



MOPAC

MAYOR OF LONDON
OFFICE FOR POLICING AND CRIME

Knife Crime Toolkit

Knife Crime Toolkit Index

This toolkit is designed for professionals to use with children and young people who are at risk of carrying or using a knife. It can be used by staff in Youth Offending Teams for young people on court orders or prevention programmes, and by youth workers, Early Help and other social care officers, teachers and school staff and staff in secure settings. It has been designed by BraveSpace, the youth justice consultancy, in partnership with young people and staff from Hackney, Hammersmith and Fulham and Lewisham; and with the graphic design skills of young people from Haringey and Islington engaging with Wipers Youth project. It has been delivered for the London Mayor's Office for Policing and Crime, as part of the Mayor's Knife Crime Strategy.

This product is designed as a toolkit – a suite of intervention sessions from which professionals can select those which apply to the needs and circumstances of individual young people. All of the sessions can be adapted for use in one to one or group settings, as applicable. Text which is italicised forms advice for staff on delivery of the session. The toolkit also references a number of videos which can be used to enhance learning.

As with all resources for group and one-to-one work dealing with violence, care should be taken in planning these sessions. Tailoring the material to your local context and participants, and using appropriate challenges where needed, will reinforce the positive outcomes of this work.

1. Life Circle and Star, with guidance table

PAGE 1 - 2

This evaluation tool enables the worker to assess the progress of the young person over the course of engagement with intervention. The upper two quadrants assess external factors influencing trauma and criminality; the lower two assess internal emotions and stresses. By allowing the young person to make their own judgement about how they rate their life in each domain, the worker can gain an accurate picture of 'distance travelled'.

Suitable for:	<i>all participants</i>
Length:	<i>up to one hour</i>

2. What is an Offensive Weapon?

PAGE 3 - 4

This session provides information as to the legal definition of an offensive weapon, and the concept of a 'reasonable excuse' for carrying one. This session uses pictures and examples for clarity of explanation.

Suitable for:	<i>universal educational delivery; early intervention; prevention; out of court work young people with language and literacy needs</i>
Length:	<i>up to one hour</i>

3. Sentencing Awareness

PAGE 4 - 7

Covers the types of sentencing likely for offences relating to weapon possession; begins to the reasons people choose to carry a weapon.

Suitable for:	<i>universal educational delivery; early intervention; prevention; out of court work young people in early stages of the justice system</i>
Length:	<i>up to one hour</i>

4. Consequential Thinking

PAGE 8

Addresses impulsivity in decision making; encourages young people to consider the consequences of actions and the potential results of acting immediately. Uses a range of scenarios to explore 'pausing the action' to consider ramifications.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

5. Knife Crime Snakes and Ladders

PAGE 9

This game uses the model of a game of Snakes and Ladders to explore facts and decisions in relation to knife offences.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions</i>
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6. Negotiation Skills

PAGE 10

This session teaches skills of advocacy and conflict resolution, with the aim of encouraging young people to retain a range of options and exit opportunities when in situations of antagonism.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

7. Understanding Stop and Search

PAGE 11

Gives an outline of the legalities of Stop and Search procedures; explains the rights and responsibilities of young people when stopped or searched by a police officer.

Suitable for:	<i>all participants</i>
Length:	<i>up to half an hour – information based session</i>

8. Understanding Knife Bins

PAGE 12

Explains the purpose, basis and arrangements for the use of knife surrender bins. Gives information on how they are operated, locations and how to use.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system</i>
Length:	<i>up to half an hour – information based session</i>

9. Knife Crime and Society

PAGE 13

This session discusses the implications of knife crime for individuals, victims and the wider community and challenges decisions to carry a knife.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

10. Exploring Reactions

PAGE 14 - 15

Explains how thoughts manifest themselves as physical sensations in the body, so that by recognising the bodily indications, young people can recognise their feelings and reactions. Shows the links between thoughts, feelings and actions, to enable increased self-control.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

11. Red Thoughts, Green Thoughts

PAGE 16

Identifies the physical sensations which indicate stress and fear, and the related thoughts which arise out of these feelings. Shows how to replace thoughts which lead to risk taking behaviour with thoughts which are protective and increase safety and pro-social responses.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

12. Aggressive, Passive, Assertive

PAGE 17 - 18

This session identifies the distinction between aggressive, passive and assertive reactions to situations, and uses scenarios to explore these and trial an assertive approach. Explores the benefits and disadvantages of aggression and passivity and encourages assertiveness as the preferred approach.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

13. The Ripple Effect

PAGE 19

Uses the metaphor of a ripple falling into a pool of water to demonstrate the ongoing consequences of actions. Uses a case study to examine the far reaching effects of one decision on a wide range of people to convey that the decisions a young person makes can have far-reaching consequences.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences</i>
Length:	<i>up to one hour</i>

14. Liam's Story (Victim Awareness)

PAGE 20 - 21

The anonymised story of a man bereaved of his younger brother in a stabbing incident. Explores the emotions of loss for the family of victims, and the reality of knife related deaths.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences universal educational delivery; early intervention; prevention; out of court work</i>
Length:	<i>up to one hour</i>

15. Understanding Exploitation

PAGE 22 - 23

Supports young people to understand the concept of criminal exploitation, and that their involvement with violence, risk taking and gang activity may have elements of coercion. Discusses the effects of trauma and its impact on subsequent life choices. Uses scenarios to explore this in more depth.

Suitable for:	<i>young people who may be subject to criminal exploitation young people with convictions for knife related offences young people on community orders in the justice system young people serving custodial sentences young people subject to youth conditional cautions</i>
Length:	<i>up to one hour</i>

16. Understanding Trauma

PAGE 24

This session helps young people to understand the nature and effect of trauma on their experience, development and behaviour.

