

# LEARNING FOR LIFE

A community safety programme addressing:

bullying

drugs

vandalism

safety

citizenship/law and order

diversity

harmony



## Health, Safety, Personal and Social Development, Citizenship

Learning for Life is a values education, life skills programme aiming to foster health, safety, personal and social development and to encourage good citizenship.

This powerful programme addresses issues which are of great relevance to pupils, teachers, parents and society as a whole and promotes, supports and sustains the partnership approach.

The lessons are designed for the 5-13 years age group and promote a continuum of learning in a cross-curricular, activity-based learning process.

Learning for Life is a teacher led programme but promotes a multi-agency approach to support, extend and develop the work of the class. It outlines a fruitful collaboration with the Police and can help other agencies clarify their role in the class.

## Interactive CD-ROM

Volume One of Learning for Life covers Bullying, Drugs Sense and Vandalism. Volume Two covers Safety and Citizenship/Law and Order. Volume Three covers Diversity (main focus: anti-racism) and Harmony (main focus: anti-racism). Lessons, 155 in total, are fun and interactive and are designed to be flexible for the teacher to use with individuals, groups or in whole class exercises.

The resource is clearly matched to the Key Stages and 5-14 Curriculum Guidelines.

An overview of each lesson outlines the aims, key ideas, content and methodology. Extensions develop cross-curricular activities and assessment ideas. Home tasks provide opportunity to inform and involve the family.

Two new features of Volume Three include printable worksheets that can be used before, during or after the lesson and a dictionary is used on-screen to define key words within a number of lessons.

Support beyond the classroom provides a wide variety of materials for staff, policy and curricular development in relevant areas. These include In Service Workshops, a complete drug database, child protection materials and comprehensive means by which to involve, inform and support parents for their role in their child's learning. The Police Box cards support further off screen work. All of these materials may be printed out and photocopied freely.

An agency listing section in each volume provides the addresses of relevant agencies as well as allowing easy access to their websites to facilitate staff development.

It also offers comprehensive support to police officers who are working in schools.

## education resources

### Volume 1. Bullying, Drugs Sense and Vandalism

Bullying – through promoting positive behaviour

- Promotes personal and inter-personal skills and pro-social behaviour
- Provides opportunity to consider the nature and effects of verbal, physical and racial abuse
- Helps to identify support groups and prevention strategies
- Considers rights and responsibility



Drugs Sense – through drug education for prevention

- Complies with Government 10 year strategy requirements
- Comprehensive drug information and knowledge about drug use in society
- Life skills – critical thinking, media analysis, risk assessment, consequences, bias, influence and stereotypes



Vandalism – through good citizenship

- Promotes pro-social behaviour
- Types of vandalism – cause, consequence and prevention
- Sharing and respecting values of self and others
- Emotions and their effect upon behaviour
- Considers rights and responsibility



Development Materials:

In Service Workshops

Resource familiarisation and implementation advice in flexible, full or half day programmes:

Workshop 1 "Getting to know "The Box/CD-ROM" – Values Education/Citizenship"

Workshop 2 "Getting to Know "The Box/CD-ROM" – Drug Education/Bullying"

## Personal Knowledge Base

Helpful information and knowledge to aid policy or curriculum development:

Drug database – Includes a printable, full drug database complete with photographic images providing comprehensive drug information

Bullying – Indicators of successful anti-bullying intervention programmes, statistics, race relations and values/citizenship education

Values/Citizenship education – Raising Awareness of Values 1 “Warm up” and “Task”

Raising Awareness of Values 3 “What is Values Education?”

Raising Awareness of Values 4 “Towards a Policy”

## Staff, Curricular and Policy Development

Promoting Positive Behaviour 1 “Towards the Policy”

Promoting Positive Behaviour 2 “A Whole School Approach to Bullying”

(Includes aspects of staff and policy development, guidelines for pupils and parents)

Drug Education Knowledge – What makes a good drug education for prevention programme?

