



The **Ben Kinsella** Trust
Stop Knife Crime



Valid Until
2021

Choices & Consequences

A lesson plan for teachers, youth workers and
other practitioners working with young people

Key Stage 4



make

MAYOR OF LONDON
OFFICE FOR POLICING AND CRIME

With thanks to Kate Daniels | psheeducation.co.uk and the whole team at Make Agency.



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Teacher notes

These resources have been created for KS3 and KS4. They have been written with flexibility in mind, allowing you to use them according to the needs of your pupils. It is important you use your professional judgement on the suitability of this resource for each individual in your cohort.

With this in mind, a needs (baseline) assessment is provided for each lesson. This will enable you to understand existing knowledge and learning, along with gaps, and will ensure you meet the needs of your cohort in these lessons.

Assessment for learning throughout the lesson is enabled through class discussion and activities and an assessment of learning at the end of each lesson provides time to reflect, clarify and evidence pupil learning.

The two 'Gangs' lessons offer more detail than the remainder of the lessons in the series. However, it is still crucial that you decide on what is best for you depending on your pupils understanding or experience of gangs. There are a few options with the two lessons in the gangs series. Some suggestions include; using Lesson 1 for KS3 and/or children who do not live in environments where they have much experience of crime or as a 'start' into the subject and Lesson 2 for KS4 for cohorts who may live in environments where there are gangs and where they may themselves be involved in gangs.

In order to ascertain this, and prior to teaching, it is strongly recommended that you read through the lesson plans and familiarise yourself with all of the resources and films, along with the websites/organisations which you will be signposting to. Consider your cohort and whether there is anything further required to make this accessible/fully inclusive, taking into account each individual's needs and adapting or differentiating the lesson if and where required to meet these.

Please note, if/when altering lessons, steer clear of adding any further content which may elicit your class to feel frightened, ashamed or distressed and be sure not to unknowingly glamorise or make risky behaviours seem appealing.

Check for any child protection, vulnerable children, SEN or other issues and read all Government guidelines and relevant school policies, asking SLT (Senior Leadership Teams) if you are unsure about anything. If you don't know already, it is imperative that you find out who pupils can go to with any worries whilst they are at school – including any specific

Equality, Diversity and Inclusion

Before using this resource, we strongly advise you consider its appropriateness in terms of promoting equality, diversity and inclusion amongst the young people you work with - taking care not to perpetuate negative stereotypes, or promote racial or gender inequality.

The film may perpetuate the negative stereotypes that exist of young Black men.

The film may also perpetuate the sexualisation of young women and promote these behaviours.

If you are using this resource, then framing the film with an introduction and follow up work which both address and challenge 1) the negative stereotypes of young Black men and 2) the sexualisation of young women, should be considered essential.

adults and where they can be located - you will be sharing this with them in the plenary of each lesson.

When you are happy these are the right lessons for your pupils, spend some time researching the subject - it is important you understand some of the complexities before you teach it.

The Home Office has produced Teacher Guidance with some further notes on teaching this subject – see #knifefree. If your school or organisation is based in London, you might also find the London needs you alive toolkit from The Mayor's Office For Policing And Crime (MOPAC) useful.

Always start each lesson by creating a working agreement with each class to maintain a safe and respectful environment for all. Write these with your pupils. Examples might include showing respect, not disclosing private information about themselves or others, not chatting about others afterwards and to always seek support if needed.

Finally, always remember to signpost to useful organisations in each lesson so your pupils can go to trusted websites for more information and support should they need to. www.childline.org.uk, www.knifefree.co.uk, www.fearless.org, www.victimsupport.org.uk (and 999 for emergencies).

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Learning objectives:

- To understand how events can spiral quickly out of control
- To learn that small decisions can have major outcomes
- To understand that carrying knives doesn't work out well for anyone
- To understand appropriate behaviours with regards to Respect, Equality and Understanding

Learning outcomes:

- I can assess events and see how to stop things getting out of control
- I can learn to trust my own instincts and be my own boss
- I can explain and challenge why carrying knives is not a good choice
- I know where to go for more support

Keywords

Victim Loyalty Offender

Consequences Crime Metaphor

Respect Equality Understanding

Important notes

Some of this material is highly emotive. You should use your professional judgement on the suitability of this

Resources

- Video: Life Sentence Part 1 [10.22 mins]
<https://youtu.be/9noCDhiztCM>
- Video: Life Sentence Part 2 [13.12 mins]
<https://youtu.be/siHvbGtJXNQ>
- Worksheet 1 (print 1 per pupil)
- Worksheet 2 (print 1 per pupil)
- Worksheet 3 (print 1 per pupil)
- List of who to go to for support in school and other local organisations

resource for each individual in your cohort. Research the subject thoroughly and ensure you know where to signpost young people who need help. Please refer to the teacher notes for further guidance.

