



# RUN HIDE TELL

Teacher guidance notes and lesson plans for  
key stages 3 and 4

Welsh Curriculum version

PSHE Association in partnership with NaCTSO  
November 2017



# Table of Contents

<b>Teacher guidance notes.....</b>	<b>3</b>
Preparing to teach the RUN HIDE TELL lessons .....	3
RUN, HIDE, TELL for adults .....	4
Creating a safe learning environment .....	4
Notes on <i>The story of Nur, Edih and Llet</i> video and lesson content.....	5
A research based approach .....	5
The story of Nur, Edih and Llet.....	5
Questions raised by the video and key messages to ensure are covered.....	5
Reducing or extending on the lesson plan .....	6
Differentiating the learning for students with SEND.....	8
Supporting staff and parents.....	8
Creating a safety plan.....	8
Supporting parents.....	8
Signposting support.....	9
Curriculum references .....	9
<b>Lesson plan for key stage 3.....</b>	<b>10</b>
Lesson resource sheets for key stage 3 .....	16
<b>Lesson plan for key stage 4.....</b>	<b>17</b>
Lesson resource sheets for key stage 4 .....	23

## TEACHER GUIDANCE NOTES: 'RUN, HIDE, TELL!' lesson plans

While the chances of being caught up in a gun or knife attack are rare, it is important that young people are prepared and know how to protect themselves if the need arises. The National Counter Terrorism Security Office (NaCTSO) has released guidance that sets out three key steps for keeping safe in the event of a gun or knife attack. The advice is, if caught up in an incident to RUN to safety, HIDE if you can't, and TELL the police when you're safe – guidance which can be applied to many places and situations.

We know from case studies and testimony of people who have survived attacks that, if followed, this advice can save lives. However, it is crucial that this message is conveyed to young people in a way that is sensitive and not alarmist. To support teachers to do this safely and confidently, this guidance and two accompanying lesson plans (one for key stage 3 and one more suitable for key stage 4) have been produced for NaCTSO by the PSHE Association, to form part of its ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a gun or knife attack.

---

These lessons should not be a 'one off', or delivered in the immediate aftermath of a gun or knife attack, as this is likely to raise feelings of anxiety for young people rather than provide reassurance (the PSHE Association has published separate [guidance](#) on talking to children and young people in the event of a terrorist incident). Instead, they should be taught within the context of a planned series of lessons developing risk management and personal safety skills. It is important that young people are able and confident to report suspicious behaviour or items, and to protect themselves in the unlikely event of being caught up in a gun or knife attack.

### Preparing to teach the RUN HIDE TELL lessons

When preparing to teach these lessons, it is important to inform all members of staff when this teaching is going to take place and ensure that the whole staff understands the RUN HIDE TELL message that students will be taught. You might wish to show the short film featured in these lessons during a staff meeting as part of a briefing on what students will be learning in class. Schools may also choose to inform parents and carers in advance. Further advice about supporting them is provided below (see *supporting schools and parents* section). For adults the advice is slightly different from the message given to young people, as adults are encouraged to take charge in the situation. The National Counter Terrorism Security Office (NaCTSO) website features a short film called [How to react to firearms or weapons attacks](#), which is aimed at adults (and SHOULD NOT be used in the classroom) if your colleagues wish to view this.

Make sure you and your colleagues are familiar with the school's safeguarding policy. Although these lessons are not affiliated with the Prevent strategy, it may also be helpful to reference the school's Prevent duty before teaching these lessons, or to see the NaCTSO guidance for educational professionals, found [here](#).

In line with best practice, the lessons and resources have been carefully designed to minimise feelings of fear, shock or guilt while learning about this potentially upsetting topic. It is important to use a reassuring approach throughout and to avoid 'worst case scenario' thinking. Note also that neither the film nor the lesson plans place any focus on the perpetrators of the attack. They are never seen or discussed directly, as the motivation behind the attack is irrelevant to the lesson and the safety message. The focus is not violent extremism, or radicalisation. The RUN HIDE TELL message is relevant in any gun or knife attack, irrespective of who the attacker is or what their motivation for the attack might be.

## RUN, HIDE, TELL for adults

Ensure you are familiar with the RUN HIDE TELL guidance for adults before delivering the session. The advice for adults and advice for young people differs in one main area; whereas for adults the message is “take charge” (for example insisting others go with you or trying to stop others from entering the area), the message for young people is “take charge of yourself”, thus ensuring their own personal safety. The three RUN HIDE TELL steps break down into this more detailed advice for adults:

RUN	HIDE	TELL
<p><b>Escape if you can.</b></p> <p><b>If there is a safe route, RUN, if not hide.</b></p> <p><b>Insist others go with you.</b></p> <p><b>Don't let them slow you down.</b></p> <p><b>Leave belongings behind.</b></p>	<p><b>If you can't run, HIDE.</b></p> <p><b>Find cover from gunfire.</b></p> <p><b>Be aware of your exits.</b></p> <p><b>Try not to get trapped.</b></p> <p><b>Be quiet, silence your phone.</b></p> <p><b>Lock / barricade yourself in.</b></p> <p><b>Move away from the door.</b></p>	<p><b>Call 999 when you are safe.</b></p> <p><b>Location; Where are the suspects?</b></p> <p><b>Direction; Where did you last see the suspects?</b></p> <p><b>Descriptions – Numbers, features, weapons etc.</b></p> <p><b>Further information – Casualties, type of injury, building information, entrances, exits etc.</b></p> <p><b>Can you safely stop others from entering the area?</b></p>

It is important for teachers and other school staff to be aware of the message as it relates to adults for their own safety, especially when they might be in a position of responsibility with students (for example on school trips). However, it is equally important that only the young people's version of this messaging, as presented in these lesson plans and the ACT for YOUTH campaign, is conveyed to students.

## Creating a safe learning environment

It is important to ensure that a safe learning environment is established at the beginning of any PSHE education lesson but especially for these lessons. A safe learning environment helps students feel comfortable with sharing their ideas without attracting negative feedback, and will help teachers to manage discussions on this sensitive issue confidently. It is good practice for teachers to:

- Work with pupils to establish ground rules for discussion, such as;
  - Everyone has the right to be heard and respected.
  - We will use language that won't offend, stereotype or upset anyone.
  - We will use the correct terms, and if we don't know them, we'll ask the teacher.
  - We will comment on what was said, not the person who said it.
  - We won't share our own, or our friends', personal experiences.
  - We won't put anyone on the spot and we have the right to pass.
  - We won't judge or make assumptions about anyone.
- Avoid any attempt to induce shock, fear or guilt, as this is counterproductive in PSHE education. Whilst young people will often say that they like ‘hard-hitting’ material and that it engages them more effectively, in fact what is happening is that when experienced in a safe setting (in this case a classroom), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think ‘that won't ever happen to me’ than the desired ‘that could be me’ response.

