

# Personal Safety

## Teacher Follow-up Activities

The Personal Safety follow-up activities provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013. The activities presented are not sequential but rather are a menu for teachers to select from.

Personal Safety follow up activities	Literacy & Numeracy Framework	Links with the PSE Framework for 7 to 19 year olds in Wales	
		Skills	Range
1. Introduction - Human Bingo	L(O)sp L(O)l L(O)c&d L(R)rs L(W)mrp	<ul style="list-style-type: none"> <li>Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>
2. Beat the Thief	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Use some prior knowledge to explain link between cause and effect</li> <li>Develop practical skills needed for everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>
3. What are the dangers?	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Consider others views to inform opinions and make informed decisions and choices effectively</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards themselves and others</li> <li>Understand the features of safe and potentially abusive relationships</li> </ul>



4. Staying safe when making a journey	L(O)sp L(O)l L(O)c&d L(R)c&d L(W)s&o	<ul style="list-style-type: none"> <li>• Work both independently and cooperatively</li> <li>• Express opinions clearly and justify a personal standpoint</li> <li>• Adapt to new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Display a responsible attitude towards keeping the mind and body safe and healthy</li> </ul>
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**1. Introduction - Human Bingo** - The teacher recaps the main points of the School Liaison Officer's 'Personal Safety' presentation. As a class activity, introduce Human Bingo. Give each pupil a human bingo sheet (1.a) and ask them to circulate in the class to find someone who can answer the question. Each child can only sign the form once. When the sheet is complete the child sits down. The teacher checks the answers as a class and corrects any misconceptions

**2. Beat the Thief** - Play the PowerPoint with the DVD resource entitled 'Beat the Thief' for the class. (2.a Slide 2) This short extract illustrates three situations when children and young people may be vulnerable.

- Withdrawing money from a hole in the wall cash point.
- Entering a subway
- Using your mobile phone in public

For each scene discuss with the class the following questions: (2.a Slide 3)

- What dangers did you spot?
- How would a thief know where to find her money?
- What could have happened?
- What should she have done?

Information for the teacher's use is provided overleaf.



## **i. Withdrawing money from a hole in the wall cash point.**

### *Risks*

- Pickpockets at work as the customer leaves
- Criminals using a machine that reads the numbers on your bank card. This fits over the card slot and transmits your card details to the thief, who is often waiting nearby in a car.
- A person looking over your shoulder to discover your PIN number or Personal Identification Number.
- Using a cash point at night or on your own
- A person may distract you to draw your attention away as your money is about to be dispersed

### *Minimise your risks by using these simple tips: (2.a Slide 4)*

- Pick a machine in a public place.
- Avoid machines that are in dark places and those with people standing around.
- It is useful to have a friend who can keep an eye out while you use the machine.
- Always have your card ready to use.
- Look out for anything odd before you put your card in.
- Cover the keypad while you enter your PIN.
- If you think something is wrong - tell your bank or someone you trust.
- Put away your cash before turning away from the machine.
- Make sure no one is standing too close to you.

## **ii. Entering a subway**

### *Risks*

- Not paying attention to your surroundings
- Having expensive personal belongings on display
- People hanging about in the subway
- Inadequate lighting

### *Minimise the risks by using simple tips (2.a Slide 5)*

- Be aware of your surroundings
- Do not display your valuables
- Carry your bags and personal things close to your body
- Make sure it is well lit
- Walk confidently and quickly
- If in doubt use an alternative route



### iii. Using your mobile phone in public

#### *Risks*

- Not paying attention to your surroundings
- Displaying your phone in public
- Using your phone in crowded areas
- Having an unregistered phone

#### *Minimise the risks by using simple tips (2.a Slide 6)*

- Pay attention to your surroundings
- Keep all your valuables out of sight
- Find a safe place to use your phone
- Know the IMEI number of your phone.
- Register your IMEI number with [Immobilise](#)

**3. What are the dangers?** - Having set the scene with the initial discussion, divide the class into small groups and provide each group with a scenario card. (3.a ppt and 3.b. cards)

#### Scenarios:

- Sam and Catrin's party
- Home alone
- Lighting fires
- An evening out
- Beat the bullies
- Getting home

Ask each group to elect a reader and a speaker and to discuss their scenario and answer the following questions: (3.a slide 2)

- Who is in danger in the scenario?
- What are the dangers/risks?
- What could they have done differently to lower the risk to their personal safety?

Ask each group to feedback their findings to the whole class and discuss. In groups decide on three top tips they would tell their friends. Feedback the tips to the whole class and agree on ten personal safety Top Tips. These could be displayed in class.



**4. Staying safe when making a journey** - The teacher should explain that the journey checklist is a long list of suggestions and best practice that should be considered when undertaking any journey. Share the list (4a) with the class and draw attention to a sample of them to provide a flavour for the next task. Working in pairs, ask the class to draw up a shorter list which is relevant to the journeys the following family members make regularly:

1. A child going into town
2. A teenage evening out

For each of the above list three points which you consider to be the most important safety tips.

The teacher presents the potential use of ICE (In Case of Emergency) as a safety measure into the pupils' mobiles. Discussing whether it would be appropriate for all family members. Enter an "Ice" Contact into your mobile phone. This contact will help Emergency Services contact an appropriate person for you should it ever be required.

#### **Teacher information- Journey Checklist**

1. If someone threatens you 'shout' for help, and/or use your personal alarm.
2. Hide expensive items when in public places.
3. Be alert and confident.
4. Try to walk in the centre of the pavement.
5. Always keep away from dark alleyways and buildings.
6. If a vehicle pulls up next to you, keep away and walk in the opposite direction.
7. If you suspect you are being followed call family, a friend or the police.
8. If you feel worried on the street cross the road, head for an area where there are people, an open shop or any public place.
9. When carrying something valuable be prepared to 'let go' and 'do **not** resist' if someone attempts to rob you, but '**do**' shout for help.
10. Do not give your personal details to strangers.
11. If you listen to music using earphones remember they will stop you hearing possible dangers.
12. If possible wait at a bus stop in a well-lit area. When using buses or trains at night, get somebody to meet you.
13. When using a taxi use a registered company known to you.
14. It's important to ask the taxi driver - the name of the person he is expecting to collect.
15. Never accept a lift from an unlicensed mini-cab or stranger.
16. When using any form of public transport sit near the driver.
17. Always plan your journey/route, avoiding short-cuts through unlit or secluded areas.
18. Try to vary the route of any walk that you use regularly.
19. When using any form of public transport, try to sit where there are many people.
20. Keep keys in your pocket where they are safe.