Suitable for:	<i>young people who may be subject to criminal exploitation young people with convictions for knife related offences young people on community orders in the justice system young people serving custodial sentences young people subject to youth conditional cautions</i>
Length:	<i>up to one hour</i>

17. Joint Enterprise

PAGE 25

Explains the legal concept of joint enterprise, and its use in prosecutions for serious violence and murder cases. Gives advice for young people to inform young people they can be convicted under joint enterprise and provide advice on how to avoid this.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system</i>
Length:	<i>up to one hour</i>

18. Where can I get help?

PAGE 26

Signposts to sources of guidance and support in London. Includes information on the National Referral Mechanism, for young people who may be being trafficked and exploited.

Suitable for:	<i>young people who may be subject to criminal exploitation young people with convictions for knife related offences young people on community orders in the justice system young people serving custodial sentences young people subject to youth conditional cautions</i>
Length:	<i>up to half an hour – information based session</i>

19. Being Yourself

PAGE 27 - 29

Explains the concept of 'toxic' masculinity and gender stereotypes, and how to challenge these. Proposes a range of male role models whose behaviour and choices demonstrate positive, vulnerable and caring aspects of male identity.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people serving custodial sentences young people subject to youth conditional cautions</i>
Length:	<i>up to one hour</i>

20. Old Me, New Me

PAGE 30

This session uses the metaphor of pushing through long grass to show the choices young people make about courses of action, acknowledging the difficulty of making change.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people serving custodial sentences young people subject to youth conditional cautions</i>
Length:	<i>up to one hour</i>

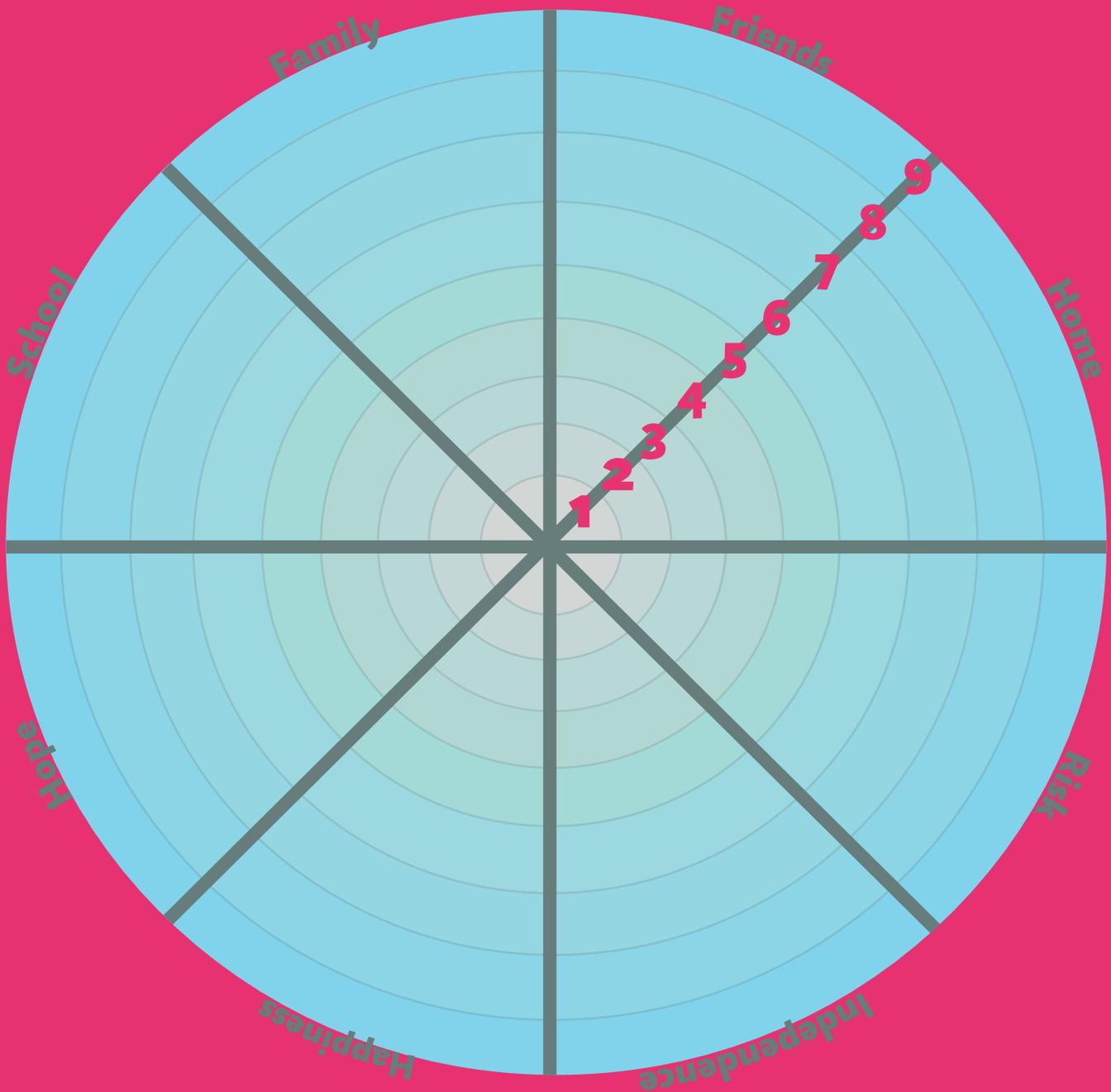
21. External Links

PAGE 31

A list of additional resources, mostly in online video format, which illustrate further the approaches in this toolkit.

