A Review of Literature on Safety Education: Implications for Education on Small Arms

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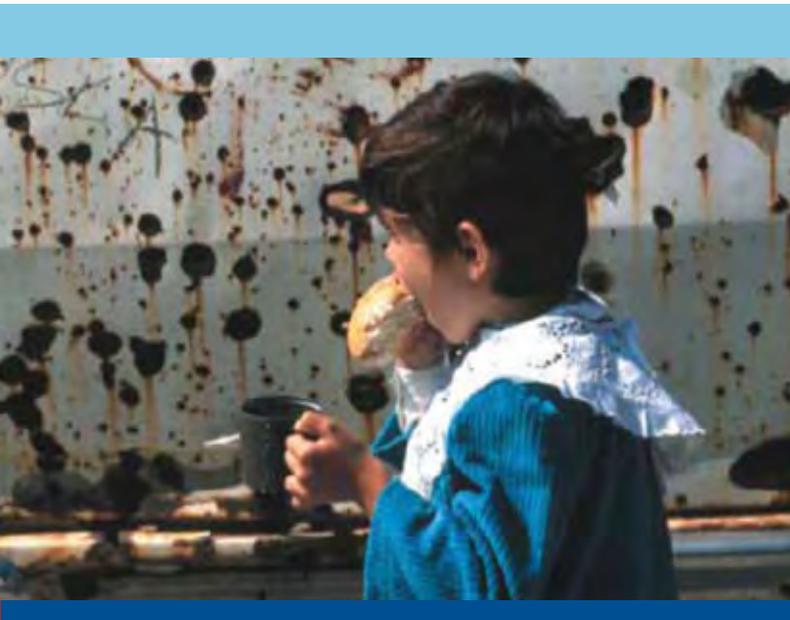for the Control of Small Arms and Light Weapons

A Review of Literature on Safety Education:
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(2007-03-14)

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A Review of Literature on Safety Education:
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Acronyms

APA	American Psychological Association
DfES	Department for Education and Skills
HIV	Human Immunodeficiency Virus
HSE	Health and Safety Executive
NASP	National Association of School Psychologists
NSW	New South Wales
PSHE	Personal Social and Health Education
ROSPA	Royal Society for the Prevention of Accidents
RTA	Road Traffic Authority
SEESAC	South Eastern and Eastern Europe Clearinghouse for the Control of Small Arms and Light Weapons
UNICEF	United Nations Children's Fund
WHO	World Health Organisation

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1   Introduction

There is a huge literature on safety and safety education, covering a range of topics from road safety, safety in the home and school, safe sexual behaviour, and increasingly, integrated programmes on safety and risk management. Before assuming that this is the way to respond to problems involving firearms and children and youth, it is important to review this literature, and assess the efficacy of such programmes. Unfortunately, both mine risk education and education about small arms have been developed without such a review.

It is highly recommended that funders and policy makers in the area of small arms control/reduction consider this literature and the experience of schools in trying to teach safe behaviours in relation to other risks (notably road safety and drug and alcohol education for teenagers) before making any decisions about developing and introducing such education.

It is difficult to separate concepts of risk and safety: they are two sides of the same coin, but it was decided to prepare separate reviews of the literature on risk and safety, as there is so much material. The documents 'Literature Review: Risk-Taking and Implications for Education on Small Arms' and the SEESAC Education 'Consultancy Report: Small Arms, Education and Children' should both be consulted in conjunction with this Literature Review.

A review of some of the literature on safety education leads to similar conclusions as the review of the public health approach to small arms: the need for a clear definition of the behaviours to be targeted, programmes based on empirical evidence and proper evaluation, and an integrated approach to safety, not stand alone programmes on firearms.

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2 General Child Safety Research

Title:	Safety Education: Guidance for Schools
Publisher:	Department for Education and Skills, UK, December 2001
Author (s):	

Summary of Content

The purpose of this document is to show how the curriculum for Personal Social and Health Education (PSHE) and Citizenship can address the issue of accidental injury and death in children and young people.

Definition: "Safety education should enable pupils to keep themselves safe and to contribute to keeping others safe. It helps them be aware of possible hazards in different areas of their lives, and be able to take appropriate decisions and actions".

It includes:

- The skills of hazard awareness and recognition, and risk assessment and management;

- The factors that influence attitudes and behaviour that relate to safety, including considering the stereotypes and pressures that affect risk-taking, including media images;

- Personal and social skills such as assertiveness are important in enabling pupils to take responsibility for their own and others' safety;

- The role of emotions in recognising and managing risky situations, for example, controlling anger and dealing with fear and stress;

- Playing a part in making communities safer;

- Understanding the roles of professionals and organisations involved in safety.

Location:	http://www.teachernet.gov.uk/_doc/1314/Safety_Guidance_leafletv2.pdf
Accessed:	08 May 2006

Title:	Safety
Publisher:	Department for Education and Skills, UK
Author (s):	

Summary of Content:

Part of the PSHE (Personal Social and Health Education) curriculum.

Pupils should be able to keep themselves safe in the home, at school, while travelling, at work, in play, in sport and in leisure. Safety education helps them to recognise potential risks. Accidents are the main cause of death for children and young people, and also put more children in hospital than anything else. Ten thousand children in the UK are permanently disabled by accidents each year. The main risks are:

- Road accidents - as pedestrians, cyclists, passengers, young drivers;

- Fires;

- Drownings;

- Falls.

