



**Title:** Protecting Me: When I feel safe and okay / When I feel unsafe and not okay

**Level:** Second

**Code:** 2.9.1

### Links to Curriculum for Excellence

#### Experiences/Outcomes

- I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a

#### Benchmarks

- Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.

### About this activity

This activity is used as a starting point for work that will address bullying, neglect, physical abuse and sexual abuse. The purpose of this and the following two learning activities is to establish that children can learn to understand and trust their feelings when something is safe/okay and unsafe/not okay, that they can identify and find someone to talk to, and that if they do not want to talk to someone they know that they can access ChildLine.

The activity requires a bit of space, moving around and involves being loud and so is best done in a space where this is possible (or at least immediate neighbours understand).

### Resources to support this activity

- Cards for 'feelings charades' game.
- Big signs that read YES and NO.
- Traffic lights prop, one per pair, with cards for placing.

### Activity

1. Start in a circle, with children close enough to listen to you speaking softly. Explain that this activity is about understanding our feelings, all different kinds of feelings, and we will practice what to do if there is something happening that we don't like. So, today we will be talking about feeling safe and okay, or feeling unsafe and not okay.
2. First, introduce a game. The children might know 'charades' or you may have played something similar. If not explain that on each card there is a 'feeling' and the idea is that someone comes up

front and does a charade/mime/act of the feeling, without any words, and the others guess what it is. There are some cards suggested/add as you see fit. Do the first card to explain if necessary. (*Suggestions: happy/sad/excited/worried/angry/confused/nervous/not bothered/proud/determined/in love/surprised/tired/scared/bored/confident*)

3. After each feeling charade ask:
  - Was it easy to tell how someone was feeling by looking at them?
  - How do we actually feel in our body when we have this feeling? (Explain that we are talking about this because sometimes we are not sure, but our body will be telling us, maybe we feel butterflies in our tummy, or feel sick, or feel upset).
  - Acknowledge how children might feel can be different.
4. At the end of the game of charades use these questions for discussion:
  - Were there some feelings that were harder to tell? (Have the list in sight on the white/smart board)
  - Are there some feelings we sometimes don't want to show? Or sometimes do we keep them private? Explore why.
5. This next activity is for children working in pairs. Show and explain that each pair will have a set of traffic lights. Each pair will get a few cards and on each card there is a situation, each child has to decide if they would feel unsafe/not okay (place it on the RED) or maybe not feel sure about it (place it on AMBER), or feel safe/feel okay (place it on GREEN). Give an example of your own, write it on a card, something like *'It's dark outside early in the morning, and I have to take the dog for a walk'* I would feel...
6. Clarify that the idea is that one of the pair thinks about the cards in turn and places them on the colour they choose. Then the partner does the same thing. They can help each other with reading and thinking, but its up to each child what they really feel. Spread out around the room so that children have space to talk and lay out the cards. They each take a turn.

#### **Traffic lights cards**

- Spending time with someone I really like.
  - Tidying my room.
  - When an auntie or uncle asks me for a kiss.
  - When someone suggests doing something I don't want to do
  - If someone hits me.
  - When someone tickles me.
  - If a stranger offered me a lift home in their car.
  - If someone touched my private parts.
  - If I had to walk home on my own and its dark.
  - Having homework to do
  - When we have my favourite food for tea.
7. Bring the group back together, ask for some feedback, did you feel the same things, or maybe have different feelings? Discuss, what things made you feel unsafe/not okay and why so? How do you feel in your body if you have an unsafe/not okay feeling?

8. Explain that we will now think about how we can say *yes* or *no* to things. Acknowledge that sometimes it's hard to say yes or no, it's especially hard to say no to a friend or maybe to an adult.
9. Share the big signs that read SAYING YES and SAYING NO. Place these at opposite ends of the space, or at least with some distance between them. Explain that you will read out a situation, and the children have to decide if they would feel and say YES or feel and say NO – and go to the sign they agree with most. Read the first and let children decide.

