



# Teacher Resource Pack

## City After Dark



Constable Care  
Child Safety  
Foundation

## Summary

Created in partnership with the Western Australian Police Force, the Theatrical Response Group (TRG) has created evening safety educational walking tours for Year 9 and 10 students through the Perth CBD and entertainment precincts.

When darkness falls, and workers leave, young people become more vulnerable in this darker, quieter environment. City After Dark leads 30 students and their parents/teachers on a 3-hour walking tour of the CBD, teaching them how to identify risks and avoid dangerous situations.

City After Dark tours are led by a WA Police Officer and supported by our Theatrical Response Group Tour Assistants. The program has a strong educational focus and uses participative, experiential learning. Teachers are provided with classroom resources that link excursion outcomes back to the WA curriculum for years 9-10. The learning outcomes in this program are not exclusive to the Perth CBD but are relatable to any Central Business District and the activities in this resource can be applied to an examination of the students' safety out at night in many other local public spaces.

## How to Use the Resource Pack

**Section 1** should be used prior to the excursion. These activities are designed to introduce students to the concepts explored through the event to support their engagement in the City After Dark tour.

**Section 2** is to be used prior to departing, reminding students of key topics and focusing them for the interaction with the police officers.

**Section 3** is designed as a set of activities to extend the learning after attending the tour. These activities support the learning generated in the excursion and solidify students' understanding of the safety topics.

## Teacher Note:

City After Dark invites schools to participate in pre and post student surveys to determine the impact that our excursion has had on student's knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous evaluation process, please contact us and we'll send you the materials.

City After Dark and the related activities in this resource pack respond to two key elements of the Western Australian Syllabus and Australian National Curriculum. The theme of safe decision making and personal safety is a core component of the Year 9 and 10 'Personal, Social, and Community Health' branch of the Health and Physical Education syllabus. This excursion and the related activities explore the many themes and issues that the syllabus covers, from exploring risk-taking behaviour, physical and mental health, to emotional self-regulation, and social risk management.

The excursion and the activities in this resource pack are designed to engage students in vigorous discussion about complex and confronting issues. Through participating in these processes, students will be exploring and developing a myriad of skills outlined in the National Curriculum's 'General Capabilities' section. The 'General Capabilities' section of the new curriculum emerged from the Melbourne Declaration of Educational Goal's for Young Australians (2008) as a high priority for Australian schools.

Our program supports teachers and students in addressing and skill building in the 'Personal and Social Capabilities', 'Ethical Understanding', and 'Critical and Creative Thinking' branches of these General Capabilities.

**For more detailed information regarding curriculum links, please see the table on Curriculum Links at the back of this resource pack.**



# key concepts

These are the key concepts explored in the 'City After Dark' experience:

- Catching transport into / from the city (train station safety, catching taxis and Ubers)
- Stranger interactions (techniques to avoid potentially risky engagement)
- Avoiding dangerous areas (unlit spaces, shortcuts, alleys etc.)
- ATM access and handling cards and cash in public
- Observation and awareness of surroundings (smartphone and headphone use)
- Staying in travelled areas and walking with others
- Empty carpark safety (getting back to your car)
- Alcohol and its effect on safety and observation skills
- Defusing or avoiding potential confrontation situations
- Remaining inconspicuous – not doing things that will make you a target
- Bars and clubs – the realities of drink spiking and sexual assault risks
- Rules and regulations (obeying drinking and other laws)
- Basic self-defence – things you could do if attacked



# section one

## Pre-excursion Activities

This section contains two activities designed to run with students before they attend the City After Dark excursion.

### ACTIVITY 1

#### Assumptions about the CBD

##### Learning Outcomes:

Students will;

- Develop an understanding of their expectations and assumptions of the Perth CBD area.
- Explore alternate perspectives on the safety and accessibility of the CBD area.
- Extend their understanding of potential risks when being out in the city after dark.

