



The All Wales School Liaison Core Programme

Personal Safety and Crime Prevention

**The content of this teacher support answer booklet maps to units:
Social and Legal Aspects of Personal Safety Level 1 & Level 2**

TEACHER SUPPORT ANSWER BOOKLET

Here are some definitions that the pupils will need to enable them to answer the questions:

Definition: These are the definitions provided by the School Community Police Officer

Identify: Choose or find out the correct answers

State: Select relevant information and in your own words answer the question

Give examples: In your own words, give an example that illustrates your answer to the question. This may be a fact, an event or you might even use a drawing.

Describe: Use your knowledge and understanding to answer the questions in your own words.

You should:

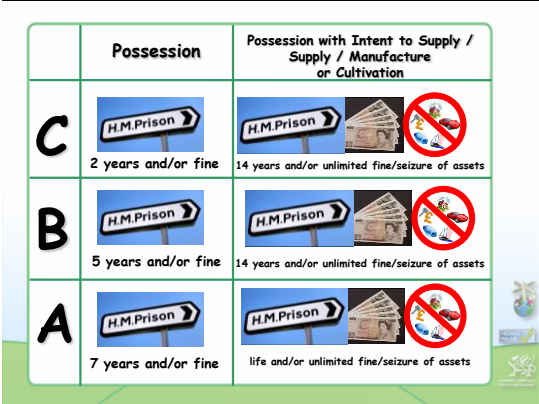


















- a) give reasons to expand your answer, for example, 'People misuse drugs because
- b) suggest ideas of your own or solutions to problems.

LO	Level	Instruction	Answer
AC1.	Level 1/2	Define a unit of alcohol <i>Use the officer definition</i>	One unit is 10 ml of pure alcohol. As level 1 with some additional information as below: One unit of alcohol is about equal to: <ul style="list-style-type: none"> • half a pint of ordinary strength beer, lager or cider (3-4% alcohol by volume); • a small pub measure (25 ml) of spirits (40% alcohol by volume); • a standard pub measure (50 ml) of fortified wine such as sherry or port (20% alcohol by volume).
AC1.1	Level 1 Level 2	Identify the strength of a range of alcoholic drinks Give examples of a range of alcoholic drinks and their strengths <i>Pupils to give a minimum of 2 example drinks and their strengths. Level 1 pupils may use the supporting activity sheet AC1.1 Know about Alcohol to answer the question. Level 2 must answer in full sentences in the booklet.</i>	Examples provided in the lesson are: <ul style="list-style-type: none"> • Coke Cola 0% • Shandy 1% • Breezer 4% • Strongbow 5.3% • Wine 12% • Vodka 40% • Or any other alternative

AC1.2	<p>Level 1</p> <p>Level 2</p>	<p>State the recommended safety guidelines for alcohol consumption for men and women.</p> <p>Outline the recommended safety guidelines for alcohol consumption for men and women.</p> <p><i>Pupils should include at least 4 key guidelines: 2 for men and 2 for women.</i></p>	<ul style="list-style-type: none"> • Men should drink no more than 21 units of alcohol per week. • Men should have no more than 4 units in any one day. • Women should drink no more than 14 units of alcohol per week. • Women should have no more than 3 units in any one day. • Men and women should have at least 2 alcohol-free days a week.
AC1.3	<p>Level 1</p> <p>Level 2</p>	<p>Give examples of the consequences of consuming alcohol.</p> <p>Describe the consequences of consuming alcohol.</p> <p><i>Pupils should give at least 3 legal and social consequences.</i></p> <p><i>Pupils to give answers using their own words in full sentences.</i></p>	<p>Answers in relation to:</p> <ul style="list-style-type: none"> • Crime e.g. fighting, drink driving, ASB, date rape etc. • Health e.g. liver damage, alcoholic poisoning, alcoholism, prone to accidents and injury, pregnancy, STIs etc. • Friendship • Jobs • Family <p>e.g. One consequence of consuming alcohol might be that I could get in to trouble with the Police and commit a crime e.g. fighting, drink driving, ASB, date rape etc.</p>
AC1.4	<p>Level 1</p> <p>Level 2</p>	<p>Identify ways of reducing the harm associated with alcohol consumption.</p> <p>Describe ways of reducing the harm associated with alcohol consumption.</p> <p><i>Pupils to give at least 3 examples.</i></p>	<p>Answers may include:</p> <ul style="list-style-type: none"> • Go out later • Drink non alcoholic drinks in between alcoholic drinks e.g. a spacer • Don't buy rounds • Have something to eat • Choose to drink at your own pace • Don't accept a lift off friends that have been drinking • Don't leave your drink unattended

