

SHARPER SOLUTIONS

Toolkit for Practitioners

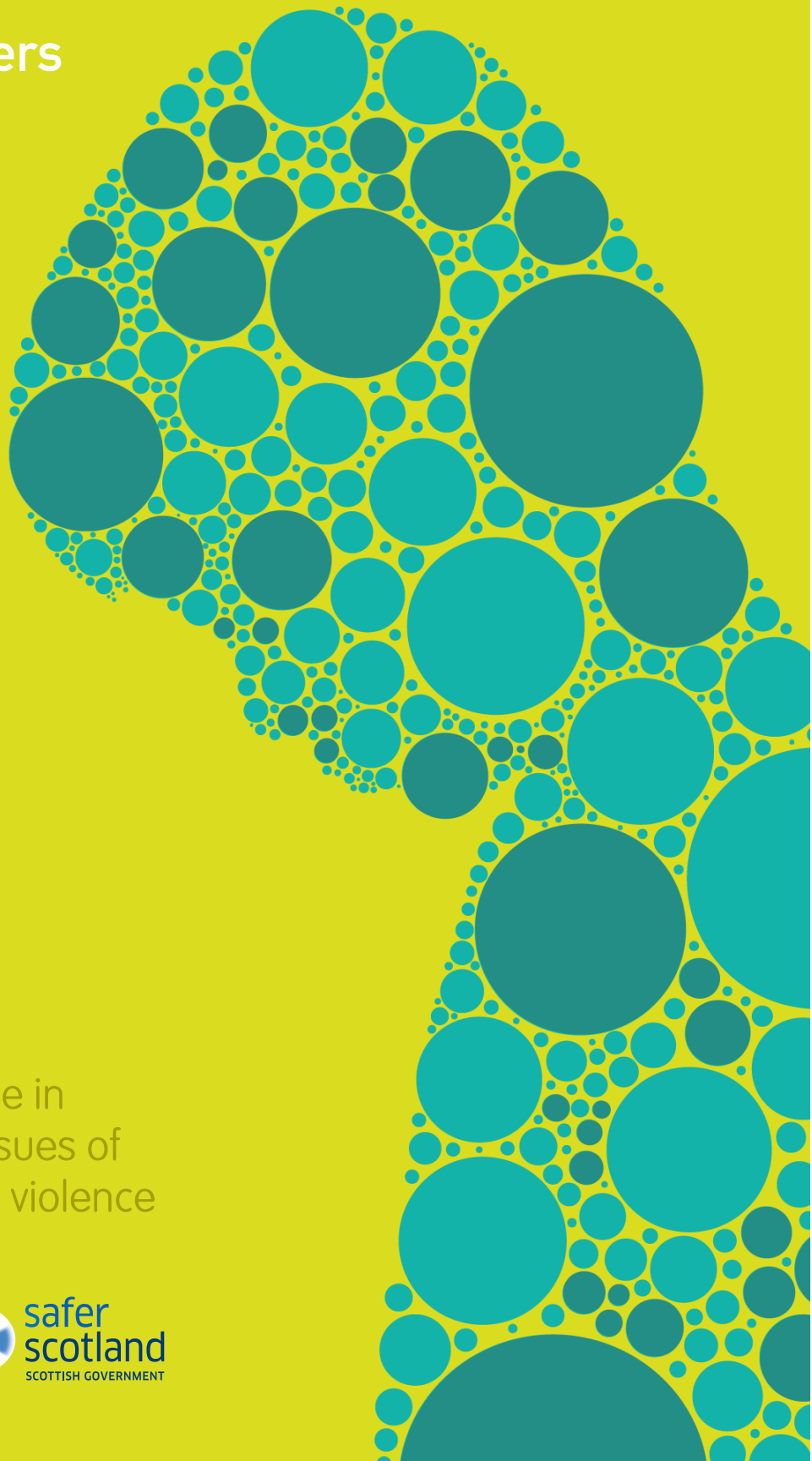
Working with young people in
Scotland to address the issues of
knife carrying, conflict and violence

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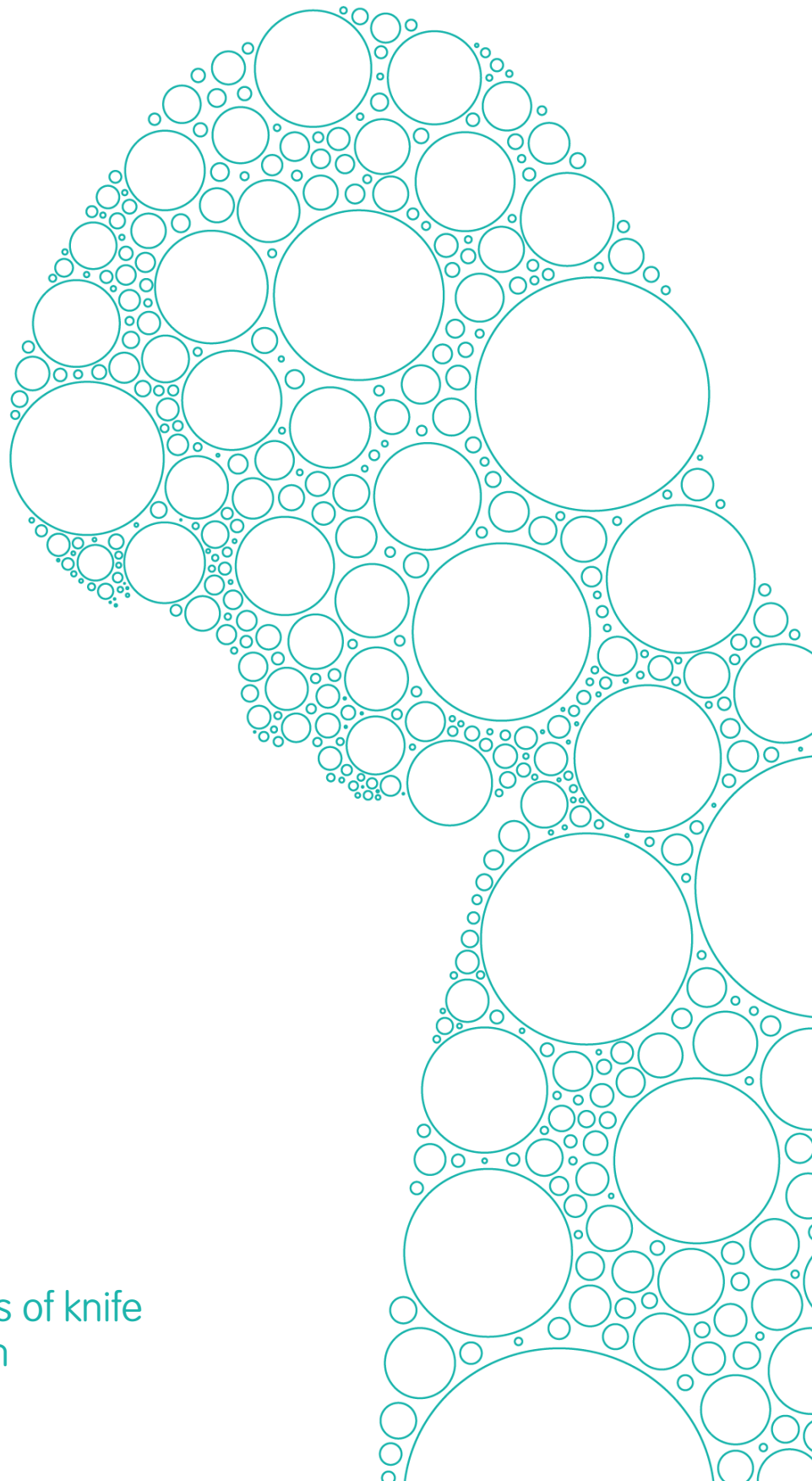


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scotland**
SCOTTISH GOVERNMENT



SHARPER SOLUTIONS

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Introducing the 4R's of knife
carrying prevention

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Reassurance
Responsibility
Risks
Resilience

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FOREWORD



Tim Frew, Chief Executive,
YouthLink Scotland

YouthLink Scotland is pleased to endorse the third edition of the Sharp Solutions toolkit, now called **Sharper Solutions**. The toolkit builds on what we have learned over the last ten years of running the No Knives Better Lives initiative. We hope that it proves to be as valuable a resource to the youth work sector and to other partner agencies and practitioners working with young people as the previous two editions.

The toolkit supports practitioners from multiple disciplines to work with young people on the topic of knife carrying, conflict and violence. The activities explore the four R's of prevention:

- Reassurance
- Responsibility
- Risks
- Resilience

This edition sets out the changing context of this kind of prevention work in Scotland with updates and new activities.

Since the publication of the first edition of the toolkit, we have seen a significant reduction in the recorded incidence of knife crime and possession of offensive weapons in Scotland, particularly amongst young people. While this is good news, it is important not to see our work as complete regarding the issues of knife carrying, conflict and violence. The cyclical nature of the problem, coupled with the small increase in knife crime prevalence in 2018 means that it is important we do not rest on our laurels. A worrying resurgence of knife crime in other parts of the UK, particularly London, indicates that we need to keep working hard to keep our young people safe from the harmful practice of knife carrying.

Prevention work must continue. Crucial partnerships between the youth work sector, schools, Police Scotland and other agencies that contribute to local NKBL initiatives need to be sustained and supported to deliver a safer Scotland for our young people.

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FOREWORD

Since the No Knives, Better Lives campaign launched nine years ago, knife crime in Scotland has fallen dramatically.

This is a welcome sign of the great work that is happening across Scotland to change the culture around violence in Scotland, but it does not mean we can be complacent. One life lost is still one too many and we are committed to supporting No Knives, Better Lives to make sure this work is continued and that knife crime is eradicated from Scottish society.

The Sharp Solutions Toolkit has proved to be an invaluable resource to our local NKBL partners as they work with young people and raise awareness of the risks and consequences of carrying a knife. This **Sharper Solutions** edition emphasises the need to see young people as partners in prevention. If young people feel motivated and equipped to act (safely) if they know that someone is carrying a knife and to challenge, among their peers, the misconception that knife carrying is commonplace or acceptable, then real and sustainable cultural change can happen.

We hope this revised edition will further support this important work and our vision of a Scotland where young people are informed, involved and safe from harm.



Humza Yousaf MSP,
**Cabinet Secretary
for Justice**

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INTRODUCTION

The Sharper Solutions toolkit supports the delivery of Scottish Government's No Knives Better Lives (NKBL) initiative. No Knives Better Lives is a national initiative that works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information about local activities and opportunities for young people.

Young People and Knife Crime in Scotland.

At its inception in 2009, No Knives, Better Lives was a response to the very high incidence of knife crime in Scotland and the corresponding high numbers of young people charged with handling an offensive weapon. This position has changed dramatically over the last decade.

In 2016, violent crime in Scotland was at its lowest level for 41 years and recorded crimes of handling an offensive weapon were the lowest they have been for 31 years. The number of young people under the age of 19 convicted of handling an offensive weapon has fell by 82% - since 2006/7 (from 811 in 2006/07 to 146 in 2014/15). The general pattern was that knife crime in Scotland was reducing year-on-year. No Knives Better Lives attracted a lot of positive publicity for playing its part in helping to make Scotland a safer place for young people.

Over the ten-year period from 2008-09 to 2017-18 the crime of handling an offensive weapon decreased by 60%.

However, there was a small 9% increase from 3,271 in 2016-17 to 3,570 in 2017-18, the second year-on-year increase following the prolonged decrease in these crimes.

Over the ten-year period, all local authorities recorded a massive decrease in this category.

Between 2016-17 and 2017-18, two thirds (21) of local authorities showed a small increase in the handling of offensive weapons.

Sharper Solutions acknowledges this very different social context to the ongoing relevance of knife crime prevention work with young people. Although the overall picture in Scotland is of a steep decline in knife carrying, conflict and violence, we would add the following caveat - recent statistics indicate that a reversal of the trend is quite possible.

This revised toolkit brings together our evolved approach developed through action learning and rigorous evaluation.

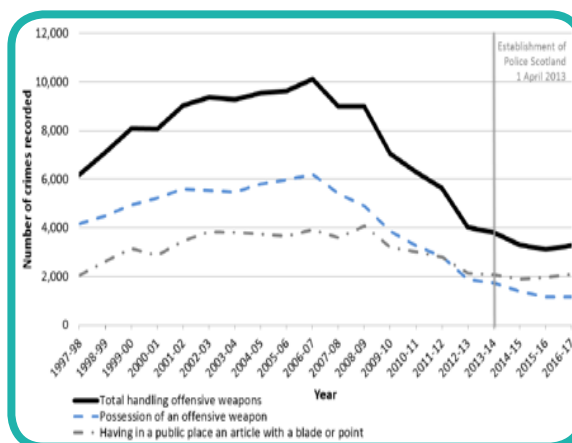


Chart 1: Crimes of handling offensive weapons recorded by the Police, 1997 to 2017

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USING THE TOOLKIT

This toolkit is divided into sections that will lead you through the various stages of devising a No Knives Better Lives (NKBL) session plan.

In particular the toolkit introduces and focusses on the **4R's** of prevention;

- **Reassurance**
- **Responsibility**
- **Risks**
- **Resilience**

In each of these sections are example session plans as well as suggested exercises and activities that can be used with young people. Within these sections are sheets that you can photocopy to use, marked **PHOTOCOPY ME!** The facilitator's notes explain the main themes explored through the activities and offer handy hints to help keep conversations flowing whilst staying 'on message'.

