

Oak Specialist

Independent Living Unit 6- Staying Safe

Applying Learning



Unit 6- Staying Safe

Lesson 1 - Online Safety

How can we stay safe online? What information should we share online?

Lesson 3 - Community safety

Who do we interact with during our day, and what do we share with them?

Lesson 5 - Safety on transport

Planning for safe travel on public transport.

Lesson 2 - Safety in the home

What hazards are there at home? How can we minimise those hazards?

Lesson 4 - Road safety

How can we make sure we are safe on the road? What precautions can we take?

Lesson 6 - Safe relationships

Staying safe in close and intimate relationships.



Lesson 5 - Safety on transport



Unit 6 lessons contain safety messages and discussions around potentially sensitive topics. Please ensure all lessons are delivered by a parent/carer or teacher.



Teacher notes- Lesson 5

Learning Intention: To understand the likelihood of a 'worst case scenario' and be able to plan for good and difficult journeys with confidence.

1. Tips for safe entering and exiting of public transport and how to handle interactions with strangers.
2. The student will share some of their concerns and then consider how likely they are to happen.
3. Creating a help toolkit for when things don't go to plan.

Resources: Pen, paper.



Staying Safe

Safety on transport

Applying Learning



Lesson Activity Stages

- Getting on, getting off, talking to others
- Dealing with worries
- Planning for when things change



Getting on public transport

What are the possible hazards in this picture?



Think about safety when travelling. See how many different hazards you can think of and, most importantly, how you can avoid them.



Getting off public transport

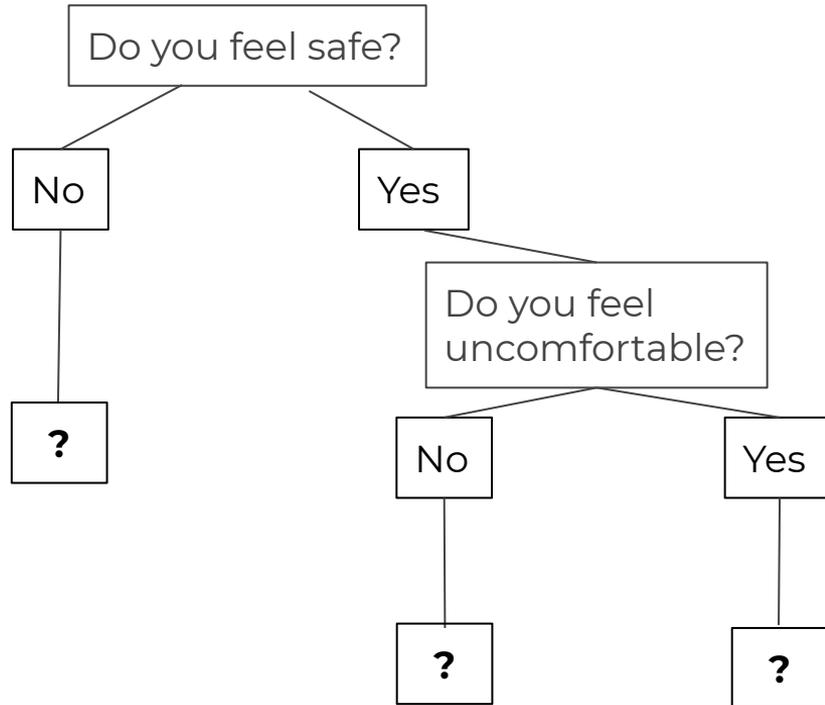
What are the possible hazards in this picture?



Think about safety when travelling. See how many different hazards you can think of and, most importantly, how you can avoid them.



