



POWER AND PROTECTION

LET'S TACKLE KNIFE CRIME

CrimeStoppers.



OPENING COMMENTS

This resource is brought to you by the charity West Country Crimestoppers and creative provider, Unique Voice CIC. With over 10 years of working in partnership through the youth crime prevention project 'What Would You Do?', we want to share our knowledge and resources with communities far and wide. We hope this resource will be used by teachers, educators, youth workers, police and many more organisations who have a front row access to the younger generation.

Knife crime devastates communities, and is a real and current threat to the safety, wellbeing, and futures of our children. This crime affects not only certain communities, but poses a risk to all young people and their families. It is vital that we start the conversation about knife crime as an early intervention, whilst supporting parents and carers to effectively communicate with their young people on this matter.

Understanding the emotional and social motivations behind group violence is essential. If we can support communities to fulfil children's need for protection and belonging in safe spaces, we reduce the likelihood that young people will seek to fill these needs in unsafe group settings or relationships.

Instilling principles of positive conflict resolution and tolerance lays a crucial foundation for empowering young people to navigate challenging situations safely. By providing tools to support young people in reaching out and asking for help, we can bolster their trusted relationships and encourage feelings of safety and belonging.

Young people who feel powerless, unseen, and like they don't belong are more vulnerable to influence from negative role models, peer pressure, and the desire to prove themselves or try to fit in. Carrying a knife can be just one step away.

It's important that we offer grieving communities the support and guidance they deserve through their experiences. Tragic events associated with knife crime shock everyone they touch and leave communities with questions and fears. Providing families with tools to connect with each other on this subject can help us to move forward, together, and heal.

Not one single agency or individual has the power to end knife crime or support young people alone. It's up to all of us to contribute to a culture of peace and tolerance, to address youth violence from its core and help our children grow up in safety.

“AS SAM’S WEAPON AND POWER TOOK HOLD ACROSS THE TOWN, CITIZENS WERE NOW AFRAID TO LEAVE THEIR HOMES. INNOCENT CIVILIANS BECAME INJURED, AND THE COMMUNITY WAS NOW ONE OF FEAR AND DISTRESS.”

**EXTRACTED FROM
“SAM AND THE SUPERHEROES OF TOWNSVILLE”
(THE FILM FEATURED IN THIS RESOURCE)**

ABOUT CRIMESTOPPERS

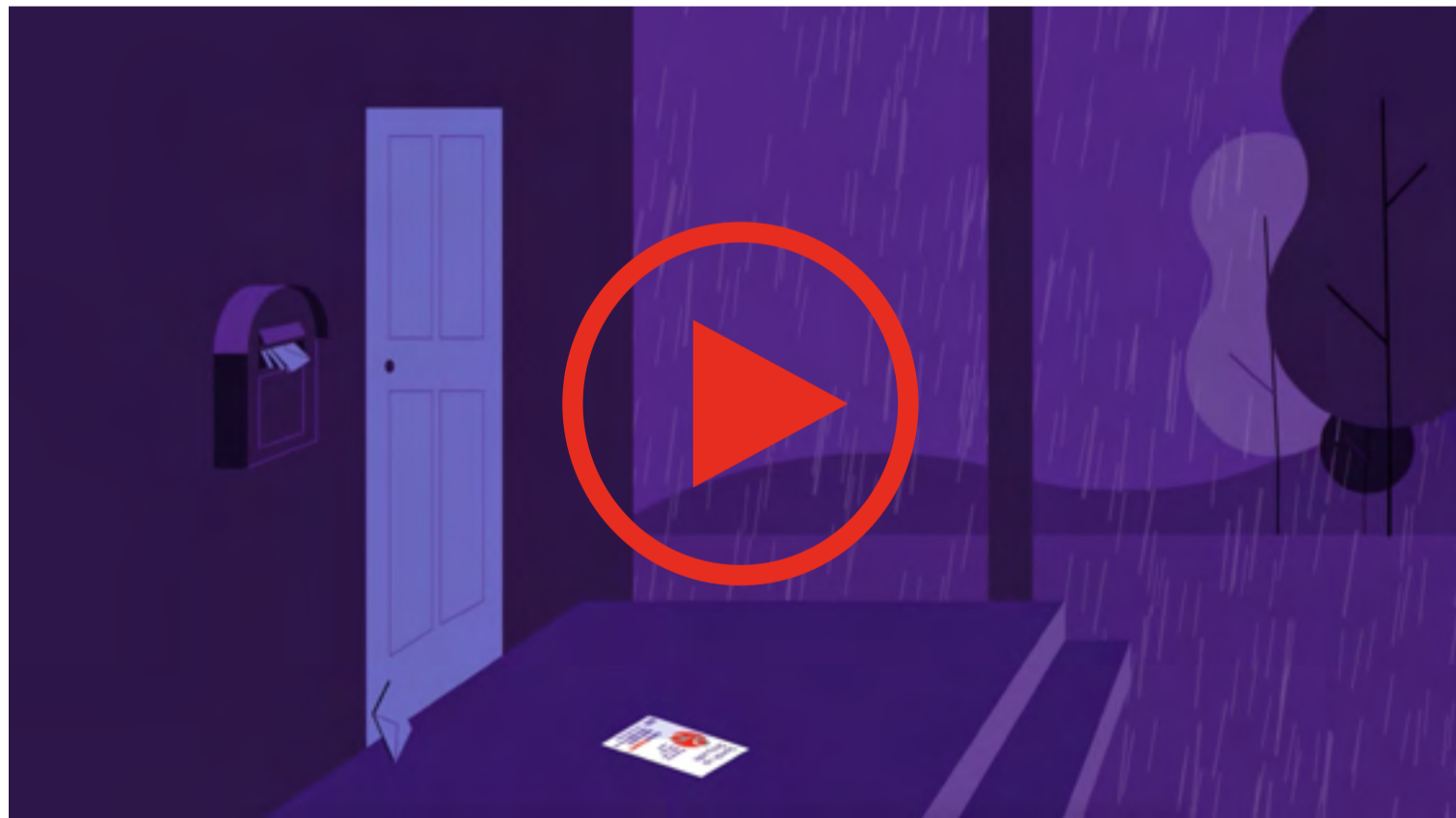
Crimestoppers is an independent charity that gives you the power to speak up to stop crime, 100% anonymously.

