

No knives, better lives.

On a Knife Edge

Schools Resource



safer
scotland
SCOTTISH GOVERNMENT

Acknowledgements

This toolkit has been funded by the Scottish Government, through the No Knives, Better Lives initiative and developed with the support of a number of key people and organisations.

Compiled and written by

Fiona Muir and Stephen Johnstone, Prevention, Diversion and Offending Services, Schools Team, Glasgow Community and Safety Services.



Planning group

- Fiona McClory, Service Manager, Glasgow Community and Safety Services
- Fiona Muir, Prevention, Diversion and Offending Glasgow Community and Safety Services
- Stephen Johnstone, Prevention, Diversion and Offending, Glasgow Community and Safety Services
- Gina Nowak, National Co-ordinator, No Knives, Better Lives
- Kaye Hills, Education Support Officer-Health and Wellbeing, Clackmannanshire
- Sabrina Ferguson, PT Guidance, Clackmannanshire
- Audrey Fairgrieve, Education Advisor, Lothian & Borders Police

Contributors to the toolkit

- Glasgow Council on Alcohol
- "LEAP" Confronting Conflict
- LGBT Youth Scotland
- Sharp Solutions: Working with young people in Scotland to Tackle the Issues around Knife Crime and Violence.
- Street Sense

Pilots of the toolkit

- Fiona Muir, Prevention, Diversion and Offending Services, Schools Team, Glasgow Community and Safety Services
- Stephen Johnstone, Prevention, Diversion and Offending Services, Schools Team, Glasgow Community and Safety Services
- Jaclyn Kinninmont, Prevention, Diversion and Offending Services, Schools Team, Glasgow Community and Safety Services
- Paul Nelson, Prevention, Diversion and Offending Services, Schools Team, Glasgow Community and Safety Services
- Sandy Johnston, Prevention, Diversion and Offending Services, Schools Team, Glasgow Community and Safety Services

With thanks to

- | | |
|--------------------------------------|---------------------------------------|
| • St Thomas Aquinas Secondary School | • Eastbank Academy |
| • Jordanhill School | • Cleveden Secondary |
| • Rosshall Academy | • St Rocks Secondary |
| • Bannerman High School | • Drumchapel High School |
| • Smithycroft Secondary School | • Glasgow Gaelic School |
| • St Mungo's Academy | • Hyndland Secondary School |
| • Springburn Academy | • Hillpark Secondary |
| • St Paul's High School | • Castlemilk High School |
| • All Saints Secondary | • St Margaret Mary's Secondary School |

Naming of the toolkit

Fiona Muir, Glasgow Community and Safety Services

'The authors of On a Knife Edge gratefully acknowledge the contribution of Streetsense in the compilation of this publication.'

No knives, better lives.

Contents

	Page No
Introduction	4
Why do we need a schools resource?	5
No Knives, Better Lives	5
The resource:	6
Objectives for teachers	
Objectives for young people	
On a Knife Edge in schools	6
Knife crime and other weapons	6
Why are young people carrying weapons?	6
Consequences of knife crime and violence for weapon carriers, victims, families and communities	7-8
Who is at risk? Profile of knife carriers	8
On a Knife Edge and the curriculum	9-10
Curriculum outcomes: health and wellbeing	11-14
Curriculum implementation	15
Curriculum design	15
Before you begin	16
Checklist	17
Planning overview	18
Knife crime – an introduction	19
1. Knife crime – an introduction	20
2. Violence awareness – what, where, when?	21
3. Weapon crime	22
4. Reasons for carrying weapons	23
5. Conflict maps	24
Knife crime – towards a solution?	25
1. Attitudes and values – do you know your limit?	26
2. Two truths and a lie	27
3. Consequences of knife crime	28
4. Body maps	29
5. Storyboards – consequences of weapon crime	30
Street violence	31
1. What are gangs?	32
2. Space and territory	33
3. Why do people join gangs?	34
4. The problem with gangs	35
5. Towards a solution – gangs	36
Violence at home	37
1. Circles of influence	38
2. Rating violence at home	39
3. Gender stereotyping 1	40
4. Gender stereotyping 2	41
5. What violence at home looks like	42
Violence and substance abuse	43
1. Drug awareness quiz	44
2. Quiz questions	45-46
3. Alcohols affects on the body	47
4. True/false fact file	48
5. Alcohol attitudes	49
6. Appropriate and inappropriate worksheet	50
Conflict in our lives – making positive choices	51
1. Advice column	52
2. Choices and influence – risk taking	53
3. Conflict in my life	54
4. Positive paths	55
5. Communication and conflict	56
Appendices	57

Introduction

On a Knife Edge

Schools resource

Welcome to the No Knives, Better Lives “On a Knife Edge” resource designed to provide teacher support and a range of activities that will help young people consider the issues surrounding violence in Scotland and help them to make better, more informed choices.

The resource is made up of a series of suggested units and associated activities, planning formats and an overview. The themes and activities provide a selection of ideas to enhance your learning and teaching and can be adapted to suit the needs of your young people.

Why do we need a schools resource?

Scotland has a reputation for being a violent country. While this reputation is often overstated, it remains true that in too many of our communities, families and individuals are afraid of becoming a victim of violence and knife crime.

Violence is a deep-rooted problem which is hard to tackle. Although violent crime in Scotland in 2009-10 was at its lowest level since 1984, more needs to be done to make sure that every community is safe¹ (Source: 2009/10 Record Crime in Scotland, Scottish Government). In 2009-10 there were 5,034 serious assaults in Scotland, and 7,042 crimes of handling an offensive weapon. Almost 100 homicides were recorded in 2008-09, with 58% of these as a result of knife crime² (Source: 2008/09 Homicide Statistics, Scottish Government).

It is young men, aged 16-24, who are most at risk of being a victim of violent crime, compared to all other age and gender groups in Scotland. Those in deprived areas are at particular risk, with men of working age in

the most deprived areas 32 times more likely to die from an assault than those living in the least deprived areas.

There are also strong links between drug and alcohol use and violence. A recent study in Polmont Young Offenders Institution showed that 100% of the 15 young people convicted of murder were under the influence of alcohol and 75% were under the influence of drugs at the time of their offence.³ In the last five years, almost half of those accused of murder are known to have been drunk and/or under the influence of drugs at the time.⁴

The lives lost, however, are not the only cost of knife crime. There are substantial costs to the NHS in treating those who suffer knife injuries, as well as to the criminal justice sector in dealing with those responsible, and a cost to society more generally in reduced productivity. Perhaps the greatest cost however is to communities where people feel unsafe and unable to live as they wish because of their fear of violent crime.

No Knives, Better Lives

No Knives, Better Lives is a Scottish Government funded initiative which encourages young people to consider the dangers of carrying a knife as well as the consequences for their future, and the lives of their family and friends. The aim is to give young people good reasons not to carry a knife and encourage them to get involved in other activities.

No Knives, Better Lives was launched as a pilot project in June 2009 with the message about the dangers of carrying a knife. It brought together several groups of young people who were already making a stand against knife crime in their area. The end of the pilot showed there to be a 23% reduction in young people carrying knives.

The No Knives, Better Lives message is now being rolled out across Scotland, and On a Knife Edge is a schools' programme designed to educate and inform young people about violence and conflict in contemporary society.

Designed to consider the dangers and devastating consequences of knife crime for individuals, families and the wider community, this challenging and eye-opening programme aims to educate and encourage young people to reflect on the reasons for carrying a knife, the legal consequences and the physical and emotional consequences of knife crime. There are also a number of featured themes that will look at Street Violence, Violence at Home, Violence and Substance Misuse and Positive Alternatives to Handling Conflict.

It is important that relevant school partners and agencies are involved with the programme so that No Knives, Better Lives is not delivered in isolation.

The resource

Objectives for teachers

- To increase awareness and understanding of the issues around knife crime and violence in Scotland.
- To increase confidence in addressing violence issues with young people.
- To provide opportunities to reinforce and embed the learning intentions within the experiences and outcomes of Curriculum for Excellence.
- To increase opportunities for cross-curricular/interdisciplinary working.

Objectives for young people

- To increase awareness and understanding of violence and, in particular, knife crime in Scotland.
- To educate pupils about the dangers and consequences of carrying a knife.
- To encourage pupils to consider the impact knife crime can have on a community and wider society.
- To challenge pupils to make informed choices about how to deal with conflict situations and keep themselves and others safe.
- To support young people to make positive, informed decisions and choices around the issues of violence.

On a Knife Edge in schools

A recent study carried out by the Scottish Government in Edinburgh with young people aged 12-17 years showed that 29% of those young people had carried a knife as a weapon in the last 12 months.

The majority of schools are a safe space for young people with only a small minority of students being involved in more serious misbehaviour. As a result, it may be difficult for schools to have sufficient knowledge and understanding to challenge issues of antisocial behaviour that occur in the community.

School becomes a safe space for young people to explore and challenge their ideas, their values and attitudes to violence and weapon crime.

Knife crime and other weapons

Statistics show that knives are the most common weapon amongst young people of Scotland, but blades are not the only weapons we are seeing on our streets. Young people and police reports are showing that we are seeing a number of weapons including: metal poles, sticks, baseball bats, golf clubs, broken glass bottles, tools e.g. drill, hammers, screwdrivers, chisels, household items, e.g. kitchen knives, belts, bricks, aerosols and knuckledusters.

"Knife Crime" A Review of evidence and policy Eades, C, Grimshaw, R, Silvestri, A and Solomon, E. 2nd Ed (page 11)

Why are young people carrying weapons?

There are many reasons reported as to why young people are carrying weapons today. Some people carry a knife with the intention of scaring or harassing. This may be exacerbated by drug and alcohol use which are more likely to increase aggression and risk-taking behaviours. For others, particularly in areas where there is historical territoriality or an historical gang feud, it may be because it is seen as the done thing, something that has been passed from one generation to the next.

It is reported that more young people carrying weapons and, in particularly, a knife, for 'protection.' This may be as a result of living in an area with a high amount of actual or perceived violence and crime, or because that young person is involved in violent activity and is aware that the conflict they engage in is more likely to turn violent. For many young people they will carry a weapon with no real intention of ever using it, feeling instead safer to have something with them to threaten or scare a threatening situation away. However, if young people are carrying a weapon and get into a conflict situation, then the likelihood of them using that weapon increases significantly, regardless of their original intention. There also is the danger that your own weapon may well be used against you. Many young people do not consider that they will lose control of a situation where they have introduced a weapon. It is our responsibility, therefore, to educate young people and challenge them to break the cycle of violence, as the danger is as relevant and real if the young person is carrying weapons with intent to hurt and maim or for protection. The presence of weapons on our streets will always create numerous problems for our communities.

