

SHARP

SIMULATION-BASED HOLISTIC APPROACH FOR REDUCING &
PREVENTING KNIFE VIOLENCE

SUMMARY

www.sharp-project.org



PARTNERS



The SHARP Programme is an initiative from the **Imperial College Centre for Engagement and Simulation Science (ICCESS)** currently funded by the Mayor's **Violence Reduction Unit (VRU)**.

Imperial College
London



The **Youth Endowment Fund** funded a feasibility study of the SHARP project in collaboration with our charity partners, the **Prince's Trust**, and **The Change Foundation**. The feasibility was independently evaluated by **Ipsos MORI**.



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PROJECT AIMS



We aim to work in partnership with young people to increase their understanding of the topic of knife violence and its impact on individuals and communities. We endeavour to support young people to make safe and informed choices that protect them from involvement in knife violence.

To do this, we seek to help young people develop new skills, including:

Impact

An increased understanding of the physical, emotional, and psychological impacts of knife violence

Response

An increased understanding of what to do if they witness a knife crime and how to respond safely

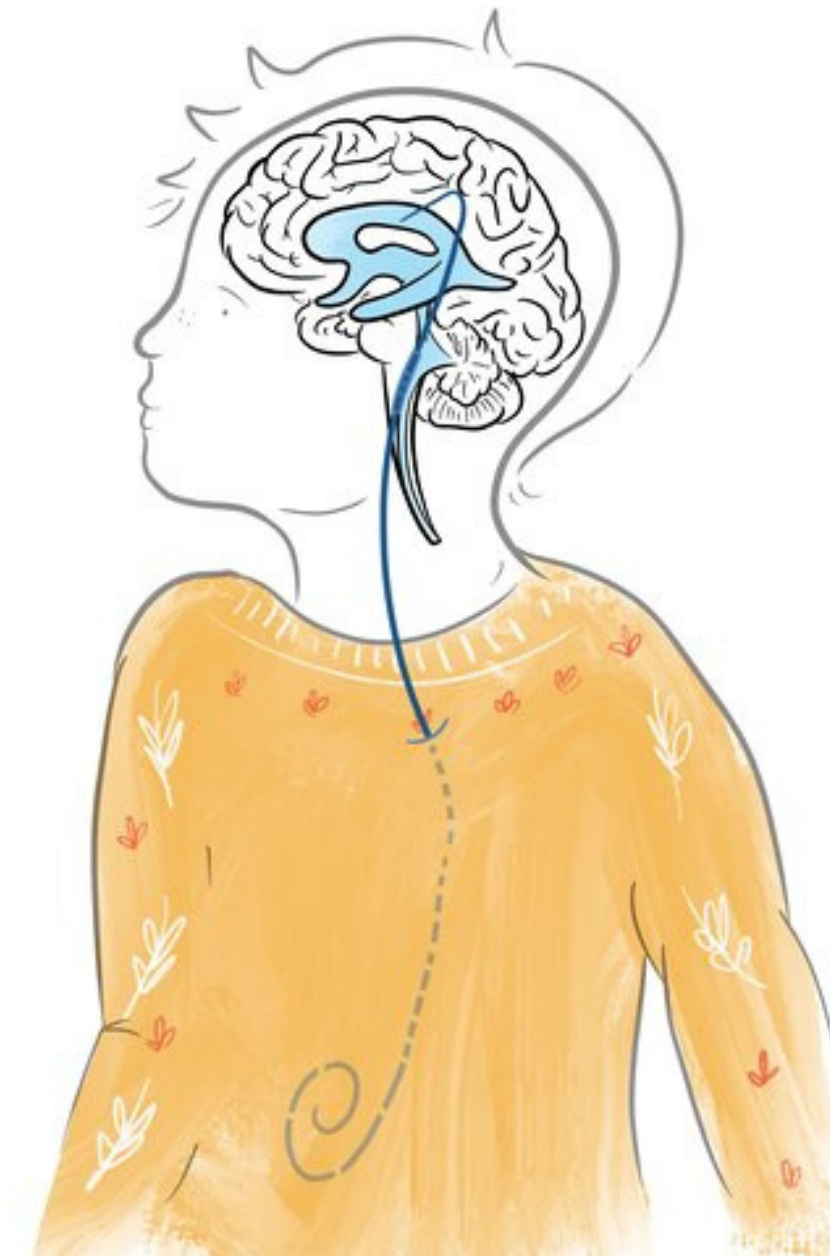
Explore

The ability to engage in peer support work that gives young people more confidence to explore alternatives to knife-carrying behaviour.

