



**Title: Protecting Me/Abuse and Relationships
Part 2: My 5 trusted individuals**

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.

The learning intentions and success criteria are met with delivery of all parts of this topic.

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
- Pens/crayons
- Sheet of A4 paper/card for every child with the title: *If I have a worry I can go to....*

Activity

1. As with many RSHP activities it is best to start with children in a circle, sitting closely together and within easy sight/hearing of each other and with every child able to see and hear the teacher/educator speaking softly. Explain to the class/group that today we are thinking about who children can go to if they have a worry.
2. Firstly, ask the children: **What can children worry about?** Your group might like to think about this question and others with a partner first. Explain before taking responses that these don't have to be worries they have, just think about children in general. If it helps the group, you might want to write their ideas on the whiteboard under the question. Do not ask for more detail on anything offered, just write it up or acknowledge. Also acknowledge that these worries can indeed be very worrying!
3. Ask the children: **How does it feel when you have a worry?** Acknowledge all contributions, recognise that we can all feel differently when we have a worry. It is important to encourage children to recognise the validity of these feelings. Again, if it helps the group you can record on the whiteboard under the heading: *This is how we feel when we have a worry...*
4. Pose the question: **What's a good thing to do if you have a worry?** The children may have different ideas, but one will certainly be 'talk to someone' or 'tell someone'. Explain that indeed, if you have a worry, it is often a good idea to pick someone to talk to. Acknowledge that children might go to different people with different kinds of worries.
5. **If I have a worry, I can go to... MY 5.** Use the prop sheet. Explain that everyone is going to do a bit of thinking and drawing on their own about this. As teacher/educator, hold up your hand. Explain that each child is to take the paper and at their table to draw round their hand – have an example of your hand outline you have prepared. Then, each child is to think of 5 people they can go to if they have a worry. And on each finger write the name of one of these people.

Important: Explain that on the thumb the child can pick someone they live with. Then on the other fingers they should pick *other* people they can go to.

Check understanding and (either back at tables or if there is enough room in the circle) ask the children to start, as always monitoring how individual children are managing the task.

6. After enough time, ask the children to pause and listen. Explain that they have been thinking of people they can go to, maybe with different kinds of worries. Explain that you want them to think about why they might choose a person. Explain that on the palm of their hand in their drawing (again hold up your hand) they should now write down some of the reasons why they would go to the people they have picked. Give an example such as "So if I was to pick someone, I would say my friend (name) because she is a good listener, so on my palm here in my drawing I would write 'good listener'". Check understanding round the group and ask the children to start, clarifying and helping individuals as necessary.

7. Gather the children back in the circle, ask them to share their drawings with a neighbour, sharing who they picked and why. Have a group conversation, find out who people named and what kind of characteristics the people they have chosen will have.
8. **Trust:** An important concept here is *trust*. If this has come up reflect this again. If not use the word: *So, it seems here that you are saying you can trust a grown-up you have picked to.... listen/not overreact/respect you....*
9. End with a reminder of some key points, on the whiteboard, prefaced by an explanation that today's learning has been important because it reminds us about these things:
 1. No child should be hurt or feel frightened.
 2. It's always best to find someone to talk to if you have a worry. Telling someone helps.
 3. Today, we have thought about 5 people to go to, this is important because sometimes the first person, or even the second person might not be listening or be busy – but we mustn't be put off.
 4. Remember, if you have a worry, you can speak to me.

Note: While all of these points are important do spend time on point 3, ensuring that children understand that if an adult doesn't hear or understand they should persist, and they will be heard.

Additional ideas

- *The Huge Bag of Worries* by Virginia Ironside is a story that helps children think about how a worry makes them feel and how helpful it is to share it. This could be read to the group (or to small groups) or made available in the class library. It is one of those books that children never tire of reading and a good way to check in on the key messages of the activity as the adult character has such great qualities.

Connecting with home

- Part 1 in this series of activities has a suggested text for a note home to parents and carers in advance of this block.
- The children can take their hand drawings home to share with parents/carers. Be aware of any child who does not want to do so, respect this and keep the drawing safe for the child.

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

When I feel safe/unsafe

Bullying

Physical abuse and neglect

Sexual abuse

Practitioner Notes

