

# Why Weapons?

## Teacher Follow-up Activities

The Why Weapons? follow-up activities provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales

Why Weapons? Additional activities	Links with the National Literacy and Numeracy Framework in Wales 2013	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. What are the laws surrounding weapons?	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a	<ul style="list-style-type: none"> <li>▪ Communicate confidently personal feelings and views through a range of appropriate methods.</li> <li>▪ Consider other's views to inform opinions and make informed decisions and choices effectively</li> <li>▪ Be assertive and resist unwanted peer and other pressure</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations</li> </ul>
2. Keeping yourself safe.	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a L(W)s&o	<ul style="list-style-type: none"> <li>▪ Identify and assess bias and reliability</li> <li>▪ Work both independently and cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>



<p><b>3. Metal detectors and body scanners.</b></p>	<p>L(O)sp L(O)l L(O)c&amp;d L(R)c L(R)r&amp;a L(W)mpr L(W)s&amp;o</p>	<ul style="list-style-type: none"> <li>▪ Consider other's views to inform opinions and make informed decisions and choices effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> </ul>
<p><b>4. Consider the impact!</b></p>	<p>L(O)sp L(O)l L(O)c&amp;d L(R)c L(R)r&amp;a L(W)s&amp;o</p>	<ul style="list-style-type: none"> <li>▪ Consider other's views to inform opinions and make informed decisions and choices effectively</li> <li>▪ use a range of techniques for personal reflection</li> <li>▪ Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> <li>▪ To develop an insight into their values.</li> </ul>
<p><b>5. What is risk?</b></p>	<p>L(O)sp L(O)l L(O)c&amp;d L(R)c L(R)r&amp;a</p>	<ul style="list-style-type: none"> <li>▪ Express their views and ideas confidently through a range of appropriate methods.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Display a responsible attitude towards keeping the mind and body safe and healthy.</li> </ul>



<b>6. Identifying risks</b>	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a L(w)s&o  N(DNR)r&c	<ul style="list-style-type: none"> <li>■ Express their views and ideas confidently through a range of appropriate methods</li> <li>■ Form personal opinions and make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop an insight into their values</li> <li>■ Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>
<b>7. Reducing the risks</b>	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a L(W)s&o	<ul style="list-style-type: none"> <li>■ Use appropriate techniques for personal reflection</li> <li>■ Apply learning to similar situations within and outside the school</li> </ul>	<ul style="list-style-type: none"> <li>■ Understand that personal actions have consequences</li> <li>■ Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>
<b>8. Gangs and young people</b>	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a L(W)mpr L(W)s&o	<ul style="list-style-type: none"> <li>■ Be assertive and resist unwanted peer pressure</li> <li>■ Use a range of techniques for personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop respect for themselves and others</li> <li>■ Develop positive attitudes towards themselves and others</li> </ul>

**1. What are the laws surrounding weapons?** The teacher recaps the School Community Police Officer's delivery and emphasises the fact that carrying a weapon is illegal. The teacher either distributes the Ages in Law Quiz (1a) to test the pupils' knowledge or uses the PowerPoint (1b).

Ask the class to respond to the following statements using a values continuum process. Get them to stand in a line and move to what they feel is the appropriate point. (i.e. strongly agree --- strongly disagree) (1.c) After each statement, provide an opportunity for pupils to justify their decision, give the arguments for their views and potentially persuade others to move to their position on the continuum. Select as many statements as time allows.

- Young people who carry knives are 'cool'.
- Older people think most young people carry weapons.
- You should be able to buy a knife before you are 18.
- Air rifles are harmless toys.
- Having to have a licence for a shotgun is silly.
- Young people worry about the number of their peers who carry weapons.

Then divide the class into small groups and distribute one of the three law fact /scenario sheets (1.d, 1.e, 1.f) to each group. Allow ten minutes to read the contents and consider the scenario questions. Each group should appoint a spokesperson to provide feedback to the class.



## 1d. Law fact sheet - knives

### Why carry a knife?

Statistically you're more likely to be wounded if you're carrying a knife.

- In the UK it isn't illegal to own a knife, but used in a threatening way, any knife becomes an offensive weapon.
- However the law has decided that flick knives, butterfly knives and disguised knives are prohibited and totally illegal.
- New guidelines for police brought in June 2008 mean that anyone aged 16 or over who carries a knife can be prosecuted.
- It's illegal to buy any knife if you're under 18
- It's an offence to carry any knife in a public place.
  - An exception to this would be a penknife where the blade is less than 3.5 inches and can be folded in and out of the handle without locking
  - Also it's legal to have a knife in public if you need it for your work (e.g. if you're a chef or a carpenter), if you have it for religious reasons (i.e. a Sikh kirpan), or part of a national costume - Scottish 'skean duh' knife
- If caught, you could face two year's imprisonment and a £5,000 fine.
- The maximum sentence for carrying a knife has increased from 2 years to 4 years.
- If you injure someone or use a knife to commit a crime the penalties could be far worse.