As practitioners, your confidence in delivering No Knives Better Lives (NKBL) sessions should increase as you progress and you may want to customise and adapt sessions to suit your audience. Sharper Solutions is like a menu – you can pick and choose what works best from this toolkit for you and your participants.

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WHY PREVENTION WORK?

IS THERE STILL A NEED?

Given the overall dramatic decrease in the incidence of knife crime and handling of offensive weapons since 2009, is there still a need for knife crime prevention work with young people?

Yes – because recent statistics shows that there might be a reversal of this trend. We need to act fast to make sure that we do not lose any ground gained in the last ten years.

Yes – because prevention work is often initiated in response to a “crisis but, by its very nature should be something we do to prevent that crisis from occurring in the first place and, importantly, to prevent it from reoccurring in the future.

Yes – because working with young people to ensure that they are fully informed and aware of the potentially devastating risks and consequences of risk behaviours (of any kind, including carrying a knife) is important regardless of background statistics. We wouldn't, for example, stop working with young people to ensure that they understand and are fully informed of the risks and consequences of taking drugs (or how to look after themselves if they do make that choice) because the number of recorded incidences of drug possession amongst young people falls.

Yes – because research tells us that many young people choose to carry a knife because they are fearful of attack rather than with the intention of using it against someone.

Yes - because empowering educational work with vulnerable young people is critical

to prevention. It should stand alongside measures like “stop and search” and increased sentencing. If we do more of the prevention work early on, then it might not be necessary to have expensive youth justice or custodial interventions.

Yes – because research tells us that very few incidences of knife carrying are brought to the attention of the police and conviction rates for knife carrying do not necessarily reflect the prevalence of knife carrying. Many NKBL partners report that knife carrying is still a significant issue in their area.

Yes – because one incident is one too many and has a devastating impact not just on the lives of those directly involved but on whole families and communities.

Yes – because there is not any way to control knives – they are widely available as household items up and down the country (think about your own house – breadknives, steak knives, carving knives, corkscrews, etc.). If it is impossible to control access to knives, then we have a massive duty of care to educate young people to be responsible around knives.

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YOUTH WORK APPROACH

Many of the professionals tasked with delivering No Knives Better Lives have limited experience of working with young people using a youth work approach. Since 2009, NKBL has trained; police, social workers, youth justice teams, teachers, and careers advisers (to name a few). The NKBL initiative is firmly underpinned by the principles of youth work. The activities in this toolkit support multidisciplinary teams and practitioners to work with young people in ways that are both participatory and empowering.

WHAT IS YOUTH WORK?

Youth work is an educational practice that encourages a young person's personal and social development. The purpose of youth work is to support young people to achieve their full potential. Critical to this is that young people understand risk-taking behaviours and develop the capacity to make reasoned decisions that reduce risk to themselves and others.

In youth work there is no set curriculum and no prescribed methods. Therefore, it can be very responsive and flexible to the needs of the young person or group of young people. If you try something out from this toolkit and it is not going well – ditch it and try a different activity!

Youth work has four definitive features that are essential to the learning relationship between youth workers and young people. These are:

Young People Choose to Participate.

In youth work, young people choose to take part – they are not forced to be there! Please have this in mind if you are organising

sessions with young people. They will be much more receptive to prevention messages if they have had a chosen for themselves to participate.

Youth Work Builds on Young People's Own Lived Experiences.

Youth work engages young people in their own communities. Learning builds on what young people tell us about their own experiences. Rather than preach from a remote position, a youth work approach will try to help a young person to make sense of what they already know.

Youth Work Recognises the Young Person and the Youth Worker as Partners in the Learning Process.

A youth work approach recognises and values the knowledge that a young person will have and respect what additional information will be beneficial to them. As learning partners, they enter into a tacit agreement to listen and acknowledge what is being said by both parties. In a youth work approach an adult can learn as much from a young person as a young person can from an adult.

Youth Work Activities Should Be Fun and Engaging.

Youth work successfully tackles difficult subjects because the methods of engagement are often active, fun and varied. This toolkit is full of different activities that can frame a discussion about knife carrying. Youth work responds to group needs – the more activities you know, then the more responsive you can be.

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YOUTH WORK APPROACH

WHY IS YOUTH WORK IMPORTANT TO PREVENTION?

Prevention and early intervention is based on the idea that intervening to stop a problem from occurring, or acting early to prevent an issue from getting worse, offers better and more cost-effective outcomes for our community.

The goal of prevention is to address the reasons why somebody might be vulnerable to taking a risk, such as carrying a knife. There are many things, we as a community can do to build young people's protective factors to prevent them from taking unnecessary risks.

Youth work has a strong focus on building coping strategies and resilience in young people, while also connecting them to the help and support services in the community and building their skills to access these services.

Risk Factor:

- Carrying a knife

Protective Factors:

- A friendly pro-social adult to talk to
- A good circle of positive and supportive friends
- Alternative activities such as a youth club or sports club
- Relevant support services
- Factual and up to date information

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A WIDER STRATEGY

The Public Health Model of Prevention – Knife Crime, a Disease with a Cure.

Scotland has adopted a public health approach to tackling violence as advocated by the World Health Organisation – treating violence as an infection that can be cured. This includes **prevention activity** and **early intervention**, coupled with appropriate **law enforcement** as necessary.

Scottish Government's response to violence and knife crime:

Scottish Violence Reduction Unit.

Funded since 2008, the SVRU is internationally recognised as being at the forefront of our approach to tackling violence and is our national centre of expertise.

www.actiononviolence.org

Navigator Programme.

Navigator is a service that helps people to move away from violent lifestyles. Based in the emergency departments of certain hospitals, Navigators connect with patients and continue to work with them after they have been discharged.

www.actiononviolence.org

Medics Against Violence.

MAV aims to prevent violence through education. They run a secondary school programme delivered by MAV volunteers, all NHS professionals, which involves speaking to young people about the consequences of violence and how to stay safe.

www.medicsagainstviolence.co.uk

Mentors in Violence Prevention Programme.

MVP Scotland is a bystander programme delivered by Education Scotland that aims to empower young people to safely challenge and speak out against bullying, abusive and violent behaviour, as well as the negative attitudes and assumptions which underpin this behaviour. A key component of the types of behaviours and attitudes that MPV seeks to address centres on gender-based violence and attitudes and assumptions towards women and girls.

www.mvpsotland.org.uk

No Knives Better Lives.

No Knives Better Lives is a youth engagement programme that aims to reduce the incidence of violence and knife carrying amongst young people. This is done through local partnerships, which work to raise awareness of the potentially devastating risks and consequences associated with carrying a knife and encouraging young people to make positive life choices.

www.noknivesbetterlives.com

Police Scotland Youth Volunteers.

The Police Scotland Youth Volunteers programme provides young people aged 13 to 18 with the opportunity to gain confidence and develop leadership skills, by working with the police and volunteering in their local community. The young people involved in this programme have the opportunity to continue with further education and gain vocational awards.

www.scotland.police.uk

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A WIDER STRATEGY



EFFECTIVE PREVENTION

INTRODUCING THE FOUR R's

The four R's is No Knives Better Lives' shorthand for what is important for young people to know in order to keep themselves safe. These are the key messages explored in the themed activities of this toolkit.



REASSURANCE

Hardly anyone carries a knife

RESPONSIBILITY

It's okay to report knife carrying

RISKS

You are more at risk of harm if you carry a knife

RESILIENCE

Have the confidence to resist knife carrying in the first place

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EFFECTIVE PREVENTION

REASSURANCE



Young people have told us that they carry knives because they are afraid. In other words, they carry knives for their own protection.

"I started carrying because everyone else was."

"I carry a knife because I worry about going into certain parts of town."

In the early days of No Knives Better Lives, the campaign used many more images of knives and the violent consequences of knife crime (injuries and death). In addition to frightening images, the initiative used stencils of knives in unsafe areas to draw attention to the fact that you were now entering dangerous territory.

For example, a subway in Glasgow notorious for stabbings was covered in No Knives Better Lives stencils.

When you entered it, you helpfully knew it was a hot spot for stabbings. Reassuring? Not really.



We now believe that you only increase the fear factor for young people and may inadvertently increase the risk of them carrying a knife by showing scary images. Rather than show these first in the hope of frightening young people out of carrying knives, we suggest that you begin sessions by reassuring young people that knife crime is less of a problem these days and that they are unlikely to encounter anyone carrying a knife.

Reassure young people of the following:

- Knife crime is uncommon
- Don't use scare tactics – these could potentially backfire!

GO TO: Reassurance Section for activities that help practitioners discuss this topic with young people.

What to say to young people:

Most people do not carry knives. You are very unlikely to be stabbed or hurt by a knife.

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EFFECTIVE PREVENTION

RESPONSIBILITY

One of the most important aspects of prevention work is to empower young people to take responsibility for themselves and others. The message that No Knives Better Lives imparts is that it is important to tell someone if they know that a person is carrying a knife.

Taking responsibility and telling someone may well prevent a much more serious offence.

Young people may worry that telling on someone for carrying a knife would make them a grass. Part of your session should be about reducing anxiety around this – there are ways of reporting that are confidential. You do not have to keep anyone else's dangerous secrets.

Tell a trusted adult.

Alternatively, report anonymously:

Crimestoppers

www.crimestoppers-uk.org

0800 555 111

Fearless

www.fearless.org

GO TO: Responsibility Section for activities that help practitioners discuss this topic with young people.

What to say to young people:

If you are afraid or scared of someone else, take responsibility. Depending on the level of seriousness or threat, either tell a friend, youth worker or teacher, or let the police know.

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EFFECTIVE PREVENTION

RISKS

Most prevention work is based on the principle of information giving – that armed with the correct information, young people are likely to make better-informed choices. Information must be given free of judgement, so that young people can make up their own minds. If they make a choice based on facts, it is much more likely to have a lasting impact on future behaviours.

The principle of ‘informed choice’ was pioneered in the field of drug and alcohol awareness and revolved around an informational need to dispel myths and disinformation about substance use. ‘Just Say No’ approaches were found to have a short-lived usefulness, but offered less lasting impact on young people’s health behaviours.

Often the commonest myths originate from what young people are informally telling each other. By giving young people access to the correct information, particularly around risks and consequences, young people are not only able to make better-informed choices for themselves but are also able to inform and educate their peers.

The biggest myth and therefore the biggest challenge for practitioners is to convince young people that carrying a knife will not make them safer. In fact, the reverse is true.

GO TO: Risks and Section for activities that help practitioners discuss this topic with young people.

What to say to young people:

Give young people factual information. Do not judge, try to persuade them to your viewpoint or sensationalise!

Be as straightforward as possible.

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EFFECTIVE PREVENTION

RESILIENCE

Often defined as the ability to bounce back, resilience has been recognised for many years as a key trait of people who can either avoid, manage or bounce back from adverse or risky situations. Resilience is at its strongest when a young person feels connected, safe and well informed. These 'protective' factors can be significantly strengthened if the following conditions are met:

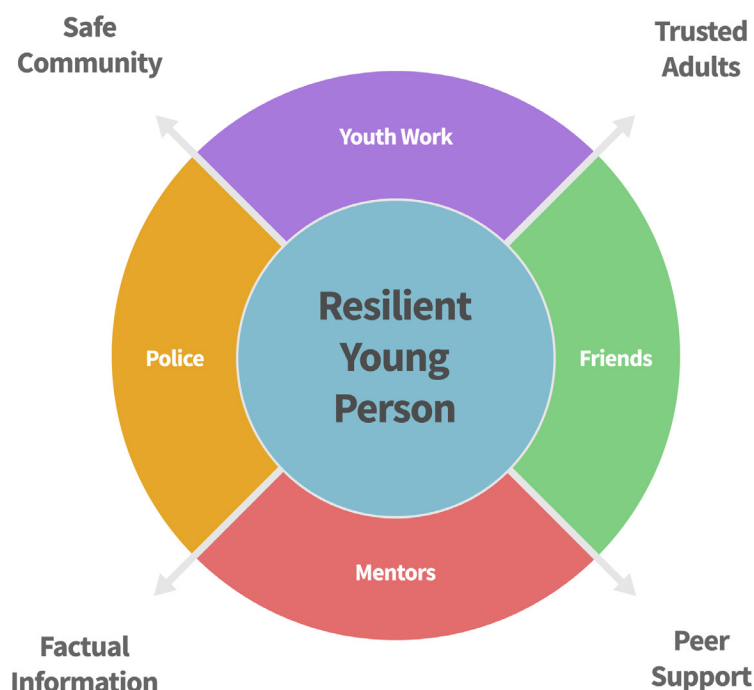
- A safe community
- Trusted adults
- Peer support and
- Factual information

No Knives Better Lives advocates a 'joined up' approach where measures are put in place that make a young person feel comfortable, safe and valued in their community. Everyone has a part to play in preventing knife carrying amongst young people.

GO TO: Resilience Section for activities that help practitioners discuss this topic with young people.

What to say to young people:

Ask young people what or who helps them feel safe and valued in their communities? Studies indicate that even one intervention by a trusted adult or a well-informed friend can make all the difference when faced with a risky situation. Help young people to identify a safe space and a safe person.