##### Set Up

- A3 sheets of paper
- Markers/Pens

##### Instructions

1. To start, spread the A3 sheets of paper around the room, and split students up into small groups.
2. Each group should move to one of the pieces of paper, and come up with a different location in Perth CBD (or even the students' own local CBD) where risk might occur during the night (each location should be different).
3. Once the locations have been created, each group should list any dangerous events they have experienced or would expect to experience in that location during the evening.
4. After 2 minutes, groups should rotate and move to the next location, adding any additional ideas they have for what could happen at that location.
5. Once each group has gone to each of the locations created, lead the class in a discussion on each of the locations. The discussion should focus on which events listed are likely to happen/have happened and which are unlikely.

## ACTIVITY 2

### Triangle of Risk

#### Learning Objectives:

Students will;

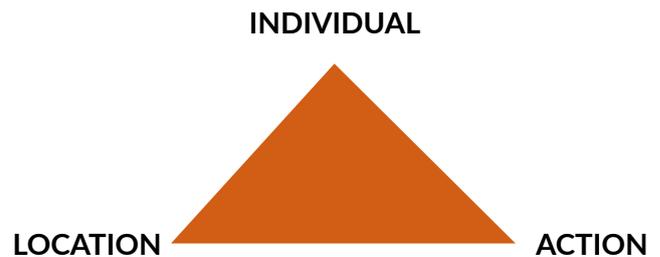
- Develop an understanding of the factors that influence risk around decision making and the Perth CBD
- Explore the ways in which they can minimise harm and reduce the risk of crisis when exposed to dangerous situations

#### Set Up

- Individual, Location, Action cards cut and printed (Appendix A)
- Space for students to work around a desk in small groups
- Triangle of Risk drawn on a board, appropriately labelled

#### Instructions

1. Draw the below triangle on the board, introducing the three key elements that influence risk when in different situations:



2. Discuss with the students what each of these elements could represent and how they might influence risk.
3. Explain to the students that there are always these three factors in play any time someone makes a choice on a night out, and they will influence how much risk is present. Introduce the idea that these elements are also factors that the young people can control or change. This presents a framework for decision making on how to reduce risk.
4. Split the students into small groups, and ask each group to collect one 'Individual', one 'Location', and one 'Action' card from your pack.
5. Students will discuss an example for each risk factor.
6. Students are to then discuss with their group how much risk they believe is present, explaining their reasoning.
7. Groups should then collaborate and, as a class, rank each of the group's scenarios in order of risk, justifying their choices.
8. Groups should go back to their individual work areas and create a plan of action for their scenario that would reduce risk, by making positive choices related to each elements of the triangle of risk.
9. Each group should share their harm minimisation strategy with the class.

#### Discussion

After the activity, students should engage in a discussion regarding the complexity of factors that influence risk. Discuss with the students how easy or difficult it was to come up with harm minimisation strategies. Challenge them to be honest about their strategies and how they would work in real life.



# section two

## Key Messages

**Excursion Title: City After Dark**

**Type: Tour through Perth CBD**

**Age Range: 13+**

## SYNOPSIS

Created in partnership with the Western Australian Police Force, the Theatrical Response Group (TRG) has created evening safety educational walking tours for Year 9 and 10 students through the Perth CBD and entertainment precincts.

When darkness falls, and workers leave, young people become more vulnerable in this darker, quieter environment. City After Dark leads 30 students and their parents/teachers on a 3-hour walking tour of the CBD, teaching them how to identify risks and avoid dangerous situations.

City After Dark tours are led by a WA Police Officer and supported by our TRG Tour Assistants. The program has a strong educational focus and uses participative, experiential learning. Teachers are provided with classroom resources that link excursion outcomes back to the WA curriculum for years 9-10.

**Concepts Addressed** Catching public transport, stranger interactions, harm minimisation, avoiding dangerous areas, risks of alcohol and illicit substances, basic self defence

More information regarding the tours are included in the City After Dark Booking Pack.