### 1d. Scenario

Your friend has told you that they carry a kitchen knife with a six-inch blade and told you not to tell anyone else.

1. How would you feel knowing this information?
2. Would you share this information with anybody?
3. How would you respond to your friend?



## 1e. Law Fact Sheet - Guns

### Why carry a gun?

In the UK, the laws on guns are strict and they're getting tougher. Never carry a gun or knife 'just in case'. If the police find them, you'll be in trouble. And statistically you're more likely to be shot if you're carrying a gun.

### The law on guns

- You need a licence to own a gun - there are strict restrictions on getting one.
- Two adults must vouch to the police that you're responsible enough to own a gun.
- If you're aged 14-17 you can use an airgun, which is a gun that does not use bullets, at a gun club or on private property if you have permission.
- If you're over 17 you can buy airguns and ammunition as long as the gun is under the UK legal limit of 12ft.lbs muzzle energy for rifles and 6ft.lbs muzzle energy for pistols.

## 1e. Scenario

You are at your friend's house and they tell you that they have a shotgun in a cupboard under the stairs.

1. How would you feel knowing this information?
2. Would you share this information with anybody?
3. How would you respond to your friend?



## 1f. Law Fact Sheet - Other weapons

### Why carry other items as weapons?

It's obvious that guns and knives are offensive weapons, but what about other items? In much the same way as a knife or gun might be turned on you the same applies to any other implement used as a weapon. If you play pool and use a cue to assault someone the cue becomes an offensive weapon. Well, it's as simple as this - any item that you use to cause injury is considered a weapon.

If you are stopped by police while carrying something fitting that description, be it a plank of wood, a baseball bat or whatever, it will be up to you to prove that you don't intend to use it to cause harm.

- Claiming that you're carrying a weapon in public for someone else is no excuse.
- Should you be arrested, and found guilty of carrying an offensive weapon in public, you could face a fine, imprisonment, or both.
- If you're found guilty of grievous bodily harm you could face life imprisonment.
- If you're found guilty of manslaughter, attempted murder or murder, your punishment could also be life imprisonment.

## 1f. Scenario C

Your friend has told you that he has been given a snooker ball in a sock by a friend to look after.

1. How would you feel knowing this information?
2. Would you share this information with anybody?
3. How would you respond to your friend?



The teacher leads the class discussion by requesting answers to the following:

1. How would you feel knowing this information?
2. Would you share this information with anybody?
3. How would you respond to your friend?

The teacher continues with the following additional questions and must emphasise the law regarding weapons. This is one of the key issues of this exercise.

4. What would you do in response to the three statements?
5. Would you be able to keep information revealed in each scenario a secret?
6. What advice would you give your friend in each case?
7. How would you feel if someone was injured?
8. How might your decisions be influenced by what the law says?
9. Should any of the scenario situations become matters for the police?

### **The teacher can provide tips to pupils about handing in weapons to the police**

If you have a weapon and are considering handing it in to the police, here are the tips and facts:

- Look out for weapons amnesties, in which you can hand in an offensive weapon without risk of prosecution.
- Whatever the reason you have an offensive weapon, police advice is to contact your local station to arrange to hand it in.
- If you find a gun or a flick knife, police advice is not to touch it, but to report it to the police either in person or over the phone.
- If you have any concerns relating to weapons and crime you can call Crimestoppers anonymously on 0800 555 111.

**2. Keeping Yourself Safe** - Working in small groups list suggestions to help young people keep safe in relation to knife incidents. Use the knife safety leaflet (2a) for pupils to assess another group's work.

### **KNIFE SAFETY LEAFLET**

**The following tips are suggested for helping young people to keep safe:**

- If you meet or if someone approaches you and you think there's a chance they could be carrying a knife, walk away.
- Don't think that you can talk to them to persuade them not to use it.
- Don't think that you can reason with them, just walk away and tell an adult.
- If you suspect that anyone you know is carrying a knife then it is important to tell a trusted adult.
- It's illegal for anyone under 18 to carry a knife.
- Don't be tempted to carry a knife even if you think you need it for protection.
- If you're being bullied or are feeling threatened, tell an adult your concerns.
- Most children who carry knives do it because they are scared. This is not a good idea.
- If there are people and places that scare you, it is best to avoid them.



In small groups create a role-play suitable for younger pupils to be performed in a class or year group assembly. Create a situation where a teenager is confronted and threatened by a person with a knife. Use three characters in your sketch - the attacker with a knife, the frightened victim and an observer, who relates the storyline to the audience of younger pupils. Use the tips listed in the Knife Safety Leaflet to provide ideas for the role-play.