Making Policy 1 - Towards the Policy

Making Policy 2 - Identifying Programme and Matching to 5-14/Key Stages

Making Policy 3 - Drugs Education Programme Exemplar

Making Policy 4 - The Policy – A Draft Format

Raising Awareness – Values Education

## Working with Parents

The Partnership with Parents – Drug Education Awareness Evenings 1-4:

1 - Parents/Children Interactive Workshop

2 - Presentation

3 - Question Time

4 - Agency Interactive Workshops

‘Home Task’ – an outline

## Multi-agency Partnerships

Agency Contact/Profile sheets/Listing

Collaborating with the Police/Collaborating with Others

## education resources

### Volume 2. Safety, Citizenship and Law and Order

Safety – through personal and interpersonal skills, knowledge and behaviours

- Promotes safe keeping in a wide variety of contexts (including the internet)
- Provides child protection strategies – ‘My Body, Mine Alone’ and ‘Secrets’
- Raises awareness of the rights and responsibilities of the child
- Supports personal safety strategies – who to trust, getting help and support, emergency responses, safe behaviours
- Considers child accidents – cause analysis, consequences and prevention strategies
- Builds observation, reporting and decision making skills



Citizenship and Law and Order – through pro-social behaviours, an awareness of how society functions and exercising social responsibility

- Encourages and supports the child to participate in the law making process
- Fosters values – understanding, sharing, identifying personal and fundamental values
- Traces the development of the Rights of the Child, Civil and Human
- Considers rights and responsibility – individual, society, government
- Promotes understanding of the function of rules and laws
- Traces the development of laws, the law making process and sanctions
- The police and society now and then



Development Materials:

In Service Workshops

Resource familiarisation and implementation advice in flexible, full or half day programmes:

Workshop 1 "Getting to Know "The Box"/CD-ROM" – Focus Values Education"

Workshop 2 "Getting to Know "The Box"/CD-ROM" – Focus Child Safety/Protection"

Workshop 3 "Child Protection"

## Personal Knowledge Base

Child Safety – Accident Statistics/Children and their Accidents/Stranger Danger  
Child Protection – What is Child Abuse/Underlying Causes of Child Abuse/Feelings Evoked  
Internet Safety – ‘Click-Thinking’  
How laws are made/Enforcement – Crime today/The History and Role of the Police  
Children in the Law – Witnesses/Suspects/Children and the Young Persons Act/Legal Ages  
The Rights of the Child and Values/Citizenship Education

## Staff Curricular and Policy Development

The Role of the School in Child Safety/Protection  
Staff – Disclosure and Investigative Interviewing/Responding to Disclosure  
Local Authority Procedures/If You Suspect Abuse/The Use of Checklists  
Policy – Making Policy for Child Safety/Protection/Policy Draft Format  
Curriculum – Teaching Children Personal Safety/Teaching Children to Protect themselves/Child Safety & Protection in the Curriculum  
The Role of the School in Citizenship Education  
Staff – Whole School Approach/In Service Workshops  
Policy – Making Policy for Citizenship/Law and Order/Policy Draft Format  
Curriculum – Citizenship in the Curriculum/Overview/Raising Awareness of Values

## Working with Parents

Internet Safety – ‘Click-Thinking’ – A Family Guide  
Parents and the Law/Your Child and the Law – Going to Court – Witness/Accused/Legal Ages

## Multi-Agency Partnerships

Agency Contact/Profile sheets/Listing  
Collaborating with the Police/Collaborating with Others

# education resources

## Volume 3. Diversity and Harmony

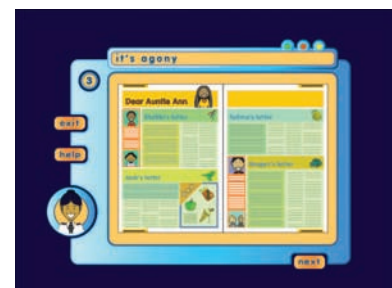
### Diversity

- Promoting empathy, tolerance and an inclusive society
- Challenging stereotyping, prejudice, discrimination and injustice
- Analysing the use of power, fear and intimidation – racial harassment and bullying
- Seeking to promote equality by inclusion and social justice
- Acknowledging, understanding and valuing diversity in our society