		<p><i>For level 2</i> <i>Pupils to give answers using their own words in full sentences.</i></p>	<ul style="list-style-type: none"> • Have days off from drinking alcohol • Go home with friends • Arrange a lift when you reach your limit • Only take as much money as you need • Refuse extra drinks
AC2	Level 1/2	Define a drug	A drug changes the way your mind and body works.
AC2	Level 1/2	Define a New Emerging Drug (NED)	<ul style="list-style-type: none"> • NEDs are new substances. Many seem to produce similar effects to illegal drugs but they are dangerous as we know very little about them. • Some are not currently controlled under the Misuse of Drugs Act, 1971; however others have been tested and are now banned and classified.
AC2.1	<p>Level 1</p> <p>Level 2</p>	<p>State the potential dangers of Newly Emerging Drugs.</p> <p>Give examples of the dangers of Newly Emerging Drugs. <i>Pupils to give at least 3 examples.</i></p> <p><i>For level 2</i> <i>Pupils to give answers using their own words in full sentences.</i></p>	<p>Answers may include:</p> <ul style="list-style-type: none"> • Many NEDs also contain illegal substances; which means you could be charged with possession of an illegal substance. Ignorance is no excuse for possession. • Information about NEDs on the Internet is not always reliable. • The people who produce these drugs are only interested in profit, not your wellbeing. • Many of these drugs are labelled not for human consumption so that dealers (sellers or suppliers) can get around the Law and avoid responsibility. • NEDs can be stronger than illegal drugs as they are often purer because they are cheap to produce. • NEDs have not been properly tested to see how toxic they

			<p>are. There is no way of telling how a NED will affect you.</p> <ul style="list-style-type: none"> • Little is known about the medium or long term effects. • The contents of a NED are not guaranteed and there are no guidelines for consumption. • Taking them is a very big risk.
AC2.2	<p>Level 1</p> <p>Level 2</p>	<p>State reasons why people misuse drugs.</p> <p>Describe why people misuse drugs.</p> <p><i>Level 1/2 pupils to give at least 3 examples.</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	<p>Any of the following:</p> <ul style="list-style-type: none"> • Curious • Feel good • To experiment • Peer pressure • Addicted • To forget • Showing off • To be social • Stressed • Unhappy • Bored • Or other reasonable alternatives
AC2.3	<p>Level 1</p> <p>Level 2</p>	<p>Identify drugs as set out by the Misuse of Drugs Act, 1971</p> <p>Classify drugs as set out by the Misuse of Drugs Act, 1971</p> <p><i>Level 1/2 pupils to give at least 3 examples.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet</i></p>	<p>Examples are;</p> <ul style="list-style-type: none"> • Class A – Cocaine, Heroin, Magic Mushrooms, Ecstasy • Class B – NRG-1, Cannabis, Amphetamines, • Class C – Khat, Anabolic Steroids, Ketamine, GHB • The class could research other examples.

