



KNIFE ANGEL
LANCASHIRE

NATIONAL MONUMENT AGAINST VIOLENCE AND AGGRESSION

THE KNIFE ANGEL

The Knife Angel is the National Monument Against Violence and Aggression, an 8-metre tall sculpture made by the British Ironwork Centre from over 100 000 knives which have been seized by the police and taken out of circulation.

It was created specifically as a focus for education and events highlighting both the negative effects of violent behaviour and our critical need for social change. The Knife Angel has already toured a number of UK towns and cities, making a significant impact at grass roots level. It has not previously been to Lancashire. It is much more than just a sculpture, and its presence provides an opportunity for youth and community groups to consider issues such as resolving conflict, forgiveness and restoration, the impact of trauma and harm, building resilience as well as why use knives?



The Knife Angel in Birmingham

For more information about the Knife Angel and details of how it was created go to:
<https://www.britishironworkcentre.co.uk/show-areas/the-knife-angel-official>

YOUTH AND COMMUNITY WORKSHOP GUIDES

These Guides have been developed by the Lancashire Violence Reduction Network to help Youth and Community Groups make the most of a visit to see the Knife Angel Sculpture. They are only intended as initial discussion starters and it is anticipated that Groups will continue to consider these topics in future sessions after the Knife Angel has left Lancashire.

We recognise that the issues and topics covered in the sessions are important and believe they play a key part in developing resilient communities where everyone can feel safe and secure.

Each Guide is designed to be for a 1-hour session. Depending on the size of the Group you may wish to work as a single group or in tables or smaller groups.

The Guide suggests equipment/resources that may be useful in making the workshop more interactive and engaging. Session leaders can use other or additional resources that they feel may be more applicable to their group.

At the end of the session it may be helpful to take photographs of the work that the group have completed, as well as taking the sheets, post-it-notes etc with you. You can use this as a reminder of the session, as a starting point for further follow up sessions and to share back with other members of the group who may not have been able to attend.

When leading these sessions please be aware that some of the people in the group may be impacted or have been affected in the past by the issues that will be raised and discussed. We recommend that there should always be an option for people to take a break and/or leave the session and if possible support to be available during the session for anyone who may need help and assistance.



YOUTH AND COMMUNITY WORKSHOP GUIDE

WHY KNIVES?

PURPOSE OF SESSION:

- Explore the reasons why some people will choose to carry a knife.
- Understand the dangers of carrying a knife
- Consider if carrying a knife actually makes sense

RESOURCES:

The following resources may be helpful to have available for this session:

- Flip Chart stand
- Flip Chart paper and pens
- Post-it-notes
- Pens/Pencils

INTRODUCTIONS:

5 mins

If the Group is new or recently formed you may wish to use a well tried introduction such as share one unusual fact about yourself or describe the worst holiday moment you have had – otherwise if the Group know each other well move straight to Part 1.

PART 1

10 mins

What was your first reaction when you saw the Knife Angel Sculpture?

Ensure that all of the group have an opportunity to respond. You may want to write up the responses on a flip chart so that everyone can see the range of reactions and views and which ones were shared by most people, which were different etc.

Has seeing the Knife Angel changed the way you view knives? If so how and why?

Not everyone may want to answer. Use the comments made to lead into a short discussion on what do people think a knife is – in the context of "knife crime", for example: what type of knives could you get stopped by the police for carrying?

[Reality Check – you can be stopped for carry ANY type of knife, including a penknife, retractable blade knife etc]

PART 2

20 mins

Why carry a knife anyway?

Ask the Group to write on a post-it-note the reasons they would carry a knife, or the reasons that they think other people would carry a knife. Use a separate post-it-note for each reason as you will be bringing the same/similar reasons together for the next activity.

You will have a number of reasons suggested. The questions below explore some of the more 'common' responses: "It makes you safer", "Everyone else carries one so I need to", "I need to for my reputation" - but you may wish to explore other response as well or instead of these and you can use the process below as a guide..

Take the post-it-notes for one of the reasons you are considering and put them into the top left-hand quarter of a large piece of paper, e.g. a sheet of flipchart paper. In the top right-hand quarter write in the responses to the following question, depending on which of the 'reasons' you have chosen to explore further:

How do you think carrying a knife makes you safer, or feel safer?

How do you know that "everyone else carries one"?

Who do you mean by everyone?

How do you think carrying a knife improves your reputation or how others see you?

When you have noted all the responses to the questions about the 'reasons' move onto Part 3

PART 3

15 mins

Referring to each of the 'reasons' explored in Part 2 and the sheets that you have with the "reasons" and why they are important work with the Group to think about the following and then record those on the bottom half of the sheets.

Using the more 'common' responses: "It makes you safer", "Everyone else carries one so I need to", "I need to for my reputation" as a guide:

What else could you do, or could others do to make you safer or feel safer?

Where are we getting the information that "everyone carries a knife" from? Where else can we look for information about positive lifestyles?

Who might be good role models and have a good reputation but don't need to carry a knife to achieve this?

PART 4 – SUMMING UP

10 mins

Allow sufficient time at the end of the session to "sum up" what the Group have discussed and to consider how they might present the issues in a way that will engage others.

For example it might be using the words and comments written on the post-it-notes and sheet to create a "word cloud" or a collage or it could be through a written piece, poem, song etc. If you have group members with artistic skills they may be able to represent the discussion through a piece of artwork.

You may want to have a questionnaire or run a short poll at the end to assess if people's views and ideas have changed as a result of the session or you want each person to sum up their view of the session in 3 words.