



RUN HIDE TELL

Facilitator guidance and session plan
for youth organisations

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FACILITATOR GUIDANCE NOTES: *RUN HIDE TELL!*

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 facilitators to do this safely and confidently, this guidance and an accompanying session plan for youth organisations 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.

Embedding within safeguarding

Different organisations will have different approaches concerning how and when to deliver this session. The core message is primarily about keeping safe, and therefore fits within all youth organisations' safeguarding responsibilities. This session could be appropriately delivered within a range of sessions which consider the impact of growing independence, for example keeping safe when out after dark, how to deliver first aid, managing risks and dares, etc.

It is advisable for youth organisations to think carefully about when to deliver this session. Whilst it is a key safety message that all young people could benefit from, there are particular occasions that would be **inappropriate** for delivery, such as:

- **In the immediate aftermath of an attack:** Whether an attack has personally affected any of the young people in your organisation or not, it is inappropriate to introduce the RUN HIDE TELL messaging in the immediate aftermath of a publicly reported attack, as the session may be more likely to be highly emotive or to unnecessarily distress young people.
- **On the anniversary of an attack:** Similarly, delivering a session about a gun or knife attack on a significant anniversary of a similar attack may lead to young people drawing parallels, becoming unduly distressed or highly anxious.
- **Immediately before an organised trip led by the youth organisation:** Although this may form part of an adult's risk assessment if leading a trip to a busy public place or major city, it would be inappropriate to raise this messaging with young people immediately before taking them on a trip. It is possible that introducing the RUN HIDE TELL message before a trip may make young people more anxious about the trip, or lead them to believe that a gun or knife attack is highly likely, which might prevent them from choosing to attend. It is therefore better to deliver the workshop as part of a planned programme unrelated to a specific trip, with a quick reminder as part of a general safety pre-brief before residential visits or trips.

Preparing to deliver this session

When preparing to talk about sensitive topics with young people, such as the content of this session, it is important to inform yourself and other facilitators about the RUN HIDE TELL message that young people will be discussing. You might wish to watch the short film featured in these sessions during a volunteers' meeting in advance of the session. 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 with young people) if facilitators wish to also view this. Some youth organisations may also choose to inform parents

and carers before delivering this session; if so, further advice about supporting them is provided below (see *supporting youth groups and parents* section).

You should also make sure you are familiar with your organisation's safeguarding, risk assessment and dynamic risk assessment procedures. Your organisation will have "What to do if..." guidance which it may be valuable to consult. This session, the video and any accompanying resources have been carefully designed to minimise feelings of fear, shock or guilt while introducing this potentially upsetting topic. It is possible that the young people may ask what would happen if an attack occurred when in your care, and it is crucial that you are able to reassure them and demonstrate a clear understanding of safeguarding procedures.

It is important to give reassurance throughout and to avoid 'worst case scenario' or stereotypical thinking. It is also important to note that neither the film nor the session 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 safety message. The focus of this session 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.

Whilst discussing gun and knife attacks can be a challenging topic, NaCTSO believe equipping young people with this information will empower them to know how to avoid harm and will potentially save lives.

Following the guidance set out below will support you to facilitate the session with confidence; however, you know your own group and may have additional concerns about how they might react to the discussions they will be asked to engage in during the session. It may therefore be helpful to discuss the session with colleagues within your organisation beforehand, perhaps trialling the activities yourselves first to pre-empt issues that may arise amongst your young people and agreeing a shared approach to managing discussions and potential issues arising.

Creating a safe environment for discussing this topic

As you are aware, it is important to ensure that a safe environment for discussion, including ground rules is established at the beginning of any session working with young people, but it is especially crucial for sensitive issues such as this content. Different youth organisations may have different ways that they establish this environment within their groups, and are likely to have in place specific codes of conduct that are relevant to their organisation. We recommend that prior to this session, facilitators consider how to;

- Establish ground rules with young people about how to behave in 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.
 - 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. 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 (such as a youth group), 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 messages from being taken on board. For anyone who has already been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' rather than the desired 'that could be me' response.
- Use materials, resources and language that distance the message from young people. A film such as *The story of Nur, Edih and Llet* supports this by presenting the group with fictional characters, allowing them 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).

- Ensure the young people are aware of sources of support and reporting mechanisms, both within your organisation and beyond (see signposting support section).

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 area of emphasis; while always in the context of keeping themselves safe, adults are encouraged to insist that others go with them or to try to stop others from entering the area. While a young person might also want to urge friends or family to run, this should not delay their escape or be to the detriment of their own personal safety, and there should be no inferred suggestion of taking responsibility for others.

