

# Lesson 1 | Thinking about what makes a place safe

## Teacher background information

When discussing safety with students, the focus can be primarily be on the attitudes and behaviours of the students, their friends, and the people they meet. While this is very important, the **How safe is my school** resources enables students to explore how a place is designed and how this impacts their sense of safety. Crime prevention through environmental design (CPTED) focuses on how the physical environment can be designed or modified to make people feel safer and negative behaviours less likely to occur.

This first lesson has a range of activities to enable students to start using language around how their physical environment impacts their sense of safety. It also introduces the four CPTED principles of **Coming and going; Keeping watch; Showing we care; and Having fun.**

The PowerPoint presentation available from the website includes all photographs and the time-lapse park video clip mentioned in the activities. Download the presentation at [bit.ly/HSIMSPresentation](https://bit.ly/HSIMSPresentation)

### Learning intentions

We are learning how to identify and describe features that make an area safe or unsafe.



### Activity time

#### There are 4 components related to this activity

- a) Photo activity
- b) Introduction: whole class discussion with key questions
- c) Drawing activity
- d) What makes a safe place activity

## a) Introduction: whole class discussion with key questions

Close your eyes and imagine a playground. It has brightly-coloured play equipment with a slide and a swing. There are benches to sit with your friends. Can you hear them talking? Next to the play equipment there are children playing with a soccer ball. The grass was cut yesterday. Can you smell the newly-cut lawn? The garden beds are full of beautiful flowers.



Thinking time

- How does this playground make you feel?
- Would you want to play there?
- Does it feel safe?

Now imagine that same playground, but the grass has grown long and brown. The garden beds are full of weeds and the flowers are dead. There are no rubbish bins, so people have just thrown rubbish on the ground. Can you smell the rotten apple? Now look at the play equipment. Some people have sprayed graffiti all over the slide and the swing is broken and missing its seat.



Thinking time

- How does this playground make you feel?
- Would you want to play there?
- Does it feel safe?



b) Photo activity

The teacher explains that this activity will be about identifying how you are feeling when looking at photos of playgrounds.

Begin with a whole class discussion/brainstorm and fill out a “See, think, wonder” table on the board.

What do you **see, think, wonder** about the photos I have displayed on the board?



The playground photos are included on the next page and in the PowerPoint presentation available from the website. Download the presentation at [bit.ly/HSIMSPresentation](http://bit.ly/HSIMSPresentation)

See	Think	Wonder

Whole class discussion



Discussion time

- Which playground would you want to play in?
- Which playground would you feel safer?
- How might you feel if these were your playgrounds?
- What makes a school playground a safe place to play?

Describe what you notice in each of these photos? (Students can discuss colour, equipment type, location and landscape such as trees, sand and grass). Teacher examples or models one feeling they are having when looking at photos

In groups of 3 or pairs brainstorm/discuss *all* the feelings you have after viewing these photos (eg: happy, sad, unsure, excited, worried, scared, etc.)



## Photo activity





### c) Drawing activity

Teacher explains that this activity will be about identifying what features would generate a sense of safety in the school yard.

As a class watch the time-lapse video (this is included in the PowerPoint presentation available from the website or view the images included on the following pages). Download the presentation at [bit.ly/HSIMSPresentation](http://bit.ly/HSIMSPresentation)

Discuss what has happened to park over time and does its sense of safety change?



#### Activity time

Divide the class in half.

Each student draws an imaginary school yard. Half of the class will be drawing a safe school yard and half an unsafe school yard.

Display the illustrations and discuss the features the students have chosen.



