

RAILWAY CHILDREN RUNAWAY PREVENTION EDUCATION PACK

One to one session

Key stage 3 & 4

PSHE Association
Quality Assured
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www.railwaychildren.org.uk

RAILWAY
children
Fighting for street children

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RAILWAY CHILDREN RUNAWAY PREVENTION EDUCATION PACK

Railway Children is an international children's charity working with children alone and at risk on the streets. Every year 100,000 children under 16 run away from home or care in the UK, and at least 18,000 sleep rough or with someone they have just met. (Source: Still Running 3 (2011), The Children's Society.)

The lessons in this pack have been developed in partnership with senior teachers with extensive experience of working with young people with social, emotional, behavioural and mental health issues. All of the resources in this pack have been developed in line with PSHE Association guidance, take into account their Ten Principles of good PSHE Education, and have been assessed and awarded the PSHE Quality Mark. These resources are suitable for Key Stage 3 and 4.

The lessons are designed to help young people understand the risks of running away, and identify safer alternatives and people who may be able to help them. If any student needs more individual support as a result of the session, there are some useful helpline numbers and suggestions at the end of the pack.

After using the resources, please give your feedback at
<https://www.surveymonkey.co.uk/r/runawaypack>

If you would like to know more about Railway Children please visit
www.railwaychildren.org.uk



TEACHER'S NOTES

Resources for pupils in one to one sessions

CONTENTS

- Overview
- PSHE
- Cross-curricular links
- Lesson narrative
- Differentiation

OVERVIEW

Railway Children fight for vulnerable children who live alone at risk on the streets, where they suffer abuse and exploitation. In the UK, society often denies that this problem exists.

The purpose of this resource pack is to enable learners at key stage 3 and 4 who might be taking part in a one to one session to consider the reasons children and young people run away from home, to explore the risks associated with running away and provide an opportunity for them to consider their own safety network.

As part of the session the student will examine six short case studies based on real life situations and think about how emotional well-being can impact on choices associated with running away. At the end of the session, the student is asked to reflect on the safe people and safe places in their life.

In addition to the central aim of the session, issues that can be explored through these activities include the following:

- Friendships and bullying
- Family life
- Emotional well-being and mental health
- Healthy lifestyles
- Sexual orientation
- Domestic violence
- Homelessness
- Drugs and alcohol awareness
- Sex and relationships
- Child sexual exploitation



DISCLOSURE

Please take time to consider the ways in which you will create a safe learning environment, in keeping with your usual practice. This could include ground rules or a class contract, drawn up in collaboration with the children.

There may be occasions throughout this session when children choose to share their own experiences. These discussions should be dealt with sensitively and any disclosures should be shared in line with your school's safeguarding or child protection policy. Further information and sources of support related to running away, including confidential helplines, can be found on our website.

PSHE

In September 2013, the DfE published a new National Curriculum that came into effect in 2014. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that 'All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice.' More specifically, government guidance states, 'We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions'.

All of the resources in this pack have been developed in line with PSHE Association guidance and take into account their Ten Principles of good PSHE Education. Through the delivery of this session, teachers are able to introduce content that reflects and meets the personal developmental needs of their individual learners, take a positive approach to learning that focuses on safety not sensationalism and offer a variety of activities that promote awareness and develop understanding, with an emphasis on the teacher as facilitator.



CROSS-CURRICULAR LINKS

While the focus of this lesson is running away and, more specifically, equipping learners to recognise risk and identify safe people and safe places, this lesson can also be used as a springboard to further work in the following areas:

Subject	Development of	Suggested Activities
English	<ul style="list-style-type: none"> Further speaking and listening development via hotseating, group discussions, and debates. Writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue. Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis Reading for meaning. Using inference and deduction to develop understanding of a text. 	<ul style="list-style-type: none"> Hotseating Script writing Filming Interviewing Acting Advice leaflets Newspaper articles Webpage creation
History	<ul style="list-style-type: none"> Development of knowledge of the UK as a chronological narrative Understanding of children throughout time. Knowledge of social and economic factors. Topic work on Victorian London. Case study of 'The Workhouse'. 	<ul style="list-style-type: none"> Case studies of children throughout time. Comparative time line of runaways from different eras
Citizenship	<ul style="list-style-type: none"> Understanding of the legal rights of the child Knowledge of systems that are in place to support vulnerable groups at government and local authority level. 	<ul style="list-style-type: none"> Support webs
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> Study of local area Comparison of services across cities Distances between areas Consideration of social issues in different types of location: city / village etc.
Computing	<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> Website design Bullying report service Moving image production Review of online support services



LESSON NARRATIVE

LEARNING OBJECTIVES

By the end of this session learners should be able to:

- Appreciate the reasons children and young people run away from home
- Develop an understanding of emotional well-being and its impact on children's lives
- Identify the risks associated with running away
- Determine how to reduce these risks by identifying safe people and safe places

KEY VOCABULARY

- Running away
- Risk
- Safety
- Emotion

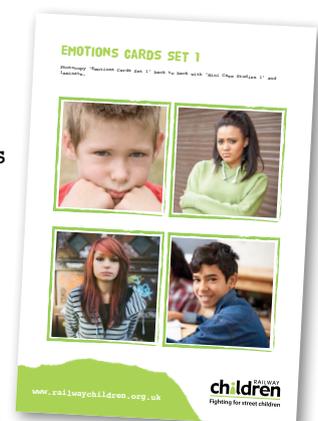
RESOURCES

- Emotion Cards (Provided)
- Home Cards (Provided)
- Making the Links Resource (Provided)
- Emotion Bucket: A large tub, basket or bin that will hold a number of balloons.
- Balloons: Small balloons will allow you to explore more risk factors during the activity
- Large Safety Pins. This resource could be substituted for sharp pencils.
- Labels/ tags
- Safety Network Jar Resource (Provided) or a jam jar

ACTIVITIES

Exercise 1: Emotions Cards

With the pupil, place the emotions cards on a table or on the floor of the one to one space that you are using ensuring that they are picture side up. As you arrange the cards discuss the type of emotion that they are expressing. This is an opportunity to develop a vocabulary bank for the lesson so try to expand the pupil's language choices and provide appropriate synonyms. Try to enable the pupil to understand the different facial expressions being shown and how they are communicating the person's emotional state.



Exercise 2: Expectations

Provide your pupil with the 'home' cards. Ask them to link each child to a potential home. Again, the discussion should focus on how these assumptions are being made and what the link between child and home tells us about their lifestyle of how it develops our expectations of that person.

Once all the home and child cards have been matched, turn over the emotions cards to reveal the mini case studies. Each case study will outline an incident of running away or being at risk of running away. Ask the pupil to evaluate

- 1) whether they consider each story to be 'running away'
- 2) whether their evaluation of lifestyle was accurate.

Importantly, highlight the fact that all of these case studies are considered to be young people who have or are going to run away from home and are therefore at risk.



While these case studies are based on the real accounts of young people, you may want to supplement the pack with additional examples, or remove individuals based on the needs of your pupil.

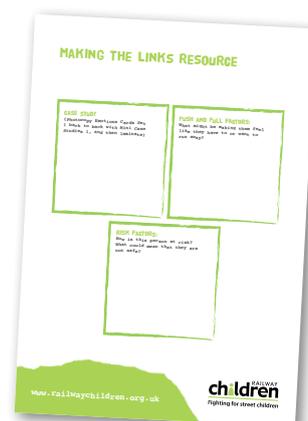
*Please read each mini case study carefully before you deliver the session so you appreciate the issues they may raise.

Exercise 3: A Closer Look

Ask the pupil to pick two case studies to explore in more detail. Place each case study on the 'Making the Links' resource. It might help if you copy the Making the Links resource onto A3 paper. Ask the pupil to consider what factors could have contributed to the child running away. Ensure that the discussion focuses on the impact of these factors on the child's emotional well-being.

Support the pupil to identify how the child from each case study could be at risk.

When completing this activity it might be appropriate to select the case studies that you feel are most appropriate for the pupil you are working with.