Whoever you are, wherever you live, from communities to companies.

by phone and online, 24/7, 365 days a year.

We also share advice on how to protect the people you care about from crime, so everyone can feel safe.

After receiving your call or a completed anonymous online form, we create a report that brings together all the information you gave us, making sure it doesn't contain any information that could identify you.



Click to watch clip about CrimeStoppers

Help stop children being exploited by criminals.

Violence, weapons, drugs, grooming for sex, and modern slavery.

Speak up.
Keep them safe.
Tell our charity what you know
100% Anonymously.

crimestoppers-uk.org



Crimestoppers Trust is a registered charity.
UK Registration Nos. 1108687/SC037960.

CrimeStoppers.

0800 555 111

100% anonymous. Always.

Why do people use CrimeStoppers?

Our research confirms that nearly a fifth of the public have known about a crime, but chose not to talk to the police (according to insights drawn from various research projects commissioned by Crimestoppers).

Last year we sent police forces over 185,000 anonymous crime reports - that's 507 per day and 21 per hour... but what do we mean by anonymous?

You may be thinking about using our service, or just want a deeper understanding of our anonymity promise so that you can reassure someone else. Crimestoppers employs around 100 members of staff who are supported by a huge number of volunteers working at national and regional level.

We are proud to welcome volunteers from all communities across the UK to support our charity. Because, at Crimestoppers, we believe in the power of people to stop crime.

Some of the reasons for people not speaking out include:

- I do not want to talk to the police
- I need to report someone I know
- I am worried that others will know if I speak out
- I am not sure if what I know will help
- I do not want to get involved with courts

The power is in speaking up, silence allows criminals to prosper, to hurt us and those we care about.

The power is also in helping others speak up, letting everyone know that they do not need to be silenced, that through Crimestoppers' anonymity they can be safe and stop crime.



Are you aware of a person regularly carrying a **knife**?

You could save someone's life. Speak up. Stay Safe. 100% anonymous. Always.

We won't ask your name.
Won't judge.
Just listen to what you know.
And pass it on for you.

crimestoppers-uk.org

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UK Registration Nos. 1108687/SC037960.

CrimeStoppers.

0800 555 111

100% anonymous. Always.

ABOUT UNIQUE VOICE



We are a Community Interest Company delivering creative programmes in Bristol, South Gloucestershire and across the South West using the arts as a medium to make a positive and long-lasting social impact. We create programmes designed to enable young people to learn and grow in all aspects of their educational and emotional development whether that is through classroom-based learning or through our holiday provisions for vulnerable young people.

Here at Unique Voice, we believe that social and emotional education is the most important learning that children and young people can receive. We want to enable young people to thrive with the resilience to overcome adversity, the confidence to make positive decisions and a strong moral compass to guide them on their journey through life.

We have been recognised by UNESCO to be successfully using the medium of drama and creativity to tackle conflict amongst young people. The work we deliver links to DFE guidelines, PSHE framework and Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. We have worked with over 100,000 young people.

Our work at Unique Voice shows that drama and creative activities are excellent tools to achieve peace in communities and schools. No technical knowledge of drama or the arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their participants.

We proudly work with organisations across sectors to ensure programmes presented to the younger generation are relevant, impactful and full to the brim with creativity.



**FIND OUT MORE ABOUT THE WORK
WE DO HERE: [UNIQUEVOICE.ORG](https://uniquevoice.org)**

HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'. The 'What Would You Do?' programme, piloted in 2014, is the first of its kind and has now been delivered across the whole of the South West. It is known that many children, parents and carers are aware of crimes being committed and who the perpetrators are in their communities but they will not go to the police with that information.

Having worked in several communities with this project over the years we have unlocked a model that works in ensuring that the key messages of Crimestoppers are understood and help to keep everyone safe. This has involved young people at the heart of the delivery design. After taking part in creative workshops, young people are inspired to deliver/perform/record these messages back to the community. During the pandemic, we adapted the model so that the final showcase could involve young people starring in their own films, made and produced with their opinions and aligned with the Crimestoppers message of speaking up, stopping crime and staying safe whilst remaining 100% anonymous.

The film "Sam and the Superheroes of Townsville", on which this resource is based, was made with young people who attended Hamp Academy, Bridgwater. A version of the film was used to support a live performance made by the children at The McMillan Theatre, attended by families, community members and local figures. The legacy of the film continues with this resource as it calls for educators and professionals to consider using it to tackle youth violence and knife crime.

This resource is funded by:



OVERVIEW OF FILM



CLICK TO WATCH THE FILM HERE

Sam and the Superheroes of Townsville was made with the amazing young people and school community of Hamp Academy and explores the important topic of knife crime.

Amplifying the voices of the children, this original animation uncovers key social and emotional roots of youth violence and knife crime. Power, protection, safety and belonging are the central themes within the film as we follow the journey of Sam and Jessie, and the consequences of the choices they make. The film is the ideal springboard for supporting activities which focus on tools for positive conflict resolution and open essential conversations surrounding this important topic.

THANK YOU HAMP ACADEMY FOR YOUR HARD WORK.

TIPS ON HOW TO USE THE RESOURCE

The activities in this resource are categorised into 3 outputs, encouraging you to consider using the film in different ways. The film itself creates an engaging stimulus for all of the activities and discussions within this resource.

The resource will work best in tackling this topic when presenting in an early intervention style. This is an important way to safeguard and advise young people ahead of possible future challenges.

OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

30 minute assembly plan/ presentation with activities and talking points for KS2 young people.

OUTPUT 2 USING THE CONCEPTS OF THE FILM IN A WORKSHOP STYLE SESSION

60 minute workshop plan with engaging activities; think KS2 PSHE style session or youth session.

OUTPUT 3 USING THE FILM IN THE COMMUNITY

45 minute script and talking points for professionals to use at a parent/ carer evening or event.

THINGS TO PREPARE:

- Decide on which output you plan to use from the above and which group you will work with.
- Download any supporting presentations attached to the output (*these can be found on uniquevoice.com*)
- Ensure that the group you are presenting to are ready for the themes and style of the session. You may consider sending letters out to parents/carers or informing your manager that you plan to run this session to ensure all emerging conversations or disclosures by young people are well supported and managed.

