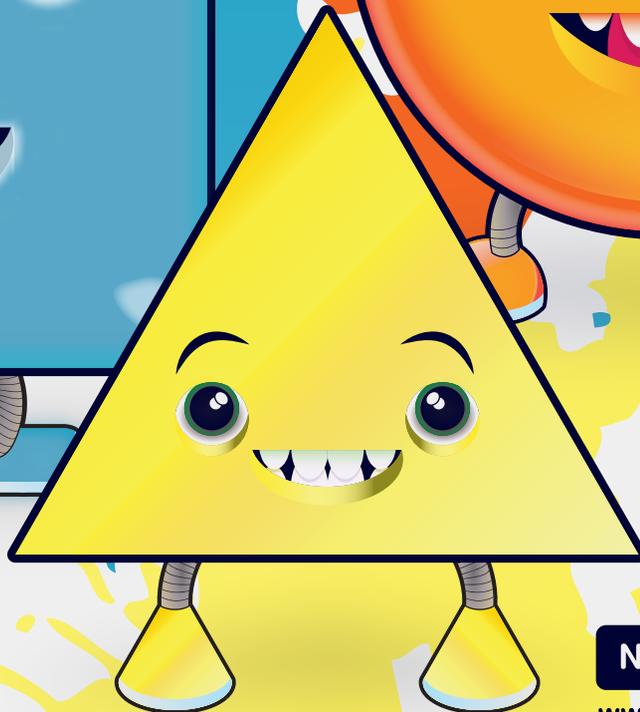
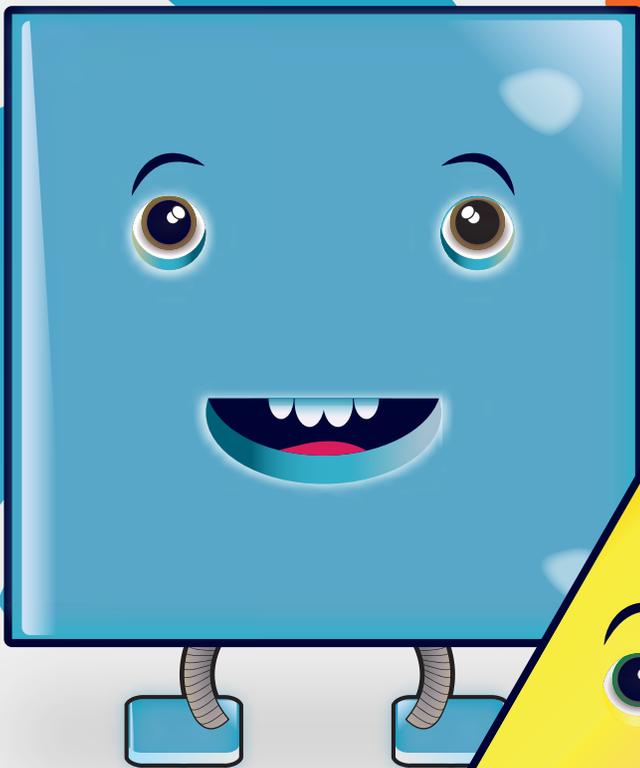


