

Lesson 4 – Staying Safe



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Protection

Grade Level:

Lesson Title: Staying safe

Learning Objective:

- Develop an understanding of staying safe
- Identify what makes us safe
- Identify people or places that make us feel safe
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For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.

Some Learners: Will be able to identify a person/ place that makes them feel safe and give reasons why they feel safe.

Most Learners: Will be able to identify a person/ place that makes them feel safe

All Learners: Will experience what staying safe means

Key Questions:

- Who can remember what we learnt about in our last rights lesson?
- Can anyone remember a right?
- Who can think of ways we need to be protected/kept safe?
- Who can think of somebody who helps us?
- How do they help us?
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Materials/ Resources needed:

- Social Story – “Staying Safe”
- Picture pack – “Protection”
- Symbols Cards
- Objects of reference
- “My Rights Booklet”

Introduction:

Recap the previous lesson, highlighting the key aspects for the pupils.

Introduce the word “Protection”. Explain that protection is the same as someone looking after you and that children have a right to be safe.

Share the “Protection” picture pack with the group. Discuss what the illustrations show and ask the learners for their interpretations. Talk about each article that the illustrations represent, use symbols cards or objects of reference to support pupils’ understanding.

As a group – read the “Staying Safe” Social Story.

Main Activity:

Due to the sensitive nature of talking about “staying safe” before starting the lesson it is important to remind pupils about who they could talk to within your school if they are worried about anything. “You can talk to me (or identified adult in school) if you are worried about anything that we talk about in these sessions”.

Discuss what we need to feel/be safe? Highlight the importance of living in a house, family, friends, staying healthy, education, medical care and link explicitly to the appropriate rights.

Ask the children how our family and friends make us feel and how they help us. Ask children to identify members of their immediate family and friendship groups. Ask the children to identify someone who makes them feel safe.

Talk about safe/special places and give an example such as your bedroom, a favourite play space or house, and explain to the class why it makes you feel safe. Provide opportunities for pupils to talk about or choose their “safe/special places” and write about it giving reasons. Alternatively, you could ask the class to write about their favourite place or person who makes them feel safe.

Ongoing:

As an extension activity, the class could all make use of an outdoor learning area (or within the class) and collaborate on making a den (see lesson 9 – Survival). Complete page 9 of the My Rights Booklet (My family helps me by...)

Plenary:

Recap of lesson:

- What have we learned today?
- Can anyone tell me a right that helps you stay safe?
- Who helps you feel safe?
- Can anyone tell the class a place that they feel safe?

AFL:

Understanding can be assessed through questioning and verbal feedback. Self-assessment will further AFL with the learners providing appropriate reasons and understanding for what makes them feel safe. Refer back to the lesson objectives have they been achieved?

Differentiation:

- Support hearing impaired learners with appropriate sign language
- Support ASD/ low-level learners with PECS/ pictures of reference
- PMLD learners to be supported in parachute sensory activity

Lessons and activities created by Jonathan Whitchurch of Heronsbridge School in collaboration with the Children's Commissioner for Wales. Tell the Children's Commissioner about your work on rights by tweeting [@childcomwales](https://twitter.com/childcomwales) or e-mail post@childcomwales.org.uk