**3 Metal detectors and body scanners** - The teacher points out that the class has become the school council. The head teacher has recently heard rumours that knives are being carried into school. Finding ways of keeping pupils safe is always important.

Either, the teacher reads out the scanner report from the PowerPoint (3.a) or, copies are provided (3.b) for the pupils who have become the representatives on the school council.

### SCANNER REPORT

(To be discussed at a meeting of the school council)

Metal detectors are a familiar site at airports, football matches, concerts, nightclubs and museums.

- Scanners quickly identify persons carrying hidden knives or weapons.
- Many schools are beginning to use metal detectors but this can be controversial.
- Some believe their use in schools is a good way of tackling knife crime, but many teachers and MPs see them as a threat to civil rights.
- The argument looks set to continue for a long time but metal detectors in schools have been common in the United States for many years, supervised by security guards and teachers.
- Other technology that can help detect weapons includes CCTV systems.
- Many schools have found that CCTV has led to many other improvements including;
  - reduction in violence
  - reduction in vandalism & graffiti
  - reduction in pupils carrying drugs and weapons to school
  - reduction in theft
  - general improvement in pupil behaviour

Divide the class into small groups, to discuss the suitability of using metal detectors and body scanners in their school. Provide each group with a piece of flipchart paper and pen. Ask the pupils to discuss and list the advantages and disadvantages of scanners and present a final verdict to the head teacher. Feedback the group results to the whole class.

**4. Consider the impact** - The teacher asks the pupils the introductory question 'How many of you carry a knife?' Then show the pupils the Mori Survey ppt. (4.a. slide 2)

MORI Survey:

- 29% of secondary school pupils carry knives
- 57% of excluded pupils regularly carry knives
- Hospitals report a rise in 'stab wounds' mostly amongst young males.

Ask the class; are these results what you would have expected? Justify your answers.



Divide the class into pairs. Ask them to consider why they think some pupils choose to carry a knife? Pupils may record their responses on post it notes. The teacher can gather pupils' comments together and feedback to class. Then display the PowerPoint Mori survey PPT (4.a. slide 3) which identifies the following:

**Reasons pupils give for using knives:**

- fear and/or self-protection/defence.
- to steal,
- harass and intimidate
- for 'kicks'
- peer pressure.
- to get 'Respect' and status

Ask the pupils as pairs to join to make small groups. Distribute a set of effects cards (4b) to each group. The words on the cards identify the feelings, emotions, effects and consequences of people who have been affected by an incident related to the use of weapons.

Ask the groups to sort the words and phrases under the correct heading - Physical, Psychological, Emotional and Wider Effects. The teacher should confirm that they have sorted the words/phrases correctly using 4.a. slides 4-7.

**Physical**

- Death
- Scarring
- Can't sleep
- Exhaustion
- Lose interest in things
- Health problems
- Drinking or drugs
- Over or under eating
- Physical symptoms of anxiety

**Psychological**

- Can't concentrate
- Flashbacks
- Nightmares
- Forgetfulness
- Fear
- Distrust
- Nervy
- Panic attacks



### Emotional responses

- Anxiety
- Sadness
- Guilt
- If only....
- Feeling numb
- Shame
- Anger
- Fear
- Grief
- Tearful

### Wider effects:

- Community feuding
- Family breakdown
- Revenge response
- Increase in police stop and search
- Community gets a bad name
- Community fear
- Increased need for support through schools

The teacher then distributes copies of the news report (4.c.) about a fatal stabbing in Green Park to each of the groups.

#### ***"Boy, 10, fatally stabbed playing football"***

*Earlier today three friends, aged ten, were playing happily in Green Park. As well as playing on the swings and climbing frame they were also playing football.*

*It appears that two teenagers aged about sixteen, entered the park and started to tease the younger children and threatened to steal their football.*

*Then one of the teenagers took the football and started kicking it about with his friend. It seems that the biggest of the three ten year olds shouted abuse at the teenagers; at which point, one of them took a knife from his pocket and stabbed the youngster several times in front of everybody. The incident was witnessed by an elderly gentleman sitting some distance away and a young mother who was pushing a pram past the park.*

*After the stabbing, the teenagers immediately disappeared into the nearby housing estate.*

*The young mother called 999 and the emergency services arrived within a few minutes. However, sadly, the young boy was pronounced dead at the scene. The police are investigating and appealing for further information.*



The teacher should allocate to the groups the various people who have been affected (4.d.). Give each group a piece of flip chart paper and pen to draw a mind map illustrating the effects and feelings of the person affected.

- The victim's friends
- The elderly gentleman and the young mother
- The teenager who stabbed the victim
- The innocent teenager
- The paramedic
- The police officer
- The victim's teenage sister
- The victim's parents
- The victim's teachers

**5. What is 'risk'?** Write the following question on the board "*What might happen if you take a risk?*" Board blast and discuss the pupils' ideas. Summarise their ideas by stating that "taking a risk might lead to loss or injury".