There are a large number of consequences of carrying a knife, or engaging in violent behaviour. Below we have suggested some of the consequences of being involved in violence but of course the list is not exhaustive.

Consequences of knife crime and violence for weapon carriers, victims, families and communities

Weapon carriers

- Disability
- Prison sentence (up to 4 years for carrying a knife)
- Criminal record
- Death
- Scars
- Maimed
- Lose body parts
- Lose bodily functions
- Infection
- Fear
- Mental ill health
- Reduced life choices and opportunities
- Worry
- Time spent at hospital, prison, court
- Grief
- Affect relationships

Victims

- Disability
- Death
- Scars
- Maimed
- Lose body parts
- Lose bodily functions
- Infection
- Fear
- Mental ill health
- Reduced life choices and opportunities
- Worry
- Time spent at hospital and /or court
- Grief

Families

- May feel threatened
- Worry
- Grief if a loved one is lost
- Have to deal with increased aggression at home
- May become carers if loved one is disabled
- Feel shame or embarrassment
- Feel fear
- Suffer mental ill health
- Reduced life choices and opportunities
- Time spent at hospital/ prison/ court

Communities

- Area gets poor reputation
- Businesses may close due to perceived or actual threats/violence
- Gang fighting or vandalism may reduce amenities such as public transport, shops etc.
- Increased home and car insurance premiums
- Perceived violence reduces house prices in area
- Reduced life choices or opportunities for people in the area
- Fear

Who is at risk?

Profile of knife carriers

Based on “Gang Membership and Knife Carrying: Findings from an Edinburgh study of youth transitions and crime” 2010

- Odds of being involved in knife crime is more than twice that for young men than young women.
- If a young person has involvement with delinquent peers they may be at more risk of carrying a knife.
- Involvement in other antisocial behaviours or offending behaviours.
- Young people who self-harm are twice as likely to carry a knife.
- Young people who identify themselves as having low self-esteem, or who feel alienated or socially marginalised are more likely to be involved in carrying weapons.
- Involvement in substances (drug or alcohol) increased the chances of weapon carrying.
- Poor parental supervision increases the likelihood of being involved in weapon carrying.
- Being a victim of crime made young people 1.5 times more likely to carry a knife.

On a Knife Edge and the curriculum

This programme aims to embrace the principles of Curriculum for Excellence, helping young people to become **Effective Contributors, Responsible Citizens, Confident Individuals** and **Successful Learners** through embracing an issue that is real and relevant in their lives.

The resource aligns with the purposes of the Curriculum 3-18 as detailed in Curriculum for Excellence.

Successful learners

I show

- enthusiasm and want to learn.
- I am keen to do my very best.
- willingness to think in new ways.
- a desire to try out new ideas.

I can

- use literacy, communications and numeracy skills.
- use technology in learning e.g. computers/laptops, Smartboards, TV, digital cameras, iPods, etc.
- use my imagination and be creative.
- think and learn by myself and as part of a group.
- form an opinion and justify it.
- use all my learning to help me in new situations.

Responsible citizens

I show

- respect for others.
- that I can take an active part in all aspects of life in school and the wider community.

I can

- learn more about Scotland and its place in the world.
- show some understanding of how other people lead their lives and what they believe.
- use what I have learned to make good choices and decisions.
- form opinions about issues which affect our world.
- decide what is just and fair when considering different topics.

No knives, better lives.

Confident individuals

I show

- self respect
- an understanding about my wellbeing by keeping fit and healthy, being safe and secure, feeling happy and confident.
- a clear understanding of what is important to me.
- a desire to achieve my goals

I can

- get on well with others and look after myself.
- make healthy choices.
- understand that my behaviour can affect other people.
- think through and explain my beliefs and how I see the world.
- live as independently as I can.
- make safe and responsible choices.
- do well in a range of activities.

Effective contributors

I show

- I have a 'can do' approach to life.
- the ability not to give up.
- confidence in my own abilities.

I can

- share my ideas in different ways and in different situations.
- work with a partner and as part of a team.
- think and act independently and lead others responsibly.
- use what I already know to solve problems in new situations.
- come up with ideas and see them through.
- solve problems.

On a Knife Edge supports many of the themes within Curriculum for Excellence Health and Wellbeing Experiences and Outcomes. The statements are organised into the following:

- mental, emotional, social and physical wellbeing;
- planning for choices and changes;
- physical education, physical activity and sport;
- food and health;
- substance misuse;
- relationships, sexual health and parenthood.

The programme enhances many of the experiences and outcomes found within the Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Changes, Substance Misuse, and Relationships, Sexual Health and Parenthood frameworks and supports the following core experiences and outcomes.

Curriculum outcomes: health and wellbeing

Mental, emotional, social and physical wellbeing

Mental, emotional, social and physical wellbeing are essential for successful learning.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 3-02a * Responsibility of all

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 3-04a * Responsibility of all

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 3-05a * Responsibility of all

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 3-06a * Responsibility of all

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 3-09a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 3-16a * Responsibility of all

I know and can demonstrate how to travel safely.

HWB 3-18a * Responsibility of all

Substance misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.

HWB 3-38a

I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.

HWB 3-39a

I am developing a range of skills which can support decision-making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.

HWB 3-40a

I know how to access information and support for substance-related issues.

HWB 3-40b

I know the action I should take in the management of incidents and emergencies related to substance misuse.

HWB 3-42a

I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

HWB 3-43a

Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.

HWB 3-43b

Relationships, sexual health and parenthood

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

I understand the importance of being cared for and caring for others in relationships, and can explain why.

HWB 3-44a

I understand and can demonstrate the qualities and skills required to sustain different types of relationships.

HWB 3-44b * Responsibility of all

I recognise that power can exist within relationships and can be used positively as well as negatively.

HWB 3-45a

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

HWB 3-45b * Responsibility of all

I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.

HWB 3-46a

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

HWB 3-46b

I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.

HWB 3-49b

Planning for choices and changes

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

I am developing the skills and attributes which I will need for learning, life and work. I am gaining an understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.

HWB 3-19a * Responsibility of all

Curriculum implementation

The themes On a Knife Edge meet key areas of Curriculum for Excellence Health and Wellbeing Outcomes with many being within the Responsibilities for All framework. The learning outcomes for this programme are progressive, looking at the issues surrounding violence and knife crime. The resource is designed so that it can be delivered in its entirety over a number of sessions, or in-depth you so can pick and choose relevant themes to the young people's situation.

Within each theme, there are a number of suggested activities that could be used to address the key issues that surround that theme. Core Health and Wellbeing themes that are "Responsibility of all" are highlighted at the beginning of each unit and activities plan.

By providing a variety of interactive teaching methods, On a Knife Edge aims to meet each pupil's learning needs to give them opportunities to discuss their experiences, attitudes and values, opinions, influence and knowledge.

Facilitator autonomy is key to the appropriate use of this pack as it is the facilitators who have the best knowledge of the young people in their target audience. In providing a variety of activities, this resource aims to maximise the impact of this education pack and reach more young people with the No Knives, Better Lives message. Good practice encourages facilitators to use a variety of methods that hold pupils' interest and concentration. Therefore On a Knife Edge aims to utilise this form of curriculum delivery.

Curriculum design

When designing the resource, the principles of Curriculum Design have been taken into account. They apply to the curriculum at both an organisational level and in the classroom. They assist teachers and schools in their practice and are a basis for continuing review, evaluation and improvement. The following diagram outlines how the principles could apply to the On a Knife Edge resource.

CURRICULUM DESIGN PRINCIPLES	No Knives, Better Lives – On a Knife Edge
CHALLENGE AND ENJOYMENT	Collaborative discussions which challenge thinking and understanding, risk taking, conflict, resolution
BREADTH	Cross-curricular links to PSHE programme
PROGRESSION	Building on previous knowledge and understanding about risk taking, keeping safe, substance misuse, making informed choices
DEPTH	Exploring understanding through discussion groups, games activities debates and quizzes
PERSONALISATION AND CHOICE	Independent learning, exploring feelings
COHERENCE	Meaningful links made between previous lessons and prior knowledge
RELEVANCE	Real life scenarios: role play, discussions
RESPONSIBILITY FOR ALL	Literacy, numeracy, health and wellbeing

Before you begin

If you have never delivered this kind of work before it may be useful to do some background research on knife crime and violence as well as looking at your own values, beliefs and motivation for wanting to tackle this issue.

You may find the following sites useful:

www.noknivesbetterlives.com

www.actiononviolence.com

www.scotland.gov.uk/topics/justice

How you choose to present materials is up to you. Try to be creative, vary your methods and above all be flexible. If something is not going well, change it or do something else. If the group brings an agenda that seems more relevant or important at that particular time then go with theirs. Be realistic about your experience and aware of your own strengths and weaknesses.

The suggested themes and activities aim to engage young people in a process which addresses their knowledge and understanding, their values and attitudes, their relationships, their problems, their risk taking, their decisions and their behaviour.

WARNING



It is advisable to remind young people about your school or organisations confidentiality policies before starting any work. Lots of discussion is generated from the activities and there may be some personal disclosures from young people.

Build in time and space to allow young people to speak with teachers/workers about any issues they may want to use as a result of this work. Be clear who you would signpost young people to speak to locally.

Other organisations may be able to further support the young person (e.g. Childline 0800 1111 or Crimestoppers 0800 555 111 – secure anonymous online crime reporting form <http://www.fearless.org/secure-online-form>).

Checklist

Before undertaking any work with young people on violence and knife crime it may be useful to go through the checklist below.

Have you...

- Developed your own knowledge base around knife crime and violence by background reading and research?
- Considered your training needs and how equipped you are to deliver this material?
- Decided on the activities that would fit into your programme or devised a new programme?
- Used creative methods and approaches? Based on the exercises in the resource.
- Considered who needs to be involved in planning the programme, in what role, and how?
- Considered asking other professionals to participate in a session with young people (local community police officers, health workers etc.)?
- Involved young people in the process?
- Considered group dynamics and identified appropriate make-up of group (mix/single sex group/age/culture/geographic area etc.)?
- Checked your school or organisational policy on how to deal with difficult situations that may come up in conversation and/or during activities?
- Reflected upon your role and considered what attitudes, environment, atmosphere and styles of working are going to be the most suitable?
- Decided on what evaluation methods you are going to use?
- Reminded young people of your school or organisation's confidentiality policy?

DO YOU FEEL CONFIDENT TO DELIVER?

