**An increase in knife crime**

There has recently been a spate of violence across London and knife crime among young people is on the rise in the UK. The reasons behind this are complex. Would learners know how to react if they were concerned someone they knew was carrying a knife, or if they witnessed someone being stabbed?

These activities will explore the different aspects of knife crime, from ways to avoid conflict to first aid for someone with a heavy bleed.

Please be sensitive to the personal experiences that some learners may have of this subject, and suggest that they do not take part in the discussion if this subject is too upsetting for them.

**Suggested age range:** 11–16
**Curriculum links:** PSHE

## Avoiding knives

Invite learners to imagine the following scenario:

You’re at a friend’s house, just about to leave together. Your friend says something to suggest there could be trouble where you are going. He quietly removes a kitchen knife from a drawer as you leave and slips it into his pocket. You ask, “What’s that for?” He says, “Protection.” What do you do next?

Divide learners into pairs and ask them to come up with ideas. What would be the best things to say or do? Why? What might be unhelpful?

Discuss as a group, comparing ideas. (Educators may find the information [here](https://www.met.police.uk/crime-prevention/stop-knife-crime/someone-i-know-needs-help/) helpful.) Welcome and discuss all ideas.

Ask learners who they could talk to if they were concerned.

*Extension activity:* Learners could create posters with guidance of what to do and who to speak to if there are concerns about someone. These posters could be displayed around the school.

## Intervention

Would learners know how to react if they found themselves in a tense situation that seemed to be getting more threatening?

Ask learners (in pairs or small groups) to come up with a realistic conflict scenario they could face in their everyday lives.

Then ask them to consider the following:

* Is there anything they could do to help take the heat out of this situation?
* What kinds of things should they consider first?
* What kinds of things could be helpful to say?
* How should they behave?
* What would not be helpful to do or say?

If time, learners could practise this as a role-play scenario, taking it in turns to try defusing the conflict.

Come together as a group and compare ideas. Ensure that learners understand the importance of putting their own safety first, avoiding conflict and getting help if needed.

If you wish to explore this further, visit our teacher briefing on [defusing conflict](https://www.redcross.org.uk/get-involved/teaching-resources/defusing-conflict).

## First aid

If you are ever with someone who is bleeding heavily, you need to act fast.

Divide the class into pairs or small groups. Give each group a set of the [photos](https://www.redcross.org.uk/-/media/documents/get-involved/teaching-resources/an-increase-in-knife-crime---first-aid-photo-activity.docx). Ask them to discuss in their groups what is happening in each photo and to put them in the correct order.

Discuss and compare ideas with the class. As you discuss, display the [Powerpoint](https://www.redcross.org.uk/-/media/documents/get-involved/teaching-resources/powerpoint---an-increase-in-knife-crime.pptx) with the images.

**Slide 2:** How would you recognise the person needs help?

* Blood is flowing from a wound (and it’s too big for a plaster).

**Slide 3:** Apply pressure to the wound.

* This will stop or slow the flow of blood. This will help the blood clot and stop the bleeding.

Invite learners to suggest what they could use to apply pressure to the wound. Welcome creativity.

* They could use their hand, a T-shirt, a scarf, a towel – anything that could be put over the wound.

**Slide 4:** What information will they be asked for when they call 999?

* Which service do you require?
* Where are you (including the area or postcode)?
* Exactly what has happened?
* Further information about the injured person, such as: how old are they? Are they breathing? Are they responsive?

**Slide 5:** What should you do while you wait for help to arrive?

* Continue to apply pressure on the wound until help arrives.
* Reassure the person.
* If they are cold, you could wrap them in a blanket to keep them warm.

**Slide 6:** Help arrives.

**Slide 7:** Summary:

1. Put pressure on the wound.

2. Call 999 as soon as possible, or get someone else to do it.

3. Keep pressure on the wound until help arrives.

Remind learners that this is an important life skill that could help them save a life one day.

Educators may wish to view the [FAQs](http://firstaidforyoung.blob.core.windows.net/media/2033/educator-skill-guide_2016_f.pdf) on a heavy bleed here.

If you wish to explore this skill or any other first aid skills, visit the [First aid learning for young people](http://firstaidlearningforyoungpeople.redcross.org.uk/) online resource.