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DEVELOPING A SESSION

The activities in this toolkit enable practitioners to develop activity sessions that engage and educate young people on the issues of knife carrying, conflict and violence.

We suggest that you use the activities to develop sessions with young people aged 11-17. In some cases, where relevant and appropriate, you could adapt the activities to work with younger children.

Before you develop your session, you should:

Get clued up!

Educate yourself about knife crime. Find out the facts so that you can give correct factual information, free of judgement. Stick to the facts and do not preach.

Get some decent input!

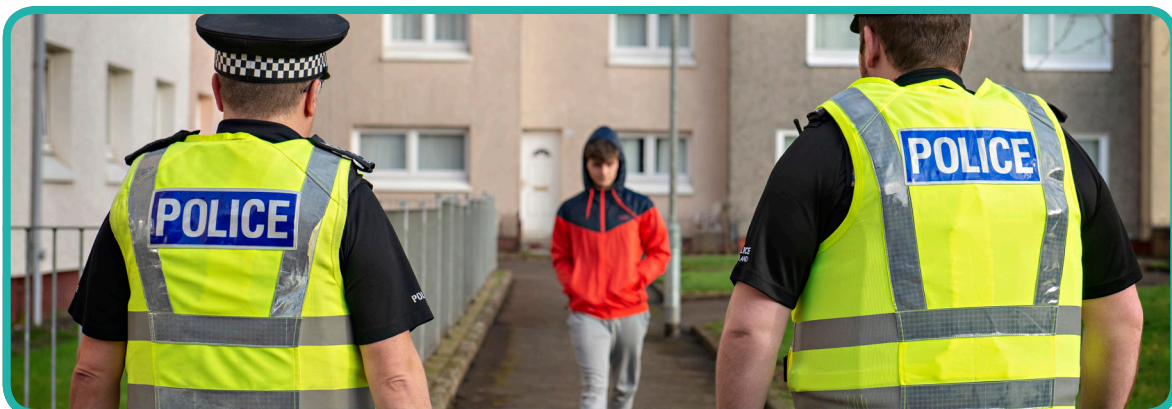
See what helpful resources are available. No Knives Better Lives has an array of materials, online film clips and young person orientated merchandise available to show at your sessions and to leave with young people after your sessions.

Get local/recent knowledge!

Refer to local and recent stories or news events to make the conversation with young people relevant. Find out about any local services you can refer them to such as a local youth or sports club.

FACTS ABOUT KNIFE CRIME

- Young men are at the highest risk of being involved in knife crime.
- It is a criminal offence to have in a public place any item that has a blade including scissors and craft knives or anything that disguises a concealed knife.
- It is illegal for anyone under 18 to buy a knife of any sort.
- It is not legal to carry a knife for self-defence.
- If you are caught by police carrying a knife, even if it was for your protection or you were carrying it for someone else, you will be arrested and prosecuted.
- If you use a knife, even in self-defence, you could be charged with assault with intent, or even worse...
- You can go to prison even if you didn't use the knife.
- Police can stop and search anyone they believe is carrying a knife.
- If you carry a knife there is a much higher chance that you will get stabbed yourself, than if you don't carry one.
- If someone is injured or killed by a knife in your presence, you could be prosecuted even if you didn't touch the knife. You could even go to prison for murder in what is called 'joint enterprise'.
- There is no 'safe place' to stab someone. A wound in the bum, arm or leg can still kill someone, and if a knife punctures an artery, you can bleed to death within five minutes.
- A criminal record for knife use or possession can stop you from being accepted into college or university, and make it harder to get a job. Many countries will not let you in, such as the USA and Australia.



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PROGRAMME IDEAS

It's a good idea to develop a session plan before you facilitate a No Knives Better Lives session. You don't necessarily have to stick to the plan if young people want to do something different, but ultimately it helps you to feel familiar with and pace your session accordingly. It also allows you to plan for what resources you will need.

An example of a "Two-hour Session Plan"

SESSION PLAN	
No Knives Better Lives	
<p>SESSION ACTIVITIES:</p> <ul style="list-style-type: none">• Ground rules – write down a group agreement• The Clenched Fist• The Name Game – icebreaker to find out names• Dynamite and Shields – an energiser to warm the group up• Brainstorm 'What are the reasons why someone would carry a knife?' - to find out where the group are at/their own views• Agree/Disagree – increase confidence to speak/have own opinion• Show the film 'One Knife, Many Victims (Mark's Story)' – then ask the discussion points you want to discuss from the lesson plan• Body Bits – looking at the physical effects of the body and what potentially might happen if a person were to be stabbed. What could you do as a bystander to reduce harm?• Evaluation – to find out how useful the session was for participants• Hand out postcards	
<p>OBJECTIVES</p> <ul style="list-style-type: none">• To Reassure young people• To Encourage Reporting• To examine Risks• To increase Resilience	<p>RESOURCES</p> <ul style="list-style-type: none">• Flipchart paper/whiteboard pens• The film and means of showing• Paper/pens• Postcards
<p>NOTES TO FACILITATOR</p> <p>The session should take approximately two hours (may need a midpoint break) The session has enough variety to be interesting Remember not to lose sight of the 'objectives' of the session Give young people a role in the session Try another activity from the toolkit if the one you are using isn't working!</p>	

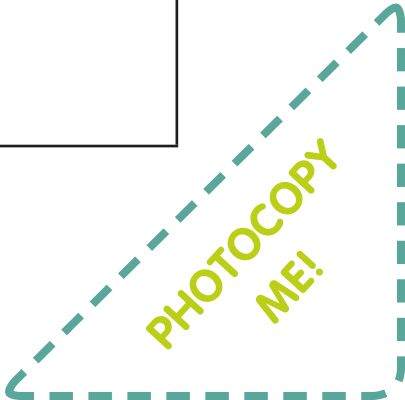
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PROGRAMME IDEAS

Template for session

<h1>SESSION PLAN</h1>	
<h2>No Knives Better Lives</h2>	
<p>SESSION ACTIVITIES:</p>	
<p>OBJECTIVES</p>	<p>RESOURCES</p>
<p>NOTES TO FACILITATOR</p>	



BEFORE YOU START

DEALING WITH THE DIFFICULTIES

It is important to ensure that you are aware of and have thought about the difficulties that may arise when taking about an emotive subject like knife carrying, conflict and violence.

Before you begin, ensure that you are familiar with organisational policy on confidentiality and dealing with disclosure. As a general rule, if you hear about a life endangering situation or a child protection issue, you cannot promise confidentiality.

Make sure that you know about any recent or past incidents that may have affected the community that you are working in.

Build in time and space at the end of the session so that young people have a chance to speak to workers about any issues that may require attention.

Let young people know that they can take "time out" from the session if they should happen to become upset by anything.

GROUND RULES

You may want to consider developing a set of ground rules depending on the nature of group you are working with. It would be advisable in circumstances such as the following;

- A "difficult" group where discussions are not easy
- A group in a place where knife crime was prevalent
- A group in a community that had just suffered a knife-related incident

The normal approach is to quickly ask the group what they think the ground rules should be and mark these up on a whiteboard or flipchart. If you have limited space and time you can set these yourself as facilitator. You will probably come up with a list that will be similar to this;

- Only one person speaks at a time.
- No side conversations.
- Confidential issues will remain in the room (unless life threatening or child protection related).
- Respect others' points of view.
- Ask the group if they would like to add any ground rules once the basic ground rules are established.
- Avoid making new ground rules during a session if issues arise.

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BEFORE YOU START

The Clenched Fist

Time required:

5 minutes

Objectives:

Introducing the issue of violence

Description:

Group activity

Resources required:

None

Ask everyone to find a partner. Have one person in each pair hold up their hand and make a clenched fist. Their partner's task is to find ways of opening the fist. Give them one minute to do this.

Ask for some examples of what the second person did to try and open the fist. (You will probably find that most people tried to open the fist using physical force, when they could have just asked their partner to open it).

Facilitator's Notes

How easy was it to open the other person's fist?

What strategies did you use?

What does this activity tell you about violence?

Why do so many of us try physical way of solving the problem first?

Do you think that violence is widely accepted in your area?

- * You can build on this activity by asking the group to look at their local newspapers (physically or online) and identify how many of these are related to violence.

Why do people want to know about violence in their community?

Does this give us a warped perspective of knife crime incidences?

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STARTING A SESSION

ICEBREAKERS

Icebreakers play a significant role in events in which communication and participant comfort level are important factors. They help you ensure that all attendees are equal participants. They break down the barriers that exist inherently and by design in groups of young people.

Icebreakers can be an effective way of starting a group-work session. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the session.

Icebreakers can really help you to get to know your group. This develops your empathy and enhances your ability to get alongside the individual members who make up your group.

There are loads of icebreakers out there and they can be looked up online. We've suggested a few of our NKBL favourites.



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STARTING A SESSION

Name Games

Time required:

5 minutes

Objectives:

To find out everyone's name/
settle the group

Description:

Icebreaker

Resources required:

None

Ask group members to say their first names and something that they like doing which begins with the same letter as their first name.

For example: My name is Ian and I like Irn Bru.

If you have the time and if a group doesn't know each other well, then you could ask group members to try and remember the names of everyone else.

Alternatively:

Your first name and the name of an animal with the same letter i.e. Manatee Mark.

Your first name and the name of a drug with the same letter i.e. Cannabis Chris.

Your first name and the name of an alcoholic drink with the same letter i.e. Buckfast Bob.

Or you could come up with a variation of this exercise of your own!

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STARTING A SESSION

People Bingo!

Time required:

5 minutes

Objectives:

To find out everyone's name/
settle the group

Description:

Icebreaker

Resources required:

Paper, pens and a prize

- Use this sheet to find out who can answer yes to the following statements on this sheet.
- You can only use someone's name once.
- The person who finishes first shouts "HOUSE" and puts their hand in the air.
- They win a prize!

STARTING A SESSION

Find a Person Who...

Has been drunk before	Has an unusual pet	Has had detention
Has carried a knife	Is good at sport	Has never been to London
Can play a musical instrument	Doesn't like chocolate	Can do a wheelie on a bike
Can speak another language	- BINGO free space -	Is good at maths
Had chips for tea last night	Has been to the USA	Whose favourite colour is red
Likes school	Wants to join the police	Can name a class A drug
Can't swim	Knows a slang word for a knife	Has never had stitches

* Alternatively: You can make up your own statements.

You can tailor the statements to your training or group needs.

PHOTOCOPY
ME!

STARTING A SESSION

Two Truths and a Lie!

Time required:

10 minutes

Objectives:

To discover some facts about the group

Description:

Icebreaker

Resources required:

None

For this great 'get to know you' game, each person must make three statements about themselves, one of which isn't true.

For example: I have two brothers, I was born in Australia, I carry a knife.

This works best when you give the group some time to think of their statements, and write them down if they need.

Once one person makes their statements, the rest of the group must guess, or vote on, which statement is the lie. You could play as a team, or individually. It could work well to get each group member to write down their own answers and see who gets the most correct.



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STARTING A SESSION

ENERGISERS

An **energiser** is a brief activity that is intended to increase energy in a group by engaging them in physical activity, laughter, or in ways that engage the members cognitively (problem-solving). They can be used with any group, including during a session when the energy levels are dropping (after lunch for example!).

As with icebreakers there are loads of energisers (often with strange names!) that young people will instantly know and relate well to such as:

- Dodge Ball
- Fruit Salad
- Kick the Can
- Ladders
- Zip Zap Boing

(You can look up these as well as a large selection of energisers online! Basically an energiser is an active game.)

Which energiser you choose could well be determined by what space you have to deliver your session in. We've selected a couple of our favourite NKBL energisers.

STARTING A SESSION

Rammy!

(A Variation of Fruit Salad)

Time required:

10 minutes

Objectives:

To move about/have fun.
This exercise also helps to dispel tension, get the group settled into the subject of knives, and inform them (in a fun way) about 3 slang words for knives that are commonly used

Description:

Energiser

Resources required:

Chairs (without wheels!)

Nominate one person to stand in the middle.

Go round the group and give each person a knife name: SHANK, BLADE, SHIV (don't forget to give the person in the middle a name.)

The person in the middle must try and get a seat!

The person in the middle states one of the fruit names i.e. SHIV.

The SHIVS must swap seats (and the person in the middle grabs a seat).

The new person in the middle must try and grab a seat!

NB: The person in the middle can use any combination i.e. SHIVS AND BLADES or if they want everyone to get up and move about can say RAMMY!

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STARTING A SESSION

Dynamite and Shields

Time required:

10 minutes

Objectives:

Group warm up and energiser that introduces the concept of personal control and self-regulation

Description:

A group game and 'on the move' discussion that works best with a large group (10 plus)

Resources required:

Space to move about in

Facilitator's Notes

Facilitate a discussion around the activity. Questions should include the following:

What did it feel like trying to avoid your dynamite?

Who was in control of the situation?

Who represents the dynamite in your life? i.e. could go off at any minute?

Who are the shields in your life? i.e. those that give you 'sound' advice?

What was it like trying to stay behind your shield?

Who was in control of the situation?

Ask group members to pick another group member without giving it away to anyone. That person will be their 'dynamite'.

Ask the group to keep as far away from their bomb as possible without leaving the group space. Do this for one minute.

Then ask the group members to pick another group member, different to their first and again without giving it away to anyone. This second person will be their 'shield'.

Explain to the group that they will start moving around again and the game involves making sure that the person they picked as their shield must be between them and their dynamite.

