

Topic: Dealing with conflict

Lesson: Tackling knife crime in the UK	KS or Year Group: KS4
Resources: <ol style="list-style-type: none">1. Resource 1 – Sky News video clip: ‘Fatal stabbings at 30-year high’2. Resource 2 – My knowledge of knife crime3. Resource 3 – Who is to blame?4. Resource 4 – Tackling knife crime5. Resource 5 – Sky News article6. Resource 6 – Knife crime statistics7. Resource 7 – Knife crime statistics – teacher’s notes	Objectives: <ul style="list-style-type: none">• Students can understand why knife crime has risen in the UK.• Students can consider who is to blame for the rise in knife crime.• Students can evaluate strategies aimed at tackling knife crime.

National Curriculum

Key Concepts: 1.2b

Key Processes: 2.1c, 2.1d, 2.2a, 2.2b, 2.2c, 2.3a, 2.3b

Range and Content: 3b, 3h

Curriculum Opportunities: 4a, 4b, 4e, 4g

Lesson overview

This lesson will develop students’ understanding of the knife crime crisis in the UK. Students will investigate who is to blame for the rise in knife crime, taking into account a wide range of opinions. Students will then examine how knife crime can be tackled by completing a decision-making activity.

Starter

- Show **Resource 1 – Sky News video clip: ‘Fatal stabbings at 30-year high’**.
- Hold a class discussion on ‘What are the effects of knife crime on society?’.

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- Cover the following ideas:
 - ▶ wasted lives (especially those of young people)
 - ▶ strain on police resources
 - ▶ strain on the NHS
 - ▶ fear culture in society
 - ▶ increase in gang-related activity.
- Distribute **Resource 2 – My knowledge of knife crime** and ask students to complete rows 1 and 2. Ask students to share their ideas with the class.

Main activity

Activity 1:

- Explain to students that people have different opinions on the cause of knife crime and that this activity is designed to evaluate those different opinions.
- Distribute **Resource 3 – Who is to blame?**
- There are several ways of delivering this activity, all of which are kinaesthetic learning styles:
 - ▶ Cut up Resource 3 into 12 statements. Ask students to arrange the statements into three piles (Agree, Disagree and Don't know). Students must then categorise the statements in order of how strongly they agree or disagree with each one.
 - ▶ Read out the statements. Ask students to hold out their hands. If they agree with the statement they must put their thumbs up. If they disagree, they must put their thumbs down.
 - ▶ Read out the statements. Identify one corner of the room for Agree and one corner for Disagree. Ask students to stand in the appropriate corner according to their opinion.
 - ▶ Mark an opinion line on the classroom floor. One end of the line is Strongly agree, the other end is Strongly disagree. Ask students to stand at the point on the line that indicates how they feel about each statement.
- All of the above activities should stimulate class discussion.

Activity 2:

- Distribute **Resource 4 – Tackling knife crime** and explain to students that they are going to take part in a decision-making activity.
- Explain to students that the government and police have a responsibility to protect citizens from knife crime. The police have decided to launch a campaign to tackle knife crime. They have come up with 14 strategies but can only fund four of these.
- Ask students to choose four of the strategies to launch the campaign and reject three of the strategies. They should then explain their choices on the second sheet of the resource. (See 'Aim high' below for use of the third column of the table.)

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Plenary

- Ask students to share their ideas from the decision-making activity with the class.
- Return to Resource 2 and ask students to complete the third row: What do I now know about knife crime?.

Aim high

- As part of the decision-making activity (using Resource 4), higher ability students should consider the limitations of the strategies (considering cost, effectiveness, scale of impact). They may also generate their own strategies.
- Ask higher ability students to read **Resource 5 – Sky News article** and then complete **Resource 6 – Knife crime statistics**. Refer to **Resource 7 – Knife crime statistics – teacher’s notes**.

Assessment

- The second sheet of Resource 4 offers opportunities for assessment. There are also opportunities for peer assessment.

Check the web

<http://www.knifecrimes.org/uk-knife-crime-victims.html>

Victims of knife crime

<http://www.oneknifeonelife.co.uk>

One knife one life

<http://www.droptheweapons.org/droptheknife.html>

Drop the weapons campaign (knife)

http://www.crimereduction.homeoffice.gov.uk/stopknifecrime/IDHTH_YC_toolkit_Leaflet.pdf

Home Office ‘Take a stand against knife crime’ toolkit

<http://mothersagainstknaves.tripod.com>

Mothers Against Knives

Summary of key learning

- Students can understand that knife crime is on the rise and the effects it has on society.
- Students consider who is to blame for the rise in knife crime.
- Students can understand what measures can be taken to tackle knife crime.

