NATIONAL COUNTER TERRORISM SECURITY OFFICE

ACT ACTION COUNTERS TERRORISM

Act for Youth: RUN HIDE TELL

Teacher guidance and lesson plans
Key stages 3 and 4

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PSHE ASSOCIATION

Department for Education

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Teacher guidance notes: RUN HIDE TELL lesson plans

While the chances of being caught up in a knife or gun attack are rare, it is important that young people are prepared and know how to protect themselves if the need arises. The National Counter Terrorism Security Office (NaCTSO) provides guidance on three key steps for keeping safe in the event of a knife or gun attack. The advice is, if caught up in an incident to RUN to safety, HIDE if you can't, and TELL the police when you're safe – guidance which can be applied to many places and situations.

We know from case studies and testimony of people who have survived attacks that, if followed, this advice can save lives. However, it is crucial that this message is conveyed to young people in a way that is sensitive and not alarmist. To support you to teach these messages safely and confidently, this lesson pack has been produced for NaCTSO and the Department for Education (DfE) by the PSHE Association, to form part of the ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a knife or gun attack.

These lessons should not be a 'one off', or delivered in the immediate aftermath of a knife or gun attack, as this is likely to raise feelings of anxiety for young people rather than provide reassurance (the PSHE Association has published separate guidance on talking to children and young people about distressing events).
Instead, they should be taught within a planned series of lessons developing risk management and personal safety skills. Young people should feel able and confident to report suspicious behaviour or items, and to protect themselves in the unlikely event of being caught up in a knife or gun attack.

Preparing to teach the RUN HIDE TELL lessons

When preparing to teach, inform all members of staff that this teaching is going to take place and ensure the whole staff understands the RUN HIDE TELL message.
You could show the short film featured in these lessons as part of a staff briefing on what students will be learning. You may also choose to inform parents and carers in advance - further advice on this is provided on page 8 (see *supporting staff and parents* section). For teachers and staff, the advice is slightly different from the message given to young people (and adult visitors who may not have a duty of care towards others present), as teachers and staff are encouraged to take charge in the situation (see GUIDE SHELTER REPORT). Make sure you and your colleagues are familiar with the school's safeguarding policy. Although these lessons are not affiliated with the Prevent strategy, it may also be helpful to reference the school's Prevent duty before teaching these lessons, or to see the NaCTSO guidance for educational professionals, found here.

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In line with best practice, the lessons and resources have been carefully designed to minimise feelings of fear, shock or guilt while learning about this potentially upsetting topic. Use a reassuring approach and avoid 'worst case scenario' thinking. Neither the film nor the lesson plans place any focus on the perpetrators of the attack. They are never seen or discussed directly, as the motivation behind the attack is irrelevant to the lesson and the safety message. The focus is not violent extremism, or radicalisation. The RUN HIDE TELL message is relevant in any knife or gun attack, irrespective of who the attacker is or what their motivation for the attack might be.

GUIDE SHELTER REPORT

For adults with a duty of care, such as teachers and staff in education settings, the message is to GUIDE SHELTER REPORT. Before the lesson, speak with the security lead or equivalent at your school or college to understand what GUIDE SHELTER REPORT looks like in your setting and make sure you are familiar with the guidance for adults with a duty of care: Guide Shelter Report | ProtectUK. This advice is slightly different to that for young people because the expectation is that you take reasonable care to look after others as well as yourself. The three principles include the following advice.

GUIDE people away from danger, for example:

Guide others toward exit points (evacuation)

Guide others inside and lock doors or use barriers (lockdown)

Guide others to a safe inside area (invacuation)

Guide others to do their actions safely

SHELTER people to keep them safe, for example:

Shelter others in a safe area away from windows and external walls (invacuation)

Shelter others inside a locked and secure building (lockdown)

Shelter at an appropriate external location (e.g. locations selected in advance as part of a small group dispersal plan)

REPORT by telling senior staff or calling 999

Call 999 when you are safe and share ETHANE information:

Exact location of the incident

Type of incident, e.g. individual attacker, bomb, vehicle

Hazards - are there any?

Access – what are the best entrance/exit routes?

Number of casualties and their condition

Emergency services – what services do you need?



You can read more about the ETHANE reporting model here: ProtectUK ETHANE checklist. Teachers and staff should be aware of both GUIDE SHELTER REPORT and RUN HIDE TELL messages, especially when they might be in a position of responsibility with students (for example on school trips). However, it is important that only the RUN HIDE TELL version of this messaging, as presented in these lesson plans and the ACT for YOUTH campaign, is conveyed to students.

Adults who do not hold any responsibility or duty of care, such as visitors to your setting, are not expected to know about or follow the GUIDE SHELTER REPORT message. The RUN HIDE TELL message is also relevant to such adults.

Creating a safe learning environment

A safe learning environment is important in any PSHE education lesson, but especially for these lessons. It helps students feel comfortable sharing their ideas and opinions without attracting negative feedback and will help teachers manage discussions on this sensitive issue confidently.

