Introduction: Stranger Danger

Introduction

Pupils with special educational needs are often very trusting and have frequently been protected by their parents/carers. As they begin to explore their environment they need to be taught that not everyone can be trusted and there are people that could potentially harm them and how effectively to deal with these situations.

Pupils should be discouraged from talking to strangers. They should be taught to say, 'NO,' if approached by a stranger and to ignore and walk away from strangers if they feel uncomfortable. Pupils should be made aware that it is safe to acknowledge someone they know but that it is not always safe to speak to people they do not know. They should be taught to resist offers of food, lifts or other temptations from people they do not know. They must also be taught not to respond to messages from strangers. They must be made aware that 'strangers' often look friendly and that this is a means to gain their trust.

Pupils should be encouraged to seek help. Advice or information from appropriate people e.g. police officer, bus driver, shop assistant, and discouraged from speaking to people they meet on a causal basis. Pupils should be taught to immediately tell an appropriate adult if an incident occurs which they are unhappy about and who are appropriate adults.

Frequent role play activities should be used to reinforce the above points before creating realistic 'danger situations' to assess how pupils respond. Various situations may be created involving people of trust, such as Road Safety Officer or Police Officer, to play the part of 'stranger.' Parents must always be informed before undertaking these activities.

The following topic needs to be closely monitored and repeated over a long periods to firmly establish the understanding of the pupils.

National Curriculum Links for pavement and road craft

- www.qca.org.uk/8798_7667.html

PE	Outdoor & adventurous activities	11a,b,c,d
Citizenship	Developing skills of participation & responsible action	3a, c
Geography	Knowledge & understanding of places	3a
Maths	Reasoning	1j
English	Listening	2b, f
	Group discussion & interaction	3a
	Group discussions & interaction	10b role
PSHE	Developing confidence & responsibility & making the most of their abilities	1a,b,c,e
	Breadth of opportunities	4a,b,d

Pre National Curriculum Levels

The majority of pupils with special needs are working towards National Curriculum levels and these are recorded in a series of P Levels (Pre National Curriculum levels). Below are a few examples of the areas that correspond to pavement and road craft lesson plans.

P1 – P3 following are generic for all subject areas.

P1i
Encounter activities & experiences.
May be passive or resistant.
May show simple reflex responses.
Participation is fully prompted.

P1ii
Emerging awareness of activities & experiences.
May have periods when they appear alert & ready to focus their attention on certain people, events objects.
May give intermittent reactions.

P2i
Begin to respond consistently to familiar people, events & objects.
React to new activities & experiences.
Begin to show interest in people, events & objects.
Accept & engage in coactive exploration.

P2ii
Begin to be proactive in their interactions.
Communicate consistent preferences and affective responses.
Recognise familiar people events & objects.
Perform actions often by trial & improvement.
Remember learned responses over a short period of time.
Cooperate with share exploration & supported participation.

P3i
Begin to communicate intentionally.
Seek attention through eye contact, gesture or action.
Request events or activities.
Participate in shared activities with less support.
Sustain concentration for short periods.
Explore materials in increasingly complex ways.
Observe the result of their own actions with interest.
Remember learned responses over a more extended period.

P3ii
Use emerging conventional communication.
Greet known people and may initiate interaction & activity.
Remember learned responses over a more increasing periods of time & may anticipate known events.
May respond to options & choices with actions / gestures.
Actively explore objects & events for more extended periods.
Apply potential solutions systematically to problems.

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Pre National Curriculum Levels

English Reading

P8	Understand that words signs, symbols & picture convey meaning.

National Curriculum Level

1C	Pupils can recognise familiar words signs, symbols & pictures. Speaking & Listening Expression.
1B	Communicate clearly about matters of interest to individuals & groups. Follow what others say & respond appropriately to straight forward comments.
1A	Communicate clearly about matters of interest, taking turns in a range of situations & groups. Follow what others say & usually respond appropriately.
2C	Show by their direct responses that they listened.
2B	Show they are listening by communicating what they have heard.
3	Through relevant comments & questions they show they have listened carefully.
4	Listens carefully making contributions and asking questions that are responsive to others.

Maths Using & applying

P4	Aware of cause & effect in familiar activities. Show awareness of changes in shape position & quantity.
P5	Begin to sort sets of objects according to a single attribute. Make sets that have the same small number of objects in each. Solve simple problems practically.
P6	Sort objects & materials according to given criteria.
P7	Complete a range of classification acuities using a range of given criteria.
P8	Recognise describe and re-enact simple patterns & sequences. Begin to make simple estimates.

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Pre National Curriculum Levels

National Curriculum Level	
3	Try different approaches & find ways of overcoming difficulties.

Maths Number	
P4	Show an interest in number activities & counting.
P6	Demonstrate an understanding of more & fewer.
P7	Respond appropriately to key vocabulary & questions.
P8	Begin to use ordinal numbers when describing people or events.

Shape Space & Measures	
P4	Begin to search for objects that have gone out of sight, hearing, or touch. Demonstrate interest in people in relation to objects.
P5	Find big & small objects on request. Explore the position of objects.
P6	Manipulate 3D shapes. Show understanding of words sign & symbols that describe positions.
P7	Begin to respond to forward & backward. Use familiar words when they compare sizes, quantities & describe position.
P8	Compare directly 2 lengths or heights. Identify specified criteria, e.g. longest, shortest etc. Show an awareness of time.

