

Home security

LEARNING OUTCOMES

- To consider security measures that can be taken to help people feel safer
- To be assertive and security conscious when dealing with callers at the door



RESOURCES

- Copies of Resources 1 and 4
- Risk cards prepared from Resource 2
- Situation cards prepared from Resource 3
- Variety of crime prevention posters or leaflets (Engage activity)
- Newspaper article or short video about a break-in (Engage activity)
- Examples of security devices such as a chain

lock, door lock, window lock, personal alarm (Engage activity)

- Picture and word cards relating to security items, prepared by teacher (Activity 1 ESOL, optional)

RELATED THEMES

Home safety (pages 295–300)

Not being a victim (pages 309–320)

HEALTH SKILLS

It is important for everyone to feel safe in their own home. Bogus callers, burglaries and break-ins can have a psychological effect on people, which can also adversely affect their physical health and well-being. Although it is important not to be over-anxious about security, thinking about and putting some safeguards in place can add to an overall sense of security and well-being.

Related health information

www.thamesvalley.police.uk/reduction/saferhomes/homesecurity/content.htm

www.met.police.uk/crimeprevention/bogus.htm

(The above sites give further advice on security in the home)

www.energywatch.org.uk/uploads/Free_Services1.pdf

(information leaflet for people who are eligible to go on the Energywatch Priority Service Register)

SKILLS FOR LIFE

Teachers may wish to tailor this theme to a specific group of learners, by spending more time on bogus callers with older learners, for example. In order to understand and if necessary improve home security, learners need to:

- identify different types of security device
- think about and discuss good practice regarding security
- rehearse and build confidence in responding appropriately to situations.

Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- get information from images (L Rt/L1.3)
- ask appropriate questions to get information (L SLc/L1.2)
- communicate confidently with others (L SLc/L2.1)
- take part in paired and group discussions (L SLd/L1.1).

- Discuss with learners what security steps they already take as part of their daily routine.
- Display some crime prevention posters or leaflets. Use this as a stimulus for discussing their views and feelings about home security. Make sure there are positive comments as well as negative ones so that learners do not get anxious about the issue.
- Show a video clip or use an example of a situation where a householder made it easy for a burglar (for example by leaving a window open). Discuss this with learners.
- Emphasise that there are lots of things that can be done to improve home security to help you feel safer.
- Show examples of security devices and discuss what they are and what they are used for. Which do learners have in their own homes?
- Encourage learners to share ideas about other things that they do to help them feel safe at home, for example, closing the curtains at night so that no one can see in.

What do you do when you leave the house, and why?

How can people make it difficult for someone to break in?

What can you do to help you feel safe at home?

ACTIVITY 1

Identify further security measures and discuss their use

- Hand out Resource 1 and look at the pictures as a group. Discuss with learners what they show and how this helps security. Focus the discussion by asking questions, for example: 'Why is she looking so carefully?', 'Why does the door have a security chain?'
- Find out what learners know about the Neighbourhood Watch scheme and whether there is one in their area.
- Make sure the discussion includes identifying how these measures can work. For example, the security light can be a deterrent because a person coming to the door in the dark can be more easily seen by neighbours as well as by the householder.

How can security lights help make your home more secure?

Support

If learners are struggling to interpret the images or identify the safety measures, ask them to 'say what they see' in the pictures or ask them questions about it, such as 'What is this person doing?'

ESOL

Check that learners recognise the safety measures shown, such as the personal alarm and the Neighbourhood Watch organisation. Extend their vocabulary by providing pictures of security devices (e.g. locks, window locks, bolts, security lights, personal alarms, Neighbourhood Watch sign, house alarms, etc.) for learners to match to cards with their names. Check learners are able to pronounce them. Ask questions to focus on where you use each item and what it is for.

ACTIVITY 2

Identify security risks and measures to take against them

- Give out the 'risk' cards prepared from Resource 2 to learners one by one. For each card discuss as a whole group why it is a security risk.
- Ask learners to think about what would be a safer action in each case. For example, instead of leaving side gates open, they might decide to padlock a gate to make it more secure. Make a brief note

of suggestions on the board or flipchart. At the end, go through these again, noting any that are not practical (for example, because they break the law).

- Ensure that all learners have the opportunity to contribute to the discussion.
- This activity could also be set up for small groups: give out cards in small batches and provide questions to focus the discussion, for example: 'Why do you think this is a security risk?', 'What would be a safer action?'
- Encourage each group to share their answers with the whole group, and record and display their suggestions.
- Give learners a chance to make a brief personal note of any they can easily try or want to know more about.

Support

- Give learners sets of cards to look through and choose three or four they might like to discuss.
- Ask direct questions about their chosen cards to make sure they understand them.
- When making notes, make sure learners are clear that they do not have to copy all the information from the board and that any notes they make are for their own use.

ESOL

- Check that learners understand phrases such as 'proof of identity', 'spare key', 'entryphone system', 'valuables' and colloquialisms such as 'cash'.
- Encourage learners to keep a record of these terms and their meaning in a personal glossary so that they can refer to them in future.
- Suggest learners make notes in a way most useful to them. For example, they may prefer to write in their own language.

