

Session 3

Being Safe

Session Content

- 1 Introduction / Welcome Statement**
- 2 Early Warning Signs**
- 3 Protective Behaviours Continuum
(Explainer)**
- 4 The Safety Continuum Game**
- 5 Introduction to next session**

Introduction / Welcome Statement

We recommend that the introduction / welcome statement is delivered as part of the setting and development of ground-rules with the group.

(Here's an example for this session)

"WE ALL HAVE THE RIGHT TO FEEL SAFE

"Over the past few sessions we have looked at lots of things which can harm us, how what we think about something might be different from the reality and how that can make doing it more likely.

"Today we are going to think about how we might feel when we are unsafe, this will include some of the issues we have spoken about before. We are going to learn a few simple ways we can help to keep ourselves safe."

If you decide to come up with your own statement, the points below should be covered.

- Welcome to the session
- We will be looking at how we know when we are in a risky situation through to how we feel
- Also how to get away from a risky situation back to safety using the idea of the safety continuum

Segue

To introduce the next section / activity use the following statement:

“First up we are going to look at something called Early Warning Signs.

“Early Warning Signs are feelings we get in our bodies which can tell us that we may be unsafe.

“We’re going to start thinking about what our own Early Warning Signs might be. If we recognise our own ones they can really help us to stay safe.

“After this we are going to look at different scenarios and think about how the people in them would feel and how we would feel in the same situation.”



PLEASE NOTE – Explainers for the Early Warning signs and the safety continuum exercise are included in this lesson plan.

However a video which explains both is provided on the Risk-Avert:Primary website.

We would recommend showing the video to your pupils then running the activities as presented.

[You can access the video directly by clicking here.](#)



Overview of Early Warning Signs

When we feel unsafe, our bodies tell us through physical sensations that something is wrong. Within the programme these sensations are called early warning signs; however you may refer to them as natural instincts, gut feelings or intuition.

Children are encouraged to identify their early warning signs, for example, butterflies in the stomach, sweaty hands, goose bumps, racing heart, and the situations in which they can occur.

The reason for teaching children to recognise their own early warning signs is these can then be applied to multiple situations. This approach is more achievable than attempting to give children a clear process to deal with specific situations.

This activity gives children the opportunity to think about specific scenarios, how they think they would feel and begin to explore what they would do to keep themselves safe.



STEP 1 - Ask the children the following questions:

“Can you think of a time when you had fun but were scared?” (A good example is going on a rollercoaster at a theme park.)

“Where in your body did it feel fun to be scared?”

Encourage debate amongst the group and list everything the children come up with on the board or flipchart.

You will probably get a list that looks something like:

Heart
Pumping

Goosebumps

Sweaty
Palms

Feel sick

Need the
toilet

STEP 2 - Tell the class that these are Early Warning Signs (EWS), physical responses that we all get that can be the very first sign that a situation is potentially risky or dangerous.

Reinforce through discussion with the children that understanding and recognising our personal EWS can be a really helpful strategy in staying safe.

As you work through the following Storyboards encourage the children to think about their EWS and those that the characters would be experiencing.



The storyboard activity is used to highlight scenarios and situations to help children understand additional factors and people who can influence their decision-making.

STEP 1 – Children should look at each storyboard and be encouraged to discuss what's happening in each.

STEP 2 – After initial discussion the points on each storyboard should be discussed (you should uncover these after discussing the picture).

Children should be asked how they think the central character would feel in each scenario and how they would feel themselves (refer back to their **Early Warning Signs**).

At all points in the exercise children should be encouraged to think about when they have experienced each of these concepts and the outcomes and consequences involved. These may be positive and / or negative.

The storyboards follow on the next two pages.