**Getting out of bed on a cold winter's morning.** Go to the children who are at the NO end. Explain that you want to understand how much they feel NO. So is it a *BIG DEFINITE NO* (say this loudly, demonstrate with your body) or is it a *maybe, not kind of bothered no....* (again, act this meeker version of 'no'). One at a time ask the children what kind of NO they mean, so tell me (and say you can be as loud as you want, and you can use your body to say no) but how much do you feel NO when you have to get out of bed on a cold winters morning... The more dramatic the better, let them have a bit of fun with it.

Then use these further examples below, choosing YES or NO responders, or both, again asking them to really express how much they feel YES or NO. Explore why YES or why NO, and how do they feel in their bodies? Come back to the middle/huddle after every example.

**If I had to walk home on my own and its dark.**

**Tidying my room.**

**Playing outside on a sunny day.**

10. Continuing this game, the next examples help explore saying YES or NO to adults. As well as the same approach as earlier, also ask/explore whether saying NO to an adult is different in any way – there may be some recognition this is harder, or they feel they need to consider how they say NO politely? Can they say NO and be really clear they mean NO? Then, ask the children who went to YES, did they just want to say YES, or something else also (if so, highlight that sometimes we can say *Yes, okay but...* and be clear about what we want).

**When an adult in my family offers to take me to the cinema but I really don't want to see the film.**

**When an auntie or uncle or grandparent asks me for a kiss.**

**When a grown up suggests we watch something on the computer I don't want to see.**

11. Explain that the next examples will be a big NO from everyone, so we don't need to go to the sign, just all stand together. So, read the first and ask everyone to give the biggest NO they can possibly give, all together. Then suggest that as well as NO! you can also shout GO AWAY! And practice that. Then do the same for the second example.

**If a stranger offered me a lift home in their car.**

**If someone touched my private parts.**

12. To end, back in a circle. Explain that the children have been thinking about how they really feel inside about things. That if they feel YES they can say YES. But that if they feel NO, they can say NO; that when they feel NO or NOT SURE they might feel nervous, or upset, or feel a bit sick, have

butterflies in their tummy. Recognise, sometimes this is hard if you are saying NO to an adult, but you can say no politely too. Finally stress that if an adult or other young person is suggesting something that frightens or upsets them they will feel NO and if they feel no they should say NO! or GO AWAY! And then talk to someone they trust.

As with all RSHP work, follow up on any concerns about a child after the session.

### **Additional ideas**

A note to parents/carers (shared in advance of this activity) that outlines the upcoming topic and learning activities might read as follows:

In the coming days/weeks the children are working on the topic we are calling **protecting me**. The children will be thinking about how they can learn to recognise and trust their feelings when something feels okay and when they feel unhappy or frightened by something. They will be thinking about who they can go to if they have a worry. The children will be reminded that it is always best to find someone to talk to if they have a worry. There is a book you might know called *The Huge Bag of Worries* by Virginia Ironside which is a really good book to read with your child, ask your library if they have it, this book also encourages children to speak about worries. The children will learn about ChildLine so that children always know it is there to help them throughout their childhood.

When we have thought about how every child gets help and support it will be time to talk about things like bullying and physical abuse, neglect and sexual abuse. We do this because we want children to understand and remember that no child should be hurt or feel frightened. At school/in the club we understand that it can be difficult to talk to children about things like abuse, we will do this with care so that children are not frightened, but so they understand their right to be safe and protected from harm, and that they can talk to adults who love and care for them if they are ever worried.

We will encourage the children to bring some of their learning activities home to share with you. If you have any concerns about your child's safety or wellbeing, you can contact the school/club and speak to a member of staff.

### **Further learning activities are available that connect to this RSHP curriculum content**

- 2.9.2 My 5 trusted individuals
- 2.9.3 ChildLine
- 2.9.4: Bullying
- 2.9.5: Physical abuse and neglect
- 2.9.6: Sexual abuse

## Practitioner Notes

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