Playing

it safe

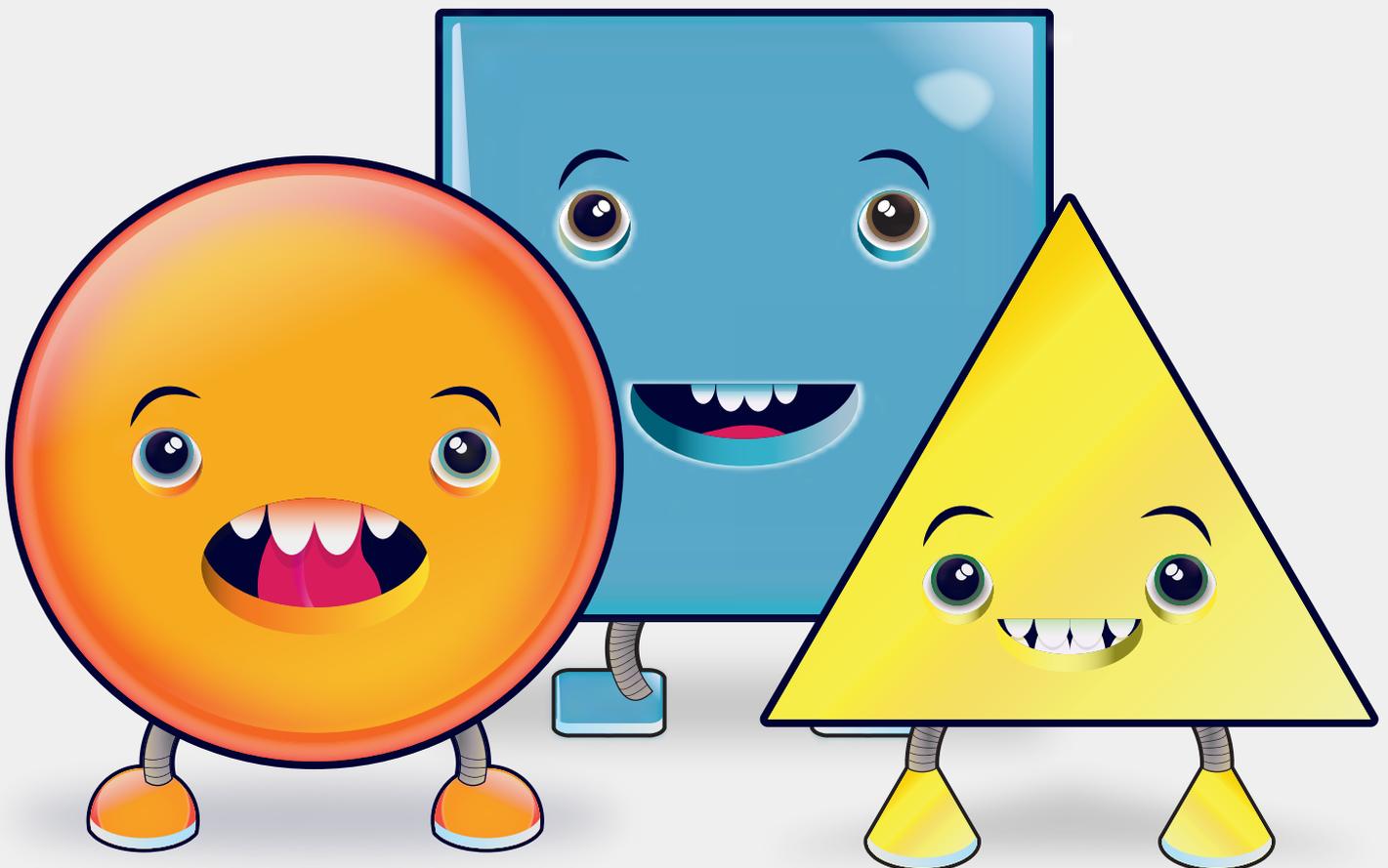




PLAYING IT SAFE

No Knives, Better Lives

Published September 2017



No knives, better lives.

www.noknivesbetterlives.com

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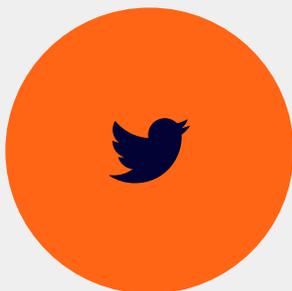
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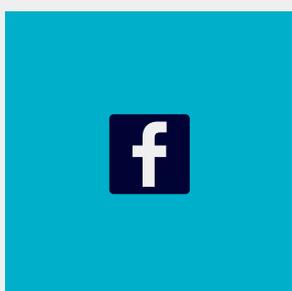
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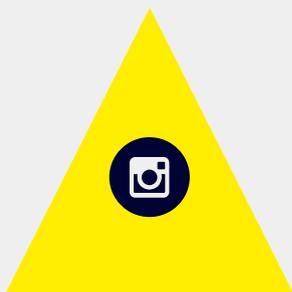
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INTRODUCTION

This resource is designed to support preventative work around knife carrying with children aged 6+ and joins our collection of resources to support the delivery of the Scottish Government's No Knives, Better Lives (NKBL) initiative.

At its inception in 2009, No Knives, Better Lives 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 changed dramatically over the last few years. At the time of writing, recorded crimes of handling offensive weapons are at the lowest they have been in 32 years.

This resource is a response to this current climate and aims to extend our prevention work to a younger age group. It provides the opportunity to explore the issues relating to the '4 Rs' that inform knife crime prevention work with children, in a safe and challenging environment.

WHAT ARE THE 4 RS OF KNIFE CRIME PREVENTION?

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.

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.

HOW TO USE THIS TOOLKIT

This material can be used with children aged 6+ by teachers, youth work practitioners and other professionals working with children. The following activities take into account children's developing understanding, capacity, and responsibility.

The following activities explore themes of responsibility, emotions, friendship, risk, consequence, and influences. The activities help to develop the skills and knowledge of the experiences and outcomes to the relevant organisers of the Health and Wellbeing Curriculum.

The learning is in line with the Curriculum for Excellence. The activities in this resource relate to the following experiences and outcomes:

- I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a/ HWB 2-01a
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 1-03a/ HWB 2-03a
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a/HWB 2-04a
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 1-07a/HWB 2-07a
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 1-16a/HWB 2-16a

INTRODUCTION

Practitioners can use activities from any section of the toolkit to build a learning programme. These can be run as stand-alone activities and do not have to be delivered in the order they are set out in the toolkit. There is an opportunity to integrate the activities into other topic areas enabling interdisciplinary learning.

Knife crime is not mentioned explicitly in any of the activities labelled CfE Level First. Where knife crime is mentioned explicitly, we have used the following symbol. Facilitators should use their own discretion as to whether the group is prepared to engage with such content.



It is important to ensure that you are aware of and have thought about how to deal with difficult issues that might arise as a result of the content. Ensure that you are aware, as far as possible, of any recent or past incidents of knife crime or violence that might have affected the children with whom you are working. Ensure that children are aware of the content of each session and that they have the opportunity to opt out if they are uncomfortable with any aspect of the session.

It is essential that children understand the true extent of knife carrying in their community to ensure that the activities, while building resilience, do not create inappropriate anxieties which can increase the likelihood of children and young people carrying knives for protection.

