

## EPKCE KS4 Session 1

### Knife Crime, Glamour and Exploitation

#### Session Overview

This session aims to help young people critically examine the role of media in the context of knife crime and understand the real-life consequences of involvement in knife crime offences. Using an investigative, problem-solving approach, young people will explore the ripple effects of knife crime on victims, perpetrators, and the wider community as they are put into the role of a policing unit. The session encourages reflection on alternative choices and the importance of making safe decisions.

#### Learning Objectives

By the end of this session, students will:

- Explore how music and the media may influence perceptions of knife crime.
- Identify the consequences of carrying and using knives, including legal and social impacts.
- Engage in a detective-style activity to explore real-world case scenarios.
- Understand the long-term effects of gang involvement and joint enterprise.
- Develop strategies to exit harmful situations and seek support.

#### PSHE Programme of Study Links

- H3: Understanding how social influences impact decision making.
- H30: Legal and personal consequences of criminal behaviour.
- R29: Identifying and resisting coercion into criminal activity.
- L20: Evaluating sources of information, including media and peer influence.

#### RSHE Statements Links

- The law surrounding joint enterprise and criminal responsibility.
- The role of exploitation and peer pressure in youth crime.
- The social and emotional consequences of violence.
- How to seek help when facing unsafe or coercive situations.

#### Assumed Prior Learning

Students may have some prior awareness of knife crime from media, community discussions, or personal experiences. This session builds on the knowledge from previous PSHE lessons on risks, laws and EKCP sessions.

#### Lesson Outline

The session should be delivered informally and within a relaxed environment where students feel comfortable expressing their views.

|   |            |   |
|---|------------|---|
| <b>Introduction &amp; Reflection</b>    | 10 minutes | Reviewing prior learning and icebreaker activity.           |
| <b>Activity: 'Knives and Glamour'</b>   | 15 minutes | Examining the media and celebrity influence on Knife Crime. |
| <b>Activity: Consequences in Action</b> | 30 minutes | A three-stage detective style investigation.                |
| <b>Video &amp; Closing Discussion</b>   | 5 minutes  | Key takeaways and personal reflection.                      |

### Suggested SEND Activities

- **Smaller Group Discussions:** Provide sentence starters to help structure responses.
- **Visual Aids:** Use images, short videos (e.g., Alfie's Story on YouTube), and simple diagrams.
- **Role Play:** Act out safer choices in conflict situations.

### Suggested Activities for Vulnerable Students

- **Scenario-Based Problem Solving:** Discuss real-life scenarios relevant to their experiences.
- **One-to-One Support:** Offer a quiet space for those needing extra time to process.

### Tips for Delivery

- **Create a Safe Space:** Emphasize respect and confidentiality.
- **Use Real-Life Examples:** Relate to students' environments and experiences.
- **Encourage Participation:** Avoid putting pressure on students to speak but invite voluntary contributions.
- **Be Prepared for Disclosures:** Know safeguarding procedures in case a student shares personal concern.

## Lesson Plan

### 1. Introduction & Reflection (10 min)

#### Activity: Revisiting Prior Learning

- Brief discussion on previous EKCP sessions (e.g., understanding consequences, law, emotions, conflict).

#### Icebreaker: "Two truths and a lie"

- Each student shares 3 statements about themselves, two true and one lie.
- Young people guess which of the statements are true and which ones are fake.

**Debrief:** This relates to the next activity around media perceptions and how things aren't always what they seem.

### 2. Activity: Knives and Glamour (15 min)

**Aim:** Explore how media (music, films, fashion) glamorizes knife crime, and help students critically analyse the impact of these portrayals on real-life behaviour.

#### Setting up the scene

- Set up the space for a discussion, set basic ground rules for the discussion around respect and listening.
- Ask the question “Does what we see online, or in the news, or on TV influence whether people carry knives or not?”
- After a few minutes, introduce the group exercise, using the PowerPoint as a guide.
- The young people will analyse each piece of media and answer the associated questions.

## Songs and Lyrics

- “No Behaviour” – D-Block Europe
  - “Step with a blade, get ready for war / I don’t know what I’m doing, but I know it’s on.”
- Questions:
  - What do you think the artist means by ‘get ready for war’?
  - Why do you think the artist says, “I don’t know what I’m doing”?
  - Do you think people always know what they’re doing when they get involved in violence?
- “Mad about Bars” – Nines ft. Fredo
  - “I got my knife on me, don’t make me come out the flat / Young G’s trying to make it with the shank in the back.”
- Questions:
  - Why do you think some young people carry knives to try and “make it”? What do you think the artist means by that?
- “Knife Talk” – Drake, 21 Savage, Project Pat
  - “Real killers don’t speak, they let the weapons talk / If it’s up, we gon’ slide, we don’t get no talk”
- Questions:
  - What do you think the artist means by “real killers don’t speak, they let the weapons talk”?