THINGS TO CONSIDER

This is a creative scheme of work that uses public speaking, games, drama, art and discussions to underpin the learning in an accessible and fun way. This resource complements the PSHE curriculum and, in addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

LEARNING TO KNOW:

To provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

LEARNING TO DO:

To provide the skills that would enable individuals to effectively participate in the global economy and society.

LEARNING TO BE:

To provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

LEARNING TO LIVE TOGETHER:

To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

IT HAS ALSO BEEN BASED ON THE PRINCIPLES LISTED BELOW:

CHILDREN'S FEELINGS ARE VALID AND SHOULD BE HEARD.

CHILDREN HAVE THE RIGHT TO FEEL SAFE.

CHILDREN HAVE THE RIGHT TO KNOW WHERE TO GO FOR HELP.

IMPORTANT GUIDANCE

Knife crime is a sensitive subject and many communities, families, and individuals have been devastated by loss and trauma related to this topic. Be mindful of this when embarking on any of the three outputs and consider including a prior notification or trigger warning for participants ahead of the sessions.

- We recommend that as the educator you watch the film and read the resource in depth before presenting this to the young people you work with. That way you can make informed decisions about what will be most appropriate based on knowing the cohort.
- The resource contains themes and language relating to knife crime and youth violence, that although age-appropriate, may be distressing. Ensure that you prepare with the young people what to do if they feel uncomfortable. This could include stepping out of the room or visiting a named adult.
- It's important that at the start of delivering this resource, throughout and at the end that you signpost trusted adults and safeguarding leads within your setting. This is to ensure that young people are referred to safe places to express themselves and anything this resource may trigger them to share. Please ensure this is a named and available individual/s.
- In addition to encouraging young people to share with trusted adults, we recognise that not everyone with a story to share will be ready to do so. Even if the young people do not disclose personal experiences of this subject, debating and taking part in discussions may unlock further questioning surrounding this issue. We encourage the resource to be delivered both respectfully and curiously with young people emphasising the main concepts in a clear but balanced way.
- The workshop needs to be delivered at a pace which ensures young people feel they can contribute but do not feel responsible or overwhelmed by tackling the issue.

OUTPUT 1

USING THE FILM IN A 30 MINUTE ASSEMBLY/ PRESENTATION

THINGS TO PREPARE:

- Download the supporting presentation
- Print or have this step by step plan available

STEP 1

MY BUBBLE (5MINS)

KEY AIM: To explore 'protection' and what makes us feel safe, confident, and respected.

1. Welcome the children and young people (CYP hereafter) to the assembly by displaying the introductory image. [slide 1]
2. Introduce to the CYP that today's assembly will include some games and activities and they are all invited to join in. There will be some opportunities to put their hand up and volunteer to come up to the front to help, or to volunteer their thoughts. Take this opportunity to lay down any ground rules required for the assembly e.g. hands up before you speak, respect the opinions of others etc.
3. Explain that you are now going to play a mindfulness recording and they are invited to listen carefully and follow the instructions. [slide 2]
4. Click to start the audio.
5. Once the audio has finished, move to the next slide and ask the following questions. Invite a few CYP to put their hands up and share their answers. [slide 3]

What do you think?

- *How did it feel to be in your bubble?*
- *How do the people in your bubble make you feel?*
- *If someone didn't have a bubble, what might they do to try and feel protected and safe?*

6. Move to the next slide and read out the statement: [slide 4]

Everyone wants to feel protected and safe. There are lots of different choices someone might make to try and protect themselves. But when we don't feel protected and safe, we might try to protect ourselves in other ways which can put us at risk.

STEP 2

POWER – MAGIC MIRROR (5MINS)

KEY AIM: To explore 'power' and feeling 'powerless'.

1. Explain to the CYP that we are now going to play a game of Magic Mirror. [slide 5]
2. Introduce that you are the person looking in the mirror, and they are your reflection.
3. Explain that you will stand at the front and make different moves and facial expressions, and they should copy what you do exactly.
4. Take a few moments to slowly move, and watch them copy you.
5. Now invite a volunteer to come to the front and take on the role of someone looking in the mirror. Instruct them to move slowly and carefully so their 'reflection' (the audience) can copy!
6. Allow the volunteer a few moments to explore this and for the audience to copy.
7. If time allows, invite a different volunteer to have a go or move to the next instruction.
8. Ask the volunteer to return to their seat and move to the next slide to show the word cloud surrounding 'Power'. [slide 6]
9. Invite CYP to volunteer to read out a word which stands out to them on this word cloud, and suggest how it might be related to the word 'power'.
10. Move to the next slide and discuss the following questions [slide 7]:

What do you think?

- *Who had the power in this game?*
- *Who didn't?*
- *When might someone feel powerless in real life?*
- *What might feeling powerless make someone want to do?*

11. Move to the next slide and read out the statement [slide 8]:

Everyone wants to feel important and confident. Feeling powerless can lead us to make choices which could put the safety of ourselves and others at risk. If you or someone you know is struggling with these feelings, it's important to reach out to a trusted adult.

STEP 3

SAM AND THE SUPERHEROES OF TOWNSVILLE (10MINS)

KEY AIM: To use the film to bring together learning and explore positive and negative choices surrounding power and protection.

1. Explain to the CYP that we are now going to watch a film about what can happen when someone feels powerless. [slide 9]
2. Click to play the film.
3. Move to the next slide and invite the children to put their hands up to answer the following questions: [slide 10]

What do you think?

- *Who made an unsafe choice in the film?*
- *Who made a safe choice in the film?*
- *How did Captain Crimestoppers help keep the community safe?*

4. Move to the next slide and read the following statement: [slide 11]

There are lots of reasons why someone might make an unsafe choice. When we feel powerless, we might make risky choices. Carrying a weapon is very dangerous. It is against the law and is considered a serious crime.

STEP 4

SUPERHERO STATUES (5MINS)

KEY AIM: To understand what it means to be a positive community member.

1. Move to the next slide and invite the CYP to look at the picture of the superheroes from the film. [slide 12]
2. Invite the CYP to put their hands up and suggest words to describe the qualities of a superhero, e.g. brave, strong, kind, helpful.
3. Click to reveal the question: who else in the film helped their community?
4. Move to the next slide to show the picture of Jessie. [slide 13]
5. Invite the children to turn to the person next to them and spend one minute discussing the questions on the slide.
6. Now invite a few pairs to share their thoughts with the rest of the assembly.
7. Next, invite a few volunteers to stand up where they are and show you their best statue position of a superhero. Invite some adults in the room to join in with this. Lead a round of applause for your superhero statues!
8. Move to the next slide and read the following statement: [slide 14]

There are real-life superheroes all around us who are there to help when we have difficult feelings or are in challenging situations. The best way to protect yourself and others is by talking to a trusted adult. They can help to resolve a problem before it becomes unsafe. We all can be a superhero in real life by making positive choices. If we feel unsafe or are worried about someone else, it's important to tell someone.