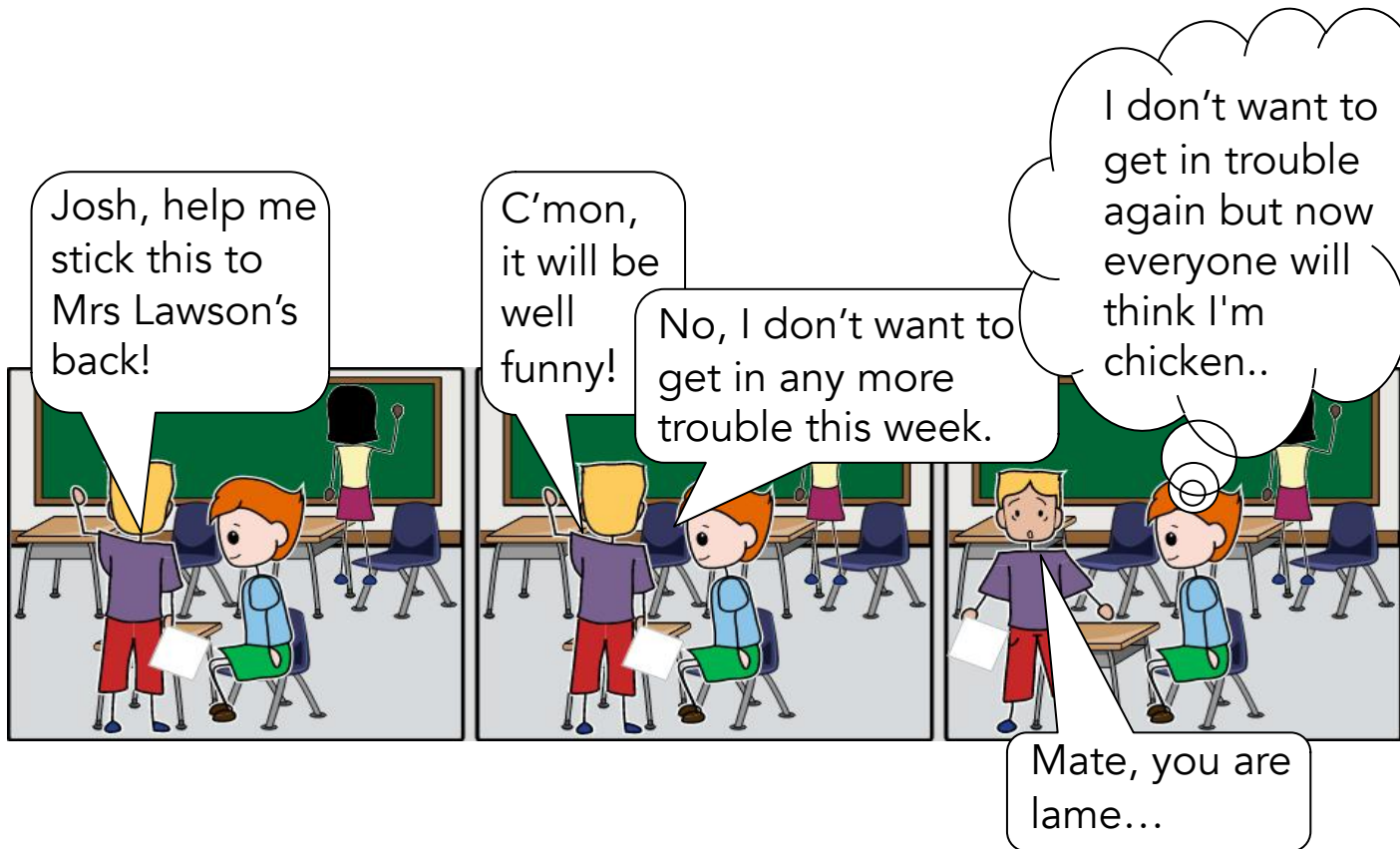
What is Si feeling?

What is Si thinking?

What is he going to do? Why is he going to do it?

What would you do?

How would you feel?



What is Josh feeling?

What is Josh thinking?

What is he going to do? Why is he going to do it?

What would you do?

How would you feel?

STEP 3 – Now ask the children to tell you real situations that they might realistically experience, and in which, they may feel uncomfortable, unsafe or scared. These could be in school or outside of school. List these on the board.

STEP 4 – Either on the board, or in small groups with large pieces of paper, ask them to draw all the effects on their body of being in these situations (a body map worksheet is included at the end of this lesson plan).

After completing the activity as a group and / or in small groups, children should be given the opportunity to think further about what their specific early warning signs might be.

STEP 5 – Explain that in lots of situations:

- feelings just arise, like fear, anxiety, stubbornness..;
- thoughts occur, like “I’m not going to do that”, “why is he making me do this?”...;
- and we have choices, affected by these feelings and thoughts, about what to do, each choice having an effect on ourselves or other people.

Segue

To introduce the next section / activity use the following statement:

"We have looked at our Early Warning Signs. We are now going to look at something called the Protective Behaviours Continuum.

"This is something we can use to help us recognise what safe and unsafe feels like to us.

"It can be a really useful way of recognising when we are in a risky or dangerous situation."

(This will help the children move from a feeling of unsafe to safe.)

Protective Behaviours Continuum



Protective Behaviours Overview

Protective Behaviours (PBs) starts from the belief that we cannot be scared into feeling safe. It therefore avoids a focus on scary scenarios and rigid sets of rules for how to deal with unsafe situations (which tend to induce fear and guilt).