Exercise 4: Emotions Bucket

Introduce the Emotions Bucket. Explain that everyone's emotional well-being can be seen as a bucket. Each negative emotion that is placed in it takes up some space. Some negative emotions are bigger and take up more space than others. Some events in our lives will cause bigger emotions, and these will take up more space.

Provide the learner with a number of already inflated balloons. Ask them to write a negative emotion on each balloon and provide an example of when you might feel this way. Depending on the student, you may wish to use a mini case study as a starting point or use the emotion bucket prompt cards to help generate discussion points. The pupil might like to refer this activity to their own life and circumstances, therefore the appropriateness of this should be considered before the lesson.

As the pupil completes an emotion balloon, they should place it in the bucket. The bucket should become full and overflowing, allow this to happen until the point that balloons are having to be squashed into the bucket and are falling out. At this point, ask the pupil to stop and consider how it might feel if your emotions were overflowing in this way. Link this to the back to the theme of running away, and explain how some people feel like running away will enable them to leave this bucket behind. Ask the pupil to consider whether this is the case. Explain that a better option would be finding a way of gaining more space in the bucket and dealing with some of the emotions.

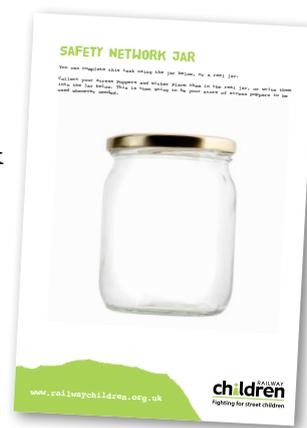
Exercise 5: Stress Poppers

Provide the pupil with a number of large safety pins. Each one should have a label tag on it. Ask the pupil to identify a 'stress popper' that is personal to them that. These could be people who they find supportive, activities that they find relaxing/enjoyable, places where they feel safe. Some pupils might find it useful to consider professionals and wider support agencies if appropriate to their circumstances. As they complete a stress popper, they should use it to pop an emotions balloon. Pause the activity when approximately 50% of the balloons have been popped. Ask the pupil whether this level of emotion would be manageable. Continue to identify stress poppers until all negative emotions balloons have been deflated.



Exercise 6: My Safety Networks

Ask the pupil to collect their stress popper tags. Ask the pupil to use the safety pins to connect the stress poppers together to form a chain and explain that this is their safety network. Discuss how any of the people in this network can be a form of support when needed. The pupil should then place their chain in the jar if you are using one. Alternatively, ask the pupils to place the names of their safe people onto the Safety Network Jar resource. Explain that this network is stored, just as the fruit in jam might be, and can be used when necessary or needed. If possible place an image of themselves on the lid of the jar for further personalisation.



LESSON PLAN

SCHOOL/CLASS INFORMATION:					
Course	PSHE			Date	
Topic	Running Away			Duration	60-90 minutes
Aim	Support pupils to explore the above topic in a safe environment and develop an understanding of safety networks			Key Vocabulary	Running away / risk / safety/ emotional well-being
Objectives	By the end of the session children should be able to: <ul style="list-style-type: none"> • Appreciate the reasons children and young people run away from home • Develop an understanding of emotional well-being and its impact on children's lives • Identify the risks associated with running away • Determine how to reduce these risks by identifying safe people and safe places 			SEN	
				EAL	
				BME	
				Pupil Premium	
TIME	CONTENT	TEACHING STRATEGY	LEARNER STRATEGY	PROGRESS MEASURE	RESOURCES (Inc. e-learning)
0-10 minutes	Emotions Cards	Welcome pupil Place the emotions cards on a table or on the floor of the one to one space that you are using ensuring that they are picture side up Discuss the type of emotion that each person on the card is expressing Develop a vocabulary bank for the lesson Enable the pupil to understand the different facial expressions being shown and how they are communicating the person's emotional state.	Sort cards and identify emotion being expressed Develop vocabulary of emotions Discuss and identify body language and non-verbal cues that indicate emotion	Verbal feedback and justification from pupil	Emotions cards