A stranger starts talking to me when I am using public transport

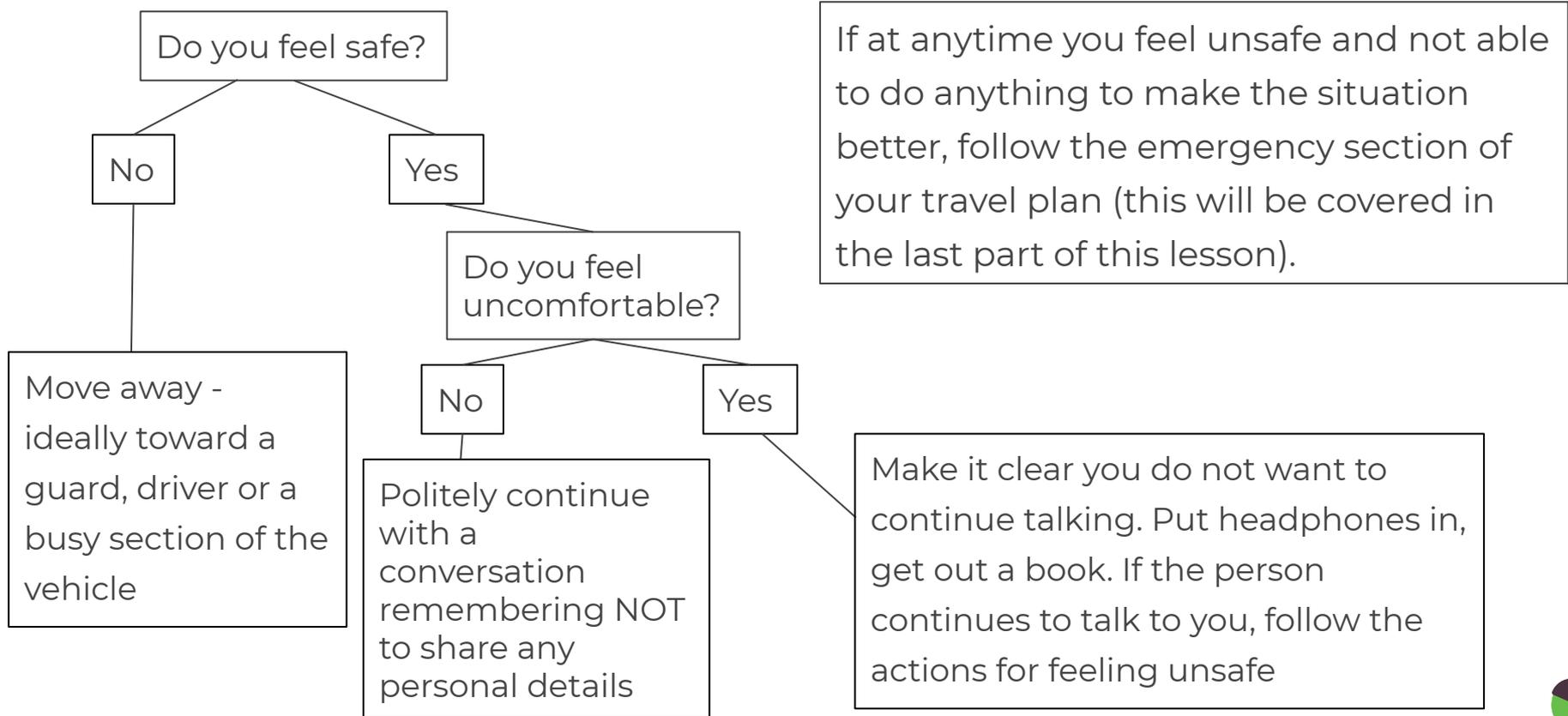


With your teaching partner discuss what you would do in each situation.

Examples of what to do are provided on the next slide. These are only suggestions. Work with your teaching partner to agree the most appropriate actions for yourself.



A stranger starts talking to me when I am using public transport



Feelings about travel

Travelling independently or with support on public transport can be an overwhelming thought.

We automatically think of the **negative** consequences and forget about the **positives**.

Starting with the positives, with your teaching partner; **name three good things about being able to travel safely on public transport** e.g. being able to meet up with friends.



Dealing with worries

Hopefully you now have some good reasons to travel and motivation to deal with any worries you may have.

With your teaching partner now think of some **negative** things that could happen while travelling on public transport. See if you can think of 5 and make a note of them.



Dealing with worries

Probability line

On a piece of paper draw a line and at one end write **very likely** and at the other end write **very unlikely**.

