



The All Wales School Liaison Core Programme

Crime Prevention and Keeping Safe

**The content of this teacher support answer booklet maps to units:
Crime Prevention and Keeping Safe Level 1 & Level 2**

Key Stage 3

TEACHER SUPPORT ANSWER BOOKLET

Here are some definitions that the pupils will need to enable them to answer the questions:

Definition: These are the definitions provided by the School Community Police Officer.

Identify: Choose or find out the correct answers.

State: Select relevant information and in your own words answer the question.

Give examples: In your own words, give an example that illustrates your answer to the question. This may be a fact, an event or you might even use a drawing.

Describe: Use your knowledge and understanding to answer the questions in your own words.

You should:

- a) give reasons to expand your answer for example, 'People misuse drugs because
- b) suggest ideas of your own or solutions to problems.

N.B. When Level 1 pupils use make use of the support sheets available in the tutor pack it is not necessary for them to fill in their booklets for that particular question. The support sheet can be attached to the booklet ready for assessment.

LO	Level	Instruction	Answer
AC1.	Level 1/2	Define a unit of Alcohol <i>Use the officer definition</i>	One unit is 10 ml / 8gms of pure alcohol. One unit of Alcohol is about equal to: <ul style="list-style-type: none"> • half a pint of ordinary strength beer, lager or cider (3-4% Alcohol by volume); • a small pub measure (25 ml) of spirits (40% Alcohol by volume); • a standard pub measure (50 ml) of fortified wine such as Sherry or Port (20% Alcohol by volume).
AC1.	Level 1/2	L1./L2 Identify the strengths of different alcoholic drinks	Examples provided in the lesson are: <ul style="list-style-type: none"> • Coke Cola 0% • Shandy 1% • Breezer 4% • Strongbow 5.3% • Wine 12% • Vodka 40% • Or any other alternative
AC1.1	Level 1/2	L1/L2. State three laws about Alcohol use <i>Pupils should include at least 3 examples.</i>	The law states: <ul style="list-style-type: none"> • At 16 you can drink beer, wine or cider with a meal accompanied and bought by an adult. • 18 is the legal age to buy alcohol • It is illegal to give alcohol to someone under 5 years of age. • Police have powers to confiscate alcohol from young people below 18 years of age • Police have powers to stop youths gathering. They can use a dispersal order.
AC1.	Level 1/2	L1/L2 State the effects of using alcohol <i>Pupils should give at least 3 examples</i>	The effects of using alcohol are: <ul style="list-style-type: none"> • Uninhibited behaviour e.g. fighting, being rowdy, being sick. • Affects on body e.g. alcohol slows the system down, alters your perception, loss of balance and body control, unconsciousness, alcoholic poisoning (1 in 6 young people under 15 years of age are admitted annually to A&E due to alcohol)

			<ul style="list-style-type: none"> • Injuries e.g. more likely to have an accident and be admitted to A&E • Road accidents e.g. 1000 young people are killed annually (over half the young pedestrians killed on UK roads had been drinking alcohol. • Facial injuries (1000 young people suffer alcohol related facial injuries per week in the UK) • Breaking the law
AC2	Level 1/2	What is the definition of a drug? <i>Use officer definition</i>	A drug changes the way your mind and body works.
AC2.1	Level 1/2	L1/L2. State the difference between possession and supply of an illegal drug <i>Level 1 pupils may use the supporting activity sheet AC2.1 Possession v supply to answer the question.</i>	Possession is the having an illegal drug in a person's custody (on their person) or when they have control of it elsewhere e.g. (house, workplace, school locker etc) Supply is giving, selling or agreeing to the distribution of illegal drugs.
AC2.2	Level 1 Level 2	L1. Give examples of the immediate consequences for a person being caught in possession of an illegal drug. L2. Describe the immediate consequences for a person being caught in possession of an illegal drug. <i>Pupils to give at least 2 examples.</i> <i>Level 1 pupils may use the supporting activity sheet AC2.2 Immediate Consequences to answer the question.</i> <i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i> a) <i>give reasons to expand their answer e.g. people misuse drugs because.....</i> b) <i>suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i>	The immediate consequences are: <ul style="list-style-type: none"> • Embarrassment • Stop and search • Arrested • Put in cell • Take away possessions • Strip searched • House search • Informed parent
AC2.3	Level 1 Level 2	L1. State the possible impact for family and friends of a family member being in possession and supplying an illegal drug L2. Describe the possible impact for family and friends of a family	The possible consequences of possession and supply of an illegal drug on family and friends are: <ul style="list-style-type: none"> • Friends ignored him