Planning overview

The following table is a suggested planner for the resource – may need adapted and changed

CURRICULUM DESIGN PRINCIPLES – No Knives, Better Lives		
On a Knife Edge		DATE / /
CHALLENGE AND ENJOYMENT BREADTH PROGRESSION DEPTH PERSONALISATION AND CHOICE COHERENCE RELEVANCE	OPPORTUNITIES FOR ACHIEVEMENT	SKILLS DEVELOPMENT
	Sharing experiences, evaluating, debating	Collaborating, leading, showing initiative and interacting with others Making connections and applying learning Discussion and debate (SEE 4 CAPACITIES)
LEARNING AND TEACHING ACTIVITIES	LITERACY: CORE	
	LIT 2 – 02a Listening and Talking – tools for listening and talking LIT 2 – 09a Listening and Talking – creating texts	
SUCCESS CRITERIA:	NUMERACY: CORE	
	MNU-2 – 20a Data and Analysis	
CROSS-CURRICULAR: Expressive Arts – Drama EXA 2 – 13a RMPS		
NEXT STEPS:		
EVALUATION:		

Knife crime: an introduction

CORE Health and wellbeing experiences and outcomes

HWB 3-01a
HWB 3-02
HWB 3-04
HWB 3-09a
HWB 3-16
HWB 3-45
HWB 3-46
HWB 3-16a

AIMS

- To encourage young people to think about violence in their communities.
- To challenge young peoples' attitudes to weapon crime.
- To explore young peoples' view of why young people carry knives.
- To educate young people about the prevalence of knife crime in Scotland.

This section will help young people consider the knife crime issue in Scotland. Through a range of activities, young people will be challenged to think about where violence occurs, introduce and explore the weapon culture in our country and challenge some preconceived notions around violence, the legal system and the portrayal of Scotland to the rest of the world.

This section also aims to consider issues such as victim awareness and peer pressure. It draws on themes that may be developed later in other sections of the pack such as the relationship between violence and alcohol.

CONTENTS

	PAGE NO
1. Knife crime – an introduction	20
2. Violence awareness – what, where, when?	21
3. Weapon crime	22
4. Reasons for carrying weapons	23
5. Conflict maps	24

Knife crime – an introduction

Allow 10 – 15 minutes

CORE experiences and outcomes

HWB 3-04

Aims

- To establish young peoples understanding of the campaign
- To introduce the topic of No Knives, Better Lives

What you will need

The No Knives, Better Lives logo (appendix 1)

Blu-tack

Whiteboard

Whiteboard pens

Method

Write or Blu-tack the logo for No Knives, Better Lives on the whiteboard. Ask the young people to think about where they may have seen the logo or heard the name. What does it make them think of? Either get them to write up their answers on the board or facilitate as a classroom discussion.

Further discussion points

- What do you think the campaign is about?
- Why is there is a campaign like this in Scotland?
- What have you seen in the news about knife crime?
- Do you think this campaign is relevant in your community?

TOP TIP

Why not ask the young people to come up with their own anti knife slogan?

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given.
- Completed Post-It notes
- Peer or self-assessment
- Oral questioning

Violence awareness

– what, where, when?

Allow 30 – 50 minutes

TOP TIP

If you want this activity to be more in-depth you could ask all the groups to do each flipchart. Either rotate around the room adding to previous answers or all complete the themes at the same time, then discuss.

CORE experience and outcomes

HWB 3-02

HWB 3-04a

HWB 3-09a

HWB 3-16a

Aim

- To encourage young people to consider their own understanding and experience of violence.
- To explore young people's attitudes and values surrounding violence.

What you will need

Flipchart paper

Flipchart pens

Method

Split the class into three groups. Give each group a piece of flipchart paper and pens.

There will be three topics to consider with each group feeding back on one.

- Where we see violence.
- What does violence look like?
- When is violence most likely to occur?

Feedback and discuss, allowing other groups to comment and add to each presentation.

Further discussion points

- To what extent are young people responsible for violence in society?
- Does the media portray an accurate representation of how violent Scotland is?
- To what extent do violent computer games and movies play a part in violence in real life?

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given.
- Completed Post-It notes
- Peer or self-assessment

Weapon crime

Allow 15 – 30 minutes

CORE experiences and outcome

HWB 3-16a

Aim

- To raise awareness of the different types of weapons young people carry and use.

What you will need

Post it notes in three different colours

Pens

Photos of weapons seized by police (optional)

Method

Give each young person three Post-it notes.

Explain that you want them to write the top three weapons that they think young people use today.

You can use different coloured Post-it notes for first, second and third choices.

Have the young people place these on the whiteboard or the wall.

While you are waiting for the young people to finish off, group similar answers together. This will give a visual of how many people mentioned each type of weapon with a view to showing which weapons are most popular with young people.

If you have some of the photographs of weapons you can pass these around the class or show them on the whiteboard and allow discussion to take place.

Further discussion points

- Are some weapons easier to access than others?
- Which of these weapons are legal? (Give legal definition of offensive weapons.)
- Are some weapons more dangerous than others?
- Who is at risk of weapon crime?
- Are they surprised that knives are the weapon of choice amongst Scotland's youth?

TOP TIP

Invite a local community police officer along to discuss and perhaps showcase some of the weapons seized in your local area.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given.
- Completed Post-It notes
- Peer or self-assessment

Reasons for carrying weapons

Allow 15 – 30 minutes

CORE experiences and outcome

HWB 3-02a

HWB 3-04

HWB 3-16a

Aim

To allow young people to identify and explore the reasons why people may use or carry a knife.

What you will need

Flipchart

Felt pens

Method

Split the class into small groups or pairs.

Ask the young people to list as many different reasons as to why people use or carry weapons.

It may be worthwhile reminding young people that knives are not the only weapon used by young people.

Reasons

- Fear of being attacked by other young people
- Protection
- Street cred
- Sense of belonging
- Revenge
- To be fashionable
- Boredom
- Peer pressure or being bullied into it
- Drugs
- Financial motivation
- Territory
- Lack of self-worth
- Lack of opportunity
- Social exclusion
- To gain respect
- To prove a point
- To rob someone
- For the 'buzz'
- Poor decision-making skills
- Poor conflict resolution skills
- To be part of a 'macho' culture

Further discussion points

- Are there any reasons why it would be acceptable to carry a weapon?
- How can people avoid carrying weapons?
- If your friend asked you to carry his knife, would you do it?
- Would you ever carry a weapon, and in what situation would you do so?
- How should young people behave in their community?

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Flipchart lists
- Peer assessment flipchart and feedback sessions

Conflict maps

CORE experiences and outcomes

HWB 3-01a

HWB 3-04a

Aim

- To encourage the young people to think about their own experiences of violence and where it occurs.

What you will need

Blank A3 paper

Felt pens

Method

Give the young people sheets of A3 paper.

Ask them to draw a map of their area including shops, landmarks, their homes, the school etc. Encourage them to be as creative as they like.

On these maps, they will highlight where they most often witness or are involved in violence. This may be gang fighting at the local shops, violence at home etc.

Allow young people to feedback their pictures to a partner or small group while you facilitate some of these smaller discussions.

Further discussion points

- What is the difference between violence at home and violence outside?
- Is it ever ok to be violent towards someone?

TOP TIP

Remind young people that they should only share what they are comfortable with. Tell them that you will be available at the end to discuss any issues they may want to bring up, or name a trusted person within the school.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Completed conflict maps
- Peer or self-assessment

Knife crime: towards a solution?

CORE experiences and outcomes

HWB 3-01a

HWB 3-02a

HWB 3-04b

HWB 3-06a

HWB 3-16a

HWB 3-17a

HWB 3-46a

AIMS

- To challenge young people's perception of violence in their community.
- To explore the consequences of knife crime on our society and on individuals.

Following on from the last section, these activities will look in more depth at the consequences of knife crime. This will address consequences for individuals who choose to carry knives, victims of knife crime, families and the wider community. Encouraging young people to think about situations from another perspective, the aim is to emphasise the message that knife crime affects everyone, and is everyone's responsibility. Supporting young people to consider their part, this section aims to allow young people the space to consider a solution for the knife crime problem in Scotland.

CONTENTS

	PAGE NO
1. Attitudes and values – do you know your limit?	26
2. Two truths and a lie	27
3. Consequences of knife crime	28
4. Body maps	29
5. Storyboards – consequences of weapon crime	30

Attitudes and values

Do you know your limit?

Allow 20 – 40 minutes

CORE experience and outcomes

HWB 3-01a

HWB 3-02a

HWB 3-04a

HWB 3-46b

Aims

- To explore the young people's attitudes and values towards crime
- To challenge young people's perceptions about criminal behaviour
- To allow young people to explore criminality vs. antisocial behaviour

What you will need

Statement cards (appendix 2)

Whiteboard (optional, if you want to write up key themes from discussion)

Method

Split the class into smaller groups.

Give each group a set of statement cards.

Explain that they have to rate the cards in order of severity, with what they consider most serious at the top and the least serious at the bottom.

Allow the groups time to explore these statements and arrive at a consensus.

Each group feedback their statement cards in order.

Pick out any differences or unusual responses for discussion.

Facilitate a class discussion.

Further discussion points

- Are some crimes more serious than others?
- How do we decide which crimes are more serious?
- Who has to 'pay' for crime?
- What are our attitudes towards reporting crime?
- What are our attitudes to the police and authority?
- What do you think of the criminal justice system?

TOP TIP

To explore this topic further, read out each statement card and encourage the class to discuss who the victims of each crime are.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Peer assessment of statement cards and feedback sessions

Two truths and a lie

Allow 15 – 30 minutes

CORE experience and outcomes

HWB 3-01a

HWB 3-16a

Aim

- To explore the statistics and facts surrounding knife crime in Scotland (or specific locality)

What you will need

Cards from appendix 3

Method

Split the class into groups of three.

Explain that each group will be given three cards. Two cards will be 'true' and one will be 'a lie.' (See cards appendix.)

Allow them time to discuss their answers and then feedback their two truths and a lie.

Announce which were true and which were a lie, allowing room for class discussion.

Hand out the next set of cards and continue.

Allow discussion at the end to explore any surprises, disagreements or comments.

Further discussion points

- Are you surprised at how many lives are lost through knife crime?
- Are the sentencing / sanctions for carrying a knife strict enough?
- If you were First Minister what would you do to tackle knife crime?

TOP TIP

Have some cards that explore other youth issues such as drinking, drug abuse, friendship, and peer pressure as well as some funny cards.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Peer assessment of statement cards and feedback sessions

Consequences of knife crime

Allow 20 – 40 minutes

CORE experiences and outcomes

HWB 3-01a

HWB 3-02a

HWB 3-16a

Aims

- To encourage young people to think about the consequences of knife crime for individuals, family and the community.
- To challenge young people to consider the cost of knife crime.

What you will need

Flipchart paper

Flipchart pens

Method

Check that the class understand the word 'consequences'.

Ask them to think about the consequences of knife crime for individuals. They can consider the positives, negatives, long and short term consequences.

