

# Keeping kids safe!

## Lesson Plans - Year 3 to 6



### 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: Recognising safe (40 minute lesson)

#### Objectives

Students will:

- develop a definition for safe
- recognise safe and unsafe situations
- gain an understanding of situational awareness using environmental clues
- RECOGNISE body clues.

### Safety education guidelines - Establish guidelines

**Resources needed:** Butchers paper and markers.

**Time:** 5 minutes

Whenever you are teaching child safety, it is important to establish a few guidelines with your students. You might like to ask the students to make a list of suggestions. Try to cover ideas similar to the following:

1. No put downs – be nice to each other.
2. Respect others and value their individual contributions.
3. Try to join in with the songs or activities, but it is okay if you just want to watch.
4. If you have a private story to tell, talk to a safe adult after the lesson.
5. It is okay to ask questions.

*\*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: Defining safe

**Resources needed:** Each student needs their own workbook. Each group needs A4 paper.

**Time:** 10 minutes

Organise the class into small groups (3 to 5 people). Each group should select a spokesperson and a scribe.

Ask each group to brainstorm 10 key words they could use to help explain the word 'safe'. Each group can allocate a scribe to write these ideas on a piece of A4 paper.

Each group picks their five 'best' words. Then their scribe writes these words on whiteboard. Students should try to write their words across the middle of the board – any group who has one of the same words as another group should write it underneath the same word.

When a representative from each group has written their words on the board, ask all students to return to their group. As a class, circle the five most common words.

Each student should now write these words down in their own workbooks, under the heading 'safe'.

Each group should now use three of these five key words and write a definition for 'safe'.

Ask each group's spokesperson to read out their group's definition of safe. Students can write down the definition they prefer into their workbooks.

Read students a dictionary definition of the word safe (examples provided below). Students can then write this dictionary definition down.

Example dictionary definition of safe:

Protected from or not exposed to danger or risk; not likely to be harmed or lost. (*Oxford Dictionary*)

Free from harm or risk. (*Meriam-Webster*)

Not in danger or likely to be harmed. (*Cambridge English Dictionary*)

### Being safe vs feeling safe

**Time:** 5 minutes

Have a class discussion which aims to clarify the difference between being safe and feeling safe. Focus on some of the following ideas - "Do you think there is a difference between being safe and feeling safe? What's the difference?"

Explain some of the differences between feeling safe and being safe through examples, such as:

- waking from a nightmare
- visiting the zoo and seeing snakes in glass cage
- riding in traffic with earphones in
- swimming with a friend at beach and getting caught in rip.

**Teacher:** "How do we tell the difference between feeling safe and being safe?"

**Teacher:** "Why is this important?"

Explain that we need to RECOGNISE when we are unsafe as it prompts us to react and do what we can to become safe again.

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### Recognise

**Time:** 10 minutes

**Teacher:** "Let's try and work out what RECOGNISE means. We recognise a friend in a shopping centre. We recognise the sound of a fire alarm. What do you think 'recognise' means?"

Clarify the meaning of recognise with words such as 'spot', 'know', 'identify'.

**Teacher:** "So, how do we recognise safe?" Take some student ideas.

**Teacher:** "We use clues to help us recognise the feelings of being safe and unsafe."

**Teacher:** "Let's talk about what clues we might get in some different situations, which help us recognise safe."

Put students into small groups (3-5 people). Give each group one of the scenarios mentioned previously (nightmare, zoo, beach, riding). Ask students to divide a page into four sections and label the sections as:

- see
- hear
- feel
- smell.

Give each group approximately 2 minutes to quickly brainstorm what they might see, hear, feel and smell in the situation they have been given. They should write their ideas down.

Now, ask each group to work out if this situation is safe or unsafe and explain how they recognised this. Ask a few groups to report back to the class – focus on HOW they recognised safe/unsafe.

### Concluding activity: Body clues

**Resources needed:** Video: [Recognise body clues](#)

Worksheet: [RECOGNISE my body clues](#)

**Time:** 10 minutes

**Teacher:** "Our bodies can help us to recognise that we might be unsafe. We get clues to help us. We can call these body clues."

Video: Watch the video [Recognise body clues](#)

**Teacher:** "Can you think why it is important to recognise body clues?"

Complete the [Recognise body clues](#) worksheet

Reinforce that all children have the right to be safe and, if they ever feel unsafe, they can ask an adult to help them.