



RESOLVEit
EVERYONE HAS THE RIGHT TO FEEL SAFE

Primary assembly pack guide script

[Assembly duration: 15 minutes approx.]

- Good morning/ afternoon everyone. Welcome to this personal safety assembly. RESOLVEit are a company who believe everyone has the right to feel safe.

Awareness, Avoidance, Dialogue, Action: What do these mean to you? (discuss)

Your first tool is AWARENESS. Wherever you go, we teach you to look around and assess POP!

People

Object

Place

The second tool is AVOIDANCE. Stay out of trouble if a fight breaks out and stay with your friends.

Your third tool is DIALOGUE, if you have not been able to avoid conflict.

The final tool is action but use this only as a last resort.

PERSONAL SAFETY

- What does personal safety mean to you? Answer: Keeping yourself safe
- Personal safety isn't about being aggressive. The following four principles help to keep us safe: AWARENESS, AVOIDANCE, DIALOGUE, ACTION. These are all NON-AGGRESSIVE ways to keep yourself safe.
- Question: Who is responsible for your safety? Answer: Yourself. Yes, teachers, friends, family members etc; but ultimately it is yourself. As you get older you will have more independence so it's important you know how to keep yourself safe.

Follow up question: Who knows a phone number of a parent, guardian or trusted adult off by heart? Answer: It is important to go and practice parents, guardian or trusted adult number off by heart. Just in-case your mobile runs out of battery or credit and you have an emergency you then have that number. Follow up question: Where could you go if you needed to get help whilst out? Answer: shop/café/restaurant/supermarket. Somewhere there are adults working.

For example, in a shop the security guard is a good person to go to for help as they are usually the first person you see. Staff working there don't know you but have a duty to help you. Question: What information do they need from you? Answer: a phone number for someone you could get hold of in-case of an emergency.

- Question: What is the best form of non-aggressive self-defence? Answer: Run away, get to safety and get help.
- Having an awareness of your surroundings helps keep you safe. Question: Who listens to music with headphones whilst out and about? Thinking of everything you have learned so far is this safe; would you hear someone come up behind you? Answer: No, you can't hear what is going on around you, so you are not aware and unable to avoid a dangerous situation. It's better to have no headphones on, or if you must have one ear free.

PERSONAL SPACE

- The video shows the importance of Awareness, Avoidance, Dialogue and Action. The video also looks at personal space.

Question: What is meant by personal space? Answer: A space around you and it's there to keep you safe.

Volunteer: Choose a volunteer to come up ask them to stand with both their arms out to the side. Whilst keeping their arms up ask them to carefully spin round in one full circle. This is the measurement for personal space, an arm's length each side roughly a metre in total. This space is there to keep you safe. (volunteer can sit back down)

Follow up question: Who would you invite your space? Answer: Those you want or invite into your space rather than just those you know or trust sometimes those people want to hurt you.

SHIELD

- How do you keep someone out of your personal space, without being aggressive? Answer: The shield. Choose a volunteer, someone who doesn't mind you going into their personal space. Ask them to face you and put both arms out in front of them with open hands, feet apart to give better balance. Open hands display nonaggressive body language. Demonstrate how the shield works have the volunteer walk towards you into your personal space as they get closer put up your shield. Remind pupils, they are running away to safety to get help.

WRIST RELEASE

- We have covered personal space and how to protect it, but what if someone grabs hold of your wrist; how could you free yourself from the grip to get to safety and get help? Take answers, reminding pupils that it's non-aggressive. Give reasons why that person could have taken hold of their wrist:
 - They have no other way to communicate and need your help/attention
 - Moving you out of danger
 - Wanting to cause you harm
- Whatever the reason, you want to remove yourself from the situation quickly in a non-aggressive manner to get to safety and get help. If you hurt the person who's grabbed hold of you, they may not let go and you could also get into trouble.
- Choose a volunteer (someone who doesn't mind having their wrist grabbed). Volunteer to face you, have the volunteer take hold of your wrist the one in front of them. Ask pupils to give ideas of how you could get away. Then explain how to release your wrist from the grasp whilst demonstrating.
 - Have an open hand, quickly bend your elbow like you are throwing a glass of water over your shoulder. This will swiftly break the grab. Once released return to your shield.
 - It's important to bend the elbow quickly as it breaks the grab quicker and is more effective as the person grabbing doesn't have time to try and regrip.
- Space allowing, have pupils pair up to try the wrist release. Remind them to spread out to have enough space. Once they have each had a turn sit them back down for a scenario and recap safety tips.

Double Wrist Release

- We have covered a single wrist release, but what if they grabbed your wrist with two hands how could you get out without being nonaggressive? Answer: You can use your double wrist release. Choose a volunteer (someone who doesn't mind having their wrist grabbed). Volunteer to face you, have the volunteer take hold of your wrist the one in front of them. Ask pupils to

give ideas of how you could get away. Then explain how to release your wrist from the grasp whilst demonstrating.

- Put your spare hand over the top of your hand, clasp your hands, bend both elbows and bring both hands towards your face (try not to hit yourself)
 - Remember to come back to your shield
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- Scenario: You are out with your friends and lose track of time. When you check the time, you realise you have 10 minutes to get home but you live 20minutes away. It's starting to get dark, cutting across the open field and down the lane will get you home on time, it's not well lit but you hear people doing it all the time and they are fine. The main route is through a few streets, these are well lit but you will be home 20 minutes late. Question: Which is the best route to take? Ask for a show of hands. Answer: the well-lit route and be late, if possible, call your parent/guardian to let them know you will be late but you're taking the main route. Taking the short cut could prove dangerous – it's poorly lit, you can't be aware of your surroundings and may be unable to avoid dangerous situations.
 - Have all pupils stand up and demonstrate the shield and ask what they should go away and learn if they don't already know it; a phone number of someone they could get hold of in case of an emergency.

Safety Tips

- Go through the safety tips with the pupils, if you have time you can ask the pupils to see if they have any sensible safety tips they can share in assembly.
- Read through the summary points and 'going out' safety tips with the students.

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