SAFE: risks and choices out and about

A PSHE education scheme of work for secondary schools

These lessons are an important part of a secondary school’s PSHE education programme. They can be used with KS3 or 4 pupils.

They can also be used as introduction or follow-up to The Ben Kinsella Trust Knife Crime Awareness Exhibition.
Lesson plan 1

Learning Outcomes
Pupils:
- Know that knife crime is one of a number of personal safety risks for young people
- Know that the proportion of people who carry knives is very small
- Can discuss the issue of crime and knife crime using factual information
- Understand that statistics can be used to put across different points of view and can be misleading
- Can suggest ways of staying safe when out and about

Materials and preparation
- Copies of Crime statements sheet – 1 per pair or small group
- Copies of Statistics on crime – 1 per pupil
- 1 copy of Crime statements – Teachers’ notes
  [There are two different versions of these resources; the ‘short’ one will be most suitable for Key Stage 3]
  Either:
  - Copies of Personal safety quiz – 1 per pupil [You may wish to shorten this quiz by removing some of the questions]
  - OR
  - Copies of Ben’s letter – 1 per pupil

Starter / Introductory activities

Ground rules
These lessons are designed to trigger thoughts and discussion. It is important to ensure that pupils can discuss their experiences and opinions in a safe and open way. You can help to do this by setting some ground rules, for instance:
- Respect what people say (listen, don’t interrupt or put people down).
- The right to talk about your thoughts and opinions, or not to say anything if you don’t want to.
- Don’t name names: if you want to ask about or share a personal story or experience, you can speak in the third person about ‘someone I know’, ‘a friend’, ‘a situation I’ve heard about/read about’.
- No personal questions.
- Confidentiality: suggest that ‘what is said in the room, stays in the room’ and is not for discussion outside the lesson. Explain, however, that if someone discloses something about themselves which could be harmful to them or put them at risk, you would have to pass the information on in order to keep them safe.

Main activities

Crime facts
The purpose of this activity is to set the rest of the work in a realistic context. It is important that young people are aware of the risks that they may face, but also that they are not unnecessarily frightened and that the risks are not exaggerated – ‘shock tactics’ have been
shown to have little effect (or the opposite effect) on young people’s behaviour. It also aims to help them question the accuracy of statistics and truth behind them.

Give out the Crime statements sheet. [There are two different versions of this; the ‘short’ one will be most suitable for Key Stage 3] In pairs or small groups, pupils complete the sheet, discussing to decide whether they agree or disagree with the statements (or are ‘not sure’).

Once they have completed the first blank column, give them out the Statistics on crime Sheet. Ask them to read the statistics and see if they can find any evidence to back up what they thought – or whether they want to change their mind. Complete the second column of the table.

Bring the class together with a discussion (with reference to the Crime statements – Teachers’ notes). Note that although the statistics are all accurate, recent statistics taken from major reports on crime, some of the estimates of numbers of crimes, victims etc vary widely, and may not reflect the experiences of the young people in the class. Discuss the idea that statistics can be used to show, exaggerate (or hide) the truth of a situation and only give us part of the picture – it is important to remember this when you hear shocking and dramatic news stories.

**Plenary / Closing activities**

*Two alternative activities:*

**Personal safety quiz**

Give out the personal safety quiz for pupils to complete individually. As well as answering what they should do in each situation, ask pupils to think about what they would do and to mark any situations where they think someone would not do what they should do.

Ask them to check their answers and work out their scores.

In pairs, pupils choose some of the situations to discuss and should consider why someone would not make the safest choice. How they would encourage someone to do make a safer choice? Feed back some suggestions to close.

**Ben’s letter**

Give pupils copies of Ben’s letter to read. Explain that the letter was written by Ben Kinsella as part of his school work some months before he was killed. Ask:

- How does the letter make you feel?
- Do you agree with the first statement in the letter? (especially in the light of the earlier activity)
- Now that we have had the Olympics in London, do you think that he was right to worry about visitors’ impression of Britain?
- Do you agree with the suggestion that we need longer sentences for violent offences?

**Extension**

Pupils could write a letter to David Cameron, or their local MP, about their views about the issues raised. This should include:

- Some facts and statistics about the issues
- Some personal views about the issue – why do they feel it is important
- Some suggestions for changes that should be made
Crime statements

Discuss in your groups and decide whether you agree or disagree with the following statements. Then use the information from the Statistics on crime sheet and see if your answers change.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree / Disagree / Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE</strong></td>
<td><strong>AFTER – which statements give some evidence?</strong></td>
</tr>
<tr>
<td>A. Knife crime is a major social issue.</td>
<td></td>
</tr>
<tr>
<td>B. Most people who carry knives intend to hurt or threaten someone.</td>
<td></td>
</tr>
<tr>
<td>C. Knife crime is on the increase.</td>
<td></td>
</tr>
<tr>
<td>D. Crime involving knives is rare.</td>
<td></td>
</tr>
<tr>
<td>E. Violent crime is the biggest risk to young people out and about.</td>
<td></td>
</tr>
<tr>
<td>F. Knife crime is a bigger issue than road safety.</td>
<td></td>
</tr>
<tr>
<td>G. The vast majority of young people have never carried a knife.</td>
<td></td>
</tr>
<tr>
<td>H. “It is not knives who kill people, but other people.”</td>
<td></td>
</tr>
</tbody>
</table>
Statistics on crime, especially knife crime

The statistics below are from key research in this area, sources provided below.