- Distance and de-personalise the learning from the students to discourage personal disclosures in the classroom and to keep the learning environment safe. The film used in these lessons (*The story of Nur, Edih and Llet*) supports this by presenting students with fictional characters, allowing students to consider the context of a gun or knife attack objectively without asking them to imagine they were in this situation themselves, which should be avoided (see above).
- Make boxes/envelopes available in which students can place anonymous questions or concerns, to avoid having to voice them in front of the class. This anonymous question box should be accessible both in and after the lesson. To ensure that young people do not feel self-conscious about being seen to be writing a question, you can ask all students to write something: either a question or ‘no question’ if taking anonymous questions during the lesson. You may wish to set aside some time in future lessons to respond to the questions raised.
- Make students aware of sources of support and reporting mechanisms, both inside and outside school (see ‘Signposting support’ below).

## Notes on *The story of Nur, Edih and Llet* video and lesson content

### A research based approach

In order to develop a lesson and video that were relevant to the needs of young people, research was carried out with online participants aged 11-16<sup>1</sup>, which showed that:

- Many young people have a good sense of what they should do in an attack through instinct, and spontaneously mention ‘run’ and ‘call the police’
- However, further emphasis was necessary to highlight the risks of using phones during an attack, due to a widespread belief among young people that filming could be useful for evidence
- Young people also identified that while they did not want to be patronised, they did not want a video that would increase shock or fear in relation to an attack

### The story of Nur, Edih and Llet

The short film used in these lessons tells the story of three friends looking back at the end of a day in which they were caught up in a gun and knife attack in a shopping centre but escaped unharmed. This is presented in as un-alarming and sensitive a way as possible for students in the 11-16 age range, (it is not designed for use with younger children) with the emphasis on what the three characters did that helped keep them safe, rather than providing a list of what not to do.

The characters are called Nur, Edih and Llet, which are Run, Hide and Tell backwards. It is suggested in the lesson plan that you could end the lesson by asking students if anyone has worked out why they are called Nur, Edih and Llet and award a small prize (or round of applause!) to anyone who has, as a way of ending on a lighter note. If anyone in your class is called Nur (we think it is less likely that there will be an Edih or Llet), then you might prefer to explain at the outset the reason for choosing these names and that obviously the characters are fictional and nothing to do with anyone in the class.

### Questions raised by the video and key messages to ensure are covered

- It is important for teachers to consistently emphasise that to run is a person’s best option if they are caught up in such an attack. In trials, it has been demonstrated that people may instinctively be more inclined to hide where they are than to run to safety. However, the message from the police is that running to safety provides individuals with a significantly better chance of escape. Hiding is only

---

<sup>1</sup> Youth Counter Terrorism Research prepared for the NCTP, MediaCom Real World Insight, August 2017

recommended if running is not a suitable option as there is no route available for escape, or in the case of someone who is not physically able to run.

- The video may also raise the question about how far a ‘safe distance’ is when running from an incident. The character Llet runs until the shopping centre is in the distance and he is able to take refuge behind other buildings before he stops to call the police. The appropriate distance to reach safety may be different in each incident, and depending on the weapon used in the attack; therefore, it is impossible for experts to provide specific guidance, other than to get as far away from the danger as possible. People are advised to run until they are safe, or as far as they can until they are unable to run any further (e.g. they are out of breath or reach an obstacle) and at this point to hide.
- A further concern that may be identified by students is that the character Llet becomes separated from his friends. He continues to run, rather than wait or return to find his friends. This moral dichotomy between self-preservation and leaving behind friends or loved ones may be highly emotive for young people (as for adults). Whilst it is not recommended that it is discussed in these terms with students, the police’s principle is to save the majority and keep casualties to the minimum, so the overriding message here for young people is that in an emergency situation, to run to safety offers the best chance of staying safe. If everyone runs, then everyone has a better chance of being safe, whilst going back or waiting for others might put that person in harm’s way and could hold others up, preventing them from escaping. This dilemma is explored in greater depth in the key stage 4 lesson.
- The research with young people revealed that many believe filming the incident will be helpful for the police, whereas the message from the police is that it is not worth a young person endangering their personal safety to capture footage. It is therefore crucial that the message not to use their phone whilst running or hiding is reinforced (and that when hiding, phones should be turned to silent and vibrate should be turned off). Phones should only be used when it is safe to do so to phone the police.
- In the film, Nur drops his shopping as he runs. It is important to stress that carrying bags will slow someone down so it is better to leave anything behind that they are carrying. However, stopping to take a backpack, for example, off their back will also slow them down so is not necessary unless it will stop them running.
- The skill of being able to assess risk involves combining awareness of the *severity* of the consequences of a particular thing happening, with the *likelihood* of it happening. So it is important to recognise where and when such attacks are more likely to occur. It is important that young people do not take away from this lesson that they should be highly anxious or cautious when attending any event in a public place, or avoid going out completely. Rather, part of the key learning is that it is appropriate to be more vigilant, alert and aware of their surroundings when in a busy, crowded space.

### Reducing or extending time on the lesson plan

Both the key stage 3 and key stage 4 lesson plans are based on a 60-minute lesson, with options for reducing this to 45 minutes. The timings given in the lesson plan are the minimum time required to deliver the activities. Whilst it is always important for PSHE education lessons to be pacey, it is equally important to meet the needs of your students and in the case of this particular content, it is inadvisable to rush the lesson delivery. More may be gained from spending longer on an aspect of the lesson that has raised questions or concerns for young people, so long as you are comfortable leading the discussion, and to build in reflection time before sending students to their next lesson. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

A summary of the lesson activities for key stage 3 is provided below:

Activity	Description	Timing
1. Introduction	Outline the objectives, outcomes and ground rules. Introduce the ‘RUN HIDE TELL’ video	5min
2. Baseline assessment	Capture students’ ideas about ‘RUN HIDE TELL’ through questioning	10min
3. Think / pair / share	Paired discussion about the reactions of the characters in the video	10min
4. Image analysis	Use animated image from the video to identify the key principles of safely hiding	10min
5. Attitude continuum <b>OPTIONAL</b>	An active continuum where students respond to statements about the characters’ choices	5min
6. Graffiti wall <b>OPTIONAL</b>	Students add to a graffiti wall suggesting how to identify and respond to suspicious behaviour or items	10min
7. Endpoint assessment	Summarise student progress by writing a list of ‘Dos and Don’ts’ around safe behaviour	5min
8. Reflection	Encourage students to write anonymous questions or comments and signpost further sources of support	5min

For teachers wishing to reduce their lesson time to 45 minutes, recommended activities to shorten are 5. Attitude continuum and 6. Graffiti wall. If omitting these activities, ensure the key points are still covered, for example through whole group questioning. The introduction and baseline assessment activities may also be combined and reduced to 10 minutes in total for both activities.

