

# Keeping kids safe!

## Lesson Plans - Year 3 to 6



### Lesson 2: Reacting (40 minute lesson)

#### Objectives

Students will:

- recognise safe and unsafe situations
- identify steps that can be used to make safe decisions
- apply key decisions-making steps in a range of situations
- be able to create a safety network.

### Safety education guidelines - Recap guidelines

**Resources needed:** Guidelines – if previously displayed.

**Time:** 2 minutes

Teacher: "Can you remember the guidelines we created last lesson?"

Remind students of the guidelines established last lesson.

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.

*\*(If you displayed these guidelines last time, you can make reference to these)*

### Introductory activity: Choices and decisions

**Resources needed:** Signs: No swimming. Crocodiles in this area and No jumping or diving from bridge.

**Time:** 5 minutes

**Teacher:** "Understanding a situation can help you to make safer decisions and choices."

Display the sign No swimming. Crocodiles in this area

Ask: "Would it be a good idea to swim here?"

Take student responses and discuss these. Have a class discussion which covers ideas such as:

- Why do you think the sign exists?
- Would you swim?
- What body clues do you think you might get if someone asked you to swim?
- What if your friends were swimming?
- Is it any safer just because others are swimming?
- How could stay safe?
- How could you say 'no' if someone was trying to convince you to swim?

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Display the sign [No jumping or diving from bridge](#).

Ask: "Would it be a good idea to jump?"

Take student responses and discuss these. Have a class discussion which covers ideas such as:

- Why do you think the sign exists?
- Would you jump?
- What body clues do you think you might get if someone asked you to jump?
- What if your friends were jumping?
- Is it any safer just because others are jumping?
- How could stay safe?
- How could you say 'no' if someone was trying to convince you to jump?

## React: Corners scenarios

**Resources needed:** Video: [React to feeling unsafe](#).

Worksheet: [Corners Scenarios](#).

**Time:** 10 minutes

Give the following message to the students either just by you telling them – or watching the video [React to feeling unsafe](#).

**Teacher:** "If we are unsafe or feeling unsafe, we can try to react to become safe again. Sometimes we need to scream and shout, sometimes we need to break a rule to feel safe again. Sometimes the safest thing is to do nothing at the time. Every situation is different. Let's look at some different situations."

Read out the first [Corners Scenarios](#) to the class. Allocate a different corner (or place in the room) to each of the options to react provided.

Ask students to move to the place which best fits the choice they would make.

When all students have moved to a place, discuss the following focus questions with the class:

- Why did you choose this option?
- What might happen if you choose this option?
- Do you think this is the safest option? Why/not?

Follow the same process for the second [Corners Scenarios](#).

After this activity is completed, be sure to reiterate the following point:

**Teacher:** "Although this activity presented different options in each situation, there are times we might not be able to do or say anything to make ourselves safe. If this happens, it's never a child's fault. It is adults' responsibility to keep kids safe. If you have ever felt unsafe, it is always okay to tell an adult – and it's never too late to do so."

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### Decision making model

**Resources needed:** [Making Decisions template](#), [Think Quick activity cards](#)

**Time:** 15 minutes

**Teacher:** "In the 'Corners' activity, you needed to make a choice from the options I gave you. We're now going to learn a strategy that may help you to make safe decisions."

Give each student a copy of the [Making Decisions template](#). Talk students through the four steps involved in making decisions – by reading through the steps.

Put students into small groups (or get them to work individually, if you'd prefer). Give each group one scenario from the [Think Quick activity cards](#) – or provide the same example to the whole class if this is easier.

Ask students to imagine that they need to respond to the scenario. Get the group to brainstorm some ideas. They should then complete the template and decide what they would do in this situation.

Share student responses. If you have time, one of the best ways to share responses is to ask students to role play the situation and the outcome. Ask the class to consider if they think this is the safest decision.

Talk to students about the concept that learning to think through our decisions can help us to make the safest decision available, when we are in unsafe situations. Explain that this doesn't mean that it's easy to do.

**Teacher:** "Sometimes in tricky situations we can freeze and not know what to do. Sometimes the safest thing we can do is nothing. If we've ever been in an unsafe situation and not been able to react, that's okay."

### Concluding activity: Report

**Resources needed:** Video: [Making a safety network](#)

Worksheet: [REPORT.My.safety.network](#)

**Time:** 8 minutes

Remind students they can talk to a safety helper about any unsafe situation.

Watch the video [Making a safety network](#)

Complete the activity: [REPORT.My.safety.network](#)