

Safer Schools

Focus area 3

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 3: So what did we find?

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Focus area 3: So what did we find?

Explanation

Students justify why they have rated areas unsafe, safe or needing improvement. They grade unsafe areas with a 0-3 scale to determine areas of priority that need urgent attention. Students then write these findings as an audit that will be shared with school management/board, as per this [sample student audit](#) [DOCX].

Curriculum links

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

Learning areas:

- Level 3 Health and Physical Education: Healthy communities and environments - Plan and implement a programme to enhance an identified aspect of the school.
- Level 4 Social Sciences: Understand how exploration and innovation create opportunities and challenges for people, places and environments.
- Level 4 English: Speaking, Writing and Presenting
 - Construct texts that show an awareness of purpose and audience through deliberate choice of content, language and text form.
 - Conduct and write up a safety audit of their school by integrating the CPTED principles into an audit and using the template to write the audit for presentation to school management/board.

[Safer Schools Assessment Rubric](#) [DOCX]

Resources

- Colour-coded maps produced in Focus area 2.
- Three sheets of A1 chart paper
- Marker pens in red, orange and green.
- Copsheet 1: Audit template
- [aSStle writing assessment rubric](#)

Success criteria

Students will be able to:

- identify ways to improve the safety of their school
- provide reasons for undertaking these improvements
- identify the people who will need to be involved in making these improvements.

Learning experience 1: Evaluating the audit

Learning intentions

Students will be able to:

- explain how the principles improve the safety of their school
- make recommendations on how to improve the safety of their school
- prioritise their recommendations to identify the most urgent needs.

Notes for the teacher

Students transfer their green, orange and red areas onto large sheets of paper for the whole class to see.

When all red areas are recorded, they are graded on a 0-3 scale. A grade of '3' is most urgent.

All the red areas graded with the number 3 become recommendations for action in the audit.

Resources

- Colour-coded maps produced in Focus area 2.
- Three sheets of A1 chart paper
- Marker pens in red, orange and green.

Activities

1. Prioritising the unsafe areas

Students record findings made from the maps they produced during Focus area 2 onto large sheets of paper labeled: safe (green); needing improvement (orange); and unsafe (red).

Teacher works with the whole class to review the items on the RED chart. These are prioritised with numbers:

- '0' means it won't be addressed.
- '1' means it's not that important to fix it.
- '2' means it's important to fix it, but it's not urgent.
- '3' means you need to fix it straight away.

Learning experience 2: Writing up the audit

Learning intentions

Students will be able to:

- transfer their learning into a written assessment of the audit
- Identify how these improvements can be made.

Notes for the teacher

See this [sample student audit](#) [DOCX].

This is to be used as a writing assessment. Students individually write up the first part of the audit as defined in the template. This is an overview of what they did and why they did it.

Three students type up the information collected from the green, orange and red sheets.

This information can then be shared electronically with the other students who will cut and paste this into their own audits.

Resources

- Copsheet 1: Audit template
- [Safe School assessment rubric](#) [DOCX]
- [asTTle writing assessment rubric](#) [DOCX]

Activities

1. Writing up our audit

Use **Copysheet: Audit template** to write up the audit.

All students complete paragraphs 2, 3 and 4:

- Paragraph 2 - students write definitions and give examples of the four physical principles of Safer Schools.
- Paragraph 3 - students answer in full, who carried out the audit, when it was carried out and why it was carried out.
- Paragraph 4 - students explain how the audit was carried out:
 - map enlargement by hand
 - colours used, what they mean, and how the colours were applied to the maps.

One student completes paragraph 5 and shares it with the class. One student copies all of the safe areas in the school that each group has identified.

One student completes paragraph 6 and shares it with the class. One student copies down all of the areas needing improvement in the school as identified by each group.

One student completes paragraph 7 and shares it with the class. One student copies down all of the unsafe areas identified by each group.

One student completes paragraph 8 and shares it with the class. One student copies down all of the recommendations made by the class that need actioning immediately, and why.

Assessment

See:

- [Safe School assessment rubric](#) [DOCX]
- [asTTle witing assessment rubric](#) [DOCX]

Copysheet 1: Audit template

1. Safety audit for _____

2. What are the four physical principles of safer schools?

1. _____
2. _____
3. _____
4. _____

3. Who carried out the audit? When? Why?

4. What steps were used in completing a safety audit?

For example:

1. map of school-digital-cut up into sections
2. create hand drawn map labeling buildings
3. colours used in the audit
4. explanation of the colours used

5. Which areas in the school are identified as **safe** and why are they safe?

6. Which areas in the school are identified as **needing improvement** and why is this so?

7. Which areas in the school are identified as **unsafe** and why are they unsafe? Grade these as 0-3 (least to most urgent).

8. Recommendations: The most urgent identified unsafe areas ('3') become the recommendations in the audit.