

Keeping kids safe!

Lesson Plans - Prep to Year 2



Overview

These lessons are essentially derived from the *Daniel Morcombe Child Safety Curriculum*. The *Daniel Morcombe Child Safety Curriculum* is aligned with curriculum documents authorised by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

- Target age groups are reflections of those represented in the *Daniel Morcombe Child Safety Curriculum*.
- Timings of activities are approximate and will vary according to individual and contextual factors.
- Whilst the lessons have been developed as a unit of work, most activities can be conducted independently.
- These lessons are designed to supplement ongoing, whole-school child safety education which is integrated into the curriculum.

Teachers will need the following for each lesson: whiteboard, whiteboard markers, internet access and screen - plus additional resources (as listed).

Lesson 1: Feeling safe (40 minute lesson)

Objectives

Students will:

- expand their feelings vocabulary
- recognise their feelings
- recognise the feelings of others
- understand what it means to be safe
- know that they have a right to be safe.

Safety education guidelines

Resources needed: Butcher's paper and markers.

Time: 3 minutes

Establish guidelines: Whenever you are teaching child safety, it is important to establish a few guidelines for the class.

Prior to the lesson, discuss the following with your students:

1. Be nice – no put downs.
2. Try to join in with the activities, but it is okay if you just want to watch.
3. It is okay to ask questions.
4. If you have a private story to tell, talk to a safe adult after the lesson.

**You may wish to write this up on butchers' paper and display it in a visible area, in order to be able to make reference to it if necessary.*



Introductory activity: Feelings

Resources needed: Feelings/emojis chart (various options available on internet).

Time: 5 minutes

Teacher: "Today we are going to learn about feelings. Can you think of some different feelings?"

Display a feelings chart. Point out and label a few of the more common feelings – such as happy, sad, angry, scared etc.

Teacher: "We are going to play a game about feelings. I'm going to act out a feeling and you're going to see if you can guess how I'm feeling. Let's practise together."

Teacher: act out an obviously *happy* pose.

Ask questions such as: "How do you think I might be feeling?"

Take student guesses. When a student provides a response, ask them why they thought that.

When someone correctly answers (*happy*), ask the student, "How could you tell that I am feeling happy?"

Clarify, that you were acting happy and someone else might be able to tell that as you were smiling, standing up straight etc.

Complete the statement as appropriate: "I feel happy when _____." e.g. "I feel happy when *I am walking my dog.*"

Teacher: "Okay, let's try a couple more."

Act out some other feelings that may be easy to guess e.g. angry, shocked, scared.

Follow the previous steps (take guesses, explain actions, model the 'I feel _____ when _____' sentence).

Ask a couple of children to try acting out an emotion and have the class guess what it is.

When the class has guessed correctly, model the 'I feel _____ when _____' sentence.

Game

Time: 2 minutes

Teacher: "Let's play another quick game."

Play the game; 'Simon Says,' based on feelings and expressing these.

Try some of the following:

- Simon says make a happy face
- Simon says stomp your feet
- Jump like you're excited
- Simon says make a surprised face
- Simon says make a sad face
- Smile a really big smile
- Simon says laugh really loud
- Make an angry face.



Role plays

Resources needed: Feelings cards (if available), or you may need pieces of paper with feelings drawn/written on it. Try some more obvious feelings – such as sad, happy, excited, angry, scared, shocked.

Worksheet: [What feeling is that?](#)

Time: 7 minutes

Teacher: Explain to students that it is helpful to be able to see how others might be feeling.

Ask children if they can think of reasons why it might help to notice how others are feeling.

Teacher: put students into pairs or small groups. *It will be easier if you make two parallel lines of students -with the lines facing into each other.*

Label students as either 1 or 2. *If you made two lines, one side will be side 1 and the other side will be side 2.*

Ask them to take turns with the following:

Child 1: tries to act out a feeling. *With younger children, you may need to scaffold this further by nominating the same feeling for all number 1s in the pair. You can ask the students in line 2 to turn around while you show a feeling card to the students in line 1.*

Ask this child to 'freeze' (as they act this emotion) so their partner can pay close attention to what their face looks like.

