



Title: Feelings and Safety
Part 2: Feeling safe

Level: FIRST

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
- What makes children feel safe? <https://youtu.be/KyTqFe55bwg> (1 minute 48 seconds)
- Pre-prepared poster with title: What makes children feel safe?
- Material for drawing a picture.
- The Feelings Song <https://youtu.be/UslSd1AMNYU> (duration 3 minutes 12 seconds)

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

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. **What are the things we do to keep ourselves safe?** Use the slides to ask children about a number of scenarios, with shoulder partners then in the group, 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.

3. **What makes children feel safe?** <https://youtu.be/KyTqFe55bwg> (1 minute 48 seconds)
Watch the short film and then pose the prompt: **I feel safe when...** for discussion with shoulder partners/in the group with feedback and exploration of what the children say.
4. **Activity: What makes children feel safe?:** Pre-prepare a large sheet/poster with the question. Ask the children to pick (or allocate) a place that they are to consider in terms of the question. They should identify 5 things that help children to feel safe either **at home, at school, outside in the street or playground**. They should write these on post-its or card and in feedback come place in the centre of the circle to create a poster. Explore views, are there themes, similarities or difference across each setting?
5. **Feeling safe?** Now a different question, explain that the questions are about the individual experience of the children, that each one of us is different, and you would like them to think about how they feel when they feel safe, where they feel safe, and who they feel safe with. Again, decide if shoulder partner conversation or just in the group suits best:
 - 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?
6. **Me feeling safe:** Ask the children to close their eyes and think about feeling safe. How do they feel when they feel 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 creating a picture of themselves feeling safe. As always, use time back at their tables to check on understanding.
7. **Feeling safe: Things to remember**
Bring the children back together for the last slides which make some important points for them to remember. Share and discuss as appropriate. Emphasise that you are a trusted adult.

Important things to remember

- Every child has the right to feel safe and be protected.
- No one is allowed to threaten you, hurt you or touch you in a way that makes you feel uncomfortable, worried or scared.
- Even if you are not sure, if something doesn't feel right you should tell an adult who can help you.

3 things to do if you don't feel safe

- Say 'no'
- Get away from the person or situation
- Find a trusted adult.

8. **End** the session (or day) with children sharing their pictures, create a gallery alongside the poster the class produced. End with this song if they enjoyed it in the previous session. **The Feelings Song** (duration 3 minutes 12 seconds) <https://youtu.be/UsISd1AMNYU>

Additional ideas

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 *This is how I feel*

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

- This is how I feel

Practitioner Notes