		<i>AC2.3 Know about Drugs to answer the question.</i>													
AC2.4	Level 1 Level 2	<p>Identify the legal consequences of substance misuse.</p> <p>Describe the legal consequences of substance misuse.</p> <p><i>Level 1/2 a minimum of 2 answers are required</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p>a) <i>give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p>b) <i>suggest ideas of their own.</i></p>	<p>The legal consequences are:</p> <ul style="list-style-type: none"> • Imprisonment • A fine • Seizure of assets  <table border="1" data-bbox="1355 523 1892 928"> <thead> <tr> <th></th> <th>Possession</th> <th>Possession with Intent to Supply / Supply / Manufacture or Cultivation</th> </tr> </thead> <tbody> <tr> <th>C</th> <td>  2 years and/or fine </td> <td>  14 years and/or unlimited fine/seizure of assets </td> </tr> <tr> <th>B</th> <td>  5 years and/or fine </td> <td>  14 years and/or unlimited fine/seizure of assets </td> </tr> <tr> <th>A</th> <td>  7 years and/or fine </td> <td>  life and/or unlimited fine/seizure of assets </td> </tr> </tbody> </table>		Possession	Possession with Intent to Supply / Supply / Manufacture or Cultivation	C	 2 years and/or fine	 14 years and/or unlimited fine/seizure of assets	B	 5 years and/or fine	 14 years and/or unlimited fine/seizure of assets	A	 7 years and/or fine	 life and/or unlimited fine/seizure of assets
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AC2.5	Level 1 Level 2	<p>Identify the impact of substance misuse on an individual.</p> <p>Describe the impact of substance misuse on an individual.</p> <p><i>Level 1/2 pupils to give at least 3 examples.</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to</i></p>	<p>This</p> <ul style="list-style-type: none"> • Health e.g. overdose, stress, organ failure, ill health, poor diet etc • Money e.g. lack of money, theft etc • Jobs e.g. failure to get one, unreliable with work, losing your job 												

		<p><i>answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	<ul style="list-style-type: none"> • Travel e.g. unable to visit some countries
AC3	Level 1/2	Define the term sexual consent.	When a person 16 years of age or over agrees by choice to any kind of sexual activity and has the freedom and capacity to make that choice.
AC3.1	Level 1 Level 2	<p>Identify when a person cannot give sexual consent.</p> <p>Give examples of when a person cannot give sexual consent.</p> <p><i>Level 1/2 pupils to give at least 5 examples.</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC3.1 Know about Safer Relationships to answer the question.</i></p> <p><i>For level 2 Pupils to give answers using their own words in full sentences.</i></p>	<p>A person cannot give sexual consent:</p> <ul style="list-style-type: none"> • Learning difficulty • Drunk • Unconscious • Sleeping • Below the age of 16 • Coercion • Mental or physical disability • Drugged
AC3.2	Level 1 Level 2	<p>State the legal consequences of breaking the Law in relation to sexual consent.</p> <p>Describe the legal consequences of breaking the Law in relation to sexual consent.</p>	<p>The consequences are:</p> <ul style="list-style-type: none"> • Imprisonment • Registration as a sex offender • Criminal record affecting future jobs and travel • Social issues loss of friends and family

		<p><i>Level 1/2 pupils to give at least 3 legal consequences</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	
AC4	Level 1/2	Define the term sexual exploitation	Child sexual exploitation is when a young person under the age of 18 is taken advantage of, groomed and controlled for a sexual purpose.
AC4.1	<p>Level 1</p> <p>Level 2</p>	<p>Identify a range of warning signs associated with sexual exploitation.</p> <p>Describe a range of warning signs associated with sexual exploitation.</p> <p><i>Level 1/2 a minimum of 2 answers are required</i></p> <p><i>Level 1 pupils may use the supporting activity sheet AC4.1 Know about the Dangers of Sexual Exploitations to answer the question.</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g.</i></p>	<p>The warning signs could be:</p> <ul style="list-style-type: none"> • Encouraged to give away personal details • Encouraged to send photos • Being approached by a stranger online. (befriending process leading to grooming) • Unprofessional dialogue of messages • Having no control over the pictures as no contract was signed • Speed of responses from the so called agency • Excessive flattery • Being asked to go to the man's house • Going alone to the house • Adults encouraging Lucy to drink alcohol • Man putting his arm around Lucy • The number of male adults in the house