It is good practice for teachers to:

- Work with pupils to establish ground rules for discussion, such as;
  - Everyone has the right to be heard and respected.
  - We will use language that won't offend, stereotype or upset anyone.
  - We won't judge or make assumptions about anyone.
  - We will comment on what was said, not the person who said it.
  - We won't share our own, or our friends', personal experiences.
  - We won't put anyone on the spot and we have the right to pass.
- Avoid any attempt to induce shock, fear or guilt, as this is counterproductive. When experienced in a safe setting (in this case a classroom), shocking images, stories or video content can become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. For anyone who has previously been affected by something similar, fear-based approaches can re-traumatise them or block the message as it is too close for comfort, again preventing the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' rather than the desired 'that could be me' response.
- Distance and de-personalise the learning from the students to discourage personal disclosures in the classroom and to keep the learning environment safe. The film used in these lessons (*The story of Nur, Edih and Llet*) supports this by presenting students with fictional characters, allowing them to consider the context of a knife or gun attack objectively without asking them to imagine they were in this situation themselves, which should be avoided (see above).
- Make boxes/envelopes available for anonymous questions or concerns, to avoid students having to voice them in front of the class, and make it accessible both in and after the lesson. To ensure that young people do not feel self-conscious about being seen to be writing a question, you can ask all students to write something: either a question or 'no question' if taking anonymous questions during the lesson. Set aside some time in future lessons to respond to the questions raised.
- Make students aware of sources of support and reporting mechanisms, both inside and outside school (see 'Signposting support' on page 8).

Notes on *The story of Nur, Edih and Llet* video and lesson content

A research-based approach



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[1] 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 have nothing to do with anyone in the class.

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

- Consistently emphasise that a person's best option if they are caught up in an attack is to run. In trials, it has been demonstrated that people may instinctively be more inclined to hide where they are than to run to safety. However, 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 because 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 depends 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 they should hide.
- Students might notice that the character Llet becomes separated from his friends, and continues

1 Youth Counter Terrorism Research prepared for the NCTP, MediaCom Real World Insight

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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, running to safety offers the best chance of staying safe. If everyone runs, then everyone has a better chance of being safe. 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 while running or hiding is reinforced during the lessons. Phones should only be used when it is safe to do so and only 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 or drop anything they are carrying. However, stopping to take a backpack off their back, for example, will also slow them down so it is not advisable unless the backpack is stopping them from 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. The takeaway from this lesson should not be that young people need to be highly anxious or cautious when they are 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.

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- 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 are able to build in reflection time before sending students to their next lesson. It may be more appropriate for your group to extend the lesson plan across two lessons.

Supporting staff and parents

Creating a safety plan

The focus of this lesson is on promoting personal safety procedures for young people when they are out and about independently. Although the lesson and film make no reference to an attack on school premises, students may ask about what might happen if such an attack were to take place at school. We recommend that schools have a shared safety plan for this eventuality before teaching the lesson, in much the same way that all schools have a fire drill procedure. Point out that in the unlikely event of an incident in school, there will be a number of responsible adults around and the students' main responsibility is to follow their instructions carefully and calmly. Further advice on risk management and creating a safety plan can be found here: Threat & Risk.

Supporting parents

You may wish to inform parents when students will be learning about RUN HIDE TELL in lessons, using sections of this guidance to explain the rationale for the lessons and the approach to learning. The Protect UK website also has the video available here: www.protectuk.police.uk/advice-and-guidance/response/run-hide-tell-ct-policing-school-teaching-guide so parents can watch it for themselves.

Signposting support

It is crucial that if the lesson has raised concerns for students, they are directed towards support services, both inside and outside school, such as:

- Form tutors, school counsellor, designated safeguarding lead, or any trusted adult in school
- www.childline.org.uk

You can also reinforce key safety messages beyond the lesson by sharing a young people-friendly leaflet that accompanies these lessons. Students should be informed where and how they can report to the police any concerns they have:

- In an emergency, call the police using 999
- For a non-emergency, police can be contacted using 101

To report suspicious behaviour or a suspicious item online: www.protectuk.police.uk/advice-and-guidance/awareness/act-report-suspicious-activity.

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Curriculum references

PSHE Association Programme of Study and Department for Education RSHE guidance

When taught as part of a planned developmental programme, these lessons contribute towards meeting the statutory curriculum for PSHE/RSHE. The learning opportunities most relevant to the RUN HIDE TELL lessons state that students should be taught:

Learning opportunity in key stage 3	Learning opportunity in key stage 4
Personal safety, risk and influence 2. skills to predict, assess and manage risk in the context of increasing independence … how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know 6. skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous 9. which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns **Keeping well, health services and first aid** 6. how to respond in a range of emergency situations; to report rather than film incidents	**Personal safety, risk and influence** 10. ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult 15. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations

Department for Education: Relationships, Sex and Health Education	
Personal safety	2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

Curriculum links for Scotland and Wales

The learning in this lesson pack is applicable to young people in all devolved nations, and as such covers the following curriculum links in the equivalent Scottish and Welsh programmes of learning:

Scotland: Health and wellbeing	Wales: Health and wellbeing
Physical wellbeing: • I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. • I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	Our decision making impacts on the quality of our lives, and the lives of others: • I can anticipate, assess and manage risks. • I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.