Suitable for:	<i>young people with convictions for knife related offences young people on community orders in the justice system young people subject to youth conditional cautions young people serving custodial sentences universal educational delivery; early intervention; prevention; out of court work</i>
Length:	<i>N/A – to be integrated with other sessions</i>

Life Circle & Star



Give yourself a number from 1 – 9 against each of these areas, 1 being the lowest level of satisfaction with this area, and 9 being highest. Put an X on the line which shows where you are in that area. There is a guidance table which may help you to score yourself. Then join the Xs to make a star shape.

This is your Life Star. The top half shows things in your life outside of you, the lower half your thoughts and feelings. The smaller and spikier your Star, the more areas there are to work on.

What struck you as interesting in answering these questions? Which made you think most?

Thank you for completing this and giving your feedback. We will keep these questions so that at the end of the programme, you can look at them again and see whether any of your views have changed. We aim to have made your Life Star bigger!

Guidance Table for Life Star

Family	My family relationships are good and I can sort out problems when they happen	9 Yes, all the time 8 Yes most of the time 7 Yes often
	There are problems in my family but I want to change this and I know where to get help	6 Some problems still 5 I am starting to change 4 I ask for help
	There are major problems in my family and I have no support with this	3 I occasionally ask for help 2 I may need help 1 That's how it is
Friends	I have good friends who are a positive influence for me	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I am trying to create positive friendships	6 Some problems still 5 I am starting to change 4 I ask for help
	I don't have any positive people in my life	3 I occasionally ask for help 2 I may need help 1 That's how it is
Home	I have a home which is safe and meets my needs	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I am getting help to get a safe and suitable place to live	6 Some problems still 5 I am starting to change 4 I ask for help
	I have nowhere safe to live	3 I occasionally ask for help 2 I may need help 1 That's how it is
Risk	I feel safe in all areas of my life and in all places I go	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I am getting support to feel more safe	6 Some problems still 5 I am starting to change 4 I ask for help
	I feel at risk wherever I am and whatever is happening	3 I occasionally ask for help 2 I may need help 1 That's how it is
Independence	I can look after my personal needs, and manage things like money and health	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I want to look after myself better and am taking steps to do this	6 Some problems still 5 I am starting to change 4 I ask for help
	I am not able to look after my needs on my own	3 I occasionally ask for help 2 I may need help 1 That's how it is
Happiness	I am happy with most areas of my life	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I want to make changes in my life and I know where to get help	6 Some problems still 5 I am starting to change 4 I ask for help
	My life does not have many good things in it	3 I occasionally ask for help 2 I may need help 1 That's how it is
Hope	My future looks positive	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I am making changes to make a good future for myself	6 Some problems still 5 I am starting to change 4 I ask for help
	There is little or nothing good in my future	3 I occasionally ask for help 2 I may need help 1 That's how it is
School	I attend school, enjoy it and am doing well with my education	9 Yes, all the time 8 Yes most of the time 7 Yes often
	I attend and I am motivated to do better	6 Some problems still 5 I am starting to change 4 I ask for help
	I don't attend school or not enough, I don't enjoy it and am not learning	3 I occasionally ask for help 2 I may need help 1 That's how it is

What is an Offensive Weapon?

In this session we will look at what an offensive weapon is.

EXERCISE: which of the following is an offensive weapon and why?



EXERCISE: In pairs, come up with a definition...

An offensive weapon is _____

An Offensive Weapon is...

In law:

An offensive weapon is defined by the law as

“any article made or adapted for use for causing injury to the person, or intended by the person for such use by him or by some other person”

This includes:

- Items made to hurt people, such as a knife or knuckleduster
- Items altered to cause hurt, such as a baseball bat with nails in it
- Things made for something else but used as a weapon, such as keys held between the fingers, or bleach to be thrown into someone’s face

It is against the law to have an offensive weapon unless you have a reasonable excuse. A reasonable excuse might apply to an item such as a golf club or a walking stick, where there is a purpose for it other than causing injury. It is unusual for a reasonable excuse to be accepted for having an item made as a weapon.

Would these be reasonable excuses?

- I have a multi tool knife in my bag because I went fishing at the weekend, and forgot it was in my bag
- This is my dad’s hammer, I borrowed it to lend to my friend who wants to put up a picture in his flat
- I have this knife in my school pencil case because I sometimes relieve stress by secretly cutting my arms and legs
- It’s not my knuckleduster, I am just looking after it for my friend
- This knife is still in its plastic wrapping, I bought it from the shop and I am taking it home to cook with
- I found this gun in some bushes near my youth club, I am taking it to hand it in

Today we are going to test your knowledge about the possible sentences the court can give for having offensive weapons.

EXERCISE: Potential sentences

- ▶ What do you think is the longest sentence possible for having an offensive weapon?
- ▶ What do you think is the longest sentence possible for having a gun? What about a fake gun?



Potential Sentences

- ▶ Having an offensive weapon can mean a maximum 4 year prison sentence.
- ▶ Having a gun can mean a maximum 7 year prison sentence. Having an imitation gun can mean up to a year prison sentence.

EXERCISE: Reasons people carry weapons

- ▶ **As a group, list as many reasons as you can for why people carry weapons.**



Reasons why people carry weapons may include...

- fear
- for self-protection
- to show strength
- to rob people
- pressure from others
- to take revenge
- to kill
- for fun
- for respect
- to hurt someone
- to make someone afraid of you
- because you're in a gang
- carrying it for someone
- hiding it for someone
- to feel more powerful
- to show status

- ***Which are the most common reasons?***
- ***Which are good reasons?***
- ***Which are bad?***

Consequential Thinking

Today we are going to think about considering the consequences of our actions.

In the following scenarios, discuss:

1. What would your immediate response be?
2. What are the problems with this approach?
3. What might be a better alternative way to respond?



You and three friends are on your way to a birthday party. You see a group of people you don't know having a fight. You can see one of them has a knife. What would you do?



You have heard that someone in your area has been saying bad things about you, to other people and on social media. What would you do?



