



Title: Protecting Me/Abuse and Relationships
Part 1: When I feel safe/unsafe

Level: SECOND

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identifies abusive and bullying behaviour, for example, online, face to face and knows where to go for help.

Learning intentions

- Children learn that all forms of abuse are wrong.
- Children are informed about sources of information and support.

Success Criteria

- I can identify the different types of abuse a child can experience.
- I know that all types of abuse are wrong.
- I build confidence in my own feelings and judgements about what feels safe/unsafe or okay/not okay for me.
- I can identify trusted adults who can help when I have a worry or a question.

Resources to support this activity

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

NOTE: Curriculum for Excellence is explicit in its recognition that children should know that all forms of abuse are wrong. To do so, children need to learn what we mean by abuse so that potential/actual experiences they have can be understood as such.

This series of activities should be undertaken *in order and as a package of work*. When a child is absent for previous sessions, as much as is possible, efforts should be made to help them catch up with the class/group learning.

Teachers/educators delivering these activities should have undergone up-to-date child protection training provided by their setting. The teacher/educator delivering this session must know the children in the class/group. Where the issues raised in this session may trigger distress or anxiety for a child, discussions should take place with the child and parents/carers as appropriate as to whether the child wants to be part of the lesson and what support may be required.

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. **Charades.** Introduce the game (prop Activity Cards). This is a game for volunteers. 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. (Feelings suggested are: happy/sad/excited/worried/angry/confused/nervous/not bothered/proud/determined/in love/surprised/tired/scared/bored/confident) 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?** If helpful, 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, or feel very alert etc.
 - Acknowledge that how children might feel can be different.

At the end of the game of charades use these questions for discussion (on slide):

- **Were there some feelings that were harder to tell? (Have the list handy)**
 - **Are there some feelings we sometimes don't want to show? Or sometimes do we keep them private? Explore why.**
3. **Paired activity/Traffic lights.** This next activity is for children working in pairs. Use the prop (traffic lights image and cards/situations). Show and explain that each pair will have a set of traffic lights. Each pair will get 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...

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 it's 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.

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 it's dark.

- Having homework to do
 - When we have my favourite food for tea.
4. Bring the group back together, ask for some feedback, did you feel the same things, or maybe have different feelings? Discuss, what things would make you feel unsafe/not okay and why so? How do you feel in your body if you have an unsafe/not okay feeling?
5. **Feeling YES/Feeling NO:** Explain that we will now think about how we feel about some different situations – there are 4 in this initial part of the game. Share the big signs that read YES and 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 YES or feel NO – and go to the sign they agree with most. Use the slides/Read the first and let children decide.

i. Jumping off a high diving board.

How this works: The children hear the statement and decide YES or NO. The teacher goes 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’). Ask several children what kind of NO they mean. The more dramatic the better, let them have a bit of fun with it. Do the same thing if children have said YES.

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?* Some scenarios might have ‘depends’ in the responses, for example feeling safe in the playground might be influenced by a recent event/fallout. It’s okay to explore these changes in feelings dependent on circumstance. Come back to the middle/huddle after every example.

- ii. Going on a rollercoaster.**
- iii. Playing outside on a sunny day.**
- iv. Playing in the school playground with my friends.**

6. Continuing this game, the next examples help explore feeling YES or feeling NO **when an adult is involved in a situation**. Remind the children this is initially about *feeling* YES or NO, not actually saying YES or NO. Use the YES and NO signs again and ask children to decide and talk about their feelings about doing so.

- v. When a stranger on the internet asks where I live.**
- vi. When a grown up suggests we watch something on the computer or TV that I don’t want to see.**

Get the children back together. Use the next slide to introduce the idea of **saying** YES or NO in the situations just discussed. Read both again one at a time – have the children *remember the feeling* they had, and ask if they would *say YES or NO* – matching their feeling or not? If responses do differ why so? Is it hard to say NO to an adult? Why do they think this is? Can you say NO politely? Can you say NO and be really clear you mean NO?

7. Explain that the next examples will be a big NO from everyone, for both feelings and what a child would say, 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 following examples.
 - vii **If a stranger offered me a lift home in their car.**
 - viii **If someone online asks for a photo of me.**
 - ix **If someone touches my private parts.**
8. 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. That if they feel NO, they can say NO. Acknowledge 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, this can be you.
(This theme of adults to trust and help-seeking behaviours is picked up in the next session).

Connecting with home

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, the book encourages children to speak about worries. The children will learn about ChildLine so that they always know it is there to help them throughout their childhood.

We will also learn 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. 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

- My 5 trusted individuals
- Bullying
- Physical abuse and neglect
- Sexual abuse

Practitioner Notes

