

Keeping kids safe!



Lesson 1: Sequencing activity (30 minute lesson)

CURRICULUM LINKS

Australian Curriculum: Health & Physical Education

Being healthy, safe and active

- Identify people and demonstrate protective behaviours that help keep them safe and healthy (ACPPS003)
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

Contributing to healthy active communities

- Identify actions that promote health, safety and wellbeing (ACPPS006)

Australian Curriculum: Personal and social capability.

Social management – communicate effectively

- Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers

Intention and learning sequence

Students will reflect upon the sequence of **RECOGNISE, REACT, REPORT** in the Little Red Riding Hood video and review the safety strategies she used.

Resource needed

Little Red Riding Hood – sequencing activity

Aim

- To consolidate knowledge of the sequence; **RECOGNISE, REACT, REPORT**

Introduction

The first step in seeking help is **RECOGNISING** when we need to seek help.

Guided inquiry questions

1. What clues did Little Red Riding Hood (LRRH) use to know that she was not safe? (Discuss body clues and environmental clues, evident in the story).
2. How did LRRH **REACT** when she realised that she wasn't safe?
3. Can you think of any other ways LRRH might have reacted? (Discuss other reactions children can have to unsafe situations. Emphasise that there is no right or wrong way to **REACT** and that keeping kids safe is adults' responsibility).
4. LRRH reacted by phoning her mum to seek help. Who else could she have called?
5. If LRRH's mum had been busy when LRRH needed help, what else could she have done? (Keep telling. Emphasise that if the first safety helper you talk to doesn't or can't help you, keep telling until someone does).

Hand out resource **Little Red Riding Hood – sequencing activity**. Explain the worksheet to the students and allow them 30 minutes to colour in, cut out and paste in the right order.

Keeping kids safe!



Lesson 2: Body clues – match up (30 minutes)

CURRICULUM LINKS

Australian Curriculum: Health & Physical Education

Being healthy, safe, and active

- Identify people and demonstrate protective behaviours that help keep them safe and healthy (ACPPS003)
- Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

Communicating and interacting for health and wellbeing

- Identify and describe emotional responses people may experience in different situations (ACPPS005)
- Investigate how emotional responses vary in depth and strength (ACPPS038)

Australian Curriculum: Personal and social capability

Self-awareness – **RECOGNISE** emotions

- Identify a range of emotions and describe situations that may evoke these emotions.

Self-management - Express emotions appropriately

- Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.

Intention and learning sequence

Students will identify body clues and apply how body clues can help in an unsafe situation.

Resource needed

Body clues match up activity

Aim

- To strengthen knowledge and awareness of body clues and apply how they relate to safe and unsafe situations.
- To familiarise students with the language necessary to verbalise body clues and consider the source.

Key points

Children should always talk to an adult they trust or safety helper whenever they have body clues, are worried, scared or feeling unsafe. It's ok if we haven't been able to in the past but it is never too late.

Our body gives us clues all the time. Some clues our body gives us can be hard to ignore

- What clues does our body give when it's hungry?
- What clues does our body give us when it is hurt?
- How about clues that we are sleepy?
- These clues are pretty hard to ignore!

The body sometimes gives us clues that are harder to **RECOGNISE** and easy to ignore. It can help if we practice being aware of them when we are calm and feeling safe.

- What are some body clues that children might get if they are feeling safe?
- What body clues do we associate with being happy?
- What are some body clues that children might get if they are feeling unsafe?
- What body clues do we get when you feel angry?

We are going to colour in these body clues and play a game of match. Not everyone gets the same body clues in the same situations, so it is important to understand your own body and what clues it gives you at different times.

We should always trust our body clues and talk to one of our safety helpers if we feel unsafe.

Hand out resource **Body clues match up**. Colour the body clues in and cut out. They can be used as a game of match with their peers or with their safety helpers.

Keeping kids safe!



Lesson 3: REPORT! Talking to a safety helper? (30 minutes)

CURRICULUM LINKS

Australian Curriculum: Health & Physical Education

Being healthy, safe, and active

- Identify people and demonstrate protective behaviours that help keep them safe and healthy (ACPPS003)
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

Australian Curriculum: Personal and social capability

Self-management – Become confident, resilient & adaptable

- Identify situations that feel safe or unsafe, approaching new situations with confidence.

Intention and learning sequence

Students will identify helpful adults to seek help when they are feeling unsafe.

Resource needed

Safety Helper Invitation activity

Aim

- To identify people who children can approach when they need help to solve a problem or talk about something.

Discussion: REPORT

Key points:

- Children should be encouraged to identify five safety helpers, with at least one person from outside of their household.
- Where possible, encourage children to:
 - include someone who lives at home
 - include a mix of genders
 - include someone who lives outside of home
 - an emergency service.

Discuss why it is important to have safety helpers in mind and discuss ideas for who safety helpers could be that live outside of the home. Ask students: What are the qualities of a good safety helper?

Pass out handout – **Safety Helper Invitations**. Children will select two of their safety helpers to send an invitation to. Their immediate family or primary carers are likely already aware that they are the child's safety helpers so discuss with children the idea of sending the invitation to at least one of their safety helpers that they do not live with (aunty, grandfather, friend of the family, etc).