STEP 5

SPEAK UP, STAY SAFE (5MINS)

KEY AIM: To signpost CrimeStoppers and highlight avenues for support.

1. Move to the next slide and remind the CYP that Jessie called CrimeStoppers to help resolve the situation in the film. [slide 15]
2. Introduce CrimeStoppers and share the key information on the slide.
3. Move to the next slide to reveal the final reflection. [slide 16]
4. Bring the assembly to a close by reminding CYP that everyone deserves to feel safe, respected and confident. When people make choices which stop people feeling this way, it's important to tell a trusted adult.
5. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.

OUTPUT 2

USING THE CONCEPTS OF THE FILM IN A WORKSHOP STYLE SESSION:
1 HOUR WORKSHOP PLAN WITH ENGAGING ACTIVITIES. THINK PSHE STYLE SESSION OR YOUTH SESSION.

THINGS TO PREPARE:

- Download the supporting presentation
- Ensure sound is functioning on your presentation equipment
- Print or have this step by step plan available
- Print 'I Have the Power!' Star worksheet (page 30, 1 per child)
- Colouring pens and pencils to decorate the worksheet

[CLICK TO SKIP TO PRINTABLE RESOURCES](#)

STEP 1

WELCOME CIRCLE (5MINS)

KEY AIM: To introduce the CYP to the workshop and establish expectations.

1. Welcome CYP to the workshop and invite them to join you in a seated circle on the floor. [slide 1].
2. Introduce to them that in today's session they will be exploring being part of a community, and how we can help ourselves and others to feel safe and protected.
3. Highlight that the session will include some fun games, activities, and some opportunities for them to share their thoughts.
4. Take this opportunity to lay down any ground rules required for the session, e.g. hands up before talking, listening carefully to instructions etc.

ADDITIONAL STEP

SAM AND THE SUPERHEROES OF TOWNSVILLE (10MINS)

KEY AIM: To use the film to introduce learning.

Note: If the CYP have already watched this film as part of the Output 1 assembly, please skip this step.

1. Explain to the CYP that we are now going to watch a film about how the choices of an individual can affect their community. [slide 2]
2. Click to play the film.
3. Move to the next slide and invite the children to put their hands up to answer the questions on the slide. [slide 3]

What do you think?

- Who made an unsafe choice in the film?
- Who made a safe choice in the film?
- How did Crimestoppers help keep the community safe?

4. Move to the next slide and read the following statement: [slide 4]

There are lots of reasons why someone might make a choice which is unsafe. The actions of one person can have a big impact on their community. Carrying a weapon is very dangerous. It is against the law and is considered a serious crime.

STEP 2

GROUP DYNAMICS – SHOALING (10MINS)

KEY AIM: To explore group dynamics, loyalty, protection, peer pressure and proving ourselves.

Note for facilitator: This activity uses a movement style called 'shoaling' to explore group dynamics. 'Shoaling' involves working in a group to move smoothly as one, similar to a shoal of fish. Participants begin by standing in a tight cluster formation, close together but not touching. A leader at the front of the cluster leads slow steady movements, which the rest follow. However, the aim is to create the illusion that there is no leader and that the group is simply moving in unison. This is achieved by ensuring that the leader's movements are slow and easy to follow, and the group are observant and ready. Please be mindful of the needs within your group and keep in mind that close physical proximity to others can be uncomfortable for some individuals.

1. Explain to the children that they are now going to work together to explore how it feels to be part of a group. Ask for a few volunteers (3 - 5) to come to the front to help you demonstrate. [slide 5]
2. Group your volunteers into a cluster formation, using the example positions on the slide to help you.
3. Explain that the person at the front of the cluster is going to slowly start to move, and everyone else in the cluster is going to follow them.
4. Demonstrate this by placing yourself as the leader of the cluster and performing slow, fluid movements such as arm raises, side leans, or head tilts whilst the group behind you follows.
5. Now place a new leader at the front of the cluster.
6. Click to play the music on the slide and allow your volunteer group a few moments to explore moving whilst other participants watch.
7. Next, split the class in half and invite one half to come together in the middle of the room to create a larger cluster. Ask the other half to sit and watch whilst this group explores shoaling movement.
8. Swap over the groups so that the other half of the class has time to explore moving as one.

9. Now click to pause the music and invite the CYP to sit down to discuss the following questions: [slide 6]

What do you think?

- How does it feel to belong to a group?
- How might we change our behaviour to fit in with others in real life?

10. Read out the following statement: [slide 7]

Being part of a group makes us feel like we belong. But if we feel pressured by others to make choices we know are wrong, this is not ok and needs to stop.

11. Now invite CYP to return to their clusters and position both groups so the two different clusters are side by side, roughly 2 metres apart. The space should start to feel quite full! [slide 8]
12. Invite the two clusters to start to move, each trying to keep their movements separate and different to the other.
13. Every 10 seconds, ask the groups to take a step closer to the other group.
14. Continue with this until there is obvious challenge and conflict between the groups in their movements.
15. Now click to pause the music and invite the CYP to sit down to discuss the following questions: [slide 9]

What do you think?

- How did it feel when both groups tried to move in the same space?
- How did you feel about the other group?

STEP 3

CONFLICT – ROCK, PAPER, SCISSORS (10MINS)

KEY AIM: To introduce conflict.

1. Explain that in pairs the CYP will be playing a game of Rock, Paper, Scissors following an audio guide.
2. Ensure everyone has a partner then click to play the audio [slide 10]
3. Now invite the CYP to put their hands up if they scored two or more points in their pair.
4. Invite the CYP to put their hands up if they scored one or fewer points in their pair.
5. Invite the CYP to put their hands up to answer the questions on the next slide. [slide 11]

What do you think?

- *What is the aim of the game in Rock, Paper scissors?*
- *How did it feel to win?*
- *How did it feel to lose?*

6. Explain that the game of rock, paper, scissors represents conflict. Two players are acting against each other to try and overpower the other using forceful action which results in one person winning, and one person losing.