Safety education within PSHE helps pupils to:

- Recognise risk and make safer choices;

- Take responsibility for safety;

- Follow rules, codes, procedures;

- Get help confidently;

- Give help and advice assertively;

- Recognise stereotypes and pressure to take inappropriate risks;

- Meet and work with safety experts, e.g. fire fighters, road safety officers, driving instructors, trading standards officers and health and safety officers.

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Location:	http://www.teachernet.gov.uk/pshe/publishContent.cfm?sectionId=79&pageStart=1&contentId=215
Accessed:	08 May 2006

Title:	Child safety education and the world wide web: an evaluation of the content and quality of online resources
Publisher:	*Injury Prevention*, 2004, Vol. 10, 59-61
Author (s):	D. Isaac, M. D. Cusimano, A. Sherman and M. Chipman

Summary of Content:

- The purpose of this study was to assess the content, quality and type of internet resources available for safety education. Using 19 search engines with search strings targeting major forms of injury, identified resources were classified by audience group, accessibility and authorship. Two independent reviewers rated each resource on the basis of its content and a set of quality criteria using a three-point scale.

- Overall, ten (18.2 percent) resources were of 'highest quality', four (7.3 percent) were 'intermediate' and 41 (74.5 percent) were 'not recommended'. This study provides a methodology for evaluating child safety resources on the world wide web and demonstrates that most internet resources for safety education are of dubious quality. A rating system such as the one developed for this study may be used to identify valuable internet materials.

Location:	http://ip.bmjjournals.com/cgi/reprint/10/1/59.pdf
Accessed:	09 May 2006

Title:	Safe Child Penarth: experience with a Safe Community strategy for preventing injuries to children
Publisher:	*Injury Prevention*, 1998, Vol. 4, 63-68
Author (s):	Alison Kemp, Nigel Gibbs, Gail Vafidis and Jo Sibert

Summary of Content:

This study evaluated the process of establishing a Safe Community Project for children in Wales, based on WHO's 12 criteria.

WHO criteria for a safe community:

1. The existence of a cross sectoral group responsible for injury prevention;
2. Involvement of the local community network;
3. A programme covering all ages, environments, and situations;
4. The programme must show concern for high risk groups and high risk environments and aim at particularly ensuring justice for vulnerable groups;
5. Those responsible must be able to document the frequency and causes of injuries;
6. The programme must be a long-term programme rather than a short-term project.

The community must also undertake to:

7. Utilise appropriate indicators to evaluate process and the effects of change;
8. Analyse the community's organisations and their possibility of participation in the programme;
9. Involve the health care organisation in both registration of injuries and the prevention programme;
10. Be prepared to involve all levels of the community in solving the injury problem;
11. Disseminate experiences both nationally and internationally;
12. Be prepared to contribute to a strong network of safe communities.

Location:	http://ip.bmjjournals.com/cgi/content/full/4/1/63
Accessed:	09 May 2006

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Title:	Don't Run with Scissors: Young Children's Knowledge of Home Safety Rules
Publisher:	*Journal of Pediatric Psychology*, 2001, Vol.26, No. 2, 105-115
Author (s):	Barbara A. Morrongiello, Corina Cidget and Roslyn Shields
Summary of Content:	

This study examined four to six year old children's knowledge of their parents' home safety rules and identified predictors of children's home injuries:

- Children spontaneously only follow about half of their parents' rules;

- When prompted, they recognised 40 percent more rules;

- Children's knowledge scores did not predict injuries;

- The best predictors of injuries were children's compliance with rules and the extent of parental supervision.

Location:	http://jpepsy.oxfordjournals.org/cgi/content/abstract/26/2/105
Accessed:	02 August 2006

Title:	Crool Zone
Publisher:	Knowledge Network Explorer
Author (s):	
Summary of Content:	

Web site with a range of resources on school safety, reflecting the fact that schools may not be safe places for children and young people, but a 'Crool' not a School Zone. Contains many references to guns in schools, including school shootings.

Location:	http://www.kn.pacbell.com/wired/nonviolence/index.html
Accessed:	16 March 2006

Title:	The Swedish road safety success story
Publisher:	*Robot*, Winter 1999, 14-15
Author (s):	
Summary of Content:	

Abstract of an important article that points out that the success of the Swedish approach to road safety is due to placing responsibility on designers of roads and car manufacturers, not education programmes for drivers or children.

Location:	http://www.kidsandtraffic.mq.edu.au/bibliography/215.htm#top
Accessed:	16 March 2006

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Title:	Parents and Carers Guide
Publisher:	RTA (Road Traffic Authority), NSW
Author (s):	

Summary of Content:

Education of parents, adults and children is one aspect of an integrated programme to improve road safety. Many principles are also important to an awareness of child safety in situations where weapons are accessible.

- **Start road safety early.**

- Establish road safety practices and routines.

- **As soon as children can move, they are on the go, exploring. This can lead them into danger.** Adults need to make sure that whenever cars could be around, they:

    - Watch and keep children out of danger;

    - Talk with children about road safety in ways they understand;

    - **Expect the unexpected…even at home, because you never know when a child will do something new.**

Why are young children at risk?

These are only some of the reasons why young children depend on adults to keep them safe. Children:

- **Are curious.** This can lead to danger if left alone in the car;

- **Are dependant. They need an adult;**

- Are unable to determine which direction sounds are coming from;

- May be restless. They may not want to sit still in a car, but don't realize their behaviour can distract the driver;

- **Want to be independent.** They don't always want to hold an adult's hand when near traffic;

- Are small. They can be hard to see in traffic;

- **Are fragile. Injuries are likely to be more severe because of their small size;**

- **May be easily distracted.** They need help to understand what to watch out and listen for;

- **Are fast and unpredictable.** They can move out of safety and into danger in an instant.

