



Session 4

Staying Safe

Session Content

1 Introduction / Welcome Statement

2 Helping Hand

3 Traffic Light

4 Revisit Learning From Previous Sessions
and Real World

5 Closing Statement and Certificate

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Welcome / Introductory Statement

We recommend that the following points below are covered as part of your introduction / welcome statement.

(Here's an example for this session)

"In the last session we looked at our EWS and recognising when we feel 'Safe' or 'Unsafe'. Today we are going to think about who we can turn to when we need help.

We are then going to think how we can quickly remember things we have learnt using a 'Traffic Light'. I will explain what this means in just a moment.

"We will also be looking at everything else we have covered over these sessions and asking for your opinion on the programme."

This must be covered as part of the introduction:

- Recap on previous session.
- We will be thinking about who are the people we can turn to when we need help.
- Introduce the 'Traffic Light'.
- We will revisit learning on the previous sessions.
- The children will be asked for their opinions on the programme.

Segue

To introduce the next section / activity use the following statement:

“First up we are going to think about the things, people and places who can offer us support when we need help.

“The activity we are about to complete will ask you to think of who and what can support you when you need help.”



This exercise aims to provide pupils with the opportunity to discuss and identify the people, places and things in their life that can offer support to them.

STEP 1 – Read the following introductory statement to your pupils:

“Over the previous weeks we have thought about what we can do to help ourselves be healthy and happy.

“We are now going to think about other people, places and things that can help us as well. We are going to complete an activity which will help you think about what these are for you.”

STEP 2 – Now we are going to ask our pupils to complete the activity. You can use standard plain paper or the worksheet included at the end of this lesson plan.

Firstly, ask your pupils to draw around their hand on the piece of paper, this represents their network. Now ask your pupils to write down all of the people, places and things that support them. It’s useful to make it clear that we are especially trying to identify what supports us to be healthy and happy.

On the next page you will find a completed example of this exercise.

Below is the example of a completed network drawing, this should provide prompts for you as a facilitator related to completion.



STEP 3 – After the children have completed their networks discuss the various points on their drawings.

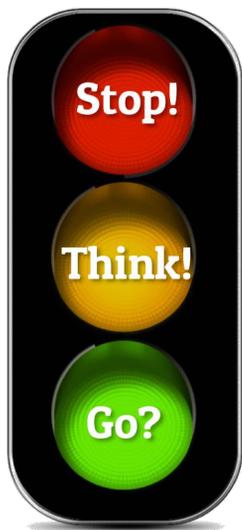
You should keep these for each of you pupils as a reminder of who can provide them with support.

Segue

To introduce the next section / activity use the following statement:

“We are now going to look at something called the traffic light, it’s just like the ones you see on the road although this one is about helping you make decisions rather than helping you cross the road.

“It’s a simple way to help you make good decisions and reminds you of the things you need to think about to do this.”



Traffic Light



Traffic Light Overview

The traffic light is used extensively throughout the secondary school Risk-Avert programme. It is introduced here to provide children with a simple to use process to highlight how when we are feeling unsafe we need to get back to our feeling of safety.

A video explainer for the traffic light is available on the Risk-Avert:Primary website. This can also be shown to your pupils. [You can click here to access the video directly.](#)

The traffic light provides a simple three step process to encourage positive thinking. A traffic light is chosen due to its ability to be easily recognised and its simplicity.

The three 'lights' represent three steps:



The first is '**STOP/RED**' this represents the actual behaviour or situation where a decision is required.

The second is '**THINK/AMBER**' this is where children need to think about the pros and cons of the situation and the differing factors (which we have covered in the 'What's in the box?' activity) which might affect their decision.

The third is '**GO/GREEN**' this is concerned with what we will actually do in the situation and the decision we reach.

Traffic Light Overview (Cont.)

On page 14 a blank version of the traffic light is included which can be used as a worksheet with your pupils.

You should ask your children to complete it focusing on:

RED – How will I know something is unsafe? What are my EWS? Are there other factors that make it unsafe?

AMBER – Do I feel safe or unsafe? If I feel unsafe, how am I going to get back to safe? Who can help me feel safe?

GREEN – What is my plan going to be? Can I contact someone who can help me feel safe? What will I do if they can't help me? Can I use my excuses?

To keep consistency with the previous sessions of the programme, ask children to use the scenarios from session 3 'Being Safe' these are provided again on page 13.

You may also want to use the accompanying storyboards for these scenarios, they are not reproduced in this lesson plan but you can find them in session 3.

Running the Activity

STEP 1 – Show your pupils the traffic light overview video which is available on the Risk-Avert:Primary website.

After watching the video ensure you explain the key points of the traffic light (explained in the overview) to your pupils.

STEP 2 – Run through the provided scenarios with your pupils. We have selected the scenarios which we feel are most appropriate for this exercise.

