



Getting about Safely

Long Term Plan

nocn
CREATING OPPORTUNITIES

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Entry Level 1	Entry Level 2	Entry Level 3
Unit Code: A/600/6540 GLH: 30	Unit Code: L/600/6543 GLH: 30	Unit Code: R/600/6544 GLH: 30
Purpose		
Additional Assessment Requirements		
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.	As an E2 unit it is expected that the learner may require some assistance in the form of prompts for the assessment. Practical tasks may be in a simulated environment.	As an E3 unit it is expected that the learner should show independence for the assessment. Practical tasks may be in a simulated environment.
Outcomes		
<ol style="list-style-type: none"> 1. Know how to stay safe when out and about. 2. Know how to travel somewhere safely. 3. Know how to be safe in the dark 4. Know emergency Evacuation procedures 	<ol style="list-style-type: none"> 1. Know how to stay safe when out and about. 2. Know how to travel somewhere safely. 3. Know how to be safe in the dark 4. Know emergency Evacuation procedures 	<ol style="list-style-type: none"> 1. Know how to stay safe when out and about. 2. Know how to travel somewhere safely. 3. Know how to be safe in the dark 4. Know emergency Evacuation procedures
<ol style="list-style-type: none"> 1.1. - Identify a possible risk to personal safety when going out. 1.2. - Participate in identifying at least two safety strategies before setting out. 1.3. - Participate in identifying a strategy for dealing with an unexpected situation. 2.1. - Identify two road information signs. 2.2. - Identify something to watch out for on a journey. 2.3. - Use designated pedestrian crossings to cross the road safely. 3.1. - Identify at least two ways to be safe in the dark. 4.1. - Cooperate and follow instructions to evacuate a building as part of a fire drill. 	<ol style="list-style-type: none"> 1.1. Identify two possible risks to personal safety when going out. 1.2. Identify a way to minimise risk for each of the risks. 1.3. Participate in identifying a strategy for dealing with an unexpected situation. 2.1. Identify two road information signs and state their meaning. 2.2. Identify two things to watch out for on a journey. 2.3. Cross a road safely using a designated pedestrian crossing. 2.4. Participate in crossing a road safely where there is no designated crossing point. 3.1. Identify at least two ways to be safe in the dark. 3.2. Identify two pieces of clothing that can be worn in the dark to help to be seen. 4.1. Follow instruction to evacuate a building safely. 4.2. State something, they should do when involved in an evacuation. 	<ol style="list-style-type: none"> 1.1. - Identify three possible risks to personal safety when going out. 1.2. - Identify a way to minimise each of the risks. 1.3. - Identify a strategy for dealing with an unexpected situation. 2.1. - Identify three road information signs and state their meaning. 2.2. - Identify four things to watch out for on a journey. 2.3. - Demonstrate use of designated pedestrian crossings. 2.4. - Cross road safely using designated pedestrian crossing. 2.5. - Demonstrate crossing road safely where no pedestrian crossing is available. 3.1. - Identify at least three ways to be safe in the dark. 3.2. - Identify safe routes to local amenities by day and by night. 3.3. - Identify appropriate clothing to be worn when it is dark. 3.4. - State something about the clothes that make them better in the dark. 4.1. - State an example of when a building may need to be evacuated. 4.2. - State how s/he would recognise a building was being evacuated. 4.3. - State two things s/he should do when a building is being evacuated. 4.4. - Follow procedures to evacuate a building in a fire drill.

NOCN Assessment Sheets

A/600/6540


L/600/6543

R/600/6544

Highfield Assessment Documents

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p>1. Know how to stay safe when out and about.</p>	<p>Entry 1:</p>	<p>Most of the time people are safe and don't have any problems while they are outside of their home, but it is still important to be prepared and make sure you know what to do if something happens. delivery should cover but not be restricted to:</p> <ul style="list-style-type: none"> • Planning your journey <ul style="list-style-type: none"> ○ Plan your route especially if you are going somewhere new. ○ Try to keep to main paths and roads whenever possible. If you use a short cut, you may get lost and not be able to find your way back to the main path. ○ At night, keep to well lit areas. Avoid places like alleys, subways and parks, where possible, to reduce your risk of being a victim of crime. ○ Use public transport or a taxi if you are not sure where you are going - especially when it's dark. ○ Make sure you have a list of taxi numbers, or a booking app on your phone, in case you get lost or need help getting home. • What to take with you <ul style="list-style-type: none"> ○ Your keys ○ Your mobile phone - make sure it has credit and is charged up. ○ Your debit or credit card, or money - only take out what you will need. ○ A personal alarm - if you have one. ○ In case of emergency (ICE) information. This tells people who to contact in an emergency and provides information about your health. It could be written on a piece of card and tucked into your bag or wallet. • Telling someone where you are going. <ul style="list-style-type: none"> ○ Tell a family member or friend where you are going and what time you expect to be back. ○ If you are visiting someone, tell them what time you plan to arrive. • Being aware of your surroundings <ul style="list-style-type: none"> ○ Be mindful of where you are - avoid using headphones or looking at your phone as this may distract from the environment you are in. ○ Trust your feelings... if you think an area is unsafe then avoid going into that environment. ○ If you think you are being followed, attempt to cross the road, go into a shop or head for a busy street. If you feel unsafe, make a noise or tell someone. • Keep your valuables safe. <ul style="list-style-type: none"> ○ Keep valuables like jewellery, phones, music players and keys out of sight. ○ Fasten your bag closed and at the front of your body where you can see it. ○ Make sure you keep your coat and bag in sight - never hang them on the back of a coat or chair. ○ Never write down passwords or PIN numbers and take them out with you. 	
	<p>1.1. - Identify a possible risk to personal safety when going out.</p>		
	<p>1.2. - Participate in identifying at least two safety strategies before setting out.</p>		
	<p>1.3. - Participate in identifying a strategy for dealing with an unexpected situation.</p>		
<p>Entry 2:</p>	<p>1.1. Identify two possible risks to personal safety when going out.</p>		
<p>1.2. Identify a way to minimise risk for each of the risks.</p>	<p>1.3. Participate in identifying a strategy for dealing with an unexpected situation</p>		
<p>Entry 3:</p>	<p>1.1. - Identify three possible risks to personal safety when going out.</p>		
<p>1.2. - Identify a way to minimise each of the risks.</p>	<p>1.3. - Identify a strategy for dealing with an unexpected situation</p>		