NATIONAL COUNTER TERRORISM SECURITY OFFICE

ACT ACTION COUNTERS TERRORISM

Act for Youth: RUN HIDE TELL

Lesson plan
Key stage 3/ Ages 11-14

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PSHE ASSOCIATION

Department for Education

LESSON PLAN: RUN HIDE TELL

Context

While the chances of being caught up in a terrorist incident remain rare, it is important that young people are prepared and know how to protect themselves if the need arises. The advice is, if caught up in an incident to 'RUN HIDE TELL' – guidance which can be applied to many places and situations. We know from case studies and testimony of people who have survived attacks that, if followed, this advice can save lives. This lesson pack has been produced for NaCTSO and the Department for Education (DfE) by the PSHE Association and forms part of the ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a knife or gun attack.

The lesson explains supports you to teach the core message of RUN HIDE TELL through your PSHE curriculum. Rather than using this as a one-off, standalone lesson, it should be part of a developmental programme, embedded within a module using the context of risk management or personal safety. In an age-appropriate and non-threatening format, students will evaluate the impact of young people's growing independence and ability to identify risky or suspicious behaviours, and what to do to stay as safe as possible in a potentially dangerous or life-threatening situation.

Ensure you have read the teacher guidance document accompanying this resource before teaching this lesson.

Learning objective

- We are learning how and why to follow the 'RUN HIDE TELL' safety procedure in the event of a knife or gun attack
- We are learning about the safe and responsible use of mobile phones during a knife or gun attack
- We are learning what to do if we see suspicious behaviour or suspicious items

Learning outcomes

- ✓ I can explain the steps of 'RUN HIDE TELL' and when it would be appropriate to use them
- ✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a knife or gun attack
- ✓ I can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them

Resources required

- Box or envelope for anonymous questions
- Video – *The Story of Nur, Edih and Llet* for ages 11-14
- Resource 1: *'HIDE'* key messages – (printed on A3 paper, one per small group)
- Prepare four 'graffiti walls' of flip chart paper around the room. In the centre of each write one of the following:
  - Suspicious behaviour?
  - Suspicious item?
  - What might stop someone reporting?
  - What would you advise?

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Lesson summary

Activity	Description	Timing
1. Introduction	Outline the objectives, outcomes and ground rules. Introduce the 'RUN HIDE TELL' video.	5min
2. Baseline assessment	Capture students' ideas about 'RUN HIDE TELL' through questioning.	10min
3. Think / pair / share	Paired discussion about the reactions of the characters in the video.	10min
4. Image analysis	Students use Resource 1 to identify the key principles of safely hiding.	10min
5. Attitude continuum	Students respond to statements about the characters' choices through an active continuum.	5min
6. Graffiti wall	Students add to graffiti walls, suggesting how to identify and respond to suspicious behaviour or items.	10min
7. Endpoint assessment	Summarise student progress by writing a list of 'Dos and Don'ts' around responding to a knife or gun attack.	5min
8. Reflection and signpost support	Encourage students to write anonymous questions or comments and signpost further sources of support.	5min

Baseline assessment

Introduction

5

Revisit or negotiate ground rules and remind students of the importance of respecting each other's ideas and opinions. Draw attention to the anonymous question box and remind them that they can submit questions at any time during or after the lesson.

Share the learning objectives and outcomes and explain that today they will be learning how to respond in an emergency situation, in particular, the advice to 'RUN HIDE TELL' in the event of a knife or gun attack. Remind students that while such attacks are rare, it is still important to know and understand the safety procedures for such a situation. Avoid being alarmist and, if useful, draw parallels with fire drills or other safety procedures: most of us will never be involved in a fire in school and yet it's really important that everyone knows exactly what to do if ever there was a fire.



Explain they are going to watch a video about three characters; Nur, Edih and Llet. There are several 'pause points' during the video which will give an opportunity for them to discuss their ideas and share responses about the actions and choices of the characters.

Pause Point 1: Baseline assessment

10

Show the opening of the film up to **Pause Point 1 (1.05)**. Pause the film while you gauge students' starting point by asking them to write down their initial ideas in response

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to the questions:

- What do you think is happening?
- What do you think Nur and his friends should do next?
- Is there anything they definitely should not do?

As this is a baseline assessment, allow time for students to write down their thoughts individually without conferring. Afterwards, invite feedback and record key ideas on the board to refer to throughout the lesson and to form a 'snapshot' of what the class already understand about how to respond in situations such as these.

Return to the video and continue watching until pause point 2.

During feedback, students may raise questions about who the attackers are. We have intentionally avoided showing the attacker(s) at any point in the video, or made any reference to them in the lesson. Stress to students that the ethnicity, gender, faith or motivations of the attackers are not relevant to the learning in the lesson; the messages about how to stay safe remain the same regardless of who the attacker is. Any comments that cause offense or demonstrate stereotypical views should be addressed by referencing the class's ground rules.

Support: Ask students to discuss their ideas one to one with an adult or peer. Or give them closed questions, or a choice of two scenarios e.g. 'Do you think the people are running from something dangerous?' 'Do you think it's a fire or is it someone who's attacking other people?'

Alternative versions of this video resource have been made available which include written subtitles and British Sign Language (BSL).

Core activities

Pause Point 2: Think/Pair/Share

10

(Timing: 1.20) Ask students to spend one minute thinking quietly to themselves then spend one minute discussing with their partner, the choices made by each of the characters, and be ready to feedback their answers to the following questions:

1. Did the characters behave how you expected?
2. Why do you think Edih wanted to film what was happening?
3. Why does Nur stop her from doing this?
4. How did Llet react? Was anything he did surprising?
5. Why do you think Nur dropped his shopping?



