

Keeping safe

PURPOSE

To explore rules for, and ways of, keeping safe, including road safety, and about people who can help them to stay safe.

OBJECTIVES

- To focus on people, places and things and what makes them safe, or risky and unsafe.
- To identify safety rules and ways in which they can help keep themselves and others to keep safe.
- To understand when to get help and identify 'safe people' to whom they can go.

WORD BOX

take care of lower the risks
 think ahead anxious
 know the dangers care
 imaginary fears responsibility
 wary frightened courage
 cautious unsafe sensible
 scared out of my wits

CORE ACTIVITY

● As a large group, discuss with the children places, things and people that frighten them and from which they feel they need to keep safe. What makes them feel frightened or unsafe? Talk about their responses and help children to understand which are real and which are 'fantasy fears'. Acknowledge that everyone, even grown ups, have secret fears and concerns.

● Encourage children to think about the ways they can keep safe in the situations they name and the people that they can go to for help. Ask them to work in pairs and each think of two 'Keeping Safe' rules. Bring the large group together; record responses on a chart and compile a 'Keeping Safe Rule Book' to include 'Keeping Safe with Substances' from the previous lesson.

OR

● Divide the class into four groups - 'Keeping safe at home', 'Keeping safe in school' 'Keeping safe on the roads' and 'Keeping safe in the community'. Groups to construct four collages or wall stories about keeping safe in these areas, using drawings, painting, materials and leaving space at one side for writing. (This could take the form of one large collage, divided into four sections.) Wherever possible, children to write appropriate 'Keeping Safe Rules' in the spaces on their collages. Groups to present collages to each other.

● Allow time for questions, comments and suggestions. Display the 'Keeping Safe Rule Book' or collage/wall story in the class.

LITERACY FOCUS

The magical bicycle
 by Bertie Doherty and
 Christian Birmingham

Keeping healthy
 by Henry Pluckrose

Take care on your own
 by Carole Wale

REFLECT AND REVIEW

● Talk with children about their work, the things they have learned, the commonality of unsafe people, places and things. Record the Keeping Safe Rules in their notebooks.

● Identify three new things they have learned about keeping safe to share with parents and carers at home.

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ACTIVITIES

Activity 1

● Ask the children to close their eyes and think about a time when they felt unsafe or in danger. Where are you? What is happening? What makes you feel frightened? Children to share thoughts and feelings.

● Ask them to close eyes again and think about a time when they felt absolutely safe. Ask them: Where are you? Imagine the place, the surroundings, the people. What makes you feel so safe? Whole group sharing again. Construct a continuum of words ranging from safe to unsafe.

Activity 2

● Children to carry out a class survey of different kinds of accidents and turn the findings into bar graphs or pictograms. As a class discuss ways in which the accidents could have been avoided.

Activity 3

● Children to invite people in the community who help them keep safe, e.g. Road Safety Officer, to come and look at their collages and Rule Book and/or to speak to them.