You could spend some time looking around the class and point out some clear examples.

You could ask questions such as:

- What are they doing with their mouth? Their eyes?
- What they are doing with their body?
- Where are their arms?
- What are they doing with their hands?
- What are they doing with their legs and feet?

Just focus on actions at this point – don't label the feelings.

Child 2: should then try to mirror Child 1 – paying attention to their facial expression and their body language.

Then ask Child 2 to try and guess what feeling Child 1 was acting.

Children then swap roles and take turns at acting out a feeling or guessing.

You will probably need to continue scaffolding the process – regularly pausing and pointing out what the children can look for.

Students might be able to complete the [What feeling is that?](#) activity sheet.



Assist children to recognise their own feelings

Resources needed: Mirror/s (if available).

Time: 2 minutes

Teacher: "Now you might like to see how you look when you are acting some of those feelings."

If you have access to a mirror, ask children to look in the mirror. Allow them to act out a few feelings and notice their own facial expressions and body language for each feeling.

Feelings chart

Resources needed: Feelings/emojis chart.

Time: 2 minutes

Ask children to think about how they are feeling today. Give each child a feelings chart and ask them to circle how they are feeling on their own feelings chart.

What does safe mean?

Resources needed: Feelings/emojis chart (various options available on internet), Feelings cards (if available).

Time: 5 minutes

Put the word 'safe' on the board.

Teacher: "Today we are going to learn a bit more about feeling safe.

Do you have any idea what 'safe' means?"

Clarify that safe means not in danger, not likely to be harmed/hurt. Safe is about feeling looked after (you might like to use terms such as 'comfy' or 'cosy').

Teacher: "Sometimes our feelings help us understand if we are safe. How do you think you might feel if you were safe?"

If you have access to resources such as feelings cards, you can utilise these for this activity. You might also be able to project the feelings/emoji chart for the students to look at.

As a class identify the types of feelings we might have when we are safe. Try to draw attention to a few specific emotions the children may associate with safe.

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I feel safe when

Resources needed: Worksheet: I feel safe when

Time: 10 minutes

Teacher: "Can you think of a place you feel safe?"

Ask students to provide an answer; get them to put their answer into a sentence.

I feel safe when I am at/in _____.

Can you think of some people you feel safe with?

I feel safe when I am with _____.

Can you think of some things you do that feel safe?

I feel safe when I am _____.

Distribute the I feel safe when activity sheet. Ask children to write/draw their own responses onto their sheet.

Concluding activity: The right to be safe

Time: 4 minutes

Discussion

Teacher: "Did you know that you have the right to feel safe? That means it's grown ups' job to try to look after you and keep you safe."

"This means you can say 'no' to something that makes you feel unsafe. You are allowed to do what you need to do to try and keep safe. This also means it's okay to break a rule if you don't feel safe."

Brainstorm: What type of rules might you need to break?

- breaking a window if there's a fire
- saying 'no' to an adult if they are unsafe
- breaking a promise to keep a secret – when it's an unsafe secret

Teacher: "You are important, and I want you to be safe. Remember to tell a safe grown up if you ever feel unsafe."

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Extension activity

Resources needed:

- Paper plates and markers <https://www.notimeforflashcards.com/2011/05/paper-plate-emotion-masks.html>
- Display board.
- Pictures of feelings faces/ emojis.
- 'I feel safe when' drawings.
- Photos of children in 'safe' situations.

Time: 15 minutes

Consider completing a feelings activity such as paper plate emotion masks.

Teacher: Make a way to display your students' understanding of the concept of SAFE. You might like to try displaying the ideas in concentric circles.

Put the word SAFE in the centre. Make the next layer about safe feelings – this may be pictures of feelings faces, emojis, words etc. The next layer could be the 'I feel safe when' layer – in which you display the children's 'I feel safe when' drawings, maybe even photos of children in safe situations.