1. “Although knife crime features heavily in the media as a social issue, the proportion of young people who actually carry a knife is very small.” Only four per cent of 12-17 year olds admitted to carrying a knife either now or in the past, and for the majority carrying was an infrequent occurrence. 
   **SOURCE:** YouGov 2009

2. The majority of current or former knife carriers were aged between 15 and 17, white and male. Self protection was the most common reason given for carrying a knife.  
   **SOURCE:** YouGov 2009

3. Overall, three per cent of young people (10-25 years old) in the UK said they had carried a knife with them in the preceding 12 months. Of these, over half (54%) said they had carried it only once or twice. **SOURCE:** OJCS – 2008

4. A very small minority of the three per cent of young people who had carried a knife reported using the knife to threaten or injure someone (4% and 1% respectively). **SOURCE:** OJCS – 2008

5. The proportion of [...] violent offences involving a knife or sharp instrument in 2010/11 was six per cent, the same as for 2009/10. This figure has remained in the range 5-8% since 1996. **SOURCE:** BCS 2010/11

6. In 2010-11 knives were used in 6% of violent incidents. Weapons were used in 20% of violent incidents; 79% of violent incidents involved no weapon. There were 32,174 violent offences involving a knife or sharp instrument. **SOURCE:** BCS 2010/11

7. In 2009, 16% of young people in mainstream education said they had carried a knife in the last year (excluding those who reported carrying a knife for legitimate reasons, including hobbies, activities, sports or work). Of those who had carried a knife, only 4% reported having used it to injure or threaten someone. **SOURCE:** MORI 2009

8. There were around 526,000 incidents of bicycle theft in 2010/11. There has been a general upward trend in bicycle thefts as measured by the BCS, since 2002/03. **SOURCE:** BCS 2010/11

9. People’s perceptions and the actual likelihood of being a victim of crime are very different. In 2010, 13% of respondents thought they were likely to be a victim of violent crime in the next year; only 3% had actually been a victim of such crime in the preceding year. **SOURCE:** BCS 2010/11

10. Nearly 5000 young people (aged 11-19) were killed or seriously injured on the roads in Great Britain in 2009. **SOURCE:** DFT 2009
DETAILS OF SOURCES


DFT 2009: www.dft.gov.uk/think/education/secondary
Discuss in your groups and decide whether you agree or disagree with the following statements. Then use the information from the Statistics on crime sheet and see if your answers change.

A. Knife crime is a major social issue.
   **Debatable** – yes, in that it features heavily in the media, many people are worried about it and it affects some people. However, relatively few young people carry a knife, and knives are used in a small proportion of violent incidents – see Statistics 1, 4, 5 and 7.

B. Most people that carry knives intend to hurt or threaten someone.
   **False** – most people who admit to carrying a knife intend it for self protection – however misguidedly – see Statistics 2 and 4.

C. Knife crime is on the increase.
   **Probably false** – the proportion of knife crime recorded by the British Crime Survey has remained fairly steady since it started in 1996 – see Statistic 5.

D. Crime involving knives is rare.
   **True** – 79% of violent crime (in 2010/11) involved no weapons and only 6% involved a knife – see Statistic 6.

E. Knife crime is the biggest risk to young people out and about.
   **Hard to say** – knife deaths are not recorded as a separate category but see Statistics 8 and 10 about bicycle theft and road safety and Statistic 6 about the proportion of violent offences that involve knives.

F. Knife crime is a bigger issue than road safety.
   **Individual opinions** – but see Statistics 9 and 10 – people feel they are more likely to be a victim of crime than they actually are, but may also underestimate the other risks around, including road traffic accidents.

G. The vast majority of young people have never carried a knife.
   **True** – see Statistics 1, 3 and 7 – although these statistics vary a lot in their estimations, they all agree that the majority (between 84 and 97%) of young people have **never** carried a knife.

H. “It is not knives who kill people, but other people.”
   **Opinion**, but this statement was part of the conclusion to one study (King’s College London, 2006).
Crime statements

Discuss in your groups and decide whether you agree or disagree with the following statements. Then use the information from the Statistics on crime sheet and see if your answers change.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree / Disagree / Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Knife crime is a major social issue.</td>
<td></td>
</tr>
<tr>
<td>B. Most people who carry knives intend to hurt or threaten someone.</td>
<td></td>
</tr>
<tr>
<td>C. Knife crime is on the increase.</td>
<td></td>
</tr>
<tr>
<td>D. Crime involving knives is rare.</td>
<td></td>
</tr>
<tr>
<td>E. Young people are more at risk of knife crime than older people.</td>
<td></td>
</tr>
<tr>
<td>F. Violent crime is the biggest risk to young people out and about.</td>
<td></td>
</tr>
<tr>
<td>G. Knife crime is a bigger issue than road safety.</td>
<td></td>
</tr>
<tr>
<td>H. A person is 3 times more likely to have a bicycle stolen than to experience a knife crime.</td>
<td></td>
</tr>
<tr>
<td>I. The vast majority of young people have never carried a knife.</td>
<td></td>
</tr>
<tr>
<td>J. “It is not knives who kill people, but other people.”</td>
<td></td>
</tr>
</tbody>
</table>
### Statistics on crime, especially knife crime

The statistics below are from key research in this area, sources provided below.

1. “Although knife crime features heavily in the media as a social issue, the proportion of young people who actually carry a knife is very small.” Only four per cent of 12-17 year olds admitted to carrying a knife either now or in the past, and for the majority carrying was an infrequent occurrence.  
   **SOURCE:** YouGov 2009

2. The majority of current or former knife carriers were aged between 15 and 17, white and male. Self protection was the most common reason given for carrying a knife.  
   **SOURCE:** YouGov 2009

3. When young people who had committed an offence in the last 12 months were asked about the circumstances that applied to them when they committed the offence(s), 14 per cent of young people in school and 16 per cent of excluded young people replied ‘I was influenced by friends’. (23% and 31% respectively said they were bored, and 17% and 24% said they’d been drinking alcohol.)  
   **SOURCE:** MORI 2009

4. Overall, three per cent of young people (10-25 years old) in the UK said they had carried a knife with them in the preceding 12 months. Of these, over half (54%) said they had carried it only once or twice.  
   **SOURCE:** OCSJS – 2008

5. A very small minority of the three per cent of young people who had carried a knife reported using the knife to threaten or injure someone (4% and 1% respectively).  
   **SOURCE:** OCSJS – 2008

6. The proportion of [...] violent offences involving a knife or sharp instrument in 2010/11 was six per cent, the same as for 2009/10. This figure has remained in the range 5-8% since 1996.  
   **SOURCE:** BCS 2010/11

7. In 2010-11 knives were used in 6% of violent incidents. Weapons were used in 20% of violent incidents; 79% of violent incidents involved no weapon. There were 32,174 violent offences involving a knife or sharp instrument.  
   **SOURCE:** BCS 2010/11