Explain that you are going to count down and when you get to zero, everyone must freeze. Let the group start moving again, give them adequate time and then start the countdown.

Shout STOP and ask the group to remain still. Once this has happened ask the participants using their left hand to point to their shield and with their right hand to point to their dynamite. Anyone whose shield is between themselves and their dynamite is still alive!

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STARTING A SESSION

ASSESSING NEEDS

There are two types of need that it is useful to assess when you are in the role of facilitator. These are:

Individual needs and Group needs

As the facilitator, the more information you can gather about the group and those who make up the group, the better you can 'match' your session plan and the messaging of your input to the needs of the group.

Young people are the expert on young people. It makes sense to use the experience as a starting point for your session. Their experience and knowledge may well make you a better facilitator as you learn more information from them that can inform subsequent sessions.

Remember - one of the principles of youth work is to start where the young people are at, what their lived experiences are, and how they can build their knowledge from what they already know.

STARTING A SESSION

What's the Skinny?

Anonymous Information Gathering (Individuals)

Time required:

30 minutes

Objectives:

Generate insight and discussion on issues that affect the young people in the group

Description:

Group activity and needs assessment

Resources required:

Paper, pens, a hat, flip chart paper and coloured marker pens

Example questions:

Have you ever been in trouble with the police?

Do you know someone who carries a knife/weapon?

Have you ever stolen anything?

Have you ever taken an illegal drug?

Have you ever sent an explicit pic?

Each person in the group writes a direct question on a piece of paper (or post-it). A direct question is one that you can answer yes or no to. For examples see below.

Copy the questions out on a whiteboard or flipchart paper and put numbers up the left hand side, according to the numbers in the group. You now have an outline of a bar chart that can be filled out during the session. It helps to have an assistant with this activity!

Hand out small pre-cut pieces of paper or small post-its to each person in the group. They will vote anonymously using these.

Ask the group members to put a tick or a cross on the paper. Ask them to fold up the paper and put in a hat. Shake the hat and count up the ticks and crosses and mark up the results on the bar chart.

When you have asked all the questions and have collated the responses, you can reveal the answers to the group.

Are there any surprises?

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STARTING A SESSION

Where It's Happening!

Community Mapping Exercise (Group)

Time required:

45 minutes

Objectives:

Generate insight and discussion on issues that affect the young people in the group in their own community

Find out about the area in general, especially things young people like and dislike about their community

Gather useful knowledge about 'hotspots' for knife crime

Develop knowledge about the assets in the community (schools, libraries, youth clubs, police etc.)

Split the group into small groups on no more than 4 (if space and numbers allow). Explain that everyone is to contribute. It doesn't matter if they don't all agree – everyone's experience is unique and valuable. They can be as artistic as they want, using images from the magazines and papers.

The challenge is to draw a map of their community. This map **MUST** contain the following information;

- Places that they feel safe in (this could be their home, their school, their local youth club, a sports club etc.)
- Places that they don't feel safe in (this could also include some of the above, or include places like a dark underpass, the park at night, outside a dodgy pub, a bully's house etc.)
- Places where they know or believe knife crime is most likely to happen.
- Places where they could report a knife crime or knife carrying.

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STARTING A SESSION

Description:

Group activity and needs assessment. This exercise is also very useful for the purpose of community planning

Resources required:

Paper, pens, magazines, newspapers, Sellotape, scissors, flip chart paper and coloured marker pens

Facilitator's notes:

Facilitate a discussion around the activity. Questions should include the following:

What would make your community safer? (You could feed some of this back to the local council! Young people have the best ideas for improving their community.)

What strategies could you employ if you are in an unsafe place? (travel in pairs, avoid these places, let someone know where you are etc.)

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Reassuring young people that knife crime is uncommon is an important message that we believe prevents the fear that drives some young people towards rather than away from knife carrying.

It is not always easy to reassure young people that knife carrying is rare. They will have their own views and experiences that will reinforce their belief that knife carrying is a normal part of growing up. How do you convince them otherwise?

HOW TO EXPLAIN THIS TO YOUNG PEOPLE?

.....

TRUTH

Not many people carry knives

Some young people will have already had experience of knife carrying, especially those already involved with youth justice. Acknowledging these young people's unique experiences is vital. It is still not "the norm" however to carry a knife. These young people may have responded to adverse circumstances i.e. the threat of gang violence, by carrying a knife for their perceived protection. It is important to work alongside the young person to reduce the belief that a knife will protect them.

TRUTH

Carrying a knife actually increases the chances of being the victim of a knife attack

Young people who carry knives are much more likely to be injured with a knife, as conflict situations can quickly get out of control. In fact those who carry a knife are three times more likely to be stabbed.

TRUTH

The media uses images that will increase their readership. Provocative pictures don't necessarily reflect what is really happening.

The media is full of images of knife carrying. Whenever a knife crime story is run it is usual to see images of young people in hoodies pointing knives at the photographer. These images are staged and are called 'stock' images. These images can increase fears about knife carrying and make it seem much more prevalent in society than it actually is.



REASSURANCE

45 min SESSION PLAN

REASSURANCE

No Knives Better Lives

SESSION ACTIVITIES:

- Icebreaker – The Name Game
- Brainstorm – Why do you think young people might carry a knife? (FEAR)
- The 'Who's the Sharpest?' Quiz Questions (in pairs or small teams)
- The 'Who's the Sharpest?' Quiz Answers and Presentation
- Prize for winning team (NKBL merchandise)

OBJECTIVES

- To reassure young people that knife carrying is not common
- To inform young people that knife carrying makes you 'less' safe and that if you carry a knife it could be used against you

RESOURCES

- Flipchart paper and pens
- Quiz Sheets
- Answers and PowerPoint Presentation
- Prizes for the winning team
- Relevant hand outs

NOTES TO FACILITATOR

- Quickly get participants to introduce themselves using a version of the Name Game
- Introduce yourself and the topic of knife carrying
- Simple ground rules – 'Respect' and 'Confidentiality'
- Introduce participants to the idea that young people say they carry a knife due to fear and reassure young people that incidences of knife carrying are rare.
- Using the quiz and answers with the presentation is an ideal way to facilitate a two way discussion with young people and introduce factual information, especially if you have been tasked with presenting to a group for the first time or are not hugely confident.
- Small teams or pairs work well, make the quiz more competitive by having prizes (perhaps a prize for each right answer as well as overall winners). You want young people to be talking about the questions and answers long after you have left.
- Leave any information/handouts/merchandise.

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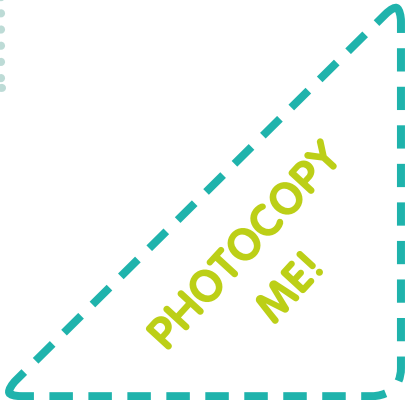


Who is the Sharpest?

'Knife Knowledge' Quiz – What Do You Think? See Who Knows the Most About Knife Crime!

	TRUE	FALSE
Knife crime is on the increase	<div></div>	<div></div>
Scotland has a worse problem than England with knife crime	<div></div>	<div></div>
Men are more likely to carry knives than women	<div></div>	<div></div>
Women are more likely to be victims of knife crime	<div></div>	<div></div>
Most people who carry knives are under 25	<div></div>	<div></div>
It's legal to carry a knife	<div></div>	<div></div>
It's more likely that you will be stabbed by a stranger	<div></div>	<div></div>
Police can stop and search you if they think you are carrying a knife	<div></div>	<div></div>
You are less likely to be attacked if you carry a knife	<div></div>	<div></div>
If you have a criminal record you will not be allowed into the USA	<div></div>	<div></div>
It is legal to sell a knife to someone over 16	<div></div>	<div></div>
You can still go to prison even if you don't use a knife	<div></div>	<div></div>
If you tell the police that you were carrying a knife because you were afraid then you can be let off with just a warning	<div></div>	<div></div>
You can get away with carrying a weapon if it is not a knife, say a sharpened metal comb	<div></div>	<div></div>

WHO SCORED THE MOST?





REASSURANCE

Who is the Sharpest?

The Answers - Who Knew Most About Knife Crime?

Knife crime is on the increase - FALSE

Knife crime has dramatically reduced in Scotland and is no longer as common as it was. In 2009 (the year No Knives Better Lives started) you were 64% more likely to risk injury through stabbing.

Scotland has a worse problem than England with knife crime - FALSE

Whereas Scotland has often had a reputation for violence (Glasgow used to be referred to as the Murder Capital of Europe in the mid 2000s), the reality is very different these days. The problem of knife crime is worse in London and seems to be fuelled by violent gangs and organised crime rings. Other cities in the Midlands are experiencing issues similar to those in London. By comparison, Scotland is relatively peaceful, though this is not a reason to be complacent about tackling knife crime.

Men are more likely to carry knives than women - TRUE

A lot more likely! 85% of people convicted of carrying knives were men.

Women are more likely to be victims of knife crime - FALSE

Knife crime is predominantly a male on male activity. Men are far more likely to be the victims of knife crime than women.

Most people who carry knives are under 25 - FALSE

The average age of someone convicted of carrying a knife in Scotland is 29. Most young people do not carry knives. We think that knife carrying is not seen as either cool or safe amongst young people.

It's legal to carry a knife - FALSE

It is illegal to carry a knife or offensive weapon in a public place without a reasonable excuse. Reasonable excuses include work use, such as knives for carpet fitting and fishing, but this only applies whilst actually in the workplace. You can get up to 5 years for carrying a knife.

It's more likely that you will be stabbed by a stranger - FALSE

Most people who are stabbed know the perpetrator. You are unlikely to be stabbed by a stranger.

Police can stop and search you if they think you are carrying a knife - TRUE

Police can legitimately stop and search you if they suspect you of carrying a knife.

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You are less likely to be attacked if you carry a knife - FALSE

You are more likely to be attacked if you carry a knife, or have that knife used against you.

If you have a criminal record you will not be allowed into the USA - TRUE

The USA and other places such as Australia and Canada are very strict about letting people into the country with criminal records. You will be highly unlikely to gain entry to those countries with a criminal record.

It is legal to sell a knife to someone over 16 - FALSE

It is illegal to sell a knife or any bladed article to anyone under the age of 18 unless it is a domestic knife (cutlery). It is illegal to sell even a domestic knife to anyone under the age of 16.

You can still go to prison even if you don't use a knife - TRUE

You could be sent to prison for murder or attempted murder even if you didn't have or use the knife. If you are with someone who does use a knife and harms someone you could be found guilty under the 'joint enterprise' rule.

If you tell the police that you were carrying a knife because you were afraid, or were carrying it for someone else then you can be let off with just a warning - FALSE

If you are caught carrying a knife, it doesn't matter if it was for your own protection or you were carrying it for someone else – you can be prosecuted and the police are unlikely to let you off. The police will have heard both of these excuses many times.

You can get away with carrying a weapon if it is not a knife, say a sharpened metal comb - FALSE

The legal definition of an offensive weapon includes anything that is intended to harm another person, such as a sharpened comb. It is also illegal to carry a 'disguised knife' – anything with a concealed blade or a sharp point that's made to look like an everyday object (like a pen, a lipstick or a cigarette lighter). You can still get up to 5 years.

Facilitator's notes:

The aim of the quiz is to reassure young people about knife crime and knife carrying in a way that is both interactive and fun. Try and make the quiz as fun as possible!

Remember – knife crime is rare.

Give the facts about knife crime without sensationalising. Young people are more likely to be turned off by attempts to scare them.

You can download a PowerPoint presentation that accompanied this quiz which gives the answers. It is easy to present and give the 'facts'.

Don't forget to take a prize for the winning team – they might not forgive you!



REASSURANCE

Taking Stock

Time required:

30 minutes

Objectives:

Introducing the issue of media/negative perceptions of young people and how to reassure

Description:

A two-part group activity

Resources required:

Images like the ones shown, flipchart paper and pens. (This exercise could also be followed up with a photography project if you want to take more time to consider the issue of how young people can be portrayed in the media)

Facilitator's notes:

The point of this exercise is to demonstrate that the media can exacerbate feelings of anxiety by portraying extreme images of knife carrying. Many of these images will show young people as the main perpetrators of knife carrying.

This is important because people tell us that they carry knives for their own protection.

A 'stock' image is one chosen by the media for a news story. When the newspapers and news websites need an image to go with a knife crime incident they often choose ones like these:



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REASSURANCE



Part one:

Place your negative images onto a wall in a 'display'

Ask the group for feedback on what they think about the images;

Are they threatening?

What do they say about young people?

Are young people most likely to commit knife crime? (No – statistics show that 29 is the median age for offenders)

What would an older person think if they saw this image? Would they be frightened?

Why is it a bad idea to make people more afraid of knife crime?

People say they carry a knife for protection – if they see this image would they be more/less likely to carry a knife?

Part two:

Hand out flipchart and pens to either pairs or small groups depending on group size.

Remind the group that the key aim of this activity is **REASSURANCE**.

None of the images must show a knife or blood.

