



Home Office



**Lesson plan for key stage 3 and 4**

**\_#knifefree**

**PSHE**  
Association

# LESSON: [\\_#knifefree](#) role models

This lesson has been designed as an extension to the pre-existing knife free lessons, adaptable for both key stage 3 and key stage 4 students. It explores the importance of role models and wider support networks in relation to choosing, and maintaining, a knife free lifestyle. It also explores how young people themselves can act as role models and provide sources of support for their peers.

## Learning objective

We are learning:

- About the influence of role models on young people's attitudes, decisions and behaviour

## Learning outcomes

By the end of the lesson, students will be able to:

- Describe how people learn what is appropriate behaviour from others' actions
- Evaluate the benefits of having a positive role model and the challenges of having a negative role model
- Explain the value in behaving as a strong role model to others

## Resources required

- Box or envelope for anonymous questions
- Resource 1: Role model timeline [Key stage 4 support option]
- Resource 2: Role model card sort
- Resource 3: Negative role model scenarios
- Resource 3: Head, heart, hands [Key stage 3 only]

## Lesson summary

Activity	Description	Timing
_1 Baseline assessment	For KS3: Students create a mind-map reflecting on what makes someone a good role model  For KS4: Students complete a mind-map reflecting on what factors influence a person's choice of role model	10min
_2 Evaluating influences	In groups, students evaluate role models to decide to what extent they are positive or negative influences	10min
_3 Responding to others	For KS3: Students complete a head, heart hands activity reflecting on how it might feel to follow a negative role model  For KS4: Students develop exit strategies for managing situations with a negative role model	15min
_4 Video case studies	Students watch Dean's story and respond to key questions about his experience	10min
_5 Personal reflection	Students privately reflect on what makes them a good role model for others	5min
_6 Endpoint assessment	Students revisit their baseline assessment and make amendments to demonstrate what they have learnt.	5min
_7 Signposting support	Encourage students to write anonymous questions or comments and signpost further sources of support	5min



## Climate for learning

- Make sure you are familiar with the school's safeguarding policy
- Consider any sensitivities and prior knowledge about specific students' circumstances. Prior notice that this issue will be covered may be advisable. Notice should be given to pastoral and other relevant staff
- Local and national support groups or helplines should be signposted
- Invite students to write down any questions they have anonymously at any time, and collect them in using an anonymous question box or envelope, which should be accessible both in and after every lesson
- Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as not disclosing personal stories and not making assumptions about others

## Key words

Knife crime, role model, support network, qualities, attributes, influence

## Introduction

5min

Revisit or negotiate ground rules and remind students of the importance of respecting each other's ideas and opinions. Draw attention to the anonymous question box and remind them that they can submit questions at any time during or after the lesson. Ensure that these questions are revisited at the end of the lesson or in the subsequent lesson.

Share the learning objectives and outcomes with students. Explain that today they will be thinking about the importance of role models in influencing people's behaviour, including helping someone to become knife free.

## Baseline assessment activity

10min

**For KS3 students:** Ask students to create a mind-map focusing on the question 'What makes someone a good role model?'. Students could be encouraged to write down qualities of a good role model, people they consider to be role models, or words they associate with being a role model.

**For KS4 students:** Ask students to create a mind-map focusing on the question 'What factors influence a person's choice of role model?' Students may need to be prompted to think about how and when someone might look up to different people throughout their lives.

**Support:** Students could use Resource 1: *Role model timeline* responding to key questions about how role models change over different times in a person's life to support their thinking.

Take initial feedback from each activity to help gauge students' current understanding of the importance and influence of role models in people's lives.

## Evaluating influences

10min

In groups, hand students Resource 2: *Role models card sort*. Ask students to organise the cards from the most positive role model to the least positive role model. They could also be encouraged to annotate around the cards with positive and negative features of each role model.

Take feedback, highlighting key learning that:

People who encourage others to do dangerous or risky things, or things they do not want to do, are not good role models or friends. There are effective ways to bring about change (such as Tyrone) that do not involve aggressive behaviour (such as Mike). Although students may have varying opinions, Sara, Carly, JD and Tyrone are likely to be identified as more positive role models, while Harvinder, George, Mike and Vlera are less good role models.