8. In 2009, 16% of young people in mainstream education said they had carried a knife in the last year (excluding those who reported carrying a knife for legitimate reasons, including hobbies, activities, sports or work). Of those who had carried a knife, only 4% reported having used it to injure or threaten someone.  
   **SOURCE:** MORI 2009

9. 32% of boys in mainstream education said that they had carried a weapon at least once (but not used it), whereas only 13% of girls said the same.  
   **SOURCE:** MORI 2009
10. In some surveys, around 30-35% of pupils in London schools admit to carrying a knife - but it should be stressed, that does not mean every day. However misguidedly, many pupils only carry a knife when they feel they may be particularly at risk. **SOURCES:** MORI 2009

11. 16% of young men aged 16 to 24 (about 1800 people) said they had experienced a personal crime in the preceding twelve months compared to only 6% of adults (47,000 people), (and 12% of young women aged 16-24). **SOURCE:** BCS 2010/11

12. People who visited a bar once a week or more were more than twice as likely to report being a victim of personal crime (9.2%) than those who never visited a bar (4.2%) or did so less than once a week (6.2%). (21% for those who visited a nightclub once a week or more.) **SOURCE:** BCS 2010/11

13. There were around 526,000 incidents of bicycle theft in 2010/11. There has been a general upward trend in bicycle thefts as measured by the BCS, since 2002/03. **SOURCE:** BCS 2010/11

14. People’s perceptions and the actual likelihood of being a victim of crime are very different. In 2010, 13% of respondents thought they were likely to be a victim of violent crime in the next year; only 3% had actually been a victim of such crime in the preceding year. **SOURCE:** BCS 2010/11

15. Nearly 5000 young people (aged 11-19) were killed or seriously injured on the roads in Great Britain in 2009. **SOURCE:** DFT 2009

**DETAILS OF SOURCES**


DFT 2009: www.dft.gov.uk/think/education/secondary
Crime statements – Teachers’ notes

Discuss in your groups and decide whether you agree or disagree with the following statements. Then use the information from the Statistics on crime sheet and see if your answers change.

A. Knife crime is a major social issue.
   *Debatable* – yes, in that it features heavily in the media, many people are worried about it and it affects some people. However, relatively few young people carry a knife, and knives are used in a small proportion of violent incidents – see Statistics 1, 4, 5 and 7.

B. Most people that carry knives intend to hurt or threaten someone.
   *False* – most people who admit to carrying a knife intend it for self protection – however misguided – see Statistics 2 and 5.

C. Knife crime is on the increase.
   *Probably false* – the proportion of knife crime recorded by the British Crime Survey has remained fairly steady since it started in 1996 – see Statistic 6.

D. Crime involving knives is rare.
   *True* – 79% of violent crime (in 2010/11) involved no weapons and only 6% involved a knife – see Statistics 6 and 7.

E. Young people are more at risk of knife crime than older people.
   *True* – see Statistic 12 (though this isn’t specifically about knife crime), but also Statistic 12: people who visit bars and nightclubs are also more at risk – so this fact may be partly to do with young people just being out and about more often.

F. Knife crime is the biggest risk to young people out and about.
   *Hard to say* – knife deaths are not recorded as a separate category but see Statistics 13 and 15 about bicycle theft and road safety.

G. Knife crime is a bigger issue than road safety.
   *Individual opinions* – but see Statistics 14 and 15 – people feel they are more likely to be a victim of crime than they actually are, but may also underestimate the other risks around, including road traffic accidents and Statistic 6 about the proportion of violent incidents that involve knives.

H. A person is 3 times more likely to have a bicycle stolen than to experience a knife crime.
   *False* – you are actually over 16 times more likely to have a bicycle stolen! – see Statistics 13 and 7.

I. The vast majority of young people have never carried a knife.
   *True* – see Statistics 4, 5 and 8 – although these statistics vary a lot in their estimations, they all agree that the majority (between 84 and 97%) of young people have never carried a knife.
“It is not knives who kill people, but other people.”

Opinion, but this statement was part of the conclusion to one study (King’s College London, 2006).
Personal Safety Quiz

Who is most at risk?
Q 1: Which of the following do you think is most likely to be a victim of stranger violence?
   a) A female over 45
   b) A female between 16 – 24
   c) A male between 16 – 24

Q 2: Which of the following statements is NOT likely to be true?
   a) 40 – 65 year olds are most at risk of violent crime.
   b) 23% of victims of violent crime were under 24.
   c) Only 2% of victims of violent crime were over 65.

On the streets
Q 3: You’ve been out with your mates, it’s late and you are on your way home alone. Should you…?
   a) Take any shortcuts because the quicker you get home the better.
   b) Take the quietest route because it’s safer when there is no-one around to cause trouble.
   c) Take the busiest route because you are safer with more people around.

Q 4: If you feel something is ‘not quite right’ about a situation you are in, should you?
   a) Get away from the situation immediately - even if you are not sure if you are in danger.
   b) Wait and see what happens – you could make the situation worse by over-reacting.
   c) Ignore it; it’s probably just you being paranoid.

Q 5: If someone starts to get aggressive with you, it’s best to:
   a) Hit out first, before they get a chance to.
   b) Run.
   c) Stay calm; speak slowly and clearly and try to talk your way out of it.

Q 6: What should a personal alarm be used for?
   a) To attract attention.
   b) To calm an attacker down.
   c) To shock an attacker, giving you time to get away.

Q 7: If you are being threatened or are in danger and need assistance, the best thing to shout is…?
   a) Help!
   b) Fire!
   c) Call the Police!

Transport
Q 8: When travelling on a train, you should…?
   a) Look for any empty carriage to sit in. You are safer on your own.
   b) Look for a busy carriage to sit in.
   c) Avoid crowds but look for a carriage with just one responsible-looking adult in it.

Q 9: When you are travelling, it’s a good idea to…?
   a) Take extra money in case you have any problems and need to take another bus/train or taxi.
   b) Take your ipod or mp3 player so that you can listen to them and look occupied.
   c) Carry a knife so that you can defend yourself if there is any trouble.