Your little brother tells you he got jumped and robbed by some older boys from his school. He is upset and worried about going back in. What would you do?

**Does anyone have any similar real life situations to share?
What happened in these?**

When we consider these situations afterwards, we can see where we reacted without thinking it through, and what other options would have been.

How in real life could you 'pause the action' to think about your options?

- counting to ten in your head before responding
- having an image of a 'pause button' in your head which you can press (especially for visual thinkers)
- slowing the speed of your speech – this has a calming effect and gives time to reflect
- breathe slowly
- draw a symbol on your hand which will remind you to stop and think
- recognise your physical triggers e.g. tight chest, heart pounding, rising body heat – visualise them cooling and slowing

Knife Crime Snakes and Ladders

29	Do you think a chef could carry a knife to work?	30	31	32	Alfie goes to custody for the second Possession of an Offensive Weapon..... What's his minimum sentence?	33	34	35	Would you like to ask anything?
28	27	Could a big torch be used as an offensive weapon?	26	25	How old do you need to be in England to be charged with committing a crime?	24	23	22	Is knife crime in your area going up or down?
15	16	17	Can you think of any reasons why someone may be carrying an offensive weapon on a day to day basis?	18	19	How old do you need to be to buy a knife in England?	20	21	True or false: Police can stop and search anyone who they believe has a knife?
14	13	True or false: 8 out of 10 people attacked with a knife know their attacker?	12	11	What makes somewhere a "public place"?	10	9	8	Neo is 16 and caught and charged for a second time with carrying a knife. What do you think may happen to Neo?
Just a reminder, anything you tell me which makes me think you're going to be hurt, or have broken the law, I'll have to tell someone	2	3	4	5	6	7			

Answers: 4: Any item which could be used to harm someone else, the specific definition is "any article made or adapted for use to causing injury to the person, or intended by the person having it with them for such use". 5: If carried as a general precaution, then no, it is not a reasonable excuse. 8: Section 28 of and Schedule 5 to the Criminal Justice and Courts Act 1988 create a minimum custodial sentence for those aged 16 and over convicted of a second or subsequent offence of possession of a knife or offensive weapon. 11: Any highway and any premises or places to which the public, at the material time, have or are allowed to have access is considered a public place. This can also include a car, unless it happens to be parked on private property at the time. 13: True. 15: False, nowhere is safe. 17: taking knives you use at work to and from work, taking knives to a gallery or museum to be exhibited, the knife is going to be used for theatre, film, television, historical re-enactment or religious purposes, e.g. the Kirpan some Sikhs carry. 19: 18 years old in England. 20: True. 23: Up. 24: Up. 25: In England it is 10 years old. 27: Yes, it could cause harm. 29: Yes, because it's necessary for work. 32: Four Months.

Negotiation Skills

When you get into a situation where there might be a fight or argument, it is important to have learned some skills to deal with that.

What are some of the key skills for negotiating?:

- **Communication:** listening, noticing expressions on the face and body language, communicating clearly to avoid misunderstanding. You are looking for what is being meant as well as what is being said
- **Persuasion:** influencing people, explaining why what you are suggesting is a good thing for everyone, encouraging others to support you
- **Pick your battles:** remember it's ok to back down. There isn't always a winner in every situation, and it can be better to reach a position where everyone agrees and no one gets hurt than to 'win'
- **Planning:** think about the long term effects of what is going to happen, and how whatever you agree will be carried out
- **Strategising:** think about the different ways people could respond, have back up plans if things don't go the way you hope
- **Know when to back down:** you can agree to disagree, you can choose to back off and move on

How would you use these skills in the following situations?

1. You are in a shop waiting to pay for a can of drink. A man pushes in front of you to pay although you are sure he has seen you are waiting.
2. Your friend has told you that a boy from your local area has said he's going to fight you because he believes you have disrespected him on social media. You know that this boy gets into fights a lot and your friend says he might bring a knife.

Understanding Stop and Search

What is meant by the term 'Stop and Search'? What have your experiences of being stopped and searched been like?

Read out and discuss:

1. A **Stop** is when a police officer asks you:
 - What you are doing
 - Why you are in the area and where you are going
 - What you are carrying
2. You can be stopped and searched anywhere when:
 - The police think you may have drugs, weapons or stolen property
 - They think you may have things which could be used to commit a crime, like bolt cutters
 - There is a specific reason, like a terrorist threat (this must be explained)
3. Before being searched, the officer has to:
 - Tell you what law they are using to search you and explain your rights
 - Give you their name and police station
 - Tell you why they have stopped you
 - Say what they are looking for
4. To search you the officer can ask you to remove any outer clothing like a coat, but to search any more than that they **MUST** take you out of public view
5. Remember:
 - You can ask to be searched by a police officer the same sex as you
 - Being searched does not mean that you are being arrested
 - If you have been searched the Officer **MUST** fill in and give you a copy of the Stop and Search form.
6. On the Stop and Search form the officer will fill in:
 - Your name, address and date of birth. You do not have to give these unless you are being arrested
 - How you describe your ethnicity
 - When and where you were stopped and searched
 - If they are taking any action against you
 - The name and number of the officer
 - What they were looking for and if anything was found.



The officer should treat you fairly and with respect. If you are unhappy with how you were treated you can make a complaint. For help complaining, ask your YOT worker, solicitor or Citizen's Advice. You can also write to the Independent Office for Police Conduct.

