

## Safety Secrets 1 – Situational Awareness



**Goal:** To teach students the concept of situational awareness and how it keeps them safe.

Time: 1 hour

Materials:

1. Flip Chart or Craft Paper
2. Pencils
3. Art Supplies on hand in the classroom.

Leader's Note:

1. Begin talking to students about the definition of Situational Awareness.
2. Situational Awareness is to know what is happening around you.
3. If you are not alert and aware, you may be vulnerable to injury and in some cases, crime.

Leader's Note:

1. If you observe many people today, you will see they are on their phones talking or texting.
2. Those who are constantly looking at their phones, are distracted and don't know what is happening around them.
3. For example, a fifteen-year-old girl was crossing the street while texting and was hit by an oncoming truck.
4. Other incidents that prevent situational awareness are daydreaming and stress of school or work.
  - a. Sometimes you may be thinking about a problem that creates stress and it causes you to be distracted.

Leader's Note:

1. One way to have situational awareness is to know the baseline of a place.

2. The baseline of a place helps you determine what is normal and abnormal.
3. Below are examples of questions to ask yourself...
  - a. Is it usually this loud here?
  - b. Is it usually this noisy here?
  - c. Is it usually this crowded?
  - d. Does this tv usually sit here?
  - e. Is everything placed where I left it?
  - f. Was this object knocked over when I left?
4. Give students the following scenario as an example of baseline...

*Elise always closed her room door and window when she left for school in the mornings. When Elise and her mother came back home in the afternoon, she went to her room. She noticed her room door and window was open. Her globe was placed on the right side of the room when it's usually on the left. Elise immediately told her mother what she noticed. Her mother saw the room and then called the police. They believed that someone had been in their home while they were gone.*

### **Brief Discussion**

1. Guide a brief a discussion with students regarding baselines.
2. Have students volunteer to share with the class a time when they noticed the baseline was abnormal or out of place.
3. Students should also share how they responded to the situation.

Leader's Note:

1. Use your experiences to tell the baseline of various places.
2. When you've been somewhere numerous times, you usually understand what is normal.
3. Below is an example of using experiences to identify an abnormal baseline.

*Ethan goes to the beach with his family every summer. Usually when the weather is sunny, he sees people swimming, walking, riding their bikes, kids playing in the sand, and adults playing beach volleyball. All of sudden, he heard a thunderous sound. He knew it was not thunder because the sun was out and the skies were clear. He saw a big group of people running toward him. He knew something was wrong. Then fire trucks and police officers appeared on the beach. Before asking any questions, Ethan and his family started crossing the street away*

*from danger. After five minutes, Ethan and his family found there was an explosion on the other side of the beach.*

4. Sometimes people may behave in strange ways.
5. This can be an indication that the baseline is abnormal.
6. Some questions you may ask yourself are...
  - a. Is the person dressed correctly for the weather? Are they wearing a winter coat in the summer?
  - b. Is the person displaying odd mannerisms? Is the person fidgeting around or looking nervous?
  - c. Is the person somewhere they are not supposed to be? Is there a baby crawling in the street alone?
  - d. Is someone staring at you or someone else?

Leader's Note:

1. Always try to actively pay attention to your surroundings.
2. Put your cellphone away, keep your head up, and notice people and objects around you.
3. When you are talking to someone, take note of your surroundings so that you will know if an object or person is coming toward you.
  - a. If you see something or someone dangerous coming toward you, cross the street, change direction, call for help, etc.

### **Activity: Sharp Eyes**

1. Divide students into four equal groups.
2. Give each group 1 piece of flip chart or craft paper and art supplies.
3. Tell students they will follow the directions below and their Observational skills will be tested. **(Only share directions with the assigned group)**

Have Group 1:

- Draw one orange monster with two teeth wearing a red shirt and purple pants.
- Draw one pig, holding a cup, with a striped shirt and blue pants.
- Draw a big girl with a green scarf, yellow dress, and black shoes.
- Draw a small raccoon with a brown hat and polka dot pants.
- Group can add other details to the picture.

Have Group 2:

- Draw a tall blue bear with glasses and yellow pants.

- Draw a purple elephant, holding a box, with a red hat and orange trunk.
- Draw a small boy with a basketball on his shirt, black pants, and orange hat.
- Draw a short bird with brown glasses and red shoes
- Group can add other details to the picture.

Have Group 3:

- Draw two rabbits – one with a black shirt and one with a yellow shirt.
- Draw a mouse, holding an apple, with yellow glasses and a green dress.
- Draw a striped cow with a purple necklace and orange shoes.
- Draw a wide cat with a red hat, red shirt, and striped pants.
- Group can add other details to the picture.

Have Group 4:

- Draw a big-eyed dog with brown shorts and yellow shirt.
- Draw a monkey with a blue scarf and red jacket.
- Draw a girl with a purple shirt, black pants, and red shoes.
- Draw a rabbit with a striped hat and green shorts.
- Group can add other details to the picture.

4. After each group has drawn their picture, have them create 5 questions and answers about it.
5. For example...
  - a. Group 1 asks, "Which character has a green scarf?"
  - b. Group 2 asks, "Which character has glasses?"
  - c. Group 3 asks, "Which character is holding an apple?"
  - d. Group 4 asks, "Which character has big eyes?"
6. After questions are complete, tell the class they will play the game, *Sharp Eyes*.
7. This is a memory game that will help students identify details within the picture and encourage Situational Awareness.
8. Below is how to play it...
  - a. Group 1 will come to the front of the class.
  - b. They will show Groups 2, 3, and 4 the picture they drew for 20 seconds.
  - c. They will hide the picture so no one can see it
  - d. Groups should not take notes on each other's picture.
  - e. Each group should choose a representative for each question and send them to the front of the class with Group 1.
  - f. Group 1 will ask their first question to the representatives.
  - g. The first representative to raise their hand has the opportunity to answer.
  - h. If this representative chooses the wrong answer, then they will go back to their group.

- i. Group 1 will ask the same question to the remaining representatives and they will have a chance to answer.
- j. If the representative answers the question correctly, then their group gets a point.
- k. If the representative answers the question incorrectly, then the question is dead and everyone sits down except Group 1 members
- l. Groups 2, 3, and 4 will send another representative to the front.
- m. Group 1 will then ask their second question to the representatives.
- n. Repeat steps g-l and continue until all groups have asked their questions
- o. The team with the most points at the end of the game wins!

**Debrief the Activity: Ask the students the following...**

1. Did you find this game helpful in training you about Situational Awareness?
2. If this were helpful, how can you apply it?
3. What types of things will you pay attention to when you are out?
4. Can you think of ways to encourage your family or friends to be aware of their surroundings?