Ask them to write their ideas on Post-It notes and put them on the flipchart page titled 'Knife Carrier.'

Once they have completed this ask them to do the same with consequences on family and then community.

Once they have all their ideas up on the relevant 'posters' ask the class to return to their seats. Pick out some of the recurring themes on each poster and facilitate a class discussion based on each: Knife Carrier, Family and Community.

Further discussion points

Are the consequences for one group more significant than for the others?

Is it easy to think about the consequences for all the groups?

TOP TIP

Show the No Knives, Better Lives DVD 'Ambulance' and 'Embalmer' for a more hard-hitting look at the consequences.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Completed Consequence Posters
- Peer assessment and feedback session

Body maps

Allow 20 – 40 minutes

CORE experience and outcomes

HWB 3-01a

HWB 3-04a

HWB 3-16a

Aim

- To consider the physical consequences of carrying a knife.

What you will need

A3 Worksheet – one for each group (appendix 4).

Felt pens

Method

Give out the worksheet 'Gingerbread man' to each group.

Explain that the young people should think about where on the body the most common wound or stab sites would be.

Encourage them to think about the severity of the damage of being stabbed in each area i.e. lose a finger, internal bleeding, heart stops beating, brain damage, paralysis etc.

Feedback the worksheets to the class and facilitate discussion around the consequences to individuals if they get stabbed.

Further discussion points

- Are there any safe areas on the body to be stabbed?
- How long does the average ambulance take to arrive at a scene?

(The Scottish Ambulance Service national response time target for category B calls (serious but not life threatening) across mainland Scotland is that 95% of all incidents should be reached within 14, 19 or 21 minutes depending on population density. http://www.bobdoris.org/index.php?option=com_content&task=view&id=51&Itemid=3)

- How can severe injury affect your life?
- How would family/friends feel if you were seriously injured?

TOP TIP

It may have more impact if you do this activity using white protective coverall suits (disposable). Allow two young people to put on the suits. Give them each a red marker pen. Explain that they have one minute to try and draw on the other person. After the minute is up allow the class to have a discussion on where the pen marks are on each of the body suits. This is a more interactive way to do this activity, but you may want to monitor the excitement and behaviour of your volunteers.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Completed body maps
- Peer or self-assessment

Storyboard – consequences of weapon crime

Allow 20 – 40 minutes

CORE experiences and outcomes

HWB 3-09a

HWB 3-16a

Aim

- To encourage young people to think about the victims of weapon crime.
- To challenge young people's perceptions on who is affected and in what way.
- To develop the young people's awareness of the impact of their actions on other people.

What you will need

- Story (appendix 5)
- Character cards
- Flipchart paper
- Pens

Method

Split the class into four groups.

Give each group a copy of the story and ask each group to read it.

Hand out a character card to each group and encourage them to think about how that character may react/ have been affected by the incident in the story.

Encourage each group to write down their thoughts and ideas on the flipchart paper.

Once the groups are finished, allow each group time to feedback.

Facilitate group discussion.

Some characters may include:

Doctor – Main character – Mum – Wee brother – Teacher

Next door neighbour – Police – Social worker etc

TOP TIP

After each group has finished considering their character's perspective on the incident, mix up the groups so that one of each character is in the newly formed group. Allow them to tell the story 'in character'. Does the story change when coming from a different perspective?

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Completed character sheets (flipchart)
- Peer assessment of character sheets and group feedback sessions
- Think-pair-share

Street violence

CORE experiences and outcomes

HWB 3-04a

HWB 3-07a

HWB 3-08a

HWB 3-09a

HWB 3-16a

HWB 3-17a

HWB 3-19a

HWB 3-43a

HWB 3-45a

Aims

- To allow young people to explore the different aspects of street violence.
- To challenge young people's attitudes to street violence.
- To educate young people about the consequences of street violence for individuals, family and the community.

This section covers a variety of sub-themes that allow teachers to pick areas that they feel will be relevant to the young people within the classroom. Sub-themes can be delivered in their entirety, or mix and matched with other sub-themes to give a more comprehensive overview of street violence in Scotland.

CONTENTS

	PAGE NO
1. What are gangs?	32
2. Space and territory	33
3. Why do people join gangs?	34
4. The problem with gangs	35
5. Towards a solution - gangs	36

What are gangs?

Allow 20 – 40 minutes

CORE experiences and outcomes

HWB 3-04a

HWB 3-08a

Aim

- To encourage thinking about gangs vs. group membership.

What you will need

Flipchart paper

Pens

Method

Split class into groups of 4/5 young people.

Give out flipchart paper and pens.

Ask young people to write the word 'GANG' in the middle of the paper and then brainstorm about what gangs are.

Feedback and discuss findings.

Further discussion points

Are gangs the main cause of street violence?

What encourages young people to join a gang?

Who is affected by gangs?

Are gangs prevalent in your community?

TOP TIP

For a more challenging and thought provoking activity, give each group a 'character' card asking them to think of what a gang is from different perspectives e.g old person, police, young parent etc.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Completed flipchart
- Group feedback sessions
- Think-pair-share (individual/or twos/with everyone)

Space and territory

Allow 15 – 40 minutes

CORE experiences and outcomes

HWB 3-04a

HWB 3-07a

HWB 3-16a

Aim

- To challenge thinking about space and territory and generate discussion.

What you will need

Strongly agree/disagree cards (appendix 7)

Blu-tack

Statement cards

An open space (i.e. a gym hall)

Method

Mark one wall as 'Strongly Agree' and the opposite wall as 'Strongly Disagree.' Read out the following statements and ask young people to move to a space in the room that best describes their opinion.

1. If I am in my own area I am safe.
2. If I enter an unknown area the people there have the right to attack you.
3. Young people take pride in their local area.
4. Some young people can go wherever they like.
5. Drug dealing and gang territory are directly linked.
6. Young people don't use weapons.
7. Young people who are drunk are more dangerous than those who are sober.
8. Adults are involved in more violence than young people.
9. The police target young people regardless of what they are up to.
10. If you dress a certain way you can avoid trouble.

TOP TIP

You may want to prepare a set of statement cards. Ask one young person at a time to read out their statement card and then allow the rest of the class to move to where they stand on the scale: Strongly agree to strongly disagree.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Teacher and peer questioning

Why do people join gangs?

Allow 10 – 20 minutes

CORE experiences and outcomes

HWB 3-05a

HWB 3-06a

HWB 3-19a

HWB 3-17a

TOP TIP

This can be done as an individual or group activity.

Aim

- To encourage young people to think about what motivates people to join gangs and to stimulate discussion.

What you will need

True/ false quiz

Paper

Pens

Method

Ask young people to write down whether they think the following statements are true or false.

Allow time to discuss the answer after each has been read out.

Encourage young people to share their experiences and opinions.

True/false quiz

1. Gangs today are no more violent or deadly than those in the past.
2. Gangs generally do not recruit children under the age of 12.
3. Gaining money is the main goal of gangs.
4. Gangs only exist in large inner city areas.
5. Gangs give children the attention and status they may not get at home or elsewhere.
6. Young people who drink or take drugs are more likely to join a gang.
7. People who join gangs can never get out.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Teacher and peer questioning
- Quizzing
- Think-pair-share

The problem with gangs

Allow 15 – 30 minutes

CORE experiences and outcomes

HWB 3-16a

HWB 3-19a

HWB 3-43a

HWB 3-45a

Aim

- To challenge young people to think about the consequences of gang membership and criminal activity.

What you will need

Flipchart paper

Felt pens

Method

Split the class into smaller groups.

Give each group a flipchart and pens.

Ask them to think about the consequences of joining a gang.

Ask them to draw the consequences e.g death could be represented by a graveyard.

Some other consequences:

1. Education – suspension, expelled etc
2. Current and future relationships – with family, friends, girlfriend/boyfriend etc
3. Tenancy – Anti-Social Behaviour Orders, eviction notices
4. Health – mental, emotional and physical
5. Safety – of you, your family and the community
6. Future employment (criminal record)
7. Community – damage property, prices of houses go down, less employment etc

Further Discussion Points

- What were the similarities/differences between the images?
- Do you relate to the images?
- How realistic were the images?
- How do these images affect you?

TOP TIP

Depending on the young people, you may want to develop this activity into a poster competition within the school.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given.
- Think-pair-share (individual/in twos/with everyone)
- Group feedback sessions
- Flipchart pages
- Teacher and peer questioning

Towards a solution – gangs

Allow 20 – 30 minutes

CORE experiences and outcomes

HWB 3-02a

HWB 3-09a

HWB 3-16a

HWB 3-19a

Aims

- To encourage young people to explore solutions to gang violence.
- To challenge young people's perceptions of the police and authority.

What you will need

Paper

Pens

Method

In pairs or small groups ask young people to think about gang culture and the consequences of gang violence on individuals, community and families. Explain that they now should come up with some solutions to gang culture. What would they do if they were in a position of power and had the responsibility to reduce anti-social behaviour?

Feedback to the class and facilitate discussion.

Further discussion points

- What is young people's general attitude towards the police?
- Why is that attitude so negative in Scotland?
- What experiences have the young people had with the police?
- Are young people discriminated against?
- Who is to blame for the gang/violence problems in Scotland?

TOP TIP

Depending on the young people, you may want to develop this activity into a poster competition within the school.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Flipchart pages
- Teacher and peer questioning

Violence at home

CORE experiences and outcomes

HWB 3-01a

HWB 3-02a

HWB 3-04a

HWB 3-09a

HWB 3-16a

HWB 3-19a

Aims

- To encourage young people to consider where attitudes to violence originate.
- To challenge young people to think about their own attitudes to violence.
- To raise awareness of how often violence occurs in the home.

This section will look at a variety of issues with young people looking at violence at home. It will take into account violence in video games and movies, how we respond to stress, violent or threatening language as well as physical violence between family members.

It is important to note that this theme may also bring up issues around domestic abuse. For that reason we have put in some activities that look at violence against women.

CONTENTS

PAGE NO

1. Circles of influence	38
2. Rating violence at home	39
3. Gender stereotyping 1	40
4. Gender stereotyping 2	41
5. What violence at home looks like	42

Circles of influence

Allow 15 – 30 minutes

CORE experiences and outcomes

HWB 3-04a

HWB 3-01a

Aims

- To consider the key influences in the young peoples lives.
- To consider where our attitudes and values come from.

What you will need

A3 paper for each individual with concentric circles (appendix 8)

Felt pens

Method

Working individually, ask each young person to write their name in the centre circle.

In the next circle ask them to think about the key people in their lives who have shaped and influenced their thoughts and opinions (maybe parents, siblings etc). Encourage participants to think about the messages they received from those people. Were they positive or negative?