Ask each group to devise a series of images that they think would accompany the following newspaper headlines:

- **How many more innocents must die?**
- **Grim truth of knife violence**
- **The Capital 'fed up with knife crime', says stab victim's tearful father**
- **Is knife crime out of control in Britain?**
- **Police name teenager stabbed outside pub in Glasgow**
- **Licence to kill**

Alternatively you could use a selection of recent local newspaper headlines.

Take feedback from each group in turn.

Why have they chosen the images?

What is effective about the images the group have chosen?

Was it harder to come up with ideas for images with a ban on knife and blood images?

Find out what other images could work – tell the story without resorting to scare tactics.

Facilitator's notes:

Frightening images can 'normalise' knife carrying as well as make people imagine that knife carrying is more prevalent than it actually is.

Encourage the group to see that the media can make people more afraid of knife crime – their role is to sell stories, not put people's minds at rest.

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REASSURANCE

What's the Story?

Time required:

30 minutes

Objectives:

Introducing the issue of media/negative perceptions of young people and how to reassure

Description:

A group activity

Resources required:

Images like the ones shown, flipchart paper and pens.

(This exercise could also be followed up with a photography project if you want to take more time to consider the issue of how young people can be portrayed in the media)

Facilitator's notes:

Allow the group to be as creative as they want. There is no correct way for them to tell their stories.

Usually (but not always!) the stories will reflect the 'hero's journey' from weak/troubled to strong/enlightened via a difficult journey. On this journey there may be allies as well as enemies.

Tell group participants the following:

Pick five photographs from the following stock images. You can order these in any way you would like.

Create a story to accompany the photographs of what you think might have happened.

Give your story a beginning, a middle, and an end.

Make us believe in your character! What have they done? What motivated your character? Why did they do what they did? What happened to them?

The Hero's journey – how did your character change and what new knowledge did they gain as a result of their experience?

Share your story with the rest of the group.

Are there any similarities between the stories?

What can we learn from these stories?

Facilitator's notes:

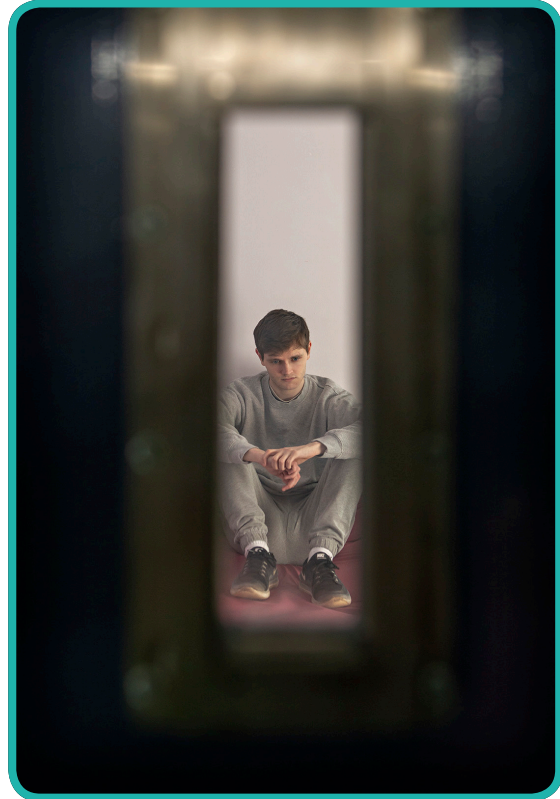
You can always ask what helped their characters on their journeys and talk about the role of the pro-social adult – someone who they can turn to and helps them become/develop resilience.

Who would be their pro-social adult?

REASSURANCE



These are some of our stock images available for download, and chosen with the help of young people. You are welcome to download these images from our NKBL website.



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REASSURANCE



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Design a Knife Carrying Prevention Campaign

Time required:

30 minutes

Objectives:

To design an effective knife carrying prevention message

Description:

A group activity

Resources required:

Photographs from our Stock Images Project, magazines, flipchart paper and coloured pens

Facilitator's notes:

The point of this exercise (or longer project) would be to involve young people in deciding what messages work best for them.

This exercise gives you a chance to discuss the four Rs of prevention work directly with young people and devise relevant campaigns.

During the process, young people will discuss and educate themselves as to the dangers of knife carrying. It is possible they will continue to discuss the session long after the end!

Ask the group/smaller groups or pairs to come up with a campaign aimed at preventing knife carrying.

This campaign should put young people off carrying knives.

Their campaign should avoid the following:

- **Scare tactics**
- **Cheesiness**
- **Scapegoating**

(You may have to explain what each of these means)

Allow time for the group to showcase their campaigns

Which would be most likely to put you off knife carrying?

Maybe the young people would like to display their campaigns in the school? Or perhaps they could have a competition to decide on a winning campaign (This can be something you decide with the group).



RESPONSIBILITY

Urging young people to take responsibility and report knife carrying is an important part of the NKBL message. However this can be hard for young people to accept because of loyalties and fear of reprisals.

HOW TO EXPLAIN THIS TO YOUNG PEOPLE?

.....

TRUTH

Telling someone about a person you know to be knife carrying is not GRASSING

Knife carrying puts you at a greater danger of being stabbed. If you tell someone in order to prevent the possibility of a knife being used, you are being responsible and trying to save lives.

TRUTH

You can always report someone knife carrying anonymously

You can report knife carrying to the following organisations and they will not ask you for a name. If you are really worried about the consequences of someone you know carrying a knife but are afraid they will think you are a grass and hurt you, then this is an option for you to seriously consider.

Crimestoppers www.crimestoppers-uk.org 0800 555 111

Fearless www.fearless.org

TRUTH

You could tell a trusted adult such as a teacher or a youth worker

There are always people who can take over the responsibility of reporting knife carrying from you. They may also be able to offer advice and support to you and your group of friends. They might be able to help advise other professionals and services about what would help tackle knife carrying in the area – lighting, facilities, activities, street-work etc.

TRUTH

If you have a good relationship with someone you suspect of knife carrying – try talking to them first and telling them why it is a bad idea

A friend shouldn't think any worse of you if you try and talk them out of making a bad decision that could result in injury or death.

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45 min SESSION PLAN

RESPONSIBILITY / REPORTING

No Knives Better Lives

SESSION ACTIVITIES:

- Icebreaker – The Name Game/Two Truths and a Lie
- Energiser – Rammy or Bombs and Shields
- Show the DVD – Mark's Story
- Mark's Story – The Blame Game Continuum
- Brainstorm – What would you do if your friend was carrying a knife?
- Information on reporting and handouts

OBJECTIVES

- To understand and take personal responsibility for knife carrying prevention
- To explore options for reporting knife carrying

RESOURCES

- Flipchart paper and pens
- The Film: Mark's Story
- Labels/Badges
- Relevant hand outs

NOTES TO FACILITATOR

- Quickly get participants to introduce themselves using a version of the Name Game
- Introduce yourself and the topic of knife carrying
- Simple ground rules – 'Respect' and 'Confidentiality'
- Energiser: It can be easy to enter situations of conflict and hard to de-escalate from the action.
- Show the film Mark's Story: One Knife, Many Victims. The film highlights the risks and consequences of knife carrying and how split second decisions can affect everyone.
- Use the Blame Game Continuum to highlight that everyone has a role in knife carrying prevention. However, it is up to us to take responsibility as individuals. Ask participants if they would choose a different course of action.
- Brainstorm – what would you do if you knew your friend was carrying a knife? Fill in any knowledge gaps.
- Highlight Fearless/Crimestoppers and other local remote reporting
- Leave any information/handouts/merchandise.

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RESPONSIBILITY

Knives are Bad? - Agree/Disagree

Time required:

20 minutes

Objectives:

To hold a moving debate that explores attitudes in relation to knife carrying

Description:

An 'on the move' discussion

Resources required:

Space to move about in

Facilitator's notes:

The point of this exercise is to be provocative and thought provoking – you may have to play devil's advocate to get the debate flowing.

This exercise can be tough with a quiet group. You will have to work hard to get individuals to voice different views from everyone else.

Encourage debate between the group members – try and get them to do your job for you.

Remind group members to justify their views and explain to everyone that they have the right to change their mind.

At one end of the room have the statement agree and at the other have the statement disagree.

Get everyone to stand in the middle of the room. The middle of the room stands for 'don't know'.

Read out the statements and ask the group to 'move' to where they feel they want to stand in relation to whether they agree or disagree.

If they choose they can stand in the middle, or along a continuum.

People with strong views must try and persuade the undecided to back their point of view.

Facilitate a debate amongst the group members. You can add factual information or correct any 'myths' the group use in their arguments with each other.

Once the debate has concluded you can ask if anyone wants to move – no one should be allowed to remain in the middle.

Read another statement and have another debate!

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Agree/Disagree Statements
I would never use a knife
If you're under 16 you can't be prosecuted for carrying a knife
The media makes out like all young people carry knives
People who carry knives are stupid
Carrying a knife makes you feel safer
There is a safe place to stab someone (i.e. the bum)
I might carry a weapon if I knew someone was 'after' me
If I knew my friend was carrying a knife I wouldn't 'grass' on him/her
If I knew my friend was carrying a knife I would try and persuade him/her not to
You are less likely to be bullied if you carry a knife
It's hard to get hold of a knife if you are under 16

* You can add your own statements if you wish.

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RESPONSIBILITY

Moral Choices

Time required:

30 minutes

Objectives:

To explore our morals and values

Description:

Group activity

Resources required:

'Moral choices' handout, pens

Facilitator's notes:

Ask the group about the following;

How hard/easy was it to decide on your choice ranking?

Where there any that provoked more debate than others?

Were there some crimes that were worse than others?

What do you think of people who commit these crimes?

Who would get hurt by these behaviours?

Give each participant a 'moral choices' handout and ask them to complete the left hand column.

Alternatively, you can get the group to slit into pairs or smaller groups and have a discussion before they fill in the left hand column.

Encourage people to make their choices on what THEY consider to be wrong, not necessarily what is most serious by law.

Once they have completed the left hand column, ask them to come up with suitable punishments (not all are against the law). Encourage them to be as imaginative as possible.

Facilitate a discussion around the thinking behind their ideas. Get them to challenge each other. What does the group think about punishment? Why is one action less/more moral than another?

Facilitator's notes:

Ask the group about the following;

What are the financial implications for victims?

How do the group's choices compare with the legal seriousness (you could get the group to rank them in terms of the legal consequences)?

REPPONSIBILITY



Number in order of seriousness (1 most wrong, 10 least wrong)	
	Throwing stones at a street lamp and breaking it
	Attempting to have sex with someone who is too drunk to know what is happening
	Stealing a Mars Bar from a shop
	Breaking into a jewellers and stealing £10,000
	Calling a child with a disability a name
	Kicking a dog
	Taking a day off school with friends to drink and hang about the streets
	Breaking into a house while people are asleep in bed
	Vandalising cars
	Carrying a knife

PHOTOCOPY
ME!



RESPONSIBILITY

Mark's Story

The Blame Game Continuum

Time required:

30 minutes

Objectives:

To encourage young people to think about who is responsible for preventing knife crime and violence in society

Description:

Group activity and 'moving' discussion/debate

Resources required:

Labels/cards marked with the names of the following; Mark, Ian, Mark's friends, Ian's friends, Mark's mum, Mark's dad, the police, the school, youth workers, Facebook

As individuals, in pairs or small groups depending on the size of the group, assign a card with the name of the person/institution.

Ask the group as a whole to discuss who had the most responsibility for preventing the stabbing in the film Mark's Story. Ask the group to line up with 'most responsible' at one end of the room and 'least responsible' at a different end of the room.

Ask each small group to explain their place on the continuum. Why do they think they are responsible? What could they have done to prevent Ian getting stabbed? Does the rest of the whole group agree? Should they move up or down the continuum?

Facilitator's notes:

The discussion should highlight the following;

Everyone to some degree has a responsibility for knife crime prevention

Individuals have to take responsibility for their actions

Organisations/institutions such as the police/youth workers and schools would be much more effective at knife crime prevention if they joined forces to tackle issues such as community safety etc.

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Young people need to know about the risks and consequences of knife carrying as part of their right to an 'informed choice.' If young people know of the potential consequences, especially the dangers of knife carrying then there is a chance that they might think again.

Telling young people about risks and consequences should be done in a factual and straightforward way. Young people are prone to dismiss scare tactics.

HOW TO EXPLAIN THIS TO YOUNG PEOPLE?



TRUTH

There is no safe place to stab someone i.e. the bum or an arm

There is a common myth amongst young people that if you stab someone in the bum, then they won't die. If an artery is severed anywhere in the body, you can bleed out in several minutes. There are several large arteries located near the bum.

TRUTH

If you are under 16 and caught with a knife you will be prosecuted

Even if you are under 16 you can still be prosecuted for possession of an offensive weapon and sent to a secure unit. Carrying a knife is viewed as a serious offense. There are no excuses for knife carrying, not even fear of your own safety.

TRUTH

If a friend commits a knife crime and you are with them, you can be prosecuted

Under 'joint enterprise' rules you can be prosecuted if you are with someone carrying a knife and using it to injure or kill another person. If you know your friend is knife carrying, tell them not to or speak to someone else.



