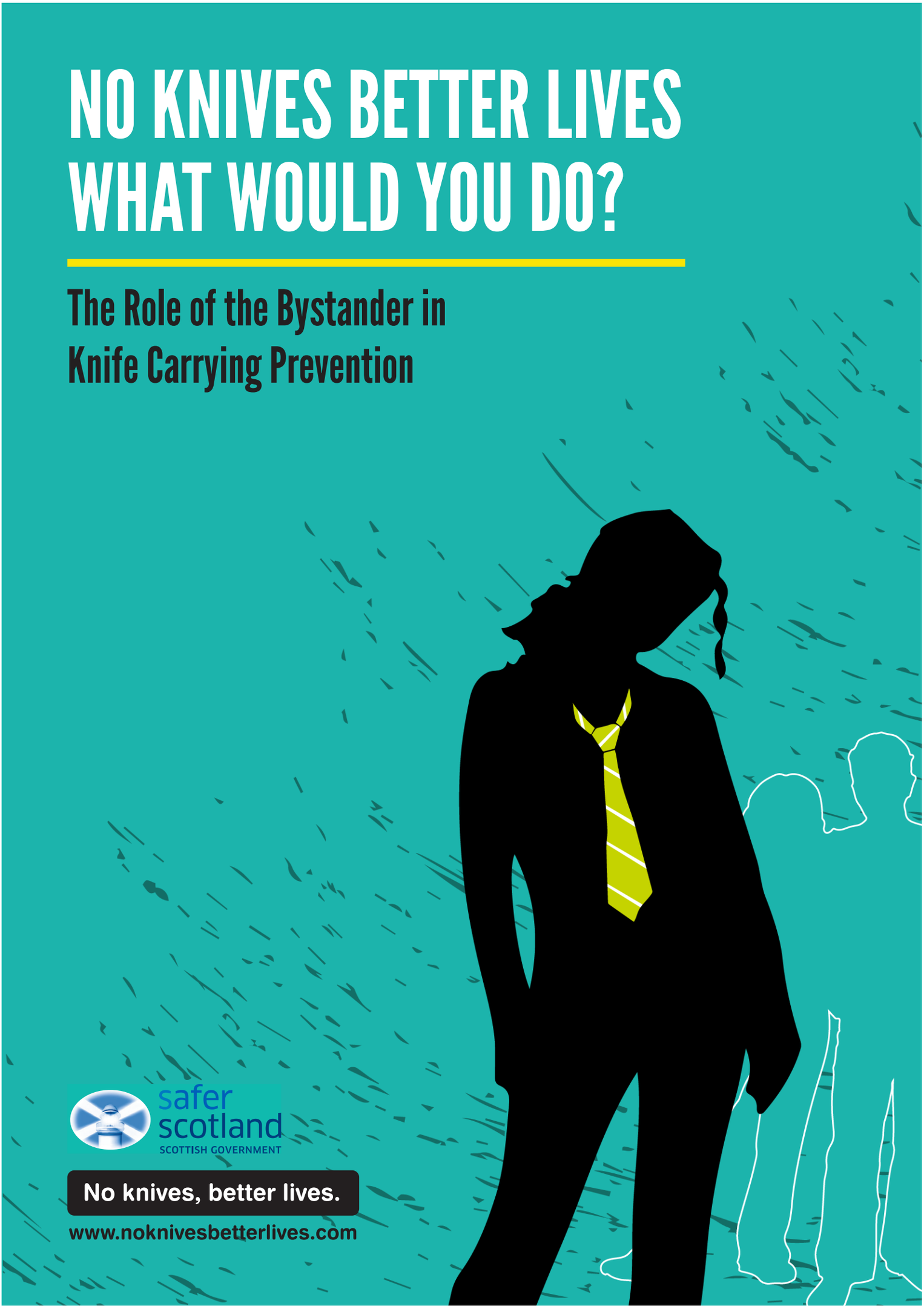
NO KNIVES BETTER LIVES WHAT WOULD YOU DO?