As adults, we need to:

- **Protect and supervise children** in all traffic situations;

- **Use our knowledge and experience to predict when a situation might become dangerous;**

- Ensure children hold an adult's hand, wear a seatbelt, or wear their bike helmet, even though they may resist;

- Help children learn about road safety;

- Use the road safety information and activities in this booklet and ask other adults to do the same;

- Take every opportunity to talk together about what you are doing.

Above all, we must not be complacent!

- **Children can often talk about keeping safe long before they can behave safely;**

- **Accidents can occur any time, anywhere and to anyone;**

- **As adults, we are responsible for young children's safety**[1] around traffic whether they are pedestrians, passengers, or playing.

Location:	http://www.rta.nsw.gov.au/roadsafety/parentsguide/index.html
Accessed:	02 March 2006

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[1] Emphasis added to points that are also relevant to safety where weapons are accessible.

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Title:	**Risk Education**
Publisher:	**Health and Safety Executive (HSE), UK**
Author (s):	
Summary of Content:	

HSE set up a research programme in 2001 to discover the extent to which teachers were teaching about safety and risk assessment. Since then, policy and programmes have been developed relating to safety during certain school subjects.

General findings:

- Pupils are being instructed about particular risks and hazards in particular contexts, but not about risk itself, or the principles of risk management, which are basic to good health and safety practices;

- There is no evidence to suggest that education about risk in one context (e.g. road safety) will lead to the application of the same principles that can be applied and used to manage different risks (e.g. substance abuse);

- Teachers have difficulty with terms like 'risk education' and 'risk concepts' and there is currently no mechanism for HSE to influence teacher training.

Location:	**http://www.hse.gov.uk/education/index.htm**
Accessed:	**06 March 2006**

Title:	**Children and road safety: Increasing knowledge does not improve behaviour**
Publisher:	*British Journal of Educational Psychology*, December 2001, Vol. 71 (Pt 4), 573-594
Author (s):	**M.S. Zeedyk, L. Wallace, B. Carcary, K. Jones and K. Larter**
Summary of Content:	

- Many road safety programmes have failed to assess their effectiveness in terms of either an increase in children's knowledge or changes in their behaviour.

- The study assessed three different commercially available road safety programmes used with five year olds.

- All three interventions were successful in increasing children's knowledge.

- This knowledge was retained over six months.

- A second study, however, showed that increased knowledge did not result in safer behaviour.

Location:	**http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=11802818&dopt=Abstract**
Accessed:	**06 March 2006**

Title:	**Partnering for Injury Prevention: Evaluation of a Curriculum-Based Intervention Program Among Elementary School Children**
Publisher:	*Journal of Pediatric Nursing*, April 2001, Vol. 16, No. 2, 79-87
Author (s):	**Louise S. Gresham, Dorothy L. Zirkle, Sidney Tolchin, Clair Jones, Azarnoush Maroufi and John Miranda**
Summary of Content:	

- The TFKK prevention programme addresses the leading causes of trauma among children including sports, motor vehicle crashes, falls, drowning and pedestrian injuries. The study showed that children often lack basic knowledge regarding safety and do not recognize behaviors considered high risk for injury. This study provides encouragement that early school-based, theory-driven injury prevention education may have a positive impact on young children.

- There is still a need for longitudinal studies to evaluate whether such programs translate into behaviour change.

- The programme, for grades one to three, includes knowledge about the dangers of firearms.

Location:	**http://www.thinkfirst.org/Documents/Efficacy/TFFK%20Pilot%20Study%20San%20Diego%20.pdf**
Accessed:	**09 May 2006**

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Title:	Curbing risk-taking, protecting the public
Publisher:	American Psychological Association Online, *Monitor on Psychology*, September 2004, Vol. 35, No. 8
Author (s):	Sadie F. Dingfelder
Summary of Content:	

- "Psychologists and government agencies are pursuing a new tack in promoting public health and safety: Stop preaching and provide people with the knowledge they need to make informed decisions".
- Persuasive messages do not give people the information they need to make informed decisions.
- Fischoff and others assert that current research shows that people are capable of understanding risks and making decisions in their best interests.

Location:	http://www.apa.org/monitor/sep04/curbing.html
Accessed:	19 July 2006

Title:	Principles for Designing Materials
Publisher:	Children's Safety Education Foundation
Author (s):	
Summary of Content:	

These principles have been designed and developed using an educational technique based on educate, explore and enable. This allows the child to:

- Be educated using facts and information, rather than just being told to do or not to do something that normally has the opposite reaction;
- **Explore their own attitudes and values towards those facts;**
- Resist peer pressure, become more assertive and base their decisions on personal knowledge and understanding;
- **Respond through the eyes of the child** rather than a directional adult. (Emphasis added.)

Location:	http://www.csef.net/bookshop/index.asp
Accessed:	12 April 2006

Title:	School based bicycle safety education and bicycle injuries in children: a case-control study
Publisher:	*Injury Prevention*, 1998, Vol. 4, 22-27
Author (s):	J.B. Carlin, P. Taylor and T. Nolan
Summary of Content:	

- The aim of this study in Melbourne, Australia, was to evaluate possible benefits of a school based bicycle safety education programme ('Bike Ed') on the risk of bicycle injury in children.
- The study of nine to 14 year olds concluded that this educational intervention does not reduce the risk of bicycle injury in children and may possibly produce harmful effects in some children, perhaps due to inadvertent encouragement of risk taking or of bicycling with inadequate supervision.