In the next circle out ask the young people to consider family and friends and how they may have contributed. What messages do they receive from these people?

In next circle, ask the young people to consider the influence society has. This may be the media, authority, news etc. At this stage you may encourage the young people to share their thoughts in pairs.

When everyone has had time to complete their poster, bring the group back together and discuss how we are shaped and influenced by people around us.

Discussion points

- Who influences us the most?
- How often do we challenge the opinions and actions of the people we care about or respect?
- Are we more likely to take on positive or negative messages?
- How easy is it to form your own thoughts and opinions?

TOP TIP

Be aware of the sensitivity of the topic. Pay extra attention to young people seeming uncomfortable with discussions and content.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Flipchart pages
- Teacher and peer questioning

Rating violence at home

Allow 20 – 30 minutes

CORE experiences and outcomes

HWB 3-04a

HWB 3-01a

HWB 3-19a

Aim

- To explore attitudes to violence in the home.
- To consider the difference in attitudes towards street violence and violence at home.

What you will need

Statement cards (appendix 9)

Method

Split the class into smaller groups.

Give each group a set of statement cards.

Explain that they have to rate the cards in order of severity, with what they consider most serious at the top and the least serious at the bottom.

Allow the groups time to explore these statements and arrive at a consensus.

Each group feedback their statement cards in order.

Pick out any differences or unusual responses for discussion.

Facilitate a class discussion

Further discussion points

- Is violence sometimes acceptable?
- Who is it OK to be violent towards?
- Who are the victims of violence at home?
- Is violence at home illegal? (Explain legal stance.)

TOP TIP

Depending on the young people, you may want to develop this activity into a poster competition within the school.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Statement card responses
- Think-pair-share (individuals/in twos/with everyone)
- Teacher and peer questioning

Gender stereotyping 1

Allow 20 – 25 minutes

CORE experiences and outcomes

HWB 3-02a

HWB 3-05a

HWB 3-09a

HWB 3-46a

HWB 3-46b

TOP TIP

Ask pupils to consider their own image, how important it is to them and what perceptions people may have of them.

Aims

- To allow pupils to explore gender stereotypes.
- To differentiate facts from assumptions regarding the way people dress and present themselves.

What you will need

Photographs from magazines/ newspapers that present images of male/females doing activities, wearing clothes that are non – traditional and considered stereotypical.

Method

Split the class into four groups.

Give each member of the group a different photograph. Explain that they must describe their photograph to the rest of the group without telling the group the sex of the person.

Each member should then try to guess from the description given whether the photograph is of a male or female.

The group should then discuss how they arrived at their assumptions and feedback to the rest of the class.

Further discussion points

- Do you recognise we can make assumptions about people we meet i.e. from clothing, hairstyle, voice, job they do etc)?
- What should men wear/women wear? Are/should there be differences?
- Do you remember making an assumption about someone that caused conflict?

Opportunities for assessment

- Teacher observations of discussions
- Group feedback

Gender stereotyping 2

Acceptable/Unacceptable gender differences

Allow 15 – 20 minutes

TOP TIP

After pupils have placed their cards ask them to rate each pile i.e. the most acceptable at the top etc.

CORE experiences and outcomes

HWB 3-02a

HWB 3-05a

HWB 3-09a

HWB 3-46a

HWB 3-46b

Aim

- To allow pupils to explore their personal perceptions of males and females.
- To allow pupils to explore society's perceptions of males and females.
- To discuss views of acceptable and unacceptable behaviour in relation to gender.

What you will need

Acceptable/Unacceptable behaviour cards (appendix 2)

Acceptable/Unacceptable signs

Method

Split the class into groups.

Distribute behaviour cards and explain the cards should end up in two piles – acceptable and unacceptable. Pupils should discuss each card and come to a consensus on whether it is acceptable or unacceptable behaviour.

After all the groups have completed the task and if time allows, have a brief discussion on one or two cards that generated the most.

Further discussion points

- Why are some more acceptable than others?
- How difficult was it to arrive at a consensus?
- What influences our perceptions? (Parents, peer groups, media etc.)

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given.
- Group feedback response
- Statement card responses

What violence at home looks like?

Allow 20 – 40 minutes

TOP TIP

Remind young people to be respectful during this session as the subject can be emotive. Encourage young people only to share what they are comfortable with.

CORE experiences and outcomes

HWB 3-04a

HWB 3-16a

HWB 3-44a

HWB 3-44b

HWB 3-45a

HWB 3-45b

HWB 3-49b

Aims

To encourage young people to consider where they may witness violence at home.

To help young people explore alternatives to violence at home.

To inform young people of support they can receive if they witness or are experiencing violence at home.

What you need

Large sheet of paper with a house drawn on it. (you could use the white board), Pens, Post it notes.

List of local support projects that may be relevant.

Method

Explain to the class that they will be working on their own for the first part of this exercise. Encourage the young people to think about where they witness or experience violence at home and what it involves. Have them write down each 'incident' on a post-it note. Explain that the post its are anonymous but that they should protect themselves by only sharing what they feel comfortable with.

Encourage the young people to then stick each post-it in the relevant 'room' of the house e.g. computer game violence may go in the bedroom.

Feedback main themes being aware of particularly sensitive comments.

In the discussion, encourage the young people to think of alternatives to the violence, strategies for coping or support available.

Further discussion points

- What part do computer games and violent movies play in today's society?
- Should they be blamed for the violence in our communities?
- Who should be blamed for violence at home (should anyone)?
- Who is affected by violence at home?
- In what ways?

Opportunities for assessment

- Teacher observations of activity and quality of feedback given
- Pupil feedback of activity
- Post-it notes

Violence and substance abuse

CORE experiences and outcomes

HWB 3-49b
HWB 3-38a
HWB 3-39a
HWB 3-40a
HWB 3-40b
HWB 3-42a
HWB 3-43a
HWB 3-43b

Aims

- To challenge young people to consider the links between substance misuse and violence.
- To encourage young people to make better life choices in relation to substance use.
- To educate young people about the consequences of substance misuse and how that may affect their lives.

Through a variety of different activities, teachers can work with young people on issues such as the affects of drug and alcohol use, addiction, substance use in relation to violence and risk-taking behaviours. In addressing such topics with young people, we can encourage them to make positive life choices that do not include violence as a solution to problems.

This section has a variety of ideas to allow the teacher to choose relevant activities for the young people with whom they will be engaging. Many of these activities can be carried out with the whole class, or in small groups with some slight adaptations.

CONTENTS	PAGE NO
1. Drug awareness quiz	44
2. Quiz questions	45-46
3. Alcohols affects on the body	47
4. True/false fact file	48
5. Alcohol attitudes	49
6. Appropriate and inappropriate worksheets	50

Drug awareness quiz

Allow 15 – 40 minutes

CORE experiences and outcomes

HWB 3-49b

HWB 3-38a

HWB 3-39a

HWB 3-40a

HWB 3-40b

HWB 3-42a

HWB 3-43a

HWB 3-43b

TOP TIP

You can put this quiz onto a powerpoint and split the class into teams. This may allow for more group discussion.

Aims

- To assess pupils' understanding of illegal/legal drugs.

What you will need

Young persons quiz (see next page)

Method

Split class into pairs.

Read the questions out one at a time and allow the class to discuss the answer before feeding back to facilitator.

Further discussion points

- What is a drug?
- What are the most common drugs?
- What are the most dangerous drugs?
- What affect do drugs have on your community?

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Think-pair-share (individual/in trows/with everyone)
- Teacher and peer questioning
- Quiz

Quiz questions

Drugs – do you know your stuff?

Q1. Alcohol and cocaine mix within the body to form another chemical which is more potent and damaging to the body.

- a) True b) False

Alcohol and cocaine mix to form cocaethylene in the body, which stays in the system for longer than either drug alone, and causes more damage to the liver than either drug alone.

This chemical also reduces the strength of the heart, increasing the risk of heart failure in the future.

A+E staff refer to the heart problems they see over the weekends as 'coke strokes', illustrating how common heart problems are after taking cocaine and alcohol.

The disinhibiting effects of alcohol, along with the increased feeling of confidence that comes from taking cocaine, can make violent and impulsive behaviour more likely.

Q2. In some cases in the UK, doctors can prescribe cannabis for pain relief.

- a) True b) False

No doctors in the UK can prescribe cannabis, it is an illegal drug. However some parts of the cannabis drug can be used to treat the disease MS in a prescribed drug called Sativex, although none of the cannabis 'high' feelings are experienced with this medication.

Q3. Using solvents/inhalants can cause a heart attack

- a) True b) False

Inhaling solvents such as glue or an aerosol can cause significant damage to the body, and in serious cases could cause heart attack or even death.

Q4. You can be arrested for possessing a small amount of cannabis.

- a) True b) False

As cannabis is a Class B illegal drug, being caught in possession of even a small amount can lead to arrest, with a potential penalty of up to 5 years in jail and/or an unlimited fine. It is at the discretion of the police whether to arrest someone for possessing cannabis, and may depend on other factors such as whether the person has ever been caught with cannabis before.

Q5. Drugs such as ecstasy are often mixed with other unknown ingredients, meaning purity the drug is very low.

- a) True b) False

Cutting agents are often chemical and include, for example, the cancer-causing drug phenacetin, cockroach insecticide and pet worming powder. In 2009, almost a third of cocaine seized by police was less than 9% pure, purity levels for ecstasy have also been found to be falling.

Q6. It is impossible to become addicted to cannabis?

- a) True b) False

Cannabis can be psychologically addictive, which refers to an ingrained belief that normal life would be impossible without cannabis.

Recent research (Morgan et al. 2009) also suggests that cannabis can be physically addictive, which was once thought impossible. Cannabis takes the place of a naturally occurring neurotransmitter in the body (anadylne), which then stops the body from producing this chemical itself. When the drug use stops, receptor sites are left empty and withdrawal will begin to set in. Symptoms of withdrawal include irritability, tiredness, restlessness, sleeplessness, anxiety and depression.

Q7. There is no penalty for sharing Ecstasy amongst friends.

- a) True b) False

Sharing drugs amongst friends is considered by law as dealing drugs, even if no money changes hands. Dealing Class A drugs can be punished with up to life imprisonment, an unlimited fine or both. Class A drugs are considered to be the most likely to cause harm.

Q8. Legal highs are less dangerous than illegal drugs?

- a) True b) False

Legal highs are not necessarily less dangerous than illegal drugs. It is impossible to know how drugs will react within the body, or how drugs will react with other drugs, such as alcohol. As a result, taking 'legal highs' can be just as dangerous as using illegal drugs. Also, many 'legal highs' are sold with warnings such as 'not for human consumption'.