The Role of the Bystander in Knife Carrying Prevention



safer scotland
SCOTTISH GOVERNMENT

No knives, better lives.

www.noknivesbetterlives.com

NKBL session plan.indd 1 03/09/2018 12:47

Contact

No Knives, Better Lives

September 2018

Address	YouthLink Scotland Rosebery House 9 Haymarket Terrace Edinburgh EH12 5EZ
Tel	0131 313 2488
Web	www.noknivesbetterlives.com
Email	nkbl@youthlinkscotland.org
Twitter	@NKBLScotland
Facebook	www.facebook.com/No-Knives-Better-Lives
Instagram	@nkblscotland

No knives, better lives.

www.noknivesbetterlives.com

NKBL session plan.indd 2 03/09/2018 12:47

Foreword

Humza Yousaf MSP,

Cabinet Secretary for Justice.

"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. Schools have an important role in achieving this aim.

We are committed to supporting the development of bystander based prevention work in Scottish schools. This resource supports schools to introduce a bystander approach to knife carrying prevention work or to build on existing bystander based prevention programmes already happening in schools.

The bystander approach to prevention puts young people at the heart of prevention. In the context of knife carrying, 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.

Scotland is leading the way in innovative violence prevention work and we are seeing the results of this. We hope that this resource will further support the development of the bystander approach in Scotland and our vision of a Scotland where young people are informed, involved and safe from harm."

NKBL session plan.indd 3 03/09/2018 12:47

Introduction

This resource is intended to support classroom inputs to secondary school pupils and joins our collection of resources to support the delivery of the Scottish Governmentís No Knives, Better Lives programme.
At its inception, the No Knives, Better Lives programme was a response to the very high incidence of knife crime in Scotland and the concerning number of young people charged with handling an offensive weapon. This incident rate has dropped dramatically over the last few years but it is important to continue to prioritise prevention work. The session plan uses multimedia elements to explore the role and reality of the bystander. Through the resource, young people will understand why it is important to do something if they know that someone else is carrying a knife.

Youth Work Approach

The activities here are underpinned by a youth work approach to prevention. Youth work is an educational practice that supports young people's personal and social development. The purpose of youth work is to support young people to achieve their potential. Youth work develops young people's capacity to understand and consider risk, to understand the influences and pressures that might affect them, and to make informed decisions and choices.

The learning in the session plan corresponds to the 4 R's that should inform knife crime prevention work with young people.

Reassurance

Young people are aware that knife carrying is not common. This is important as protection is a common reason given for knife carrying.

Risks and Consequences

Young people are aware of the very serious legal and personal risks and consequences of carrying a knife or any offensive weapon. Young people are often unaware of the legal consequences of carrying a knife and the impact that knife crime can have on individuals, families and communities. Young people often think that carrying a knife offers protection when in fact it puts them at more risk.

Resilience

Young people are more aware of the influences, fears and pressures that can lead to the decision to carry a knife and how these can be managed or avoided.

Responsibility

Young people are aware of the importance of telling someone if they know someone else is carrying a knife. This is an important aspect of prevention work and is relevant to all young people.

NKBL session plan.indd 4 03/09/2018 12:47

Learning Objectives

Young people will:

- Understand why it is important to do something if they know that someone else is carrying a knife.
- Be aware of the different options available to them.
- Have reflected on those options (advantages and disadvantages).
- Have rehearsed those options (who/what/how).

Curriculum for Excellence links:
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
HWB 3-07a/HWB 4-07a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
HWB 3-16a/HWB 4-16a

I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.
HWB 3-17a/HWB 4-17a

Credits

This resource was produced by No Knives, Better Lives.

Film clips
Produced by Fast Forward.
Cast: Ashleigh More, Madelaine Crabb, Daniel McGuire.
Crew: Johnny Dupre, Polly Morrison, Brendan Smith, Sarah Tainsh, Jamie Wellington.
Script written by Jennifer Adam.
Directed by Kai Peacock.

Special thanks to Steve Small, Strange Town, James Gillespies High School, 24-7 Drama.

NKBL session plan.indd 5 03/09/2018 12:47

Session Plan

1. Introduce the session (5 minutes)

Explain to the young people that you are working with that the purpose of the session is to explore:
- Whether we have a responsibility to act if we know that something is happening that might harm someone else (for example, if we know that someone is carrying a knife).
- Why some people act in these situations and why some people don't.
- The different options we have if we want to help.