7. Move to the next slide to reveal the word 'conflict'. Invite CYP to suggest what they think this word means, before clicking to reveal the definition: [slide 12]

A conflict is when people disagree about something and this results in negative feelings, words or actions.

8. Click to reveal the additional words and explain that these words are all associated with conflict.
9. Invite CYP to suggest what an example of a real-life conflict situation might be (e.g. two friends falling out etc). [slide 13]

STEP 4

CONFLICT RESOLUTION (10MINS)

KEY AIM: To introduce positive conflict resolution.

1. Highlight that there are different choices we can make when we face conflict.
2. Introduce to the CYP that they are now going to take part in an activity in which they will be given an example of a conflict situation and two options for ways in which to resolve it.
3. Explain that you will label one wall of the room 'A' and the opposite wall 'B', and that they should move towards the wall which represents the choice they think is best.
4. Move to the next slide to show the first conflict and resolution options and click to play the audio. [slide 14]
5. Invite the CYP to move to show their choice.
6. Ask a few CYP from each side of the room to explain why they made that choice and why they think it will help to resolve the conflict.
7. Repeat these steps for the following 3 slides to explore different situations. [slides 15-17]
8. Now move to the next slide to share the title 'Top Tips for Conflict Resolution'. [slide 18]
9. Invite the CYP to share some ideas which might help people make better choices in conflict situations. E.g. stop and think before you act, tell a grownup about what has happened.
10. Next, click to reveal the top tips and read them aloud. [slide 18]

STEP 5

REACTIONS – INSIDE AND OUTSIDE (5MINS)

KEY AIM: Exploring our reactions and how this affects our choices in conflict situations.

1. Move to the next slide and read the following statement:

When we feel threatened, we all react differently at different times. Sometimes it is hard to make the right choice. [slide 19]

2. Explain that we are now going to listen to an audio recording about how we react to things and why it can be difficult to make the right choices in difficult situations.
3. Move to the next slide and click to play the audio resource. [slide 20]
4. Move to the next slide and discuss the following questions: [slide 21]

What do you think?

- *What might happen to our reactions in a conflict situation?*
- *What might happen if someone carrying a knife was in a conflict situation?*
- *Can we always control our reactions?*

5. Move to the next slide and read the following statement: [slide 22]

Sometimes people think it is ok to carry a knife because they don't plan to use it. But, when something happens to us which causes our bodies to react on the inside, we might not always be able to control what we say or do on the outside. Carrying a knife can lead to serious danger for the carrier and others, even if they don't plan to use it.

STEP 6

POWER IN POSITIVE CHOICES – WORKSHEET (15MINS)

KEY AIM: To explore the positive choices we can make to help keep our community safe.

1. Share with the CYP that we all have the power to make choices which keep ourselves and others safe, just like the superheroes in the film. [slide 23]
2. Move to the next slide to show the sentence starter 'I have the power to...!', and invite CYP to put their hand up to volunteer to complete the sentence out loud. Remind them to think about the top tips from the previous activity, as well as the choices made by Jessie in the film. [slide 24]
3. Once CYP have had a chance to complete the sentence themselves, click to reveal the example answers.
4. Read out each example at a time using the full sentence, inviting the CYP to repeat them back in call-and-response style.
5. Show the CYP the 'I Have The Power!' Star worksheet example on the slide. Explain that they are all going to create their own star, including their favourite sentences from the previous discussion. They can choose the examples given or use some of their own. [slide 25]
6. Ensure each CYP has a worksheet, colouring materials, and scissors.
7. Give CYP time to complete their worksheet, before coming back together to read the final statement: [slide 26]

There are times in our lives when we might experience things which make us feel unprotected or like we don't belong. We have the power to make positive choices in these difficult moments that can keep ourselves and others safe.

STEP 7

CRIMESTOPPERS AND TRUSTED ADULTS (5MINS)

AIM: To signpost CrimeStoppers and highlight avenues for support.

1. Move to the next slide and remind the CYP that Jessie called Crimestoppers to help resolve the situation in the film. [slide 27]
2. Introduce CrimeStoppers and share the key information on the slide.
3. Remind the CYP that trusted adults are all around them and are there to support them through any fears or challenges they might face. Invite the CYP to suggest who their trusted adults might be.
4. Bring the session to a close by reminding CYP that everyone deserves to feel safe, respected, and confident. When people make choices which stop people feeling this way, it's important to tell a trusted adult.
5. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.

OUTPUT 3

USING THE FILM IN THE COMMUNITY: 40 MINUTE SCRIPT AND TALKING POINTS FOR PROFESSIONALS TO USE AT A PARENT/ CARER EVENING OR COMMUNITY EVENT.

THINGS TO PREPARE:

- Edit and send out the event invitation. [page 31]
- Download the supporting presentation
- Print or have this step by step plan available
- Print or have on hand the additional script resources for steps 3 and 5.
- Input the names of the relevant people/organisations in your setting that the parents, carers, children and young people can go to for support. [slide 23]
- Prepare a board or paper for group mind map (Step 1)
- Print the "My Child's Village" worksheet (Step 2, page 31, 1 per participant)
- Have pens/pencils available

[CLICK TO SKIP TO PRINTABLE RESOURCES](#)

STEP 1

KNIFE CRIME – SHARING OUR THOUGHTS (5MINS)

KEY AIM: To explore the fears and concerns of P/Cs and how CYP can be allowed freedom to grow and belong safely.

1. Welcome parents and carers (P/Cs hereafter) to the session and invite them to take a seat. [slide 1]
2. Explain that today we will be talking together about knife crime, with a focus on how this affects the children and young people in our care, and what we can do to support them.
3. Read out the quote on the slide and invite participants to consider this quote as we move through the activities and discussions in the session. [slide 2]
4. Move to the next slide and discuss the questions: [slide 3]

What do you think?

- *How do you think young people become involved in knife crime?*
- *Do you have worries or concerns for your child in regard to knife crime?*

5. Invite participants to work with the person next to them to discuss these questions.
6. Once P/Cs have had time to discuss, invite them to return to the group and share any thoughts which came up in their pairs. On a board or large piece of paper, create a mind map or list of their thoughts.
7. Bring this to a close by acknowledging that knife crime is a real and serious danger to communities and it's natural that we all have fears and concerns surrounding this subject.
8. Highlight that the rest of today's session will focus on exploring practical measures to help us have difficult conversations with CYP and support them emotionally in regard to knife crime.