Understanding Knife Bins

Knife bins are a safe way to get rid of a weapon you know you should not have

They look like a reinforced rubbish bin with a very small slot

They are located away from CCTV so you will not be seen

The police check any knives that have blood on them, and check if they match the description of one used for a stabbing. But the main aim is to get them off the streets, and they don't take fingerprints or DNA routinely

149 people were killed in London in 2019, knife bins are shown to decrease the level of knife incidents in that area

There are around 25 bins across London, provided and emptied by a Christian charity called Word 4 Weapons. You can find your nearest bin on their website

<https://www.word4weapons.co.uk/knife-bin-locations/>

You can hand in any weapon that you think should be taken off the streets, whether it's yours or someone else's. It's better to drop it in a knife bin than leave it somewhere where someone else could find and use it

If you are taking a weapon to drop into the bin, wrap it in a plastic bag and tape it up. This shows you are handing it in if you are stopped and searched

It costs £2k to install and £450 a year after. Estimates are that one knife murder costs society over £3m in financial costs alone

Knife Crime and Society

Consider these questions, with other group members or with your worker...

- Is knife crime a problem for you? Why/why not?
- Is it a problem in London? Why/why not?
- Is it ok to carry a knife? Why/why not?
- Would you be happy for your friend to carry a knife? Why/why not?

EXERCISE: Consequences

On a flip chart, list as many consequences as you can of weapons and violence for:

- You
- Your family and friends
- Communities
- Victims

Fear of knife crime creates a society which is toxic – it is as though the place in which you live has an illness. Young people growing up in a toxic area feel scared, unsafe and angry. Because they live with fear, they are more likely to carry knives, get involved with gangs and behave with violence.

Children and young people should grow up in and be part of a society which keeps them safe.



Exploring Reactions

On a scale of 1 – 10, how in control do you feel over your life?

At the point that the knife incident happened, how in control did you feel?

1

10

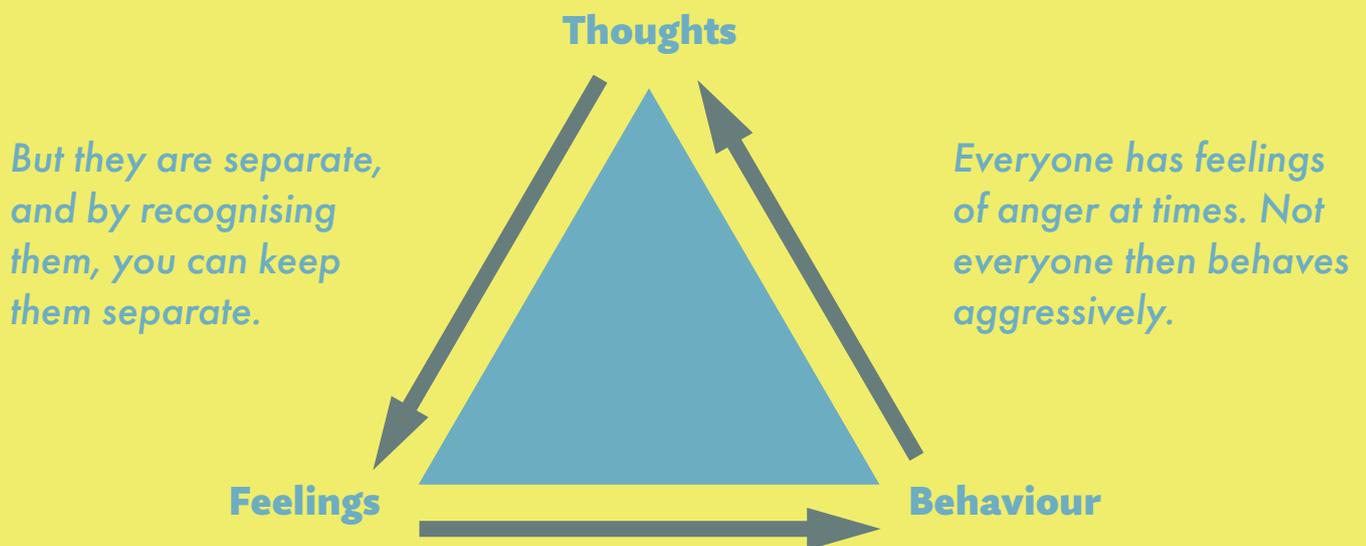
How would it feel to be more in control?

Thoughts happen in the *brain*

Feelings happen in the *body*. How does your body react to feeling relaxed?

Angry? Scared? Where in your body do these feelings show themselves?

Thoughts, feelings and behaviour are all closely linked to each other:



Consider these situations...

1. You are in the park with friends on a warm, sunny day. What are your *Thoughts? Feelings? Behaviour?*
2. You are at home alone, falling asleep when you hear a loud crash from downstairs. What are your *Thoughts? Feelings? Behaviour?*

Think about an incident which did not go well for you. It might be an incident which got you into trouble at school or with the police.

What were my Thoughts? Feelings? Behaviour?

	Thoughts	Feelings	Behaviour
Before			
During			
After			

The more you are aware of your feelings in your body, and your thoughts in your mind, the more you can control your behaviour. Your thoughts and feelings are yours; they don't have to dictate how you behave.

Red Thoughts, Green Thoughts

Watch the ‘*Real Knives, Real Lives*’ video.

What do you think Jack’s feelings are before he leaves his house? How did these feelings show themselves physically? What might the effects on his body have been?

Prompts:

Mouth dry

Heartbeat fast

Talking a lot

Felt sick

Laughing at nothing

Shoulders tense

Palms sweating

Clenching teeth

Fidgeting

Trembling

Clenched fists

Head ringing

Butterflies

What were the thoughts going through Jack’s mind at this point? Can you write *three statements* of his thoughts?

These are **Red Thoughts** – they place Jack at risk.

Prompts:

I can’t back out without looking like I’m scared

I’ve got to stand up for myself

Everyone expects me to do this

I’m going to prove I’m not weak

I can protect myself by taking the knife

Showing the knife will scare him

In order to protect him from risk, we need to replace these with Green Thoughts. These are thoughts which will keep him safe.

What replacement thoughts can you give Jack?

