



**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

# PREVENTING VIOLENCE

### PURPOSE OF SESSION:

- How do we resolve conflicts in our families and communities?
- Explore how conflict can be resolved without violence?
- Explore if it is possible to prevent conflict occurring.

### RESOURCES & PREPARATION:

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
- Blu Tack or similar
- For Part 1: Prepare 6 flip chart sheets, each with one of the following headings – 'VIOLENCE', 'RAISED VOICES', 'ARGUING', 'DISCUSSION', 'IGNORING', OTHER

### INTRODUCTIONS:

5 mins

If the Group is new or recently formed you may wish to use a well-trying introduction such as share one unusual fact about yourself or describe your favourite food and why – otherwise if the Group know each other well move straight to Part 1.

### PART 1

15 mins

#### **How do members of the group personally deal with conflict when it happens?**

*Give the group a few minutes to think about this and then ask them to write their response/ responses on to post-it-notes – one on each note. Then invite the group to stick the post-it-notes on the 6 flip chart sheets that should be displayed around the room, thinking about which headings are the most relevant for their responses.*

*When the group have completed this make a note on the sheets of how many responses there are under each heading. Leave the sheets and post-it-notes in place as they will be used again later.*

*Look at which headings have the largest number of responses and ask the group if that is the best way to respond to conflict.*

*If the largest number are under the "Discussion" heading you may want to go straight to Part 3.*

### PART 2

20 mins

**All of the knives on the Knife Angel were either surrendered through Knife Bins or picked up by Police Officers and given to the British Ironworks for the Angel. Some of the knives arrived still showing evidence that they had been used and had to be sterilised before they could be added into the Angel.**

**Many of the knives were used to try and resolve conflicts. What other ways do you think that conflicts could be resolved in:**

- i) Communities?
- ii) Families?

*You may want to split the group into smaller groups to start this discussion. Give each group two pieces of paper – one for Communities and one for Families and ask them to write their thoughts on the sheets.*

*As they are sharing ideas and writing them down see if they can identify which of the 6 headings used in Part 1 they think the ideas would fit under.*

*If you have used a number of smaller groups, allow time at the end of this Part for each group to share some of the ideas they have discussed and which heading they would come*

*under. Does the rest of the group agree? Are the majority of ideas the same as the responses given in Part 1 about personal responses to conflict?*

### **PART 3**

**15 mins**

*The group have looked at personal responses to conflict, Part 1, and discussed ideas on how communities and families could respond to conflict without resorting to violence, Part 2, and now the session will look at how might this work in our community or our family.*

**Thinking about the ideas you shared in Part 2 – are there any existing processes, structures or arrangements in your community or school / college that are set up to resolve conflicts?**

**From the discussions in this session, do you think there are any changes that need to be made to improve these or any new approaches that need to be introduced?**

*It may be useful to write down any suggested changes or additions so that these can be fed back into communities, schools, etc as recommendations from the group*

### **PART 4 – SUMMING UP**

**5 mins**

*Allow sufficient time at the end of the session to "sum up" what the Group have discussed. You may want to allow time for the group to briefly re-visit Part 1 and think about if, as result of the discussions in the session, they would change the ways that they personally respond to conflict. If so encourage them to use post-it-notes to record their "new" response and place it on the relevant sheet. Let the group see how this has changed the number of responses under each heading – hopefully the "Discussion" heading will now have a few more post-it-notes!*