FURTHER INFORMATION AND SUPPORT

No Knives, Better Lives

www.noknivesbetterlives.com

Scottish Government

www.gov.scot

Police Scotland

www.scotland.police.uk

Fearless

Fearless is the Crimestoppers brand for young people.

www.fearless.org/en

YouthLink Scotland

www.youthlinkscotland.org

KNIFE CRIME IN SCOTLAND – A BRIEFING FOR FACILITATORS

- Knife crime is falling in Scotland. Recorded crimes of handling offensive weapons are the lowest in 32 years. The number of people under 18 convicted of handling an offensive weapon has fallen by 81% since 2006-7 (Scottish Government).
- Possession of a knife carries a prison sentence of up to 5 years, even if it is not used.
- If you are caught with a knife it doesn't matter if it was for your own protection or you were carrying it for someone else – you will be arrested and prosecuted. Self-protection is not a reasonable excuse for carrying an offensive weapon.
- The legal definition of an offensive weapon includes anything intended to be used to harm another person, like a sharpened comb. It is also illegal to carry a 'disguised knife' – anything with a concealed blade or sharp point that is made to look like an everyday object.
- There is no 'safe place' to stab someone.
- Knife crime can affect anyone. Innocent bystanders can get caught in the middle of other people's disputes and suffer trauma, serious injuries, or worse.
- Police can stop and search anyone they think is carrying a weapon.
- It is illegal to sell knives to anyone under 18 and buying a knife under the age of 18 is an offence.
- By carrying a knife, you are much more likely to get stabbed yourself as situations involving weapons can quickly get out of control.
- If someone is injured or killed by a knife in your presence you could be prosecuted even if it is not you who uses it. You could be sent to prison for murder in what is referred to as 'joint enterprise'.

1.

REASSURANCE



No knives, better lives.

MY COMMUNITY

Time required:	20-30 Minutes
CfE Level:	First, second
Type:	Craft, discussion
Resources required:	Paper and pens
Objective:	To begin exploring bystander responsibility.

Ask the children to draw all the places in their community where they feel safe, for example in their garden, at school, at youth club. Compare the areas and see if there are any differences amongst the group. Facilitate a discussion on why they feel safe in those areas.

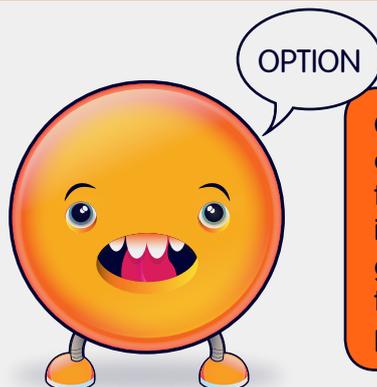
Now they should add all the people who make them feel safe in those areas, for example police officer, family member, doctor, teacher or firefighter.

SECOND

After completing the above, ask the children to give some examples of places where they felt unsafe in their community. This can be done as a list or using a large map. Use traffic light colours as a way of grading these: red as the most unsafe, green as the safest. How does each person's grading differ? Are there patterns?

Once completed add in some scenarios such as 'at night' and 'when alone'. Ask the children whether their perceptions of safety have changed.

Now the discussion should focus on what could be done to reduce the risk, for example to move a red to an amber, or green? Does this involve changing how they act in those situations, or avoiding places and people? Everyone should be able to identify something they can do to make the situation safer.



Give the children an opportunity to develop individual safety strategies for the situations above. Strategies could include telling someone where they are going, adhering to rules, identifying how to get help safely. They could then role play these strategies.

REASSURANCE

HELPING HANDS

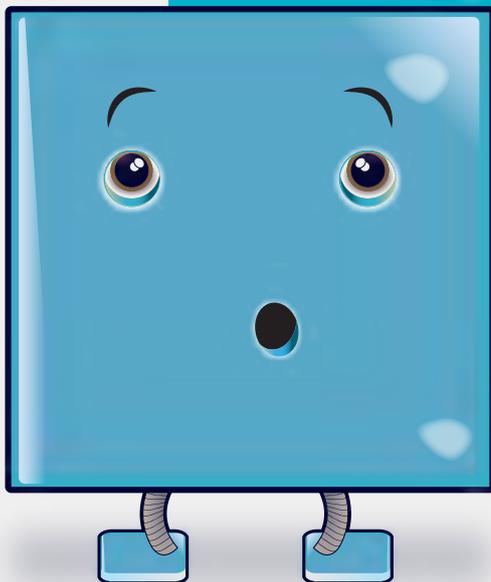
Time required:	20 Minutes
CfE Level:	First
Type:	Craft, discussion
Resources required:	Paper and pens
Objective:	To identify trustworthy people to turn to if needed.

The children are asked to draw an outline of their hand. On each of the fingers they have drawn they should write the name or position of someone they could speak to if they were worried or scared. Examples might include parents, teachers or police officers.

Emphasise to the children that if the first person they speak to doesn't listen, they should speak to the next person, and the next, until someone listens and helps.

2.

