

## **SCENARIO DESCRIPTIONS WITH INDIVIDUAL RISK ASSESSMENTS**

Warning Zone is made up of 8 set-piece scenarios, each incorporating realistic settings, inter-active equipment and special effects. By working with the appropriate lead agencies, 5 key messages have been identified for each set. There are no paper and pens, everything being “hands-on” and experiential. Each scenario lasts only 12 minutes and concludes with questions using a Risk Meter to test understanding. All our scenarios and lesson plans have been assessed for Year 6 suitability by a Healthy Schools Co-ordinator who is a former teacher.

- Each learning experience has been assessed and a lesson plan produced.
- There are minimal risks due to extensive pre-planning and consultation. There is a planned route for the children to follow and they will be instructed and supervised by trained volunteer guides at all times.
- The activities have been designed to be safe and effective. Activities and equipment are thoroughly checked and the premises inspected before each visit.
- A trained first-aider will be available at all times during school visits.
- Special arrangements will be put in place in advance for any children with learning difficulties or disabilities.
- There are regular meetings to discuss any Health and Safety issues in order to immediately put in place any further control measures required.

Warning Zone is equipped to cater for all needs and whilst a full Health and Safety briefing for children and teachers is given by Warning Zone staff at the start of each session, at the time of booking we ask you to please note and consider the following important points:

- In the ‘Railways’ experience, there is muted strobe lighting for 2 or 3 seconds. A notification is sent out to schools in advance and any children or staff likely to be affected by this will need to bring this to the attention of the Visit Manager on arrival who will make provision. In any case, guides will closely monitor for any reaction from children and take any necessary action
- if you are aware that any child has personally experienced any traumatic event linked to any of the scenarios or any other event that you think we should know about, please inform us prior to the visit

The visit begins with a safety briefing and a short film to set the scene. The film shows children of the same age putting themselves in dangerous, anti-social and even criminal situations. The children then break out in groups, a maximum of 6, with their own guide.

### **Fire Risk in the Home**

**Description** – Children under supervision enter a kitchen and bedroom, there is a discussion on fire safety including the importance of smoke alarms and safe exits from a house in the event of fire. An exercise to identify a fire behind a door is used along with a crawl under mock smoke. (no smoke machine) When out of the house advice is given on making a phone call to emergency services,

<b>Activity</b> –	walking through an area crawling to exit area (which is carpeted)
<b>Hazards</b> –	slips, trips and falls which could cause minor injuries, carpet burns
<b>Control measures</b> –	clear instructions given, no experience of previous harm actions of children controlled by guides
<b>Risk-</b>	low

*By entering an ordinary family home, the main causes of house fires are discussed, together with the importance of having smoke detectors. Moving into a child's bedroom, the actions to be taken in the event of a fire are demonstrated and the value of having a fire escape plan is highlighted.*

*After escaping from the burning house, the children use inter-active equipment to ensure they know how to make a 999 call and the dangers of hoax calls.*

### **Electricity/Building Sites**

**Description** – Children under supervision walk onto an area where there is mock electricity sub-station, a discussion takes place about how electricity is generated and enters their house then the dangers of sub stations are explained followed by questions to reinforce the information. They then walk through an area showing a mock building site. They are asked to point out what they consider to be opportunities for danger. Include looking down a raised manhole and trench. They are guided through their answers by the guide.

<b>Activity</b> –	walking through an area
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**Hazards –** slips, trips and falls  
**Control measures –** children controlled by guides  
**Risk-** low

*The children look at a sub-station to find out about the dangers of electricity where they view a light box which shows how electricity flows from a power station into houses, hospitals etc and consider the dangers of a live sub station. They go on to learn just how dangerous it is to trespass onto building sites by spotting potential hazards on our own construction site set, One “hazard” is a stack of water pipes which are triggered by the guide and fall in a controlled manner.*

### **Alcohol & Under-age Drinking**

**Description –** Children under supervision see a mock cemetery and a littered seating area, two children are chosen to complete a simple puzzle, one of them wearing vision distorting goggles. This highlights how being drunk can affect them. A projected image on to the church window illustrates the social impact of vandalism.

**Activity –** walking through an area putting on goggles  
**Hazards –** slips, trips and falls  
**Control measures –** clear instructions given, children controlled by guides  
**Risk-** low

*By using a park and churchyard setting, the children are led through a discussion covering the legal position, the short and long term effects of drinking alcohol and the effects upon others through drink related anti-social behaviour. A game involving distorted vision demonstrates the lack of awareness and co-ordination that affects people who have drunk too much.*

### **Personal Safety**

**Description –** Children under supervision observe a dark alley, hear noises and are asked about dangers. They discuss the body’s early warning signs and take part in a chat room exercise.

