

Keeping kids safe!

Lesson Plans - Prep to Year 2



Lesson 2: Being safe (40 minute lesson)

Objectives

Students will:

- recognise safe and unsafe situations
- recognise their body clues.

Safety education guidelines - Recap guidelines

Resources needed: Guidelines - if previously displayed

Time: 2 minutes

Remind students of the guidelines established last lesson.

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.

**If you displayed these, draw students' attention to the display.*

Introductory activity: What is safe?

Resources needed: 'Safe' display – if previously created.

Time: 1 minute

**If you displayed the responses from last lesson, you could draw the students' attention to these.*

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').

Keeping kids safe!

Lesson Plans - Prep to Year 2



Safe situations

Resources needed: Worksheet: Park situation.

Time: 15 minutes

- Distribute a coloured copy of the park picture to each child.
- Ask students to look closely at the picture. Ask them what they see.

Teacher: "What's going on in the park today?" "What do you notice?"

Teacher: "Do you think this park **looks** safe?"

"Do you think this park **sounds** safe? What sounds might you hear if something wasn't safe?"

"Do you think this park **smells** safe?" *Children might giggle a bit at this question. It is helpful for them to think about the fact that there can be things we smell in unsafe situations – such as a chemical smell with a gas leak etc.*

Teacher: "Can you see some safe things happening in this park?"

Ask students to put a tick next to the safe things. Ask students to share their responses. Ask students to tell the class what makes these things safe.

Teacher: "What about 'unsafe'? What does that mean?"

Clarify that unsafe means in danger, or at risk of being hurt or harmed

Teacher: "Let's have another look at the park. Can you see any unsafe things here? Can you see any unsafe things happening? Put a cross on top of the things that look unsafe." Ask students to share their responses. Ask students to tell the class what makes these things unsafe.

Teacher: "Remember it's grownups' job to keep kids safe. Can you think of some things **grownups** could do to make this a safer place?"

Make a list together. This list might include some things such as:

- Make a fence around the park
- Pick up the rubbish
- Make sure there is something soft to land on under the play equipment
- Have separate bike path
- Put in a seat for injured or elderly
- Supervise/watch the children carefully.

Teacher: "Even though it's grown ups' job to keep kids safe, kids can sometimes do some things to be safer.

Can you think of some things **children** can do to be safer in this park?"

Make a list together. This list might include some things such as:

- Wear a helmet
- Slow down when riding on a shared path
- Get some help to get the kite down.

Children could pick two examples of ways to make the situation safer. They should then draw the safer option onto the picture e.g. draw a fence around the playground, put a helmet on the bike-rider etc.

Keeping kids safe!

Lesson Plans - Prep to Year 2



Game: Recognising our feelings

Time: 5 minutes

Play a game of 'What's the time Mr. Wolf' – talk with children about how they felt playing this game.

Teacher: "How did you feel when you got close to the front?"

How did you feel when Mr. Wolf yelled 'Dinner Time'?

How did you feel when Mr. Wolf was chasing you?

How did you feel if you got tagged?"

Teacher: "Our feelings can change depending on what's going on around us. How might you feel if you started a new school? How might you feel if you swung really high on a swing?"

Feeling unsafe

Time: 2 minutes

Teacher: "Even though we have the right to be safe, sometimes things can go wrong, and we become unsafe. Sometimes people can do the wrong thing and we can become unsafe. If we know when we are unsafe, we can sometimes get help to become safe again."

Ask students to have another look at their copy of the feelings chart.

Teacher: "Can you think of some feelings a person might have if they felt unsafe?"

If someone was feeling unsafe, they might feel worried, scared, sad.

Body clues

Resources needed: Video: [Bruce's cat story](#).

Time: 8 minutes

Teacher: "Sometimes our bodies help us to know how we are feeling. Imagine we had a magnifying glass which helped us look really closely to try and work out what was going on? We could look for clues about how we might be feeling."

"Have you ever seen a cat when it is a bit scared or nervous? Imagine we looked at a scared cat really closely with a magnifying glass. What might we see? Can you imagine what a cat might do if it felt scared?"

Discuss what a cat might do if it was getting barked at by a dog. *Listen to Bruce Morcombe's cat story.*

Keeping kids safe!

Lesson Plans - Prep to Year 2



Body clues explanation

Resources needed: Video: [Safety School – Body Clues](#)

Time: 5 minutes

Teacher: “We’re a bit like that cat. Sometimes our bodies know when we are feeling unsafe. Our bodies give us clues which act like early warning signs for us. We can call these clues body clues. Body clues are the signs our bodies give us that we might be happy, sad, or possibly in an unsafe situation.”

Watch the video: [Safety School – Body Clues](#)

Concluding activity

Time: 1 minute

Ask children if they can act like a scared cat. Then ask them to think about what their body might do if they felt unsafe.

Remind students that if they ever felt unsafe or scared (like the cat) and they should talk to a grown up who will try to help them become safe again.

In order to finish the lesson with a positive reinforcement of the right to be safe, ask children to act like a cat that feels safe.

Tell them that they have the right to be safe and their safety is important.