		<p>member being in possession and supplying an illegal drug</p> <p><i>Pupils to give at least 3 examples.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC2.3 The Impact to answer the question.</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>	<ul style="list-style-type: none"> • Friends stopped inviting him to social events • Older community disturbed by young peoples behaviour • Mother distressed • Mother concerned about the risk to the younger brother • Poor role model for younger brother • Family embarrassment • Family upset by house search • Mother disbelieving of his actions at first • Mother upset and angry • Mother worried about him • Girlfriend disappointed, and finished with him • Stigma of having a convicted son.
AC2.		<p>L1/L2. State how the future of a young person could be affected if they have a drug conviction.</p> <p><i>Pupils to give at least 2 examples.</i></p>	<p>The future possible future consequences for a young person who has a drug conviction</p> <ul style="list-style-type: none"> • A criminal record stays with you for life • Family upset • Loss of reputation • Affects future employment, especially working with children, armed services etc. • Ill health • Loss of freedom • Loss of self respect • Addiction • Loss of friends • Many countries may refuse visas to people with a drugs' conviction e.g. USA, Australia • It could stop you having insurance for your vehicle, your holiday or for health cover.
AC3	Level 1/2	<p>Define the term anti-social behaviour.</p> <p><i>Use the officer definition</i></p>	<p>Anti-social behaviour is any behaviour that you think is wrong, upsets someone or is against the law.</p>

AC3.1	Level 1/2	<p>L1/L2. Give examples of anti-social behaviour</p> <p style="text-align: center;"><i>Pupils to give at least 3 examples.</i></p> <p><i>Level 2 must answer in full sentences in the booklet.</i></p>	<p>Anti-social behaviour could be:</p> <ul style="list-style-type: none"> • Underage drinking • Graffiti • Vandalism • Being noisy in public • Littering • Annoyance • Off road bike riding
AC3.2	Level 1 Level 2	<p>L1. Identify the legal process as a consequence of ASB. L2. Describe the legal process as a consequence of ASB</p> <p style="text-align: center;"><i>Pupils to give all 4 stages.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC3.2 The 4 stages of ASB to answer the question.</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p style="margin-left: 40px;"><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p style="margin-left: 40px;"><i>b) suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>	<p>Stage 1: A warning letter will be sent home to parents informing them of their child's behaviour</p> <p>Stage 2: If necessary a second warning letter will be hand delivered to parents telling them what will happen if their child continues to behave anti-socially.</p> <p>Stage 3: The parents and their child will be asked to attend a meeting and be asked to sign an Acceptable Behaviour Contract.</p> <p>Stage 4: An Anti-Social Behaviour Order will be issued.</p> <ul style="list-style-type: none"> • ASBOs last for at least two years but can last for the rest of a person's life • ASBOs can be given to anyone aged 10 years and over • ASBOs tell people what they cannot do • If the ASBO is broken the offender can be sent to jail for up to five years.
AC3.3	Level 1 Level 2	<p>L1. Give examples of the consequences of ASB on family and community L2. Describe the consequences of ASB on family and community</p> <p style="text-align: center;"><i>Pupils to give at least 3 examples.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC3.3 the</i></p>	<p>The consequences on family and community could be:</p> <ul style="list-style-type: none"> • Family upset • Shame • Embarrassment • Threatening behaviour towards old man caused his death • Rowdy behaviour disturbs neighbours • Disrupting traffic could cause an accident

		<p><i>consequences of ASB to answer the question.</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>	<ul style="list-style-type: none"> • Riding bikes on pavements thoughtlessly • Damage to house due to party • Gangs on street corner appear threatening • Deliberate fire setting and the impact on wildlife • Environmental impact of burning a car on waste land • Theft of products from shop could cause product price increase
AC4.1	<p>Level 1</p> <p>Level 2</p>	<p>L1. Identify at least three safe uses of the Internet</p> <p>L2. Describe at least three safe uses the Internet.</p> <p><i>Pupils to give at least 3 examples.</i></p> <p><i>For level 2</i></p> <p><i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>b) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	<p>Safe uses of the Internet are:</p> <ul style="list-style-type: none"> • Talking to friends you know in real life • Having relevant anti-virus software and filters • Researching • Doing homework • Listening to music • Shopping • Banking • Emails • Sending pictures
AC4.2	<p>Level 1</p> <p>Level 2</p>	<p>L1. Give examples of warning signs to do with the social media relationship</p> <p>L2. Describe examples of warning signs to do with the social media relationship</p> <p><i>Pupils to give at least 3 examples.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC4.2 Warning Signs to answer the question.</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p>	<p>The warning signs were:</p> <ul style="list-style-type: none"> • Only communicating via text • frequently bumping into each other in town • Locking the front door • Locked windows • Being offered alcohol • No sign of Dylan in the house • No house rules • The perpetrator's nervousness • Knows a lot about her • Photos of other girls in the drawer

