

# Keeping kids safe!

## Lesson Plans - Prep to Year 2



### Lesson 3: Responding to unsafe situations (40 minute lesson)

#### Objectives

Students will:

- understand options they have for reacting in unsafe situations
- identify adults they can report to when they are unsafe or need assistance.

### Safety education guidelines - Brief recap of guidelines

**Resources needed:** Guidelines - if previously displayed

**Time:** 1 minute

As previously established

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 are body clues?

**Time:** 2 minutes

**Teacher:** "Can you remember the story of the scared cat? What did that cat do when it was scared?"

"Can you remember what 'body clues' are? Why do you think our bodies give us clues about how we are feelings?"

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### Recognise my body clues

**Resources needed:** Worksheet: [RECOGNISE my body clues](#).

**Time:** 10 minutes

**Teacher:** "Let's try to work out what clues our body might give us if we were feeling unsafe."

Talk through the following examples:

How might someone feel if; they got lost at a shopping centre?

What clues might their body give them that they are unsafe?

How might someone feel if; a stranger asked them to get into their car?

What clues might their body give them that they are unsafe?

Complete the *RECOGNISE* activity, [RECOGNISE my body clues](#).

- Ask the children to draw the body clues onto the body, using coloured pencils. They may be able to think of some extra body clues that are not included on the activity sheet like, quick breathing, eyes wide open/shut, shaking or shivering.

### React

**Resources needed:** Worksheet: [REACT.If I feel unsafe](#).

**Time:** 10 minutes

**Teacher:** "If we are getting body clues that we were unsafe, we are allowed to REACT in order to and become safe again."

If someone was lost in a shopping centre, what do you think they might be able to do to become safe again?

If a stranger asked a person to get into a car, what could that person do to try and become safe again?

Complete the *REACT* activity, [REACT.If I feel unsafe](#).

- Discuss each of the possible actions suggested and ask questions about what the children could do if they feel unsafe in different places such as day care/school, a friend's house or at Mum or Dad's place.
- Using the activity sheet, ask children to draw and label their own example to show what they can do if they feel unsafe.
- You might like to talk about the concept of breaking a rule to keep safe. This may include examples such as:
  - breaking a promise and telling someone about an unsafe secret
  - breaking a window to get out of a building in the event of emergency (such as a fire)
  - saying 'No 'to an adult when the adult is unsafe.

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These could be used around your classroom as reminders of strategies for keeping safe.

After the activity, be sure to reinforce the following points:

- We all have the right to be safe. This means we are allowed to say 'No' to anything that makes us feel worried, scared or uncomfortable.
- We can REACT to keep ourselves safe. It's okay to break a rule if we need to - this doesn't mean that it's easy to do.
- If someone couldn't - or didn't - react in an unsafe situation, that's okay. Tricky situations are NEVER a child's fault. It's also never too late to talk to a safety helper.

## Report

**Resources needed:** Worksheet: [REPORT.Safety.Network](#)

Video: [Making a Safety Network](#)

**Time:** 10 minutes

**Teacher:** "If you ever feel unsafe, you can talk to a safety helper. A safety helper is a grownup who will listen to you, believe you and do what they can to keep you safe. You can talk to a safety helper about anything."

Show the video [Making a Safety Network](#)

Distribute a copy of the My Safety Network worksheet. Complete the *REPORT* activity, [REPORT.Safety.Network](#)

- Ask the children to list their safety helpers. They must be adults and should include someone who lives at home, males and females, as well as people who live outside the home. *Suggestions: mum, dad, carer, grandparent, uncle/aunty, teacher, principal, friend's mum or dad, police.*
- Ask the children to write the names of five safety helpers onto their safety hand – one for each finger on their hand. Then prompt students to colour in their safety hand and cut it out.
- Encourage the children to take their safety hand home and show them to the adults they wrote on their list.

**Teacher:** "If you ever try to talk to a safety helper and they are too busy, don't listen to you, or don't believe you then make sure that you talk to another safety helper. Keep talking until someone listens to you, believes you and does what they can to help you."

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### Concluding activity – a letter to my safety helper

**Resources needed:** Scaffold; A letter to my safety helper.

**Time:** 7 minute

#### Younger children

- Distribute copies of the scaffolded 'A letter to my safety helper'
- Read this aloud to students
- Ask students to take the letter home and get some help to give complete it with a safety helper.

#### Older children

- Older children can try to write their own letter to a safety helper. They could write something such as:

*Hi,*

*Could you please be my safety helper?*

*If you agree to be my safety helper, you can sign below.*

*This means if I ever feel unsafe you will listen to me, believe me and do what you can to help me feel safe again.*

*Thank you for helping to keep me safe.*

At the end of the lesson, carefully remind children that they have the right to be safe and it is adults' job to do this. Also reinforce that, when we are unsafe, it may be difficult to become safe again straight away. It is not our fault if we cannot act straight away.