Take feedback from the class, highlighting the following key learning:

1. *The characters react quickly, consider their safest route and begin to run from danger, which is the best option in an attack. This is likely to be similar to students'*

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suggestions from pause point 1, so use this question to emphasise that they identified the correct behaviour.

2. *Edih may have wanted to film what was happening for various reasons, e.g. to post online, show her friends later, to show the police as evidence, to send to a TV news channel, or to help identify the attackers. However, there is no reason that is worth risking her own safety - attacks like this can happen very quickly, and the opportunity to escape can be small. Wasting valuable seconds filming can severely risk someone's safety.*
3. *Nur is helping protect his friend and wants her to move as quickly as possible away from danger.*
4. *Llet was worried about his friends but still ran away from danger, even though they became separated. Emphasise that he didn't waste time looking for them, which was the right decision. It does not mean that he was a bad friend [see additional notes in the accompanying teacher guidance]. Although it is good to try to get others to run too, this cannot be at the expense of personal safety - try to insist others run too but don't let them slow you down.*
5. *Nur left his shopping because it was likely to slow down his escape. This was the right thing to do.*

Support: explain key learning points to students one to one, perhaps using a social story format or screen grabs from the video to talk it through point by point.

Return to the video and continue watching until pause point 3.

Pause Point 3: Image analysis



(Timing: 2.42) Divide the class into small groups and give each group Resource 2: *HIDE key messages*. Ask them to annotate the picture, labelling everything that illustrates a key message, or correct thing to do and explaining why it's important to do this.

Take feedback, making sure the following points are identified:

- *Turn phones to silent and turn off vibrate (this helps anyone hiding to be as quiet as possible - a phone ringing or vibrating could let attackers know someone's whereabouts)*
- *Barricade doors and windows (to prevent anyone from getting in)*
- *Keep away from windows and doors (to avoid injury if the doors or windows are broken)*
- *Choose somewhere to hide with solid walls if possible (to prevent entry and afford greater protection)*
- *Give first aid to anyone who is injured (it could take a long time for the emergency services to get to anyone hidden as the police must make the area safe first)*
- *Stay hidden until found, however long this takes (it is really important not to leave the hiding place even if it has been quiet for a long time as the attackers might still be there).*



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Support: Students may benefit from discussing the image with a partner or adult (rather than annotating the image) or pointing out and circling parts of the image with the support of a learning assistant.

Return to the video and continue watching until pause point 4.

Pause Point 4: Continuum

5

(Timing: 3.55) Give students statements about this section of the film and ask them to vote "agree", "disagree" or "not sure" for each statement. They could do this by holding up cards or moving to different parts of the room.



1. Llet was the first person to phone the police.
2. It was important for Llet to make the phone call, whether he was the first person or not.
3. Llet should have phoned the police sooner.
4. The police told the people hiding to put their hands on their heads for their own safety.

Invite feedback after each statement, highlighting:

1. *It is hard to know whether Llet was the first person to phone the police or not, however it is likely that he wasn't (as we can hear sirens in the background)*
2. *Even if Llet wasn't the first person to call the police, it is still important that he did so. It doesn't matter if he was the first or the last person to phone, he still needed to report it. He may have been able to provide extra information that the police didn't have, such as who was still in the building.*
3. *If Llet had called the police before he was a safe distance away, it would have slowed him down and put him in greater danger.*
4. *When the police arrived their first priority was to find the attacker and make the situation safe. The police had to be firm, move quickly and have everyone follow their instructions immediately when they found the people hiding in order to keep everyone safe. Initially, the police would not know who the attackers were, so they told everyone to put their hands on their heads and to avoid sudden movements until they were evacuated to safety. Edih and Nur did the right thing and followed the officer's instructions. In a fast moving and dangerous situation, officers do not have time to ask politely or explain reasons for their instructions, however it is crucial for everybody's safety to follow exactly what they say.*

Return to the video and continue watching until pause point 5

Support: Provide the statements on separate cards so students can arrange them along a continuum line. This allows for longer thinking time and for them to benefit from supportive discussions with a learning assistant or peer.

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Pause Point 5: Graffiti wall

10

(Timing: 5.07) Ask students to come up to the prepared 'graffiti walls' and write as many ideas as they can on each section as they move around the room, responding to the following questions (give a time limit and encourage students to write their ideas up quickly):

1. What might count as suspicious behaviour and how could someone recognise it?
2. What might count as a suspicious item and how could someone recognise it?
3. What might stop someone from reporting something they thought was suspicious?
4. What advice would you give to someone who was anxious about reporting something suspicious?