Instead, it teaches an ability to recognise when we are not feeling safe, and provides skills and tools to enable individuals to take action and get help when they need it.

Protective Behaviours also recognises that life is about taking risks and trying new things and that this is part of healthy development and an important life skill.

Protective Behaviours is based on two themes which are used to teach and reinforce the basic concepts on which the process is based.

"WE ALL HAVE THE RIGHT TO FEEL SAFE"

"THERE IS NOTHING SO AWFUL THAT WE CAN'T TALK WITH SOMEONE ABOUT IT"

Feeling safe is something that is generally not focused on until the feeling has gone away and we start to feel uncomfortable or scared. The Protective Behaviours process helps people to identify what feeling safe is like for them and teaches the ability to recognise the difference between feeling safe, fun-scary feelings, risking on purpose and feeling unsafe.

Protective Behaviours Overview (Cont.)

The following three elements are key to the protective behaviours approach. Children should be given the opportunity to explore them in the activities, specifically the protective behaviours continuum exercise.

It is these three elements which can help children recognise when a situation is particularly unsafe.

CHOICE

Many things that we do in life are risky. Riding your bike fast or a rollercoaster both carry an element of risk. The difference is that the activity is 'chosen'. Children should be taught the importance of choice in a given situation. **Did you chose this?**

CONTROL

Many risky situations have an element of control. When riding a bike we have control of the brakes for instance. Unsafe activities or experiences don't always have an element of control. Children should be taught the importance of control in a given situation. **Do you have control?**

TIME LIMIT

Many risky situation come to an end. When riding a bike fast down a hill the hill will come to an end. Unsafe activities or experiences don't always have an end. Children should be taught the importance of a time limit in a given situation.

Is there a time limit?

The following statements and accompanying text should be used to explain the protective behaviours continuum to your children.

"Have you ever wanted to do something that was fun, but you felt scared at the same time?"

"Did you do it anyway?"

"What choices did you make?"

"Where in your body did you feel it was fun to be scared?"

"Are those feelings the same when you're really scared?"

"Sometimes it's fun and exciting to feel scared. It can help us overcome fears or extend our physical limits. Every activity in life involves an element of risk and adventure. If we never take these opportunities, life can be very boring. It's important to remember that safety is not about hiding away, refusing to try new things, being suspicious of anything new or different."

"It can help to think of safety as a continuum like this:"



(At this stage show the children the protective behaviours continuum image from the next page.)

Protective Behaviours Continuum

SAFE

Feeling safe

Remembering our safe place can help us to get in touch with feeling safe.

**FUN TO FEEL
SCARED / NERVOUS**

Fun to feel scared

We can enjoy the adrenalin rush of activities like the rides at Alton Towers, fast sports, scary films etc. We have chosen to do the activity; we are in control of the situation; we know that the activity will end. The key words for us are choice; control; time limit.

**UNSAFE / PERSONAL
EMERGENCY**

Feeling unsafe

We can feel unsafe when we have recognised the early warning signals, but feel that we don't have any choice, that we are not in control, or are not sure how long the situation will last. We can ask for help if we are feeling unsafe.

Segue

To introduce the next section / activity use the following statement:

"We have looked at the Protective Behaviours Continuum.

"We are now going to play the Safety Continuum Game.

"This will help you understand three things which can help us recognise when something is unsafe or potentially dangerous, the three things are choice, control, and time limits."

Safety Continuum Game



STEP 1 – Read the following statement to your pupils.

"I am going to read out a number of examples of situations in which we might find ourselves. As I read out each one, go with your immediate reaction and place yourself on the card which best describes how you think you would feel in that situation. Would you feel safe, would you feel scared but it would be fun or would you feel unsafe. Remember that feelings are feelings and they are neither good nor bad. They are part of our early warning system."

When conducting the safety continuum exercise get the children to think about the scenario in terms of:

- How they would feel, would their early warning signs be there?
- Do they think they would feel in control?
- Do they think they would feel unsafe?
- What do they need to do to get back to feeling safe from whichever card they are standing on?

STEP 2 – Place the three cards labeled 'Safe', 'Fun to feel Scared' and 'Unsafe/Personal Emergency' around the room.

These will be used with each scenario, pupils will be asked to go and stand by the one which they feel would best describe how they would feel if they were in the scenario.

STEP 3 – Now work through the scenarios on the next page and ask your pupils to go to each card for each one. Discuss the key points with the class for each.

Programme Specific Scenarios

These scenarios are intended as a starting point for the programme. It is anticipated that these scenarios will develop alongside the programme.

This is due to the universal nature of the programme and the reality that knowledge and experience of children will be vastly different.

Practitioners may wish to add more advanced scenarios based on the experience and knowledge of individual groups.