STEP 2

OUR VILLAGE (7MINS)

KEY AIM: To identify the community around P/Cs and their CYP.

1. Play the 'Trusted Relationships' video. [slide 4]
2. Discuss the following question: [slide 5]

What do you think?

- *What is the message behind this video?*

3. Read aloud the quote: 'It takes a village to raise a child'. [slide 6]
4. Invite participants to share what this quote means to them as caregivers of CYP.
5. Show the example worksheet 'My Child's Village'. [slide 7]
6. Explain that they will each now be given a worksheet and time to complete it, considering the important people in their child's life which make them feel important and protected.
7. Hand out the worksheet and give participants a few minutes to complete it.
8. Pause the activity. Invite P/Cs to take a moment to review what they have written on their worksheet and celebrate their child's village.
9. Move to the next slide and read out the statement: [slide 8]

We all need to feel like we belong, are important and protected. When these feelings are not met by our village, we may look for them elsewhere.

10. Now move to the next slide and discuss the questions: [slide 9]

What do you think?

- *If a child or young person does not feel safe or like they do not belong, where might they turn to seek these feelings?*
- *What could this lead to?*

11. Close this activity by highlighting to participants that this village is there to support them as adults too as they raise their child.
12. Move to the next slide and share the statement: [slide 10]

A high percentage of knife crime and youth violence incidents occur within group conflict situations. Young people are influenced by peers, role models, or figures of authority and can make dangerous choices based on loyalty, peer pressure, or exploitation.

STEP 3

NURTURE THEIR VILLAGE

(7MINS)

KEY AIM: To empower P/Cs to nurture the positive relationships and settings their child experiences as an early intervention for group violence.

1. Highlight that what we can learn from the statement 'It takes a village to raise a child' is that they alone are not able to meet all of their child's needs at every stage in their development. But they can support their child by nurturing and growing their village and helping them to find people and places which have a positive influence over them.
2. Move to the next slide to discuss the question: [slide 11]

How can I nurture my child's village?

3. Divide the participants into small groups and give each group a piece of paper and pens.
4. Invite the groups to create a mind map centred around this question, suggesting ideas and tips for ways in which we can nurture our child's village, e.g. encouraging them to join a positive youth group.
5. After a few moments, invite the groups to share back the ideas they wrote down.
6. Move to the next slide to share the top tips, expanding on each bullet point using the script provided (page 32) as an additional resource. [slide 12]

STEP 4

CONVERSATIONS AND CONNECTION – LISTENING (7MINS)

KEY AIM: To equip P/Cs with conversation and connection skills.

1. Share the slide titled 'conversations and connection'. [slide 13]
2. Explain that as well as talking to our own support network about our fears and concerns, we can also find moments to connect with our child and talk about their thoughts and feelings surrounding challenging topics such as knife crime.
3. Explain that we will begin by watching a video in which some children talk about their thoughts and feelings surrounding safety and crime within their community.
4. Play the video. [slide 14]
5. Discuss the following questions: [slide 15]

What do you think?

- *How did you feel watching these children talk about their thoughts and feelings honestly?*
- *Is it easy to have these conversations with children and young people?*

STEP 5

CONVERSATION AND CONNECTION – TALKING (10MINS)

KEY AIM: To equip P/Cs with conversation and connection skills.

1. Share the slide titled 'Difficult conversations - what doesn't work?', and invite participants to suggest what we might do which would lead to an unsuccessful conversation on sensitive subjects such as knife crime. with a CYP. e.g. accusations, telling them off etc. [slide 16]
2. Now invite participants to get into pairs and role play out a scenario in which one person is a P/C and one person is a CYP. Ask them to show an example of a conversation which hasn't gone well, including some of the suggestions from the previous discussion. Note: If role play does not feel appropriate within your group or setting, you could model this yourself with a volunteer acting as the CYP.
3. Give the group some time to practise this in pairs, before inviting a confident pair to perform their role play for the group.

Note: If performing does not feel appropriate within your group or setting, you can simply move on to the next step.
4. Share the slide titled 'Difficult conversations - what works?' And read out the list of bullet points, without expanding on them. [slide 17]
5. Divide participants into smaller groups and encourage them to discuss what they think these bullet points could mean.
6. Invite the groups to share back the results of their group discussion.
7. Now share the bullet point suggestions one by one, expanding on each bullet point using the script provided (page 33) as an additional resource. [slide 17]

STEP 6

SPOTTING THE SIGNS (5MINS)

KEY AIM: To highlight the signs and symptoms of involvement in crime in CYP.

1. Inform participants that as adults, we can notice when something is wrong in our CYP's lives by asking ourselves the questions on the slide [slide 18]

*- Have I noticed a change?
- Does something seem out of place?
- Does something not feel right?*
2. Inform participants that their roles as parents, carers and community members are to be active observers/bystanders and to spot the signs of potential involvement in crime or unsafe situations in CYP. [slide 19]
3. Thank participants for their contributions and consolidate your discussion using the following statement: [slide 20]

We must be active bystanders and profile ourselves as trusted adults that children and young people can reach out to for help and support.

STEP 7

SPEAK UP, STAY SAFE (7MINS)

KEY AIM: To outline avenues for reaching out and seeking help.

1. Bring the session to a close by informing participants that if they ever think someone they know is involved in knife crime, they have the right to speak up and to stay safe [slide 21].
2. Move to the next slide and share the key information about Crimestoppers. [slide 22]
3. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
4. Inform participants that Crimestoppers are 100% anonymous and that they can report to this charity if they are concerned about someone they know.
5. Remind participants that if they or someone they know are in immediate danger, they should call the police.
6. Conclude the workshop by sharing the signposting slide, highlighting that the organisations listed provide additional support relevant to the subjects discussed in today's session. [slide 23]
7. Thank participants for their contributions, celebrating their investment and ability to overcome challenges.
8. Invite your participants to stay for any further discussion or questions.

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CrimeStoppers.