**RISKS AND
CONSEQUENCES**



RISKS AND CONSEQUENCES

DANGER CARDS

Time required:	20-30 Minutes
CfE Level:	First
Type:	Discussion
Resources required:	Danger cards
Objective:	To recognise unsafe situations and develop personal safety strategies.

Organise the children into small groups. Give each group a copy of the danger cards. There are some blank cards for facilitators to make their own scenarios.

Ask the children to read through the danger cards in the small groups and talk about any personal situations they may have experienced that are similar to those described on the cards.

Ask each group to select one card. Invite a member of each group to read their card aloud to the rest of the class. Ask them to explain how personal safety is endangered in this situation and to suggest ways a child might respond to the risk of danger presented.

RISKS AND CONSEQUENCES

Someone who drives a car too fast near a school.		Broken glass.		Scissors.
	Someone who pushes or kicks you every day in the playground.		Someone who lets children do jobs which should be done only by adults, for example lighting fires.	
A building site.	A bottle of tablets left open.	An older boy asks you to climb through a wire fence/onto a site. There is a notice that says 'DANGER – KEEP OUT'.	An unattended kitchen where dinner is being prepared.	Jumping from a high place.
You've been playing an online game and someone you don't know asks to be your friend.	A friend asks you to go somewhere that your parents say you should never go.	A carving knife.	A 'dare devil'.	Going swimming in an area that has a 'NO SWIMMING' sign.
		A busy road.	Boiling water.	Someone who dares you to skateboard across the road as a car approaches.

RISKS AND CONSEQUENCES

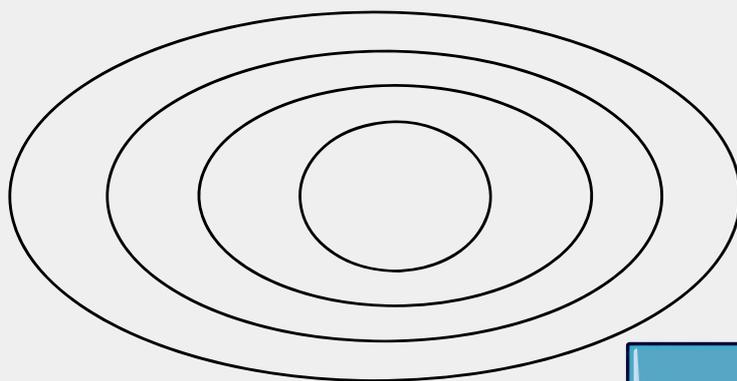
THE RIPPLE EFFECT

Time required:	20 Minutes
CfE Level:	Second
Type:	Discussion
Resources required:	Paper and pens
Objective:	To anticipate consequences of conflict.

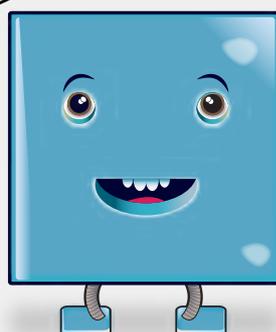


To ensure all children understand the meaning of a ripple effect, ask them to close their eyes and imagine either a pond or large puddle and throwing a stone into the middle of that water. What happens after the initial splash? Explain that we are to think of this initial splash as being a single act of violence by one person against another using a knife, which results in the second person being hurt or losing their life. What happens after that is the ripple effect. The consequences affect many people far and wide.

Using the ripple effect template, ask the children to list all the people that may be directly affected in this situation. Ask for examples of who might be involved. Answers you might receive include: the person carrying the knife, the victim, the friends of the person carrying the knife, the friends and family of the victim, the police, and the bystander who does nothing.



Using a newspaper article on knife carrying or knife crime, get the children to list all of the people mentioned and then map them onto the ripple effect template.

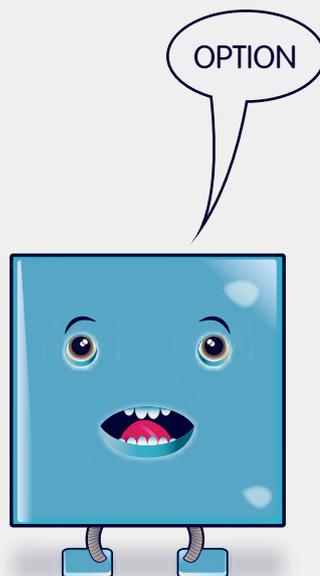


RISKS AND CONSEQUENCES

DYNAMITE AND SHIELDS

Time required:	10-15 Minutes
CfE Level:	First, second
Type:	Game
Resources required:	None
Objective:	To introduce the concept of personal control.

Get the group to stand in a circle. Ask each child to pick another group member without telling anyone. This person will be their dynamite. Ask the children to move about staying as far away from their dynamite as possible. Do this for about 30-60 seconds. Then get the group back in a circle and get them each to pick another child, this child will be their shield. Explain that when they move around they must keep the shield in between them and the dynamite. The facilitator then counts down and when they reach zero everyone has to freeze. The facilitator shouts stop. Once the group stops moving the children have to point to their shield and dynamite. If the shield is successfully in between them and the dynamite they are still in the game. Continue this cycle.



Facilitate a discussion around the activity.