Prompts:

I don’t have to fight him, it’s my choice

I have to keep myself safe

Other people are trying to make me fight but they aren’t doing it

It doesn’t matter what they think

I put myself at risk by taking the knife

Showing the knife will make me unsafe

Aggressive, Passive, Assertive

Aggressive behaviour includes: shouting, threatening, damaging property, harming people.

*Can you think of occasions when you have seen aggressive behaviour?
Can you think of times when you have behaved in a way which is aggressive?*

Passive behaviour includes: going along with things you don't agree with, not speaking up, hiding your feelings.

*Can you think of occasions when you have seen passive behaviour?
Can you think of times when you have behaved in a way which is passive?*

Assertive behaviour includes: saying what you really think, listening to other people but saying when you don't agree, standing up for yourself without attacking anyone else.

*Can you think of occasions when you have seen assertive behaviour?
Can you think of times when you have behaved in a way which is assertive?*

Looking at these situations:

Alfie is on a tube train; he is tired and wants to sit down. Nearly all seats are full, but there is one where a woman has put a large bag on the seat next to her.

*What would be a passive way to act?
What would be an aggressive way to act?
What would be an assertive way to act?*

Maya lent Ashley £30 last month. Ashley was supposed to pay in back in two weeks, but she hasn't. Now Maya needs the money back, and Ashley says she can't pay for another month.

*What would be a passive way to act?
What would be an aggressive way to act?
What would be an assertive way to act?*

Conor has a college interview tomorrow morning; it is late and is trying to get to sleep. His brother is playing his music loudly in the next room.

*What would be a passive way to act?
What would be an aggressive way to act?
What would be an assertive way to act?*

Can you identify the costs and benefits of each type of reaction?

Benefits	Costs
<p style="text-align: center;">Passive</p>	<p style="text-align: center;">Passive</p>
<p style="text-align: center;">Aggressive</p>	<p style="text-align: center;">Aggressive</p>
<p style="text-align: center;">Assertive</p>	<p style="text-align: center;">Assertive</p>

Assertive Behaviour:

- Calm and positive
- Saying honestly what you think
- Being respectful to others
- Not compromising on what is important

The Ripple Effect

A drop falling into water creates ripples which get bigger and wider.

Like this, one thing that happens can have effects which grow, cause other things to happen and affect large numbers of people.



Can you come up with a statement for each of these questions?:

- What is a victim?
- Who is affected by crime?

Consider this scenario. At each stage, identify who is affected

- Marcus needs money and wants to prove to his friends that he is a hard man. He robs Fabio who is two years below him at school
- Fabio is able to identify Marcus, and Marcus is arrested. His mum has to take time off work to go to the police station as his Appropriate Adult
- Marcus gets a Referral Order and has to go to the YOT and do reparation. He has to miss his basketball to do this
- Fabio is scared that he will be robbed again and starts to miss school
- Fabio's mum is told she might be fined if he doesn't start attending
- Fabio agrees to return to school but he decides to carry a knife in his bag in case he gets any more trouble
- Marcus is in the school toilets when Fabio comes in. Fabio pulls his knife and threatens Marcus, Marcus tries to grab it and ends up with a deep cut on his palm
- Marcus needs stitches and can't play basketball for three months
- Fabio is permanently excluded from school and has to go to PRU

Liam's Story



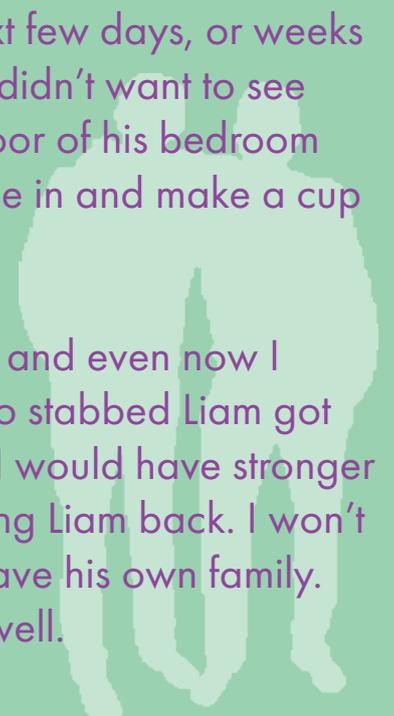
I only had one brother. Liam and me were really close. Although he was my little brother, two years younger, we did everything together. We fought of course, like all brothers do, but we were always close, especially after my dad died.

I was at work, in my first job in construction, when I got a phone call from my cousin Mike. Liam was in hospital. He was supposed to be in school, but he had gone down to town instead. Mike didn't know what happened, but Liam had been stabbed in the chest and his lung was punctured. Mike was crying and said to come to the hospital straight away.

I never saw Liam. He was in theatre when I got to the hospital, and eventually a doctor came out and said hadn't survived. I was totally numb; I couldn't believe it. I could hear my auntie sobbing, see Mike's shocked face, but I could only stare.

I don't remember a lot about the next few days, or weeks really. I didn't want to be at home, I didn't want to see Liam's trainers by the stairs, or the door of his bedroom left shut. I kept expecting him to come in and make a cup of tea like he used to.

It took me ages to get rid of his stuff, and even now I don't like using his room. The kid who stabbed Liam got caught and sent to prison. I thought I would have stronger feelings about that, but it doesn't bring Liam back. I won't get to see him grow up, get a job, have his own family. When Liam died, part of me did as well.





When Adam got the call from Mike, what do you think were his thoughts and feelings?



When Adam heard Liam had died, what do you think were his thoughts and feelings?



What do you think Adam would want to come out of Liam's death?

Understanding Exploitation



'**Grooming**' is when someone gets to know another person with the aim of harming or abusing them, for sex or to commit crime for them.

'**Coercion**' is putting pressure on someone to force them to do things they don't want to do. This might be threats, blackmail, bullying or emotional pressure.