Adapted from www.suzylamplugh.org
Q 10: You are on a train and someone who makes you feel a bit uneasy sits next to you. Should you…?
   a) Look out of the window to avoid eye contact and stay quiet.
   b) Move to another seat or carriage.
   c) Take out your phone or ipod and ignore the person.

Q 11: You are on a bus and someone gets on and starts to shout and make trouble. They single you out and shout at you to get off the bus with them or else. Should you…?
   a) Stay quiet and do what they tell you.
   b) Sound the emergency alarm and make as much noise as possible to attract the driver’s attention.
   c) Shout back at them and tell them to get lost.

Mobile phones
Q 12: Which of the following is NOT true?
   a) In approx half of all street robberies, a mobile phone is stolen.
   b) In approx 10% of crimes where mobile phones are stolen during street robberies, the phone is the only thing taken.
   c) 14 – 17 year olds are the age group most at risk of street crime.

Q 13: True or False:
If you are walking home alone at night, it’s a good idea to use your mobile to chat to someone at home until you get there, so that you feel more comfortable and they know you are safe.
   True
   False

Q 14: You receive a threat via text from a number you don’t know. What should you do?
   a) Tell someone you trust - a parent or teacher.
   b) Ignore the text and delete it.
   c) Text them back and be equally abusive to show that you are not intimidated.

Q 15: Someone at school asks for your friend’s mobile number so that they can call them direct. Should you?
   a) Say you have an agreement not to give out each other’s numbers but that you’ll happily give your friend their number and ask them to call.
   b) Give them the number; what harm can it do?
   c) Ring your friend and ask them if it is ok to give out their number.

Dealing with Aggressive Behaviour
Q 16: You get into an argument with someone in the playground and the other person is starting to get aggressive. To stop the situation getting violent should you…?
   a) Stay calm; speak gently, slowly and clearly and acknowledge the other person’s feelings.
   b) Enforce your authority by standing squarely in front of them and putting your hands on your hips.
   c) Intimidate them by talking loudly and invading their personal space in order to make them back down.

Q 17: What should you avoid doing in a potentially aggressive situation?
   a) Stay more than two arms lengths from the other person.
   b) Put your hand on someone to try and calm them down.
   c) Ask open questions ie. questions that can’t be answered yes or no.

Adapted from www.suzylamplugh.org
ANSWERS

Question 1.
a = 0; b = 0; c = 3 points
Statistics show that 16 – 24 year old males are the most at risk group in society.

Question 2
a = 3; b = 0; c = 0
Statistics show that 16 – 24 year olds are most at risk of violent crime.

Question 3
a = 0; b = 0; c = 3
Always try to stick to busy, well-lit roads, even if that means a longer walk. Avoid short cuts through parks, waste grounds or along dark, deserted streets whenever possible.

Question 4
a = 3; b = 0; c = 0
Your instincts are there to warn you. If something doesn’t feel right, trust your instincts and leave the situation immediately. You are not being paranoid and if you wait to see what develops you might leave it too late and not be able to leave.

Question 5
a = 0; b = 0; c = 3
Both hitting out first or running are likely to cause the aggression to escalate. By staying calm and trying to talk your way out of it, you might be able to defuse the situation.

Question 6
a = 1; b = 0; c = 3
A good alarm should be loud enough to shock and disorientate an attacker giving you time to get away. Although an alarm can on occasions attract attention that is not primarily what they should be used for, as most people are so accustomed to hearing car alarms going off that they tend to ignore the noise. Also, there may be nobody around to hear it!

Question 7
a = 3; b = 0; c = 3
When shouting for help, try to give specific instruction, like ‘call the police’ to anyone that will hear you. People are more likely to respond to specific commands and to take them seriously.

Question 8
a = 0; b = 3; c = 0
If you are on your own, try and get a seat in a busy carriage. An empty carriage may not stay empty when you get to the next station and you could end up in the carriage alone with a stranger. Never trust someone automatically just because they look ‘nice’ or ‘respectable’.

Question 9
a = 3; b = 0; c = 0
It’s always useful to have extra cash on you so that you never get stranded with no way to get home, apart from walking the streets. Wearing an ipod or mp3 player when travelling is not a great idea because it could distract you from your surroundings and you may not notice any possible trouble/danger approaching. Never carry a knife for protection as it could easily be turned on you.
NB Note on point C – LEGALLY you are not allowed to carry anything to defend yourself except a personal alarm. Anything that you carry intending to use as a weapon is illegal, including pepper sprays.

Question 10
a = 0; b = 3; c = 0
Trust your instincts. If you are uncomfortable about someone, then move away from them and towards other people.

Question 11
a = 0; b = 3; c = 0
You will be safer staying on the bus and attracting as much attention as possible. But avoid answering aggression with aggression, as this will only make the situation worse!

Adapted from www.suzylamplugh.org
Question 12
a = 0; b = 3; c = 0
It is not just 10% of the time that ONLY the mobile phone is stolen, it is actually 65%.

Question 13
FALSE = 3 True = 0
It is not a good idea to chat on the phone when walking home alone. Although it may be comforting, it does not make you safer. If you were attacked then the person at the other end of the phone could do nothing to help you – and in fact it can make you less safe: Chatting on your mobile will only distract you from your surroundings and make you less likely to see or hear danger approaching and therefore make you less able to avoid it.

Question 14
a = 3; b = 2; c = 0
Tell a trusted adult about it and they will advise you on what you should do, based on the content of the text. If you can’t do this for some reason, then delete it immediately. Do not, whatever you do, get into a ‘conversation’ with the person who sent the text.

Question 15
a = 3; b = 0; c = 0
You shouldn’t give out people’s numbers without asking. Abusive texts are becoming more common and your friend may have a good reason for not wanting this person to have their number. By saying you have an agreement, you can prevent any apparent rudeness or awkwardness in refusing the request. Calling your friend in front of the person could cause problems because if they were determined to get your friend’s number then the obvious thing would be for them to snatch your phone to get it.

Question 16
a = 3; b = 0; c = 0
If you stand squarely in front of someone with hands on hips, your body language is not being authoritarian it is being clearly aggressive and would be likely to escalate any aggressive situation. Talking loudly and invading a person’s personal space are also aggressive signals and would have the same negative effect.