		<ul style="list-style-type: none">○ Only take the amount of cash you think you'll need - avoid having large amounts of cash out with you.	
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Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p>2. Know how to travel somewhere safely.</p>	<p>Entry 1:</p> <p>2.1. - Identify two road information signs. 2.2. - Identify something to watch out for on a journey. 2.3. - Use designated pedestrian crossings to cross the road safely.</p>	<p>Road Signs</p> <p>Cover the most popular road signs around our school community, but also major road signs students will see when out and about.</p> <p>Students to take photos of the road signs around them when travelling.</p>	<p>Lesson observations Video evidence and playback for Q&A Summative assessment</p>
	<p>Entry 2:</p> <p>2.1. Identify two road information signs and state their meaning. 2.2. Identify two things to watch out for on a journey. 2.3. Cross a road safely using a designated pedestrian crossing. 2.4. Participate in crossing a road safely where there is no designated crossing point.</p>	<p> Outcome 2 British-Road-Signs-1</p> <p>What to watch out for on a Journey. Hazards that can be seen when out in the community, problem solving the solutions</p>	
	<p>Entry 3:</p> <p>2.1. - Identify three road information signs and state their meaning. 2.2. - Identify four things to watch out for on a journey. 2.3. - Demonstrate use of designated pedestrian crossings. 2.4. - Cross road safely using designated pedestrian crossing. 2.5. - Demonstrate crossing road safely where no pedestrian crossing is available.</p>	<p>Road Safety. Teach the green cross code. How to identify safe places to cross. The difference between Crossings Zebra, Pelican, Puffin and Toucan Link to website about crossings How the crossings can support VI and HI people Video to cover Road Safety</p> <p><i>All sessions should be delivered practically and scaffolded by theoretical work.</i></p>	

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
3. Know how to be safe in the dark	Entry 1:	Ways to be safe in the dark Wear clothing that can be seen in the dark, light clothing, reflective clothing At night, keep to well-lit areas. Avoid places like alleys, subways and parks, where possible, to reduce your risk of being a victim of crime. Use public transport or a taxi if you are not sure where you are going - especially when it's dark.	
	3.1. - Identify at least two ways to be safe in the dark.		
	Entry 2:		
	3.1. Identify at least two ways to be safe in the dark. 3.2. Identify two pieces of clothing that can be worn in the dark to help to be seen.		
	Entry 3:		
	3.1. - Identify at least three ways to be safe in the dark. 3.2. - Identify safe routes to local amenities by day and by night. 3.3. - Identify appropriate clothing to be worn when it is dark. 3.4. - State something about the clothes that make them better in the dark.		

Outcome	Assessment Criteria	Activities & Resources	Assessment Opportunities
<p>5. Know emergency Evacuation procedures</p>	<p>Entry 1:</p>	<p>Fire Evacuation</p>	
	<p>4.1. - Cooperate and follow instructions to evacuate a building as part of a fire drill.</p>	<p>Refer to the school evacuation procedure and assembly points.</p>	
	<p>Entry 2:</p>	<p>Discuss</p>	
	<p>4.1. Follow instruction to evacuate a building safely. 4.2. State something, they should do when involved in an evacuation.</p>	<p>Fire Alarm (sound) Stop DO not take belongings out with you. Leave building calmly and walking. DO NOT – Run, push, shout, ignore adults. Line up in the Assembly point – ensure students know class assembly number</p>	
<p>Entry 3:</p>			
<p>4.1. - State an example of when a building may need to be evacuated. 4.2. - State how s/he would recognise a building was being evacuated. 4.3. - State two things s/he should do when a building is being evacuated. 4.4. - Follow procedures to evacuate a building in a fire drill.</p>			