## Streetwear and Fashion

- Explore with the students how certain streetwear styles or fashion trends may be linked to gang culture and knife crime. On the slides there are images of trends including certain brands, hoodies or accessories that may be associated with violence, gangs or intimidation.
- Questions:
  - What stereotypes do some of these fashion trends have?
  - Why do you think certain clothes or brands may get linked to gang culture or knife crime?
  - Do you think wearing certain clothes might make someone feel more powerful or dangerous?
  - Does wearing certain styles automatically mean someone is involved in a gang or carries a knife, or is it just a stereotype?
  - Do you think it’s a good idea to judge people based on what they wear?

## Popular TV

- Explore the slides with the students which include screen shots from popular TV shows. Explain each scene to the young people followed by the question.
- These scenes depict gang culture, violence and knife crime. This aim is to ask the young people how this kind of TV portrays knife crime and the impact it might have on young people.
- These scenes are from the TV series “Top Boy”.

- Scene 1: Dushane Pressures a Young Recruit
  - Description: “Dushane, a gang leader, pressures a young boy into running drugs and carrying a knife for “protection”. The boy looks nervous but feels like he has no other choice.”
  - Question: How does this scene show us the way young people can be pulled into crime?
- Scene 2: Jamie gets arrested in front of his brothers
  - Description: “Jamie, a young gang leader, is arrested while his little brothers watch. He realises his choices have led to this moment, but it’s too late.”
  - Question: What impact could this have on Jamie’s little brothers? How does crime affect more than just the person involved?”
- Scene 3: A stabbing lead to retaliation
  - Description: One gang member who was wielding a knife, is stabbed, leading to the other gang members making plans for revenge. The cycle of violence escalates.
  - Question: Does carrying a knife for protection keep someone safe?
  - Question: Wat are better ways to ‘seek revenge’ other than continuing the violence cycle?

### Wrapping up:

- Wrap this activity up with a group discussion on the following question:
- Does what we see online, or in the news, or on TV influence whether people carry knives or not?

## 3. Activity: Consequences in Action (30 min)

**Guidance:** For this activity, the students will roleplay as though they have been “hired” into a police investigation team. This activity takes place in 3 stages, each stage taking around 7 minutes.

**Note:** Act as a guide instead of a leader during this activity and encourage the young people to take roles such as ‘lead investigator’ or ‘scribe’.

### • Activity opening statement:

“For this next activity, you are going to step into the role of a police investigation team. A serious knife related incident has just happened, and It’s your job to figure out exactly what went wrong, who was involved, and what the consequences are going to be.”

“This isn’t just about solving a crime – It’s about understanding the real impact of knife crime on everyone involved: the victim, the criminal, their families and the wider community.”

**Please see printable resources at the end of this session plan.**

**Stage 1:** The Case Unfolds / 7 minutes

Resources required:

- Paper, Pens, Markers
- Scenario card
- X2 Ripple effect worksheets

### Activity Walkthrough

- Give the young people the scenario card. They then have to complete the following tasks:
  - Jordan Ripple Effect worksheet
  - Reece Ripple Effect worksheet
  - Develop between 3 and 5 interview questions to ask the suspect.
- Ripple Effect worksheet guidance:
  - In the centre of the worksheet is the victim / perpetrator. The young people are tasked with thinking of how the crime may affect their lives, school and future by jotting their ideas on the ripple.
  - Examples of potential effects could include:
    - Jordan
      - Could suffer serious lifelong injuries,
      - Parents will be worried and need time off work to care for him,
      - He will miss out on some of his education while he recovers.
    - Reece
      - Reece will be arrested,
      - He could get done for attempted murder,
      - His family may ostracise him because he has stabbed someone

### Stage 2: The Truth / 7 minutes

Resources required:

- Paper, Pens and Markers
- Perpetrator's Statement (Reece's Police Interview)
- Witness Statement (Jordan's Friend)
- Social Media Post

### Activity Set-up

- Announce the next stage of the activity to the young people with a statement along the lines of:

"Reece has just taken part in an interview with questions raised from the investigation unit. Jordan is no longer in critical condition and is healing in hospital, his friend has given a statement. A social media post is going viral on social media."