Review students' ideas, and highlight key learning:

1. *It can be difficult to identify suspicious behaviour, particularly in a crowded place. In familiar places, people will instinctively know what looks odd or out of place; if that behaviour worries or concerns them, then we call that 'suspicious'. In this instance, the person was taking photographs of crowds, exits, security cameras etc. which aroused Aline's suspicions. The secretive nature of the photography was also a concern.*
2. *Suspicious items could be anything that looks strange, unattended or out of place. It could be a package somewhere you wouldn't expect to see it, something that appears to have been hidden, or a bag that has been left unattended. Suspicious can mean anything that makes someone feel worried or anxious.*
3. *Someone might not want to report a suspicion because: they don't want to cause trouble, they hope someone else will do it, they are afraid to contact the police, or they think it will turn out to be nothing and they'll have wasted people's time.*
4. *People must not ignore something suspicious. All the police ask is that young people tell an adult. In many cases, an adult in a position of authority (such as the train station staff or fairground ride operator) would be an appropriate person to contact who can then contact the police themselves, or call 999 directly. People can use the online reporting tool that makes reporting easier without having to speak directly to the police:* www.protectuk.police.uk/advice-and-guidance/awareness/act-report-suspicious-activity.

Support: Some students may need extra clarification about what the term 'suspicious' means. In the case of suspicious behaviour and suspicious items, this means anyone or anything that make us feel uneasy or worried. Model this by asking the class to give some examples of actions or things they might find suspicious in everyday life, before completing the activity. Students could go around the graffiti walls and "tick" the written comments that they agree with.

Return to the video and continue watching until the end of the film.



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Plenary / Assessment *for* and *of* learning

Endpoint assessment

5

Ask students to reflect on all the choices the characters made throughout the film and compare these to the suggestions they made during Pause Point 1 (baseline assessment activity). They should now try to create a comprehensive list of "Dos and Don'ts" about how to respond in a knife or gun attack.

Reflection and signposting support

5

Remind students that the chances of someone ever being involved in an attack are still small. Acknowledge that the lesson may have raised some questions or emotions that students would like to explore further, and that even though such an incident is unlikely to happen, it is valuable to know how to stay safe in an emergency, as we saw from the characters in the film who made the right decisions and were unharmed.

Hand each student a post-it note and ask them to write on it either a question or comment about today's learning and put this in the anonymous question box. Read these after the lesson and make time to follow up and address remaining questions or concerns, either individually where appropriate or in the next lesson.

Remind students of the places they can access support. This should include people they can talk to in school, such as members of the pastoral team, school councillor or designated safeguarding lead as well as phone lines or websites they can contact, such as: www.childline.org.uk.

Finally, to end the lesson on a lighter note, ask the students if anyone can tell you why the characters are called Nur, Edih and Llet and award a small prize (or round of applause!) to anyone who spots that their names are Run, Hide and Tell backwards!

Extension activity

Extension Activity

If time allows, ask students to design their own logo or poster to represent the 'RUN HIDE TELL' message. These could be displayed around the school, or presented in an assembly once the whole school has learned about 'RUN HIDE TELL' within lesson time.

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Resource 1: 'HIDE' key messages



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NATIONAL COUNTER TERRORISM SECURITY OFFICE

ACT ACTION COUNTERS TERRORISM

Act for Youth: RUN HIDE TELL

Lesson plan
Key stage 4/ Ages 15-16

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September 2026

PSHE ASSOCIATION

Department for Education

LESSON PLAN: RUN HIDE TELL

Context

While the chances of being caught up in a terrorist incident remain rare, it is important that young people are prepared and know how to protect themselves if the need arises. The advice is, if caught up in an incident to 'RUN HIDE TELL' – guidance which can be applied to many places and situations. We know from case studies and testimony of people who have survived attacks that, if followed, this advice can save lives. This lesson pack has been produced for NaCTSO and the Department for Education (DfE) by the PSHE Association and forms part of the ACT for YOUTH campaign to inform 11-16 year olds of how best to react to a knife or gun attack.

The lesson supports you to teach the core message of RUN HIDE TELL through your PSHE curriculum. Rather than using this as a one-off, standalone lesson, it should be part of a developmental programme, embedded within a module on risk management or personal safety. In an age-appropriate and non-threatening format, students will evaluate the impact of young people 's growing independence and ability to identify risky or suspicious behaviours, and what to do to stay as safe as possible in a potentially dangerous or life-threatening situation.

Ensure you have read the teacher guidance document accompanying this resource before teaching this lesson.

Learning objective

- We are learning how and why to follow the 'RUN HIDE TELL' safety procedure in the event of a knife or gun attack
- We are learning about the safe and responsible use of mobile phones during a knife or gun attack
- We are learning what to do if we see suspicious behaviour or suspicious items

Learning outcomes

- ✓ I can explain the steps of 'RUN HIDE TELL' and when it would be appropriate to use them
- ✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a knife or gun attack
- ✓ I can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them

Resources required

- Box or envelope for anonymous questions
- Video: *The story of Nur, Edih and Llet* for ages 15-16
- Resource 1: *Keeping safe* (1 per pair or small group)
- Resource 1a: *Teacher support sheet* (1 copy)
- Resource 2: *Character scenarios* (1 per pair)
- Resource 3: *Then and now* (1 per student)
- Large sheets of paper (e.g. flipchart paper) and marker pens for each small group

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Lesson summary

Activity	Description	Timing
1. Introduction	Outline the objectives, outcomes and ground rules. Introduce the 'RUN HIDE TELL' video.	5min
2. Baseline assessment	Capture students' ideas about 'RUN HIDE TELL' through initial questioning.	5min
3. RUN HIDE TELL	Using the video and Resource 1, students list the behaviours that kept each character safe.	15min
4. Llet's dilemma	In pairs, students evaluate the possible consequences of Llet's decision.	5min
5. Decisions & consequences	Using Resource 2, students consider the potential risks in different scenarios.	15min
6. Suspicious behaviour & items	Students list the features of suspicious behaviour and items and identify techniques for reporting concerns.	10min
7. Endpoint assessment	Students complete a 'Then and Now' sheet summarising what they have learnt.	5min
8. Reflection and support	Reassure students and signpost further sources of support.	5min

Baseline assessment

Introduction

5

Revisit or negotiate ground rules and remind students of the importance of respecting each other's ideas and opinions. Draw attention to the anonymous question box and remind them they can submit questions at any time during or after the lesson.