- What did it feel like trying to avoid the dynamite in the first part of the exercise?
- Who was in control of the situation?
- Who or what are the dynamites in your life?
- What was it like trying to stay behind your shield?
- Who was in control of the situation?
- Who or what are the shields in your life?

RISKS AND CONSEQUENCES

FREEZE FRAMES

Time required:	30-45 Minutes
CfE Level:	Second
Type:	Role play
Resources required:	None
Objective:	To anticipate consequences and articulate emotions.



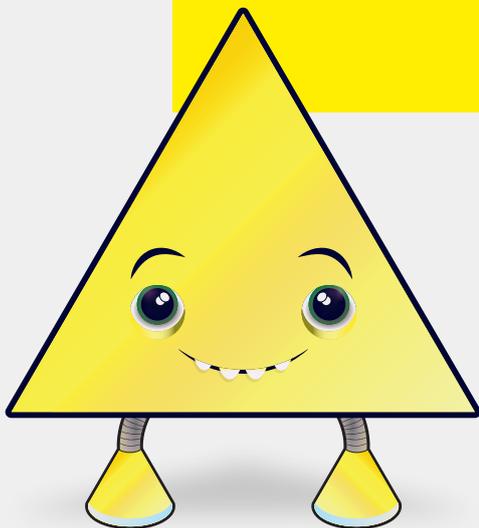
Ask the children to form small groups. The facilitator gives instructions such as, "In groups, build a bus." Children must use their bodies to 'build' that object. Repeat this a few times using different objects. Then the facilitator asks them to make freeze frames showing a situation relating to knife carrying, for example groups getting into a fight, being sentenced to prison for knife carrying, carrying a knife for protection. Groups could also make up their own scenario.

After doing this for a while, the facilitator asks each group to choose their favourite freeze frames.

The whole group watches the favourite freeze frames. The facilitator taps each character on the head and in turn they should say what they are thinking and how they are feeling. The groups have 5 minutes to 'press play' on their freeze frame and create a short improvisation with a beginning, middle and end. Discuss the scene in greater detail with the group.

3.

RESILIENCE



RESILIENCE

VOLCANO EMOTIONS

Time required:	20 Minutes
CfE Level:	First
Type:	Discussion
Resources required:	Volcano template and scenarios
Objective:	To recognise emotions and identify ways to keep control of emotions.

Show the picture of the volcano. Read the scenarios below of children losing their temper. After each scenario ask the children to indicate which part of the volcano the character is currently in.

Reinforce how important it is that the children recognise when they are moving upwards towards an explosion. Explain how sometimes when we feel angry we can lose control of our feelings. We might shout, get upset or hit something.

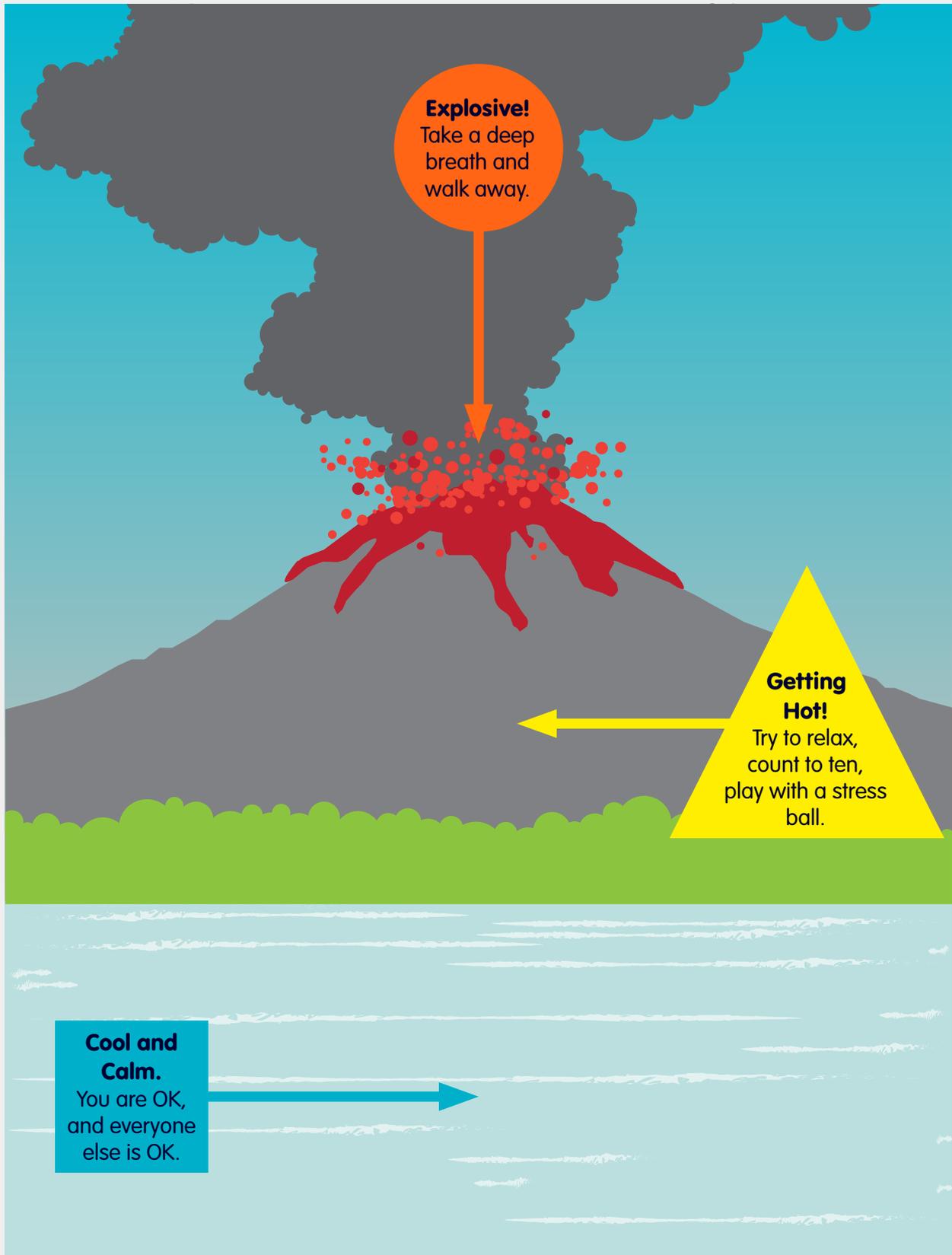
Ask the children what techniques they could use to keep cool and calm.