Activity 4

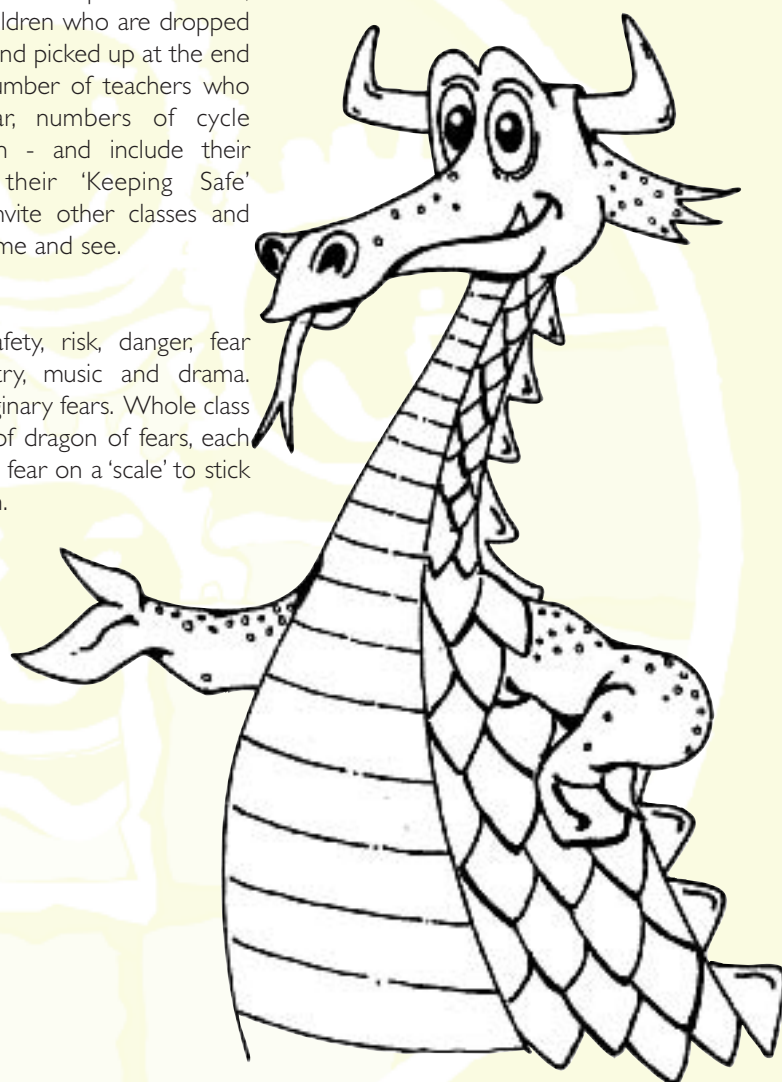
● Children to write and act out playlets, role plays and puppet plays about keeping safe, at home, at school and in the community.

Activity 5

● Children to conduct traffic surveys around their school - number of cars, buses and lorries that pass in an hour, number of children who are dropped off at school and picked up at the end of the day, number of teachers who come by car, numbers of cycle helmets worn - and include their findings in their 'Keeping Safe' exhibition. Invite other classes and parents to come and see.

Activity 6

● Explore safety, risk, danger, fear through poetry, music and drama. Focus on imaginary fears. Whole class construction of dragon of fears, each child writing a fear on a 'scale' to stick on the dragon.



lesson 26

No more bullying please

PURPOSE

To appreciate that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

OBJECTIVES

- To understand the difference between teasing and bullying.
- To recognise the effects on feelings and well-being that bullying can have and that it is wrong to bully anyone.
- To know what to do when in bullying situations, and how to get help.

WORD BOX

powerful isolated one of the gang
 humiliated threaten/threatening
 hurt ashamed courageous
 unafraid nervous confident
 stand up to/for insult
 name calling uncomfortable
 pleased ask for help assertive
 firm good and bad secrets

CORE ACTIVITY

- Ask the children as a group to think quietly about an occasion when someone teased them playfully. Who did it? When? How did it feel? Then think about an occasion when someone teased them unkindly. Repeat the questions. What made it different? Draw out from the children the difference in effects between the two, and the way in which some teasing, e.g. name calling, can easily become a form of bullying.
- Children to consider why unkind teasing and bullying are wrong and to draw up a class code of acceptable behaviour towards others.
- Explore with the children what they can do if they are involved in a bullying situation - for themselves or for others. Divide the class into groups of four and five. Ask each group to design and demonstrate a role play scenario involving bullying in which some one goes for help. Use puppets or dolls if more appropriate. Talk with the whole group about their role plays and identify and record simple strategies for prevention.

LITERACY FOCUS

Stop picking on me
 by Pat Thomas and
 Lesley Harker

Bully
 by Childs Play International

REFLECT AND REVIEW

- Children to reflect upon how they felt about bullying before they came to the lesson and how they feel now - and record in personal notebooks.
- Construct a personal contract of one way in which they can work to prevent bullying.

No more bullying please

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ACTIVITIES

Activity 1

● Children to video their scenarios and show the videos to younger children.

Activity 2

● Children to explore the world of secrets in detail and identify 'good' and 'bad' secrets, secrets that need to be told and how to tell the difference, for example, if someone is getting upset, and when keeping a secret may be damaging to themselves and others.

Activity 3

● Children to find out about organisations that provide help and support to people who are being bullied and work to prevent bullying, for example, KIDSCAPE, Childline, NSPCC. How can they help?

Activity 4

● Children to construct two circles of feelings relating to playful teasing and bullying and write stories using the two sets of words.

Activity 5

● Children to plan an anti-bullying week in school with displays and presentations, and invite parents, governors/school board and other visitors to take part.

