

Little



Eyes & Ears



**SAFETY ZONE
2020**

BECOMING AN EYES AND EARS AGENT

INTRODUCTION:

LITTLE EYES AND EARS IS DEDICATED TO WORKING WITH THE LEADERS OF THE FUTURE TO HELP BUILD A SAFER AND MORE TOLERANT SOCIETY FOR ALL. 'LITTLE EYES AND EARS FORMS A PART OF A COUNTYWIDE CAMPAIGN HELPING KEEPING OUR COMMUNITIES SAFE.

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LEARNING OBJECTIVES

- 1. I WILL LEARN HOW TO AVOID GETTING INVOLVED IN ANTI-SOCIAL BEHAVIOUR (ASB)**
- 2. I WILL KNOW WHO TO REPORT TO AS AN EYES AND EARS AGENT, HELPING TO KEEP MYSELF AND FRIENDS SAFE.**

LEARNING OUTCOMES

- 1. BY THE END OF THIS LESSON PUPILS WILL BE ABLE TO TALK ABOUT HOW THEY CAN KEEP SAFE.**
- 2. THEY WILL BE ABLE TO IDENTIFY WHAT ASB IS AND WHO TO REPORT CONCERNS TO.**

BECOMING AN EYES AND EARS AGENT

INTRODUCTION (SLIDES 1 - 4)

- SLIDE 1- OPENING SLIDE
- SLIDE 2 - BECOME AN EYES AND EARS AGENT.
- SLIDE 3 - GROUND RULES EXPLAIN TO THE PUPILS
 1. BE FRIENDLY AND POLITE
 2. DON'T INTERRUPT WHEN OTHERS ARE SPEAKING

KEEPING SAFE MAN AT THE GATE - TEACHER LED ACTIVITIES (SLIDES 4 - 8)

- SLIDE 4- KEEPING SAFE
- SLIDE 5- READ OUT SCENARIO
PUPILS HAVE NOTICED THE PERSON IN THE PREVIOUS SLIDE HANGING AROUND THE SCHOOL GATES. THEY OVERHEAR HIM ASKING A GROUP OF OLDER PUPILS IF THEY WOULD HOLD ONTO SOME DRUGS FOR HIM TILL THE END OF THE DAY. ASK PUPILS WHAT THEY WOULD DO AND WHY?
- SLIDE 6-HIGHLIGHT THE OBJECTIVES FOR THE LESSON AND EMPHASISE THEY SHOULD REPORT ANY CONCERNS STRAIGHT AWAY. REMIND THEM THEY CAN DO THIS BY SPEAKING TO A TEACHER OR OTHER MEMBERS OF STAFF, THEY MAY ASK A FRIEND TO GO WITH THEM FOR SUPPORT. YOU CAN ALSO, AT THIS POINT, REMIND PUPILS THAT IF THEY SAW SOMETHING OUTSIDE SCHOOL THEY SHOULD SPEAK TO A PARENT OR ANOTHER TRUSTED ADULT.
- SLIDE 7- READ OUT SCENARIO
A FRIEND TELLS YOU THEY HAVE SEEN A YEAR 6 PUPIL WITH A KNIFE IN THEIR BAG. THEY HAVE BEEN SHOWING IT OFF AROUND SCHOOL. SOME PUPILS ARE WORRIED ABOUT REPORTING THIS, OTHERS ARE MORE CONFIDENT AND SAY THEY NEED TO TELL TEACHERS IN CASE SOMEONE GETS INJURED. ASK PUPILS WHAT THEY MIGHT DO AND WHY? REMIND STUDENTS OF WHO TO REPORT TO AND WHY.

ASB – TEACHER LED ACTIVITY (SLIDES 9 – 13)

- SLIDE 8– ASK PUPILS FOR SOME EXAMPLES OF ASB, AND WHY THEY THINK THEY ARE ASB.
- SLIDE 9– DISCUSS THE IMAGES ON THE SLIDE, ASK WHICH ONES THEY THINK ARE ASB AND WHY? GRAFFITI, LITTER, KNITTING, PROPERTY DAMAGE, LOUD NOISES.
- SLIDE 10– ASK PUPILS TO THINK OF ANY ADDITIONAL THINGS THAT MAY BE CLASSED AS ASB. IF POSSIBLE WRITE THE IDEAS FROM THE CLASS ON A FLIPCHART OR BOARD SO THEY CAN SHARE THEIR THOUGHTS. HIGHLIGHT THE OBJECTIVES FOR THE LESSON AND EMPHASISE THEY SHOULD REPORT ANY CONCERNS STRAIGHT AWAY.
- SLIDE 11– ASK PUPILS IF THEY THINK THIS IS ASB? THEY WILL GENERALLY SAY YES. START A DISCUSSION WITH THE CLASS AROUND THE POSSIBILITY OF THIS BEING AN ACCIDENT.
- SLIDE 12– SOMETIMES THINGS ARE AN ACCIDENT... WHAT IF SOMEONE WAS CUTTING THEIR GRASS AND A STONE FLEW UP AND BROKE THE WINDOW, THIS WOULD BE AN ACCIDENT. NOT ALL IS AS IT SEEMS.

LOOKING OUT FOR FRIENDS – TEACHER LED ACTIVITY (SLIDE 14 – 15)

- SLIDE 13– ASK PUPILS WHAT THEY WOULD DO IF THEY SAW SOMEONE IN THE PLAYGROUND OR AT THEIR CLUB LOOKING SAD AND UPSET? READ THE QUESTIONS AS PROMPTS FOR DISCUSSION:
 - WOULD YOU IGNORE THEM – 'ITS NOT MY PROBLEM'?
 - WOULD YOU BE WORRIED ABOUT GETTING INVOLVED?
 - SHOULD YOU SEE IF THEY ARE OK AND ASK IF YOU CAN HELP?

HIGHLIGHT THE OBJECTIVES FOR THE LESSON AND EMPHASISE THEY SHOULD REPORT ANY CONCERNS STRAIGHT AWAY.

- SLIDE 14– WELL DONE! YOU HAVE JUST COMPLETED OUR INTRODUCTION AND ARE ON YOUR WAY TO BECOMING AN EYES AND EARS AGENT.



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