SCENARIOS

Isla's little brother has broken her favourite teddy. Even though he is only a baby, he has ripped off the teddy's arm. When she sees the broken teddy her face feels hot and her eyes fill up with tears. Isla is so cross that she shouts at her little brother.

In the playground Alex calls Rabia a hurtful name. Alex has said hurtful things to Rabia before. Rabia is quiet for the rest of the day and doesn't want to play games with her friends after school like normal.

Aisha loves running and is very fast. Harris prefers to play the guitar. They are good friends. In P.E. class Aisha is chosen to pick a relay team. She doesn't choose Harris. Harris thinks it is just a game and is irritated that Aisha didn't pick him. He can feel his breathing become faster and his fists are clenched. He stomps away from the group.



RESILIENCE

SAYING 'NO'

Time required:	15 Minutes
CfE Level:	First
Type:	Role play
Resources required:	Scenarios
Objective:	To practise assertiveness.

In pairs the children should act out the following situations in which young people need to say no. They will practise saying no in way that doesn't hurt someone's feelings. Facilitators can invent other scenarios that better reflect the local area. Children should have a turn playing both roles.

THE SITUATIONS

Ali's friend Finlay is acting strangely. Finlay has a bottle in his bag from his parent's house and asks Ali to drink some. Ali doesn't know what is in the bottle and doesn't want to drink any. He is afraid he will start acting strangely too. What does Ali say?

It is snowing and Scott is throwing snowballs at the passing cars. He calls to his friend Sasha to join in. Sasha knows it is dangerous and she is afraid she might cause an accident. What does Sasha say?

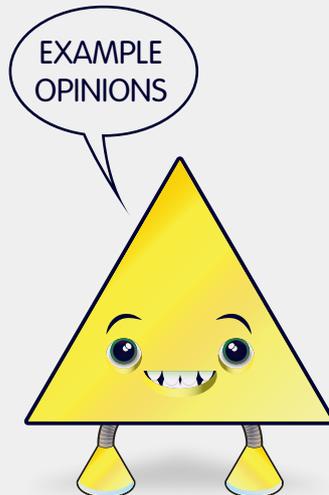
Paula is walking home from school with her friend Olivia. Olivia lives in the same street as Paula and they always walk home together. Today Olivia asks Paula to walk a different way that Paula's mum has said isn't safe. Paula knows that sometimes gangs hang around there. What does Paula say?



AGREE OR DISAGREE

Time required:	15 Minutes
CfE Level:	Second
Type:	Discussion
Resources required:	Statements
Objective:	To engage young people in making informed choices and reduce risk taking.

Designate opposite ends of the room agree and disagree. Each child will get a statement that they will have to read out. Make clear that the statements are opinions and not facts. The children will then have to decide whether they agree or disagree with the statements by voting with their feet. Ask the children why they chose their current position and open up a discussion. Encourage group discussion and exploration of attitudes and issues as you go through the activity. Children should be encouraged to change sides during the discussion.



It's OK to carry a knife as long as you use it for protection.

People who carry knives are stupid.

I would never use a knife.

If I felt in danger, I would carry a knife.

You need to carry a knife where I live.

It's safe to carry a knife.

PEER PRESSURE CIRCLES

Time required:	30 Minutes
CfE Level:	Second
Type:	Role play
Resources required:	None
Objective:	To recognise peer pressure and practise resisting.



Divide the group into As and Bs. Form two concentric circles with children facing one another. Designate children in the two circles as A and B. Explain that A is trying to persuade B to do something but B must try to use all the arguments they can think of to resist the pressure. Facilitators may need to clarify understanding of 'resist' and 'persuade'.

In terms of knife carrying and knife crime, the scenario could be:

- A is your friend and is asking you to come and fight some other kids in the park.
- B doesn't want to go.
- A tells B that the other kids have been really mean to them and they should stick up for themselves.
- B says they shouldn't fight them because they might hurt someone and get into trouble.
- A shows B that he has brought a knife with him.
- B thinks they should go home.