45 min SESSION PLAN

RISKS AND CONSEQUENCES

No Knives Better Lives

SESSION ACTIVITIES:

- Icebreaker – The Name Game
- Agree/Disagree – a moving discussion about the consequences of knife carrying
- Body Bits – an interactive activity about stabbing injuries and their impact on the human body

OBJECTIVES

- To inform young people about the legal consequences of knife carrying and dispel the myth that if you carry a knife for protection you will not be prosecuted.
- To inform young people about the impact of stabbing injuries on the body and dispel the myth that there is a safe place to stab someone (i.e. the bum or arm)

RESOURCES

- Flipchart paper and pens
- Prepared Agree/Disagree statements
- Agree/Disagree written on Flipchart paper
- A3 photocopied set of 'organs'
- A ruler
- Relevant hand outs

NOTES TO FACILITATOR

- Quickly get participants to introduce themselves using a version of the Name Game
- Introduce yourself and the topic of knife carrying
- Simple ground rules – 'Respect' and 'Confidentiality'
- Facilitate a moving discussion using Agree/Disagree statements. Use the young people to generate discussion amongst themselves. Fill in any knowledge gaps
- Use the Body Bits discussion to explore relevant factual information about stabbing injuries. Dispel myth of a safe place to stab someone. Discuss bystander first aid options and what to do in the event of a stab injury
- Leave any information/handouts/merchandise

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It's Okay/Not Okay

Time required:

30 minutes

Objectives:

To engage with young people around risk and possible strategies for avoiding risk

Description:

Group discussion

Resources required:

Statements and It's Okay/Not Okay sheets

Place the 2 (It's Okay/Not Okay) sheets of paper a distance apart on the floor. The group participants can either be seated in a circle or be standing.

Hand out the statements to the group.

Ask each person to read out their statement and place it on either the It's Okay or It's Not Okay sheet.

Explain that Okay is where they feel comfortable and confident about a situation, and Not Okay is where they find something uncomfortable, unacceptable or worrying.

Discuss each statement in turn, asking why the person has placed it where they did.

If a person has placed their statement on the Not Okay sheet, ask them why, and what might be the risks associated with the scenario. Next, ask the group members to suggest ways of making the situation safer, ways they could be more assertive and what might a potential solution be to a problematic scenario.

Discuss any left in the middle, until a consensus can be reached.



RISKS

Statements

You miss the last bus back from town and have to walk home on your own

A friend of your Mum's asks for a kiss at a party

A boy/girlfriend from a rival gang starts to flirt with during a chance meeting at the shops

A mate of yours is very drunk at a party – she is being sick and feels faint

A mate dares you to walk across a ledge on a high railway bridge

Someone keeps sending you abusive text messages threatening you

You are in a public toilet and a drunk stranger approaches you

Your friend asks you to carry a knife for him

A girl from school shouts insults at you in the street and has told her friends that you hit her

A mate of yours offers you a lift home in his car – you know he has been smoking weed

After a football match, you're caught in the wrong part of town wearing the opposing team football shirt

A lad at school has been caught smoking – he tells the teacher that you gave them to him

You hear that a guy from a rival gang wants to arrange a fight with you

Your friends are shoplifting in town and want you to go too

You are going to a party and everyone wants you to go into the off licence to buy vodka as you look the oldest

PHOTOCOPY
ME!

Risky Business - High Risk/Medium Risk/Low risk

Time required:

30 minutes

Objectives:

To engage with young people around risk and possible strategies for avoiding risk

Description:

Group discussion

Resources required:

Scenarios and High Risk, Medium Risk, Low Risk written on 3 sheets of flipchart paper, photocopy the Risky Business scenarios

Hand out the scenarios to individuals, pairs or small groups depending on the size of the group

Ask each to consider whether their scenario is high risk, medium risk, or low risk and get them to place their statement on a piece of paper explaining their choice.

Ask them to justify their choice and whether the rest of the group agrees or disagrees.

Facilitator's notes:

Often these scenarios lead onto a discussion about real life scenarios. Be aware of confidentiality – you might have to ask the group members not to share any personal information or share 'real' names.

Ask the group the following questions;

What are the risks? (worst case scenario!)

How could they be safer?

Could they do anything differently?

Could someone have helped them?

Could they ask for help?



RISKS

Carrying a knife for protection	Starting a fight at a party
Having unprotected sex	Walking home alone
Passing out in a doorway	Mixing drugs with alcohol
Getting a lift from a drunk driver	Sending a naked selfie on Snapchat
Meeting a Tinder date for the first time	Vaping at school
Eating cannabis infused chocolate	Texting someone you hate

You can invent some more scenarios of your own, and even customise them to match local problems in your community.

PHOTOCOPY
ME!

Body Bits

Time required:

30 minutes

Objectives:

The implications of being stabbed. To dispel the common myth that there is a 'safe' place to stab someone

Description:

Group activity and discussion

Resources required:

Pens and large paper (to draw round someone) either flipchart paper placed together or newspaper roll.

The set of pictures of major organs (included in this toolkit), and a ruler

Facilitator's notes:

Ask the following potential questions;

Thinking back to the film *Mark's Story*, where do you think Ian was stabbed?

Do you think Ian died?

This activity can be done in small groups or in one big group

Draw round a person in the group to create a life size body outline on the paper (this may look a little like the chalk outline of a crime scene)

Ask the group members to place the pictures of the organs where they think they should go on the outline of the body.

Facilitator's notes:

Ask the following potential questions;

What would happen if you were stabbed in each of these organs?

Is there a safe place to stab someone? Show me?

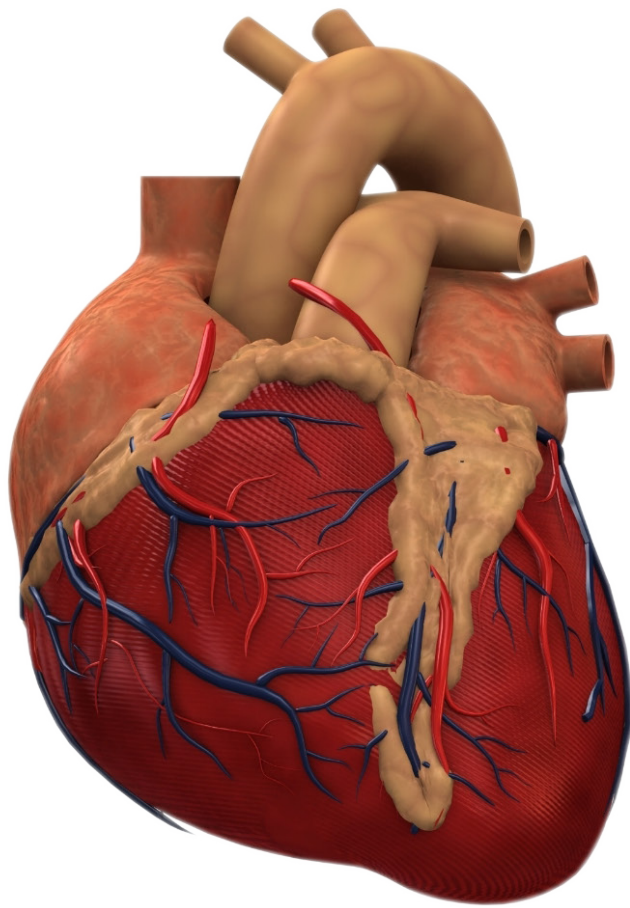
How long does it take to bleed out if a major artery is cut?

How long would it take an ambulance to get here?

What damage would do if you were stabbed by a one inch/three inch / six-inch blade?



RISKS



PHOTOCOPY
ME!

RISKS



PHOTOCOPY
ME!



RISKS



PHOTOCOPY
ME!

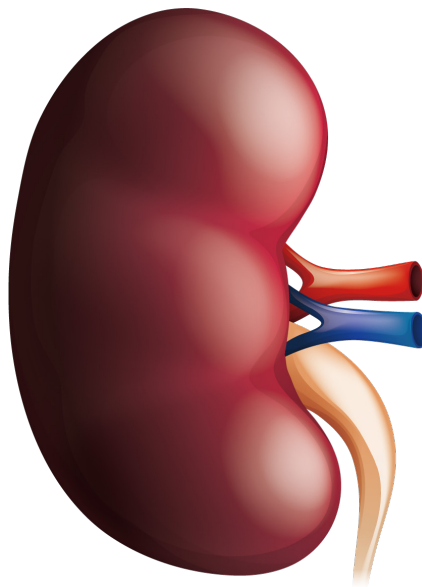
RISKS



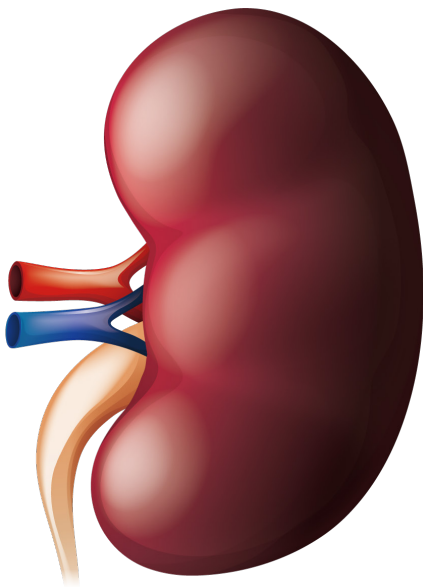
PHOTOCOPY
ME!



RISKS



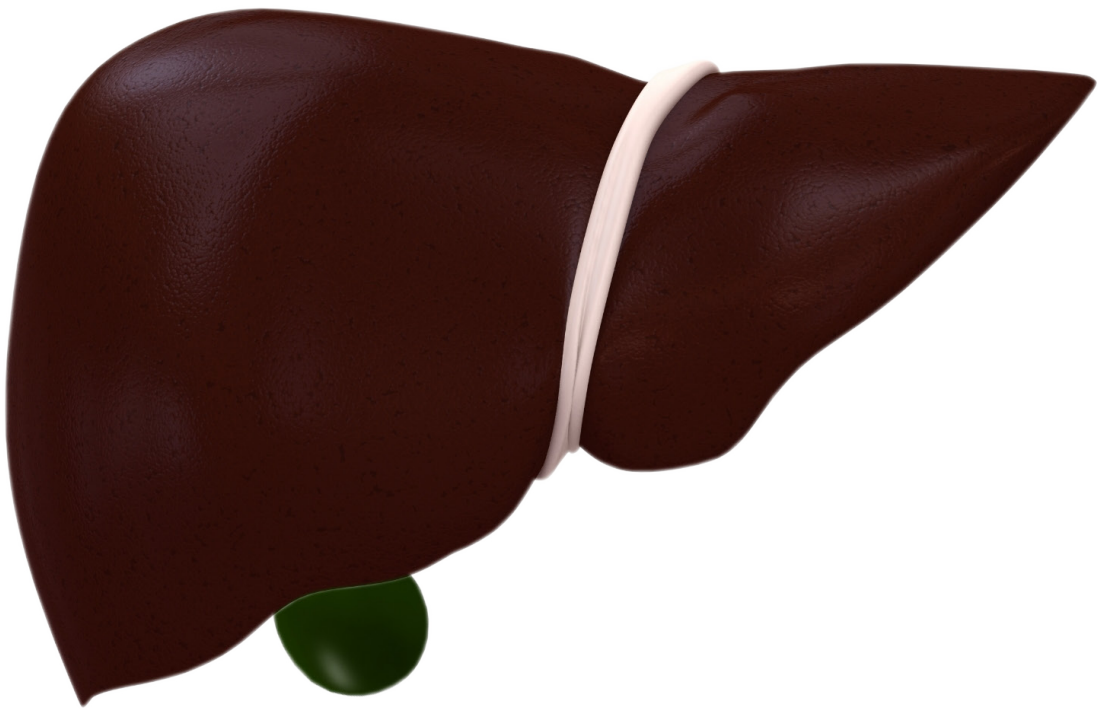
PHOTOCOPY
ME!



PHOTOCOPY
ME!

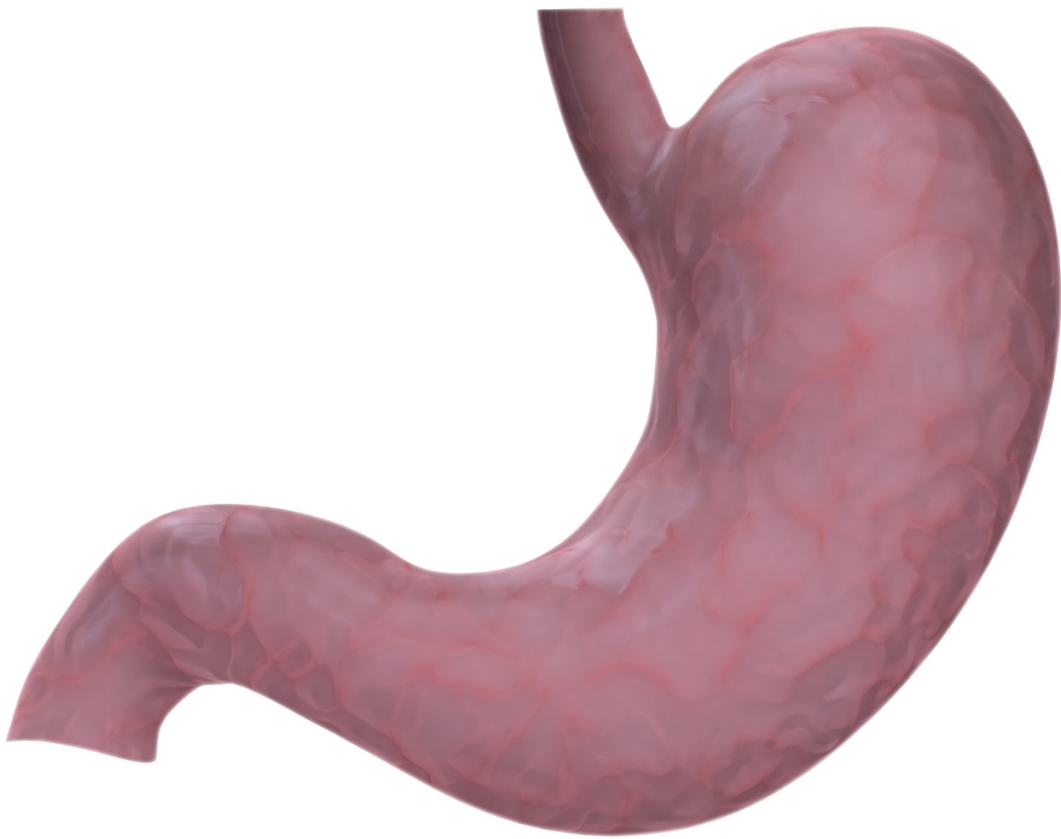


RISKS



PHOTOCOPY
ME!