A summary of the lesson activities for key stage 4 is provided below:

Activity	Description	Timing
1. Introduction	Outline the objectives, outcomes and ground rules. Introduce the ‘RUN HIDE TELL’ video	5min
2. Baseline assessment	Capture students’ ideas about ‘RUN HIDE TELL’ through initial questioning	5min
3. RUN, HIDE, TELL	Using the video and resource 1, students list the behaviours that kept each character safe	15min
4. Llet’s dilemma	In pairs, students evaluate the consequences of Llet’s decision	5min
5. Decisions & consequences <b>OPTIONAL</b>	Using resource 2, students consider the potential risks in different scenarios	15min
6. Suspicious behaviour & objects	Students list the features of suspicious behaviour and items and identify techniques for reporting concerns	10min
7. Endpoint assessment	Students complete a ‘Then and Now’ sheet summarising what they have learnt	5min
8. Reflection	Signpost further sources of support	5min

For teachers wishing to reduce their lesson time to 45 minutes, activity 5. Decisions and consequences is an optional activity. We would not recommend omitting this learning completely but the activity could be replaced by whole group questioning during activity 2 to reinforce key points.

## Differentiating the learning for students with SEND

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities and teachers will know best the needs of their students in relation to accessing this learning. Some general points to consider include:

- There are different levels on which this learning can be differentiated. First, there is the message itself. For some students it will be more appropriate to focus on a simpler message: 'Run or Hide'. This can be explained as 'run as far and as fast as you can but if you can't run away then hide (with other people if possible). Some students who are less mobile might just need the message to hide with other people.'
- For suspicious behaviour, a straightforward message might be 'if you see anyone doing anything that worries you or doesn't feel right to you, tell the person with you. If you're on your own, tell someone who works where you are (like a shop assistant, bus driver, or security guard), a police officer if you can see one, or an adult nearby, straightaway. They will be pleased that you did and you won't be in any trouble if it turns out to all be ok'.
- For suspicious items, the message is much the same: 'if you see a bag or parcel on its own in an unusual place, tell the person with you, or someone who works where you are (like a shop assistant, bus driver, or security guard), a police officer if you can see one, or an adult nearby, straightaway. They will be pleased that you did and you won't be in any trouble if it turns out to all be ok'.
- The activities themselves can also be differentiated. Suggestions for this are included throughout the lesson plans. Some students might benefit from working in a small group or one-to-one with an adult to learn these key messages, perhaps using a 'social story' technique rather than watching the video, if you feel this is more appropriate based on your knowledge of your own students.
- For students with hearing difficulties *The Story of Nur, Edih and Llet* video is available in a British Sign Language version

## Supporting staff and parents

### Creating a safety plan

The focus of this lesson material is on promoting personal safety procedures for young people when they are out and about independently. Although the lesson and film makes no reference to an attack on a school premises, it is likely that one of the first questions students ask will be focused on what might happen if such an attack were to take place on the school site. We therefore recommend that schools ensure they have a shared safety plan for this eventuality before teaching the lesson, in much the same way that all schools have a fire drill procedure. It is also important to point out that in the unlikely event of an incident in school, there will be a number of responsible adults around and the students' main responsibility is to follow their instructions carefully and calmly.

The NaCTSO website has advice for schools and educators to help them develop their safety plan:

[www.gov.uk/government/collections/guidance-for-educational-professionals](http://www.gov.uk/government/collections/guidance-for-educational-professionals)

### Supporting parents

You may wish to inform parents about the ACT for YOUTH, RUN HIDE TELL campaign and when students will be learning about RUN HIDE TELL in lessons. The NaCTSO website has this useful summary which you could share with parents: <https://www.gov.uk/government/news/act-for-youth> and you could also use sections of this guidance document to explain the rationale for the lessons and approach to the learning. You might also provide a link to the Youtube version of the video (search for '*What to do in a weapons attack: The story of Nur, Edih and Llet*') so they can watch it for themselves and suggest that parents engage with the adult version of the RUN HIDE TELL message (see the sections 'RUN HIDE TELL for adults' and 'Preparing to teach these lessons' above).

### Signposting support

It is crucial that if the lesson has raised concerns for students, they are directed towards support services, both inside and outside school, such as:

- Form tutors, school counsellor, designated safeguarding lead, or any trusted adult in school
- [www.childline.org.uk](http://www.childline.org.uk)

- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- <https://act.campaign.gov.uk>

It is also necessary to reinforce key safety messages and to provide this messaging beyond the lesson. NaCTSO has therefore developed a young people-friendly leaflet which can be printed and handed out to students during the lesson to take away with them. Students should also be informed about where and how they can report to the police any concerns they have about suspicious behaviour, items or an attack:

- In an emergency, call the police using **999**
- For a non-emergency phone number, police can be contacted using **101**

To report suspicious behaviour or a suspicious item online: <https://www.met.police.uk/tell-us-about/possible-terrorist-activity/>

## Curriculum references

When taught as part of a planned developmental programme, these lessons contribute towards meeting the **Personal and Social Education framework** (Wales), as set out below.

Personal Social Education is a requirement under the basic curriculum in both primary and secondary schools. The framework outlines that the specific aims of PSE are to:

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

This lesson fits clearly within the topics identified in relation to developing a sense of personal responsibility and equipping learners to lead safe and healthy lives, as the core message of RUN HIDE TELL identifies that young people should take personal responsibility for their own safety and advises them how to do so. It therefore contributes to meeting the following specific learning outcomes within the PSE framework:

Learners should be given opportunities to:

- display a responsible attitude towards keeping the mind and body safe and healthy
- work both independently and cooperatively

And opportunities to understand:

- their responsibilities as young citizens in Wales
- topical local and global issues.

## LESSON PLAN: RUN, HIDE, TELL!

*Key stage 3*

### Context

While the chances of being caught up in a terrorist incident remain rare, it is important that young people are prepared and know how to protect themselves if the need arises. The National Counter Terrorism Security Office (NaCTSO) has released guidance that sets out three key steps for keeping safe in the event of a gun or knife attack. The advice is, if caught up in an incident to ‘RUN HIDE TELL’ – guidance which can be applied to many places and situations. We know from case studies and testimony of people who have survived attacks that, if followed, this advice can save lives. This lesson (and its accompanying lesson for use with key stage 4 students) has been produced for NaCTSO by the PSHE Association and forms part of its ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a knife or gun attack.