Location:	http://ip.bmjjournals.com/cgi/content/abstract/4/1/22
Accessed:	07 March 2006

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Title:	A Pediatric, Practice-Based, Randomized Trial of Drink Driving and Smoking Prevention and Bicycle Helmet, Gun and Seatbelt Safety Promotion
Publisher:	*Pediatrics*, March 2002, Vol. 109, No. 3, 490-497
Author (s):	Marguerite M. Stevens, Ardis L. Olson, Cecilia A. Gaffney, Tor D. Tosteson, Leila A. Mott and Pamela Starr
Summary of Content:	

- To prevent early adolescent health risk behaviours and to maintain or improve safety behaviours, the study compared the effects of two interventions based on an office systems approach (regular messages delivered over 36 months and leaflets sent to families).

- The results were disappointing: There were no significant effects on the prevention of alcohol and tobacco use, gun storage or seatbelt safety. The majority of children lived in homes with unlocked guns at the beginning and end of the study.

- There was some improvement in seatbelt use.

- However, there was a negative effect on alcohol use.

Location:	http://www.pediatrics.org/cgi/content/full/109/3/490
Accessed:	07 March 2006

Title:	The effectiveness of school-based sex education programs in the promotion of abstinent behaviour: a meta-analysis
Publisher:	*Health Education Research*, 2002, Vol.17, No.4, 471-478
Author (s):	Monica Silva
Summary of Content:	

- This study reviewed the findings from controlled school-based sex education interventions published in the previous 15 years. The results indicate that few studies used designs that could provide conclusive evidence of programme effects.

- "Unless efforts are made to improve on the quality of the research that is being conducted, decisions about future interventions will continue to be based on a common sense and intuitive approach as to 'what might work' rather than on solid empirical evidence."

Location:	http://her.oxfordjournals.org/cgi/reprint/17/4/471
Accessed:	10 May 2006

Title:	Risky Business: Curbing Adolescent Sexual Behaviours with Interventions
Publisher:	American Psychological Association, Psychology Matters
Author (s):	
Summary of Content:	

- 15 years of psychological research shows that comprehensive sex education and HIV prevention programmes are effective in reducing high-risk sexual behavior in adolescents.

- The APA (American Psychological Association) recommends interventions that provide clear definitions of the behaviours targeted, are available to all adolescents, and focus on maximising a range of positive and safe health outcomes.

- "Only those programmes whose efficacy and effectiveness have been well-established through sound scientific methods should be supported for widespread implementation."

Location:	http://www.psychologymatters.org/riskybusiness.html
Accessed:	02 October 2006

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Title:	Children's perception of safety and danger on the road
Publisher:	*British Journal of Psychology*, 1991, Vol. 82, 487-505
Author (s):	K. Ampofo-Boateng and J.A. Thomson
Summary of Content:	

This study investigated the ability of children between five and 11 years to select safe places to cross the street. Five and seven year olds showed very poor abilities to judge safety, as they were only able to judge one factor in a complex situation. Nine and 11 year olds showed a higher level of ability to make safe judgements. Even though nine and 11 year olds knew the road safety code, they were unable to make safe decisions in reality.

Location:	www.kidsandtraffic.mq.edu.au/bibliography/010.htm
Accessed:	02 March 2006

Title:	A Systematic Review of Interventions to Prevent Childhood Farm Injuries
Publisher:	*Pediatrics*, 2004, Vol. 114, No. 4, e483-e496
Author (s):	Lisa Hartling, Robert J. Brison, Ellen T. Crumley, Terry P. Klassen and William Pickett
Summary of Content:	

- School-based programmes appeared to be effective at increasing short-term knowledge acquisition; outcomes were enhanced with active, hands-on participation, as opposed to passive activities.

- Safety day camps showed positive results for knowledge acquisition.

- The study concluded that there is a lack of randomized, controlled trials and community-based trials in this area.

- Studies primarily examined intermediate outcomes, such as knowledge acquisition; few studies evaluated changes in injury rates.

- The interventions targeted at children and youths that were evaluated focused on educational interventions.

- There is both the need and potential for the development and evaluation of injury control interventions for children, particularly programmes addressing lethal injuries to young/preschool-aged children.

Location:	http://www.pediatrics.org/cgi/content/full/114/4/e483
Accessed:	07 March 2006

Title:	What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach?
Publisher:	World Health Organisation, 2006
Author (s):	
Summary of Content:	

School health promotion, based on a wide range of research and practice, has evolved over 50 years.

Results of review of good practices:

- Reviews of programmes that promoted mental health in schools (including preventing violence and aggression) show these programmes to be among the most effective ones in promoting health;

- Of these programmes, the ones that were most effective were of long duration and high intensity, and involved the whole school;

- New reviews that focused on promoting healthy eating and physical activity confirmed an earlier review, which found that multifactorial interventions, particularly those involving changes to the school environment, were effective;

- Four new reviews of programmes that focused on promoting the prevention of substance use confirmed previous findings that these programmes are relatively ineffective;

- Also, programmes on preventing suicide reduced suicide potential, depression, stress and anger, but less rigorous studies suggested a potential harmful effect in young males;

- In some (but not all) studies, peer-delivered health promotion was found to be effective, compared with teacher-led interventions, and this approach was highly valued by the young people involved.

