

# Safer Schools

## Focus area 2

## Years 7-8

This section contains one of the following Focus areas from **Safer Schools** for students at years 7-8:

1. What makes us safe?
2. **How safe are we?**
3. So what did we find?
4. Sharing our understanding

## Focus area 2: How safe are we?

### Contents

Focus area 2: How safe are we? .....	2
Explanation .....	2
Curriculum links .....	2
Resources .....	2
Success criteria .....	2
Learning experience 1: Preparing to audit our school .....	3
Learning intentions .....	3
Notes for the teacher .....	3
Resources .....	3
Activities .....	4
Learning experience 2: The audit .....	5
Learning intentions .....	5
Notes for the teacher .....	5
Notes for the School Community Officer .....	5
Resources .....	5
Activities .....	6

## Focus area 2: How safe are we?

### Explanation

In this focus area students work together in groups to audit the school environment by applying the four physical principles of Safer Schools. They will grade aspects of the school environment as safe, marginal or unsafe. In later focus areas students will need to explain why they have made this assessment, as well as explain the mechanics of the audit itself.

### Curriculum links

**Key competencies:** Participating and contributing; Thinking; Managing self.

**Learning areas:**

- Level 3 Health and Physical Education: Healthy communities and environment: Plan and implement a programme to enhance an identified social or physical aspect of the school.
- Level 4 Social Sciences: understand how exploration and innovation create opportunities and challenges for people, places and environments.
- Level 3 Technology: Brief development - describe the nature of the intended outcome and explain how it addresses a need.

### Resources

- Enlarged A3 size digital map of the school (cut into eight pieces)
- Blank sheets of paper (A1 - A3)
- Coloured pencils or crayons (red, orange and green)
- School Community Officer

### Success criteria

Students will be able to:

- complete an audit of the school environment by applying the four physical principles of Safer Schools.
- record their findings on a hand drawn map that they have prepared beforehand.

## Learning experience 1: Preparing to audit our school

### Learning intentions

Students will be able to:

- enlarge a sitemap of their school by hand.

### Notes for the teacher

Students enlarge the digital site map by hand without using rulers. Maps do not need to be drawn precisely to scale. Fold the A4 map four times. Fold a sheet of A3 paper four times.

Students enlarge the school site map from A4 to A3 by copying the folded squares. Hand-drawing the enlarged map, rather than doing so with a photocopier, will help students gain familiarity with the area they are auditing.

Classrooms and areas on the map need to be labeled using felt/crayon. Students use three colours to shade in areas that are safe (green), marginal (orange), unsafe/dangerous (red).

Students walk around their designated area to get a feel for that environment.

### Resources

- Enlarged A3 size digital map of the school (cut into eight pieces)
- Blank sheets of paper (A1 - A3)
- Coloured pens or crayons

## Activities

### 1. Preparing our maps

Divide the class into eight groups.

Fold a digital map of the school into eight equal parts.

Give each group a part of the map to enlarge.

Students then enlarge their area of the map by hand to A3 size.

## Learning experience 2: The audit

### Learning intentions

Students will be able to:

- work within a group to conduct a safety audit of their assigned area in the school
- apply the four physical principles of Safer Schools to a safety audit of their school
- identify areas in their school that are safe, needing improvement or unsafe.

### Notes for the teacher

While walking around the school students will colour-code their map, take photographs, and make specific notes about the identified areas.

### Notes for the School Community Officer

The School Community Officer (SCO) assists the students in identifying areas that are safe, needing improvement, or unsafe as defined by the four physical principles of **Safer Schools**. As this practical experience of undertaking a safety audit will be unique for the students, having the experience of the SCO to support the learning will be of great benefit.

To prepare themselves for this role, the SCO should ask themselves:

- What am I trying to achieve?
- What can I do to help achieve this?

The SCO could seek the assistance of a Crime Scene Attendant (CSA), forensics officer or a detective (CIB) to further draw on their experience to assist the students in the audit.

### Resources

- Coloured pencils or crayons (red, orange and green)
- Hand-drawn maps from previous learning experience
- School Community Officer

## Activities

### 1. Doing the audit

Teacher explains the colour-coding (green = 'safe'; orange = 'needs improvements'; red = 'unsafe and needs urgent attention').

Explain that during the audit students will walk around their assigned area of the school and colour in their map according to the above coding.

Students audit the specific area of school assigned to them. They label each part and colour-code the map.

Ask:

*What areas have you identified as safe (coloured green)? Why?*

*What areas need improvements (coloured orange)? Why?*

*What areas have you identified as being unsafe (coloured red)? What makes this area unsafe? Who can be affected by this unsafe area?*