Share the learning objectives and outcomes and explain that today they will be thinking about how to respond in an emergency situation, in particular, the advice to 'RUN HIDE TELL' in the event of a knife or gun attack. Remind students that while such attacks are rare, it is still important to know and understand the safety procedures for such a situation. It is important to avoid being alarmist and it may be useful to draw parallels with fire drills or other safety procedures: most of us will never be involved in a fire in school and yet it's really important that everyone knows exactly what to do if ever there was a fire.



Explain they are going to watch a video about three characters – Nur, Edih and Llet, and how they react in a gun and knife attack.

Baseline assessment

5

Show the opening of the film up to **Pause Point 1 (1.05)**. Pause the film while you gauge students' starting point. Ask them to write down their initial ideas in response to the questions:

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- What do you think is happening?
- What do you think Nur and his friends should do next?
- Is there anything they definitely should not do?

As this is a baseline assessment, allow time for students to write down their thoughts individually without conferring. Afterwards, invite feedback and record key ideas on the board to refer to throughout the lesson and to form a 'snapshot' of what the class already understand about how to respond in situations such as these.

During feedback, students may raise questions about who the attackers are. We have intentionally avoided showing the attacker(s) at any point in the video, or made any reference to them in the rest of the lesson. Stress to students that the ethnicity, gender, faith or motivations of the attackers are not relevant to the learning; the messages about how to stay safe remain the same regardless of who the attacker is. Comments that cause offense or demonstrate stereotypical views should be addressed by referencing the class's ground rules.

Support: Ask students to discuss their ideas one to one with an adult or peer. Or, give them closed questions, or a choice of two scenarios e.g. 'Do you think the people are running from something dangerous?' 'Do you think it's a fire or is it someone who's attacking other people?'

Alternative versions of this video resource have been made available which include written subtitles and British Sign Language (BSL).

Core activities

RUN HIDE TELL



Return to the video and continue watching until the end.

Give out Resource 1: *Keeping safe*. In pairs or small groups ask students to think about each character in turn and write down everything Nur, Edih and Llet did that helped them to stay safe during the attack at the shopping centre.

Play the first section of the video again (up to 4.00). Ask students to call out 'Stop' when they see something they have identified on their list of actions. Whilst the video is paused, ask students to explain why they think that particular action contributed to Nur, Edih or Llet keeping safe. Use Resource 1a: *Teacher support sheet* to correct any misconceptions, identify any actions students missed and give any further explanation as required.

Support: Ask students to focus on identifying three key things each character did that helped them keep safe.

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Llet's dilemma

5

Ask students to discuss the following in pairs or small groups:

Llet has been separated from his friends. He's worried about them but he just runs as quickly and as far as he can until he's in a safe place to stop. This was the right thing to do in this situation but how and why does this differ from other personal safety strategies young people might use when out with friends?

Take feedback, and highlight the following key learning:

- *Under normal circumstances, advice to young people when out together (e.g. at clubs or parties) is to always watch out for their friends, stay and travel together, ensure their friends get home safely and aren't left behind. However, in the event of a knife or gun attack, waiting for friends or going back to look for them can endanger someone's life, so the advice is always to run to safety. Encourage other people to run too but not to let others slow them down.*
- *Running until he was somewhere safe did not mean that Llet wasn't a good friend, or that he wasn't worried about Nur and Edih but if he'd gone looking or waited for them he would have put himself in greater danger. The best option is always to run if safe to do so.*

Decisions and consequences

15

As a class, read the four character scenarios from Resource 2: *Character scenarios* and ask students to discuss each case in pairs, focusing on the key questions:



- Why did the character decide to behave the way they did?
- What might be the potential risks of behaving in this way?

Take whole class feedback, highlighting that:

1. *Malik thinks the footage would be useful as evidence for the police or for news channels, but he is endangering his own life by remaining close to the threat.*
2. *Shanice has a very natural desire to reassure her family members that she is safe and to speak to her mum. While this is understandable, it is important for her to first make sure she is completely away from any potential threat. By standing close to the exit, she could be blocking the exit routes for other people or entrance for the police.*
3. *Alice might be getting impatient waiting or thinks the threat has gone. However, advice is to remain hidden until found by the police. It may be very difficult for Alice to tell how dangerous the situation is outside her hiding place as attackers or police may be moving quietly. By leaving the hiding place, she could put herself in danger.*
4. *Benjamin feels victimised or insulted by the way police are treating him. But the first job of the police is to make the situation safe and their instructions are purely for that purpose. When they first arrive it may not be clear who the attackers are. Attackers may hide their weapons and try to blend in with the crowd. By refusing to comply with*

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the police's request, Benjamin could get arrested. The police could mistake him for an attacker rather than an innocent person caught up in the attack.