Run the role play for a couple of minutes. After each role play, young people swap places so they have a different partner for the next role play. Swap roles A and B so the persuaders can then become the resisters. After the role play ask your pupils:

- How easy was it to resist?
- How did A persuade you?
- How did it feel to be B?
- What were the most successful ways of resisting pressure?
- Why is it important to be able to resist the peer pressure you felt?
What could have happened if you didn't?

RESILIENCE

SHARKS

Time required:	15 Minutes
CfE Level:	First, second
Type:	Game
Resources required:	Flip chart paper, large space
Objective:	To explore issues of safety and danger.

Lay pieces of flip chart paper at various points on the floor. There should be approximately one sheet per four children.

A volunteer is chosen to be a shark. Everyone else is a swimmer. The pieces of paper represent islands where the swimmers are safe from the shark.

The children move around the room until the facilitator calls 'shark'. At this point all swimmers head for an island before the shark can touch them. Any swimmers that are touched become sharks.

After each round the facilitator should either remove a piece of flip chart paper or tear the paper in half so that the safe space diminishes. The game ends when there is only one swimmer left.

Questions to ask:

- How did you find the game?
- What strategies did you use to keep yourself safe?
- How did it feel to be a swimmer? How did it feel to be a shark?
- Did you work by yourself or in a team?
- How did it feel when there were fewer/smaller islands?
- Was there anything in this game that reminded you of real life?
- How did it feel when there were fewer swimmers?

4.

RESPONSIBILITY



RESPONSIBILITY

RESPONSIBILI-TREE

Time required:	20 Minutes
CfE Level:	First
Type:	Discussion, craft
Resources required:	Paper and pens
Objective:	To recognise that personal responsibility increases with age and maturity.

Begin a discussion with the group about ways children can help themselves and others. These are called responsibilities. Practitioners can refer to the GIRFEC Wellbeing Wheel and accompanying indicators. Responsibilities increase with age. Use the tree template to help the group identify their responsibilities by writing or drawing them on the leaves. For example, feeding the dog, getting dressed, helping younger siblings.