Question 17
A = 0; b = 3; c = 0
You should avoid any physical contact with someone who is angry or upset, as this is likely to make them worse. You should respect people’s personal space by staying more than two arm lengths away from them. Getting them involved in a conversation is a useful tool for calming someone down.

Scores
Now add up your points and see how you’ve done.

If you score between 35 – 51
Congratulations! You know what you are doing and how to keep safe. Just make sure that you always put into practice what you know. A lot of people make the mistake of knowing all the safety precautions they should take but just not bothering to take them. You know what to do so you’ve got no excuses!

If you score between 18 – 34
You’re reasonably safe out and about but you do need to pay a bit more attention and realise that keeping yourself safe is not about being treated like a child – the same safety precautions apply to adults!

If you score between 0 – 17
Ooops! You really do need to learn a bit more about personal safety. Read the quiz and the answers again and talk it through with your mates, a teacher or your parent

Adapted from www.suzylamplugh.org
Dear Mr Brown,

Would it be wrong to tell you that youth violence is one of the biggest problems in society today?

Since 2001, the number of attacks on innocent civilians has risen from 31368 to a shocking 171723. This means that every single day there are over 400 people brutally battered to the ground. Yet, like it has done already, if we continue to sit back and watch as it goes on around us, the figures will inevitably grow and grow and grow.

This is consequently destroying whole areas as they are littered with gangs, yobs and uncontrollable youths. The city of Glasgow alone is home to over 7000 teen gangs. That is just the named ones, 85% of Glaswegian youths are involved in a gang. You simply cannot argue that these gangs are all around and this is making our areas unsafe.

Ultimately, this gang culture is giving an awful impression on our one gloriouls nation. In just 3 years Britain is set to host the Olympics. I cannot see people from other countries in Europe, where this problem is a minority, coming over to watch their nations due to the fact that they will feel threatened by yobs and will be risking their health by doing so. Other countries are branding our nation as a violent and dangerous place to be. Due to the current climate around us we have no choice but to agree.

Taking these points into mind, I’m sure you will agree changes do need to be made. I am not suggesting these problems to be resolved over night - that would be farfetched. I understand we will never be able to abolish violence. The key comes in the form of longer sentences for violent offences - these teens will continue to attack if they feel there won’t be a consequence. If they know that abusing someone else will mean a minimum of 7 years in prison, I seriously doubt they would take the risk.

Just 2 weeks ago a young boy and girl were kicked to death by a gang of youths in a park. For dressing unusually. Two kids died. Mr. Brown, we as a community and a nation have to work together to stop this happening. The reality is murder is becoming a part of everyday life in society. You pick up any newspaper and what is spread across the front page? Young kids dead, Dad in coma or pensioner fights for life.

It has to stop.

Every day gangs on the streets are laughing at the ‘powerless police’. Why? Because if one police officer so much as lays his hand on an angry, offensive youth who has just assaulted an innocent bystander, the member is violating the yobs human rights. The police need to enforce the law, they need to have the right to stop and search any youth they want. 70% of officers agree that they don’t feel they have the freedom to manhandle criminals. They feel criminals are manhandling them. That’s just not right.

No, change is not going to be easy. But as the leader of our country it is your job to make sure we live peaceful, safe lives. At the moment we are far from it.

Change is evident, let’s start now.

Yours Sincerely

Ben Kinsella.
Lesson plan 2

Learning Outcomes
Pupils:
• Recognise that violence affects a number of people as well as the perpetrator and victim
• Understand that once a knife is involved in a situation, it is very likely that someone will get hurt
• Can suggest ways in which someone can avoid conflict situations
• Recognise that alcohol can make people react more aggressively than usual
• Can suggest strategies for someone to stay safe

Materials and preparation
 Copies of cartoon ‘AS LONG AS ITS NOT MY MUM CRYING’ for each pupil
 (Colour) copies of cartoon ‘WHAT WOULD YOU CHOOSE’ for each pupil
 Also useful to display cartoons on IWB
 Copies of the ‘I AM ME’ pledge (or display on IWB)

Time: 50 minutes

Starter / Introductory activities

Who are the characters?
Pupils read the black and white cartoon. As a whole class, discuss what’s happening / what happened in the story and identify the characters:
• Charlie
• Johnny
• Sadie, Johnny and Lisa’s friend (pupils may not recognise that she is a girl as she has a ‘boyish’ haircut)
• Lisa, Charlie’s friend
• Charlie’s mum
• Johnny’s friends (boy with dreadlocks, boy with short blond hair, who also beat up Charlie)

What are they feeling?
If time is short, discuss:
• What are the two main characters (Charlie and Johnny) feeling at the end of the first cartoon?

[If time allows:
Give each small group a character to discuss the following questions:
1. What might the character be feeling?
2. What should they do now? What advice would you give them?
3. Do you think they would follow your advice? Why / why not?

Feed back to whole class on what the characters felt/would do.]
Main activities

What happens next?
Pupils read the Red/Amber/Green cartoons. Again, for each version ask:
• What’s happening / what happened?
In small groups discuss:
• What is the role of alcohol in the situations?
• How realistic is each scenario?
• Which is the most likely to happen and why?

Feed back with the whole class. Prompts for discussion:
• Alcohol seems to make him react dramatically and aggressively in all three scenarios – he makes poor decisions and is antagonistic towards Johnny in all three – even in the Green cartoon he is threatening and it is Johnny who has a change of heart
• Red: pupils may think it is unrealistic that Lisa would step in when the boys are fighting, but innocent bystanders can and do get hurt by weapons
• Amber: people who carry knives are at much higher risk of being wounded by a knife than those who don’t
• Red/Amber: elicit or point out that it seems inevitable that someone will get hurt if he does pull out the knife
• Green: the very amicable end to this situation may be unlikely, depending on the depth of the boys’ friendship; they may think the language they use is unrealistic;

Charlie's choices: where is the ‘tipping point’?
Ask groups to discuss: at what point in the cartoons did Charlie have a different choice? And to mark the ‘tipping points’ on the cartoon where the story could have gone a different way. (They can go back as far as they like).