For each scenario ask your pupils to complete each stage of the traffic light on the provided worksheet. For each they should:

RED – Identify what the risk is and what makes it risky.

AMBER – Identify what they need to think about, weigh up the pros and cons, focus on their EWS and what they think they would feel.

GREEN – Identify if it would be a good or bad choice to engage in the behaviour and what their plan to manage the risk would be. You should encourage your pupils to think about their excuses and their action plan and support network at this stage.

STEP 3 – After completing the scenarios discuss your pupils' worksheets specifically looking at their plans to manage the situation. You should give guidance to your pupils on their plans if required in relation to their chances of a successful outcome.



Traffic Light Scenarios

1. Having a conversation on the internet with someone who says they are the same age as you.
2. Going swimming in a local pond with your friend when you're a really good swimmer.
3. Trying alcohol for the first time with no adults around.
4. Being asked to try a cigarette by a really good friend.
5. Being forced by some friends to steal something from a shop.



Stop!

Think!

Go?



STEP 4 - To close the traffic light session you should give and/or discuss the following statements with your pupils.

“How else do you think you could use the traffic light?”
(Prompt: How about when we make decisions, like when we are deciding to do something or not?)

“The next time you’re faced with a situation that makes you feel uncomfortable try and remember the traffic light. Red (STOP) is there to help you think about whether it’s Safe or Unsafe. Amber (THINK) is there to help you think about what you need to do and how you can get back to safe and Green (GO) is there to help you think about exactly what plan you need to put in place.”

“Do you think you can remember all this or do you need more practice?”

We would recommended using the traffic light outside of the Risk-Avert:Primary sessions, you may want to use it generally within the school, for example when incidents occur as a way to discuss what happened and what children could do differently.

Segue

To introduce the next section / activity use the following statement:

“We are now going to quickly go over the main activities that we have done in the three previous sessions.

“This gives you a chance to revisit the activities and their key learning points, as well as giving you another opportunity to ask questions about things you may not fully understand.”

Revisit Learning From Previous Sessions and Real World

Revisit Learning Overview

Next we should revisit learning from the previous sessions, specifically looking at the following exercises and revisit each in turn focusing on retention of learning by your pupils. You can do this as a general discussion with the whole class, or you can use the 'Real World' exercise and worksheet on the following page to have each individual child independently reflect what they have learnt over the 4 sessions.

The main exercises to revisit are:

What's in the box – specifically how other factors such as setting may change what we might do.

EWS – specifically their own identified EWS and how this can help us recognise when something is Safe or Unsafe.

Safety Continuum – Focus on feelings of being Safe and Unsafe.

Safety Network – Ensuring the children have identified their safety network.

Social Norms – Revisit and reinforce the key messages from the session.

Excuses – How can we manage difficult situations with our friends?

Running the Activity

STEP 1 – Run through each of the activities listed on the following pages and discuss each with your pupils.

You should also cover the key learning points for each of the activities completed as part of the programme.

STEP 2 – After discussing each use the Real World worksheet with your pupils and ask them to think about what they learnt in each and how they can use this outside of the classroom.

You may also wish to complete this as a discussion based activity rather than on the worksheets.

STEP 3 – Finally read the following statement to your pupils to end this activity:

“The exercise we have just completed is all about everything you learnt on the programme. It’s really important that you try and use what you have learnt outside of the classroom.

“The activities we have completed and the new skills you have learnt can really help you stay safe if you find yourself in risky or dangerous situations.”



Discuss the following with your pupils:

Do they remember the exercise?

What do they remember most?

Do you remember when you were asked if you wanted to put your hands in the box and some people did even though you knew something dangerous was inside?

Key Learning Points of Activity:

- Different factors will influence our decisions.
- Just because we are told or know something is risky these different factors may mean we do it anyway.
- Other people will change what we do in a situation.



Discuss the following with your pupils:

Do they remember the exercise?

What do they remember most?

Do you remember why we did the exercise and how different what we first thought was to the reality?

Key Learning Points of Activity:

- What we believe and the reality may be different.
- When we are faced with decisions and don't want to do something we can be sure we are not the only ones who feel like this.

Excuses

Discuss the following with your pupils:

Do they remember the exercise?

What do they remember most?

Do you remember your 'excuses' and how we have to think about how we might have to manage difficult situations?

Key Learning Points of Activity:

- Excuses can help us manage risky or dangerous situations.
- They can mean we don't do risky or dangerous things and still meet our other priorities (like our peers).



Discuss the following with your pupils:

Do they remember the exercise?

What do they remember most?

Do you remember your EWS and how they can help us?

Key Learning Points of Activity:

- Recognising our own EWS can help keep us safe.
- Our EWS can tell us when we are in an unsafe situation.
- Often our EWS will tell us something is wrong before we can think that about a situation.