		<p><i>people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	<ul style="list-style-type: none"> • Inviting Lucy to meet other men supposedly from another agency at the house
AC4.2	<p>Level 1</p> <p>Level 2</p>	<p>Give examples of ways for keeping safe in relation to sexual exploitation.</p> <p>Give examples of ways for keeping safe in relation to sexual exploitation.</p> <p><i>Level 1/2 a minimum of 2 answers are required</i></p> <p><i>For level 1</i> <i>Pupils to give answers using their own words in full sentences.</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g.</i> <i>people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	<p><u>Talking to a stranger on line:</u></p> <ul style="list-style-type: none"> • Not accept strangers as friends • Not send a photo to a stranger • Discuss the arrangements made with her mother <p><u>Going to a house alone:</u></p> <ul style="list-style-type: none"> • Discuss with her mother further contact with the man • Not agree to meet the man at his home • Not to go and meet the man alone <p><u>Going to the party:</u></p> <ul style="list-style-type: none"> • Not to go to the party • Not to go to the party alone • Not to lie to her mother. She should have told her where she planned to go. • Reconsider her decision when she realised that the majority at the party were male adults. • Not accept alcohol at the party. • Make excuses and leave when drugs were made available. • Text or call her mother to come and get her. <p><u>Going upstairs in the house:</u></p> <ul style="list-style-type: none"> • Not agree to go upstairs. • Insist on meeting the person downstairs. • Make an excuse to leave. • Not accept a drink that she hasn't seen poured • Call or text her mother to come and get her.

AC5.1	<p>Level 1</p> <p>Level 2</p>	<p>Identify distractions that could cause traffic accidents.</p> <p>Describe distractions that could cause traffic accidents.</p> <p><i>Level 1/2 are required to identify the fatal five</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i> <i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i> <i>b) suggest ideas of their own.</i></p>	<p>The fatal five are:</p> <ol style="list-style-type: none"> 1. drink and drug driving 2. excessive speed 3. not wearing seat belts 4. using mobile phones 5. careless or dangerous driving
AC5.2	<p>Level 1</p> <p>Level 2</p>	<p>Identify the consequences of unsafe driving.</p> <p>Describe the consequences of unsafe driving.</p> <p><i>Level 1/2 are required to identify at least 3 consequences</i></p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i> <i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i> <i>b) suggest ideas of their own.</i></p>	<p>The consequences of unsafe driving could be:</p> <ul style="list-style-type: none"> • Serious injury or death • Points on licence • A fine and or prison sentence • Emotional consequences such as guilt or shame • Effect on family • Effect on local community • The cost of public service resources

AC5.3	<p>Level 1</p> <p>Level 2</p>	<p>State the traffic law in relation to the below.</p> <p>Describe the traffic law in relation to the below.</p> <p><i>For level 2</i> <i>Pupils to use their knowledge and understanding to answer the questions in their own words. They should:</i></p> <p><i>a) give reasons to expand their answer e.g. people misuse drugs because.....</i></p> <p><i>b) suggest ideas of their own.</i></p>	<p>The fatal five are:</p> <p><u>Seatbelts</u></p> <ul style="list-style-type: none"> • At 14 years of age it is the young person’s responsibility to wear a seatbelt in the front and back because • Under 14 years of age it is the driver’s responsibility • Children under 135cm in height must have a booster seat • The fixed penalty for a seat belt offence is £60 <p><u>Mobile phones</u></p> <ul style="list-style-type: none"> • It is against the law to use a mobile when driving because • Being caught using a mobile phone can result in 3 points on your licence and a £60 fixed penalty fine. If you have an accident while using a mobile you could be prosecuted for dangerous driving. <p><u>Drugs and alcohol</u></p> <ul style="list-style-type: none"> • There is no safe limit because • Fines could be up to £3,000 and you could be disqualified from driving for up to 5 years. <p><u>Speed</u></p> <ul style="list-style-type: none"> • A red circle sign is mandatory which means • If you ignore the rule you could receive 3 points on your licence and a £60 fixed penalty fine
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			<ul style="list-style-type: none"> Excessive speeds of 100 mph or more could lead to automatic disqualification from driving
AC6.1	Level 1/2	<p>Identify organisations that can provide support and guidance for the following</p> <ul style="list-style-type: none"> Alcohol Drugs Relationships Sexual exploitation Safe driving <p><i>At least one example for each the above</i></p>	<ul style="list-style-type: none"> Dan 24/7, Drinkline, Al-Anon Family Groups, Alcohol Concern Dan 24/7, All Wales Domestic Abuse and Sexual Violence Helpline, Childline, local sexual health services, SARC centres All Wales Domestic Abuse and Sexual Violence Helpline, Childline, local sexual health services, SARC centres, CEOP (Child Exploitation and Online Protection centre) RAC, AA, Road Safety Wales, ROSPA