Support: The key learning points could be explained to students one to one, and images could be provided to demonstrate the behaviours of the characters in each scenario.

Suspicious behaviour and items

10

Either play again the last section of the video or remind students that Llet tells Nur and Edih about his cousin who reported someone behaving suspiciously at the station and Edih tells the others about her friend who spotted a suspicious bag at the funfair.

Divide the class into small groups and give each a sheet of flipchart paper. Ask them to divide the paper in half and on one side, brainstorm what it was that made Aline think the man at the station was behaving suspiciously and also what else they might consider to be suspicious behaviour. On the other side they should note what it was that made Dee suspicious at the funfair and anything else that might constitute a suspicious item.



Take feedback, ensuring the following points are covered:

- *Suspicious behaviour is anything that makes someone feel uneasy or worried. If someone sees anything that makes them feel this way, they should report it.*
- *The man at the station was taking photos of things you wouldn't normally photograph, such as exits, crowds and security cameras. Other things that might constitute suspicious behaviour include someone trying to hide their face or identity, or avoiding security staff or police.*
- *Dee sees a bag that he thinks someone might have tried to hide under the ride. Innocent items are not usually hidden deliberately. Unattended bags should be treated as suspicious and reported immediately. Other things that would be suspicious include items that have wiring or batteries, or that are taped up, or items that are not typical of what you might reasonably expect to find in the location.*
- *It is not the responsibility of young people to decide why someone is behaving as they are - if they find someone's behaviour suspicious they should just report it so that the police can investigate.*
- *If someone reports suspicious behaviour or a suspicious item and it turns out to be nothing, they will not be in any trouble – the police will be really pleased they were being vigilant and reported it.*

Support: Some students may need extra clarification about what the term 'suspicious' means. In the case of suspicious behaviour and suspicious items, this means actions or objects (anyone or anything) that make us feel uneasy or worried. You could ask members of the class to suggest some examples of the sorts of actions they might find suspicious in everyday life before completing the activity.

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Ask students to discuss the following questions in their groups:

1. How should someone go about reporting suspicious behaviour or a suspicious item?
2. Would it be appropriate to speak to the person demonstrating suspicious behaviour?
3. What concerns might someone have about reporting something suspicious?

Take feedback, reinforcing the important message that if someone sees something that they consider suspicious or that makes them feel uncomfortable, they must report it.

1. *While it is advisable to ring 999 (for emergency police), the police also have a specific website dedicated to reporting suspicious behaviour:* https://beta.met.police.uk/tell-us-about/possible-terrorist-activity/report-possible-terrorist-activity
   Younger students can also report what they have seen to anyone in authority such as a police officer, or in the case of the scenarios in the film, an employee at the station or a security guard or store manager in the shopping centre.
2. *It is not safe, advisable or necessary to approach the person who is acting suspiciously, particularly in the case of a stranger. Find a trusted adult in a position of responsibility and report it to them.*
3. *a) Someone might not want to report a suspicion because: they don't want to cause trouble, they hope someone else will do it, they are afraid to contact the police, or they think it will turn out to be nothing and they'll have wasted people's time.*
   b) People must not ignore something suspicious. All the police ask is that young people report something they find suspicious, which can be done anonymously. This website reporting system is available for people who do not want to phone the police: www.protectuk.police.uk/advice-and-guidance/awareness/act-report-suspicious-activity*, and it helps to gather a 'picture' of suspicious activity. One person's report might be the final piece of evidence police need for their investigations.*

Support: Encourage students to list trusted adults that they could speak to for help if they saw something that concerned them in a range of places and situations.

Plenary / Assessment *for* and *of* learning

Endpoint assessment

5

Remind students that attacks such as the one shown in the film are rare. Acknowledge that the lesson may have raised some questions or emotions that students would like to explore further, and that even though such an incident is unlikely to happen, it is valuable to know how to stay safe in an emergency, as we saw from the characters in the film who made the right decisions and as a result were unharmed.

Hand students Resource 3: *Then and now* and ask them to reflect back on their level of understanding about what to do in a knife or gun attack at the start of the lesson, compared

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to now. They should write any key messages they have learnt and anything else they would like to know about the topic.

Collect in the sheets and review them in order to respond to any particular comments at the start of the following lesson.

Reflection and signposting support

5

Remind students where they can access support and that the anonymous question box is always accessible in the classroom if they want to add a concern or question. Signposting should include people they can talk to in school, such as members of the pastoral team, school councillor or designated safeguarding lead as well as phone lines or websites they can contact, such as: www.childline.org.uk.

Finally, to end the lesson on a lighter note, ask the students if anyone can tell you why the characters are called Nur, Edih and Llet and award a small prize (or round of applause) to anyone who spots that their names are Run, Hide and Tell backwards!

Extension activity

Extension Activity

Ask students to write a diary entry as one of the characters from the video; Nur, Edih or Llet once they have returned safely home. The diary entry should include:

- A brief summary of the days' events
- How the character reacted and why they chose to do that
- The emotions the character felt and how this impacted their behaviour
- How the character feels now they have returned safely home.