Q9. 50% of all murders in Scotland are committed while under the influence of Alcohol and/or Drugs.

- a) True b) False

Alcohols effect on the body

Allow 15 – 25 minutes

CORE experiences and outcomes

HWB 3-49b

HWB 3-38a

HWB 3-39a

HWB 3-40a

HWB 3-40b

HWB 3-42a

HWB 3-43a

HWB 3-43b

Aims

- To allow pupils to explore how alcohol affects the body.
- To emphasise the devastating effect alcohol has on a person's health.

What you will need

- Template of a person (appendix 4)
- Effect cards (appendix 10)

Method

Split the class into small groups.

Give each group a human template and effect cards.

Ask the groups to place the effects on the body where they occur and to discard the ones that they believe are false.

Further discussion points

- What is binge drinking?
- Other than physical affects, are there any other dangers of drinking?
- How can young people's safety be affected?
- How much does alcohol affect our community?
- Any effects that are missed can be discussed.

TOP TIP

Photographs can add impact to this session.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Think-pair-share (individual/in twos/with everyone)

TRUE/FALSE fact file

Allow 15 – 25 minutes

TOP TIP

Add statements based on local trends.

CORE experiences and outcomes

HWB 3-49b

HWB 3-38a

HWB 3-39a

HWB 3-40a

HWB 3-40b

HWB 3-42a

HWB 3-43a

HWB 3-43b

Aims

- To encourage young people to think about their attitudes to alcohol.
- To challenge any myths around alcohol consumption.

What you will need

Statement cards (appendix 9)

True/False signs

Method

Explain that you are going to call out statements. Participants should move to different points in the room to indicate if they think it is 'True' or 'False'. Encourage and facilitate discussion about why people think it the statement is 'True' or 'False'.

Statements

1. A unit of alcohol is the equivalent of half a pint of standard strength cider – **TRUE**.
2. Drinking black coffee sobers you up – **FALSE**. Time is the only thing to sober you up. The liver processes approximately one unit of alcohol an hour.
3. Drinking alcohol keeps you warm in cold weather – **FALSE**. Alcohol increases the pulse but in fact causes the body to lose heat.
4. Recommended daily allowance for alcohol are the same for men and women – **FALSE**. Recommended daily safe limits are three to four units for men and two to three for women.

FACT FILE

Units are a way of measuring how much alcohol is consumed. One UK unit is eight grams of pure alcohol. As a quick guide:

- A small glass of wine (9% ABV alcohol by volume) = 1 unit
- A 25ml pub measure of spirit (40% ABV) = 1 unit
- A 330ml bottle of alcopop (5% ABV) = 1.7 units
- A half pint of ordinary strength lager/beer or cider (3.5% ABV) = 1 unit

Alcohol attitudes

Allow 20 – 25 minutes

CORE experiences and outcomes

HWB 3-49b

HWB 3-8a

HWB 3-39a

HWB 3-40a

HWB 3-40b

HWB 3-42a

HWB 3-43a

HWB 3-43b

Aims

- To encourage young people to think about which behaviours around drinking alcohol are appropriate.
- To challenge young peoples views on alcohol consumption.

What you will need

'Appropriate or inappropriate' work sheet

Pens

Method

Ask young people to work on their own for this activity. Hand out worksheets and ask young people to write whether they think the statements are appropriate or inappropriate.

After the worksheets have been completed, ask the young people to get into pairs or small groups. Encourage the young people to discuss their answers, reminding them that there is no right or wrong answer. Are the answers very different? Feedback with the whole class and facilitate classroom discussion.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Think-pair-share (individual/in twos/with everyone)
- Teacher and peer questioning
- Worksheets

Appropriate and inappropriate worksheet

Statements	Appropriate	Inappropriate
Getting drunk on a night out		
Drinking underage while at a mate's house		
Having a drink at the weekend		
Drinking and driving		
Drinking alcohol to help you relax when stressed		
Drinking to cure a hangover		
Drinking to boost your confidence before you go out		
Making a hot alcohol-based drink if you have a cold		
Not drinking at all		
Drinking wine with a meal		
Drinking alcohol to celebrate		
Drinking after a sports match		
Buying alcohol as a Christmas/birthday present		

Conflict in our lives – making positive choices

CORE experiences and outcomes

HWB 3-05a

HWB 3-19a

HWB 3-07a

HWB 3-17a

Aims

- This theme aims to challenge young people to consider alternatives to violence when dealing with conflict and negative emotions.

Through a variety of different activities, teachers can work with young people on issues such as emotional intelligence, conflict management and power and influence in our lives. In addressing such topics with young people, we can encourage them to make positive life choices that do not include violence as a solution to problems.

This section has a variety of ideas to allow the teacher to choose relevant activities for the young people with whom they will be engaging. Many of these activities can be carried out with the whole class, or in small groups with some slight adaptations.

CONTENTS

PAGE NO

1. Advice column	52
2. Choices and influence – risk taking	53
3. Conflict in my life	54
4. Positive paths	55
5. Communication and conflict	56

Advice column

Allow 25 – 35 minutes

CORE experiences and outcomes

HWB 3-05a

HWB 3-19a

Aim

- To introduce the idea that problems can be shared.
- To encourage young people to think about how they can advise others to make positive changes.
- To open communication between the young people in order to stimulate a discussion.

What you will need

Readers' letters (appendix 11)

Pens

Flipchart paper

Method

Split the class into groups of four.

Hand out the "Readers' Letters"

On the flipchart, allow the group to write a response or think about what advice they would give the 'reader'.

Advice can be given in any way the group wish e.g. poster, timelines, a return letter. Encourage creativity.

The group then feedback to the class.

Further discussion points

- Where else can young people get advice from?
- Is it always easy to trust people with our secrets, or to tell them our mistakes?
- How can people avoid making the same mistakes again?

TOP TIP

This activity can be done as an individual exercise where young people write their own letters in response to a reader's letter.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Flipchart sheets
- Think-pair-share (individual/in twos/with everyone)
- Teacher and peer questioning

Choices and influence – risk taking

Allow 15 – 20 minutes

CORE experiences and outcomes

HWB 3-16a

HWB 3-19a

Aims

- To explore risk and what influences risk.
- To reinforce young peoples belief that they can control their risk-taking.

What you will need

Risk-taking behaviour Cards (appendix 12)

Whiteboard (If looking to make notes/develop discussion points)

Method

Split the class into four groups.

Explain that each group will be given a risk-taking behaviour card and that they will have to rate the level of risk. Have them discuss what is risky about the behaviour on the cards and think about the consequences for that risk-taking behaviour. You can then build on the discussion by giving out another risk-taking behaviour card. Does this change the level of risk, make the consequences more severe etc?

The groups should then be asked to feedback to the class.

Further discussion points

- What other factors may influence risk levels?
- How at risk are you?
- Does risky behaviour affect your family/friends?
- What positive changes could you make to reduce your level of risk?
- What advice would you give to an “at risk” person?

TOP TIP

As an individual activity ask young people to write a paragraph or story about a time they felt at risk.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Rate my Risk sheets
- Think-pair-share (individual/in twos/with everyone)
- Teacher and peer questioning

Conflict in my life

Allow 20 – 30 minutes

CORE experiences and outcomes

HWB 3-04a

HWB 3-17a

Aims

- To identify areas in which young people feel that conflict occurs.
- To explore the alternative ways of dealing with conflict.

What you will need

'Conflict in my life' worksheet (appendix 13)

Pens

Method

Facilitate a discussion about what the term 'conflict' means to the class. After everyone understands what conflict is, explain that they are going to think about where conflict most often occurs in their own lives.

Give out the worksheets. Young people should work individually on this activity. Explain that as this is an individual activity there is no right or wrong answer. Also explain that they will not be judged if they are not dealing with the conflict in their lives positively. This is about looking forward and ways to make positive changes.

Encourage the young people to think about alternative ways of dealing with the conflict that they come across in daily life.

Further discussion points

- Where does conflict occur?
- Who causes this conflict?
- How often does it occur?
- How does this make you feel?

TOP TIP

As a follow-on exercise, explore with the class how they will achieve the goals on their paths. Encourage them to think about who can help them achieve those goals.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given.
- Group feedback sessions
- 'Positive paths' sheets
- Teacher and peer questioning

Positive paths

Allow 20 – 30 minutes

CORE experiences and outcomes

HWB 3-19a

Aims

- To encourage the pupils to think about setting realistic achievable goals.
- To highlight the number of influences that can affect a young person in achieving their targets.

What you will need

Positive Path Template (appendix 14)

Pens

Method

This works best as an individual task.

Hand each pupil the template.

Ask the pupils to put today's date at one end of the path, at the other end write where they wish to be in ten years time.

Along the path ask the class to fill in goals or achievements i.e. exams, leaving school, college etc.

In between the landmarks, insert potential "negative influences". Influences may be people, places or behaviours that have a negative impact on the young person.

Once they have completed their path on their own, encourage them to share with a partner. Pick some pairs to share their influences with the group.

Facilitate discussion.

Further discussion points

- Are your "negative influences" connected?
- How can you reduce the number of these influences?
- How different would your path be without these influences?
- What advice would you give to somebody on a similar path to you?
- Who can help you avoid these negative influences?

TOP TIP

As a follow-on exercise, explore with the class how they will achieve the goals on their paths. Encourage them to think about who can help them achieve those goals.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- 'Positive paths' sheets
- Teacher and peer questioning

Communication and conflict

Allow 20 – 40 minutes

CORE experiences and outcomes

HWB 3-04a

HWB 3-19a

Aims:

- To highlight how good communication can reduce conflict.
- To encourage young people to reflect on their own communication skills.
- To allow young people to explore communicating in a stressful situation.

What you will need:

Paper

A basic drawing e.g. of a house. Be creative but remember nothing too complicated.

Pens

Method

Split the class into pairs. Ask them to name one person as 'Person A' and the other as 'Person B'. Give all 'person As' the prepared simple drawing. Explain that the As should not show the Bs the drawing but instead try to explain how to draw the picture WITHOUT saying what it is e.g. a simple drawing of a house, it could be explained as a large square on the page (the main building). In that square draw four smaller squares towards the corners (the windows) etc.

This is not an easy activity and the young people may get frustrated. After the activity is over discuss with As how it felt to try and explain the picture. Then ask the Bs how it felt to not understand fully what was being asked.

Facilitate discussion on how difficult communication can be. Explain that often when we don't know the full picture it's easy to form the wrong idea. Explore how we communicate when we are feeling frustrated, angry, disappointed etc. Discuss alternatives or strategies to help us communicate more effectively in those situations.

Further discussion points

- Has there ever been a time in your life when you couldn't communicate effectively?
- How easy is it to communicate in a conflict situation?
- How easy or difficult is it to compromise?