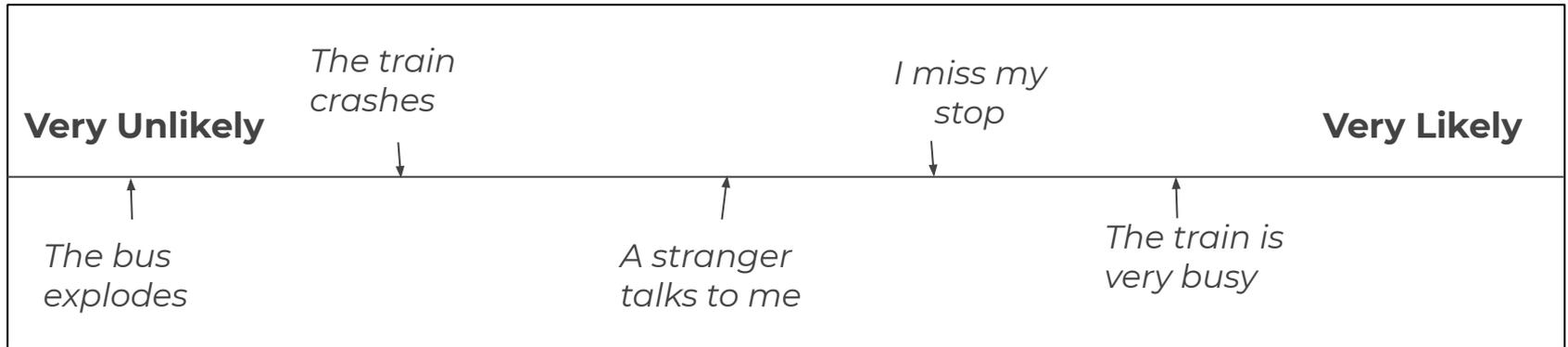
Very Unlikely	Very Likely



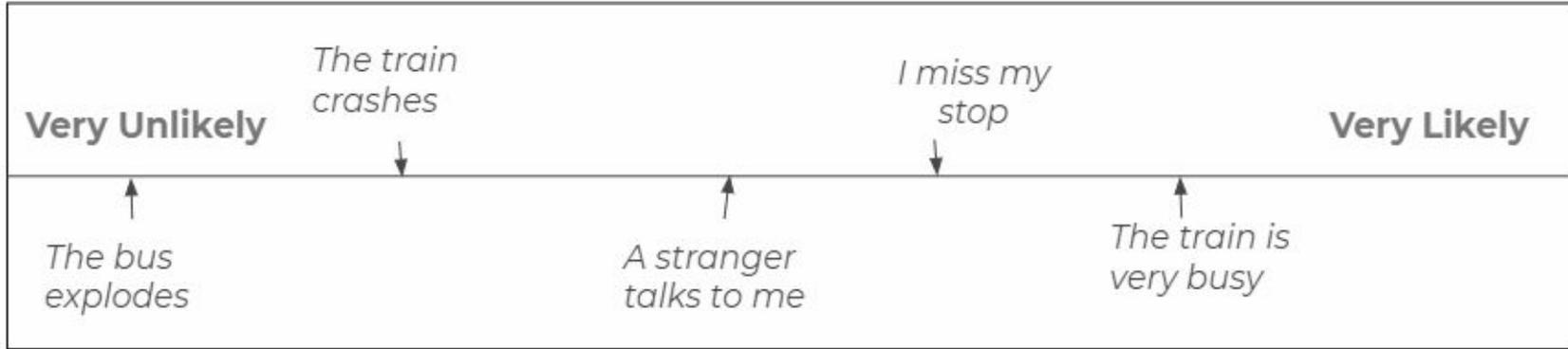
Dealing with worries

On your probability line place the 5 worries that you thought of earlier according to how likely they are to happen.

Example:



Dealing with worries



Hopefully not all your concerns are likely to happen every time you travel. Reassure yourself of this when you are getting worried about making a journey.

The ones that are **most likely** to happen we can address in our **travel plan** in the next part of the lesson.



Planning for when things change

As we have just explored, travelling on public transport goes right more often than it goes wrong. However sometimes things do change or challenge us, so it's important we have a plan for when this happens.

In this part of the lesson we are going to make a travel plan that you can carry with you when using public transport.



Planning for when things change

Create a table like this

What if	I can	More help



Planning for when things change

What if...

Think of three things that worry you. Check on your probability line to see if they are a likely possibility. Write these down in the first column of your table.