# section three

## Post Excursion Activities

This section of the resource is designed to be used after the completion of the City After Dark excursion. The activities support the learning from the excursion and aim to extend student learning around the key concept areas.

### ACTIVITY 4

#### Think Puzzle Explore

##### Learning Outcomes:

- Students will explore their current understanding of how to reduce risk in dangerous situations.
- Students will review their new knowledge of the Perth CBD and potential ways to reduce harm.
- Teachers will gain an understanding of ongoing misconceptions that the students hold about safety and the CBD.

##### Set Up

- Whiteboard
- Access to the internet

##### Instructions

1. Write up one of the common scenarios that appeared in Activity 1 in the 'Pre-Excursion' section of this resource, as a potential risk in the CBD.
2. Split the board into three sections (a Y-chart shape) with the scenario sentence in the middle. Label the sections:
  - a. Think
  - b. Puzzle
  - c. Explore
3. The first task is for the group to identify what they already think/know about what to do in this situation. Ask students to explain how they should reduce harm in the given scenario.
4. The puzzle section is for the students to generate a list of questions they have about the scenario as well as questions they need to find answers for.
5. The final section, 'Explore', is for students to make a list of actions for what they are going to do to find answers to their questions.
6. Repeat this Think Puzzle Explore for two other scenarios that appeared as common expectations of risk in the Perth CBD from Activity 1.
7. Once the Think Puzzle Explore has been completed for each of these three scenarios, divide the class into small groups and get them to complete the 'explore' actions the class generated.
8. Once each group has found an answer to their 'explore' question, gather as a whole class and share answers for each of the questions that existed for the scenario.



## ACTIVITY 5

### Challenging Situation Role Play

#### Learning Objectives:

Students will;

- Explore the topic of safe choices and conflict resolution through a safe role play.
- Develop their ability to make harm minimisation decisions and resolve conflict in an effective and useful way.
- Expand their repertoire of problem solving strategies.

#### Set Up

- Wide empty space for students to move around in
- Context Card Template (Appendix B)

#### Instructions

1. Working in small groups, students should discuss the situations and events that they explored during the City After Dark excursion. Reflecting on this, students should select an interesting moment that they could turn into a scenario.
2. Once the group has selected a situation they are interested in exploring, they should complete the context card template to structure their scenario.
3. Once they have written down their scenario, students should assign characters to each of their group members.
4. Working as a group, the students should analyse the scenario and identify the key risks present.
5. The students should now brainstorm in their group potential actions that the characters could take to resolve the conflict. Students should work to create harm minimisation solutions and ensure no character comes into harm. Groups should be encouraged to keep their resolution grounded in real life. If it wouldn't really work at their school, it's not a great option for the scene – it needs to be something the group believes would work in real life.
6. Once the group has decided on a strong resolution for their scene, they should rehearse their role play. Decide on the key moments of action and dialogue, then be ready to present to the class.
7. Each group should have a turn to present their scene and their conflict resolution strategy. The class should discuss the strategy, why it was effective, and if they think it would work in real life.

**APPENDIX A**  
**LOCATION**

**INDIVIDUAL**

**ACTION**

15-year-old female who has never been to the CBD before.

25-year-old male who grew up and lives in the CBD

20-year-old female who is intoxicated with her best friend after a big birthday celebration

Thin 17-year-old male who hasn't eaten anything all day and is dehydrated

16-year-old female with anxiety

15-year-old male who has taken an illicit substance for the first time and doesn't know what it was

Hay Street Mall  
3pm

Dark alley between shops at 7.30pm

Langley Park at 3am

Outside a club in Northbridge at 1am

On a train with 5 drunk strangers at the other end of the carriage

Perth Train Station

Drinks 2 beers really quickly to impress someone

Decides to sit down and close eyes for a quick nap

Starts an argument with a stranger

Tries to flirt with a stranger

Their drink has been spiked

Leaves friends to go find a better club

## APPENDIX B

CHARACTERS	
Character Name	Actor

KEY MOMENTS	
Key Moment 1	Key Moment 2

## POTENTIAL RISK

List the potential risks present in the chosen scenario:

1.