### Harmony

- Understanding emotional impact on behaviour
- Considering causes of conflict and conflict resolution skills
- Managing Anger
- Violence in today's society e.g. home, pub, street, sport, crime etc
- The use of fear and intimidation in today's society – gangs, feelings, sanctions, prevention strategies and support systems



### Development Materials:

#### In Service Workshops

Resource familiarisation and implementation advice in flexible, full or half day programmes:

Getting to know the resource – Diversity 1: Anti-Racism

Getting to know the resource – Diversity 2: Minority Ethnicities

Getting to know the resource – Harmony 1: Anti-Violence

Getting to know the resource – Harmony 2: Domestic Abuse

Getting to know the resource – Values Education



# education resources



Personal Knowledge Base

Sources of Prejudice/Cultural Knowledge/Power Holders

Travelling People/Refugees/Asylum Seekers

Domestic Abuse

Restorative Justice

Anger Management/Conflict Resolution

Staff Curricular and Policy Development

Valuing Diversity

Role of the School

Education for Anti-Racism

Barriers to Education – Gypsy/Travellers, Refugees

Good practice

Policy Draft Format

Attainment of Minority Ethnic Pupils

Towards the Policy – Anti-Racism, Equal Opportunities, Anti-Domestic Abuse, Anti-Violence

Working with Parents

When I am angry/Responses

Media

Youth Crime/Violent Crime/Alcohol and Violent Related Crime

Home Tasks

Multi-Agency Partnerships

Agency Contact/Profile sheets/Listing

Collaborating with the Police/Collaborating with Others



## What the Teachers Say

"I was really impressed by this resource as it works on real challenges that children will face in life and also gives information to teachers and parents on how to help children be aware, and to make good decisions." Justine Horne, Thorntree Primary School, Glasgow

"Teachers in this town which is fighting one of the worst drug problems in the country well understand why schools have to tackle the problem. It could be quite alarming but not the way it is put across in this resource. Police Box covers a whole variety of topics, it isn't just an in your face drugs message. It is about making choices and not allowing yourself to be persuaded by others." Ms Alison Rosie, Headteacher, Fraserburgh

"The strong features of this title are that it immediately grabs children's attention and interest. The short, focused activities require children to consider their thoughts and feelings in simple situations. The title is well planned, with clear objectives for each lesson and a progression through the lessons in each theme. The children enjoyed using the title and were keen to complete the lessons. The title enable the teacher to learn about the thoughts and feelings of the children and to use this knowledge when organising follow up classroom work. The title enabled children to explore their feelings in a range of situations. They were then able to consider how their actions would make others feel." Alison Gent, Morgans JMI School, on behalf of Teachers Evaluating Educational Multimedia.

"Our staff were so impressed with the way the materials complimented our curriculum and consolidated what we were already doing that we agreed to be part of a trial for the materials in Western Australia. We have the complete support of our local Police District who are working closely with us. Initial results are extremely positive and we look forward to completing the official trial." Ms Darrilyn Dawson and Ms Sue Waterhouse, Job-Share Principals, Westminster Education Support Centre, Perth, Australia

## What the Pupils Say

"Very good lessons and games".

"It told you all about it".

"It was fun doing the shopping list and choosing things to buy".

"The information you gave could be extremely useful in the future. I think it gave us a good amount of knowledge and facts so we shouldn't (if we're sensible) take the 'BAD' drugs."

## What Others Say

"I have been searching for interactive materials of this nature and I have seen nothing which comes anywhere close to those contained in Learning for Life". Mr Bill Gribble, Services to Young People Manager, Flintshire County Council

"It offers a unique opportunity for the Police at all levels and the LEA to work in partnership and deliver a uniform message throughout Gloucestershire in key areas where both have statutory and moral responsibilities." Schools Involvement Unit, Gloucestershire Constabulary