Reassurance
It is important that, as part of the introduction to the session, you ensure that you communicate the fact that knife carrying and knife crime are not commonplace in Scotland (incidence of both is at an all time low). You can do this without downplaying the seriousness of the issue and the potentially devastating risks and consequences. Reassurance is important because young people often overestimate the number of young people that carry knives. Where young people think that knife carrying is more prevalent than it actually is, evidence suggests that they become more likely to consider carrying a knife defensively or to participate in "normal" behaviour.
This gives us some insight into how behaviours like knife carrying become viral or epidemic. It makes sense then, to both avoid communicating about knife carrying in unnecessarily alarmist or sensationalist terms, but also to work with young people to bust myths around knife carrying.

2. Introduce the concept of the bystander (15 minutes)

a) Ask the class if anyone knows what the term bystander means (this can be a show of hands or shout out activity). Record the responses on flipchart or similar.

b) Ask the class what they think the difference is between an "active" bystander and a "passive" bystander (this can be a show of hands or shout out activity). Record the responses on flipchart or similar.

Definitions
A bystander is a witness who sees or knows about something that might harm someone else. An active bystander intervenes to help and a passive bystander doesn't intervene.

c) Ask the class what they think they would do in the following situation:
"You are walking home from school and you see a woman lying in the street, seemingly unconscious. Would you do something?"

Note: Most of the young people will say that they would do something. You can let them give suggestions of what they would do, but don't discuss these at this point.

NKBL session plan.indd 6 03/09/2018 12:47

d) Show the class film clip 1

The Bystander Effect

https://youtu.be/OSsPfbup0ac

e) Ask the class the following questions:
- Why did no one help in some of these situations?
- Why did people help the man in the suit more quickly?
- What do you think those people who didn't help would have answered if we'd asked them beforehand what they would do if they saw someone lying on the stairs?
- Do you still think you would do something?
- If it were someone you know (a friend or a family member) lying there what you would want people to do?
- What happened when one person took the lead and helped?

Why didn't people help? The bystander effect is a social phenomenon whereby individuals are less likely to offer help to a victim when other people are present. The greater the number of bystanders, the less likely it is that any one of them will help.

Why did they help the man in the suit more quickly? The way a bystander interprets a situation affects whether or not they will intervene. This includes the bystanders perception of whether or not they feel the person is deserving of help!

What would they have said if they had been asked in advance? They would have probably said that they would definitely help.

What happens when one person takes the lead? They give "permission" for other people to help. It makes it seem safer and it makes people feel more accountable.

NKBL session plan.indd 7 03/09/2018 12:47

3. Introduce the concept of the bystander in relation to knife carrying (15 minutes)

a) Explain to the class that they are going to hear the story of three friends who knew that their friend was carrying a knife but didn't know what to do about it.
b) Show film clip two - The Last Day of School.

https://youtu.be/MTT3-QAG6ns

In this clip, we meet Evie, Aaron and Rachel on the last day of school before the summer holidays. They tell us the story about their friend, Finn. An embarrassing video of Finn has gone viral around the school. The situation comes to a climax and Finn gets involved in a fight with another pupil and stabs them.
We discover that Evie, Aaron and Rachel knew Finn was carrying a knife but didnít know what to do about it.
But what if they had done something?

c) Ask the young people to organise into three groups (or six if you are working with a large group). Give each group one of the following statements and ask them to come up with at least five responses to finish the statement.

Statement one - If a friend of mine was carrying a knife I think I would do something because...

Statement two - If a friend of mine was carrying a knife I think I wouldnít do anything because...

Statement three - A good friend is someone who...

Ask the groups to give feedback and share their responses. Invite the whole group to add to the responses to each statement. Ask the group to consider whether they identify most with statement one or two. What do the responses to statement three tell us about what a friend might do? For example, if a good friend is someone who looks out for you, what does that mean in relation to situation one and two? What is the difference between being a good friend and a "grass"?