The RUN HIDE TELL message for adults breaks down into this more detailed advice:

RUN Escape if you can. If there is a safe route, RUN, if not hide. Insist others go with you. Don't let them slow you down. Leave belongings behind.	HIDE If you can't run, HIDE. Find cover from gunfire. Be aware of your exits. Try not to get trapped. Be quiet, silence your phone. Lock / barricade yourself in. Move away from the door.	TELL Call 999 when you are safe. Location; Where are the suspects? Direction; Where did you last see the suspects? Descriptions – Numbers, features, weapons etc. Further information – Casualties, type of injury, building information, entrances, exits etc. Can you safely stop others from entering the area?
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It is important for everyone in your organisation 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 young people (for example when leading a trip). However, it is equally important that only the young people's version of this messaging, as presented in this session plan and the ACT for YOUTH campaign, is conveyed to young people.

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

A research based approach

In order to develop a workshop and video that were relevant to the needs of young people, research was carried out with online participants aged 11-16¹, 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

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

The story of Nur, Edih and Llet

The short film used in this session 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 young people 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. We have suggested that at the close of the session, you could ask the group if anyone has noticed why they are called Nur, Edih and Llet and award a small prize (or round of applause!) to anyone who has worked it out, as a way of ending on a lighter note. If anyone in your group 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 your group.

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

- It is important for facilitators 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 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 young people 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.
- 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 session 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 in the session

Wherever possible, we recommend dedicating at least 30 minutes in total to these session activities. Some youth organisations might find that they are able to dedicate much more time to this topic, whereas others, due to restrictions, may choose to cover the content in less time. It is inadvisable to rush the delivery of this message, which may still have potential to cause anxiety for young people and which, if not fully explored, may remain unresolved.

Dedicate time to carefully introducing the session, including agreeing ground rules or a 'code of conduct' for discussion with the group. The video itself is 5 minutes in length and will need to be watched in its entirety. Ensure some reflection time has been allowed for young people to ask questions, take part in discussion and to make them aware of where and how to seek further support.

All other activities suggested in the session plan are optional; there are two potential activities for each key message within the video, and all activities last between 5 and 15 minutes, depending on how long facilitators choose to allow for discussion. Facilitators can 'pick and choose' which activities to focus on and how long to spend on each section, depending on the needs and interest of their group (see table at the beginning of the session plan).

Supporting parents

You may wish to inform parents about the ACT for YOUTH, RUN HIDE TELL campaign and when the group will be learning about RUN HIDE TELL. 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 session 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 deliver this session' above).

Signposting support

It is crucial that if the session has raised concerns for young people that they are directed towards support services, both within your organisation and beyond, such as:

- Group leaders, youth workers, or the designated safeguarding lead within your organisation
- www.childline.org.uk
- www.nspcc.org.uk
- <https://act.campaign.gov.uk>

It is also important to reinforce key safety messages and to provide this messaging beyond the session. NaCTSO (www.nactso.gov.uk) has therefore developed a young person-friendly leaflet which can be printed and handed out during the session for young people to take away with them. They should also be informed about where and how they can report to the police any concerns about suspicious behaviour, items or an attack:

- In an emergency, call the police using **999**

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



SESSION PLAN FOR YOUTH GROUPS: *RUN HIDE TELL!*

11-16 years

The session plan is designed to be used flexibly alongside the ACT for Youth film: *The story of Nur, Edih and Llet*. Facilitators in different youth settings will have different requirements for their session with young people, as well as access to a varying amount of time and resources to deliver the key messages in RUN HIDE TELL. This session plan is therefore designed to be used flexibly, and facilitators should select those activities that they feel are most suitable for their group and setting. There are five suggested activities which focus on different elements of the RUN HIDE TELL message, including how to identify and respond to suspicious behaviour and/or items. For those activities that require printed resources, an alternative approach has been suggested if printing is unavailable.

It is recommended to ensure that the initial ideas discussion, activity 1, activity 5 and closing comments section are included. However, other activities which focus more specifically on elements of RUN HIDE TELL are optional for those who have more time to spend. Each activity has been given an estimated length of either 5 or 10 minutes, which could be extended or reduced depending on time available, the level of engagement of the young people involved in the session and the choice of the facilitator.

All facilitators will need access to the RUN HIDE TELL video: *The story of Nur, Edih and Llet* and a method to project this.

Ensure you have read the facilitator guidance section above before delivering this session.

It is important that as a facilitator you consider ways to keep yourself safe during discussions about this topic and to avoid personal bias or entering into potentially harmful debates. The facilitator guidance above will support you to think through how to manage these conversations before delivering the session.

