



Title: Feelings and Safety: Feeling safe (V2)

Level: FIRST

Code: 1.3.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44 I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b /	These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.

Learning Intentions

- Children learn to recognise their feelings.
- Children give examples of how they feel at different times or in different circumstances.
- Children learn help-seeking behaviours.

Success Criteria

- I can communicate my feelings.
- I can discuss friendships and relationships.
- I know who can help me and keep me safe and who I can talk to if I am worried.
- I am learning how to communicate effectively.

Resources to support this activity

- PowerPoint Slides
- Film: Feeling Happy, Feeling Safe (duration 1 minute 39): <https://youtu.be/tzb40S8AnuU>
- The Feelings Song (duration 3 minutes 12 seconds)
- [The Feelings Song \(duration 3 minutes 12 seconds\) https://youtu.be/UsISd1AMNYU](https://youtu.be/UsISd1AMNYU)

NOTE: Learning activities **1.7 People who help me and look after me** help children to recognise the adults who are there to help the child, including when they have a worry. Learning activity 1.7.2 addresses this topic explicitly. Using these materials at 1.3 can come before or after 1.7 but it would probably be advantageous to work on both themes around the same time.

Activity

1. Recap on the previous lesson and have children remember talking about and acting out a range of feelings. Explain that in this lesson the children will be thinking about a very important feeling – **feeling safe**.
2. **Feeling Happy, Feeling Safe:** <https://youtu.be/tzb40S8AnuU> To start a gentle introduction to feeling safe watch the film. At 1 minute 26 seconds a series of questions are put to the viewer. Pause/don't address these here, rather have a chat about the film: *Why did Jack feel unsafe? What did his Dad do to help? How did Jack's Dad make Jack feel safe again?*
3. **What are the things we do to keep ourselves safe?** Use the slides to ask children about a number of scenarios, what can we do to be safe in each?
 - When we are crossing the road?
 - Out on our bike?
 - Out playing with friends?
 - Travelling in a car?
 - When we meet a dog?

Ask the children for other situations where they need to think about being safe? (For example out shopping, visiting a new place...)

Acknowledge all the things children themselves, or adults do with them, to keep children safe.

4. **How do you feel when you feel safe?** Now a different question, explain that the children have been talking about being safe – but we have also been talking (in the last lesson too) about our feelings. Use the slide. Part of this conversation will be about how we can feel things differently, you can highlight and affirm differences):
 - Where do *you* feel safe?
 - What makes *you* feel safe? (Does anyone have a special toy? A blanket?)
 - Who makes *you* feel safe? How do they make you feel safe?
 - How do *you* feel when you feel safe?

5. Adults who help us to be safe and feel safe

Remind the children that no one should have to feel unsafe. Go back to Jack's story from the beginning of the lesson – use the slide with image from the film. Ask the children to remember what had happened to Jack – then who helped Jack? What did he do? Use this conversation to remind children that adults can help them when they don't feel safe. Ask the children to close their eyes for a minute and think of an adult they know who helps them to be safe and feel safe. Ask children to say who they were thinking of if they wish to do so – and a bit about what this person does to help them be/feel safe.

6. **Me feeling safe:** Explain to the children that you would like them to draw a picture that shows when they are feeling safe. It could be a picture of them, a place, a person who helps them feel safe. It might not have people, but colours. It's all about making a picture of them feeling safe. As always, use time back at their tables to check on understanding.
7. **End** the session (or day) with children sharing their pictures – and with this song. Acknowledge by way of introduction that the children have been talking a lot about all different kinds of feelings,

including feeling safe. And this is a song all about feelings. **The Feelings Song** (duration 3 minutes 12 seconds) Lyrics are on the screen, also uses the term emotions. Children are likely to want to watch over again <https://youtu.be/UsiSd1AMNYU>

Lyrics/The Feelings Song

I'm happy, she's sad
I'm angry, she's mad
I'm a boy, she's a girl
And this is the world

I'm hungry, he's thirsty
I'm sick and he's tired
He's a boy, I'm a girl
And this is the world

You get happy, you get sad
You get angry, you get mad
You go to bed then you wake up
You might just be okay
It's just the way that you're feeling now
Wait a while
It might just change somehow
It's just the way that you're feeling
The feeling may be fleeting
Here one second then it's gone
Gone, gone, gone!

We're feeling feelings every day
We're experiencing emotions all along the way
Some are good and some are bad
Some you wish you never had
But hey!
That's just the way we've got to play.

I'm excited, he's scared
I'm here and he's there
He's a boy, I'm a girl
And this is the world

I'm young, she's old
I'm hot and she's cold
I'm a boy, she's a girl
And this is the world

Additional ideas

- Children can take their pictures home (as a way to follow up on the initial note sent to parents – text in activity 1.3.1).
- Individual Activity: **Happy Place:** <https://www.childline.org.uk/toolbox/games/build-your-happy-place/> This online activity allows children to create an online happy place. A soothing interactive game.

Connecting with home

Text provided with activity 1.3.1

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

- 1.3.1 This is how I feel

Practitioner Notes