Give each group one of the scenarios from Resource 3: *Negative role model scenarios* to read and discuss the key questions related to their scenario.

**For KS3 students:** Ask students to complete Resource 4: *Head, heart, hands*, reflecting on what it feels like to be under the influence of a negative role model and how someone might begin to turn away from a negative role model through their thoughts and actions.

**Challenge:** Students could also complete the 'mouth' and 'boot' questions on Resource 4. Take feedback from each group, highlighting key similarities in the thoughts, feelings and actions students have identified across the scenarios.

**For KS4 students:**

Ask students to suggest possible exit strategies for how each character could manage the situation with a negative role model, both in the moment and continuing into the future:

- What could they say or do in this situation?
- What could they say or do in the following days?
- What could they do long term to avoid the influence of the negative role model?

**Challenge:** Encourage the students to write advice to the character summarising how they can effectively manage the influence of this negative role model.

During feedback, ensure it is clear to students that even though turning away from a negative role model can be challenging, it is important to recognise their own value and to protect themselves from damaging influences.

**Video case study**

As a class, watch Dean's story [www.knifefree.co.uk/story/\\_dean](http://www.knifefree.co.uk/story/_dean) which focuses on how Dean was able to change his life because of the advice and guidance provided by role model James.

Ask students to discuss in pairs the following questions:

1. What made Dean see James as a role model?
2. What characteristics of being a strong role model is Dean now showing?
3. When do you think the turning point was for Dean's life? Why?
4. What benefits might Dean experience from being a role model to others?

Take feedback from students, and emphasise the key learning that:

1. Dean recognised that James had been through similar problems, had a shared interest in music, James helped give Dean a purpose, and to put into words how he was feeling.
2. Dean is now feeling empowered, focused on the future, he is determined and creative, willing to respond to feedback, sharing his own experiences and successes.
3. Students may have varying ideas, but they may identify: Dean getting caught with the knife, when Dean met James, Dean becoming a rapper, Dean realising he can be a role model for someone else.
4. Dean might be able to save someone else from a life of knife crime, might feel more of a sense of purpose, pride and empowerment through helping others, will be able to talk about and share his own experiences wider, can give back to his own community.

## Personal reflection

5min

Ask students to individually reflect on the following questions:

- In what ways could you be (or are already) a positive role model for others?
- What are the benefits of providing a positive role model for younger people?

Students could be encouraged to think about their relationships with siblings, with students in other year groups in the school or with younger members of sports teams or youth groups. Ask students to write down their reflections in their exercise books, however as this is a personal reflection they should not be encouraged to share their answers verbally.

You may want to emphasise the value of taking on formal opportunities to act as a role model (such as peer mentors, school prefects, team captain of a sports team, etc.) for students' national record of achievement and curriculum vitae.

## Endpoint assessment

5min

Ask students to revisit their mind-map from the start of the lesson and to add any new ideas, or edit their initial ideas, based on today's learning. Students could think about any additional qualities or influences that are specifically relevant to a knifefree role model.

## Signposting support

5min

Ensure that you display places where young people can go to access further information and support, explaining how each can help them. This should include their local community (e.g. friends, family, youth groups), support available in school (their tutor, head of year or a school counsellor) and local / national organisations:

- Childline – 0800 1111 [www.childline.org.uk](http://www.childline.org.uk) - to find support and advice for young people about a range of issues
- #knifefree - [www.knifefree.co.uk](http://www.knifefree.co.uk) - to find out more about the campaign and for more information on how to live knife free
- Fearless (crime stoppers) – [www.fearless.org](http://www.fearless.org) - a way to anonymously report crime
- Victim support – [www.victimsupport.org.uk](http://www.victimsupport.org.uk) - support for anyone who has been a victim of crime

## Extension Activity

#knifefree job advert

Ask students to create a 'job advert' for an ideal knife free role model. This should include:

Describing the job:

- What does a knife free role model need to be able to do?
- What are the benefits of doing the job?

Describing the ideal role model:

- What qualities would a knife free role model need to have?
- What past experiences might they have had?