Session overview

Introduction

Introduce the session by ensuring that ground rules have been well established e.g. respect for others' opinions, avoiding offensive comments.

Key message	Version A <i>printing required</i>	Version B <i>no printing required</i>
Initial ideas	Two prompt questions to quickly promote discussion and gather initial ideas	
Activity 1: KEEPING SAFE	Listing everything the three characters do to keep safe using Resource 1	Listing everything the three characters do to keep safe using Resource 1
Activity 2: RUN	<i>Llet's dilemma</i> : Discussing Llet's actions when he runs away without his friends	
Activity 3: HIDE	<i>Image analysis</i> : Young people annotate Resource 2 identifying key messages	<i>Image analysis</i> : Young people annotate Resource 2 identifying key messages
Activity 4: TELL	<i>Attitude continuum</i> : Young people agree or disagree with a set of statements	
Activity 5: SUSPICIOUS BEHAVIOUR & ITEMS	<i>Group discussion</i> : In four groups, young people respond to questions about how and why to report suspicious behaviour/items	
Close	An opportunity to explore what young people have learnt by a creating a 'Dos and Don'ts' list, which could be presented as a leaflet or poster. Reassure young people that gun and knife attacks are rare and signpost support.	

Aims of the session

In this session:

- We are learning how and why to follow the RUN HIDE TELL safety procedure in the event of a knife or gun incident
- We are learning about the safe and responsible use of mobile phones during a knife or gun incident

We are learning what to do if we see suspicious behaviour or suspicious items

Intended sessions outcomes

We will be able to:

- ✓ Explain the steps of RUN HIDE TELL and when it would be appropriate to use them
- ✓ Explain the importance of not using a mobile phone to take photos or film in the event of a knife or gun incident
- ✓ Identify what might be suspicious behaviour or a suspicious item and explain the actions to take if we see them

Introduction – RUN HIDE TELL

Remind the young people of the expected behaviours, such as the importance of respecting each other's ideas and opinions. Share the aims of the session and explain that they're going to think about how to respond in an emergency situation. Explain to them, and reinforce the message throughout the session, that while such a gun or knife attack is rare, it is still important to know and understand the safety procedures to follow.

Explain that they are going to watch a video designed by the police to inform young people about these important safety procedures. There is a 'pause point' early in the video which will give an opportunity for them to discuss their ideas and to share responses about the actions and choices of the characters.

Car park of questions

Acknowledge that this session may raise questions for young people that they would like to explore further but may not want to ask in front of the whole group. Explain that at any time throughout the session, they can use a post-it

note to write either a question or comment and anonymously put it in a designated box / space in the room where questions will be 'car-parked'. Explain these will be periodically checked and answered throughout the session.

Initial ideas – Pause Point (1:05)

5 min

AIM: This pause point is designed to capture a 'snapshot' of what the young people already understand about how to respond in situations such as these. Avoid giving too much feedback at this stage, just collect ideas.

Ask the group for their initial response to the questions:

- What do you think Nur and his friends should do next?
- Is there anything they definitely shouldn't do?

Continue watching the film to the end.

Activity idea 1: Keeping safe

10 min

AIM/KEY MESSAGE:

To compare young people's first ideas with the choices of the characters and confirm the key messages of RUN HIDE TELL:

- RUN to safety – this is always your best option
- Don't waste time taking photos or filming
- Don't let anyone or anything slow you down
- If you can't run to safety, HIDE
- Barricade yourself in
- Turn your phone to silent and vibrate off
- Wait to be rescued, however long it takes
- Only when safe, TELL – phone 999 and tell the police everything you can

Version A (printing required- Resource 1: Keeping safe - one sheet per pair or small group)

In pairs or small groups ask young people to think of each character in turn and write down on the sheet everything that Nur, Edih and Llet did that helped them to stay safe during the incident at the shopping centre. Play the first section of the video again (up to 4:00). Ask them to call out 'Stop' when they see something they have identified on their list of actions. Whilst the video is paused, ask them to explain why they think that action contributed to Nur, Edih and Llet keeping safe. Use the *Keeping safe: Facilitator notes* to confirm or explain the correct actions the characters took.

Version B (no printing required)

Play the first section of the video again (up to 4:00). Ask the young people to call out 'Stop' when they see something they have identified on their list of actions. Whilst the video is paused, ask them to explain why they think that action contributed to Nur, Edih and Llet keeping safe. Use the *Keeping safe: Facilitator notes* to confirm or explain the correct actions the characters took.