The lesson explains and expands upon the core message of RUN HIDE TELL. It aims to support teachers to address this important learning through their Personal Social Education (PSE) curriculum. Rather than using this as a one-off, standalone lesson, it is recommended that it is taught as part of a developmental programme, embedded within a module using, for example, the context of risk management or personal safety. In an age-appropriate and non-threatening format, students will evaluate the impact of young people’s growing independence and ability to identify risky or suspicious behaviours, and what to do to stay as safe as possible in a potentially dangerous or life-threatening situation.

The timings given are approximate, based on a 45-60 minute lessons and guidance is given on how to adapt the lesson accordingly.

**Ensure you have read the teacher guidance document accompanying this resource before teaching this lesson.**

Learning objective	<ul style="list-style-type: none"> <li>• We are learning how and why to follow the ‘RUN HIDE TELL’ safety procedure in the event of a gun or knife attack</li> <li>• We are learning about the safe and responsible use of mobile phones during a gun or knife attack</li> <li>• We are learning what to do if we see suspicious behaviour or suspicious items</li> </ul>
Intended learning outcome	<ul style="list-style-type: none"> <li>✓ I can explain the steps of ‘RUN HIDE TELL’ and when it would be appropriate to use them</li> <li>✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack</li> <li>✓ I can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them</li> </ul>
Resources required	<ul style="list-style-type: none"> <li>• Box or envelope for anonymous questions</li> <li>• Video – <i>The Story of Nur, Edih and Llet for ages 11-14</i></li> <li>• Resource 1: ‘HIDE’ key messages – <u>printed on A3 paper</u>, enough for one per small group</li> <li>• Prepare four ‘graffiti walls’ of flip chart paper around the room. In the centre of each write one of the following: <ul style="list-style-type: none"> <li>➤ Suspicious behaviour?</li> <li>➤ Suspicious item?</li> <li>➤ What might stop someone reporting?</li> <li>➤ What would you advise?</li> </ul> </li> <li>• Marker pens</li> </ul>

Lesson summary	Activity	Description	Timing
	Introduction	Outline the objectives, outcomes and ground rules. Introduce the 'RUN HIDE TELL' video	5min
	Baseline assessment	Capture students' ideas about 'RUN HIDE TELL' through questioning	10min
	Think / pair / share	Paired discussion about the reactions of the characters in the video	10min
	Image analysis	Use animated image from the video to identify the key principles of safely hiding	10min
	Attitude continuum OPTIONAL	An active continuum where students respond to statements about the characters' choices	5min
	Graffiti wall OPTIONAL	Students add to a graffiti wall suggesting how to identify and respond to suspicious behaviour or items	10min
	Endpoint assessment	Summarise student progress by writing a list of 'Dos and Don'ts' around safe behaviour	5min
	Reflection	Encourage students to write anonymous questions or comments and signpost further sources of support	5min
Baseline assessment	<b>Introduction</b>		<b>5 min</b>
	<p>Revisit or negotiate ground rules (see teacher guidance section above) and remind students of the importance of respecting each other's ideas and opinions. Draw attention to the anonymous question box and remind them that they can submit questions at any time during or after the lesson.</p> <p>Share the learning objectives and outcomes with students. Explain that today they will be thinking about how to respond in an emergency situation, in particular, learning about the police's advice to 'RUN HIDE TELL' in the event of a gun or knife attack. Remind students and reinforce the message throughout the lesson that while such attacks are rare, it is still important to know and understand the safety procedures that would best protect a person in this situation. It is important to avoid being alarmist and it may be useful to draw parallels with fire drills or other safety procedures at this stage: most of us will never be involved in a fire in school and yet it's really important that everyone knows exactly what to do if ever there was a fire.</p> <p>Explain to the class that they are going to watch a video about three characters; Nur, Edih and Llet, designed by the police to inform young people about important safety procedures. There are several 'pause points' during the video which will give an opportunity for them to discuss their ideas and to share responses with the class about the actions and choices of the characters.</p>		
	<b>Pause Point 1: Baseline assessment</b>		
	<p>Show the opening of the film up to Pause Point 1 (1.05). Pause the film while you gauge students' starting point in terms of their existing understanding by asking them to write down their initial ideas in response to the questions:</p> <ul style="list-style-type: none"> <li>• What do you think is happening?</li> <li>• What do you think Nur and his friends should do next?</li> <li>• Is there anything they definitely should not do?</li> </ul> <p>As this is a baseline assessment, allow time for students to write down their thoughts individually without conferring. Afterwards, invite feedback from students and record key ideas on the board to</p>		

refer to throughout the lesson and to form a ‘snapshot’ of what the class already understand about how to respond in situations such as these.

Return to the video and continue watching until pause point 2.

*During feedback, students may raise questions about who the attackers are. We have intentionally avoided showing the attacker(s) at any point throughout this video, or made any reference to them in the rest of the lesson. It is important to stress to students that the ethnicity, gender, faith or motivations of the attackers are not relevant to the learning in the lesson; the messages about how to stay safe remain the same regardless of who the attacker is. Clearly, comments that cause offense or demonstrate stereotypical views should be addressed by referencing the class’s ground rules.*

### For those who require more support:

Some students may benefit from discussing their ideas one to one with an adult or peer, or being given closed questions, or a choice of two scenarios e.g. ‘Do you think the people are running from something dangerous?’ ‘Do you think it’s a fire or is it someone who’s attacking other people?’

Alternative versions of this video resource have been made available which include written subtitles and British Sign Language (BSL).

Core activities

## Pause Point 2: Think/Pair/Share

10 min

(Timing: 1.20) Ask students to spend one minute thinking quietly to themselves (or writing down an answer) then spend one minute discussing with their partner, the choices made by each of the characters, and be ready to feedback their answers to the following questions:

1. Did the characters behave how you expected?
2. Why do you think Edih wanted to film what was happening?
3. Why does Nur stop her from doing this?
4. How did Llet react? Was anything he did surprising?
5. Why do you think Nur dropped his shopping?