'**Exploitation**' is when someone uses another person to get what they want

'**Consent**' is agreeing, of your own free will and without pressure, to do something.

People, especially young people, who have been hurt and abused experience trauma. This is the way your brain responds to the harm, trying to process it and protect you. Your brain can do this by making the harm and abuse feel acceptable, or normal. Often the person cannot talk about it to other people and cannot understand it as being harmful or abusive.

Young people who have been through trauma are more likely to be harmed again. This is because they have coped with the trauma by seeing it as normal. They don't feel that they deserve any better. They don't look for or get help, because they don't see they need it. This means that other people can use or exploit them – for example by getting them to have sex or commit crimes.

It is important to remember that no young person can agree to being harmed. If you are being exploited, there is force, or coercion being used - even if you agreed to it.

Examples:

The older boys in Lee's block asked him if he would like to earn some money selling weed. He agreed and made good profits until he was robbed, and the weed got stolen. The boys said he owes them for it, and now he has to go country. He will be sent in an Uber to Southend with a pack of rocks, stay in a flat there for a week and sell to people there. This will start to pay off his debt.

Kira has met an 33 year old man who says she is the most beautiful girl he has ever met. He takes her out a lot and says she should tell her foster carers she is seeing a friend from school, as they won't understand. He buys her designer clothes and jewellery, and says he loves her. He wants them to show their love by having sex, even though Kira is only 12. She wants to make him happy because she loves him so much.

Mason's older brother Kade has been in trouble with the police a lot and goes to the YOT. One day Kade asks Mason to take a package over to his friend's house for him, he says he can't take it himself because he might get stopped and searched. Mason is worried about what is in it, but Kade says he will be in trouble if he doesn't.

If a young person is being exploited by someone else to commit a crime, they can be referred to the National Referral Mechanism. Referrals can be made by a police officer, social worker, YOT worker, or doctor. They can also be made by workers at charities such as Barnardo's, NSPCC or the Salvation Army. The referral can be made even if the young person doesn't agree to it. Based on what the referral says, a decision will be taken about whether they were forced to do things by someone else. If the decision is that they were exploited, then it's possible to stop any court cases for the crime, or to take away any criminal record for cases where they were forced to do the crime.

Understanding Trauma

Children and young people can experience trauma after a distressing life event, like adults. People who had a traumatic incident as a child often start to feel the impact as teenagers.

You might feel trauma from a range of events:



- Seeing or being victim of violence
- Being sexually abused
- Having someone close die
- Having a parent leave you
- Being robbed
- Being threatened with a weapon
- Being bullied
- Not being cared for properly

There are lots of ways in which people react to trauma, and all of them are normal:



- Having flashbacks
- Not being able to sleep, or sleeping too much
- Losing appetite, or eating too much
- Becoming angry easily
- Not being able to go to places or see people that remind you
- Feeling stressed and anxious
- Drinking or taking drugs
- Not being able to focus on school or work
- Not being able to be close to friends

If you have been through trauma, the good news is that you can get over it, though you may need help. Your doctor, social worker, YOT worker or teacher can get you the help you need to:

- Make changes to your life to make it feel better. This might be things like where you live or go to school, or stopping people exploiting you. It might be joining a new activity or developing your talents.
- Be more aware of your thoughts and feelings, and how they influence how you act. This will help you feel and be more in control.
- See the ways of you have built up of coping with trauma, seeing which ones are not good for you and finding new ones which are healthier.

Joint Enterprise



Joint enterprise means that a group of people can all be convicted of a crime, even if only one of them actually did it. It has been used several times in murder cases – everyone who was part of the group gets a life sentence, even those who did not actually do the stabbing. You can't be charged with 'joint enterprise', it is the name of the law. Anyone who was there, or did something which helped, can be charged with the crime the same as the person who did it.

The law says that anyone present who encourages the attack, or does not try to stop it, can be given the same sentence as the person who did it. In one famous case in Manchester, 11 young men aged between 14 and 20 were all convicted of a murder in which the victim was stabbed through the neck by one of them.

To be convicted, there has to be proof that the group agreed to act together. However, that can happen without anyone saying anything – it can be enough that everyone went together. Numbers are not officially recorded, but it is believed that between a quarter and a fifth of all murder convictions were ones of joint enterprise.

How can you avoid being charged with joint enterprise?



Think about who your friends are, and what they do. Could they get you into trouble?

When something kicks off, think about what you should do. If you go along with the group, even to look out for your friends, it could get you into trouble. Can you get away?

Don't carry a weapon – for yourself or for anyone else

Think about consequences before you act

Where do I get help?

CrimeStoppers.

0800 555 111

100% anonymous. Always.

www.crimestoppers-uk.org

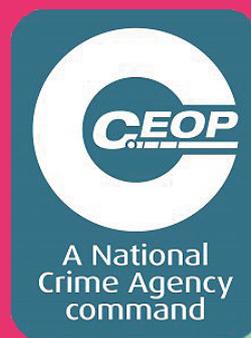


**METROPOLITAN
POLICE**

call 999 in an emergency and 101 at other times

**VS VICTIM
SUPPORT**

[HTTPS://WWW.VICTIMSUPPORT.ORG.UK/](https://www.victimsupport.org.uk/) 08 08 16 89 111



Advice on
keeping
your child
safe online:

ceop.gov.uk

childline.com

ONLINE. ON THE PHONE, ANYTIME

Call 0800 1111 ☐

confidential advice for young people

**DISRESPECT
NOBODY**

For advice
and support
with abuse:

disrespectnobody.co.uk



to report crime confidentially

NSPCC.ORG.UK

EVERY CHILDHOOD IS WORTH FIGHTING FOR

0808 800 5000

to keep a child safe

FRANK

0800 77 66 00 talktofrank.com

Friendly, confidential drug advice

kooth.com

for free online counselling (check
knifefree.kooth.com since only
some London boroughs are covered)

Being Yourself

Discussion:



What does 'being a man' mean to you? What does it mean to do something 'like a girl'? List some words in answer to these questions.