Knowledge

Knowledge of alternative curricular and extra-curricular activities available to them and increased involvement in community-based after school programmes

At the same time, we want to learn from young people, to understand their experiences and to better reflect their needs at a community, academic, and policy level.



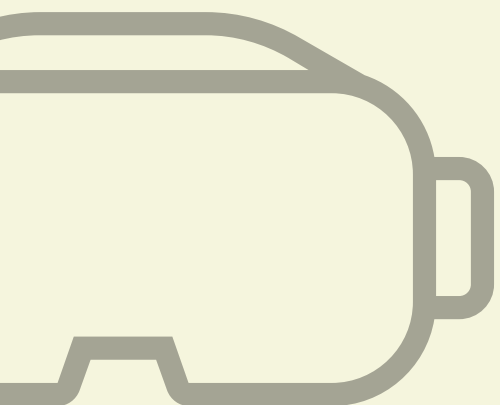
PHASE I



Phase 1 workshops combine state-of-the-art **Virtual Reality** simulation with **traditional drawings** and **collage-making** to inspire the students to address the challenging issue of knife violence and how it affects them in their daily lives.



The **VR immersive experience** is followed by a debrief session led by a **Surgeon**. Participants then move to the **art session** led by our **Medical Illustrator** who elicits emotional responses to the VR, exploring the understanding of knife violence and prevention. Phase 1 workshops typically last half a school day.



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PHASE II

The activities in Phase I are designed to cover all the core objectives of the programme. Phase II acts as a reaffirmation, consolidating learnings and providing sufficient intensity to achieve the learning outcomes.

Phase 2 workshops are a full school day, divided as follows:

Hands-On

Young People spend time with Surgeons, Paramedics and Nurses to gain a fuller understanding of each role

"Somebody"

Combining both the physical and the psychological aspects of knife violence in a performance with a textile body.

SqS™

We bring Adam's journey to life with a live Sequential Simulation or SqS™ consisting of real healthcare professionals and Simulated Patients (trained actors)

Young Ambassadors

A discussion about the "mental consequences" of knife violence from young ambassadors with real life experience.

Support Hub

Discussion and Exploration of support offered by local communities and our charity partners



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Reaching the Community

In addition to the school workshops, we have conducted extra workshops with The Change Foundation at the Harrow Club and Chelsea Football Club Academy

We took the opportunity to reach out to communities from deprived backgrounds through The Change Foundation and **The Harrow Club** as well as communities outside of the school environment like **Chelsea Football Club Academy**.

Press coverage: Imperial College Press and BBC News



PARTICIPANTS TESTIMONIES - PHASE I



The most important thing I learnt today was
how getting involved in an accident such as
knife crime had such a psychological effect

You have given me more reasons
to become what I want to be,
thank you ♥



The heart has gaps which shows how
empty he must've felt and the rock
is what happened and how hard it hit
him in life.