Take feedback from the class, and ensure that the following points are discussed:

1. *The characters react quickly, consider their safest route and begin to run from danger, which is the best option in the event of an attack. This is likely to be similar to suggestions students have made at pause point 1, so use this question to emphasise that they identified the correct behaviour.*
2. *Edih may have wanted to film what was happening for various reasons, including to post online or show her friends later, to show the police as evidence, to send into a TV news channel, or to help identify the attackers. However, there is no reason that is worth risking her own safety - attacks of this nature often happen very quickly, and the opportunity to escape can be small. Wasting valuable seconds filming can severely risk the person’s safety.*
3. *Nur is helping to protect his friend and wants her to move as quickly as possible away from the danger.*
4. *Llet was worried about his friends but still ran away from danger, even though he became separated from them. It is important to emphasise that he didn’t waste time looking for them, which was the right decision. It does not mean that he was a bad friend [see additional notes in the accompanying teacher guidance]. Although it is good to try to get others to run too, this cannot be at the expense of personal safety - try to insist others run too but don’t let them slow you down.*
5. *Nur left behind his shopping because it was likely to slow down his escape. This was the right thing to do.*

### **For those who require more support:**

The key learning points could be explained to students one to one, perhaps using a social story format or screen grabs from the video to talk it through point by point. See teacher guidance for key messages for students with SEND.

Return to the video and continue watching until pause point 3.

### **Pause Point 3: Image analysis**

**10 min**

Timing: 2.42) Divide the class into small groups and give each group Resource 1 - an image of the ‘HIDE’ scene. Ask them to annotate the picture, labelling everything that illustrates a key message, or correct thing to do and explaining why it’s important to do this.

Take feedback, making sure the following points are identified:

- *Turn phones to silent and turn off vibrate (it is important to be as quiet as possible whilst hiding and a phone ringing or even vibrating could alert attackers to someone’s whereabouts)*
- *Barricade doors and windows (to prevent anyone from getting in)*
- *Keep away from windows and doors (to avoid injury if the doors or windows are broken)*
- *Choose somewhere to hide with solid walls if possible (to prevent entry and afford greater protection)*
- *Give first aid to anyone who is injured (it could take a long time for the emergency services to get to anyone hidden as the police must make the area safe first)*
- *Stay hidden until found, however long this takes (it is really important not to leave the hiding place even if it has been quiet for a long time as the attackers might still be in the area)*

### **For those who require more support:**

Students may benefit from discussing the image with a partner or adult (rather than annotating the image) or pointing out and circling parts of the image with the support of a learning assistant.

Return to the video and continue watching until pause point 4.

### **Pause Point 4: Continuum**

**5 min**

**This is an optional activity for those wishing to teach a full 60-minute lesson. If omitting this activity, ensure key learning points are covered through brief class discussion.**

(Timing: 3.55) Present students with statements about this section of the film and ask them to vote “agree”, “disagree” or “not sure” for each statement. They could do this by holding up cards or moving to different parts of the room.

1. Llet was the first person to phone the police.
2. It was important for Llet to make the phone call, whether he was the first person or not.
3. Llet should have phoned the police sooner.
4. The police told the people hiding to put their hands on their heads for their own safety.

Invite feedback after each statement. Ensure that the key learning points are drawn out:

1. *It is hard to know whether Llet was the first person to phone the police or not, however it is likely that he wasn’t (as we can hear sirens in the background)*
2. *Even if Llet wasn’t the first person to call the police, it is still important that he did so. It doesn’t matter if he was the first or the last person to phone, he still needed to report it. He may have been able to provide extra information to the police that they didn’t have, such as who was still in the building.*

3. *If Llet had called the police before he was a safe distance away from danger, it would have slowed him down and put him in greater danger.*
4. *When the police arrived their first priority was to find the attacker and make the situation safe. The police had to be firm, move quickly and have everyone follow their instructions immediately when they found the people hiding in order to keep everyone safe. Initially, the police would not know who the attackers were, so they told everyone to put their hands on their heads and to avoid sudden movements until they were evacuated to safety. Edih and Nur did the right thing and followed the officer's instructions. In a fast moving and dangerous situation, officers do not have time to ask politely or explain reasons for their instructions, however it is crucial for everybody's safety to follow exactly what they say.*

Return to the video and continue watching until pause point 5.

#### **For those who may require further support:**

Students may benefit from having these statements provided to them on separate cards that they can arrange along a continuum line on their table. This will allow for longer thinking time in response to each statement and for them to benefit from supportive discussions with a learning assistant or peer in order for them to make their decisions.

### **Pause Point 5: Graffiti wall**

**10 min**

**This is an optional activity for those wishing to teach a full 60-minute lesson. If omitting this activity, ensure key learning points are covered through brief class discussion.**

(Timing: 5.07) Ask students to come up to the prepared 'graffiti walls' (see Resources section above) and write as many ideas as they can on each section as they circulate around the room, responding to the following questions (give a time limit and encourage students to write their ideas up quickly):

1. What might count as suspicious behaviour and how could someone recognise it?
2. What might count as a suspicious item and how could someone recognise it?
3. What might stop someone from reporting something they thought was suspicious?
4. What advice would you give to someone who was anxious about reporting something suspicious?

Invite feedback, ensure that the key learning points are drawn out:

1. *It can be very difficult to identify suspicious behaviour, particularly in a crowded place. The police want people to use their gut feeling and common sense. In familiar places, people will instinctively know what looks odd or out of place; if that behaviour worries or concerns them, then we call that 'suspicious'. In this instance, the person was taking photographs of crowds, exits, security cameras etc. which aroused Aline's suspicions. The secretive nature of the photography was also a concern.*
2. *Suspicious items could be anything at all that looks strange, unattended or out of place. It could be a package somewhere where you wouldn't expect to see it, something that appears to have been hidden, or a bag that has been left unattended. Again, suspicious can mean anything that makes someone feel worried or anxious.*
3. *Someone might not want to report a suspicion because they don't want to cause trouble, because they hope someone else will do it, because they are afraid to contact the police, or because they think it will turn out to be nothing and they'll have wasted people's time.*
4. *People must not ignore something suspicious. All the police ask is that young people tell an adult. In many cases, an adult in a position of authority (such as the train station staff or fairground ride operator) would be an appropriate person to contact who can then contact the police themselves.*

*Otherwise call 999, or use the online reporting tool that makes reporting easier without having to speak directly to the police.*

### **For those who require more support:**

Some students may need extra clarification about what the term ‘suspicious’ means. In the case of suspicious behaviour and suspicious items, this means anyone or anything that make us feel uneasy or worried (see teacher guidance notes for more on the key messages for students with SEND). The teacher might ask members of the class to suggest some examples of the sorts of actions they might find suspicious in everyday life before completing the activity. Students could go around the graffiti walls and “tick” the written comments that they agree with.

Return to the video and continue watching until the end of the film.

Plenary / Assessment  
for and of learning

### **Assessing (demonstrating) progress**

**5 min**

Ask students to reflect on all of the choices that the characters made throughout the film and to compare these to the suggestions they made during Pause Point 1’s baseline assessment activity. They should now try to create a comprehensive list of “Dos and Don’ts” about how to respond in a gun or knife attack.

