**Timeline Landscape of Safer Schools**

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| **Focus of lesson** | Lesson 1:  Introduction to first of four crime prevention principles | Lessons 2-4:  Introduction to three other principles | Lesson 5:  Enlarge part of map of school | Lesson 6:  Apply the principles to the enlarged area of the school | Lesson 7:  Grade audit | Lesson 8:  Write up audit using template | Lesson 9:  Create collective presentation of process and findings | Lesson 10:  Present PPT to community |
| **Teacher’s role** | Natural Surveillance:   * What is it? * How does it work to promote safety in schools? * Where is it evident in your classroom / school? | Lesson 2:  Explain the importance and give examples of Access Management.  Lesson 3:  Explain the importance and give examples of Territorial Reinforcement.  Lesson 4:  Explain the importance and give examples of Quality Environments. | Class divided into groups.  Map of school cut into squares.  Each group gets given a different square so whole school covered.  Each group hand draws an enlargement of their area of the map. | Walk around the area enlarged on the hand-drawn map.  Identify aspects that are:   * safe - shade in green * need improving - orange * unsafe - red.   Each group writes their findings on the collective sheets labeled  ‘Safe / Needs improving / Unsafe’. | Audit graded from 1-3:   1. Problems that need fixing. 2. Problems that could cause harm. 3. Urgently need fixing - could cause serious safety problems. | Introduce structure of an audit.  Use exemplar as a guide.  Suggestion:   * one student types up safe areas * one student types areas that need improving * one student types up findings with grades * one student types in the most urgent issues to address and justifies them. | Students write scripts or create a presentation about the process, findings and issues that need addressing. | Present scripts and presentation to management, Board of Trustees, council. |
| **SCO’s role** | Discussion on crime prevention. Use real-life situation to link to lesson. |  |  | Work with students to identify issues with the area, and how they relate to Safer Schools principles. |  |  |  | Introduce soft and safe growth principles.  How can we involve the community to improve the community? |
| **Resource person’s role** |  |  |  |  |  |  |  |  |