Activity 6

● Children to draw and write comic strips or short stories about bullying, with alternative 'good' and 'bad' endings and points at which things could have changed.

Activity 7

● Children to talk to adults in school and at home about their experiences of bullying, and explore how they dealt with them and how they can keep safe in the future.

Activity 8

● Children to compile a class book of their own stories and poems about teasing and bullying and how to keep cool and safe.

We're different but we're the same!

PURPOSE

To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

OBJECTIVES

- To explore similarities and differences between people from different cultures and countries.
- To begin to understand that differences can enrich the lives of others.
- To develop an appreciation of tolerance and respect for differences.

WORD BOX

culture tolerance respect
prejudice ignorance
understanding diversity religion
tradition patience welcome
positive belonging sharing
helping together acceptance
encouragement difference
similarity



CORE ACTIVITY

● Ask the children to work in pairs and talk with their partner about three things that are different, such as hair colour or hobbies, and three things that they have in common. Share some of these with the class.

● Explain to the children that you are going to take them on a journey. Ask them to close their eyes. Tell them the following story, pausing at each 'imagine' so that they can focus upon what they can visualise:

'You are dropped by parachute into a country far away. Imagine: Is it hot or cold there? Is it sunny, cloudy, raining, windy?

In front of you is a large area where there are no people. Imagine: What is it like? Is it grass, desert, trees, mixed?

You walk on until you come to some buildings, a village or a small town. You walk around looking at the buildings. Imagine: what do the buildings look like? What are they made from? What shapes are they? What colours are they?

Suddenly you walk round a corner. In front of you stands a group of people. Imagine: What ages are they? What do they look like? What are they wearing? What colour are their clothes?

You walk towards them. They turn to look at you. Imagine: What are their faces like? What is their hair like? Are they wearing any jewellery, and what is it like?

You walk around the local market. Imagine: What types of fruit and vegetables do they sell?

What other products are for sale?

Put the whole picture together. Focus upon some of the things that are the same as in this country, and some of the things that are different to this country. Wake up! Open your eyes!

● Working in pairs, children to describe their imaginary trip and the things they saw there.

● Each pair or small group to read out one of the main differences, and one of the main similarities between the country that they visited and this country.

LITERACY FOCUS

The World Population
by David Lambert

Brother Sun, Sister Moon
by Margaret Mayo and Peter Malone

REFLECT AND REVIEW

● Each child is to say how different people can make this world a better place.

● Develop a class book of stories, poems and pictures from different parts of the world.

● Write about their 'imaginary' country in their notebook.

We're different but we're the same!

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To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

OBJECTIVES

- To explore similarities and differences between people from different cultures and countries.
- To begin to understand that differences can enrich the lives of others.
- To develop an appreciation of tolerance and respect for differences.

ACTIVITIES

Activity 1

● The children paint a picture, and write a story, about the country that they 'visited' in the core activity.

Activity 2

● Children to investigate different religions of the world their beliefs and traditions, ceremonies, customs and festivals, special clothes, foods, symbols and writings. Make a class collage, using pictures from magazines/newspapers and their own drawings, to represent 'The world family'. Develop a school display, and an assembly to celebrate the different religions.

Activity 3

● As a class, draw up a calendar of events for different religions to represent important days of the year for different peoples. Find out about how these days are celebrated and use dance, drama, stories and poetry to demonstrate some of them in the classroom. Make greeting cards and symbols to reflect different religions and their events.

Activity 4

● Children to conduct a survey of different groups and nationalities in their local area or community. Then to map and write about these. Children could write to the different groups and ask for more information. Invite family representatives from different cultures to visit the class to talk about similarities and differences with other groups.

Activity 5

● Children to find out about restaurants in their local area serving food from other countries. Obtain some menus to discuss the various foods. They could invite a restaurant owner into school to talk about different dishes and show some of the ingredients that are used.

Activity 6

● Class to arrange a visit to the local supermarket to record products that are obtained from different parts of the world. Children to plot these on a world map (see 'Templates') and calculate the distances that the product has travelled. They could then investigate the varieties of transport used to bring the products to this country.

Activity 7

● Children to find out in greater detail about the everyday lives of children living in different countries around the world. Explore similarities and differences. Paint a picture to illustrate how they would like to see people around the world getting on together.