Society can tell us that boys are tough, strong, sporty, aggressive, providers, selfish and more valuable than women.

Society can tell us that girls are emotional, weak, quiet, caring, need protection, less important than men.

Views like this are called stereotypes.

What are the benefits of these stereotypes for boys?

(possibly seen as more important, can get advantages which girls can't, can push yourself forward, can use aggressive behaviour to stop yourself getting hurt)

What are the negatives?

(maybe can get into fights by being tough and aggressive, not able to express feelings like sadness, not able to take caring roles, you are dismissed if you're small or not into sport)

What are the benefits and negatives for girls?

Being Yourself

Stereotype examples:



Nyah plays football in a women's under 16 team. Her coach has told her that she might be able to get a trial for Arsenal. Her favourite subjects at school are Maths and Science, and she would like to have a career in science. She has been told by boys at school that she can't because she is a girl, and this upsets her.



Anthony has always been very tall and strong for his age. Kids at school pick fights with him because they think they will look hard taking him on. Anthony doesn't like fighting but feels he can't say no because he will look scared.

Language

Man up

Handbags

Like a girl

Grow a pair

Girly

Who wears the trousers

Man flu

Sissy

Slag

Boys will be boys

Don't get your knickers in a twist

Take it like a man

Have some balls

Don't be a pussy

During the teenage years, hormones are rushing around your system, and you are becoming a man. However, you get to decide what that means. Does being a man have to mean behaving aggressively?



Marcus Rashford



22 year old Man U and England footballer who led a campaign during lockdown to deliver meals to children, got the government to change its policy about free meals in summer holidays and began a task force to tackle child poverty

Anthony Joshua



boxer and heavyweight world champion, who works with an anti-knife charity called Steel Warriors to tackle knife crime on the streets of London



Danny Sculthorpe 'Scully'



rugby player who started a charity called Offload to help players and fans talk about depression, suicide and self-harm



Rio Ferdinand



81 cap England centre back who wrote a book about his struggles with mental health after the death of his wife, and made a documentary about bringing up his children called 'Being Mum and Dad'



Stormzy



rapper and music producer who encourages young men to be open about mental health struggles, suggests young people have their voices heard through voting and pays for black students to go to Cambridge University



Old Me, New Me

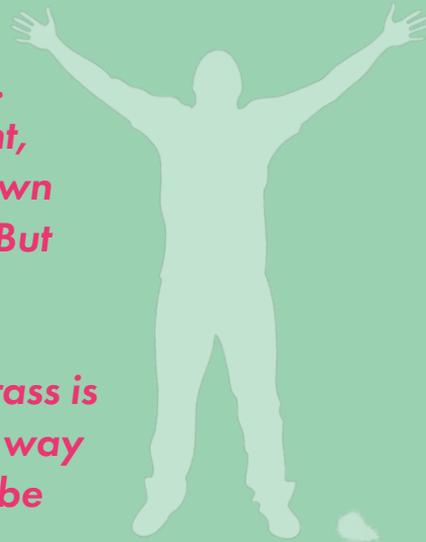
Imagine being in a field of long grass. There is a path through it on your right, where the grass has been pressed down flat by many people going that way. But this is not the way you want to go.

You want to go to the left. Here the grass is high, and it's hard work to push your way through and flatten it down. It would be much easier to go to the right.

But if you keep going, keep pushing through, you will create a new path. And the next time you want to go that way, it will be so much easier, because you have been that way before. Eventually, there will be a clear path through, and it will always be easy to go that way.

And remember that path to the right? If you don't go that way, the grass will grow back up. Eventually, it will have been so long since you have been that way, that there isn't a path taking you there anymore.

This is how your New Me life can be.



External Links



This is a video from the Metropolitan police in which you can choose what actions to take, and see what the results are:

<https://www.youtube.com/watch?v=JFVkzYDNJqo>

You can use this video with the sessions Sentencing Awareness, Consequential Thinking, Red Thoughts, Green Thoughts



In this video a 15 year old London girl raps about knife crime and loss of friends:

<https://vimeo.com/307490441/5ofdb7do68>

You can use this video with the sessions Understanding Trauma, Knife Crime and Society, Liam's Story



In this video, young people examine the facts behind news headlines about violence, knives and murder:

<https://embed.wirewax.com/8123701/>

You can use this video with the sessions What Is An Offensive Weapon?, Joint Enterprise, Sentencing Awareness



Real Knives, Real Lives - this video shows the effect of a decision to take a knife:

<https://www.youtube.com/watch?v=M-GNhgioWg>

You can use this video with the sessions Sentencing Awareness, Consequential Thinking, Red Thoughts, Green Thoughts



The mother of a young man killed in a stabbing incident tells her story:

<https://www.youtube.com/user/KnifeCrimesOrg>

You can use this video with the sessions Liam's Story, Aggressive, Passive, Assertive



A young man makes a decision which has effects on many people in his life:

<https://www.youtube.com/watch?v=FvC884FdpqM>

You can use this video with the sessions Exploring Reactions, Consequential Thinking, Negotiation Skills



A BBC report from a night in an east London hospital, where serious knife injuries are being dealt with more often:

<https://www.youtube.com/watch?v=7kxfEdOUco>

You can use this video with the sessions Being Yourself, Understanding Trauma, Old Me, New Me



The Circle of Resentment – how violence creates more violence:

<https://www.youtube.com/watch?v=7kxfEdOUco>

You can use this video with the sessions The Ripple Effect, Understanding Exploitation, Consequential Thinking