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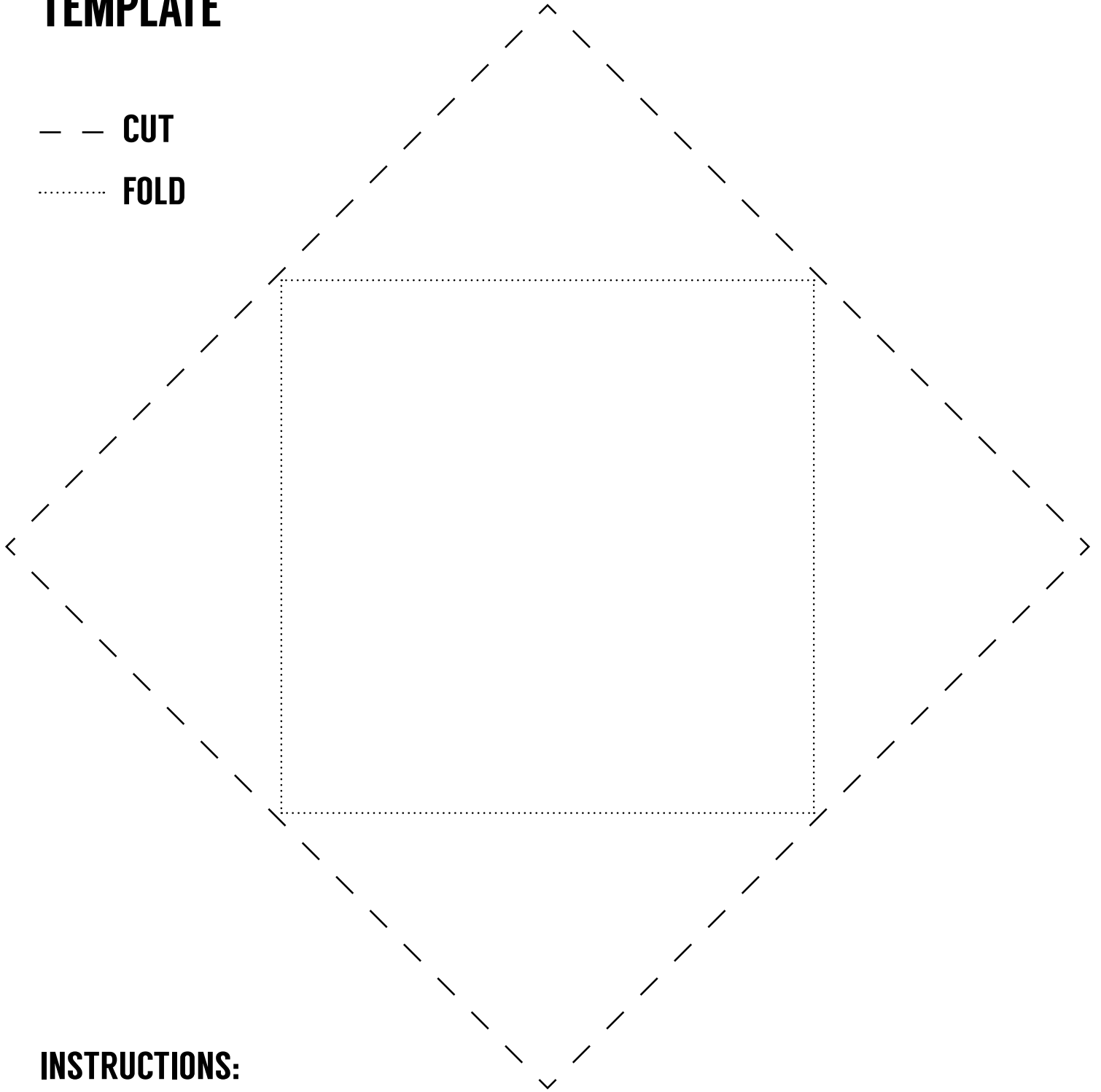
**We hope that you've found this resource useful.
We'd love to hear your feedback, thoughts or questions,
Please do not hesitate to get in touch.**

I HAVE THE POWER!

TEMPLATE

— — **CUT**

..... **FOLD**



INSTRUCTIONS:

1. Cut out your 4-point star template.
2. Fold along the dotted lines so that the points of the star meet in the middle, creating a square with 4 triangle flaps.
3. On the outside of the 4 triangle flaps, write the sentence starter "I have the power to..."
4. Under each triangle flap write one way you could complete the sentence to help keep yourself and others safe.
5. Colour in and decorate your star!



Dear Parents & Carers [OR INSERT NAME HERE],

YOU ARE INVITED!

Would you like to learn more about how to have difficult conversations with your child?
Do you have any questions or concerns about knife crime and youth violence?

Please join us for a meeting specifically designed for parents and carers which aims to:

- Provide you with the opportunity to share your questions and concerns about knife crime.
- Explore how we as adults can best support our young people and keep them safe.
- Offer some key tips for talking about difficult topics with your child.
- Highlight avenues for safely reporting crime and seeking help.

Date: [INSERT DATE]

Time: [INSERT TIME]

Location: [INSERT LOCATION]

Having difficult conversations with young people can be hard, and might not always go as we might hope. However, we believe that it is vital that we start the conversation about knife crime as an early intervention, whilst offering support and guidance for parents and carers to help you navigate this challenging subject with your child.

We understand that you may have fears and questions surrounding this topic, and would like to offer a supportive space to learn more about how we can protect our young people from knife crime.

"It takes a village to raise a child"

We know that no single agency or individual has the power to end youth violence, or support young people alone. It's up to all of us to work together to help our children grow up in safety.

If you have any questions or concerns regarding this event, please do not hesitate to get in touch.