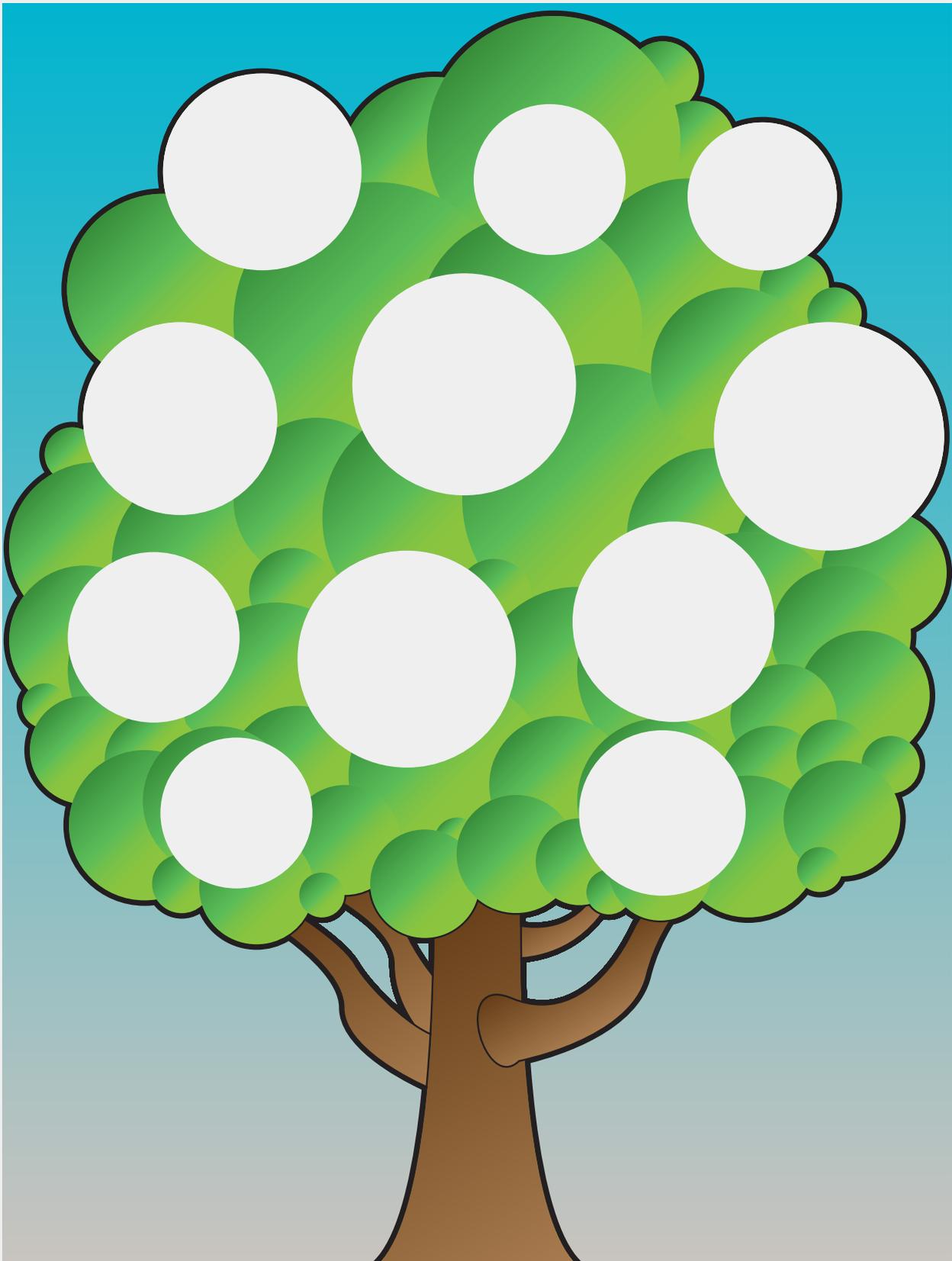


Add further discussion using these situations.

How would you demonstrate responsibility if ...

- You broke the wheel off your sister's new skateboard?
- Your friend asks you to play and you haven't finished your homework?
- You're playing a really fun game at your friend's house and it is time to go home?
- You promised your mum or dad you would clean your room but you just don't feel like it?
- Your grandma is not feeling well and could really use some extra help around the house?

RESPONSIBILITY



RESPONSIBILITY

BEING A GOOD FRIEND

Time required:	20 Minutes
CfE Level:	First
Type:	Discussion, craft
Resources required:	Paper and pens
Objective:	To begin exploring bystander responsibility.

In groups children draw a 'good friend'. What does a good friend look like? How do they behave? Share the ideas with the whole group.

Secrets about knife carrying can create a dilemma for children and young people. By discussing the dilemma with the whole group they can come to a consensus on what their responsibilities are in this situation.

Introduce the idea of secrets and discuss using the following questions:

- What should you say or do if your friend asks you to keep a secret? If the young people say "it depends what secret", ask them what they mean.
- Should you keep a secret that could mean one day your friend gets hurt or into serious trouble?
- Should you keep a secret if it could mean that someone else might one day get hurt?
- Should anyone ask you to keep a secret that makes you feel uncomfortable, worried or scared?
- Who can you tell if someone tells you a secret that makes you feel uncomfortable, worried or scared?



ADVICE ALLEY

Time required:	30-45 Minutes
CfE Level:	Second
Type:	Role play, discussion
Resources required:	Story
Objective:	To explore choices in situations of conflict.

Read aloud Johnny's story to the group or get the group to act it out. Alternatively, facilitators could use a relevant section of a book or a newspaper article.

Explain to the group that Johnny needs to make a decision about what he will do regarding Adam's knife.

Divide the group into two groups. Explain that one group will represent Johnny's 'good' conscience and the other group will represent his 'bad' conscience. Have the groups form two lines, facing each other. Ask a volunteer to pretend to be Johnny. Invite Johnny to walk down the space between the two groups (advice alley) and ask for advice from various members of the groups on either side. When Johnny has reached the end, ask him to say what he might do after hearing all the advice he has been given.

Questions for discussion:

- What do you think Johnny is feeling? Have you ever felt like this?
- What would you do if you were Johnny?
- What would you do if you were Johnny's school friends?
- What do you think will happen next? Act out the chosen advice from the advice alley.

RESPONSIBILITY

JOHNNY'S STORY

Johnny loves playing football, hanging out with his friends and walking his dog, Buster. His favourite subject in school is English because he enjoys reading stories about adventures. Johnny's family have recently moved house and there are lots of kids he doesn't know in the new street. Johnny recognised some of them from school. They are really cool and part of the popular group. Johnny's mum and dad wanted him to make new friends. 'Why don't you invite them over to play football in the garden?' Johnny's dad suggested.

The kids in his new street do lots of things Johnny has never done before. Most of it is quite exciting but sometimes it can be scary too, like going into abandoned buildings. Johnny knows his parents would be angry if they knew he was doing these things too but he wants to impress his new friends. "I want them to think I'm just as cool as they are," thought Johnny. The oldest boy in the group, Adam, helps Johnny feel part of the group. "Don't worry Johnny," he said. "We won't get in trouble going into this old place. No one will see us. Plus, look at the state of it! No one will notice if we break a few more windows."

It's been a few months now since Johnny started hanging out with his new group of friends. Johnny's friends from school say that he acts differently now. Johnny feels different too. Some of Johnny's school friends are scared of the group.

One afternoon after school, the group were hanging out at the park. "Check this out Johnny," Adam whispered. Adam brought a shiny red metal thing out of his pocket and held it in his hand. Then he pulled the side of it and a small silver blade popped out. Johnny could see it was a knife. "I want you to keep this safe for me for a while," said Adam. "Keep it with you at all times". Johnny looked silently at the knife.

POSITIVE CIRCLE

Time required:	10 Minutes
CfE Level:	First, second
Type:	Game
Resources required:	Chairs
Objective:	To encourage friendships and positivity between members of the group.

Form a circle of chairs with the group. Facilitator adds an extra chair on their right hand side then says, "There is a space on my right and I would like (child's name) to come and sit in it because (positive reason)". The child with their right arm beside the now empty chair repeats the exercise. When a child has been asked to move, they should fold their arms to show they have already had a turn.

NOTES



No knives, better lives.

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