Location:	www.euro.who.int/Document/E88185.pdf
Accessed:	26 April 2006

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Title:	Creating Safe and Responsive Schools: Systems Change Issues in School Violence Prevention
Publisher:	*NASP Communiqué*, March 2002, Vol. 30, No. 6
Author (s):	Russ Skiba, Shana Ritter, Reece Peterson, Courtney Miller and Susan Forde
Summary of Content:	

Outlines the Safe and Responsive Schools Project that developed in response to the school shootings in the USA. The project emphasises three levels of intervention:

- Creating a positive climate;

- Early identification and intervention;

- Effective response.

Location:	http://www.nasponline.org/publications/cq/cq306index.aspx
Accessed:	15 March 2006

3   Gun-related Safety Research

Title:	'Love Our Kids, Lock Your Guns': A Community-Based Firearm Safety Counselling and Gun Lock Distribution Program
Publisher:	*Archives of Pediatrics and Adolescent Medicine*, June 2001, Vol. 155, 659-664
Author (s):	Tamera Coyne-Beasley, Victor J. Schoenbach and Renee M. Johnson
Summary of Content:	

- This research aimed to determine if a firearm safety counselling and gun lock distribution programme would improve storage practices and contribute to reducing youth injury rates by limiting access to firearms.

- It has been estimated that 85 percent of the guns used in youth firearm suicides were obtained from the home of the victim, relative, or friend.

- Unlike other strategies for increased firearm safety, safe storage promotion in the US is politically feasible and relatively inexpensive.

- Although safe storage and the use of extrinsic safety devices (gun locks) do not confer absolute protection against gun misuse, both are supported by the American Academy of Pediatrics.

- The results showed that six and 12 months later more gun owners reported using the gunlock and storing guns safely than before the programme of counselling and distribution of gunlocks.

Location:	http://archpedi.ama-assn.org/cgi/content/full/155/6/659?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=love+our+kids+lock+your+guns&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT
Accessed:	14 March 2006

Title:	Gun Storage Practices and Risk of Youth Suicide and Unintentional Firearm injuries
Publisher:	*The Journal of the American Medical Association*, February 2005, Vol. 293, No.6, 707-714
Author (s):	David C. Grossman, Beth A. Mueller, Christine Riedy, M. Denise Dowd, Andres Villaveces, Janice Prodinski, Jon Nakagawara, John Howard, Norman Thiersch and Richard Harruff
Summary of Content:	

The four practices of keeping a gun locked, unloaded, storing ammunition locked and in a separate location are each associated with a protective effect and are a feasible strategy for reducing risk to children and adolescents.

Location:	http://jama.ama-assn.org/cgi/content/abstract/293/6/707?etoc
Accessed:	14 March 2006

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Title:	Review of evaluations of educational approaches to promote safe storage of firearms
Publisher:	*Injury Prevention*, 2003, Vol. 9, 108-111
Author (s):	K.S. McGee, T. Coyne-Beasley and R.M. Johnson
Summary of Content:	

- Reviewed education programmes (counselling, safety education materials and messages) for adults on safe storage of firearms in the home.
- It was not clear what types of interventions prompt gun owners to store their weapons safely.
- The authors only found seven studies that met their criteria, and even these had methodological flaws.
- Although safe storage of firearms is a potentially effective means of reducing accidents and suicides of children and young people, there is a lack of evidence about the effectiveness of campaigns to educate gun owners about safe storage.

Location:	http://ip.bmjjournals.com/cgi/content/full/9/2/108
Accessed:	09 May 2006

Title:	Literature Review: Safety Education and Implications for Education on Small Arms
Publisher:	*Archives of Pediatrics and Adolescent Medicine*, 2002, Vol. 156, 763-768.
Author (s):	Tamera Coyne-Beasley, Kara S. McGee, Renee M. Johnson and W. Clayton Bordley
Summary of Content:	

This study assessed whether parents who were gun owners and parents of a child less than seven years old, and who are generally safety conscious in relation to home and car safety, were also safe in regard to guns. The findings indicate that parents who are generally safety conscious nonetheless can be careless with guns: 27 percent kept an unlocked gun; 20 percent a loaded gun; and seven percent a loaded and unlocked gun.

Location:	http://archpedi.ama-assn.org/cgi/content/full/156/8/763
Accessed:	07 March 2006

Title:	Are Household Firearms Stored Safely? It Depends on Whom You Ask
Publisher:	*Pediatrics*, 2000, Vol. 106, e31
Author (s):	Deborah Azrael, Matthew Miller and David Hemenway
Summary of Content:	

- "We find that among gun-owning households with children, non-gun owners report significantly lower rates of guns stored loaded and unlocked than do gun owners.
- These findings are consistent with recent studies that have found that married men are far more likely to report household gun ownership than are married women, and that gun users are far more likely to report that a gun is stored loaded or loaded and unlocked than are those who never use guns.
- Our findings suggest that non-gun owners, the vast majority of whom are women (87 percent), may be unaware that guns in their homes are stored in a manner that experts agree is unsafe.
- Our findings reinforce the importance of many pediatricians current efforts to offer anticipatory guidance about firearms to gun-owning families, and, in addition, suggest that this guidance can be adapted depending on whether the physician is speaking with a gun-owning or non-gun-owning parent.
- More commonly, physicians can encourage non-gun owners to participate more fully in household decision-making about gun storage by letting them know not only about recommended storage practices, but also that many non-owners may not know how guns are actually stored in their own homes."