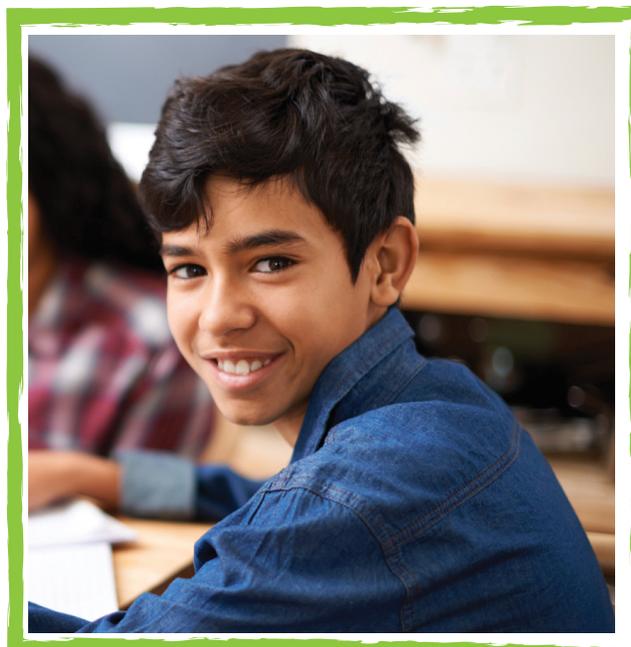
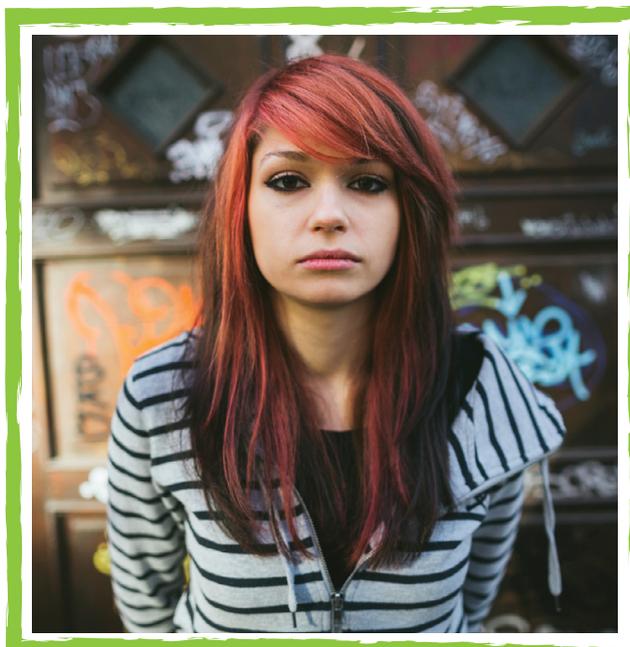
10-30 minutes	Expectations	<p>Ask the pupil to link each child to a potential home card</p> <p>Focus the discussion on how these assumptions are being made and what the link between child and home tells us about their lifestyle or how it develops our expectations of that person</p> <p>Reveal the mini case studies</p> <p>Ask the pupil to evaluate 1) whether they consider each story to be 'running away' 2) whether their evaluation of lifestyle was accurate</p>	<p>Identify a potential home for each child</p> <p>Justify choice made in relation to home and lifestyle</p> <p>Read the mini case study</p> <p>Discuss and debate running away classification</p>	<p>Verbal feedback</p> <p>Allocation of homes</p>	Home cards
20-40 minutes	A Closer Look	<p>Ask the pupil to pick two case studies to explore in more detail</p> <p>Place each case study on the 'Making the Link' resource</p> <p>Ask the pupil to consider what factors could have contributed to the child running away</p> <p>Lead the discussion to focus on the impact of these factors on the child's emotional well-being</p> <p>Support the pupil to identify how the child from each case study could be at risk</p>	<p>Select two case studies</p> <p>Identify push and pull factors</p> <p>Discuss impact of factors on emotional well-being</p> <p>Identify risks</p>	<p>Discussion response</p> <p>Completed Making the Link resource</p>	Making the Link Resource