		<p>a) <i>give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p>b) <i>suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>			
AC4.3	Level 1 Level 2	<p>L1. Identify ways to keep safe when social networking. L2. Describe ways to keep safe when social networking. <i>Pupils to give at least 3 ways of keeping safe.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC4.3 Keeping Safe to answer the question.</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p>a) <i>give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p>b) <i>suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>	<p>The ways to keep safe when social networking are:</p> <ul style="list-style-type: none"> • Only have friends you know in real life in your contact list • Turn off your GPS tracker when not in use • Don't assume someone is who they say they are online • Do not put any information on line you do not want other s to see • Report suspicious online behaviour by using the click CEOP button • Set privacy settings to 'private', so only trusted friends have access • Allow your parent to monitor your internet use. 		
AC5.	Level 1/2	<p>Define the term domestic abuse <i>Use the officer definition</i></p>	<p>Domestic abuse is: any incident involving someone 16 or over which is abusive, violent, threatening, controlling or harmful by an intimate partner or family member, regardless of gender or sexuality.</p>		
AC5.1	Level 1 Level 2	<p>L1. Give examples of features that make a good relationship L2. Describe some features of a good relationship.</p> <p><i>Pupils to give at least 4 examples</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p>a) <i>give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p>b) <i>suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>	<p>Features that make a good relationship are:</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • love • trust • caring • compassion • respect • honesty </td> <td> <ul style="list-style-type: none"> • understanding • commitment • loyalty • being yourself • talking to each other • being friends </td> </tr> </table>	<ul style="list-style-type: none"> • love • trust • caring • compassion • respect • honesty 	<ul style="list-style-type: none"> • understanding • commitment • loyalty • being yourself • talking to each other • being friends
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AC5.2	Level 1 Level 2	<p>L1. Identify the five types of domestic abuse L2. Describe the five types of domestic abuse</p> <p style="text-align: center;"><i>Pupils to give all 5 types</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC5.2 Types of Domestic Abuse to answer the question.</i></p> <p><i>Level 2 pupils should use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p style="margin-left: 40px;"><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p style="margin-left: 40px;"><i>b) suggest ideas of their own. Pupils to give answers using their own words in full sentences.</i></p>	<p>The five types of domestic abuse are:</p> <ul style="list-style-type: none"> • Physical – is when someone deliberately hurts or injures you e.g. being pushed, hits you etc. (Rhys hit Carys) • Psychological – is when someone tries to control another person’s thoughts / actions e.g. making them think they are sad or worthless (choosing Carys ‘s clothes) • Financial – is when someone withholds or controls money (Rhys took Carys money away from her at the cash point) • Emotional – is when someone tries to controls another person’s emotions e.g. being shouted at, ignored or isolated making you feel you don’t belong (effect on Carys’s mother, Carys was frightened of Rhys) • Sexual – is when someone is forced or tricked into unwanted sexual activity e.g. rape (Rhys forced Carys to do sexual things she didn’t want to do) 														
AC5.3	Level 1/2	<p>L1/L2 State the benefits of ending an abusive relationship</p> <p style="text-align: center;"><i>Pupils to give at least 2 examples</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC5.3 The Benefits to answer the question.</i></p>	<p>The benefits are:</p> <table border="0" style="width: 100%;"> <tr> <td>• No further abuse</td> <td>• Control own money</td> </tr> <tr> <td>• Can meet friends</td> <td>• Control own body</td> </tr> <tr> <td>• Make own decisions</td> <td>• Feel safe</td> </tr> <tr> <td>• Have more confidence</td> <td>• Be equal</td> </tr> <tr> <td>• Gain self respect</td> <td>• Have fun with others</td> </tr> <tr> <td>• Feel valued</td> <td>• Meet a new partner you trust</td> </tr> <tr> <td>• Gain self esteem</td> <td>• See family when wish too</td> </tr> </table>	• No further abuse	• Control own money	• Can meet friends	• Control own body	• Make own decisions	• Feel safe	• Have more confidence	• Be equal	• Gain self respect	• Have fun with others	• Feel valued	• Meet a new partner you trust	• Gain self esteem	• See family when wish too
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AC6.1	Level 1/2	<p>Identify organisations that can provide support and guidance for the following</p> <ul style="list-style-type: none"> • Alcohol • Drugs • ASB • Internet Safety 	<ul style="list-style-type: none"> • Dan 24/7, Drinkline, Al-Anon Family Groups, Alcohol Concern • Dan 24/7, • Local Community Safety Partnerships including the Police and Fire Service , ASB Coordinator • CEOP, Childline, Cybor Mentors 														

		<ul style="list-style-type: none">• Relationships <p><i>At least one example for each the above</i></p>	<ul style="list-style-type: none">• All Wales Domestic Abuse and Sexual Violence Helpline, Childline, local sexual health services, SARC centres
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