Location:	http://www.pediatrics.org/cgi/content/full/106/3/e31
Accessed:	07 March 2006

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Title:	Letter re: Gun Storage – Who's the Right Target?
Publisher:	*Pediatrics*, September 2001, Vol. 108, No. 3, 823
Author (s):	Tamera Coyne-Beasley and Renee M. Johnson
Summary of Content:	

- This article highlighted what can be described as the "safe gun storage promotion paradox: namely that in households with multiple adults, one adult usually has more knowledge and more control over the number, type, and storage patterns of guns in the home".
- "That individual, usually the adult male, is typically not the one targeted for gun safe storage promotion campaigns, or guidance by physicians.
- This is of concern because physicians tend to use fear appeals (i.e. the image of a child having a serious gun-related unintentional injury, or a teen committing suicide) to persuade individuals to comply with gun storage recommendations.
- A basic tenet of health communication is that fear appeals are most effective when individuals are able to manage the fear through compliance with recommendations.
- Women who are not in control of the firearms in their household, may not be or feel able to reduce the threat of a serious injury to a child through compliance with safe storage recommendations."
- Safe storage campaigns need to reach gun-owning adults.

Location:	http://pediatrics.aappublications.org/cgi/content/extract/108/3/823/b
Accessed:	07 March 2006

Title:	The influence of peers on children's judgments about engaging in behaviours that threaten their safety
Publisher:	*Journal of Applied Developmental Psychology*, Vol. 18, No. 4, 547-562
Author (s):	Sally Christensen and Barbara A. Morrongiello
Summary of Content:	

- Unintentional injuries are the number one cause of death among children beyond one year of age. Many injuries among school-age children happen when they are away from home and in the company of peers.
- The aim in this study was to examine peer influences on children's judgments about engaging in behaviors that threaten their physical safety.
- The study showed that peers were able to persuade children to take risky actions.

Location:	http://cat.inist.fr/?aModele=afficheN&cpsidt=2155830
Accessed:	06 March 2006

4   Lesson Plans and Education Programmes

Title:	An Evaluation of the Lifeskills-Learning for Living programme
Publisher:	HSE Books
Author (s):	Oxford University and Oxford Brookes University
Summary of Content:	
A professional evaluation of the Lifeskills programme. The 'Lifeskills – Learning for Living' programme uses an interactive hands-on approach to teach safety skills to Year Six children, aged ten to 11 years. It aims to improve their awareness of potential dangers, their knowledge, their self-confidence and their performance of safety routines.	

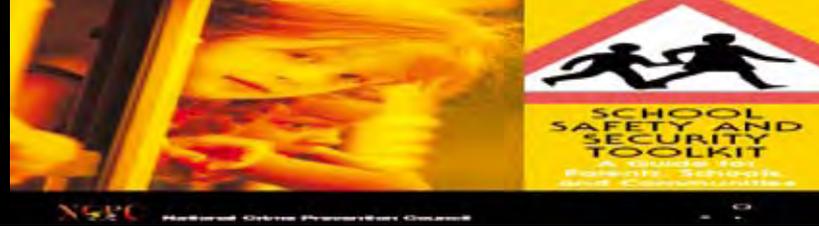| Location:	http://www.hse.gov.uk/research/rrpdf/rr187.pdf
Accessed:	28 July 2006

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Title:	Safety Assessment Checklist
Publisher:	UK Government
Author (s):	
Summary of Content:	
Checklist for young people from a UK government website with education materials on safety for 11 to16 year olds. Includes a general assessment of risk (an interactive 'Riskometer'), which encourages young people to think about risks in their environment, and their own behaviour, and materials for teachers and parents.	
Location:	http://www.lifebytes.gov.uk/safety/safe_menu.html
Accessed:	12 April 2006

Title:	Safe and Unsafe Places
Publisher:	Australian Government, Safe Schools Week
Author (s):	
Summary of Content:	
Lesson plan from Australia on reviewing safe and unsafe places in schools, with the aim of making necessary changes.	
Location:	http://www.safeschoolsweek.dest.gov.au/NR/rdonlyres/177C3CDB-4719-48E9-874C-4A5C97DCDBA4/10308/12SafeandUnsafePlaces.pdf
Accessed:	19 May 2006

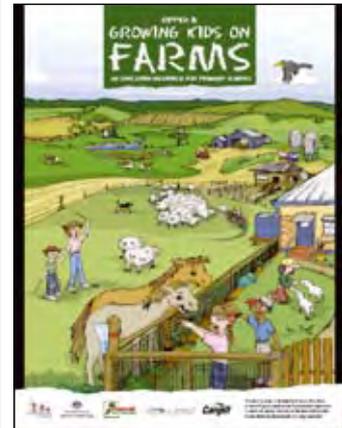| Title:	Risk Watch Lesson Plans: Stop, Drop and Roll Literature Connection
Publisher:	National Fire Protection Authority, USA
Author (s):	
Summary of Content:	
Lesson plan on fire safety – begins with a discussion of feeling confident or fearful.	
Location:	http://www.nfpa.org/RiskWatch/lsn_12_stopdropandroll.html
Accessed:	04 April 2006

Title:	Risk Watch
Publisher:	National Fire Protection Authority, USA
Author (s):	
Summary of Content:	
Risk Watch: Unintentional Injuries is the first comprehensive injury prevention curriculum designed for use in the classroom. Includes a section on firearms safety, among a range of other safety issues.	
Location:	http://www.riskwatch.org/about.html
Accessed:	04 April 2006

Title:	Talking to Teens about Threats to their Safety
Publisher:	Family Education, USA
Author (s):	
Summary of Content:	
Lesson plans and resources on safety, including safety in regard to weapons and threats of violence.	
Location:	http://life.familyeducation.com/teen/safety/36379.html?detoured=1
Accessed:	20 March 2006

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Title:	**Supporting the Social Dimension, Grades 7-12**
Publisher:	**Alberta Learning, Canada, 2002**
Author (s):	
Summary of Content:	

Includes Risk Management as a key Social Competency for young people. Risk Management is defined as: The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure. The Safety Response involves using strategies for personal safety and safety of others as part of self-management.

