ProtectUK

A research based approach

ProtectUK publication date
16/11/2023

Notes on the story of Nur, Edih and Llet video and lesson content about Run Hide Tell.

A lesson and video for young people

In order to develop a lesson and video that were relevant to the needs of young people, research was carried out with online participants aged 11-16, which showed that:

- Many young people have a good sense of what they should do in an attack through instinct, and spontaneously mention ‘run’ and ‘call the police’
- However, it was necessary to highlight the risks of using phones during an attack, due to a widespread belief among young people that filming could be useful for evidence
- Young people also identified that while they did not want to be patronised, they did not want a video that would increase shock or fear in relation to an attack.

The story of Nur, Edih and Llet

The short film used in these lessons shows three friends looking back at the end of a day in which they were caught up in a gun and knife attack in a shopping centre, but escaped unharmed. This is presented in as unalarming and sensitive a way as possible for students in the 11-16 age range, (it is not designed for use with younger children) with the emphasis on what the three characters did that helped keep them safe, rather than providing a list of what not to do.

The characters are called Nur, Edih and Llet, which are Run, Hide and Tell backwards. You could end the lesson by asking students if anyone has worked out why they are called Nur, Edih and Llet and award a small prize (or round of applause!) to anyone who has, as a way of ending on a lighter

note. If anyone in your class is called Nur (we think it is less likely that there will be an Edih or Llet), then you might prefer to explain at the outset the reason for choosing these names and that obviously the characters are fictional and nothing to do with anyone in the class.

Learning and key messages

Questions raised by the video and key messages to ensure are covered

- Consistently emphasise that to run is a person's best option if they are caught up in an attack. The message from the police is that running to safety gives people a significantly better chance of escape. Hiding is only recommended if running is not a suitable option as there is no route available for escape, or in the case of someone who is not physically able to run.
- The video may raise the question of how far a 'safe distance' is when running from an incident. The character Llet runs until the shopping centre is in the distance and he is able to take refuge behind other buildings before he stops to call the police. The appropriate distance to reach safety may be different in each incident, and depending on the weapon used in the attack; therefore, it is impossible for experts to provide specific guidance, other than to get as far away from the danger as possible. People are advised to run until they are safe, or as far as they can until they are unable to run any further (e.g. they are out of breath or reach an obstacle) and at this point to hide.
- Students might notice that the character Llet becomes separated from his friends, and continues to run, rather than wait or return to find his friends. This moral dichotomy between self-preservation and leaving behind friends or loved ones may be highly emotive for young people (as for adults). Whilst it is not recommended that it is discussed in these terms with students, the police's principle is to save the majority and keep casualties to the minimum, so the overriding message is that in an emergency situation, to run to safety offers the best chance of staying safe. If everyone runs, then everyone has a better chance of being safe, whilst going back or waiting for others might put that person in harm's way and could hold

others up, preventing them from escaping. This dilemma is explored in greater depth in the key stage 4 lesson.

- Research with young people revealed that many believe filming the incident will be helpful for the police, whereas the message from the police is that it is not worth a young person endangering their personal safety to capture footage. The message not to use their phone whilst running or hiding is reinforced during the lessons. Phones should only be used when it is safe to do so to phone the police.
- In the film, Nur drops his shopping as he runs. Stress that carrying bags will slow someone down so it is better to leave anything they are carrying behind. However, stopping to take a backpack, for example, off their back will also slow them down so is not necessary unless it will stop them running.
- The skill of being able to assess risk involves combining awareness of the severity of the consequences of a particular thing happening, with the likelihood of it happening. So it is important to recognise where and when such attacks are more likely to occur. Young people should not take away from this lesson that they need to be highly anxious or cautious when in public places, or avoid going out completely. Rather, part of the key learning is that it is appropriate to be more vigilant, alert and aware of their surroundings when in a busy, crowded space.

Differentiating the learning for students with SEND

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities and you will know best the needs of your students in relation to accessing this learning. Some general points to consider include:

- There are different levels on which this learning can be differentiated. For example, there would be increased emphasis on hiding for those students who are less mobile.
- For suspicious behaviour or suspicious items, a straightforward message might be ‘if you see anyone doing anything that worries you or doesn’t feel right to you, (or if you see a bag or parcel on its own in an unusual place) tell the person with you. If you’re on your own, tell someone who works where you are (like a shop assistant, bus driver, or security guard), a police officer if you can see one, or an adult nearby, straightaway. They will be pleased that you did and you won’t be in any trouble if it turns out to all be ok’.
- The activities themselves can also be differentiated. Suggestions for this are included throughout the lesson plans. Some students might benefit from working in a small group or one-to-one with an adult to learn these key messages, perhaps using a ‘social story’ technique rather than watching the video, if you feel this is more appropriate based on your

knowledge of your own students.

- For students with hearing difficulties The Story of Nur, Edih and Llet video is available in a British Sign Language version.

Both lesson plans are based on a 60-minute lesson and timings given are the minimum required to deliver the activities. Whilst it is always important for PSHE lessons to be pacey, it is equally important to meet the needs of your students and in the case of this particular content, it is inadvisable to rush the lesson delivery. More may be gained from spending longer on an aspect of the lesson that has raised questions or concerns for young people, so long as you are comfortable leading the discussion, and to build in reflection time before sending students to their next lesson. When this is the case, it may be more appropriate for your group to extend the lesson plan across two lessons.

KEYWORDS

ACT
SCHOOL
EDUCATION
AWARENESS
PSHE
TEACHER

SECTOR

EDUCATION

PAGE CATEGORY

RESPONSE