40-60 minutes	Emotions Bucket	<p>Introduce the Emotions Bucket</p> <p>Explain that everyone's emotional well-being can be seen as a bucket</p> <p>Provide the learner with a number of already inflated balloons</p> <p>Ask them to write a negative emotion on each balloon and provide an example of when you might feel this way</p> <p>Ask the pupil to place the emotions balloons in the bucket until they are overflowing</p> <p>Ask the pupil to stop and consider how it might feel if your emotions were overflowing in this way</p> <p>Link this back to the theme of running away, and explain how some people feel like running away will enable them to leave this bucket behind</p> <p>Explain that a better option would be finding a way of gaining more space in the bucket and dealing with some of the emotions</p>	<p>Develop emotions balloons providing a justification for when someone might feel this way</p> <p>Fill the emotions bucket</p> <p>Explain what might happen to someone or how they might feel if their emotions bucket was overflowing</p> <p>Identify the link between emotional well-being and running away</p>	<p>Verbal feedback Emotions balloons</p>	<p>Emotions bucket (basket or large tub)</p> <p>Small balloons</p> <p>Stickers</p>
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60-75 minutes	Stress Poppers	<p>Provide the pupil with a number of large safety pins</p> <p>Ask the pupil to identify a 'stress popper' that is personal to them that</p> <p>As the pupils complete a stress popper, they should use it to pop an emotions balloon</p>	<p>Identify stress poppers and allocate them to a safety pin</p> <p>Use stress poppers to deflate balloons and explain how they would support emotional well-being</p> <p>Identify manageable levels of stress</p>	<p>Stress popper tags</p> <p>Verbal feedback</p>	Safety Pins Tags
75-90+ minutes	Safety Network Jar	<p>Ask the pupil to collect their stress popper tags</p> <p>Help the pupil to use the safety pins to connect the stress poppers together to form a chain of their safety network</p>	<p>Join together the stress poppers to form a safety network</p> <p>Explain how each is supportive of the overall network</p>	Safety Network Jar	Safety Network Jar

EMOTIONS CARDS SET 1

Photocopy 'Emotions Cards Set 1' back to back with 'Mini Case Studies 1' and laminate.



EMOTIONS CARDS SET 2

Photocopy 'Emotions Cards Set 2' back to back with 'Mini Case Studies 2' and laminate.



MINI CASE STUDIES SET 1

ALICE

Alice lives with her mum and step-dad in a three bedroomed house in Surrey. Her house is warm, clean and has all the things that a 10 year old could want.

Alice's mum has recently got married to John her step-dad. Since they got married John's children have moved into the house. Alice feels like her mum is not interested in her now. She thinks that she doesn't fit into the 'new family'. She thinks it would be easier if she left. Nobody seems to want her there anyway.

JESS

Jess has been seeing her boyfriend, Max for two months now. They only met in person for the first time last week. Up until now they have had to spend their time talking over the internet as they live at opposite sides of the country.

Max looked a bit older than Jess expected. He is very grown-up for an 18 year old. Jess knows that her mum would not like her seeing an 18 year old as she's only 14. She's going to keep him a secret. Jess is going to go and live with Max.

HANNAH

Hannah has always been an A grade student. She is a great singer, actor and musician. Recently her grades have started to slip. She is really worried. She has started to take 'herbal remedies' to help her stay awake and study for longer into the night.

Hannah has started to feel really anxious. She doesn't want to let down her dad, especially since her mum died. She's spending most nights at her friend's house. Dad doesn't really notice that she isn't at home much.

RONNIE

Ronnie has always been a popular boy. He's the school's superstar football player.

Ronnie hasn't told anyone that he is gay yet. He doesn't know how his friends or family will react. Everyone expects him to have a girlfriend now that he is 14, but he doesn't want one.

Ronnie is going to start a new life somewhere else. He thinks it will be easier to live where no one knows him. He thinks that it should be easy enough to find a room somewhere, especially in a big city like Newcastle.