• Charlie could have chosen:
  o Not to go to the party at all
  o **Not to carry a knife**
  o Not to drink (or not to drink so much)
  o To walk out of the party when he saw Johnny
  o Just to have ignored Johnny
  o Not to have confronted Johnny
  o To have confronted Johnny in a more measured way, for instance, saying calmly and quietly that what he’d done was out of order
  o Not to have pulled out the knife in the Red/Amber cartoons
  o [Not to have left the party with Johnny (as he does in the Green cartoon) – risk of no one to help?]

What else could have happened?
Pupils devise a role-play (OR draw another cartoon, OR write a script) to show an alternative ending, in which no one gets hurt. They may use some of the ideas about where Charlie had another choice, or another alternative. Encourage them to be as realistic as possible.

Watch (some of) the role-plays. As they are watching, comment on / get pupils to comment on:
• What makes this ending realistic?
• What about it may be hard to do in practice?
Plenary / Closing activities

I AM ME pledge
Give out / display the 'I AM ME' pledge which pupils may have signed at the exhibition (or may sign up to online at www.benkinsella.org.uk/teaching-resources). Ask:
• Would the outcome of the cartoon have been different if any of the characters had signed up to (and kept to) the pledge?
• Which parts of the pledge did Charlie break?
• Which parts of the pledge might someone find it difficult to keep?
• What steps could someone / you take to help them / you keep the pledge?
• If someone was finding it difficult to keep the pledge, who could they ask for help and/or advice from?
AS LONG AS IT'S NOT MY MUM CRYING

ONE DAY AT THE PARK...

YOU'RE MESSING UP THE PLAN.

NEXT DAY...

YOU COULDN'T 
YOU ALWAYS HIT ON 
THAT GUY NEXT DOOR. 
DON'T WORRY, 
HE'S NOT THE 
BEST込み. 

THAT WEEKEND, AT A PARTY...

YOU SHOULD NOT BE HERE.

COKE, OR DON'T 
THANK YOU, IT'S OK.

OH, THE FRAUD, YOU 
THINK IT'S COMPLICATED.
I AM ME

I am my own person and I pledge:

• I will NEVER choose to carry a knife.
• I will NEVER believe that carrying a knife is for your own safety.
• I will not be bullied or persuaded into doing something that I know is wrong.
• I will not behave aggressively towards others in order to look big or cool.
• I will think about the about consequences of my actions and how they affect other people.
• I will choose friends that have a positive influence on my life.
• I believe everyone has the right to be safe and feel safe.
• I will ask for help if I am worried about my safety or the safety of others.

If you believe that you are your own person and want to make a stand against knife crime, support our I AM ME pledge and sign the form.
SAFE: risks and choices out and about

Lesson plan 3

Learning Outcomes
Pupils:
- Understand what ‘risk’ means
- Have considered the level of risk of certain situations
- Can identify a range of strategies that someone could use in a risky situation
- Can suggest the best strategies for staying safe in some situations

Materials and preparation
- Copies of Assessing the risk sheet – 1 per pupil
- 1 copy of each of the Strategies fact sheets
- Copies of Strategies summary sheet – 1 per pupil
- Optional: Copies of Risk assessment diagram
- Copies of the Personal safety scenarios – at least 1 scenario per small group
- Optional: Copies of Personal safety quiz – 1 per pupil – from Lesson 1

Starter / Introductory activities
Assessing the risk
Pupils complete the sheet Assessing the risk individually.
For a more active starter, this could also be done by reading out the statements and getting pupils to:
- crouch down for low risk
- stay seated for medium risk
- stand up for high risk
Then pupils discuss their answers in pairs to come to an agreement, with reasons, for each situation.

It may help to give them a simple definition:
Risk is the potential that a chosen action will lead to a ‘loss’ (some sort of negative outcome)

Explain that with any situation involving risk, you can assess the level of risk by balancing up the severity of what could go wrong with the likelihood of something going wrong.

Main activities
Optional activity:
Risk assessment diagram
You could use the risk assessment diagram to discuss how someone assesses the riskiness of a situation in more detail. Give out a copy of the risk assessment diagram.
Explain that it works by breaking down the aspects of situation that make it risky. They answer the following questions about the situation, give each one a rating from 0-10 and mark the relevant point on the diagram:
- How dangerous is the activity? – what could the consequences actually be?
• How exciting is it?
• How familiar is the situation? (The less familiar, the greater the score)
• How challenging is it? – this could include things that are a personal challenge, or that someone might be ‘dared’ to do
• How avoidable is the situation? The more avoidable the lower the score
• What safeguards are there? – these are rules, regulations or laws, or supervision from someone responsible

They join up the points to get a shape and the larger the shape, the greater the risk of the situation. You could use the risk diagram along with the following activity, to compare the risk of the two routes that Kyle could take. It should result in a shape like this:

---

**Strategies for risky situations**

Display the strategies fact sheets around the room. Give pupils a few minutes to walk around reading these and making notes on their summary sheet.

Then read them the following scenario:

‘Bye Mum. I’m just off to meet the lads at The Metro. I’ll be back about eleven’ shouted Kyle, slamming the door behind him. He didn’t have to meet the others for another half an hour so he decided to walk instead of taking the bus. If he cut through the waste ground next to the car park, he’d easily make it. He put on his headphones and turned the music up as loud as he could stand. Happy in his own ‘bubble’ he set off to meet his friends.

He walked down the High Street and turned left into the waste ground. There was a lot of noise coming from the other side of the waste ground, where a group of boys were drinking and smashing bottles up against a wall. They were drunk, bored and looking for a diversion. Kyle headed straight towards them oblivious to the danger.

Suddenly he tripped and fell. He wasn’t really hurt but he had scraped his hands and his earphones had fallen out. Kyle stood up, brushed himself down and started to walk on as he went to put his earphones back in. Before he did, he heard the noise coming from over the hill and stopped in his tracks. He couldn’t see how many there were or what they were up to but he knew he could be in trouble if he carried on so
he turned around and went back to the High Street, where there were lots of people around. Feeling grateful that he’d heard the warning sounds in time, he called his friends to say he’d be a bit late as he was going to take the longer, busier, better-lit route.