Note: the purpose of this activity is not to establish consensus or elicit the "correct" response, it is to facilitate a consideration of the bystander and friend role from all angles.

Be aware.
Strong language.

NKBL session plan.indd 8 03/09/2018 12:47

4. Bystander Options (15 minutes)

a) Show film clip three - Evie's Options.

https://youtu.be/f1bo_rcIW_s

In this clip, we rewind to before the incident. Evie knows Finn is carrying a knife and wants to do something to help. She talks through her various options. The clip ends before Evie makes a decision about what to do.

b) Explain to the group that Evie shows us that there are lots of ways for bystanders to do something and they can be grouped into three main categories:
- They can **directly intervene** (it is important that you make it clear that this **does not** mean directly intervening in a fight or any incident where a knife is being used. You can make this clear without giving away the examples that you want the group to come up with in the activity).
- They can **delegate** or **defer** to others.
- They can **distract** so that the situation doesn't happen.

Ask the young people to get into three groups (or six if it is a larger group). Assign each group one of the above means of intervening (directly, delegation, distraction), and ask them to come up with an example of that type of intervention in the context of Evie's story and to prepare a "script" that illustrates how they would go about it (who would be involved, what exactly would they say etc.)

Here are some examples for guidance:

Direct intervention - Talking to Finn or warning Gary.

Distraction - Persuading Finn or Gary to go somewhere with them so that the fight doesn't happen.

Delegation - Talking to a youth worker, teacher, campus officer, reporting to the police or reporting anonymously using schemes like Fearless.

Fearless is a service for young people to pass on information about crime 100% anonymously. You can report 24 hours a day, 7 days a week, 365 days a year via their website www.fearless.org/en.

Be aware.
Strong language.

NKBL session plan.indd 9 03/09/2018 12:47

5. Evie's Choice (15 minutes)

Show film clip four - This is What Really Happens.

https://youtu.be/jZc6WPkbi-0

We're back with Evie, Aaron and Rachel on the last day of school, but this time it's different. Evie has done something. She spoke to Finn's sister, Farrah (delegated).

Ask the group what they think of Evie's choice. Ensure that you communicate that there is no right or wrong way to intervene and reiterate that personal safety is the most important consideration.

6. Conclusion

Finish the session by asking the young people to reflect on key learning points and whether they would be more likely to do something if they knew someone was carrying a knife.

NKBL session plan.indd 10 03/09/2018 12:47

Further Information

Other resources you might like:

- Lesson Plan

A step by step lesson plan based on the Mark's Story film (One knife, Many Victims). The lesson plan highlights the potentially devastating risks and consequences of carrying a knife.

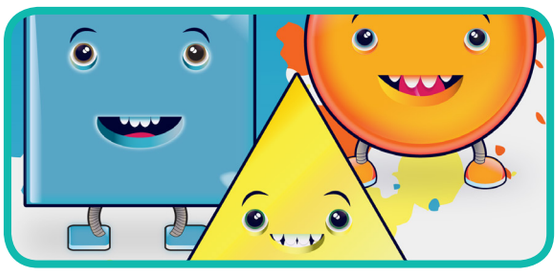
- Mark's Story

This toolkit is a more detailed guide for practitioners using the Mark's Story film. It is divided into two sections: working with young people to affect change, and activities for working with young people.

- Sharp Solutions

This bumper toolkit has a large selection of activities to run with young people. Practitioners can pick and mix the activities to create tailored sessions for their group.

- Playing it Safe



Our only resource designed to support prevention work with children aged 6+. The activities explore themes of responsibility, emotions, friendship, risk, consequence and influences.

No knives, better lives.

www.noknivesbetterlives.com

NKBL session plan.indd 11 03/09/2018 12:47

No knives, better lives.

www.noknivesbetterlives.com

The Scottish Government
Riaghaltas na h-Alba

YouthLink Scotland
The national agency for youth work

Investors in Diversity

YouthLink Scotland, Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ
T: 0131 313 2488 | E: info@youthlinkscotland.org | W: www.youthlinkscotland.org
YouthLink Scotland is a Company Limited by Guarantee. Registered in Scotland No: 16457. Charity Ref: SCO03923