LESSON PLAN

Year Group: Year 11

Lesson topic: Knife Crime and Self-Defence: Myth vs Reality

Learning objective:

- To critically examine the myths surrounding carrying a knife for protection and understand the dangers involved.
- To explore safer and more effective ways to protect oneself without resorting to violence or weapons.

Discussion Points:

- Why do you think people believe these myths?
- Where do you think young people are getting these ideas from? (e.g., media, peers, fear)

Starter: Myth-Busting Statements

Begin by showing a series of myth-busting statements about carrying knives for protection. Ask students to decide if the statement is True or False and briefly explain why.
Myth-Busting Statements:

- "Carrying a knife keeps you safe." (False - carrying a knife increases your risk of harm and can lead to serious legal consequences.)
- "If you're carrying a knife for protection, you won't get into trouble." (False - it's illegal to carry a knife in public without a valid reason, and it can lead to arrest, a criminal record, or worse.)
- "If someone attacks you, you can use the knife to defend yourself." (False - even if you use a knife in self-defence, you can still face serious legal consequences, especially if you injure or kill someone.)
- "Having a knife gives you control over dangerous situations." (False - knives escalate conflict and can cause unintended harm, often putting the person carrying the knife in greater danger.)
- "Carrying a knife makes you appear stronger and more confident." (False - carrying a knife makes you vulnerable to becoming involved in serious violence and conflict.)

Main Activity: Real-Life Case Studies

Introduce Real-Life Case Studies:
Case Study 1: Jamie's Story
Jamie, 17, carried a knife after being threatened by older students in his area. One evening, he was involved in a confrontation where the knife was pulled out. In the heat of the moment, Jamie's knife was used against him, and he was stabbed in the chest. Thankfully, he survived but now faces the emotional trauma of almost losing his life. He is also facing criminal charges for carrying a weapon.

Case Study 2: Tasha's Story

Tasha, 15, thought carrying a knife would protect her after a fight at school. One night, she was walking home when she was approached by someone she didn't know. In a panic, she pulled out the knife, and the situation escalated. The other person took the knife from her and used it, leaving Tasha badly injured. Tasha now has to live with the guilt of what happened and struggles with the consequences of carrying the weapon.

Questions:

- What was the intention behind each person carrying a knife?
- How did carrying a knife actually make them more vulnerable?
- What might have happened if they didn't have the knife with them?
- Could these incidents have been avoided? How?

Task Two: Understanding the Dangers of Carrying a Knife

Discussion Questions:

What are the physical dangers of carrying a knife?

- Risk of injury or death if the knife is used in an argument or conflict.
- The possibility of someone taking the knife and using it against you.
- The risk of stabbing yourself accidentally when reaching into your bag or pocket.

What are the emotional dangers of carrying a knife?

- Fear of being caught by the police and facing a criminal record.
- The emotional trauma of being involved in a violent incident, even if you didn't intend to harm anyone.
- Guilt or regret if someone gets hurt or killed.

What are the legal consequences?

- Criminal record - even if the knife is not used, carrying it can result in arrest and charges.
- Prison sentence - young people can face up to 4 years in prison for carrying a knife.
- Exclusion from school - carrying a weapon can result in suspension or permanent exclusion.
- Permanent impact on future opportunities - having a criminal record can affect job prospects, travel, and education.

What social consequences come from carrying a knife?

- Loss of trust from family, friends, and community.
- Damage to reputation - being known as someone who carries a knife can lead to fear and isolation.
- Reinforcing the idea that violence is a solution to problems, which can negatively impact relationships and future behavior.

Reflective Discussion:

- Do you think young people fully understand the risks of carrying a knife? Why or why not?
- What are some of the reasons young people carry knives? How can we challenge those reasons?

Plenary: “Survival Guide to Staying Safe Without a Knife”

Activity Instructions:

- In small groups, students will create a “Survival Guide to Staying Safe Without a Knife.”
- The guide should provide realistic, practical alternatives to carrying a knife, focusing on strategies for staying safe and resolving conflicts peacefully. The guide could include:
  - How to avoid dangerous situations (e.g., walking in groups, taking safer routes, being aware of your surroundings).
  - How to speak up and ask for help when feeling unsafe (e.g., talking to a teacher, parent, or community leader).
  - De-escalation techniques (e.g., using calm words, walking away, or calling a trusted adult).
  - Using social media for good - reporting dangerous behavior and promoting anti-violence messages.

Group Presentations:

- Each group will present their survival guide to the class, explaining the strategies and why they work.