### Activity Walkthrough

- Give the young people the statements and social media post to read over and discuss. They then have to complete the following task:

- Create a “Who is responsible” sheet:
  - Using all of the evidence provided, list the people or factors that contributed to this crime happening including:
    - Reece (perpetrator), Jordan (victim), Jordan’s Friend, Peer Pressure, Gangs, Social Media Influence.
- Go through the following questions with the group and explore the crime:
  - If Reece had refused to carry the knife, what could have happened to him instead?
  - How do gangs work?
  - What do you know about child criminal exploitation?
  - Who is responsible for this crime?

### Stage 3: The Escape Plan / 7 minutes

Resources required:

- Paper, Pens and Markers

### Activity Set-up

- Sit the group down together and continue the discussion with the following stimulus questions. Ensure students understand that Reece has been trapped by a gang and was forced to carry a knife:
  - How could this have ended differently, or the stabbing have been avoided?
  - What are some safe ways for a young person who is being exploited by a gang to speak up or leave?

### Activity Walkthrough

- Ask the young people to create an ‘escape plan’ on a sheet of paper.
  - Start with a very brief recap or bullet point list of the facts and key points from the scenario.
  - Ask young people to write down a list of ‘red flags’ or to identify the dangers there are to a young person being exploited, groomed, or trapped by a gang.
  - Ask the students to identify and discuss 3 safe ways that Reece could have sought help or safety.
    - Example prompts / guidance:
      - Who could Reece have spoken to?
      - Is there anyone in the community who can help young people who are being exploited?
      - How do you think the police would react to a young person going into the station and telling them they have a knife and are being forced to carry?
- Now create a spider diagram with the young people.
  - This spider diagram is a “Community Support Map” and should list everywhere people can seek help if they are ever in danger or are approached by a gang.
    - Examples: School, youth clubs, the police.



## Consequences in Action Wrap-up

Ask young people the following question and open a short discussion:

- “If you or your friend were in a similar situation, what would you do?”

## 4. Reflection & Video (5 min)

- **Watch Video:** <https://youtu.be/b6kDLN4zfnM?si=uduRedS8VP1kYBvT&t=28> (Starts at 00:28), the link above takes you straight to it and the video lasts around 2 minutes.
- End the session with the above video, emphasising the point that we all have a part to play when keeping ourselves, each other and our communities safe from gangs, exploitation and knife crime.

## Extension / Alternative activities

- Create an anti-knife crime campaign or spot the signs of exploitation poster.

## Baseline and Plenary

- Introductory discussion with the young people around pre-existing knowledge on topics raised and raising of topics from the previous EKCP sessions
- Session concludes with young people being given advice on what to do if they are being exploited via video.

## Scenario Card

“A 16 year old teenager, Jordan, was stabbed earlier today outside of the local shopping centre in broad daylight. Witnesses nearby say they saw a group of young people arguing minutes before the attack.

The suspect, another 15 year old teenager named Reece, was arrested at the scene carrying a knife. The officers also confiscated his mobile phone.. Reece said to the police officer on his way to the station *“I had no choice but to use it cos Jordan was threatening me and he knows people.”*

CCTV footage shows Reece looking nervous before the attack. Messages on Reece’s phone suggest he was pressured into carrying the knife by a mystery person.

Reece is currently in custody whilst the police investigation unit build a case and prepare questions to ask him in an interview.

Jordan is now in critical condition. His family is devastated, and local businesses are concerned about safety in the area. Facebook and Instagram are filled with rumours about what happened, and there is a video circulating TikTok that keeps being taken down showing footage of the stabbing. As a result, tensions in the community have increased.



## Perpetrator's Statement – Reece's Police Interview

"I swear, I didn't mean for any of this to happen. Wasn't even my idea to carry a knife – I'm not like that but THEY said I had to!!"

"They said if I didn't I'd get hurt. They said they'd come for my family, and they know where I live and where I walk my dog 'cos I've seen them about the area watching me and all that. I was scared, man."

"They gave me the knife and said it was to be used 'just in case', but when I saw Jordan and his mates I panicked. I thought they was coming for me, so I pulled it out to scare them."

"I didn't even think – I just acted. Now he's in the hospital and I'm here I don't know what to do. I just want to go home."

## Witness Statement – Jordan's Friend

"We were just chilling outside the shops yeah, when Reece showed up out of nowhere. He looked shady, like he didn't really want to be there."

"Thought he was going to say something, can't lie, but instead he just pulls out this knife like a psycho."

"He just looks at this knife in his hand yeah and looks at us, we all just stopped still. I shouted at him 'what are you doing mate are you off your head'. Jordan took a step back."