Activity idea 2: RUN – Llet's dilemma

5 min

AIM/KEY MESSAGE:

To stress that Llet is not a bad friend; he became separated from Nur and Edih and did the right thing by ensuring his personal safety first and not waiting or going back for his friends. This is a challenging concept for young people (and adults) – that in a situation like this they should take responsibility only for themselves and run to safety if they possibly can.

Ask the young people 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.

- Was this the right thing to do?
- Does this make Llet a bad friend?

Activity idea 3: HIDE – Spot the key messages

10 min

AIM/KEY MESSAGE: This activity focuses on how to hide effectively, including:

- Hide somewhere with solid walls
- Barricade doors and windows and keep away from them
- Turn phones to silent and vibrate off
- Stay hidden until found no matter how long this takes
- Emergency first aid should be given to anyone who is injured.

Version A (printing required)

Divide the group into pairs or threes and give each *Resource 2* - an image of the 'HIDE' scene. Ask them to write around the picture, labelling everything that illustrates a key message, or correct thing to do. Afterwards they can share their ideas, explaining why it's important to do each thing they've identified.

Version B (no printing)

If you are unable to print copies of *Resource 1*, display the screenshot of the group hiding in the shop storeroom and ask young people to write ideas on post-it notes that can be stuck onto the projector screen, identifying the key messages.

Activity idea 4: TELL – Attitude Continuum

5 min

AIM/KEY MESSAGE: This activity focuses on 'TELL' and what will happen when the police arrive. It is important that young people recognise the importance of calling the police, even if they believe other people have already phoned. They also need to be aware that when the police arrive they will treat people firmly as they will be trying to distinguish between innocent people and the attackers. Therefore, it is crucial to follow all of the police's instructions (like putting hands on heads and making no sudden movements).

Read the following statements and ask the young people to vote 'agree', 'disagree' or 'not sure' for each statement by moving to signs stuck in different parts of the room, or places around the room that you have said represent 'agree', 'disagree' and 'not sure'.

1. Llet was the first person to phone the police
Not sure - It is impossible to know for sure (although background sound of sirens suggests he's not)
2. It was important for Llet to make the phone call, whether he was the first person or not
Agree – Every person has a duty to phone as they all have unique information about the event
3. Llet should have phoned the police sooner
Disagree – it is important to be removed from the danger and safe before making a phone call
4. The police told the people hiding to put their hands on their heads for their own safety.
Agree – the police's first priority is to find the attacker and make the situation 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.

Activity idea 5: SUSPICIOUS BEHAVIOUR & ITEMS

10 min

AIM/KEY MESSAGE: This activity focuses on the second part of the film which relates to suspicious behaviour and items. The police want people to use their gut feeling and common sense; if behaviour worries or concerns someone, then we call that 'suspicious', and suspicious items might be anything that looks strange, unattended or out of place. It is important to acknowledge that someone might not want to report a suspicion because they don't want to cause trouble, they hope someone else will do it, they are afraid to contact the police, or don't want to cause a fuss. However, people must not ignore something suspicious and we all have a civic duty to contact the police or a trusted adult, and this can be done using various methods, including calling 999 or using the online reporting tool.

Requires 4 (or 8) large sheet of paper and pens (optional)

Divide the group into four smaller groups (ideally about four to a group, so if you have a large number of young people each of the four groups could be divided into two, working on the same activity).

Ask them to think about what made Aline suspicious at the station and Dee suspicious at the funfair. Give each of the groups one of the following questions to discuss (writing their ideas on a large sheet of paper if available):

1. What might count as suspicious behaviour?
2. What might count as a suspicious item?
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?

Ask the four small groups to feedback to the whole group and check the key messages have been covered.

Summing up and closing the session

5 mins (+20 if designing posters)

Ask the young people to reflect on all of the choices that the characters made throughout the film and to compare these to the suggestions the group made during the Pause Point. They could now try to create a comprehensive list of 'Dos and Don'ts' about how to respond in a gun or knife attack. This might be presented as a leaflet aimed at young people, or a poster that could be displayed in the youth group's space.

Signposting support

Remind the young people of the places that they can access support if they would like to discuss any concerns raised by this session for example a list of phone lines or websites they can contact:

- www.childline.org.uk
- www.nspcc.org.uk
- 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*)

Final messages

- Remind them that attacks such as the one shown in the film are rare, and that even though they are very unlikely to ever be involved in such an incident, it is valuable to know how to stay safe in the event of an emergency, as we saw from the characters in the film.
- Encourage the young people to share the video on social media and to share the messages they have learnt today with friends and family.

To lighten the mood at the end of the session, ask the group 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.

SESSION RESOURCES

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.

Nur 	Edih 	Llet 

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: 'HIDE' key messages

