LESSON PLAN

Year Group: Year 10

Lesson topic: Knife Crime and Social Media

Learning objective:

- To introduce students to the impact of social media trends, particularly in relation to knife crime, and spark a discussion on how media influences perceptions of safety, violence, and identity.
- To engage students in a debate on the impact of social media on knife crime, encouraging critical thinking and analysis of different viewpoints.
- To help students think about how social media can be used as a tool for positive change and the responsibility of content creators.

Starter: Social Media Trends and Their Influence

Explore Social Media Trends:

- Show examples of popular trends on social media that glamorize violence, such as drill music, gang culture, and viral videos.
- Discuss the ways in which these trends are promoted through hashtags, influencers, and viral content. Examples include:
  - Drill music videos that portray violent lifestyles and often include references to weapons.
  - Gang-related videos that feature young people talking about their involvement in criminal activity.
  - Videos showcasing dangerous behaviors (e.g., carrying knives, fighting) which are sometimes celebrated or made to look exciting.
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Discussion Prompt:

- How do these trends make knife crime appear in the eyes of young people?
- Do you think social media makes violence seem normal or acceptable? Why or why not?
- Can these trends influence someone's decisions, especially if they are vulnerable or looking for belonging?
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Group Reflection:

- Have you ever come across content like this? How did it make you feel?
- Do you think young people understand the real-life consequences of the behaviors portrayed online?

Main Activity: Debate "Does Social Media Fuel Knife Crime?"

Split the class into two groups:

Group 1 will argue that social media does fuel knife crime.

Group 2 will argue that social media does not fuel knife crime (or that other factors are more significant).

Each group will research and prepare arguments to support their position. They can use examples of media, statistics, and general knowledge about the influence of online content.

Debate Structure:

- Opening Statements: Each group presents their main argument (2-3 minutes each).
- Cross-Examination: Groups ask each other questions to challenge their positions (5-7 minutes).
- Closing Statements: Each group summarizes their argument and final points (2 minutes each).

Discussion Post-Debate:

- What points from each side do you find convincing?
- What role do you think social media plays in shaping the behavior of young people?
- Do you think media influences are as powerful as real-life experiences or peer pressure?

How Can We Use Social Media for Good?

Answer the question:

- How can social media be used to challenge knife crime culture and promote positive behavior?

Example answers: Raising awareness, promoting anti-violence campaigns, supporting youth programs.

- What responsibility do social media platforms and influencers have when it comes to the content they share?

Example answers: Platforms should ban or flag harmful content, and influencers should promote positive messages and avoid glamorizing violence.

- How can we, as young people, influence the content we consume and share on social media?

Example answers: Report harmful content, follow accounts that promote positivity, create content that encourages respect and non-violence.

Plenary: Design a Social Media Campaign

Task Instructions:

- In small groups, students will create a social media post or short video campaign with the goal of challenging the normalization of knife crime.
- The campaign should:
  - Promote a positive message (e.g., "Choose peace, not violence," or "No place for knives in our community").
  - Use clear visuals or hashtags to communicate the message.
  - Include call-to-action elements, such as encouraging viewers to report harmful content or join anti-violence initiatives.
  - Stay age-appropriate, ensuring it would resonate with a similar audience.

Presentation:

- Each group will present their campaign to the class, explaining the message and why it is important.
- Questions for Presentation:
  - Why did you choose this message?
  - What do you want people to do after seeing your campaign?
  - How will this campaign help challenge the glorification of knife crime on social media?