RISKS



PHOTOCOPY
ME!



RESILIENCE

BUILDING RESILIENCE

How do young people deal with difficult events that change their lives? The death of a loved one, doing badly at school, serious illness, being bullied and other traumatic events: these are all examples of very challenging life experiences. Most young people react to such circumstances with a flood of strong emotions and a sense of uncertainty.

Yet young people generally adapt well over time to life-changing situations and stressful conditions. What enables them to do so? It involves resilience, an ongoing process that requires time and effort and engages people in taking a number of steps.

MYTH - Being resilient is EXTRAORDINARY

TRUTH - Being resilient is in fact ORDINARY

Most young people are RESILIENT or can learn RESILIENCE!

Resilience is not a trait that people either have or do not have. It involves behaviours, thoughts and actions that can be learned and developed in anyone.

Resilience influences

- The capacity to make realistic plans and take steps to carry them out.

- Having a positive view of yourself and confidence in your strengths and abilities.
- Possessing skills in communication, sound judgement and problem solving.
- The capacity to manage strong feelings and impulses (resisting peer pressure/carrying a knife etc.)

FACTORS IN BUILDING RESILIENCE

Feeling connected

A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family.

Relationships create love and trust and provide role models offering encouragement and reassurance help bolster a person's resilience. Never underestimate the influence of the following:

FRIENDS, FAMILY, A TRUSTED ADULT
(teacher, youth worker, social worker, councillor)

When these relationships go wrong or do not exist for a young person they are more likely to succumb to 'toxic stress' leading to anxiety, exacerbating the fear that can drive someone to knife carrying.

In terms of prevention messaging, young people have told us that they would feel 'bad' about carrying a knife if a parent (usually a mum) or a trusted adult were to find out.

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HOW TO EXPLAIN THIS TO YOUNG PEOPLE?

.....

TRUTH

How would your mum feel if she knew you were carrying a knife?

If the answer is 'mum would be upset' or 'mum would feel bad,' then don't pick up a knife in the first place. Resist the pressure to carry a knife if not for your sake then for the sake of others such as parents, siblings, and adults who have faith in you.

Young people who feel positively CONNECTED are far less likely to carry knives. Young people who lack this feeling of connectedness may look in the wrong places for it, such as gangs or those with negative influence over them. The drive to be connected is what makes a young person easily influenced by peer pressure.

There are ten ways of building resilience. These are:

1. Making connections and building a positive social support network.
2. Avoiding the tendency to view crises as insurmountable challenges.
3. Accepting that change is a natural and unavoidable part of life.
4. Moving towards (realistic) goals.
5. Taking decisive actions that will help overcome challenges.
6. Looking for opportunities for self-discovery.
7. Nurturing a positive view of yourself and your abilities.
8. Keeping things in perspective and in context.
9. Maintaining a hopeful outlook on life.
10. Taking care of yourself



RESILIENCE

45 min SESSION PLAN

RESILIENCE

No Knives Better Lives

SESSION ACTIVITIES:

- Icebreaker – The name game
- The magic stick – Pea cane group activity
- What's my armour? – Make a suite of armour (protective factors)
- Dear Auntie No Knives - Group problem solving exercise

OBJECTIVES

- To reassure young people that everyone can bounce back from failure/bad decisions
- To explore protective factors with young people (i.e. things that make them stronger)
- To demonstrate that the participants have a lot of support already existing within the group (another protective factor!)

RESOURCES

- (Lots of) flipchart paper and pens
- A pea/garden cane
- Dear Auntie No Knives letters
- A wig/wand/hat etc.
- Relevant hand outs

NOTES TO FACILITATOR

- Quickly get participants to introduce themselves using a version of the name game
- Introduce yourself and the topic of knife carrying
- Simple ground rules – 'Respect' and 'Confidentiality'
- Using the magic stick exercise explore what helps us overcome problems. Introduce the idea of 'connectedness' – having a network of support and trusted adults.
- Explore factors which help participants to feel connected and safer in their community. Get them to identify at least one or two pro-social adults that they could confide in about someone they knew who was knife carrying
- Explore their own group assets through a peer problem solving exercise. Encourage participants to confide and trust each other
- Leave any information/handouts/merchandise

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The Magic Stick

Time required:

10 minutes

Objectives:

Team building and strategy

Description:

Group activity

Resources required:

A pea cane/garden cane

Split the group into two rows facing each other.

Ask the group to point their index fingers with the finger tips pointing upwards.

Place the pea/garden cane on the participants upturned fingers.

Ask them to lower the stick to the floor.

Facilitator's notes:

It sounds really easy but it's not! The pea cane will miraculously float upwards on people's fingers as the muscles in the arms tighten.

In order to complete the task, the group must work together and discuss different strategies.

Resilience is about the ability to bounce back from defeat. Use this exercise to ask the following questions.

How did you feel when you couldn't initially do the task?

How did you 'bounce back' from this initial failure? (What helped? What role did other people play?)

* **P.S.** Any teambuilding activity that initially results in failure, will allow you to talk about how participants coped, and what helped them to be resilient. There are many activities to choose from online and you may already know ones that you feel comfortable facilitating.



RESILIENCE

What's My Armour?

Time required:

30 minutes

Objectives:

Explores the protective factors that increase resilience

Description:

Group activity/art/discussion

Resources required:

Flipchart paper and coloured pens

Explain the following:

Protective factors are things that can contribute to resilience and the ability to resist negative peer pressure such as knife carrying. A young person with a lot of protective factors – such as a good group of pals, parents who are caring, positive relationships with teachers – will be far better equipped to resist knife carrying.

Many protective factors are out of a young person's control. For example, who your parents are, the neighbourhood you grow up in, cannot be changed. However, plenty of factors can be controlled. They can choose the people in their life, how they cope with problems, and (mostly) how they spend their days.

Using a sheet of flipchart paper create an individual suit of armour by folding the paper in half and making a hole in the fold for the head to go through. This is your armour:



Time required:

30 minutes

Objectives:

Explores the protective factors that increase resilience

Description:

Group activity/art/discussion

Resources required:

Flipchart paper and coloured pens

Decorate the front and back with the people you know from the following areas of your life whose advice, guidance and support would help you stay out of trouble.

You can divide up the categories into people you know well on the front (i.e. family and friends) and people from supportive places on the back (i.e. school and community).

- FAMILY
- SCHOOL
- FRIENDS
- COMMUNITY

Facilitator's notes:

These people are your **armour**, protecting you from risks.

Remember that you have these people in your life and can trust them to help you.

You don't need loads of people to be part of your armour – research shows that even one person can make a difference to a young person's life.



RESILIENCE

Knives or Lives: A Resilience Game Based on Snakes and Ladders

Time required:

45 minutes

Objectives:

To explore resilience through choices and actions

Description:

Group activity

Resources required:

Cards and board game, counters (pennies, tiddlywinks, chocolates etc.), a dice.

Facilitator's notes:

This is a fun group game that brings in an element of competition. It works well in smaller groups or groups that are less mobile.

The aim is to stay alive and win the game!

You can enlarge the board!

Question answers are: 1.A, 2. False (it used to be), 3.D, 4.B, 5.A, 6.D, 7.C, 8. False, 9.B, 10. False (mostly in cities but can happen anywhere)

Each participant takes a turn throwing the dice and picking up a card.

Alternatively, you can get the group to split into pairs or smaller groups

Each group member throws the dice and moves their counter on the board picking up a card if they land on a HEART, KNIFE task or QUESTION space.

Facilitate a discussion around what would happen in the circumstances described on each of the cards.

This activity works best with much smaller groups.

You can use this game in conjunction with Mark's Story by referring to the characters from the film

You can ask participants questions such as;

- Are there any circumstance in which you would do this?
- What might happen as a result?
- What could you do differently?

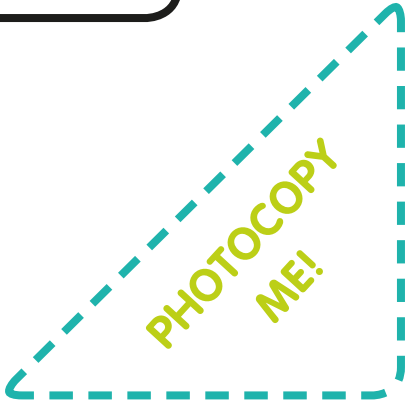
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RESILIENCE



You win!	Heart	Task			Heart		
Knife			Question				
	Heart			Knife		Question	
Task		Knife				Knife	Heart
	Question		Heart		Task		
Knife		Heart				Knife	
	Task			Knife		Question	
Begin here		Knife			Heart	Heart	





RESILIENCE

You find out your partner is seeing someone else THROW AGAIN	You enrol at a gym class MOVE FORWARD ONE SPACE
You fall out with your friend MOVE BACK ONE SPACE	You join a new club MOVE FORWARD ONE SPACE
You are bullied in the school toilets MOVE BACK THREE SPACES	You make a new friend MOVE FORWARD THREE SPACES
You are frightened on your way to school by an older pupil MOVE BACK THREE SPACES	You tell your mum a secret MOVE FORWARD THREE SPACES
You are harassed for being different MOVE BACK FOUR SPACES	You spend quality time with your older sister MOVE FORWARD FOUR SPACES
You flame an argument on social media MISS A TURN	You tell a teacher you are being bullied THROW AGAIN
You ignore your old friend as they are not trendy and they embarrass you MISS A TURN	You don't respond to ugly chat on social media THROW AGAIN
You threaten to beat someone up MOVE BACK 6 SPACES	You don't go to the park because there might be trouble later MOVE FORWARD SIX SPACES
You arrange to meet your mates in the park to start a fight GO BACK TO START	You decide to do a sponsored swim MOVE FORWARD ONE SPACE
You pick up a knife because you feel threatened MISS TWO TURNS	You think your best friend is carrying a knife so you tell your youth worker THROW AGAIN
You pick up a knife because you are the top deal at school GO BACK TO START	You know there is going to be trouble later on so you phone Fearless anonymously to let the police know YOU WIN!
You pick up a knife because you want to kill someone you know GO TO JAIL	You speak to your friends and tell them not to carry a knife THROW AGAIN
You stab someone GO TO JAIL	You are stabbed GAME OVER

PHOTOCOPY
ME!



Task Cards – A correctly performed task gets to throw again

Task	Demonstrate how to put someone in the recovery position.
Task	Someone has been left with a knife in their stomach after being stabbed. Show how you would help the victim.
Task	Someone is losing blood from a stab wound. Show what you would do to help the victim.
Task	Someone shows you a knife and threatens to stab you if you don't give them your money. Demonstrate how you would respond.
Task	Come up with a slogan for a NKBL poster around Reassurance
Task	Come up with a slogan for a NKBL poster around Responsibility
Task	Come up with a slogan for a NKBL poster around Risk
Task	Come up with a slogan for a NKBL poster around Resilience

PHOTOCOPY
ME!



RESILIENCE

Question Cards - A correctly performed task gets to throw again

<p>1. How much has knife crime reduced by in Scotland over the last ten years?</p> <p>A. 64% B. 100% C. 25% D. 18%</p>
<p>2. Glasgow is the murder capital of Europe. True or False?</p>
<p>3. How much blood does an average person have in their body?</p> <p>A. 5 pints B. 10 pints C. 5 litres D. 12 pints</p>
<p>4. A butterfly knife is sometimes called</p> <p>A. A Balinese B. A Balisong C. A Tsonga D. A Switch</p>
<p>5. How many years can you be put in jail for carrying a knife, even if you don't use it?</p> <p>A. Up to 5 B. Up to 10 C. Up to 15 D. Up to 20</p>
<p>6. A safe place to stab someone is</p> <p>A. The bum B. The arm C. The foot D. There is no safe place</p>
<p>7. Which of the following isn't a slang name for a knife?</p> <p>A. Shiv B. Blade C. Chav D. Shank</p>
<p>8. If you use a knife for protection you won't be prosecuted. True or false?</p>
<p>9. If you are with someone who is stabbed with a knife you should:</p> <p>A. Pull the knife out B. Call 999 C. Confront the perpetrator D. Run away</p>
<p>10. Knife crime only happens in cities. True or false?</p>

PHOTOCOPY
ME!