**Activity –** standing in / walking through an area  
**Hazards –** slips, trips and falls  
**Control measures –** clear instructions given, children controlled by guides  
**Risk-** low

*This scenario makes it clear that we all prefer to feel safe and encourages children to risk-assess situations. A sequence involving a short-cut down an alleyway demonstrates that we are not safe if we are not in control of a situation or if things happen that are not of our choice. An exercise in recognising our natural early warning signs and acting upon them concludes with the need to tell someone if we have felt scared or unsafe including when use of the internet.*

### **Risks around Water**

**Description** – Children under supervision discuss and identify the different flags seen on a lifeguarded beach within the UK. Inland waters are then discussed using a specialised window which gives a view of an external bridge and the river. Tombstoning is discussed as well as depth and temperature of water and the dangers of damaging or removing life saving equipment.

**Activity** – walking through an area  
**Hazards**– slips, trips and falls  
**Control measures** – clear instructions given, children controlled by guides  
**Risk**- low

*Water presents different types of dangers in different environments. In this scenario, children have to identify the correct actions for the given emergency, whether on the beach, river, canal lock or quarry*

### **Criminal Damage & Arson**

**Description** – Children under supervision see a graffiti covered phone box and a fire damaged playground. A large waste bin is blocking a fire door and the bin appears to catch fire (realistic mock flames). A nearby phone box is used in an attempt to call the emergency service but the phone has been vandalised. A discussion follows about the consequences of negative peer pressure and becoming involved in offending.

**Activity** – walking through an area  
**Hazard** – slips, trips and falls  
**Control measures** – clear instructions given, children controlled by guides  
**Risk**- low

*Here the children understand that vandalism, graffiti and arson are all Criminal Damage, who this affects and who pays for it. They are put in a situation which results in serious consequences and learn that they are already old enough to be held responsible for their actions under criminal law. The consequences of arson and offending in general are then discussed.*

## **Road**

**Description** – Children under supervision enter a room showing benefits of walking and cycling to school. They then move on to view and discuss a model of a road after which they enter an actual mock road and are asked to get into a vehicle (People Carrier) under supervision of the guide and asked to fasten their own seat belts and watch a short video on individual screens. The film shows hazardous situations on a road followed by a short discussion on the hazards seen.

**Activity** – walking through an area, getting into a vehicle and fastening sea belts

**Hazards** – slips, trips, falls, skin or finger traps

**Control measures** – clear instructions given, children controlled by guides

**Risk-** low

*View and discuss the benefits of walking and cycling to school. They then view a model and discuss the route from home to school and the hazards that they may come across. On entering the mock road they get into a vehicle and go on a “journey” with a driver’s eye-view, the children have to identify 5 hazards encountered on the trip involving young pedestrians and cyclists.*

## **Railways**

**Description** – Children under supervision see a realistic railway line with damaged fencing and are encouraged to trespass by a projected image of a child. The effect of a passing train is simulated with sound and light which includes limited strobe lighting. The dangers are explained and discussed. They enter theatre sit down to view a model with projected individuals telling “their story”.

**Activity** – walking through an area, sitting in the theatre

**Hazards** – stroboscopic lighting; slips, trips and falls

**Control measures** – pre-advice to schools at booking stage, repeated at visit stage, clear instructions given, children controlled by guides

**Risk-** low

*Using a realistic railway line set, the children learn the critical differences between buses and trains, roads and railway tracks. The dangers and criminal aspects of trespassing on railway lines are demonstrated and discussed before moving on to a mini theatre which includes a model of a train and visual images of people talking, the concept which is used shows the consequences of throwing objects at speeding trains.*

### **e-safety**

**Description** – this zone comprises two rooms, a briefing/ video room and a retro style old fashioned fairground. Parties of children under supervision (48 max + 3 teachers + 6 guides + 1 visit manager) enter the zone and receive an initial 10 minute briefing including a film before entering the main fairground area. There, they circulate in groups of usually 6 (8 max) around 6 games, each of which is managed by a guide before returning to the briefing room for a 20 minute debrief session to consolidate messages and lessons learned. Each game is managed by a guide and has a duration of 10 minutes.

**Activities** – walking through an area, sitting in the theatre, interactive participation in games  
**Hazards** – step at rear of 'Watch the birdie', slips, trips and falls  
**Control measures** – pre-advice to schools at booking stage, repeated at visit stage, clear instructions given, children controlled by guides (secondary control by teachers and visit manager as necessary)  
**Risk-** low

*Using a fairground and parlour game set, the children learn the dangers posed by the internet and the online community. They are alerted to the pitfalls that can arise from the activities they might undertake and relationships, however brief and transient with the contacts (both known and unknown) that they might make.*

### **Conclusion**

The visit concludes with a de-brief session, and on leaving the school staff are given workbooks for each child and a teachers pack.

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