This incident ended happily but if Kyle hadn’t tripped when he did, he could have been in more trouble.

Questions to ask:
- What strategies did Kyle use (if any)?
- What could Kyle have done that would have improved his safety?
- What strategies are these?
- What other strategies could he have used?

**Personal safety scenarios: could, would, should**
Give out one (or more) of the scenarios from Personal safety scenarios to pupils in small groups. Ask them to consider:
- What are the risks? – what could happen?
- What could the person do?
- What should the person do?
- What would the person do? – is that the same as what they should do?

Depending on the time available (and the age/ability of the class), they could:
- use the risk diagram to plot the level of risk in the situation and/or
- identify what strategies the person could/should use in the situation
- role play two possible outcomes of the situation

**Plenary / Closing activities**

*Depending on how much time is spent on the previous activity, and whether you have used the quiz in lesson 1, you could finish off with either:*

**Personal safety advice**
Suggest the 3 most important pieces of practical safety advice for young people (as a result of the discussion from the previous activity).

**OR**

**Personal safety quiz**
Give out the personal safety quiz for pupils to complete individually. As well as answering what they should do in each situation, ask pupils to think about what they would do and to mark any situations where they think someone would not do what they should do.

Ask them to check their answers and work out their scores.

In pairs, pupils choose some of the situations to discuss and should consider why someone would not make the safest choice. How they would encourage someone to do make a safer choice? Feed back some suggestions to close.
## Assessing the risk

*Indicate the level of risk for each of the following situations. Be prepared to give reasons for your answer.*

<table>
<thead>
<tr>
<th>Situations</th>
<th>Level of risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Driving around in a crowded car and not wearing a seatbelt.</td>
<td></td>
</tr>
<tr>
<td>2. Gangs (or individuals) carrying knives.</td>
<td></td>
</tr>
<tr>
<td>3. Being caught in the middle of a violent argument between two other people.</td>
<td></td>
</tr>
<tr>
<td>4. Running out of money when you are out.</td>
<td></td>
</tr>
<tr>
<td>5. Uninvited people gatecrashing a party.</td>
<td></td>
</tr>
<tr>
<td>6. Getting a lift home with a person you’ve just met at a party.</td>
<td></td>
</tr>
<tr>
<td>7. People coming near you who give you an uneasy feeling.</td>
<td></td>
</tr>
<tr>
<td>8. Older people saying things or looking at you.</td>
<td></td>
</tr>
<tr>
<td>9. Walking past big groups in a street or a shopping mall.</td>
<td></td>
</tr>
<tr>
<td>10. Someone stealing your bag.</td>
<td></td>
</tr>
<tr>
<td>11. Being followed (or harassed) by a group of people.</td>
<td></td>
</tr>
<tr>
<td>12. Waiting at the bus stop at night.</td>
<td></td>
</tr>
<tr>
<td>13. Walking down the road at night by yourself.</td>
<td></td>
</tr>
<tr>
<td>15. People getting drunk and using drugs at a party.</td>
<td></td>
</tr>
<tr>
<td>16. Travelling on a train.</td>
<td></td>
</tr>
<tr>
<td>17. Being on a railway platform at night.</td>
<td></td>
</tr>
<tr>
<td>18. Being approached by someone asking for money.</td>
<td></td>
</tr>
<tr>
<td>19. Someone driving near you and asking you to get into their car.</td>
<td></td>
</tr>
<tr>
<td>20. Drivers doing wheelies, screeching brakes or swerving to scare someone.</td>
<td></td>
</tr>
</tbody>
</table>
Awareness

This involves paying attention to as much in the environment as possible.

It requires you to use your senses (sight and hearing particularly) to be alert to changes in the environment.

It will help to make sure that you are prepared and that surprises are kept to a minimum.
Avoidance

This involves keeping away from or leaving a situation. It requires you to trust your judgement or your feelings about a situation.

It allows you to say “no” or make an excuse if you feel unsure or unsafe.

It requires you not to be talked into something when you don’t want to do it or feel uneasy about it.

It helps to keep you away from unsafe situations.
Reducing the risk

This involves acting to make harm less likely once you are confronted with a potentially uncomfortable or unsafe situation.

It requires you to reassess the situation and trust your judgement.

It requires you to be flexible and choose the options which give you the best chance of being able to avoid or minimise harm.

It will be easier if you have done some research already and are prepared with some possible strategies or plans.
Distancing

This involves stepping back from a situation or not getting involved in the situation, or with the person or people involved.

It may mean that you leave the situation physically or that you reduce your contact and interaction.

It requires knowing your own boundaries regarding your physical and emotional “comfort zone”.

It requires you to resist getting involved in arguments or long, involved conversations.

It may require you to move out of arm’s length or leave the situation. It may require you to stop responding verbally or nonverbally or make an excuse to move.

Individuals who cannot leave a situation need to plan what they will do when they can leave.
Assertiveness

This involves standing up for yourself in a way that is respectful of others’ rights.

It requires confident non-verbal communication.

It requires facial expressions, posture and walk (head up, shoulders back, larger steps) which indicate that your mind is made up and will not be changed.

It requires verbal communication which is direct and gives a strong, clear message. Verbal messages and non-verbal messages need to match.
Support network

This involves relying on other people around you in your ‘support network’.

Your ‘support network’ are people that you can trust. They may be close friends, mates, other people nearby the situation, your family, other adults you know and people in authority, such as teachers or police.

The people from your support network who can help you will vary from situation to situation.

It requires communication with the person to tell them how they can help you.