Dear Auntie No Knives

Time required:

40 minutes

Objectives:

Explores group's own knowledge/strengths/peer support

Description:

A peer problem solving group discussion or 'conch' discussion

Resources required:

A 'conch' which could be anything to hand – a wig, a wand, a puppet, a hat, a scarf etc. Pieces of paper or post-it notes for people to write their problem on. A hat or receptacle to post the letters in

The term 'conch' comes from the book 'Lord of The Flies' by William Golding and represents a powerful symbol of democracy. The person holding the 'conch' can speak uninterrupted.

Invent a fictitious Agony Aunt. You might want to explain what an Agony Aunt actually does – someone you write to anonymously who gives advice on a particular problem. Examples of Agony Aunts are Coleen Nolan who works for the Daily Record, and Mariella Frostrup who works for The Guardian. An example of an Agony Uncle is Graham Norton who works for The Telegraph. Anyone can be an Agony Aunt/Uncle – even you! In fact, this is your chance to prove what sensible advice you can give. The Agony Aunt will be whoever has the 'conch.'

Explain that only the person with the 'conch' can talk at any one time. This will prevent people from all talking at once and give the discussion a sense of order. This method works well with talkative/lively groups, encouraging less confident group members to speak with the aid of the 'conch.'

Allow the group time to write their problems out on the pieces of paper. The problems are anonymous or could be signed using an alias (i.e. Depressed of Dundee, Irritated of Inverness, Glum from Glasgow etc.)

A volunteer reads out the first problem and then selects a group member to be The Agony Aunt/Uncle.



RESILIENCE

Top Tip:

You might want to plant a couple of fun/controversial/relevant problems

The Agony Aunt/Uncle will be whoever has the 'conch.' They give advice on the problem that has been read out and can nominate further contributors by passing the 'conch' to them.

People who have opinions can request the 'conch' in order to express them.

Once the reader of the problem is satisfied that they have enough good advice, then whoever is left with the 'conch' reads the next problem out and picks a new Agony Aunt/Uncle.

Repeat this process until all the problems have been resolved.

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ENDING A SESSION

Question:

How do we know if our session has been successful?

Answer:

Evaluation

However, evaluation can be fun! It can be instructive (to you, the practitioner) without being a jargon overload (for the participants). It will help you to improve your session if you actually know what young people thought about it.

Your evaluation of the NKBL session will focus mainly on two things:

The Process and The Outcome

PROCESS – You are asking participants to tell you what methods they preferred, the things they liked about the session, and whether they would have liked more/less interaction. Process evaluation focusses on engagement.

OUTCOME – You are asking participants to tell you what they have learned as a result of the session and if there is anything that they will do differently. Outcome evaluation focusses on behaviour change.

You are likely to want to gather and analyse information from your evaluation quickly. Don't go overboard though, especially if your face to face time with participants is limited. Larger impact studies are often commissioned and concluded over longer periods of time. The following tools will tell you if young people enjoyed the session and give you additional data on how they might use the information you have given them.

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ENDING A SESSION

Off the Mark? - A Very Quick Process Evaluation

Time required:

5 minutes

Objectives:

To quickly find out what young people thought of the session

Description:

Group evaluation tool

Resources required:

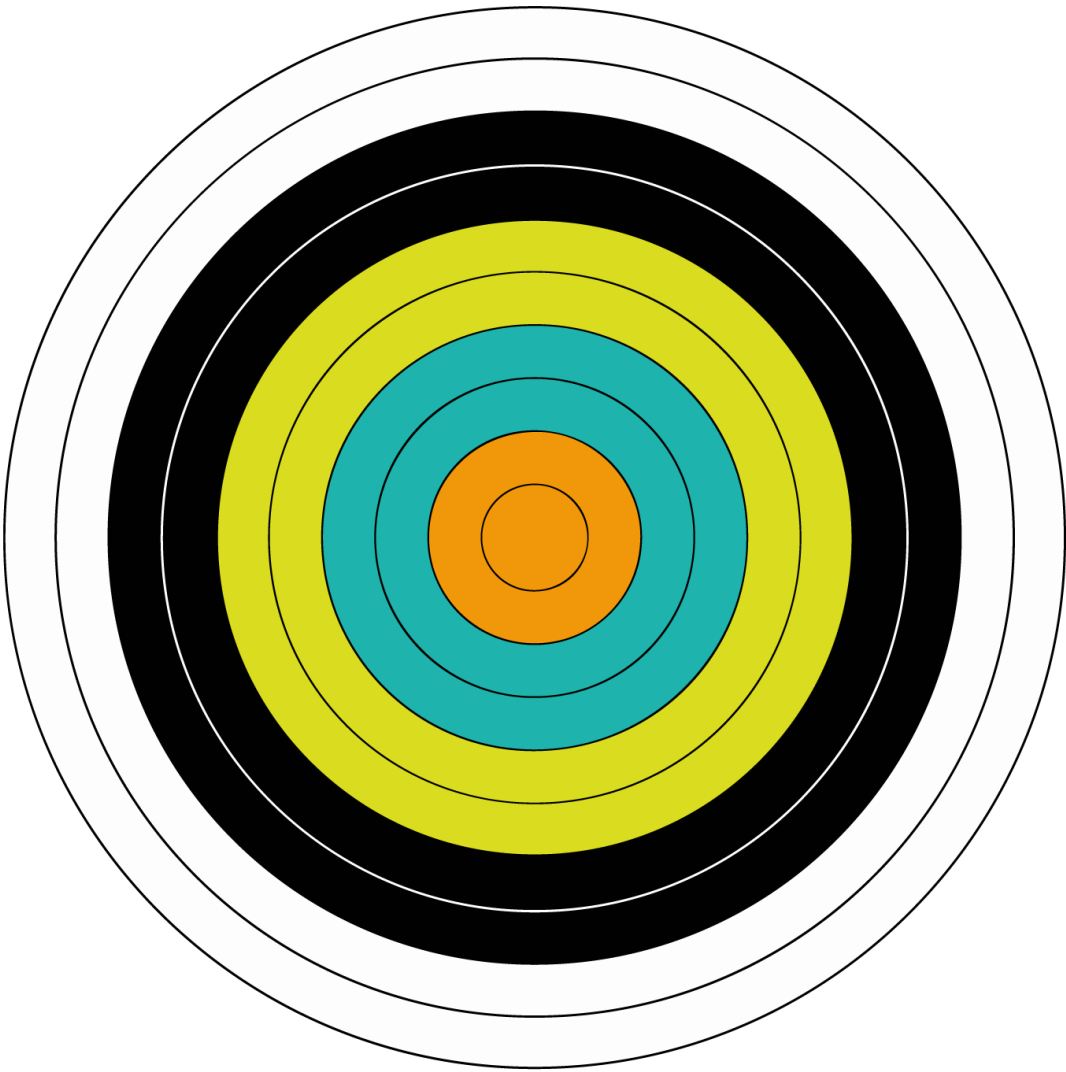
Flipchart paper pens, blue tack

Draw a target on a piece of paper and pin this to the door on the way out of the session.

What did you think of the activities in today's session? Place a cross where you think it should go on the target. If it was a BULLSEYE then let us know!

You can use different coloured pens to represent different things if you require more information. For example, a red pen could represent activities and a blue pen could represent information. You could also ask them to leave post-it notes stating their favourite bit of the session.

ENDING A SESSION



PHOTOCOPY
ME!

ENDING A SESSION

Outcome Evaluation - Tracking Behaviour Change

Time required:
5 minutes

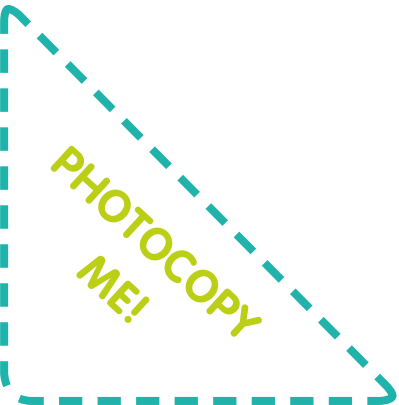
Objectives:
To quickly find out what changes have occurred in young people's behaviour as a result of the session

Description:
Individual evaluation tool

Resources required:
Handout and pens

Or alternatively, you could tailor statements. You may want to ask questions that are most relevant to your community's needs or reflect specific issues that have affected local young people.

As a result of the NKBL session	Less likely	The same	More likely
I would carry a knife if I was worried about being hurt			
I would tell someone if my best friend was carrying a knife			
I would know what to do if I saw someone getting stabbed			
I would tell someone I knew that carrying a knife was a bad idea			



ENDING A SESSION

Outcome Evaluation - Tracking Knowledge Change

Time required:
5 minutes

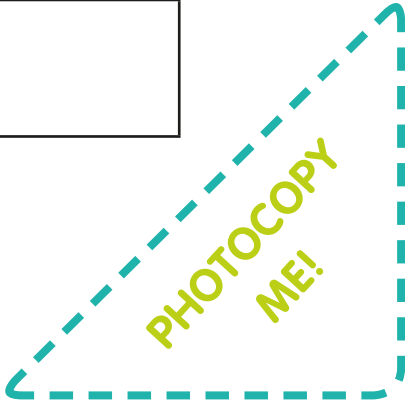
Objectives:
To quickly find out what changes have occurred in young people's knowledge as a result of the session

Description:
Individual evaluation tool

Resources required:
Handout and pens

Or alternatively, you could tailor questions. You may want to ask questions that are most relevant to your community's needs or reflect specific issues that have affected local young people.

	Agree	Disagree	Don't Know
It's safe to stab someone in the bum			
You are more likely to be stabbed if you carry a knife			
You won't be arrested if you say you are carrying a knife for someone else			
You can easily get hold of a knife			
The police can't stop and search you if they think you are carrying a knife			
You can report knife carrying anonymously			



HELPFUL NKBL RESOURCES

The Sharper Solutions toolkit is one of a suite of No Knives, Better Lives resources available to support prevention work with young people. Here are some of the resources available and an idea of how you might use them in conjunction with the Sharper Solutions toolkit.



NO KNIVES BETTER LIVES – WHAT WOULD YOU DO?

The Role of the Bystander in Knife Carrying Prevention

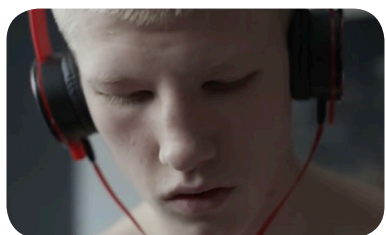
This session plan uses multimedia to explore the role and reality of being an active bystander. Young people explore and understand why it is important to do something if they know that someone is carrying a knife.



NO KNIVES BETTER LIVES

A Lesson Plan for Practitioners

This lesson plan supports practitioners (police, teachers, youth workers) to develop a session such as an assembly or a classroom lesson. It is developed around the NKBL Film Mark's Story.



MARK'S STORY

One Knife, Many Victims (Mark's Story) a NKBL Film

Mark's night starts out like any other. However, a decision he makes early on in the evening will turn his life upside down. Not only has Mark ruined his own life – his decision affects everyone around him too.

This film can be used as a starting point for activities in the Sharper Solutions toolkit. It can also help to bring focus to discussions. For example, you can ask young people questions about what could have been done differently, or how people could have behaved differently.

The film is available on the NKBL YouTube channel located at:

<https://www.youtube.com/watch?v=hC-AB9jrA5E>

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HELPFUL NKBL RESOURCES



MARK'S STORY

One Knife, Many Victims (Mark's Story) a NKBL Practitioner Toolkit

The Practitioner Toolkit is designed to be used with the NKBL film (One Knife, Many Victims). There are two parts to the toolkit;

Part One is for practitioners and focuses on the skills required to work with young people on the issue of knife carrying and knife crime using a youth work approach.

Part Two sets out a range of interactive learning activities relating to the film that can be used with young people.

This resource can be found in the "practitioner" section of the NKBL website.

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A LIFE CHANGING DECISION

An Animated Interactive Version of One Knife, Many Victims (Mark's Story)

This resource is an animated version of the One Knife, Many Victims film and has an interactive element which allows young people to make decisions at crucial turning points in the story and see the different outcomes related to their different choices.

This resource can be found in the "young people" section of the NKBL website.

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DON'T BE IN THE DARK

Don't be in the Dark is a series of atmospheric black and white films in which an actor sets out the legal consequences of carrying or using a knife. The films were developed in response to commonly asked questions from young people on the "information" section of the website.

This resource can be used as a follow up to the film and built in to a learning programme to supplement activities related to the "risks and consequences" of a carrying a knife.

This resource can be found in the "young people" section of the NKBL website.

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HELPFUL NKBL RESOURCES



and relevant.

PEER EDUCATORS HANDBOOK

The handbook contains helpful information for young people (peer educators, Police Scotland Young Volunteers) delivering NKBL sessions with other young people. Peer education is an important and effective way of delivering our message to other young people in ways that are credible, accessible



STOCK IMAGES

The Stock Images can be downloaded and used for free to either:

1. Support NKBL sessions
2. Be used in articles and stories about knife crime and knife carrying

The Stock Images initiative grew out of the NKBL approach to 'reassure' (one of the 4 Rs of prevention). We were aware that many story images were violent and provocative; giving the public a false impression that knife crime was on the increase rather than on the decline.

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YouthLink
Scotland
The national agency for youth work



**The Scottish
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