuss their work, especially considering any people who they now realise are victims of knife crime that they hadn't previously considered as victims.
- If necessary, spend some time considering these wider circles e.g. communities and emergency workers and how this might affect them at the time and into the future.

Plenary | 15 mins

- Recap on what they have learnt in this lesson. Briefly revisit the starter activity, reflecting on this.
- Tell them they are going to finish this lesson by thinking about the often-unconsidered impact on the emergency teams – the people who have to respond to knife crime.
- Show them the film: [Story of a police officer](#) (3.49 mins) who tells a story of a night when he was the first responder to a 999 call that someone had been stabbed. (Ask the class how they would have felt if they were him – alone at around 3am with someone who had been stabbed lying on the ground - 'I tried my best to see if he was OK. Tried CPR...it was difficult. It was hard. I was by myself...')
- He says: 'There are things that I will never be able to forget about, these images, these thoughts, these emotions they are going to stay with me forever.'
- Pause the film on the final 'knife crime affects everyone, not just the victim.' (At 3.32 mins) and assess their understanding of this.



- Finally, signpost where they can go for more information about knife crime issues or if they are concerned about themselves, a friend or family member;
 - a. Teachers and any other school staff that you trust

- b. Family, youth workers, sports/out of school activity coaches or tutors
 - c. The police
 - d. Childline - 0800 1111/ www.childline.org.uk
- There are also different support services depending on your area Google 'advice and helplines for children in my area' to come up with a more targeted result. UK wide organisations: www.knifefree.co.uk , <https://crimestoppers-uk.org/> , www.fearless.org
 - If they are nervous about approaching any of these people alone then they can ask a friend that they trust to go along with them or when they make a call/report.
 - Remind them that if anything they have seen has upset them it is really important that they talk to an adult that they trust about how they feel.
 - **Assessment:** Using the starter assessment sheet ask them to write down their thoughts and feelings on what they have learned. Following this, ask them: Has this made you think differently about knife crime? If so, why and how?

Extension

- You can extend their learning further by showing them a film (2.03 mins) of an emergency medicine consultant in an A&E Department who spoke to the BBC about the realities of treating victims of knife crime: BBC News. Knife crime: Brighton doctor describes 'most tragic' deaths (2.03 mins)



<https://www.bbc.co.uk/news/av/uk-england-sussex-54636293>

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Primary curriculum links:

These lessons link to the new statutory Relationships education, relationships and sex education (RSE) and health education.

Relationships education (Primary)

By the end of primary school pupils should know:

1. Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

2. Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

3. Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- where to get advice, for example family, school or other sources

Physical health and mental wellbeing (Primary)

- By the end of primary school pupils should know:

Mental Wellbeing

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate