

Crimestoppers

EDUCATIONAL RESOURCE

WEAPONS

Protecting young people?

Preventing violence?

Find out more...

CUT TO THE CHASE.

fearless

get info/give info

INTRO

About Crimestoppers

Crimestoppers is an independent UK registered charity that operates the anonymous **0800 555 111** phone number as well as a Secure Online form on their website for anyone with information about crime who for whatever reason does not want to go to the Police.

Crimestoppers was set up in 1988 and has never revealed the identity of anyone who has passed on information.

Both the phone number and Secure Online form allow members of the public to pass on information 100% anonymously.

You will never be asked your name or any personal details. You do not have to go to court or give a statement. Your phone number or IP address cannot be traced.

For more information, visit
www.crimestoppers-uk.org



Fearless

Fearless is the Crimestoppers brand for young people. It's the main way that young people will be introduced to the valuable service that Crimestoppers provides. Developed through consultation with young people, we have repackaged Crimestoppers to make it more credible, accessible and trustworthy for a younger generation.

For more information, visit www.fearless.org



For more information, visit
www.fearless.org

 www.facebook.com/fearlessagainstcrime

 <http://twitter.com/fearlessorg>

This resource

This is an educational resource for professionals working with young people throughout the UK.

It provides exercises on a range of crime types that professionals can use to challenge young people's perceptions, stimulate debate and encourage good citizenship.

We have tried to give an accurate picture of where each section fits into the relevant curricula (See page 16).

We hope that you enjoy using this resource. Fearless is committed to empowering young people to make well informed choices about crime that affects them and their communities.

To make the most of this resource, please familiarise yourself with all of our supporting tools and resources by visiting the 'professionals' section of our website.

www.fearless.org/professionals

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CHAPTER 1 : Knives

Quick Briefing

Knife crime is devastating for victims, their families and wider communities, and knife attacks involving young people hit the headlines too frequently. That is especially so when they lead to a fatality, which has happened in a small number of tragic cases.

Knives are also implicated in a lot of domestic violence incidents, not related to youth crime.

Where does this section fit into the curriculum?

England p16	Northern Ireland p18
Scotland p17	Wales p19-20

Getting started

Start exploring knife crime by looking at what the group knows about the reasons for it.

Simply ask:

Why do you think some teenagers carry knives?

Invite contributions, list them on a board, and encourage more and more until the collective imagination dries up. Then ask the class to work together, as a whole or in small groups, to sort them. Group reasons into the **most or least common**, depending on how the group assess their relative significance.

When finished, lead a general discussion on ideas for the best way to address the top three reasons.

The group will learn:

- to explore some of the reasons people carry knives, and what can be done to discourage them.
- to examine the consequences for individuals and communities of knife crime and the response of the justice system.
- to explore what it means being an active citizen contributing to reduce knife crime.

Classroom activities for 11 to 14 year olds



The smallest of stab wounds can prove fatal

True or False*

Test out the basics of the group knowledge with this true or false quiz.

Question	Answer
<p>A knife can do as much damage to someone as a gun.</p> <p>True or false?</p>	<p>True. Both can kill. The smallest of stab wounds can prove fatal</p>
<p>Provided that you don't actually use or threaten to use a knife, it is not an offence to carry one.</p> <p>True or false?</p>	<p>False. It is an offence to have a knife in public or school premises</p>
<p>It is a criminal offence for a shopkeeper to sell a knife to a person aged under 18. This was recently increased from 16.</p> <p>True or false?</p>	<p>True. Its an offence to sell a knife to a person under 18 in England and Wales. In Scotland it is not an offence to sell knives for domestic use to those 16 and over</p>
<p>Teachers have the legal power to search students for knives and offensive weapons, but only with the students' consent.</p> <p>True or false?</p>	<p>False. Teachers can search for knives whether students consent or not.</p>

**Correct as of July 2014*

Defence is no defence

Some people say they carry a knife to defend themselves. This can seem to make sense to them, but this will not be seen by the Police or the courts as a good reason for carrying one.

Describe the following situation to the group:

Situation

Bib is 12, and is being bullied. Some older kids at school are making his life a misery. They've been picking on him for ages, and now they've started taking money from him.

I was scared, I felt I needed to protect myself says Bib. So I got myself a knife. I carry it with me all the time. It makes me feel safe. What else could I have done?

Ask the group to answer Bibs question. What else could he have done? Working individually ask the group to come up with at least three ideas for action he could have taken. Then share them and discuss.

For practical ideas on personal safety you may want to refer the group to:
www.suzylamplugh.org

What could happen (to Bib and others) if he attempted to use a knife to protect himself?

Possible answers

- Bib gets injured or killed, what impact would this have on his family?
- Bib injures or kills someone and ends up in prison. What impact would this have on his family?

Reasons to tell someone

Choosing to carry a knife is a high risk activity in many ways.

Invite the group to follow this logic:

Statements

Anyone who carries a knife to impress or scare other people has to let other people know they have one. Otherwise no one will be impressed, obviously.

Someone who is known to carry a knife is very vulnerable. A single phone call to the charity Crimestoppers anonymously on **0800 555 111** or use of the online form at **www.fearless.org** can alert the police. No one will ever know who made the call.

The police take knife crime very seriously. So do the courts.

How safe does that make a knife carrier feel?

At the end, **review the list** and the group to vote. Having seen the arguments, what would they do?

Ask the group to think through reasons for and against calling Crimestoppers. Say they had discovered someone they knew carried a knife. Would they report it anonymously? On a board or a flipchart, write up the reasons for and against. Invite the group to come up with as many arguments, thoughts and considerations as they can.

Classroom activities for 14 to 16 year olds



Balloon debate

Have fun with a serious topic, and learn at the same time, by staging a balloon debate. Explain the set-up. A motley group of characters have gathered in the basket of a hot air balloon. It launched, but hit problems. The balloon is losing height and the only way to save the group is to throw one character out. As it happens, that continues until only one character is left.

Deciding who to throw out is done by voting by the whole class. This is done after each character has argued their own case. They must persuade everyone that their survival is the one that will bring most benefit to most people.

The twist is that in this case each of the characters is in some way connected to knife crime. And their speeches must be related to how they think they can reduce it.

The characters could include

- A shopkeeper selling stab-proof vests
- An ex-offender who no longer carries a knife
- A headteacher who has the power to search the group
- A police officer with powers to stop, search and arrest
- A newspaper editor who can report crimes
- A Crimestoppers call handler who takes anonymous calls from the public about crimes
- A manufacturer of metal detectors and security scanners

► Add to the list, allocate roles and give the group time to prepare speeches.

Joint Enterprise

The law on Joint Enterprise means that if someone encourages or assists another group or gang members to commit an offence (for example by shouting words of encouragement, acting as lookout, providing a weapon) they could be convicted of that same offence. Joint enterprise is not new it has been around for centuries.

For example, in 2013, eight gang members were convicted under joint enterprise of the stabbing and murder of fifteen year old Sofyen Belamouadden on 25 March 2010 at Victoria Station in London.

Ask the class/group to discuss why they think the law of joint enterprise exists and whether they think the law is a good or bad thing. Invite the class/group to discuss what they would do if someone asked them to do something that they knew was wrong.

Getting out of a gang

Young people can find it hard to leave a gang and may need support to change their lives. Ask the group to critique the following list of advice for gang members wanting to leave.

1. Never tell the gang you want out.
2. Begin spending your time doing other things.
3. Try to stop looking like a gang member. Stop wearing the clothes that you think would be worn by members of the gang.
4. Stop talking like a gang member, acting like a gang member, and hanging out with gang members.
5. Get good at making excuses. Some former gang members have said when they started trying to leave the gang, they stopped taking phone calls.

Homework and beyond



Have your say

Knife crime is often in the news. There is a lot of comment on what should be done. But teenagers voices are seldom heard. Change that by asking the group to post their views on an internet discussion forum, or through a blog or radio phone-in or by writing to a local newspaper.

They might make the point that teenagers are more likely than any other group to be the victims of knife crime so demonising them is not very sensible. They might also say that a lot of violent crime in general is caused by adults.

Poster Design

Ask the group to design a poster for an anti-knife crime campaign.

They may want to include a catchy phrase or message to promote their key messages.



Encourage your pupils to
log on to www.fearless.org

Chapter 2 : Guns

Quick Briefing

Guns are thankfully rare in British life. As a proportion of total crime, gun crime is very low. However, the police and other authorities are very keen to reduce it further for obvious reasons.

Where does this section fit into the curriculum?

England p16 Northern Ireland p17
Scotland p18 Wales p19-20

Getting started

Start discussing thoughts about guns with the following:

If you have a gun, people respect you, don't they?

Invite the groups' first reactions to that statement. Can they see why some people might believe it, or at least, say it?

Ask for responses. How might the class challenge that thinking? Stimulate to come up with answers. They might be along the lines of:

Possible Answers

You don't respect the person, you just fear the gun?

How can you respect someone in prison?

How can you respect someone who is prepared to kill and injure?

The group will learn:

- to understand that while gun crime is rare, its consequences can devastate many people's lives.
- to think through what motivates people to carry guns, and what persuasive techniques might help them stop.
- to explore what it means being an active citizen contributing to reducing gun crime.

► **The group could sketch out rough ideas** for a poster based on this. What is the strongest most persuasive message that might make someone think twice about carrying a gun?

Classroom activities for 11 to 14 year olds



Guns and glamour

Some years ago a politician suggested that guns were becoming a **fashion accessory**. Help the group think through what might make firearms seem cool and fashionable

Ask the group to identify particular examples in some or all of these categories they think might have contributed to glamorising guns.

Possible Reasons		
Movies	Adverts	Music
Newspapers and magazines	Celebrities	Older teenagers
Other role models	Television and internet	Family

► **After discussion**, get the group to choose the top three that they think are most influential.

Gun quiz

Most people recognise that carrying a loaded gun in a public place is very likely to be a serious offence. Test whether the group think it is illegal to carry the following in a public place:

Toy gun intended to make people think it is a real gun	Yes
Air weapon	Yes
Gun that isn't loaded	Yes

That's right, all of them are illegal. In brief, having an air weapon in a public place without good reason can be a crime, as can using a toy gun. People think it is a real one. It is a crime to carry a gun in a public place, even if unloaded. Discuss these with the group.

In some cases, young people have been asked to look after or mind a gun by someone else. Being found guilty of possession of a prohibited firearm, such as a handgun, can attract a sentence of 3 years in a detention centre if under the age of 18, and 5 years in prison if over the age of 18. Someone minding a gun could also potentially face a charge of possessing a firearm for sale or transfer to another person which carries a maximum life sentence.

Ask the class/group to put themselves in the position of a boy or girl who is being pressurised to look after a firearm by a friend. Invite them to discuss how the young person might feel in this situation and what they could do to help themselves? Make the point that good friendships should always be based on respect and a real friend would never put pressure on you to break the law. Remind the class/group that they could contact Fearless or speak to a trusted adult (parent, teacher, youth worker etc).

Ask the group to think through reasons for and against calling Crimestoppers. Say they had discovered someone they knew carried a gun. Would they report it anonymously? On a board or a flipchart, write up the reasons for and against. Invite the group to come up with as many arguments, thoughts and considerations as they can.

Did you know :

That it is an offence for a person under the age of 18 to have an air weapon?

That it is also an offence to use an air weapon with intent to endanger life?

More information about air weapons can be found at:

<https://www.gov.uk/government/publications/air-weapons-a-brief-guide-to-safety-jan-2011>

Missing words

Explore some basic insights into gun crime, and some surprising ones, with this missing words exercise. The words to slot in the spaces provided are listed alphabetically below.

Fill in the gaps

Gun-related crime is frequently _____ to gang activity and the illegal _____ trade in the UK.

The overall level of gun crime in England and Wales is very _____ □ less than 0.5% of all crime _____ by the police.

Someone found in _____ of a loaded gun is unlikely to be able to show a _____ that they had it for a good reason.

Two-thirds of firearms offences were _____ in Greater Manchester, London and the West _____

Words to slot

committed	court	drugs	linked
low	Midlands	possession	recorded

When the group have completed the task, check the answers. Then **lead a discussion on the content**. Which did the group find most interesting? Which most surprising?

Classroom activities for 14 to 16 year olds



Children and guns

Is a three year old too young to be handling a gun? Of course. But could it ever happen? Sadly, yes.

Read or show the group the following summary of a news story.

Extract:

A mother told how playtime turned to horror when her sons found and fired a loaded pistol in the back garden

Nimco Guled, 38, said her three-year-old, Mahde, spotted the gun on the grass while playing outside. He called his older brother Warsme, 11, to look at it.

Thinking it was a toy, Warsme grabbed the gun and ran around playing soldiers with his little brother in the car park behind their home in Smethwick, West Midlands.

Then he pulled the trigger, firing a single round, which hit a parked car. The windscreen was smashed, but no one injured.

Afraid that he would be in trouble with his mother, who was inside the house, Warsme took the gun to a neighbour, who phoned police.

Around a dozen officers arrived and Warsme and his mother were taken to the police station and questioned.

Adapted from the Daily Mail, 11th March 2008.

- ▶ Discuss the group's reactions to the story. How do they think the gun ended up in the garden? What kind of tragedy could have happened.

It is assumed that the gun had been thrown over the garden fence by a criminal in a hurry. For a written exercise, ask the group to write a letter, as if from the boy's mother, saying what she thought of whoever was responsible.

Reasons to tell someone

Choosing to carry a gun is a high risk activity – in many ways. Invite the group to follow this logic:

Statements

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The police take gun crime very seriously. So do the courts.

How safe does that make a gun carrier feel?

At the end, **review the list** and ask the group to vote. Having seen the arguments, what would they do?



Homework and beyond



Perspective

Ask the group to imagine they are on an internet chat board. There's a discussion about fears of gun crime. Someone from another country is moving here and is worried about high levels of shootings and other gun-related crime.

The group's task is to write a reply, helping readers to get gun crime in the UK in perspective.

Best of the antis

There have been various anti-gun crime initiatives run by police authorities and councils. Some are national, some local. They range from poster campaigns to amnesties.

Ask the group to research recent initiatives and to think about which is likely to be most effective.

Ask them to be prepared to tell the group which initiative they thought would be most likely to cut gun crime and why.

Removing the glamour

Look again at the exercise on guns and glamour. This time, the groups' task is to deglamourise the images. They should pick some aspect of movies or music that seems to encourage gun use. They then should rework it in some way to build in some of the reality of death or injury and prison term that is actually associated with guns. That could be by introducing a mortuary into a rap song, or the thoughts of a bereaved child or parent into a movie scene.

Encourage inventiveness.



Encourage your pupils to log on to www.fearless.org

CURRICULUM LINKS

The following tables are an indication of some of the learning potential and curriculum objectives that are possible using the resources in this pack.

They have been graded using a star system, broadly indicating whether the exercises in that section give a useful starter on some aspect of that curriculum item (**one star ***), have quite a lot of potential or cover more than one aspect (**two stars ****), or are a very good fit or have multiple opportunities (**three stars *****).

This is far from an exact science since the nature of the materials is that different groups will explore in different ways and end in different places.

Please regard them as a useful guideline rather than a fixed curriculum template.

England KS3 & 4

		<i>Guns</i>	<i>Knives</i>
1a	the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people	***	***
1c	central and local government, the public services they offer and how they are financed, and the opportunities to contribute		
1h	the significance of the media in society		
2a	think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources	***	***
2b	justify orally and in writing a personal opinion about such issues, problems or events		***
2c	contribute to group and exploratory class discussions, and take part in debates		***
3a	use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own		***
3b	negotiate, decide and take part responsibly in both school and community-based activities	**	
3c	reflect on the process of participating		

Scotland -Curriculum for Excellence Experinces and Outcomes

Fearless activities cover a wide range of curricular outcomes, spanning across; Health & Wellbeing, Literacy & English, Religious & Moral Education, Technology & Social Studies.

Many of the practical skills necessary to access the activities and resources contribute towards Skills for Learning, Life and Work.