- If you ever see it
or experience it now I
know what to do

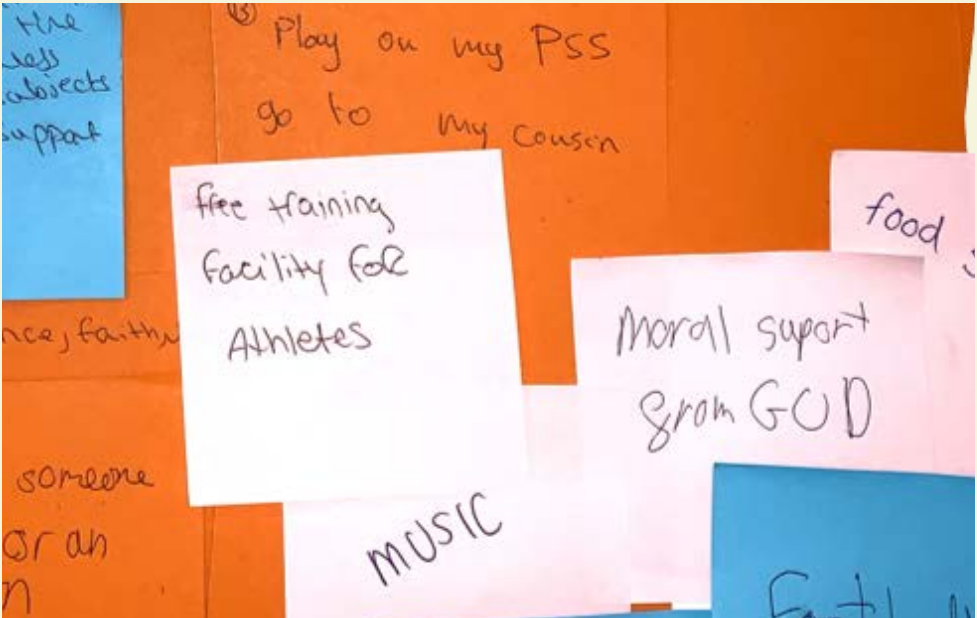
- How to be safe and call the
police



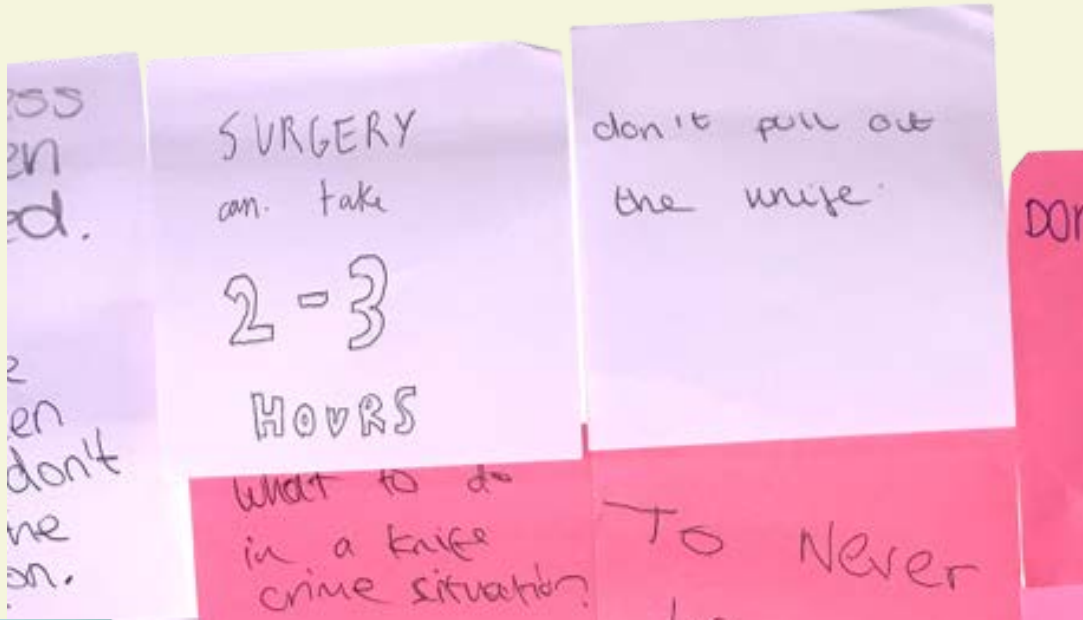