MINI CASE STUDIES SET 2

HARVEY

Harvey has been living in a children's home for the last two years. He wanted to go back to live in his mum's house, and his social worker had said that this would be possible.

Harvey has now met a girl who he likes very much. She lives in various friends' houses and has said that Harvey would be welcome there too. He just needs a sleeping bag so that when they move on every couple of days he has his own bedding. He doesn't want to live with his mum now.

SAM

Sam has been living with her older boyfriend for three months now. He is 19 and she is 15. Her mum and dad thought it would be easier for her to stay there rather than carrying on arguing in the way that they had been. Sam hasn't spoken to her parents for a month.

Recently, her boyfriend's older friends have been calling around. Sam doesn't like the way that they talk to her or how they try to sit with her. Her boyfriend doesn't seem to mind.

MATTHEW

Matthew's mum has said that she can't take anymore. She thinks that his friends are 'troublemakers' and are a bad influence. She told Matthew that she was sick of the police turning up at the door, and she thinks that people will start to think she is not a good mum. She is worried about how his behaviour is going to affect his brothers.

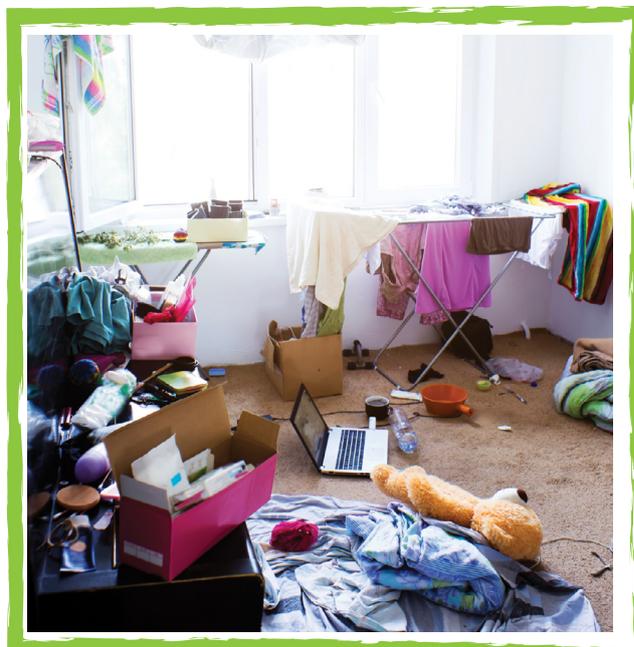
Matthew's mum told him that she was going to have to ask him to leave. She said that she loves him, but she has to think about all of her children.

ALISHA

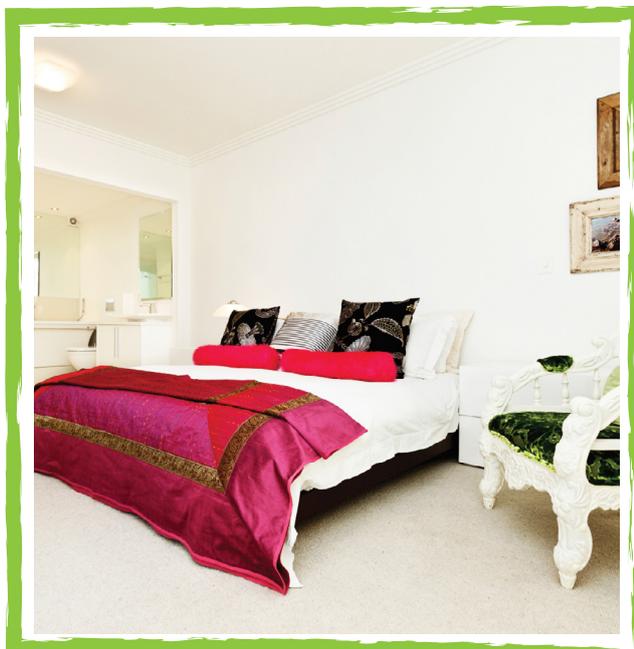
Alisha spends a lot of time away from home. She loves going out and seeing her friends. Sometimes they take legal highs, but she feels like that is ok as they are legal!