TOP TIP

Make this activity as creative as you like. It may be that you also play a game like Pictionary to explain the importance of communication.

Opportunities for assessment

- Teacher observations of group discussion and quality of feedback given
- Group feedback sessions
- Teacher and peer questioning
- Drawings

No knives, better lives.

APPENDICES



NO KNIVES

BETTER LIVES

Attitudes and values: do you know your limit?

Number in order of most serious (1 being most serious and 10 least serious)		What punishment fits the behaviour?
	Breaking somebody's windows	
	Stealing a chocolate bar from a shop	
	Racially abusing a shopkeeper	
	Carrying a knife	
	Robbing an old lady	
	Setting fire to a bin in a public place	
	Graffiti a play park	
	Attacking someone	
	Spitting at a police officer	
	Stealing an expensive sports car	

No knives, better lives.

Two truths and a lie.

Truths

You can legally buy a knife at 16 (18 elsewhere in UK).

You are more likely to be injured by a knife if you carry one.

There is more knife crime in Glasgow than in London.

Aberdeen is Scotland's second most violent city.

Edinburgh is Scotland's safest city.

An offence committed at 14 can affect your future.

Knife crime affects the entire community.

Lies

Knife crime levels are twice as high in Scotland than in England.

Carrying a knife will only get you a police caution.

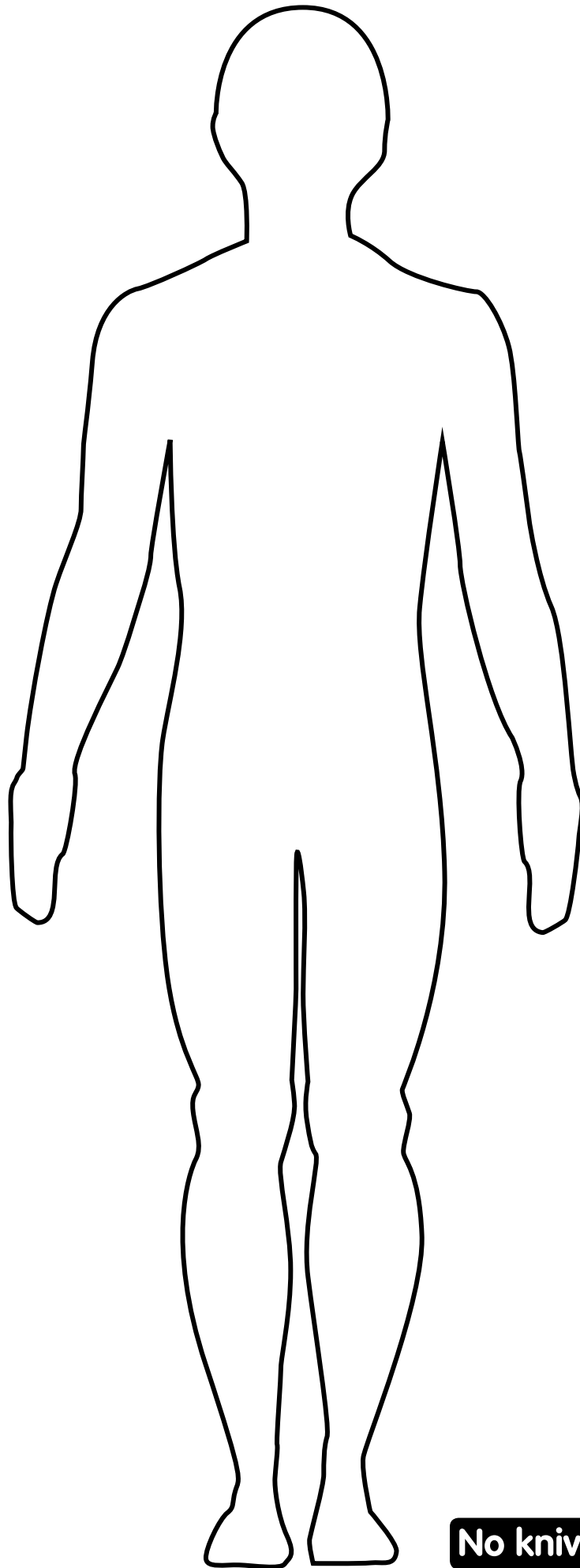
There are safe areas on the body that you can be stabbed.

Your criminal record is wiped at 16.

The children's panel have very few powers.

Only those directly involved in knife incidents are affected i.e the victim and the offender.

No knives, better lives.



No knives, better lives.

Storyboards

'Kicking Off'

"Finish it, wee man!" yells Mr Johnstone from the sideline as Adam Dobbie, centre forward and captain of St Mirren's Academy 4th year team, is through on goal to put his team 1-0 up on their arch rivals Kinninmuir Secondary in the semi final of the inter-school tournament.

It is not only on the pitch that these teams are massive rivals. The catchment area of these two schools consists of three different housing estates – Millbank, Greenhill and Millstream. To say that these estates don't get on would be a massive understatement.

St Mirren Academy mainly consists of pupils from the Millbank area of the city and Millstream make up the majority of Kinninmuir secondary leaving the residents of Greenhill to be split between the two schools. The three areas have had a long standing rivalry spanning decades.

Tensions between the Millbank and Millstream areas took a serious downturn when Adam's younger brother was seriously injured in an attack by a group of pupils from Kinninmuir Secondary.

The semi-final was the first time the two sets of boys had seen each other since the assault and tempers were flaring throughout the match with a number of hard tackles and threats flying from both sides. Things came to a head when Adam and the Kinninmuir captain James Murray were both sent to the changing room following a fight towards the end of the match.

As it was a Friday, the boys were keen to get back to their houses to get showered and changed and were looking forward to going out with their friends that night. The St Mirren boys were in the mood to celebrate and were still full of adrenaline after the game and all the talk was of Adam's goal and sending off. "I'd have smashed him, if the ref. didnae send me off!", boasted Adam.

"Get him later", piped up his teammates. Full of bravado, Adam vowed he was going to get revenge for the attack on his brother.

When the boys from Millbank met that night the air was one of excitement, anticipation and fear, they were going looking for the four boys that put Adam's brother in hospital.

Adam had never carried before. He thought he'd be nervous. He thought he'd be scared. He thought he would feel at least something. But no feelings came, as he pocketed a lockback knife and headed out to meet his pals.

The group headed to their usual spot, the small row of shops behind the school. All the way to the shops the conversation was purely small talk, how the game went, Adam's goal, which girls would be out. The usual. As much as the conversation was light, everyone knew there was a possibility for trouble. Nobody cared, the St Mirren boys were buzzing!

Less than half a mile away there was almost a mirror image, swap the shops with the old primary school and the St Mirren team with the boys from Kinninmuir and you have the picture. The only difference being that James and his mates thought they had seen that last of Adam and the St Mirren boys at least for the day.

"Thought you said you were going to smash him, Adam?" asked one of the members of the group. "I am, just you wait." As much as Adam hated James, he was unsure as to what would happen. However he knew that he couldn't face the boys if he didn't do something.

The decision was made, they were on their way to the old primary school, they were going to confront them.

For Adam, what happened next was all a blur, the shouting, the anger, the fear, remembering what was in his pocket, the flash of silver and then... nothing. Everyone was silent as Adam stared down at what he had done.

To Adam the world sounded like he was underwater, he was sure he heard someone telling him to run but he couldn't move, sirens in the distance signalled he was in serious trouble, everything was in slow motion, what had he done, why did he take that knife out.....

No knives, better lives.

MR JOHNSTONE (TEACHERS)	
ADAM	
ADAM'S BROTHER	
ADAM'S MUM	
JAMES	
JAMES'S FAMILY	
ADAM'S PALS	
JAMES'S PALS	

No knives, better lives.

**If I am in my own
area I am safe**

No knives, better lives.

**If you enter an
unknown area people
there have the right
to attack you**

No knives, better lives.

**Young people
take pride in
their local area**

No knives, better lives.

**Some young people
can go to whichever
area they like**

No knives, better lives.

**Drug dealing and
gang territory are
directly linked**

No knives, better lives.

**Young people
don't use weapons**

No knives, better lives.

**Young people who
are drunk are more
dangerous than
those who are sober**

No knives, better lives.

**Adults are involved
in more violence
than young people**

No knives, better lives.

**The police target
young people
regardless of what
they are up to**

No knives, better lives.

**If you dress a
certain way you
can avoid trouble**

No knives, better lives.

Strongly agree

No knives, better lives.

Strongly disagree

No knives, better lives.