PARTICIPANTS TESTIMONIES - PHASE II



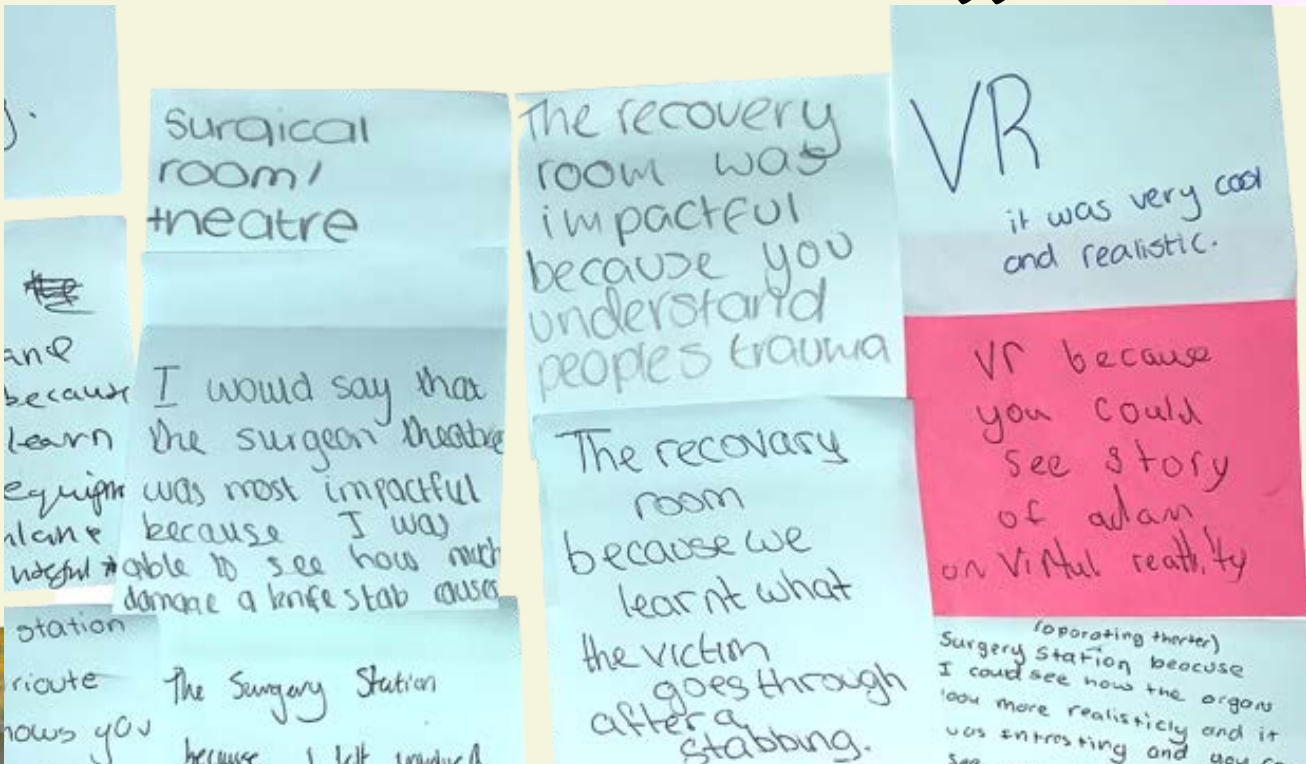
“ Who do you currently go to for **help, guidance** and **support**? ”



“ What other types of **support** would you like to have **available**? ”