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Stranger Danger

1

Lesson Plan 1

Aim: To identify people we know and people we recognise.

Overview

- To identify photographs of family members and friends..
- Categorise these into people you recognise and people you know.

Teaching Activities

Whole class: Classroom activity.

- Pupils to bring in photographs of family members and magazines to identify who are people they know and who are people they recognise.
- Establish who each child's family is.
- Identify the difference between recognising and knowing somebody, e.g. television and sporting personalities compared to parents.

Plenary

- Identify each students individual family members.
- Discuss their findings.

Cross Curricular Links: English. Maths. Geography. Citizenship.

Links

Other resources: Web, Books

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Stranger Danger 2

2

Lesson Plan 2

Aim: To discover the nature of the road.

Overview

- To identify the potential dangers of being alone in the company of someone they do not know.

Teaching Activities

Whole class: Classroom activity.

- Establish who are strangers, i.e. anyone who is not a family member or a stranger who can be trusted (see lessons 1 and 2).
- Use media clips and newspapers to identify dangerous situations and the possible outcomes, e.g. violence, acts of a sexual nature, robbery etc.
- Each individual to identify a stranger in a given situation and articulate the possible hazards.

Plenary

- Reinforce that a stranger does not look and different from anyone else, they can be friendly and some can be dangerous.
- Discuss their findings.

Cross Curricular Links: English. Maths. Geography. Citizenship.

Links:

http://www.gmpte.com/content.cfm?subcategory_id=3122864
http://www.coolmove.org.uk/contact.htm in, any others?
http://afse.org.uk/news/travel_training.pdf

Other resources: Web, Books, Articles

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Stranger Danger: Say No

3

Lesson Plan 3

Aim: Personal safety in the community.

Overview

- To establish strategies for dealing with strangers.

Teaching Activities

Whole class: Classroom activity.

- Recap the possible dangers posed by strangers.
- Discuss what you should do if someone you do not know approaches you.
- Establish that pupils should be discouraged from talking with strangers even though strangers can look and behave in a friendly manners
- That they should say NO when approached by strangers.
- For example they must say no if;
  - a stranger asks them to go with them,
  - they are offered a ride in a car,
  - they are offered sweets, money or other inducements.
- Role play involving pupils acting out the stranger danger situation in a variety of situations.

Plenary:

- Reinforce that a stranger does not look and different from anyone else, they can be friendly and some can be dangerous.
- Discuss their findings.

Cross Curricular Links: English, Maths, Geography, Citizenship.

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Stranger Danger

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Lesson Plan 4

Aim: Personal safety in the community.

Overview

- To establish course of action should a person be approached by a stranger.

Teaching Activities

Whole class: Classroom activity.

- Recap what you should do if someone you do not know approaches you.
- Establish that if a pupil is approached they must immediately tell someone they can trust.
- Recap who are the people they can trust.
- Practice what they are likely to say, what happened, where it happened, description of the person who approached them.
- Pupils to use a mobile or public telephone to contact someone they can trust if there is nobody readily available.
- Make cards with pupils that identify who they can telephone in case of emergencies and practice how to make a telephone call.

Plenary

- Reinforce what the card is for, who to telephone and what they need to say.

Cross Curricular Links: English, Maths, Geography, Citizenship.

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Stranger Danger

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Lesson Plan 5

Aim: Personal safety in the community.

Overview

- Each pupil to demonstrate what to do when approached by a stranger in a staged situation.

Teaching Activities

Whole class: Classroom activity.

- Recap what you should do if someone you do not know approaches you.
- Outdoor activity.
- Pupils to work in small groups of 2 or 3, either accompanied or shadowed by a member of staff depending on their needs whilst an 'identified stranger' approaches the group and offers an inducement.
- Staff and stranger to assess and monitor how the pupils responded to the situation.

Plenary

- Pupils report back who approached them, where they were approached, and how they dealt with the situation.
- The group to discuss in more detail what happened and how they responded.
- Re-establish the correct procedure for dealing with a stranger.

An identified stranger is someone the school can trust, has an up to date CRB clearance, e.g. a police officer, social worker etc.

Parents must be informed before undertaking the activity and the status of the stranger explained to avoid any unnecessary confusion and upset.

This activity must be practiced on a number of occasions until pupils and staff feel confident in their ability.

Cross Curricular Links: English, Maths, Geography, Citizenship.

Links:

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Stranger Danger

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Lesson Plan 6

Aim: Personal safety in the community assessment procedure.

Overview

- Each pupil to demonstrate what to do when approached by a stranger in a staged situation.

Teaching Activities:

Whole class: Identify a school crossing patrol.

- Pupils will be initially shadowed and then unaccompanied on a short journey where they will be approached by an 'identified stranger'.
- Pupil to inform someone about the incident, by either speaking directly to someone they can trust or telephoning a person.
- Staff and stranger to assess and monitor how the individual responded to the situation.

Plenary

- The group to discuss in more detail what happened and how they responded.
- Re-establish the correct procedure for dealing with a stranger.

Parents must be informed before undertaking the activity and the status of the stranger explained to avoid any unnecessary confusion and upset.

This activity must be practiced on a number of occasions until pupils and staff feel confident in their ability.

Cross Curricular Links: English, Maths, Geography, Citizenship.

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