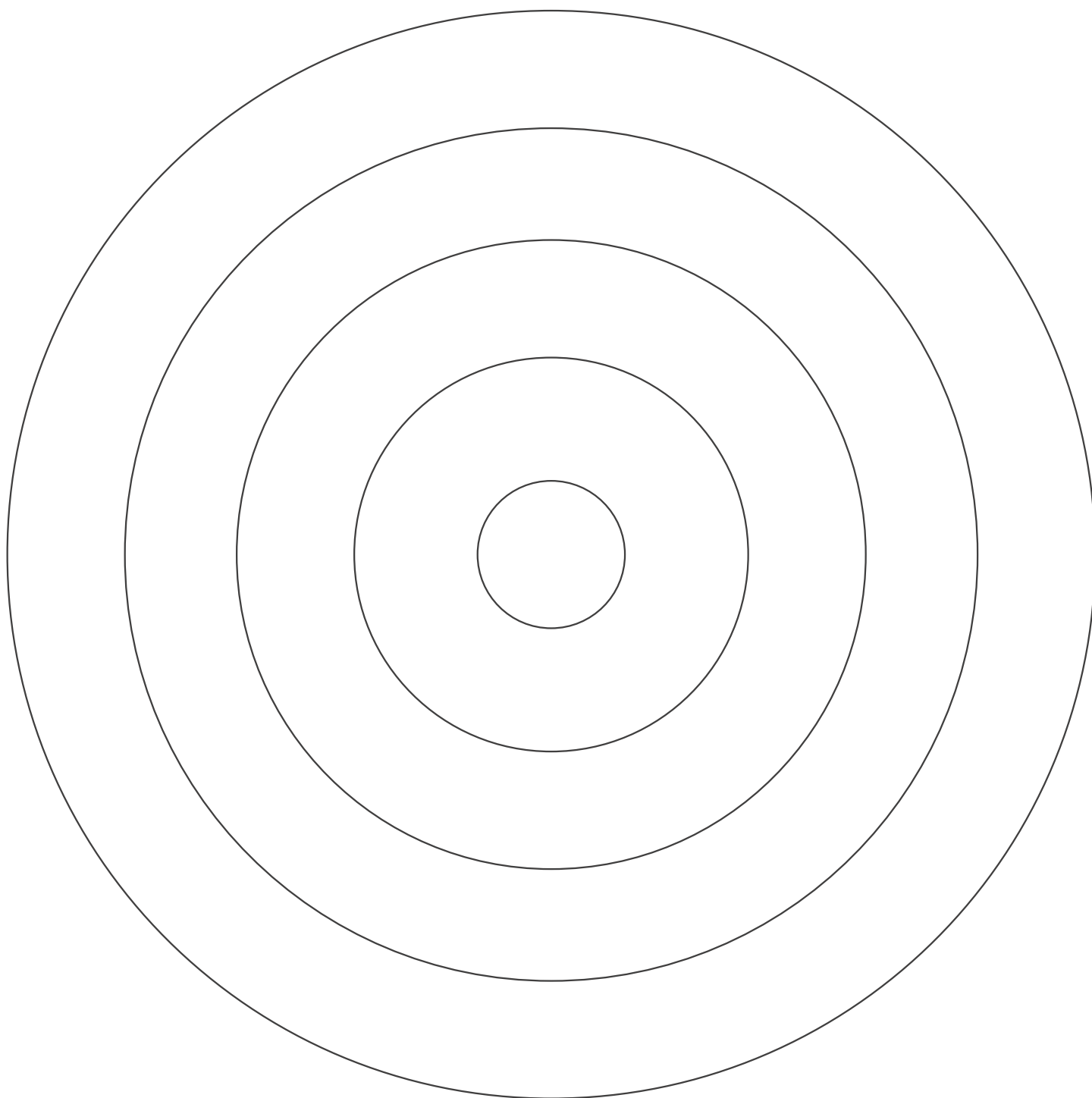
Strongly agree

No knives, better lives.

Strongly disagree

No knives, better lives.

Circles of influence



No knives, better lives.

Statement cards

Hitting your mum

Destroying property

Punching a wall

Dad and Mum having a physical fight

Kicking the dog

Playing violent video games

Shouting and slamming doors

Punching a wall

Fighting with brother/sister

No knives, better lives.

Brain damage	Stroke	Addiction	Blurred vision
Slurred speech	Bleeding throat	Liver disease	Liver failure
Intestinal cancer	Intestinal/ stomach ulcers	Osteoporosis	Infertility
Makes you faster	Depression	Anxiety	Lower resistance to infection
Sickness	Diarrhoea	Weak bones	Lack of co-ordination
Extra Strength	Makes you Violent	Cancer	Increased appeal to opposite sex
Headaches	Nausea	Shaky hands	Helps you remember

No knives, better lives.

Dear Agony Aunt,

I am a 14 year old boy and live with my Mum. She does loads for me but can never buy me anything that I want. I have had my eye on the new XBOX Kinect as its awesome! She tells me to save my pocket money.

She gives me £15 every weekend to do what I want with. Surely you will agree that this is not enough. I mean, this only covers my alcohol at the weekend. How can I ask her for more money so I can save for the things I want?

Iain, 15

Dear Agony Aunt,

Me and my mum don't really get on. She is always trying to tell me what to do. All I want is for her to get off my back and let me do what I want. She is always on at me about my school work. I actually don't mind this too much as school is ok and I want to try and pass my exams.

It's at the weekend she is the worst. I always go out with my friends who live near me. We smoke sometimes and always get drink from somewhere. Last week she found a bottle of vodka in my bag. She went mental. We had a huge argument and I ended up telling her I hated her and I was gonna move out as soon as I could.

We haven't spoken now for a few days. I have caught her crying a few times and am really worried I have really upset her. I didn't mean what I said but it's hard to say sorry because I do want some more freedom. I'm 15 years old and think she needs to start giving me a bit more respect. What should I do?

Michelle, 15

Dear Agony Aunt,

My name is Justin. I live in the East End of Glasgow. I run about with a group of lads from my scheme. This is a bit of an awkward one to talk about but they always slag me because I am so skinny. I have tried to put on a bit of weight and hit the gym but it doesn't work. They have started to question me over how I would be in a fight cos they think I would run cos of my size. I have never run from a fight and never would.

Its really starting to do my head in now though and I have even carried a knife a few nights to prove how hard I am. I know I could get in a lot of trouble carrying but my pals now expect it of me. What should I do?

Justin, 14

Dear Agony Aunt,

My name is Scott, I am 13 and live with my Gran and my Brother. My Gran is great with us and I look up to my brother so much. He is always surrounded by hot girls and always seems to be the centre of attention. Him and his pals call themselves the HBYT, the Hawkhill Brae Young Team. They are always up for a laugh, drinking, smoking and getting chases from the police! Sometimes, my brother comes in with a black eye or a burst nose. The boys at school says he has been gang fighting but I don't believe it they are just out having a good time. Anyway they have fallen out with a group from a nearby scheme and they are going to sort it out. I think there is going to be a fight. My brother has asked me to come as I am a good boxer. I don't want to let my brother down but I also don't want to be gang fighting! What should I do?

Scott, 11

No knives, better lives.

Dear Agony Aunt

My brother is always taking my stuff without asking. It makes me so mad that I hit him and we end up in a huge fight until someone is quite badly hurt. Mum then comes in and gives me a row like it's my fault. How do I get him to stop taking my stuff? I am sick of getting into trouble for this.

Dave, 12

Dear Agony Aunt

I have been hanging out with some friends on a Friday night. One of the girls in the group is quite new and we just don't get on. She calls me names and slags me off behind my back. I am ready to ask her straight out for a fight but one of my friends thinks this will make things worse. Is she right?

Becky, 13

Dear Agony Aunt.

I get so mad sometimes. I feel like my parents are on at me all the time. I always get a hard time because of the friends I hang about with. I can't stay out as late as them and I feel like they are always checking up on me. It's hard to get on with them when they act like this. I am sick of getting grounded and shouted at. One day I might snap, I am bigger than my Mum now. She can't always tell me what to do. Maybe I should just show her who is boss. I mean, what else can I do?

Chris, 14

Dear Agony Aunt

I hang about with the local young team. It's a right laugh and all my mates are in the gang. We love to fight and get drunk at the weekends. Problem is, I go to see my cousin near where one of the guys we fight lives. I know that one day he is going to try and get me on my own. Do I just fight back and do my best or is there another way?

Ali, 13

No knives, better lives.

Risk taking behaviours

Street drinking	Gang fighting
Playing chicken	Walking home alone
Carrying a knife	Vandalising a bus stop
Dogging school	Getting stoned
Spray painting a train	Coming home drunk

No knives, better lives.

Conflict in my life worksheet

Describe or draw a conflict situation you have been in.

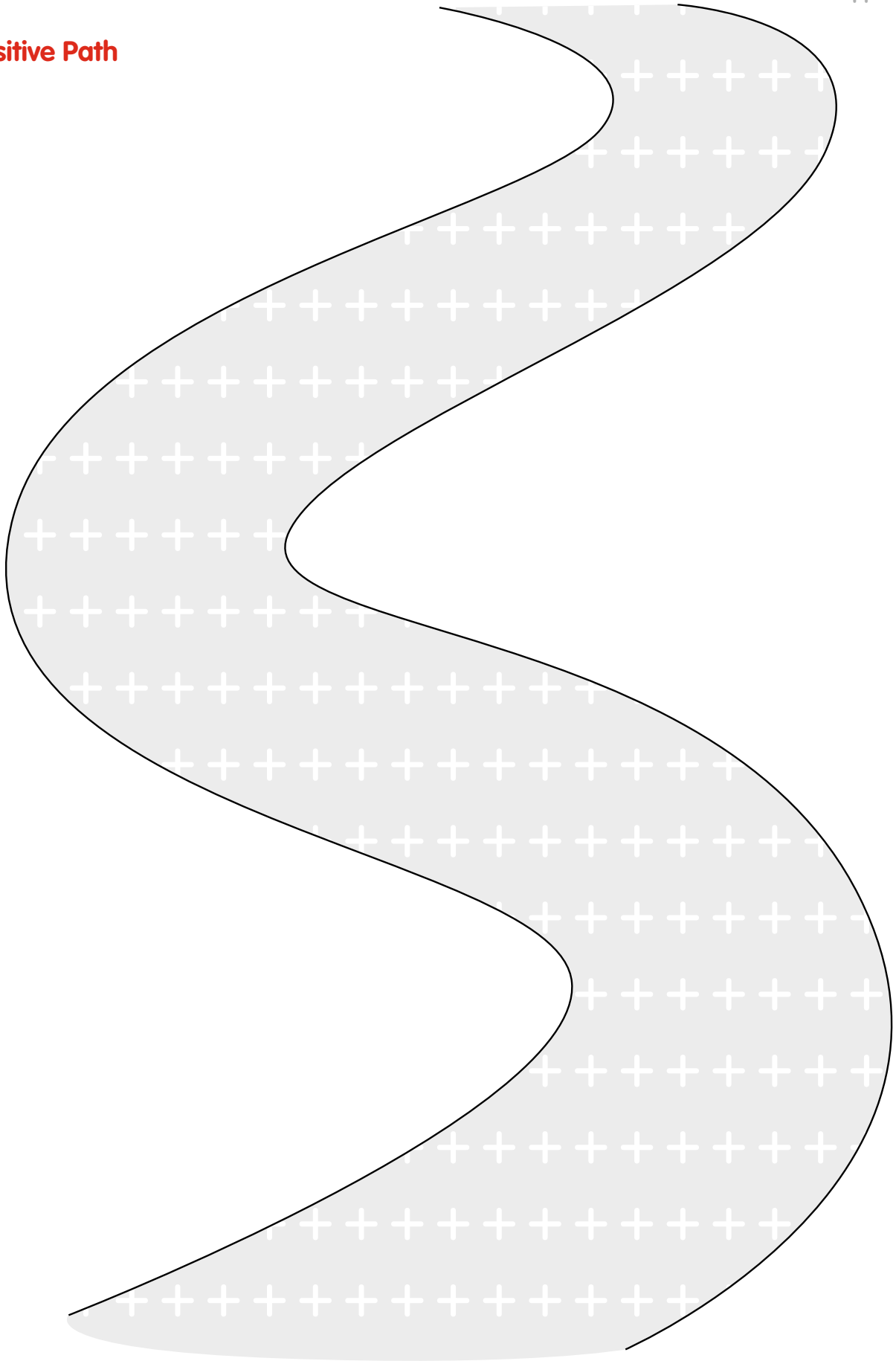
How did you behave in this situation? What did you do?

Did this resolve the problem? Did it make things worse?

How could you have handled things differently?

No knives, better lives.

Positive Path



No knives, better lives.

No knives, better lives.



**safer
scotland**
SCOTTISH GOVERNMENT