“ Which **station** did you find **best** and why? ”



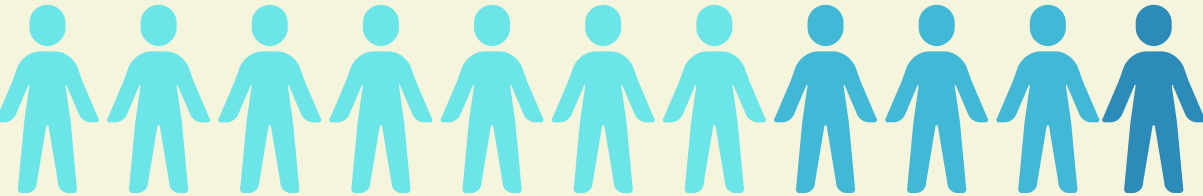
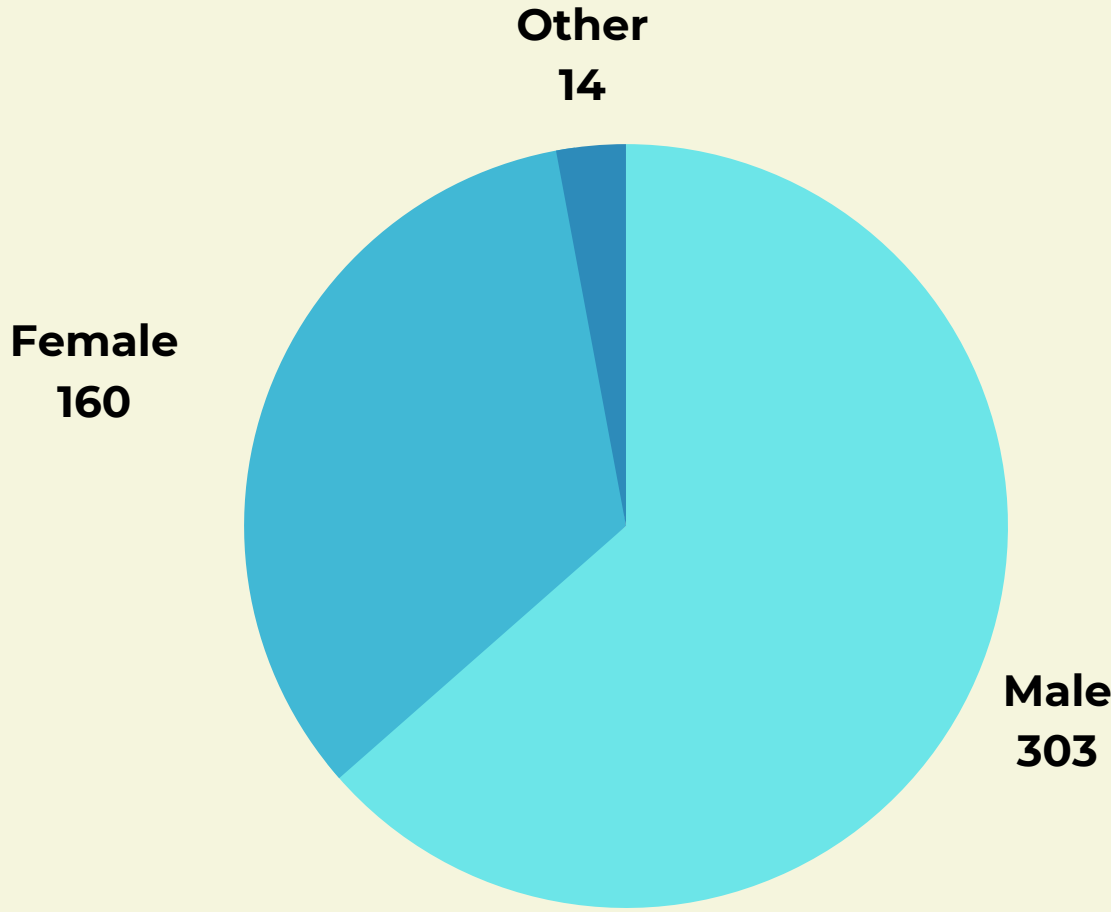
SCHOOLS & YOUTH CLUBS - 2021-23