What if	
<i>I get on the bus and all the seats are taken?</i>	
<i>The bus breaks down</i>	
<i>A stranger talks to me</i>	



Planning for when things change

Example

What if	I can	More help
<i>I get on the bus and all the seats are taken?</i>		
<i>The bus breaks down</i>		
<i>A stranger talks to me</i>		



Planning for when things change

I can

With your teaching partner discuss a positive action that you can take by yourself to help you in this situation. Add these to the second column of your table.

I can	
	<i>Stand in a safe space, holding onto a bar, being aware of others personal space where possible</i>
	<i>Get off at the next station or continue to the next station that I am familiar with. I can wait for the return journey from the correct platform.</i>
	<i>Listen to the instructions from the driver. Read my book or listen to music while the next bus comes along.</i>



Example

What if	I can	More help
<i>I get on the bus and all the seats are taken?</i>	<i>Stand in a safe space, holding onto a bar, being aware of others personal space where possible</i>	
<i>Miss my station</i>	<i>Get off at the next station or continue to the next station that I am familiar with. I can wait for the return journey from the correct platform.</i>	
<i>The bus breaks down</i>	<i>Listen to the instructions from the driver. Read my book or listen to music while the next bus comes along.</i>	

Try to come up with things, however small, that you yourself can do to help make a situation better.



Planning for when things change

More help...

Occasionally we are unable to solve a problem without asking others for help. With your teaching partner decide what suitable

More help	
ling ere y	<i>I don't feel comfortable, so I ask the driver to let me off at the next stop and wait for the next bus. I text my carer to let them know I will be late.</i>
or n an from	<i>I don't know how to find when the next train to take me to where I want to go is coming so I ask a station employee (wearing a uniform) for help, or I press the 'help' call button.</i>
om r ext	<i>There is not another bus coming so I call my Dad to collect me. I stand in a safe place while I wait.</i>



Example

What if	I can	More help
<i>I get on the bus and all the seats are taken?</i>	<i>Stand in a safe space, holding onto a bar, being aware of others personal space where possible. I do my breathing exercises</i>	<i>I don't feel comfortable, so I ask the driver to let me off at the next stop and wait for the next bus. I text my carer to let them know I will be late.</i>
<i>I miss my station?</i>	<i>Get off at the next station or continue to the next station that I am familiar with. I can wait for the return journey from the correct platform.</i>	<i>I don't know how to find when the next train to take me to where I want to go is coming so I ask a station employee (wearing a uniform) for help, or I press the 'help' call button.</i>
<i>The bus breaks down?</i>	<i>Listen to the instructions from the driver. Read my book or listen to music while the next bus comes along.</i>	<i>There is not another bus coming so I call my parent or carer to collect me. I stand in a safe place while I wait.</i>



Emergency planning

When it comes to emergencies we can feel very worried and we find making decisions more difficult. Therefore, it is important that we plan for what we would do in an emergency.

Have a think about the following questions:

- What is the difference between a **'tricky'** situation and a **'dangerous'** one?
- Who would I call?
- What would I do?
- Where should I go?



Emergency planning

Below is an example of an emergency plan. Have a go at making one that is right for you. Share it with your key family, friends and support workers.

My emergency plan			
Type of emergency	What to do	Who to call	Where to go
<i>Tricky Situation</i> <i>(Example: I lose my travel pass)</i>	<i>Do not try to board the transport without it.</i>	<i>My parent or carer- they will let me know what to do next</i>	<i>Stay in a safe place such as a shop or station while I make the phone-call</i>
<i>Dangerous situation</i> <i>(A member of the public is threatening towards me)</i>	<i>Look for a uniformed adult (someone who works at the station, a police officer, traffic warden, shopkeeper)</i>	<i>In a dangerous situation call 999, explain the situation and give your location</i>	<i>Head to a busy area such as a shop</i>



Independent Living Safety

Safety on transport

Make it easier

Agree three rules for safe supported travelling on public transport. Make a visual prompt card.

Make it harder

Role play a scenario out. Ask the learner to show what they would do following their travel plan.

More ideas

Go back and look at what the learner said were the 5 biggest negatives about travelling. Do they still feel the same way?

Check in again with them once they have completed a journey.



Further Learning with Oak National

Independent Living:

- Applying Learning- Road safety (Unit 6)
- Applying Learning- Travel in the community/planning a journey (Unit 4)
- Building Understanding- Transport (Unit 4)
- Building Understanding- Travel in the community (Unit 4)