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Resource 1: Keeping safe

Make a list below each character's name of everything they did during the incident in the shopping centre that contributed to keeping them safe.



Nur



Edih



Llet

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Resource 1a: Keeping safe – Teacher support sheet

Nur and Edih	
Action	**Notes**
Nur dropped his shopping	The important thing is to run as fast and as far as possible. Carrying shopping, or anything else, will slow someone down, so it was better to leave his shopping behind and just run.
Nur shouted 'Run!' to encourage others to run	It is good to encourage others to run as well (but not to wait for them or let them slow you down).
Edih stopped using her phone	It is important not to waste time trying to film or take photos, as filming or photographing an event keeps the person in the immediate way of danger and slows down their escape.
Tried to run away	The best option is always to run if possible.
Hid in the storeroom when they couldn't run away safely	If it is not possible to run, then hide. The storeroom was a good place to hide – it had solid walls and door and they were with other people.
Helped barricade the storeroom door	Always lock and/or barricade the door if possible.
Stayed completely silent whilst hiding	Speaking to others or using their phones could have put them in danger by alerting attackers to their hiding place.
Edih told everyone to turn their phone to silent and turn vibrate off	As above.
Kept away from the door and windows	Windows could shatter, or allow those hiding to be seen. Police or others could break open a door.
Stayed hidden until the police came	It is vital that people hiding do not come out until told to by the police. If Nur had come out of the storeroom too soon he could have been caught up in the incident.
Did exactly what the police told them to do	When the armed police arrived at the scene, they treated everybody firmly. They were trying to distinguish who the attackers were and needed everyone to follow their instructions immediately. They asked everyone to put their hands on their heads and then evacuated them from the building when it was safe to do so.

Llet	
Action	**Notes**
Ran away	Running is always the best option if there's a safe route to do so. Llet was able to run out of the shopping centre.
Did not go back or look for his friends	This can be a difficult message to accept (see separate discussion question) but waiting or looking for his friends could have put Llet in danger, so he did the right thing by running to safety without them.
Carried on running until he was a long way from the shopping centre and found a safe place to stop	It is difficult to gauge what constitutes a safe distance from the incident, so the advice is to keep running until out of breath and as far away from the incident as possible and where there is somewhere safe to stop.
Called 999 only when it was safe to do so	Stopping to phone the police would have slowed him down and could have put him in danger. Even if he thought others would have already called the police, he did the right thing by calling them once it was safe to do so. Never assume someone else will call.
Told the police everything he could about what had happened	Even though he did not see exactly what had happened, he did the right thing calling and telling the police everything he could about what was happening.

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Resource 2: Character scenarios

1. During an attack, Malik tries to film the events on his phone.

2. During an attack, Shanice wants to phone her mum to tell her what's happening. She stands near the exit of the building and tries to call her.

3. Alice and her friend have hidden during an attack. They have waited for 30 minutes in a small storage room and now everything seems to be quiet, so Alice decides they should look outside and see what is happening.

4. When the police arrive, they ask Benjamin to get down on the floor and put his hands behind his head. Benjamin hasn't done anything wrong and doesn't know why the police are being so aggressive to him, so he refuses.

For each scenario, consider:

- Why did the character decide to behave the way they did?
- What are the potential risks of behaving in this way?

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Resource 3: Then and now assessment (2 per sheet)

Using the understanding that you now have from today's lesson, please rate the following statements about yourself, looking back to before this lesson and now that we've come to the end of the lesson.

Please circle the number which best represents your confidence in meeting these outcomes. 1 is the lowest score and 10 is the highest.

My self- assessment against the learning outcomes		Not confident									Very confident
✓ I can explain the steps of RUN HIDE TELL and when it would be appropriate to use them	*Before the lesson:*	1	2	3	4	5	6	7	8	9	10
	After the lesson:	1	2	3	4	5	6	7	8	9	10
✓ This can be a difficult message to accept (see separate discussion question) but waiting or looking for his friends could have put Llet in danger, so he did the right thing by running to safety without them.	*Before the lesson:*	1	2	3	4	5	6	7	8	9	10
	After the lesson:	1	2	3	4	5	6	7	8	9	10
✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife incident	*Before the lesson:*	1	2	3	4	5	6	7	8	9	10
	After the lesson:	1	2	3	4	5	6	7	8	9	10

Using the understanding that you now have from today's lesson, please rate the following statements about yourself, looking back to before this lesson and now that we've come to the end of the lesson.

Please circle the number which best represents your confidence in meeting these outcomes. 1 is the lowest score and 10 is the highest.

My self- assessment against the learning outcomes		Not confident									Very confident
✓ I can explain the steps of RUN HIDE TELL and when it would be appropriate to use them	*Before the lesson:*	1	2	3	4	5	6	7	8	9	10
	After the lesson:	1	2	3	4	5	6	7	8	9	10
✓ This can be a difficult message to accept (see separate discussion question) but waiting or looking for his friends could have put Llet in danger, so he did the right thing by running to safety without them.	*Before the lesson:*	1	2	3	4	5	6	7	8	9	10
	After the lesson:	1	2	3	4	5	6	7	8	9	10
✓ I can explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife incident	*Before the lesson:*	1	2	3	4	5	6	7	8	9	10
	After the lesson:	1	2	3	4	5	6	7	8	9	10

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