PRELIMINARY INTERNAL DATA ANALYSIS



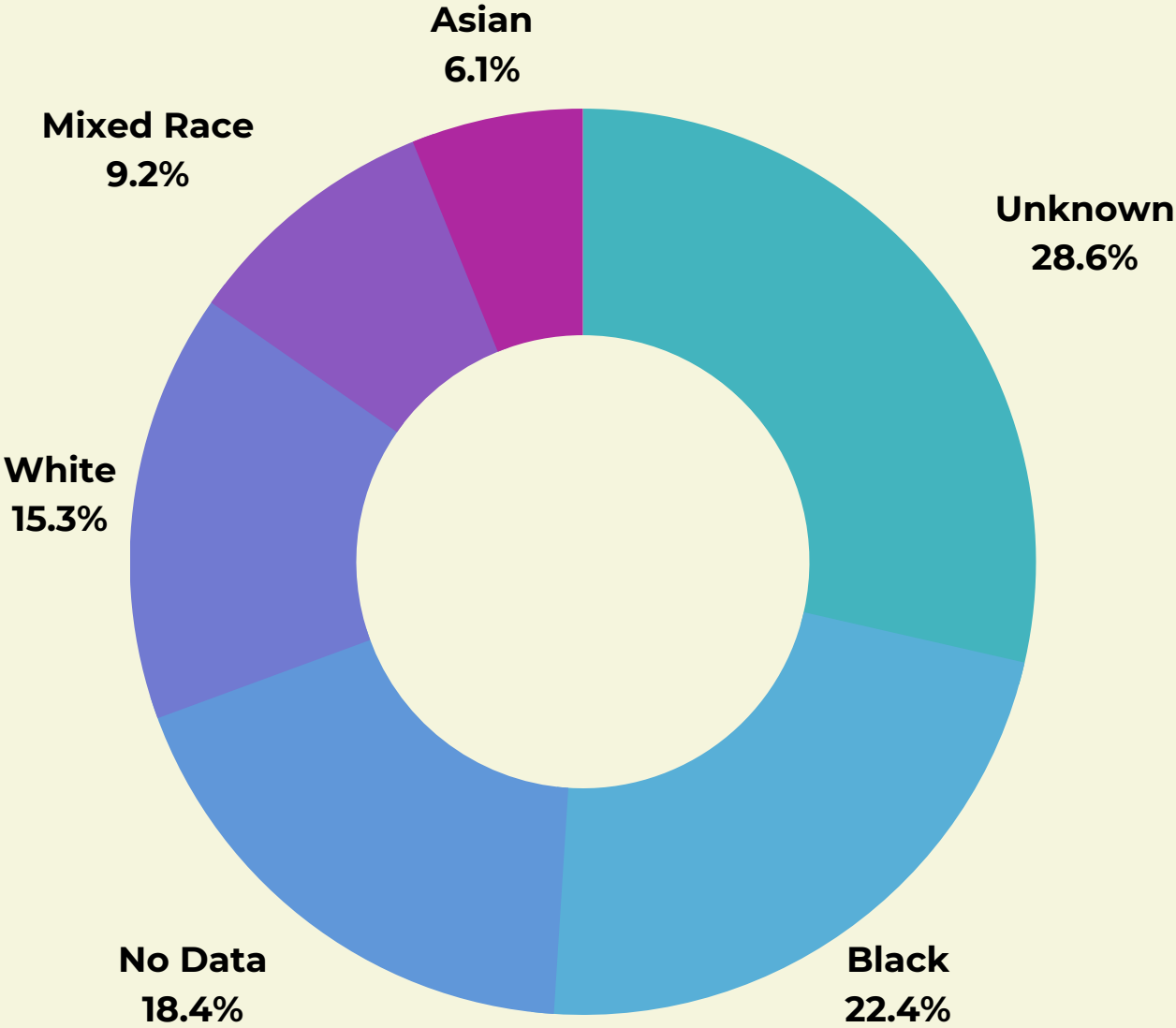
DEMOGRAPHIC



MEDIAN AGE: 13



ETHNICITY



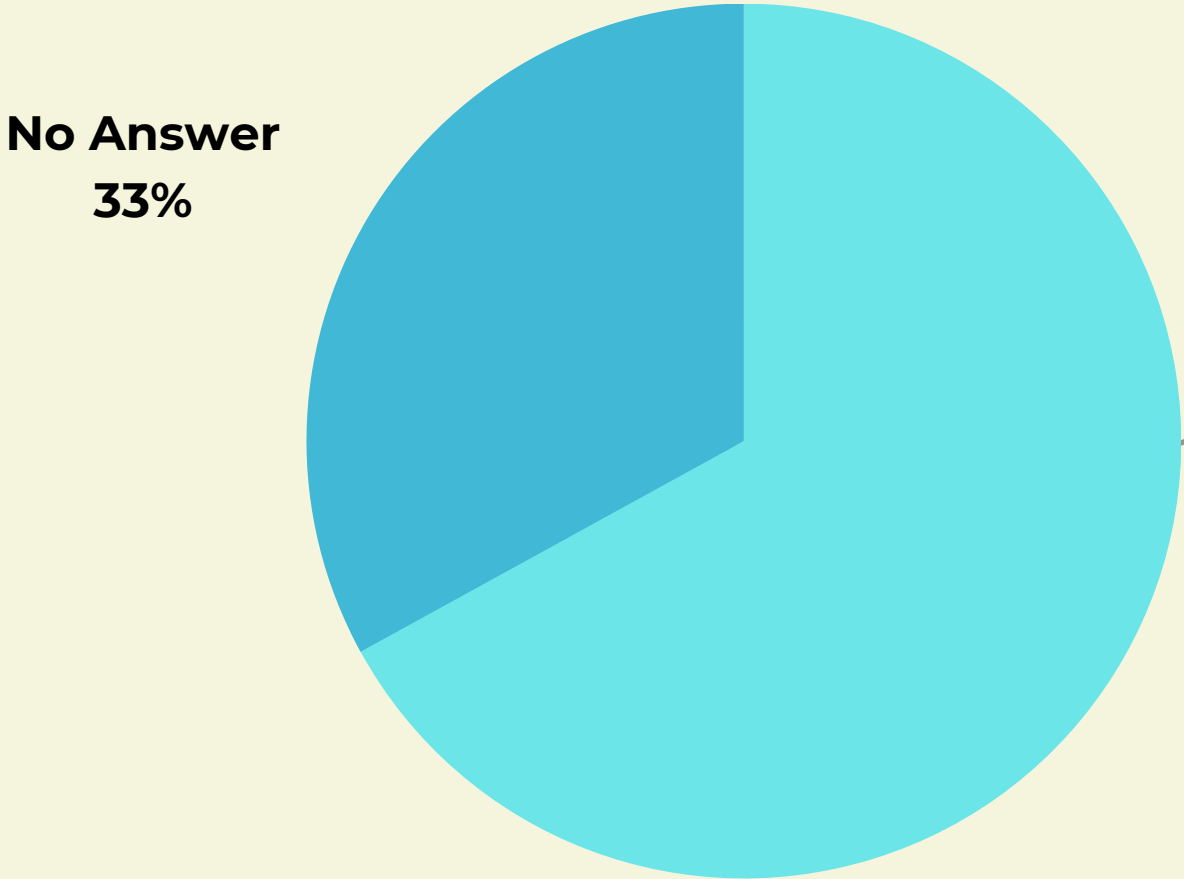
AGE RANGE: 11 - 18

PRELIMINARY INTERNAL DATA ANALYSIS

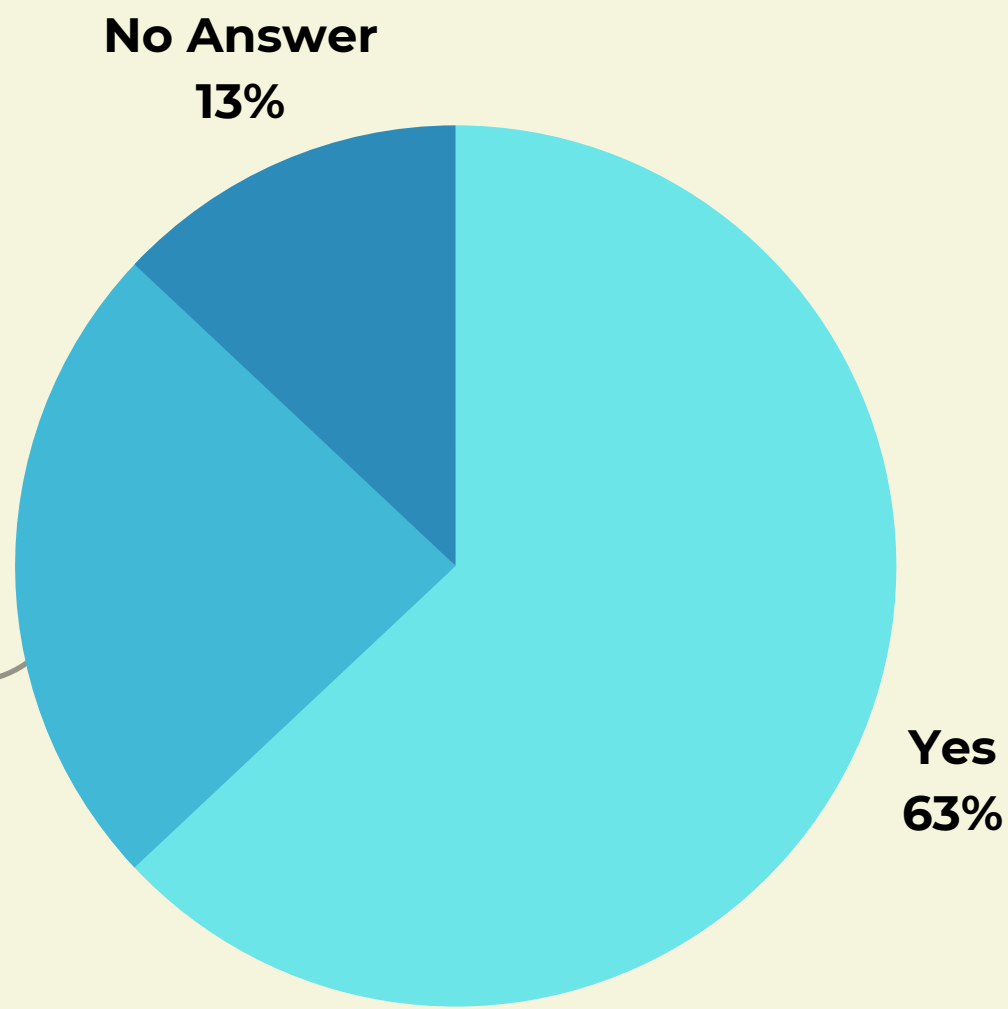


**SCHOOLS WITH
STUDENTS INVOLVED
IN KNIFE VIOLENCE**

TOTAL SCHOOLS: 15



**PARTICIPANTS WITH
KNIFE VIOLENCE
CONTACT**



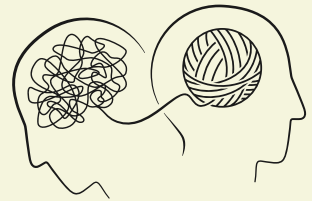
TOTAL PARTICIPANTS: 477

PRELIMANARY INTERNAL DATA ANALYSIS



Summary:

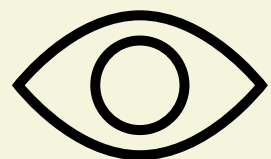
Analysis of the data shows that *young people*:



...have a better understanding of the impacts of knife violence, including the **physical** and **psychological** impacts.



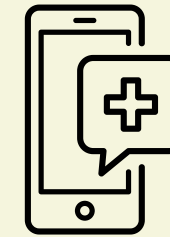
...have improved understanding of issues related to **harm & exploitation**



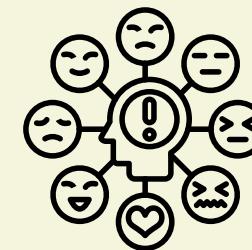
...have a better understanding of what to do if they **witness a knife attack**.



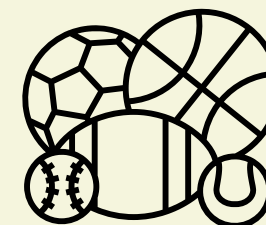
...improved ability to **respond to stress** or **trauma**.



...have an increased **understanding** of the work of **emergency services** and **clinicians** during a knife attack.



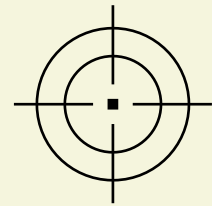
...have an increased understanding of their **emotions** and **feelings** surrounding **knife violence**.



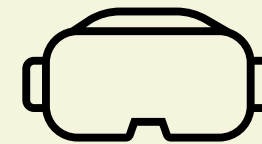
...knowledge of how to **access alternative activities** after school or in school holidays



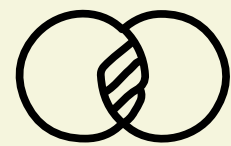
The report from our external evaluator **IPSOS MORI** highlighted the following:



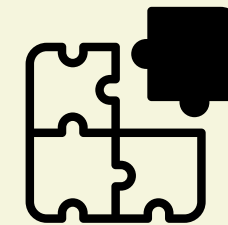
SHARP successfully **exceeded targets** for **recruiting schools** and number of **participants**



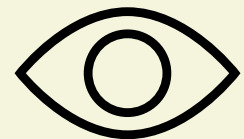
The opportunity to use **virtual reality** was a **key factor** in **engaging** young people



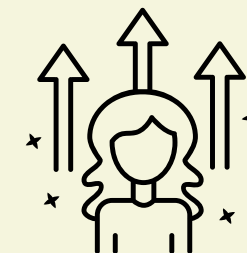
A general consensus that SHARP provided an **unique, impactful** and **relevant** experience for the schools and was **engaging** for young people



The effective delivery of SHARP was supported by ensuring the content was **locally relevant, innovative, multi-disciplinary**, and allowed for **iterative improvements**



Young people reported increased confidence in knowing what to do if **witness a knife attack**



Survey results suggested the program had a **greater impact** on **girls' confidence** in responding to **knife violence**, possibly due to girls having received **less prior guidance** on the issue compared to boys



Teachers and young people reflected that the workshops **imparted powerful messages** relating to the long-term **emotional** and **physical** impacts of knife violence



The clear need for **SHARP**:

“There was a widespread view among teachers that there is a clear need for the SHARP project given the prevalence of knife violence among young people in their areas. Teachers also mentioned the lack of provision for knife violence prevention in schools or with young people who have been affected by knife violence.”





Criminal Justice Pathway



As part of SHARP Phase III, we aim to develop a simulation-based experience of a young person involved in knife crime that recreates the Criminal Justice Pathway.

Age-appropriate simulations of the knife crime pathway will reinforce the NKBL (No Knife Better Life) initiative's impact on at-risk youth. We will focus on mapping the experience of those involved in a knife attack, from arrest and remand, to trial and sentencing, emphasizing the consequences of joint enterprise.

Phase III will complement our current SHARP programme that has so far focused on knife violence



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THANK YOU