Opportunities for individuals and voluntary groups to bring about social and environmental change, and the values on which such endeavours are based	HWB 3-13a/HWB 4-13a SOC 4-20b
The causes of conflict and possible approaches to resolving it, recognising that controversy is normal in society and sometimes has beneficial effects	RME 4-09e RME 3-09A/RME 4-09a SOC 4-04b SOC 3-06b/SOC 4106b
Work independently and in collaboration with others to complete tasks requiring individual or group effort as appropriate	Skill for Learning, Life and Work
Locate, handle, use and communicate information and ideas, using ICT as appropriate	TCH 3-04a TCH 4-04a TCH 4-03b
Question and respond constructively to the ideas and actions of others in debate and/or in writing	LIT 3-02a / LIT 4-02a Skills for Learning, Life and Work
Contribute to discussions and debate in ways that are assertive and, at the same time, attentive to and respectful of others' contributions	SOC 4-15a LIT 3-02a / LIT 4-02a Skills for Learning, Life and Work
Make informed decisions in relation to political, community and environmental issues	SOC 3-15a SOC 3-17b HWB 3-19a
Negotiate, compromise, or assist others to understand and respect difference, when conflict occurs, recognising the difference between consensus and compliance.	SOC 3-16a SOC 4-16b LIT 3-02a HWB 4-12a
Develop informed and reasoned opinions about political, economic, social and environmental issues	SOC 4-16b
Express, explain and critically evaluate views that are not their own	LIT 3-09a LIT 3-02a / LIT 4-02a Skills for learning, life and work
Demonstrate a sense of responsibility for the welfare of their communities	HWB 3-13a / HWB 4-13a HWB 3-16a/HWB 4-16a HWB 3-17a / HWB 4-17a
Confront views and actions that are harmful to the wellbeing of individuals and communities	HWB 3-38a/HWB 4-38a HWB 3-43b
Identify and frame their own questions and problems and suggest possible solutions	LIT 3-02a / LIT 4-02a Skills for Learning, Life and Work
Respond in imaginative ways to social, moral and political dilemmas and challenges	Various LIT and EXA outcomes.
Imagine alternatives to current ways of doing things	Skills for learning, life and work.

Northern Ireland KS3 & 4

		Guns	Knives
Ks3 Local and Global Citizenship	Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.		
	Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.	***	***
Ks3 personal Development	Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.	**	**
	Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	*	**
	Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.	*	**
Ks4 Local and Global Citizenship	Identify and exercise their rights and social responsibilities in relation to local, national and global issues	***	***
	Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly	***	***
Ks4 personal Development	Develop an understanding of how to maximise and sustain their own health and well-being	**	***
	Reflect on, and respon to, their developing concept of self, including managing emotions and reactions to on-going life experiences	**	***
	Recognise, assess and manage risk in a range of real-life contexts	***	***

Wales PSE KS3 & 4

		Guns	Knives
Key stage 3 pse	Physical aspect know the effects of and risks from use of the range of legal and illegal drugs (including alcohol and tobacco) and the laws governing their use.		
	Emotional aspects - know how to resolve conflict and negotiate agreement.	*	**
	Moral aspect recognise moral issues and dilemmas in life situations.	***	***
	Moral aspect know what they believe to be right and wrong actions and understand the issues involved.	***	***
	Show care and consideration for others and their property and be sensitive towards their feelings.	***	***
	Have respect for themselves and others.	***	***
	Have a responsible attitude towards keeping the body safe and healthy.	***	***
	Be committed to practical involvement in the community.	**	**
	Listen attentively in different situations and respond appropriately.	***	***
	Communicate confidently one's feelings and views and maintain with conviction a personal standpoint.	***	***
	Critically evaluate others viewpoints and messages from the media.	***	***
	Empathise with others experiences and feelings.	***	***
	Use a range of techniques for personal reflection.	***	***
	Be assertive and resist unwanted peer pressure and other influence.	***	***
	Use a range of strategies to resolve conflict.	***	***
	Make decisions and choices effectively.	***	***
	Make reasoned judgements.	***	***
	Take part in debates and vote on issues.	***	***

Wales PSE KS3 & 4

		Guns	Knives
Key stage 4 pse	Physical aspect □ know the pattern of drug use (including alcohol and tobacco) in their community and beyond and know where to get information, help and advice.		
	Emotional aspect □ know how to recognise and manage anger, frustration and aggressive feelings.	**	**
	Moral aspect □ identify a set of values and principles by which to live.	**	**
	Show care and consideration for others and their property and be sensitive towards their feelings.	***	***
	Have respect for themselves and others.	***	***
	Take responsibility for keeping the body safe and healthy and have a responsible attitude towards sexual relationships.	***	***
	Be committed to practical involvement in the community.	**	**
	Listen attentively in different situations and respond appropriately.	***	***
	Communicate effectively their feelings and views in a wide range of situations.	***	***
	Appreciate, reflect on and critically evaluate another person's point of view.	***	***
	Use a range of techniques for personal reflection.	***	***
	Be assertive and resist unwanted peer and other influence.	***	***
	Resolve conflict with a win/win situation.	***	***
	Adapt to changing situations.	***	***
	Make decisions and choices effectively.	***	***
Work both independently and cooperatively.	**	**	



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