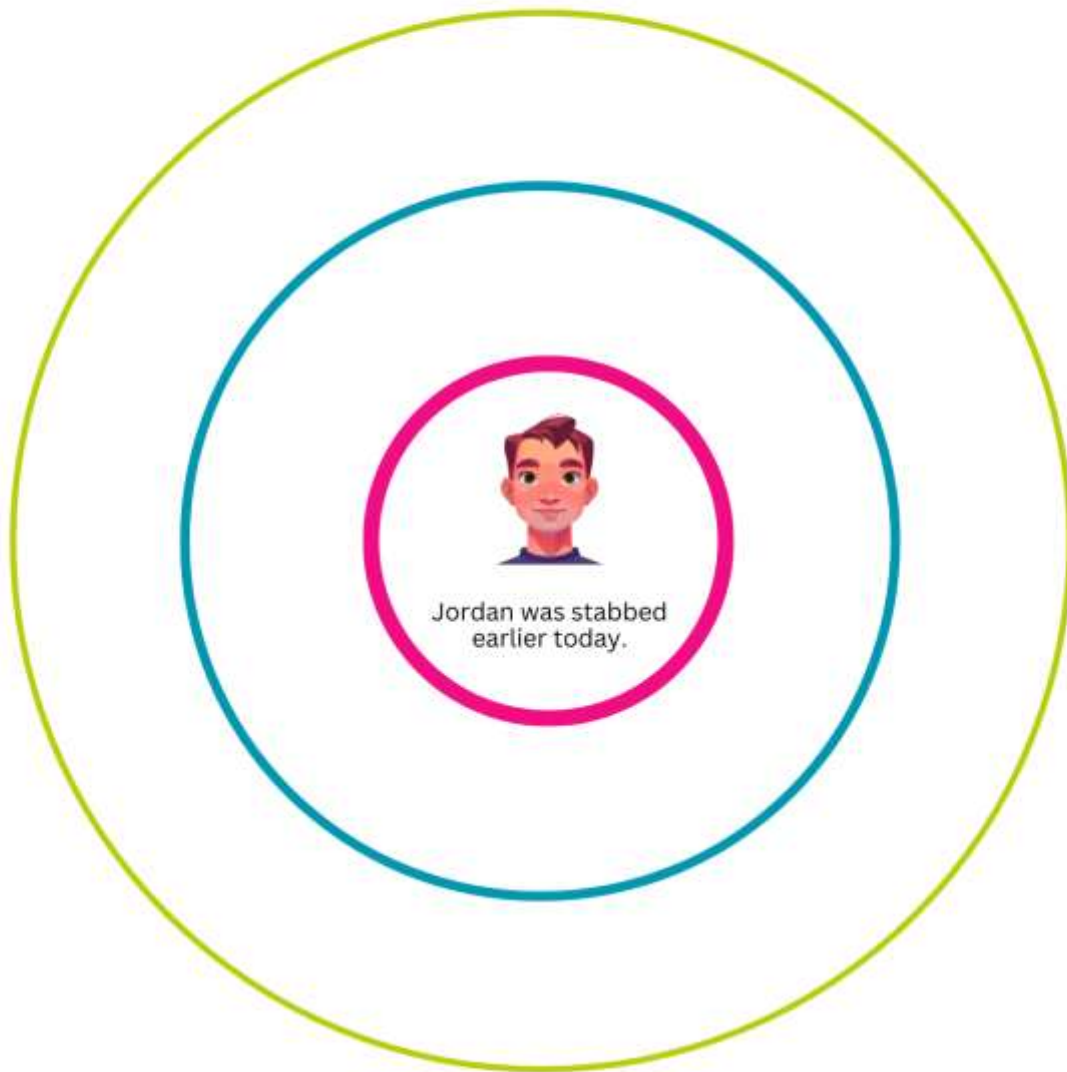
"Reece looked even more scared than us, It was like he was getting forced to do it."

"Everything after that just went so fast, I'm struggling to gather my thoughts... I just saw Jordan grab his side and then fall to the ground. Reece just stood there and dropped the knife, he had blood on his fingers. Don't think he could believe what he had just done like."

"Not backing him but don't think he wanted to do it. Doesn't change what's happened at all. Jordan's in hospital because of him, just hope he makes it through."