It helps to have planned with your friends how you will help each other in difficult situations.
<table>
<thead>
<tr>
<th>Strategies summary sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
</tr>
<tr>
<td>means:</td>
</tr>
<tr>
<td>requires:</td>
</tr>
<tr>
<td>helps to:</td>
</tr>
<tr>
<td><strong>Avoidance</strong></td>
</tr>
<tr>
<td>means:</td>
</tr>
<tr>
<td>requires:</td>
</tr>
<tr>
<td>helps to:</td>
</tr>
<tr>
<td><strong>Reducing the risk</strong></td>
</tr>
<tr>
<td>means:</td>
</tr>
<tr>
<td>requires:</td>
</tr>
<tr>
<td>helps to:</td>
</tr>
<tr>
<td><strong>Distancing</strong></td>
</tr>
<tr>
<td>means:</td>
</tr>
<tr>
<td>requires:</td>
</tr>
<tr>
<td>helps to:</td>
</tr>
<tr>
<td><strong>Assertiveness</strong></td>
</tr>
<tr>
<td>means:</td>
</tr>
<tr>
<td>requires:</td>
</tr>
<tr>
<td>helps to:</td>
</tr>
<tr>
<td><strong>Support network</strong></td>
</tr>
<tr>
<td>means:</td>
</tr>
<tr>
<td>requires:</td>
</tr>
<tr>
<td>helps to:</td>
</tr>
</tbody>
</table>
Risky situation diagram

- poor or no safeguards
- unavoidable
- exciting
- unfamiliar
- dangerous
- challenging
Personal safety scenarios

Scenario 1:
Prabha, Michael and Ria were down at the mall on Thursday night. They met their friends and saw a movie. Prabha’s mother was picking them up at the bus stop later, where they usually waited.

As they were walking towards the bus stop, they had to walk past a group that always hung out near McDonalds. There were about 20 boys and girls in this group and they always made Prabha nervous. They all dressed in a similar way and made a lot of noise. She hesitated, but Ria and Michael seemed not to notice and were walking towards the group.

One boy from the group suddenly looked at them and then moved closer. Then he said loudly: “What are you staring at?” and “Hey you!” He was looking at Ria as he moved in front of them.

Michael slowed, and started to say: “She’s not looking at you”. Prabha grabbed his sleeve and kept walking. Ria had her head down and was walking faster.

They managed to walk around him but he and the rest of his group began to follow them. They were yelling and being stupid.

Prabha’s heart was beating very fast. She knew that her mother would be there in about 5 minutes, if she was on time!

Scenario 2:
George had just got off a train on his way home from a football match. He had met a couple of his mates at the football stadium. There weren’t many people around. As he was about to turn out of the station, two boys blocked his way. One gave him a bit of a push one way and the other pushed him back. The blond one put his hand on George’s bag and the other grabbed his sunglasses.

George looked around for help but the nearest person had just turned the corner.

Scenario 3:
Joseph, Roland, Sophie and Nadia saw the boys driving around and waved and yelled at them. The car screeched around and pulled up beside them. “Hey! Come on, get in!” called Tony the driver, a friend of Roland’s from football.

Roland looked in and saw that there was only one space. “Shove over”, said Tony and the four of them squashed in, sitting half on top of the others.

The car took off and everyone was laughing and screaming. Tony was showing off his driving prowess. He was all over the road and getting faster and faster. Roland could tell by the look on Sophie’s face that she was getting scared, and he didn’t like it either.
Scenario 4:
Alex and Mikala were walking home from a friend’s place. A group of their friends had been over for a video night. It wasn’t far to Alex’s home, so they decided to walk. They became aware of a car following them and realised that it must have been cruising the kerb slowly behind them for a few minutes before they really noticed it.

Mikala tried to sneak a look, but couldn’t make out the figure behind the wheel. She glanced along the street. It was empty. She started to feel cold.

Scenario 5:
Rachel and Mira heard about the party from Shane at break time. It was going to be Saturday night at Robert’s house, a friend of his brother’s. The girls remembered meeting him on the bus a couple of weeks ago. They were excited and began planning what to wear and how to get there.

Mira’s parents were cool about her going. Rachel had a bit of difficulty though, because her parents didn’t exactly know Robert or his parents. Rachel focussed on the fact that they knew Shane and his brother and eventually they said OK. They planned to catch a taxi there and Mira’s dad agreed to pick them up at 12 o’clock.

About the time they arrived at the party so did the police! There must have been sixty people outside trying to get in and some of them were very aggressive. Rachel and Mira didn’t have a hope of getting into the house or contacting anyone in there. They found themselves being moved along with the rest of the crowd up the street with no way of contacting Rachel’s dad and no money to get a taxi, and surrounded by a group of strangers.

Scenario 6:
Jenny and Ayden are at the cinema together. When they come out it is late, and Ayden walks with Jenny to the bus stop. When they get there he offers to go on the bus with her to her house, even though his bus goes in the opposite direction.

Jenny says that she will be fine on her own, and gets on the bus. She decides to go and sit upstairs even though it is nearly empty. At the next stop, a group of older boys get on and sit behind her. They start talking to her. One of them suggests that she come to a party with them and she tells them to leave her alone.

Scenario 7:
Kemal and Dennis are bored on a Sunday afternoon, and decide to cycle over to a local building site to meet up with some friends. While they are there, one of their friends suggests that they have a race up some scaffolding. Kemal points out a sign that says ‘Danger – no climbing’, but his friends laugh at him so he follows them.

To prove that he’s not a coward, Kemal tries to climb faster than all the others. He gets ahead, but then he misses his footing and slips…
**Scenario 8:**
Louis and Micah are walking home from school with their friends. It is winter so it is dark. They both need to get to football practice in five minutes. If they go the long way with their friends they will be late, so they decide to cut across the park.

As they are running through the park, a group of young people surrounds them and asks them for their mobile ‘phones and any money they have. Micah gives them his ‘phone, but Louis tries to run away.

**Scenario 9:**
Sarah wants to go out with her friends but knows her parents won’t let her. She tells them she is going to Laura’s house to do homework, and sneaks out. When she meets up with her friends they all start drinking, and later Sarah feels sick and decides to walk home on her own. As she is walking a car stops, and a man says “Would you like a lift?” Sarah moves to get into the car.

**Scenario 10:**
Andrew and Richard are walking home from the shops, when they see a group of older teenagers hanging around on the corner.

As they walk past they could see that the group are passing around a bottle of alcohol, and smoking. One girl in the group knows the boys, and offers them a drink from the bottle.

Andrew takes the bottle, and doesn’t want to look foolish, so he takes a swig. The alcohol makes him cough and the older children laugh at him. He is embarrassed, so he passes the bottle to Richard and says “Go on then – it’s your turn”.

[Healthy Schools logo]