Starter | 5 mins

- Create a working agreement with the class (See teacher notes)
- **Assessment:** Pupils create a spidergram containing all of the things they have learnt, and/or know, about knife crime.
- Share the objectives.
- If other lessons in the series have been completed, recap on what they have learnt so far in these lessons – about gangs, victims and offenders. Tell them that they have seen how the decisions and choices we make can affect our lives, our families and other people's families.

Main | 45 mins

- Tell the class they are going to watch a film which you are going to show in two halves. Tell them it is about two boys called Anthony and Dexter. One night they both get invited to the same party and events bring them together in ways that will change both their lives, and their families' lives, forever.
- When setting the scene before watching the film, state that the example being shown relates mainly to Black young men, as it relates to an area of London where they live and that is the make-up of the area. Other similar films from other areas will show young people involved in knife crime who are White British, British Asian heritage or a mix of ethnicities. Crucially, the film is not representative of all young people who may be involved in knife crime.
- Tell the class they will need to watch closely as they will be answering questions about the choices the boys make and what they think about them. They should take notes on the choices the boys make and how the boys are feeling.

Show Life Sentence Part 1

- <https://youtu.be/9noCDhiztCM>



*Check in with pupils after watching Part one and allow space to talk if they need to

Summarise Part 1:

Anthony lives at home with his Mum, Dad, brother and baby sister. He has just done badly in his exams and his parents have shown very little interest. He and his friends are going to a party and, after his friends came into his house for a bit, they are now on the way to the party and drinking.

Dexter lives at home with his Mum, Dad, Grandma and little sister. His Mum is interested to hear how he has done well in his exams, and Dexter helps his little sister with her homework. Dexter is going to a party with his friend Jason, but Jason has also invited his cousin, Cain. Dexter's friends don't come into his house before the party and they are now on their way to the party.

- Using Worksheet 1, either use the worksheet for you to ask and guide class discussions, or you can hand these out to your pupils and get them to complete them, depending on your cohort and what you think is best for them.
- Before showing part 2, tell the class they will need to watch closely as they will be answering questions about the choices the boys make and what they think about them. They should take notes on the choices the boys make and how the boys are feeling.

Show Life Sentence Part 2

- <https://youtu.be/siHvbGtJXNQ>

*Check in with pupils after watching Part two and allow space to talk if they need to.



Summarise Part 2:

Anthony has been looking forward to the party and is enjoying himself. When Dexter starts a fight with one of his friends, Anthony intervenes and apologises. He says "Whatever he did we're sorry", but the fight starts again and when Anthony punches Dexter, he finds himself running away... Dexter has been anxious about going to the party with Cain and when he gets to the party, he drinks alcohol and smokes cannabis. Cain gets together with the girl that Dexter likes which makes Dexter upset and angry. When a drink is spilt on one of the girls, Dexter reacts angrily and seeks revenge. He goes outside to start a fight with Anthony's friend and when Anthony intervenes, he calms down. Anthony's friend taunts him though, so Dexter punches him. When Anthony punches Dexter back, Dexter and his friends seek revenge and chase Anthony through the streets...



Summarise the twist at the end

When Anthony is running away you then see his brother running away, then his Mum running away, then his Dad running away with his baby sister, before Anthony is stabbed – this is to remind the viewers that Knife crime does not only affect the person who is stabbed – the victim. It affects the entire family and the community around the victim. The character changes in the video represent the ripple effect of Anthony's murder and the devastating effect it has on his whole family. Metaphorically, they have lost their lives too. When Dexter is back in his bedroom the police come to arrest him and he is placed in handcuffs, then his Mum is in handcuffs. When we get to the court and jail, we see Dexter's Mum, Dad, Sister and Grandma all in the position that Dexter is in. A life sentence does not only affect the person who is sent to jail – the offender. It affects the entire family and the community around the offender. The character changes in the video represent the ripple effect of the crime that Dexter has committed, and the devastating effect it has on his whole family. Metaphorically, they have a life sentence too.

Using Worksheet 2, either use the worksheet for you to ask and guide class discussions, or you can hand these out to your pupils and get them to complete them, depending on your cohort and what you think is best for them.

- Introduce further discussion regarding the cultural depiction of young black men in the film, and the sexual depiction of young women in the film. Using Worksheet 3, either use the worksheet for you to ask and guide class discussions, or you can hand these out to your pupils and get them to complete them, depending on your cohort and what you think is best for them.

Activity

Ask the class to document the choices that the characters made which led to the outcome, and how different choices could lead to different outcomes. (They could do this as a graffiti wall, a mind map or simply as a class discussion.)