Resource 2 – My knowledge of knife crime

<p>Starter: What do I know about knife crime?</p>	
<p>How do I know about it?</p>	
<p>Plenary: What do I now know about knife crime?</p>	

Resource 3 – Who is to blame?

1. Fear is to blame. People carry knives for self defence or protection.
2. Parents of young offenders are to blame. If you are not brought up with values, you will not know the difference between right and wrong.
3. Peer pressure is to blame.
4. Drugs and gang culture are to blame.
5. Violent video games and films are to blame. They give people ideas and glamorise violence.
6. Social deprivation is to blame. If you live in a deprived area where crime and violence are part of life, you are more likely to get involved in knife crime.
7. Poverty is to blame for the rise in knife crime.
8. Schools are to blame. There is not enough education about knife crime.
9. The police are to blame. There are not enough police patrolling the streets.
10. The government is to blame. More money should be invested in youth services, such as sports facilities and youth centres.
11. The media is to blame. It hypes up knife crime and exaggerates the issue.
12. There isn't a rise in knife crime. We shouldn't trust statistics.

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Resource 4 – Tackling knife crime

The police have decided to launch a campaign to tackle knife crime. They have come up with a list of strategies but only have the money to fund four of these. You must decide which **four strategies** from the table below would be the most effective and give your reasons why.

You must also **reject three strategies** that you think would be the least effective and explain your choices.

1. Knife amnesty (knife bins, confidential drop-in centres)	2. Hard-hitting advertisement campaign (billboards, TV ads)	3. Youth forums on websites
4. Knife referral projects (offenders visit the victims of knife crime)	5. Knife crime conferences for police, teachers, community workers and social workers	6. Longer jail sentences for offenders
7. CCTV in crime hotspots	8. Anti-knife workshops in schools	9. Celebrity endorsements of knife crime campaigns (footballers, rappers)
10. More stop-and-search patrols	11. Metal detectors in schools and clubs	12. Visits to prisons (school children to get a taste of life in a prison)
13. Parenting classes	14. Confidential text messaging service to alert police	15. Other

Resource 4 – Tackling knife crime (continued)

Strategy	I chose this because	Limitations of my choice

Strategy	I rejected this because	Limitations of my choice

Resource 5 – Sky News article

Govt Knife Crime Stats Were Misleading

3:19pm UK, Thursday March 12, 2009 Tom Rayner, Home Affairs Producer

Knife crime statistics released by the Government last year were misleading, according to new figures released by the NHS.

The Government apologised for releasing the figures before they were checked. Statistics published today show an 8% decrease in hospital admissions for people suffering knife wounds in England.

Last December the Home Office released selective data that suggested there had been a 27% fall in such incidents in certain areas of the country.

It sparked a furious row between the Government and the Office for National Statistics, with Sir Michael Scholar labelling the figures “premature, irregular, and selective”.

The Home Secretary later issued an apology to MPs in the House of Commons, acknowledging the Government had been “too quick off the mark” in releasing the figures.

Last week the Public Accounts Committee published internal Government emails which revealed how the Prime Minister’s special advisors chose to ignore concerns raised by statisticians prior to publication.

Opposition parties have already accused the Government of abusing official statistics for political ends.

The extent of inaccuracy, as highlighted by today’s figures, is likely to draw further criticism.

The latest information on prison sentences for people found guilty of possessing an offensive weapon were also published today.

Figures published by the Ministry of Justice showed that the number of people serving custodial sentences for carrying a knife had risen by 40% in the last year.

Commenting on the figures, Justice Secretary Jack Straw said: “These figures underline our determination to tackle the scourge of knife crime. And they show that the tough approach is working.

“As the Lord Chief Justice, Lord Judge, has recently spelt out, if you are caught carrying a knife the consequences are serious: with jail sentences for many more offenders.”

Resource 6 – Knife crime statistics

What are the pros and cons of using statistics on knife crime?

Think of your own responses (1 minute).

Pair up with someone to compare your ideas (2 minutes).

Share as a group.

Pros	Cons
Think	Think
Pair	Pair
Share	Share

Resource 6 – Knife crime statistics – teacher’s notes

Pros	Cons
<ul style="list-style-type: none">• Can be used for planning policies e.g. police patrols in hotspot areas.• Allow comparisons to be made between places and other forms of crimes.• Allow patterns of crime to be identified.• Allow comparison of data over time.	<ul style="list-style-type: none">• Not all crimes are reported due to fear so the statistics may not be accurate.• Statistics should be used with caution as they may be misleading. Organisations that produce statistics may be biased.• Statistics can exaggerate the scale of a problem and scare people.