Please RSVP by [INSERT YOUR PREFERRED METHOD/CONTACT]

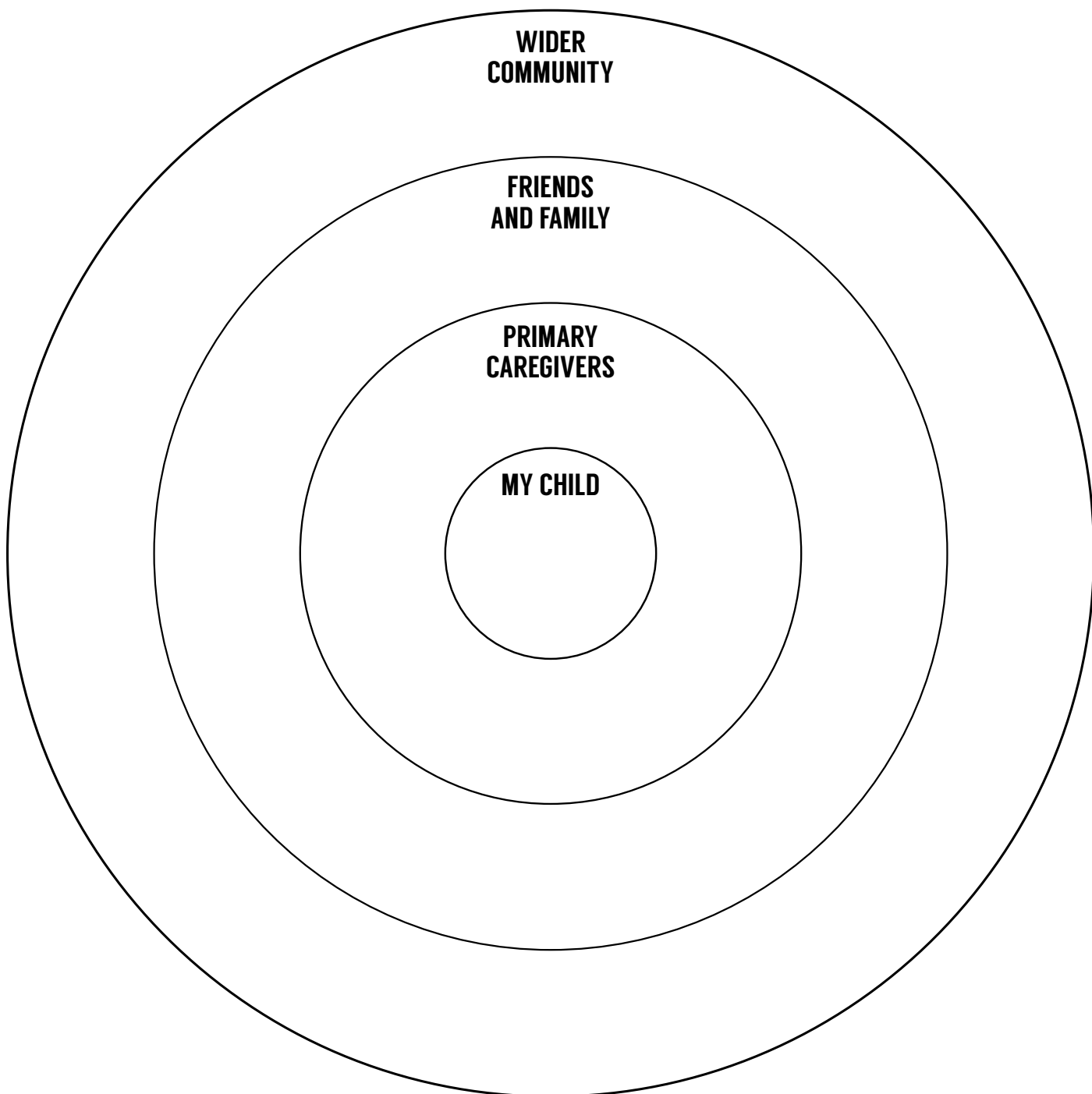
Best wishes,

[INSERT NAME]

[INSERT ORGANISATION]

[INSERT CONTACT DETAILS]

MY CHILD'S VILLAGE



Who are my child's caregivers?

Who makes them feel safe?

Who makes them feel like they belong?

Who makes them feel important?



SCRIPT 1

HOW CAN I NURTURE MY CHILD'S VILLAGE?

Encourage positive peer interactions

Help your child to find safe places to form healthy friendships with peers, such as youth groups, clubs which support their interests, or hosting get-togethers with their friends.

Help them find positive role models

Encourage your child to engage in situations where there are positive adults to look up to, such as youth groups and clubs. You could even choose a positive celebrity role model to follow together.

Allow freedom within safe spaces

Restricted freedom might keep our CYP safe in the short term, but when we remove CYP's access to peer groups or unmonitored settings which we fear pose a risk, we may consequentially reduce their sense of independence, confidence, and identity, making them more vulnerable to peer pressure and exploitation in the long run. Try offering more freedom and responsibilities to your CYP within safe settings, for example allowing them more freedom to invite friends home or spend time with peers in youth group settings, and more choice over things such as their clothing or haircut.

Celebrate identity and achievements

We can help our CYP feel confident, safe, and like they belong when we celebrate them for who they are. Letting your CYP know you are proud of them and offering praise means that they are less vulnerable to seeking approval in unsafe situations.

Talk about your fears and concerns

It's important to remember that you need support too and to lean on your own 'village' as you raise your child. Talk to someone you trust about the challenges you are facing and ask for help when you need it.



SCRIPT 2

DIFFICULT CONVERSATIONS - WHAT WORKS?

Pick your moment

Consider when might be a good time to approach the topic of knife crime with your CYP. Try to consider your own emotional state as well as theirs. Do you feel calm and ready to listen? Pick a time when they feel safe and confident, such as whilst sharing a meal together or doing an activity. Colouring together, going for a walk, or playing a game they enjoy can help CYP feel relaxed and open to the conversation. This can also take the pressure off you both to make eye contact or talk all the time, which can be intimidating for some CYP. Doing something together which you both enjoy can lead to more meaningful connection and trust.

Give them the facts

Broach the subject. Other subjects too. Whilst it's important to adjust what you choose to share about knife crime based on the age and needs of your child, it's good to share the truth with CYP. They may have been exposed to false or fear-inducing information about knife crime through peers or media, and your honest sharing on the subject will help them understand what is real. You could choose some appropriate facts about knife crime, the law, or talk about a real event which has taken place.

Replace overexposure with questions

Young people are more likely to over-research and fixate on an upsetting news story if they don't have the space to talk about it with a trusted adult. Encourage them to ask you questions instead of searching for answers on the internet. Remember that repetition is a common mechanism for regulation, and young people may need to ask the same question again and again at different times.

Talk about feelings

We are all affected emotionally by tragic events we are exposed to. It's important to validate your young person's feelings and let them know that it's ok to feel their emotions. Sharing your own emotions will help your young person see that they are not alone in their feelings.

Let them know that they are safe

Young people are learning about their place in the world, and when they are exposed to frightening events or facts, it's understandable that they may question their own safety and security. Reassure your young person that they are safe and that you are there for them.