Location:	**http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/28/0b/8f.pdf**
Accessed:	**09 May 2006**

Title:	**Ripper II: Growing Kids on Farms**
Publisher:	**Farmsafe, Australia**
Author (s):	
Summary of Content:	

Education resource for primary children (five to 12) on safe behaviours on farms, whether they live on farms, or visit them. "Information provided is consistent with the research of farm injury risks and solutions and is presented in a format supportive of outcomes based/learner-centred approaches to primary education."

"Whilst child safety is an adult responsibility, children can learn age-appropriate knowledge and skills for identifying, assessing and dealing with farm injury risk as they grow."[2]

Refers to the Occupational Health and Safety approach to safety:

- Remove/eliminate all child safety hazards;
- Substitute for a hazard of lesser risk;
- Engineer design for safety;
- Safe practice and safety rules;
- Personal protective equipment;
- First aid.[3]

Includes an excellent outline of developmental stages relevant to safety education. (See Annex A.)

Location:	**http://www.farmsafe.org.au/images/pdfs/ripper.pdf?u=childsafety**
Accessed:	**26 May 2006**

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[2] Emphasis added.

[3] 'Ripper II: Growing Kids on Farms', p.10, http://www.farmsafe.org.au/images/pdfs/ripper.pdf?u=childsafety, accessed on 26 May 2006.

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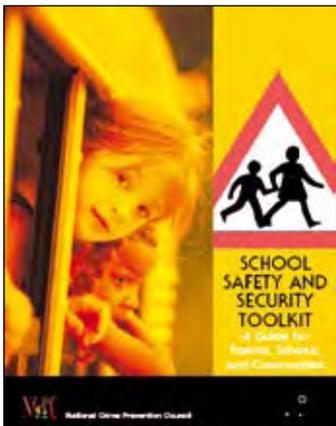| Title:	Improving Health and Safety
Publisher:	Australian Red Cross, *Junior Red Cross News*, 2003, Issue 1
Author (s):	
Summary of Content:	
Lesson plan for primary school children.	
Location:	http://www.redcross.org.au/media/JRC_news04-03.pdf
Accessed:	16 March 2006

Title:	Safety and Injury Prevention
Publisher:	British Columbia Department of Education
Author (s):	
Summary of Content:	

Part ot the Personal Development subject in schools, gives learning objectives for each class level, kindergarten to grade seven. For example, grade seven:

- Describe the immediate and long-term consequences of unsafe behaviours on self and others;
- Describe basic first-aid practices in a variety of situations;
- Describe the factors that relate to injury prevention.

Location:	http://www.bced.gov.bc.ca/irp/pp/ppapa.htm
Accessed:	16 March 2006

Title:	Home Safety
Publisher:	National Safe Kids Campaign
Author (s):	
Summary of Content:	
This Home Safety leaflet asks a question about guns. Published in English and Spanish.	
Location:	http://www.usa.safekids.org/content_documents/home-Eng.pdf
Accessed:	02 May 2006

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Title:	Health Promoting Schools: Children
Publisher:	Learning and Teaching Scotland
Author (s):	

Summary of Content:

Website of the Scottish Education Department. Aims to have health promoting schools by 2007, with all children and young people feeling safe at school.

Location:	http://www.healthpromotingschools.co.uk/children/index.asp
Accessed:	12 April 2006

Title:	'Aspects of Personal Safety' and 'Security is...'
Publisher:	Teachervision
Author (s):	

Summary of Content:

Two lesson plans that open up the issue of security for children. A comprehensive approach.

Security is...

- Physical Security: Nourishment; clothing and shelter that provide protection from the elements; protection from disease; treatment for illness;

- Safety Security: Orderliness, protective rules and consistent protection from physical harm, abuse, violence, and terror; the certainty that your basic needs will be met;

- Emotional Security: A sense of belonging and being loved and cared for; feelings of acceptance from others; healthy interpersonal relationships with family, friends, adults, peers, and co-workers;

- Developmental Security: Access to education; the opportunity and freedom to learn, achieve and contribute to society;

- Cultural Security: Affirmation of cultural identity, values and traditions; respect for and legal protection of a person's ethnic, racial, religious and gender identity; freedom to participate as full partners in society regardless of cultural identity;

- Political Security: The degree of protection and safety that a government provides its citizens within a nation; protection from threats beyond a nation's borders; the quality and degree of citizens' rights and civic participation in decision-making;

- Economic Security: Access to training and the development of useful skills; access to jobs and wages that provide a decent standard of living; provision of benefits for the aged, the sick, the differently abled, and children;

- Environmental Security: Protection from environmental hazards and toxins; provisions for safe and clean air, water, and food supplies; provision of a safe, clean habitat.