### **Reflecting on today’s learning and signposting support**

**5 min**

Remind students that the chances of someone ever being involved in an attack such as the one shown in the film are still small. Acknowledge that the lesson may have raised some questions or emotions that students would like to explore further, and that even though such an incident is unlikely to happen, it is valuable to know how to stay safe in the event of an emergency, as we saw from the characters in the film who made the right decisions and were unharmed.

Ask students to reflect on the lesson and hand each student a post-it note. Ask students to write on the post-it note either a question or comment about today’s learning and to put this in the anonymous question box. Be sure to read these and make time to follow up and address remaining questions or concerns, either individually where appropriate or in the next lesson.

Remind students of the places that they can access support if they would like to discuss any concerns raised by today’s lesson. This should include people they can talk to in school, such as members of the pastoral team, school councillor or designated safeguarding lead as well as phone lines or websites they can contact:

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.act.campaign.gov.uk](http://www.act.campaign.gov.uk)
- <https://www.met.police.uk/tell-us-about/possible-terrorist-activity/> (*this is the online reporting tool for those who recognise suspicious behaviour*)

Finally, to end the lesson on a lighter note, ask the students if anyone can tell you why the characters are called Nur, Edih and Llet and award a small prize (or round of applause) to anyone who spots that their names are Run, Hide and Tell backwards!

Extension  
activity

### **Extension Activity**

If time allows, ask students to design their own logo or poster to represent the ‘RUN, HIDE, TELL’ message. These could be displayed around the school, or presented in an assembly once the whole school has learned about ‘RUN, HIDE, TELL’ within lesson time.

# LESSON RESOURCES

Key stage 3 Resource 1: 'HIDE' key messages



## LESSON PLAN: RUN, HIDE, TELL!

*Key stage 4*

### Context

While the chances of being caught up in a terrorist incident remain rare, it is important that young people are prepared and know how to protect themselves if the need arises. The National Counter Terrorism Security Office (NaCTSO) has released guidance that sets out three key steps for keeping safe in the event of a gun or knife attack. The advice is, if caught up in an incident to ‘RUN HIDE TELL’ – guidance which can be applied to many places and situations. We know from case studies and testimony of people who have survived attacks that, if followed, this advice can save lives. This lesson (and its accompanying lesson for use with key stage 3 students) has been produced for NaCTSO by the PSHE association and forms part of its ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a knife or gun attack.

The lesson explains and expands upon the core message of RUN HIDE TELL. It aims to support teachers to address this important learning through their Personal Social education (PSE) curriculum. Rather than using this as a one-off, standalone lesson, it is recommended that it is taught as part of a developmental programme, embedded within a module using, for example, the context of risk management or personal safety. In an age-appropriate and non-threatening format, students will evaluate the impact of young people’s growing independence and ability to identify risky or suspicious behaviours, and what to do to stay as safe as possible in a potentially dangerous or life-threatening situation.

The timings given are approximate, based on a 45-60 minute lesson and guidance is given on how to adapt the lesson accordingly.

**Ensure you have read the teacher guidance document accompanying this resource before teaching this lesson.**

Learning objective	<ul style="list-style-type: none"> <li>• We are learning how and why to follow the ‘RUN HIDE TELL’ safety procedure in the event of a gun or knife attack</li> <li>• We are learning about the safe and responsible use of mobile phones during a gun or knife attack</li> <li>• We are learning what to do if we see suspicious behaviour or suspicious items</li> </ul>
Intended learning outcomes	<ul style="list-style-type: none"> <li>✓ I can explain the steps of ‘RUN HIDE TELL’ and when it would be appropriate to use them</li> <li>✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack</li> <li>✓ I can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them</li> </ul>
Resources required	<ul style="list-style-type: none"> <li>• Box or envelope for anonymous questions</li> <li>• Video: <i>The story of Nur, Edih and Llet for ages 15-16</i></li> <li>• Resource 1: <i>Keeping safe</i></li> <li>• Resource 2: <i>Character scenarios</i></li> <li>• Resource 3: <i>Then and now</i></li> <li>• Large sheets of paper (e.g. flipchart paper) and marker pens for each small group</li> </ul>

Lesson summary	Activity	Description	Timing	
	<b>Introduction</b>	Outline the objectives, outcomes and ground rules. Introduce the ‘RUN HIDE TELL’ video	5min	
	<b>Baseline assessment</b>	Capture students’ ideas about ‘RUN HIDE TELL’ through initial questioning	5min	
	<b>RUN, HIDE, TELL</b>	Using the video and resource 1, students list the behaviours that kept each character safe	15min	
	<b>Llet’s dilemma</b>	In pairs, students evaluate the consequences of Llet’s decision	5min	
	<b>Decisions &amp; consequences</b>	Using resource 2, students consider the potential risks in different scenarios	15min	
	<b>OPTIONAL</b>			
	<b>Suspicious behaviour &amp; objects</b>	Students list the features of suspicious behaviour and items and identify techniques for reporting concerns	10min	
	<b>Endpoint assessment</b>	Students complete a ‘Then and Now’ sheet summarising what they have learnt	5min	
	<b>Reflection</b>	Signpost further sources of support	5min	
Baseline assessment	<b>Introduction</b>		<b>5 min</b>	
		Revisit or negotiate ground rules (see teacher guidance section above) and remind students of the importance of respecting each other’s ideas and opinions. Draw attention to the anonymous question box and remind them that they can submit questions at any time during or after the lesson.		
		Share the learning objectives and outcomes with students. Explain that today they will be thinking about how to respond in an emergency situation, in particular, learning about the police’s advice to ‘RUN HIDE TELL’ in the event of a gun or knife attack. Remind students, and reinforce the message throughout the lesson, that while such attacks are rare, it is still important to know and understand the safety procedures that would best protect a person in this situation. It is important to avoid being alarmist and it may be useful to draw parallels with fire drills or other safety procedures at this stage: most of us will never be involved in a fire in school and yet it’s really important that everyone knows exactly what to do if ever there was a fire.		
		Explain to the class that they are going to watch a video about three characters – Nur, Edih and Llet, designed by the police to inform young people about important safety procedures.		
	<b>Baseline assessment</b>		<b>5 min</b>	

*During feedback, students may raise questions about who the attackers are. We have intentionally avoided showing the attacker(s) at any point throughout this video, or made any reference to them in the rest of the lesson. It is important to stress to students that the ethnicity, gender, faith or motivations of the attackers are not relevant to the learning in the lesson; the messages about how to stay safe remain the same regardless of who the attacker is. Comments that cause offense or demonstrate stereotypical views should be addressed by referencing the class's ground rules.*

#### **For those who require more support:**

Some students may benefit from discussing their ideas one to one with an adult or peer, or being given closed questions, or a choice of two scenarios e.g. 'Do you think the people are running from something dangerous?' 'Do you think it's a fire or is it someone who's attacking other people?' Alternative versions of this video resource have been made available which include written subtitles and British Sign Language (BSL).