Ask the class if they agree with this statement. Then ask the whole class to consider the definition of "taking a risk". After class discussion, display the definition card (5.b) or PowerPoint (5.a. slide 1). Taking a risk is; 'an action without regard to the possibility of the danger involved'. Ask the whole class to think of other words for risk e.g. chance, danger, gamble, hazard, possibility, dare, expose to danger, peril. Display the risk cards (5.c.) or PowerPoint (5.a. slide 2)

**6. Identifying risks** - Divide the class in to pairs and ask each pair to identify instances where they might have placed themselves 'at risk'.

*N.B. This activity may lead to the disclosure of sensitive information from a pupil. If this should occur please refer to your school confidentiality policy for guidance of what support to offer and the appropriate steps to take.*

Write their agreed example on a post it note and place it on the board under one of the following headings (6.a):

- High risk situation
- Medium risk situation
- Low risk situation

Having discussed the pupils' examples move on to the following scenarios. Provide each group with a set of diamond nine cards as below (6.b)

- Lighting a fire
- Stepping from behind a parked car
- Carrying a penknife
- Accepting a lift in a car
- Using a computer
- A gang drinking alcohol on the street corner
- Using a mobile phone while out and about
- Walking alone through town at night
- Off road biking



In groups, discuss and place the cards in order, to show the degree of risk by placing the high risk situations at the top of the diamond and grading them to low risk situations at the bottom of the diamond. Ask each group to feedback to the class as a whole and agree a whole class order.

**7. Reducing the risk** - Invite each group to choose 2 scenarios from the diamond nines and for each one undertake a risk assessment using the risk assessment form provided (7.a or 7.b). An exemplar has been completed on the form for you. This activity encourages the pupils to consider the likelihood and severity of risks and the potential to reduce risks. Guide the class through the risk assessment pro-forma using the PowerPoint (7.c.) before completing the exercise.

After finishing the risk assessment of the scenarios discuss the value of using such a system to assess their own lifestyle. Using one of the personal examples they provided initially, ask them to complete number three on the risk assessment form. (7.a or 7.b) Class feedback and discuss whether the process might be of value to them later in life.

At the end of this exercise, use the class plenary session to consider this summary question, "Why are teenagers at greater risk of loss or injury than older members of their family or community?"

Review the main messages delivered by the School Community Police Officer in the "Why Weapons" lesson and note that carrying weapons can lead to tragic consequences for the individuals involved and their families.

**8. Gangs and young people** - Introduce the topic of 'Gangs'. Refer to local media examples where possible. In a whole class ask the pupils; what is a gang? Note down the ideas of the pupils on the board.

Divide the class into four groups and provide each one with a piece of flip chart paper on which you have written one of the following:

- Why do young people want to be in a gang?
- What are the positive things about belonging to a gang?
- What are the negative things about being in a gang?
- What is the difference between a group and a gang?

Give pupils two to three minutes to write down their responses and then move the flip chart papers on to the next group in a carousel fashion.

Some of the things the pupils may consider are:

belonging to something, feeling grown up/adult, friendship, peer pressure, feeling safe, fashion, music, jewellery, the area you live in/postcode, your patch/territory, image, respect, being cool, media, fear, loyalty, take on a group identity, feel left out, don't fit in with family, threatened

After all the groups have completed their tasks ask each group spokesperson to feedback to the class and discuss the points raised.

Choose a pupil to read the following message (8.a) to the class to prompt discussion. Provide one copy per group.



I want to talk to you about gangs.

Gangs are not new. They have always been around. You may have heard your parents and grandparents talking about mods, rockers and teddy boys when they were younger and there is evidence of gangs being around in Roman times and throughout history! If you watch telly you will have seen lots of 'bloods' and 'crips' in American T.V.

So how do you know if someone is in a gang? It might be because of the jewellery or a hoodie or something. But if you wear something like that does it always mean you are part of a gang?

'Gang' is such a negative word. But your parents will always tell you to stay with your friends and never go out alone. Then, you find that when you do hang out with your friends, older people get scared and they assume that you are causing trouble. So what's a kid to do?

Ask the pupils to discuss the following in their groups:

- How could a group of young people make sure a passer-by is not scared of them?  
*(Consider body language e.g. stance, non verbal communication e.g. eye contact etc)*
- What could they do differently? *(e.g. not blocking pavement, smile, being polite, small groups, reducing noise etc.)*
- If people accuse the gang of causing trouble what would you say to reassure the accusers?

Ask the spokesperson to feed back to the whole class and map the answers on the board. This could be developed as a discussion about the rights of young people and the rights of other members of the community.