Discuss the following with your pupils:

Do they remember the exercise?

What do they remember most?

Do you remember what SAFE and UNSAFE felt like to you?

Key Learning Points of Activity:

- Recognising when we feel SAFE, FUN TO FEEL SCARED AND UNSAFE are really important ways to help us stay safe.
- They can tell us when we need to use our 'Excuses' and may be at risk.



Discuss the following with your pupils:

Do they remember the exercise?

What do they remember most?

Do you remember who is in your safety network?

Key Learning Points of Activity:

- Recognising who can help us can help us stay safe.
- Knowing who we will talk to if we are in an unsafe situation is an important part of staying safe.

Statement to end the sessions

You can come up with your own statement but we have come up with an example for you to use if you wish:

“That brings us to the end of the sessions. Can I just say thank you for all the hard work and effort that you have put in over the this session and the previous ones. You should be very pleased with the progress you have made I know I am.

“Hopefully you can now recognise when you feel ‘Safe’ or ‘Unsafe’ and what you should do if you find yourself in an unsafe situation should be easier. Remember that if you need any further help or want to talk then you can talk to me or someone else within the school.

“Once again thanks for all your hard work!”

Key points to emphasise in your statement:

- Recap on what was covered in this session
- Thank the children for their involvement in the sessions
- Stress that if they need further support or advice you are available

Completion Certificate





Congratulations!

On completing the  programme.

We would like to thank you for all your hard work
we hope you continue to use what you have learnt
to help you make positive decisions.

Signed (YOU):

Signed (TEACHER):

Date:

**At the end of this session children
should be able to:**

- Know who they can talk to when they feel unsafe or need support.
- Understand and use the traffic light
- Demonstrate understanding of the programme elements from the entire programme
- **Can be assessed to recognise their EWS, when they feel SAFE or UNSAFE**

Risk-Avert:Primary Evaluation Form

During delivery of the final session the children must complete the following evaluation measures. They are designed to track distance travelled for children over the course of the four session programme. A version for printing is included on the next page.

Please have your children complete and return their forms to us at:

The Training Effect
Unit 14, Oak Trees Business Park,
The Courtyard, Orbital Park,
Ashford,
Kent,
TN24 0SQ

Risk-Avert:Primary Evaluation Form

Date (dd/mm/yy):	Your Age in Years:	Are you a boy or a girl?	School Name:
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Thank you for taking part in the Risk-Avert:Primary sessions, we would just like you to tell us what you thought about them using this form. A teacher can help you. Please be as honest as you can, no one will know your answers.

Since taking part in the sessions, are you?	Yes	No	Not Sure
More aware about harmful risks?			
Able to make a plan and manage harmful risks better?			

Can you remember talking about these things in the sessions?	Yes	No
That some risks are good (like doing sports)		
That some risks might harm us or be dangerous (like drinking energy drinks)		
That our bodies can tell us when something might be risky (These are called Early Warning Signs, like a fast heart beat, feeling worried or butterflies in stomach)		
That its okay to STOP and THINK about risky situations and how to feel safe and GO with a plan to get out of risky situations		

Before and after session comparison of your knowledge and confidence to make plans and manage harmful risks	Before session	After session
Do you think you could recognise the difference between feeling safe and unsafe?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__
Do you think you would know what to do if you were in a risky situation that might harm you or be dangerous?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__
Would you be confident to make a plan if you were in a risky situation that might harm you or be dangerous?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__
Would you ask for a helping hand and use an excuse to get out of a risky situation?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__

Thank you for taking part in the sessions. Please hand this form back to your teacher.

Risk-Avert:Primary Evaluation Form

Date (dd/mm/yy):	Your Age in Years:	Are you a boy or a girl?	School Name:
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Would you be confident to make a plan if you were in a risky situation that might harm you or be dangerous?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__
Would you ask for a helping hand and use an excuse to get out of a risky situation?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__

Thank you for taking part in the sessions. Please hand this form back to your teacher.

Professionals Feedback Questionnaire

Included on the following two pages is a feedback form for facilitators. We would appreciate your comments as they are invaluable to us in relation to improving the quality of the programme.

Please complete and return to us at:

**The Training Effect
Unit 14, Oak Trees Business Park,
The Courtyard, Orbital Park,
Ashford,
Kent,
TN24 0SQ**

Risk-Avert:Primary Professionals Feedback Questionnaire

**Staying
Safe**

Thank you for taking part in the Risk-Avert:Primary sessions, we would just like you to tell us what you thought about them using this form.

	What worked?	What would you change?
Session 1		
Session 2		
Session 3		
Session 4		

Cont.