2.

3.

## RESOLUTION

List potential ways the story could end – look for non-violent endings.

Action	Result

# Curriculum Links Table

## Health and Physical Education

Area	Year	Link	Activities
Health and Physical Education	7	Strategies to make informed choices to promote health, safety and wellbeing (ACPPS073)	1, 2, 3, 4
		Preventive health practices for young people to avoid and manage risk (ACPPS077)	1, 2, 3, 4
	8	Communication techniques to persuade someone to seek help (ACPPS072)	1, 2, 3, 4
		Skills and strategies to promote physical and mental health, safety and wellbeing in various environments (ACPPS073)	1, 2, 3, 4
		Sources of health information that can support people who are going through a challenging time (ACPPS076)	1, 2, 3, 4
	9	Skills to deal with challenging or unsafe situations (ACPPS090)	1, 2, 3, 4
		Actions and strategies to enhance health and wellbeing in a range of environments (ACPPS091)	1, 2, 3, 4
		Impact of external influences on the ability of adolescents to make healthy and safe choices (ACPPS092)	1, 2, 3, 4
	10	Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)	1, 2, 3, 4
		Critical health literacy skills and strategies (ACPPS095)	1, 2, 3, 4
		Social, economic and environmental factors that influence health (ACPPS098)	1, 2, 3, 4

# Curriculum Links Table

Area	Year	Link	Activities
Critical and Creative Thinking	LEVEL	Pose questions to critically analyse complex issues and abstract ideas	1, 2, 3, 4
	6	Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	1, 2, 3, 4
Personal and Social Capabilities	LEVEL 6	Assess their strengths and challenges and devise personally appropriate strategies to achieve future success	1, 2, 3, 4
		Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	1, 2, 3, 4
		Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	1, 2, 3, 4
		Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	1, 2, 3, 4
		Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	1, 2, 3, 4
Ethical Understanding	LEVEL	Distinguish between the ethical and non-ethical dimensions of complex issues	1, 2, 3, 4
	6	Evaluate diverse perceptions and ethical bases of action in complex contexts	1, 2, 3, 4

# Additional Resources

## WA Police Force

The WA police website provides very detailed information about a variety of topics that relate to the safety of young people. There information includes resources on drink spiking, drinking in a public place and taxi safety.

<https://www.police.wa.gov.au/Your-Safety/Safety-for-young-people>

## Drug Aware

Drug Aware is a leading organisation targeted at young people providing accurate, credible and current information about illicit substances.

[www.drugaware.com.au](http://www.drugaware.com.au)

## City of Perth

The City of Perth provides a handbook on night transport and having a safe night out.

<https://www.perth.wa.gov.au/living-community/community-safety-and-emergency-management/personal-safety>

## Emergency 000 App

The Emergency+ app is a free app developed by Australia's emergency services and their Government and industry partners. The app uses GPS functionality built into smart phones to help a Triple Zero (000) caller provide critical location details required to mobilise emergency services.

<http://emergencyapp.triplezero.gov.au>

## Reach Out

A leading organisation providing support to young people addressing a variety of issues they may face.

<http://au.reachout.com/>

## BetterHealth

The Victorian Government provides detailed resources on supporting young people to party safely, addressing a variety of issues relating to this excursion.

<https://www.betterhealth.vic.gov.au/health/HealthyLiving/partying-safely-tips-for-teenagers>

## Headspace

Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds. Many branches in local areas.

[www.headspace.org.au](http://www.headspace.org.au)

## Leavers WA

A resource for young people, parents and teachers to support positive school leavers' celebrations and experiences.

<https://www.leaverswa.com.au/>

## Should iRun

An app that provides fast access to the nearest public transport connections in Western Australia, including Perth, Geraldton, Albany and Kalgoorlie.

<https://itunes.apple.com/au/app/should-irun-perth/id576179753?mt=8>





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