Location:	http://www.teachervision.fen.com/social-security/lesson-plan/30117.html
Accessed:	20 March 2006

Title:	School Safety and Security Toolkit: A Guide for Parents, Schools and Communities
Publisher:	National Crime Prevention Council, USA, 2004
Author (s):	

Summary of Content:

Comprehensive programme involving the school, parents and students in environmental modifications and education to improve school safety and children's security.

Location:	http://www.ncpc.org/cms/cms-upload/ncpc/files/BSSToolkit_Complete.pdf
Accessed:	09 March 2006

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5 Websites

5.1 BAM – Body and Mind

Web site of the Centers for Disease Control and Prevention on safe behaviours for young people.

http://www.bam.gov/sub_yoursafety/index.html

5.2 Kidsafe Australia

Injury prevention materials and information, including a leaflet on depression and youth suicide.

No references to firearms.

http://www.kidsafe.com.au/

5.3 Mind Body and Soul

UK government site with a range of activities on different forms of safe behaviour; weapons not included.

http://www.mindbodysoul.gov.uk/safety/safetymenu.html

5.4 ROSPA – Royal Society for the Prevention of Accidents (UK)

Range of educational materials for children and young people that assist them to begin making their own risk assessments. Materials for teachers reflect the philosophy of 'teaching safely' and 'teaching safety', that is, an integrated approach to improving environmental safety and teaching safe behaviour to children.

http://www.rospa.co.uk/aboutrospa/index.htm

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5.5   SAFE KIDS USA

Safe Kids Worldwide is a global network of organizations whose mission is to prevent accidental childhood injury, a leading killer of children aged 14 and under.

More than 450 coalitions in 16 countries bring together health and safety experts, educators, corporations, foundations, governments and volunteers to educate and protect families.

http://www.usa.safekids.org/tier2_rl.cfm?folder_id=184

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Annex A – Overview of Child Development Characteristics Relating To Safety[4]

It is easy to over-estimate the ability of children to prevent, assess and respond to unsafe situations. Consider the following characteristics of growing children to help avoid overly high expectations and setting of inappropriate rules and education programs.

	TODDLERS AND SMALL CHILDREN (1-4 YRS)	YOUNG SCHOOL AGE CHILDREN (5-9 YRS)	OLDER CHILDREN/YOUNG TEENAGERS (10-14 YRS)
Physical Growth Rate	Rapid growth, beginning motor skills development. Fragile, growing bones	Steady growth stage – learning to use small and large muscles	Steady to rapid growth rate as puberty commences. Small muscles rapidly developing
Size vision balance co-ordination	Small size – will tend to climb over or step out to see around things. Have balance problems and slow reaction times. Toddlers just learning to control body movement – are top heavy and easily fall over. Can't judge distances or speed properly (i.e. moving objects	Small size – will still tend to climb over or step out around things. Difficulty judging distances or speed properly (i.e. moving objects) Developing better side vision. Poor eye-hand co-ordination. Slow reaction times	Increasing size can be a misleading sign of maturity and strength. Similar coordination to adults, but lapses of awkwardness common
Discovery learning and thinking skills	Curious, mobile and want to explore the world around them through touching, feeling, tasting. Discovering new behaviours, imitating parents and following older children. Are able to climb, walk and disappear quickly and quietly. Thinks without logic – has 'magic' thinking.	Continue to learn through play and exploring the world with increasing competence and independence. Developing concrete thinking processes – dealing in present observable facts. Not yet capable of abstract ideas, thinking.	Desire to learn and try out new skills without constant adult supervision. Thinks logically and capable of more abstract thinking processes. Can find solutions to problems with some adult guidance.
Sense of self belonging and acceptance	Attachment and bonding to parent/familiar carer.	Seeks parental approval and wants to be seen as competent. Tries to master more complex skills but may take on tasks without adult supervision beyond their capability.	Success is important to self-concept. May continue to seek parent acknowledgement and approval of independence. Increasingly seek to impress peers and may be easily influenced by the group.
Focus and priorities	Live in the present moment and can only focus on one thing at a time(not safety). Wants something NOW and will try to breach any obstacle to get it. May run out into path of vehicles, animals, machines, water, in pursuit of objects or toys. Self-focused play.	Continued tendency to act before thinking. Easily caught up in or distracted by play and playmates. Safety and rules forgotten in these circumstances.	Easily distracted and caught up by peers. Often affords safety a low priority compared to group needs and sense of self-competency and invincibility.
Awareness and response to hazards	None to limited awareness of common hazards. Easily excited and confused if a situation changes.	Can recognize common hazards, but are often unable to foresee serious consequences or recognize a changing danger quickly enough to react or avoid it.	Can identify and assess hazards and foresee some unsafe consequences – but have unfounded confidence in their own ability and engage in risk taking behaviour (sense of immortality).
Awareness and response to rules	Either has no or very little concept of 'rules' (0-2/3) or has limited ability to remember these at any one time.	May understand and follow simple rules, but cannot be relied upon to remember or easily generalize or apply them across different situations	Can follow rules and basic operating procedures, in 'normal' circumstances. May rationalize the need to adapt rules for own purposes, but may lack appropriate assessment of this.
Listening skills and compliance	Some difficulty in locating the direction of sounds	Often doesn't hear what is said to them (not an active listener). May question authority and refuse to cooperate, is discovering that parents make mistakes.	Resists adult authority and may not listen to safe operating instructions or safety messages

[4] http://www.farmsafe.org.au, accessed 26 May 2006.

SEESAC

South Eastern and Eastern Europe Clearinghouse
for the Control of Small Arms and Light Weapons