Core activities

### 'RUN, HIDE, TELL'

15min

Return to the video and continue watching until the end.

Give out Resource 1: *Keeping safe*. In pairs or small groups ask students to think of each character in turn and write down on their sheet everything Nur, Edih and Llet did that helped them to stay safe during the attack at the shopping centre.

Play the first section of the video again (up to 4.00). Ask students to call out 'Stop' when they see something they have identified on their list of actions. Whilst the video is paused, ask students to explain why they think that particular action contributed to Nur, Edih or Llet keeping safe. Use the accompanying *Resource 1 Teacher Support Sheet* to correct any misconceptions, identify any actions students missed and give any further explanation as required.

#### **For those who require more support:**

Ask students to focus on identifying three key things that each character did that helped them to keep safe. They could identify these in discussion with a peer or learning assistant.

### Llet's dilemma

5 min

Ask students to discuss the following in pairs or small groups:

Llet has been separated from his friends. He's worried about them but he just runs as quickly and as far as he can until he's in a safe place to stop. This was the right thing to do in this situation but how and why does this differ from other personal safety strategies young people might use when out with friends?

Take feedback ensuring the following points are discussed:

- Under normal circumstances, the advice to young people when out together, especially when socialising (e.g. at clubs or parties) is to always watch out for their friends, stay and travel together, ensure their friends get home safely and aren't left behind. However, in the event of a gun or knife attack, waiting for friends or going back to look for them can endanger someone's life, so the advice is always to run to safety. Encourage other people to run too but not to let others slow them down.

- Running until he was somewhere safe did not mean that Llet wasn't a good friend, or that he wasn't worried about Nur and Edih but if he'd gone looking or waited for them he would have put himself in greater danger. The best option is always to run if safe to do so.

## Decisions and consequences

15 min

As a class, read the four character scenarios from Resource 2: *Character scenarios* and ask students to discuss each case in pairs, focusing on the key questions:

- Why did the character decide to behave the way they did?
- What might be the potential risks of behaving in this way?

You may wish to take whole class feedback at this stage, highlighting that:

1. *Malik thinks the footage would be useful to provide evidence for the police or to give to news channels, however he is endangering his own life by remaining close to the threat.*
2. *Shanice has a very natural desire to reassure her family members that she is safe and to speak to her mum. While this is understandable, it is important for her to first ensure that she is completely away from any potential threat. By standing close to the exit, she is also potentially blocking the exit routes for other people or entrance for the police.*
3. *Alice is maybe getting impatient of waiting or thinks the threat has been removed. However, advice is to remain hidden until found by the police. It may be very difficult for Alice to tell how dangerous the situation is outside her hiding place as attackers or police may be moving quietly and by leaving the hiding place she may be putting herself directly in the way of danger.*
4. *Benjamin is feeling victimised or insulted by the way police are treating him. But the first job of the police is to make the situation safe and their instructions are purely for that purpose. When they first arrive it may not be clear who the attackers are. Attackers may hide their weapons and try to blend in with the crowd. By refusing to comply with the police's request, Benjamin is at risk of being arrested. The police may mistake him for an attacker rather than an innocent person caught up in the attack.*

### For those who require more support:

The key learning points could be explained to students one to one, and images could be provided to demonstrate the behaviours of the characters in each scenario. See teacher guidance for key messages for students with SEND.

## Suspicious items & behaviour

10 min

Either play again the last section of the video or remind students that Llet tells Nur and Edih about his cousin who reported someone behaving suspiciously at the station and Edih tells the others about her friend who spotted a suspicious bag at the funfair.

Divide the class into small groups and give each a sheet of flipchart paper. Ask students to divide the paper in half and on one side, brainstorm what it was that made Aline think the man at the station was behaving suspiciously and also what else they might consider to be suspicious behaviour. On the other side they should note what it was that made Dee suspicious at the funfair and anything else that might constitute a suspicious item.

Take feedback, ensuring the following points are covered:

- *Suspicious behaviour is anything that makes someone feel uneasy or worried. If someone sees anything that makes them feel this way, they should report it.*

- *The man at the station was taking photos of things you wouldn't normally photograph, such as exits, crowds and security cameras. Other things that might constitute suspicious behaviour include someone trying to hide their face or identity, or avoiding security staff or police.*
- *Dee sees a bag that he thinks someone might have tried to hide under the ride. Innocent items are not usually hidden deliberately. Unattended bags should always be considered to be suspicious and reported immediately. Other things that would be suspicious include items that have wiring or batteries, or that are taped up. Also items that are not typical of what you might reasonably expect to find in the location.*
- *It is not the responsibility of young people to decide why someone is behaving as they are – if they find someone's behaviour suspicious they should just report it so that the police can investigate*
- *If someone reports suspicious behaviour or a suspicious item and it turns out to be nothing, they will not be in any trouble – the police will be really pleased they were being vigilant and reported it*

#### **For those who require more support:**

Some students may need extra clarification about what the term 'suspicious' means. In the case of suspicious behaviour and suspicious items, this means actions or objects (anyone or anything) that make us feel uneasy or worried. You could ask members of the class to suggest some examples of the sorts of actions they might find suspicious in everyday life before completing the activity.

Ask students to discuss the following questions in their groups:

1. How should someone go about reporting suspicious behaviour or a suspicious item?
2. Would it be appropriate to speak to the person demonstrating suspicious behaviour?
3. What concerns might someone have about reporting something suspicious?

Take feedback, reinforcing the important message that if someone sees something that they consider suspicious or that makes them feel uncomfortable, they must report it.

1. *While it is advisable to ring 999 (for emergency police), the police also have a specific website dedicated to reporting suspicious behaviour: <https://beta.met.police.uk/tell-us-about/possible-terrorist-activity/report-possible-terrorist-activity/>*  
*Younger students should also be aware that it is fine to report what they have seen to anyone in authority such as a police officer, or in the case of the scenarios in the film, an employee at the station or a security guard or store manager in the shopping centre.*
2. *In almost all cases, it is not safe, advisable or necessary to approach the person who is acting suspiciously, particularly in the case of a stranger. Find a trusted adult in a position of responsibility and report it to them.*
3. a) *Someone might not want to report a suspicion because they don't want to cause trouble, because they hope someone else will do it, because they are afraid to contact the police, or because they think it will turn out to be nothing and they'll have wasted people's time.*  
b) *People must not ignore something suspicious. All the police ask is that young people report something they find suspicious, which can be done anonymously. The website reporting system is available for people who do not want to phone the police, and it helps to gather a 'picture' of suspicious activity. One person's report might be the final piece of evidence police need for their investigations.*

#### **For those who require more support:**

Encourage students to list all of the people they consider trusted adults that they could speak to for help if they saw something that concerned them in a range of places and situations.

