LESSON PLAN

Year Group: Year 9

Lesson topic: Knife Crime and its Impact on Families and Communities

Learning objective:

- To introduce students to the scale of knife crime and encourage them to think critically about its impact.
- To understand how knife crime has a far-reaching impact, particularly on the families and communities of both the victim and the perpetrator.
- To consolidate learning and provide an opportunity for students to voice their thoughts on the impact of knife crime on society.

Starter:

Present Statistics on Knife Crime in the UK:

- In the year ending March 2024, there were over 50,000 offences involving sharp instruments in England and Wales (a 4.4% increase from the previous year).
- Juveniles (aged 10 to 17) were involved in around 17% of these offences.
- Knife crime incidents have increased by 5.9% in Cheshire West.

Question:

- What do these numbers tell us?
- What is the bigger picture here? (Encourage students to discuss the broader social impact of these numbers: e.g., the number of families affected, the sense of fear in communities, the long-term social effects.)

Reflection:

- Why do you think the numbers are increasing? What might be contributing to this rise in knife crime?

Main Activity: The Impact of Knife Crime on Families and Communities

Introduce Real-Life Stories:

- Case Study 1: A Family's Loss
  - Read a letter or a transcript from a family member of a young person who was killed in a knife attack. For example, a mother may write about the heartbreak and the emotional toll of losing a child to knife crime.
- Case Study 2: A Family's Struggle with the Perpetrator
  - Read an interview or letter from a parent whose child was caught carrying a knife or involved in a stabbing. This might focus on the emotional turmoil, guilt, and questions about what went wrong and what could have been done differently.

Questions:

- How does knife crime affect families emotionally? (e.g., grief, trauma, anger, and the long-term impact on mental health).
- What impact does knife crime have on the friends of the victim or perpetrator? (e.g., feelings of fear, loss, guilt, or even shame).
- What about the wider community? (e.g., communities might experience fear, mistrust, and social divisions. The sense of safety is undermined, and it can lead to the breakdown of community cohesion).
- How do you think the communities where knife crime occurs react? (e.g., increased police presence, less trust in local authorities, anxiety among young people).

Empathy Task: Students will write a letter from the perspective of either:

- A victim's family member, expressing their grief, confusion, and hope for change.
- A reformed offender who has been involved in knife crime and wants to share their story of regret, lessons learned, and the importance of change.

Reflection Questions for the Empathy Task:

- What would it feel like to experience the loss or trauma caused by knife crime?
- How might the emotions be different for the victim's family compared to the family of the person who committed the crime?
- What are the personal and social consequences for everyone involved, even if the crime isn't directly experienced by a family member?

Plenary: "Why Knife Crime is Everyone's Problem"

1. Activity Instructions:
    - Each student will give a one-minute speech answering the question, "Why knife crime is everyone's problem?"
    - Students should reference points from the lesson, such as:
        - The emotional and social toll on families and communities.
        - The ripple effects that knife crime has beyond just the victim or perpetrator.
        - How preventing knife crime is a shared responsibility for everyone– schools, families, communities, and even the individual.
2. Discussion Points After Speeches:
    - What common themes came up in the speeches?
    - Do you think young people understand the long-term impact of knife crime?
    - How can we work together to prevent knife crime in our communities?