## Jordan's Ripple Effect



**Need some help?**

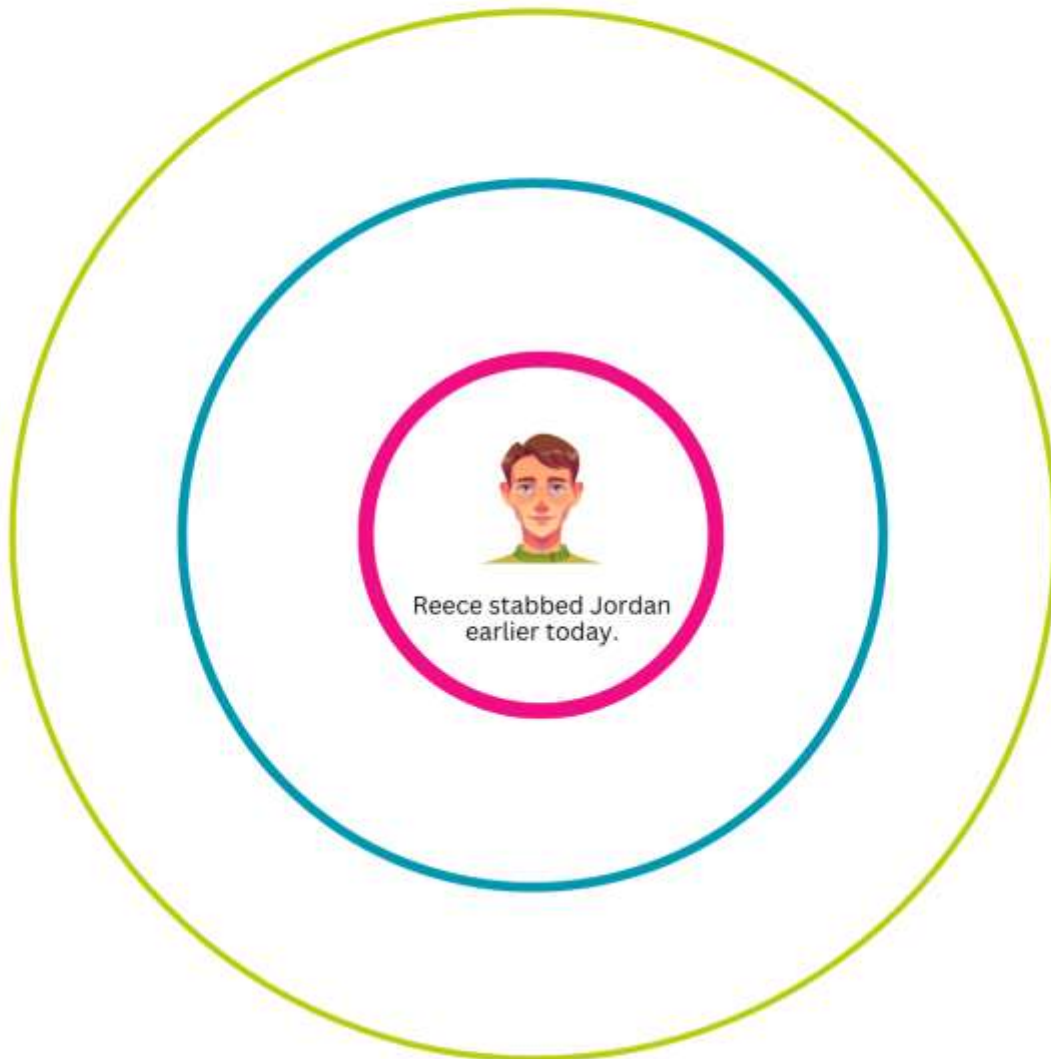


**Identify and analyse the effects that the scenario is going to have on Jordan, his future, his family and his school.**





## Reece's Ripple Effect



**Need some help?**



**Identify and analyse the effects that the scenario is going to have on Reece, his future, his family and his school.**





## Anonymous Social Media Post



**Anonymous Citizen** ✓

People need to know what really happened. 🙄  
Jordan wasn't innocent in this, he's been moving  
mad for WEEKS. Disrespecting Reece acting like  
he's soft.

What did he think was gunna happen? 🤔

If you talk the talk, and want to try acting like the  
big man, then you better be ready for it. Streets  
don't forget. #StayReady. 100

**Anonymous Reply**

"This is mad. Too many people here gassing up  
violence."

17 👍

**Anonymous Reply**

"Really? Posting stuff like this when you don't  
know how his family is feeling. Who cares what  
the beef was, end of day there's a kid in hospital!"

23 👍

**Anonymous Reply**

"Y'all really backing someone who STABBED  
someone? Be fr. What's wrong with you?"

11 👍

**Anonymous Reply**

"Nah, Jordan was in the wrong too. Reece didn't  
start this"

0 👍

**Anonymous Reply**

"Both their lives are ruined now smh."

9 👍