**Risk-Avert:Primary Professionals
Feedback Questionnaire cont.**

Your thoughts

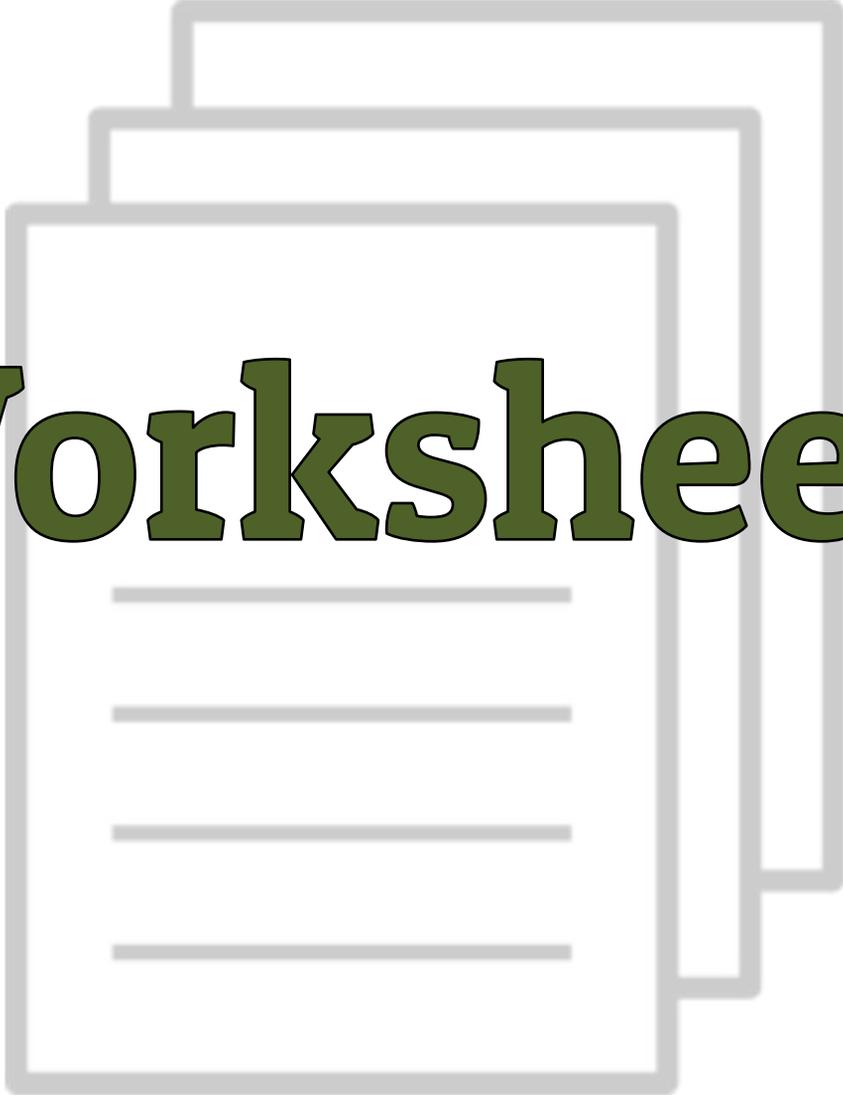
What could be improved in the lesson plans and resources?

How do you think the children felt about the Risk-Avert:Primary programme?

What did you like or dislike about the Risk-Avert:Primary Programme?

Overall how would you rate the Risk-Avert:Primary Programme?

- Very poor
- Poor
- OK
- Good
- Excellent



Worksheets

Helping Hands - Worksheet

**Staying
Safe**

Below please draw round your own hand. On each of your fingers and the palm of your hand write down the things, people and places that help you. Think about those things that help you most when you're feeling sad or down.

Traffic Light Worksheet

**Staying
Safe**

You can use this worksheet to record your thoughts for each of the scenarios included for the traffic light activity.



Real World

Staying Safe

This exercise is used to enable children to think about how they can use and apply the Risk-Avert: Primary approach to their lives outside the classroom.

	What I remember?	How it can help me outside the classroom?	What would/who can help?
	In the boxes below record some of the key things you remember from the programme.	In the boxes below record the key things you will do and the key things you would like to change.	In the boxes below record the key things and people who will help you stay emotionally healthy.
Mystery Box			
Social Norms			
Excuses			
Early Warning Signs			
My Safety Continuum			
Safety Network			
Traffic Light			



Congratulations!

On completing the  programme.

We would like to thank you for all your hard work
we hope you continue to use what you have learnt
to help you make positive decisions.

Signed (YOU):

Signed (TEACHER):

Date:

Risk-Avert:Primary Evaluation Form

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Would you ask for a helping hand and use an excuse to get out of a risky situation?	Yes__ No__ Not Sure__	Yes__ No__ Not Sure__

Thank you for taking part in the sessions. Please hand this form back to your teacher.