Some of the choices that are made are listed below to help you:

- Ask what were Dexter's choices? (To go to the party, to drink alcohol, to smoke cannabis, to respond angrily to the drink being spilt, to chase Anthony and seek revenge to stab Anthony)
- Ask what were Anthony's choices? (To go to the party, to intervene in the fight, to punch Dexter)
- What about the other people?
 - What were the girls' choices? (To tell Dexter and Cain about the drink being spilt)
 - What were Cain's choices? (To get together with the girl that he knew Dexter likes, to encourage Dexter to chase Anthony, to encourage Dexter to hurt Anthony)
 - What could their friends have done differently to change the outcome (not encouraging the fight, not re-escalating)
- NB: We don't know for certain who carried the knife to the party, but that was also someone's choice.
- End by encouraging them to think of all the different choices which would have led to different consequences with a positive focus.

Plenary | 10 mins

- Recap on everything they have learnt in this lesson and if they have done the other lessons in the series, then those too. Reinforce how important it is to make those right choices.
- If they have done previous lessons in the series, remind them of their learning about people having 'call to action points'. Each of those young people in the video would have had call to action points-moments when they would have had a chance to listen to their gut, to slow down a moment and think of the pros and cons of a situation and to not make a quick/rash decision in the heat of a moment. Remind them we all have a choice with how to react to any situation.
- **Assessment:** Pupils revisit their spidergram and decide if they need to add anything else to it – if they do they add this in a different colour. (On completion, ask them to add anything they would like more information on at the bottom of the page.)
- Signpost where they can go if they are concerned about themselves, a friend or family member;
 - In the 'real world' - a friend or a family member, people in school who are available to talk to them (and where they are located in the building)
 - Organisations and helplines - www.childline.org.uk, www.knifefree.co.uk, www.fearless.org, www.victimsupport.org.uk (and 999 for emergencies)
- Remind them that many people have turned their lives around and now live healthy, safe, happy lives and it is never too late to make the right choice.
- Finally, revisit the working agreement to make sure they all feel safe as the lesson ends.

Choices and Consequences

Worksheet 1. Part 1.

- A. How did Dexter feel when he found out his friend's older cousin Cain was going to the party with them?



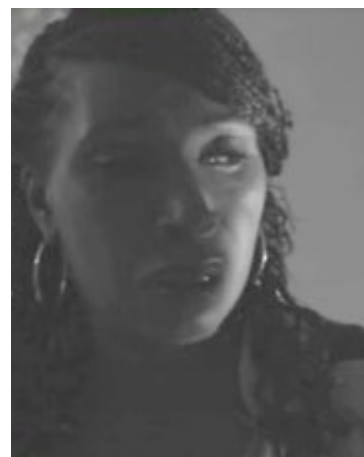
- B. How does Dexter feel about going to the party?



- C. Dexter chooses to go to the party with Jason and Cain. He also chooses not to talk to anyone about how he feels. What do you think of these choices and what would you do in his situation?

D. Is it important for your family/carers to meet your friends? Are there any friends who you don't want them to meet? If so, why?

E. Why was Dexter's Mum worried about Dexter's friends? Is she right to be worried?



F. Do you think Anthony and Dexter (and their friends) are respectful to their parents, siblings and young women?

Choices and Consequences

Worksheet 2. Part 2.

- A. How could Anthony, Dexter and their friends have shown more respect and understanding to each other?

- B. When the girls told Dexter and his friends about the drink being spilt on them, what other options did they have?



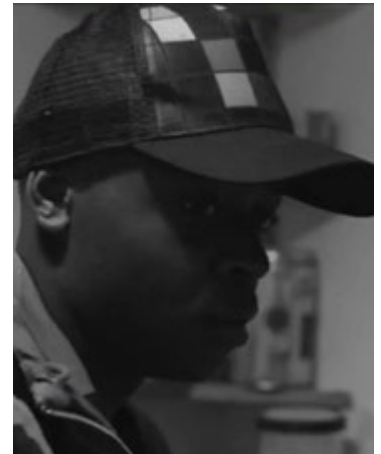
- C. Why did Dexter react to the drink being spilt on the girls in the way that he did?



- D. How could Dexter's reaction have been better? What could he have done differently?

E. How has drinking alcohol and taking illegal drugs contributed to the outcome of the party?

F. Dexter felt anxious and uncomfortable about going to the party with Jason's cousin Cain. How would the ending have been different if Dexter chose not to go to the party?



G. Would this ending have been better for Dexter?

H. If the knife wasn't taken to the party, how might the ending have been different?

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Worksheet 3

A. Thinking about the whole film, how do you think it portrays Black young men in a positive way?

B. Thinking about the whole film, how do you think it portrays Black young men in a negative way?

C. Thinking about the whole film and especially the scenes at the party, do you think women are treated with respect? How do you think the film portrays women?