Alisha can't always remember where she has been or what she has done. Recently she has started waking up in strange houses, and she doesn't always know the people that are there. Sometimes when she goes out, she might not come home for three days. Her parents are really worried.

HOME CARDS



HOME CARDS



MAKING THE LINKS RESOURCE

CASE STUDY

(Photocopy Emotions Cards Set 1 back to back with Mini Case Studies 1, and then laminate)

PUSH AND PULL FACTORS:

What might be making them feel like they have to or want to run away?

RISK FACTORS:

How is this person at risk?
What could mean that they are not safe?

STRESS POPPERS



SAFETY NETWORK JAR

You can complete this task using the jar below, or a real jar.

Collect your stress poppers and either place them in the real jar, or write them into the jar below. This is then going to be your store of stress poppers to be used whenever needed.



ADVICE AND GUIDANCE

When a young person runs away from home it's a clear sign that something is going wrong in their life. We know that running away suddenly in response to conflict is particularly risky, and can expose young people to even more danger if they don't have safe people to turn to, and safe places to go.

IF YOU ARE CONCERNED ABOUT A CHILD OR YOUNG PERSON

If you have concerns regarding a child or young person being at risk of harm then you should follow your school's Safeguarding procedures.

If you need to signpost a young person to sources of support, you might want to consider the following options:

- **Runaway Helpline.** A free confidential service, provided by the charity Missing People, for young people who are thinking about running away, or who actually have run away or been forced out of home or care. The Runaway Helpline is free, confidential and 24/7: Call **116 000**, Text **116 000**, or Email **116000@missingpeople.org.uk**
- **ChildLine.** Young people can contact ChildLine by phone for free by calling **0800 11 11** or get support through 1-2-1 chat with a ChildLine counsellor online. It's really easy to use and works like instant messaging.
- **Honour Network Helpline.** A dedicated helpline not only for victims but also for professionals in need of guidance. All call-handlers have experience in risk assessing cases of forced marriages and honour based abuse. Call **0800 5999 247**. **www.karmanirvana.org.uk**
- **Get Connected.** A free, confidential and multi-issue helpline service for under 25s, anywhere in the UK. They can get help with anything they are going through and the service is available over the phone, via text, email and web chat, plus there is a searchable online database of support services and a free help app.

Call free: **0808 808 4994** (1pm – 11pm daily)

Text free: **80849** (reply within 24 hours)

Email: **help@getconnected.org.uk** (reply within 24 hours)

Webchat: **www.getconnected.org.uk** (1pm – 11pm daily)

WebHelp 24/7: **www.getconnected.org.uk**

- **FRANK.** Confidential information and advice for anyone concerned about their own or someone else's drug or solvent misuse. Freephone **0800 77 66 00** (24 hour service, free if call from a landline and won't show up on the phone bill, provides translation for non-English speakers) **www.talktofrank.com**



- **Youth Access.** A national membership organisation for youth information, advice and counselling agencies. Provides information on youth agencies to children aged 11-25 and their carers but does not provide direct advice. Visit www.youthaccess.org.uk to search their directory of services for help in your area.

Signposting service: **0208 772 9900** (Mon – Fri from 9am-1pm & 2-5pm)

ADVICE FOR PARENT/CARERS

Parent/carers may find the following numbers useful.

- **Family Lives.** A confidential and free helpline service (previously known as Parentline). Call **0808 800 2222** for information, advice, guidance and support on any aspect of parenting and family life, including bullying. The helpline service is open 9am – 9pm, Monday to Friday and 10am – 3pm Saturday and Sunday
- **NSPCC Adult Helpline.** For adults who are worried about a child, who want advice, or who are seeking information. **0808 800 5000.**
- **PACE** (Parents against Child Sexual Exploitation). Parents can call **0113 240 3040** if they have concerns that their child might be being exploited.

If their child has already gone missing, The Children's Society has produced a useful guide for parent/carers, available at:

www.childrensociety.org.uk/sites/default/files/tcs/runaways_parents_guide_2013_final_six-page.pdf