ACTIVITY 3

Practise dealing with unwanted or unrecognised callers at the door

- Take one of the situation cards prepared from Resource 3 and discuss the situation described with the group. Discuss with learners whether they would or would not advise a neighbour to let the person into their house straight away or at all, and why. Go through learners' ideas for what checks they could make and what they could say to the caller.
- Write key questions on the board to guide learners when discussing the situations. For example:
 - Would you let him / her in? Why?
 - How could you check who she / he is?
- Remind learners that if they are not sure whether or not a person is genuine, they should err on the side of caution and not let the person in.
- Give learners the rest of the situation cards from Resource 3. Ask them to discuss the situations in pairs or small groups, using the key questions to guide them if required.
- Come together again as a whole group to share ideas. Make a note of ideas for good practice suggested by learners. (These ideas can be added to information from crime prevention materials to make into a reminder handout to give learners next session.)

Why is leaving the side gate open a security risk?

What could you do to make it safer?

What would you advise a neighbour to do if a stranger wanted to read the meter at night-time?

How could you check who they are?

TIP

There is an Energywatch Priority Service Register for people who are disabled, have a chronic illness or are pensioners. The caller has to use a special password known only to the householder.

- Suggest learners role-play chosen situations, using the good practice discussed. More confident learners may be willing to show their role-play to the rest of the group for further discussion.
- Round off the activity by pointing out that learners should call the police if they feel threatened, if a caller will not go away or if they think there is a suspicious person in their neighbourhood.

When should you call the police?

Support

- Let learners choose which cards they want to discuss.
- Ask direct questions about their chosen cards to make sure they understand the situations, including what the risk might be and how to check the person is genuine.
- Make sure learners are clear that they do not have to copy all the information from the board and that any notes they make are for their own use.
- Support learners with the role-play. Encourage them to keep it brief to help their movement and speech memory, in case they wish to act out the role-play for the group.
- Learners might benefit from thinking first of key phrases or words they could use during the role-play.

ESOL

- For each of the situations, discuss with learners what to do, how they would feel, what they would say and the tone of voice they would use.
- Ask for a volunteer and rehearse the situation, playing the part of a person at the door.
- When discussing the situations, check that learners understand the language used, such as 'read the meter', 'community volunteer', 'interior walls'.

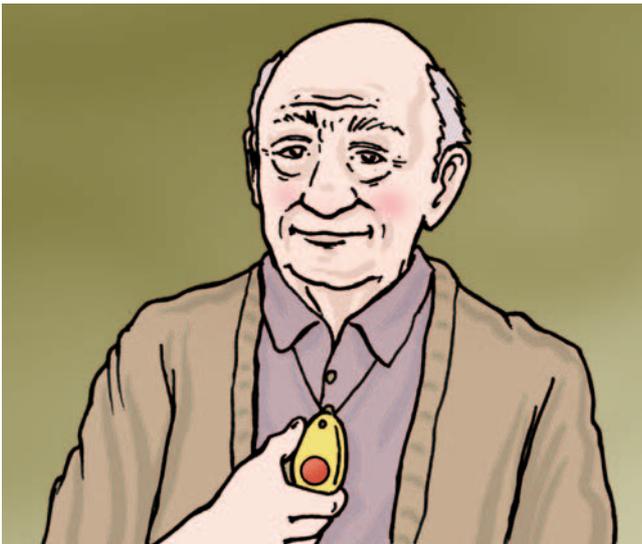
What can you do to increase your security at home?

Action

- Ask learners to share ideas about the sorts of things or people that make them feel threatened or safe.
- Ask learners to make a list of people they can telephone if they are anxious, frightened, need help or want to report a crime. For example, Crimestoppers, the police, a trusted neighbour, a family member living close by, a friend, a carer, etc. Discuss where they could keep a list of the telephone numbers, for example by their telephone and / or keyed into mobile phones. Encourage learners to keep a record of useful numbers on Resource 4.
- If learners are interested in finding out more about security they could get in touch with their local Crime Prevention Office and arrange for a guest speaker to give a presentation to the group. They might want to use the notes or information from the activities to help them ask questions.

Home security

RESOURCE 1



Keeping a lot of cash in the house.	Leaving a spare key under a mat.
Turning all the lights off when you go out.	Leaving ladders and tools in view outside the house.
Opening your door to strangers without checking proof of identity.	Keeping valuables where they can easily be seen through a window.
Letting other people know the number of the entryphone system.	Labelling house keys with the address of the house.
Leaving doors and reachable windows open.	Leaving side gates open.

A stranger arrives on the doorstep at 10 o'clock at night and asks to read the meter.

A stranger arrives on the doorstep at 10 o'clock in the morning and asks to read the meter.

A stranger comes to the door and says that he is a community volunteer and has been sent to do some gardening for you.

A salesperson comes to the door and asks to be let in to demonstrate a new cleaning device.

A woman comes to your door and says she is a new neighbour. She asks if she can come in for a coffee to get to know you.

Two men come to the door and say they work for the local council. They ask if they can check your interior walls for damp.

Important telephone numbers		
Name	Number	Mobile