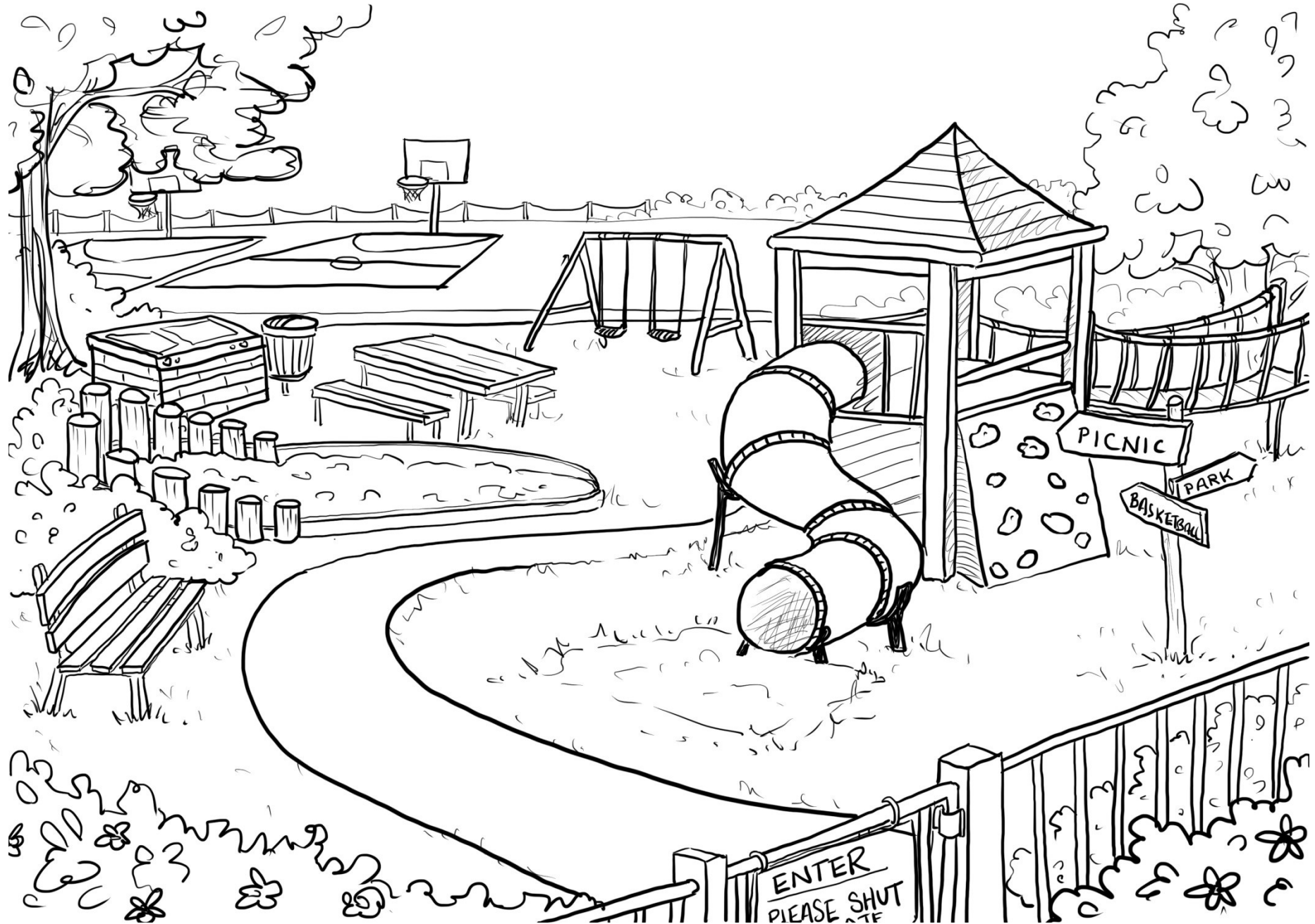
#### Discussion time

- Do all the safe school yards or all the unsafe school yards have features in common?
- How do the school yards make them feel?
- What could be done to increase their feelings of being in a safe space?

Students write intention statements from the discussion.

- I feel safe when ...
- I feel unsafe when ...









#### d) What makes a safe place activity

Teacher explains that this activity will be about identifying what features would generate a sense of safety in the school yard and is in preparation to exploring their own school yard.

Teacher describes 4 CPTED principles. Students match the photos with each principle.

The photos are also included on the following page and in the PowerPoint presentation available from the website. Download the presentation at [bit.ly/HSIMSPresentation](http://bit.ly/HSIMSPresentation)



#### Coming and going – how do people move around an area.

What signs, gates, fencing, landscaping, and paths are there to welcome, and help people find their way around confidently; or to stop people from entering private or dangerous areas?



#### Showing we care – how do people look after an area.

Is the area clean and well maintained? Are broken windows and lights fixed? Rubbish bins emptied. Graffiti tagging cleaned up.



#### Keeping watch – how do people watch over an area.

Is in area in full view so people can keep an eye on it easily? Are trees and bushes trimmed? Is there good lighting?



#### Having fun – how do people use an area in positive ways.

Is there play equipment? Picnic tables and benches? Sporting facilities?





## What makes a safe place activity



### Match the principle to the picture

1

Showing we care – how do people look after an area.

Is the area clean and well maintained? Are broken windows and lights fixed? Rubbish bins emptied. Graffiti tagging cleaned up.

2

Having fun – how do people use an area in positive ways.

Is there play equipment? Picnic tables and benches? Sporting facilities?

3

Coming and going – how do people move around an area.

What signs, gates, fencing, landscaping, and paths are there to welcome, and help people find their way around confidently; or to stop people from entering private or dangerous areas?

4

Keeping watch – how do people watch over an area.

Is in area in full view so people can keep an eye on it easily? Are trees and bushes trimmed? Is there good lighting?