## Reflecting on today's learning and assessing progress

5 min

Remind students that attacks such as the one shown in the film are rare. Acknowledge that the lesson may have raised some questions or emotions that students would like to explore further, and that even though such an incident is unlikely to happen, it is valuable to know how to stay safe in the event of an emergency, as we saw from the characters in the film who made the right decisions and as a result were unharmed.

Hand students Resource 3: *Then and now* and ask them to reflect back on their level of understanding about what to do in a gun or knife attack at the start of the lesson, compared to now. Ask students to explain what key messages they have learnt and if there is anything more they would like to know about the topic.

Collect in the sheets and review them in order to respond to any particular comments (about further learning) at the start of the following lesson.

Remind students of the places that they can access support if they would like to discuss any concerns raised by today's lesson. Remind students that the anonymous question box is always accessible in the classroom if they want to add a concern or question. Signposting should also include people they can talk to in school, such as members of the pastoral team, school councillor or designated safeguarding lead as well as phone lines or websites they can contact:

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.act.campaign.gov.uk](http://www.act.campaign.gov.uk)
- <https://www.met.police.uk/tell-us-about/possible-terrorist-activity/> (*the online reporting tool for those who recognise suspicious behaviour*)

Finally, to end the lesson on a lighter note, ask the students if anyone can tell you why the characters are called Nur, Edih and Llet and award a small prize (or round of applause) to anyone who spots that their names are Run, Hide and Tell backwards!

## Extension Activity

5 min

Ask students to write a diary entry as one of the characters from the video; Nur, Edih or Llet once they have returned safely home. The diary entry should include:

- A brief summary of the days' events
- How the character reacted and why they chose to do that
- The emotions the character felt and how this impacted their behaviour

How the character feels now they have returned safely home

# LESSON RESOURCES

## Key stage 4      Resource 1: Keeping safe

Make a list below each character's name of everything they did during the incident in the shopping centre that contributed to keeping them safe.

<b>Nur</b> 	<b>Edih</b> 	<b>Llet</b> 

Nur and Edih	
Action	Notes
Nur dropped his shopping	The important thing is to run as fast and as far as possible. Carrying shopping, or anything else, will slow someone down, so it was better to leave his shopping behind and just run.
Nur shouted 'Run!' to encourage others to run	It is good to encourage others to run as well (but not to wait for them or let them slow you down).
Edih stopped using her phone	It is important not to waste time trying to film or take photos, as filming or photographing an event keeps the person in the immediate way of danger and slows down their escape.
Tried to run away	The best option is always to run if possible.
Hid in the storeroom when they couldn't run away safely	If it is not possible to run, then hide. The storeroom was a good place to hide – it had solid walls and door and they were with other people.
Helped barricade the storeroom door	Always lock and/or barricade the door if possible.
Stayed completely silent whilst hiding	Speaking to others or using their phones could have put them in danger by alerting attackers to their hiding place.
Edih told everyone to turn their phone to silent and turn vibrate off too	As above.
Kept away from the door and windows	Windows could shatter, or allow those hiding to be seen. Police or others could break open a door.
Stayed hidden until the police came	It is vital that people hiding do not come out until told to by the police. If Nur had come out of the storeroom too soon he could have been caught up in the incident.
Did exactly what the police told them to do	When the armed police arrived at the scene, they treated everybody firmly. They were trying to distinguish who the attackers were and needed everyone to follow their instructions immediately. They asked everyone to put their hands on their heads and then evacuated them from the building when it was safe to do so.

Llet	
Action	Notes
Ran away	Running is always the best option if there's a safe route to do so. Llet was able to run out of the shopping centre.
Did not go back or look for his friends	This can be a difficult message to accept (see separate discussion question) but waiting or looking for his friends could have put Llet in danger, so he did the right thing by running to safety without them.
Carried on running until he was a long way from the shopping centre and found a safe place to stop	It is difficult to gauge what constitutes a safe distance from the incident, so the advice is to keep running until out of breath and as far away from the incident as possible and where there is somewhere safe to stop.
Called 999 only when it was safe to do so	Stopping to phone the police would have slowed him down and could have put him in danger. Even if he thought others would have already called the police, he did the right thing by calling them once it was safe to do so. Never assume someone else will call.
Told the police everything he could about what had happened	Even though he did not see exactly what had happened, he did the right thing calling and telling the police everything he could about what was happening.

## Resource 2: Character scenarios

1. During an attack, Malik tries to film the events on his phone.
2. During an attack, Shanice wants to phone her mum to tell her what's happening. She stands near the exit of the building and tries to call her.
3. Alice and her friend have hidden during an attack. They have waited for 30 minutes in a small storage room and now everything seems to be quiet, so Alice decides they should look outside and see what is happening.
4. When the police arrive, they ask Benjamin to get down on the floor and put his hands behind his head. Benjamin hasn't done anything wrong and doesn't know why the police are being so aggressive to him, so he refuses.

For each scenario, consider:

- Why did the character decide to behave the way they did?
- What are the potential risks of behaving in this way?

## Resource 3: Then and now assessment

Using the understanding that you now have from today's lesson, please rate the following statements about yourself, looking back to before this lesson and now that we've come to the end of the lesson.

Please circle the number which best represents your confidence in meeting these outcomes. 1 is the lowest score and 10 is the highest.

<b>My self-assessment against the learning outcomes</b>		<b>Not confident</b>		<b>Very confident</b>
✓ I can explain the steps of Run, Hide, Tell and when it would be appropriate to use them	<i>Before the lesson:</i>	1    2    3    4    5    6    7    8    9    10		
	<i>After the lesson:</i>	1    2    3    4    5    6    7    8    9    10		
✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife incident	<i>Before the lesson:</i>	1    2    3    4    5    6    7    8    9    10		
	<i>After the lesson:</i>	1    2    3    4    5    6    7    8    9    10		
✓ I can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them	<i>Before the lesson:</i>	1    2    3    4    5    6    7    8    9    10		
	<i>After the lesson:</i>	1    2    3    4    5    6    7    8    9    10		