It is also encouraged that children identify scenarios for each of the three cards themselves.

The activity should be started with the following scenario:

1. Riding your bike fast down a steep hill

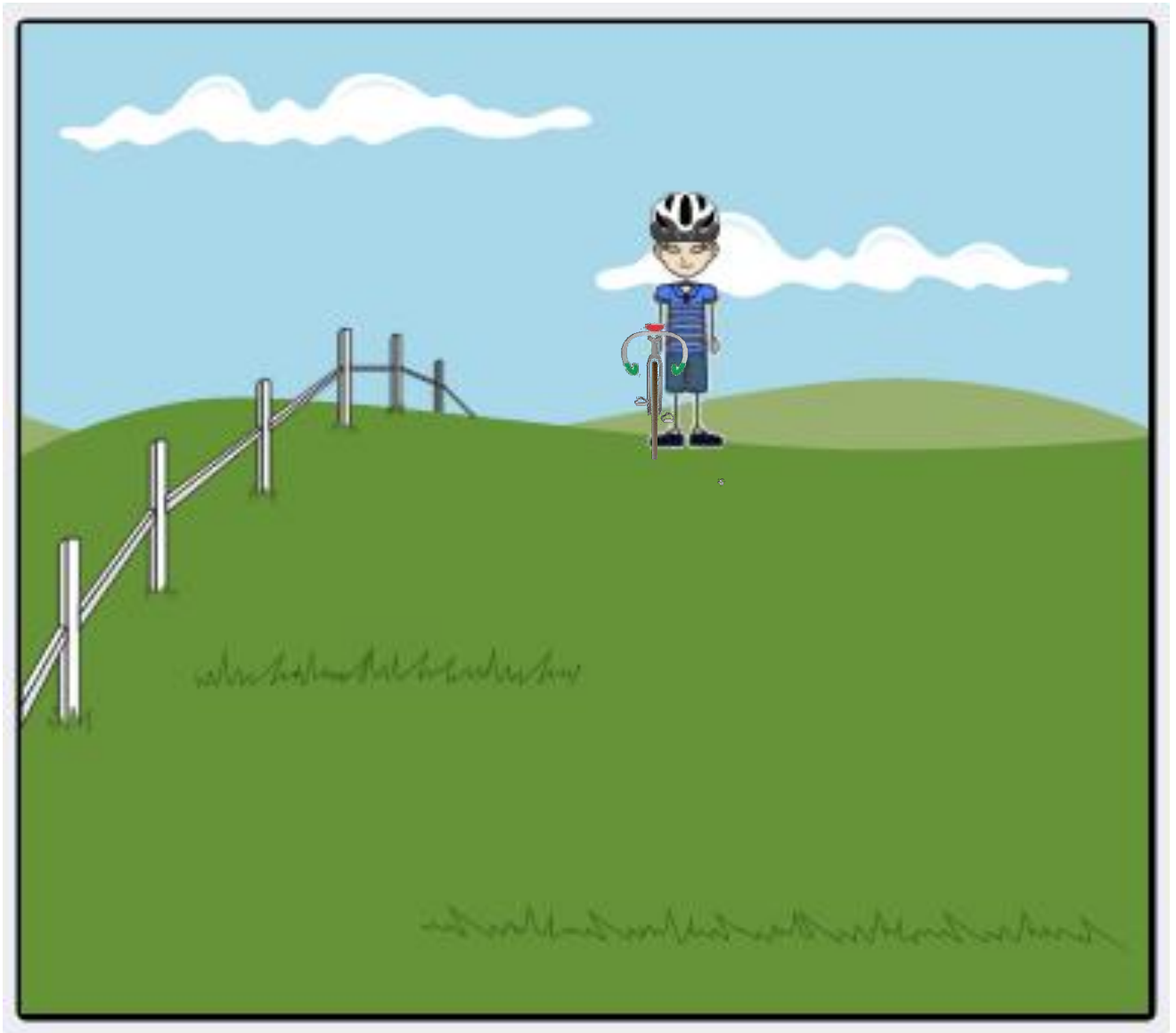
This scenario will enable you to explain the key concepts of choice, control and time limit to the children as it is probable that children will mention examples of control (using the brakes), as well as time limit (you come to the bottom).

2. Going on a rollercoaster at a theme park
3. Walking down an alleyway on your way home to see what is down there
4. Being in a car which is being driven really fast
5. Some older children who you respect asking you to meet them in the park
6. Having a conversation on the internet with someone who says they are the same age as you
7. Going swimming in a local pond with your friend when you're a really good swimmer
8. Trying alcohol for the first time with no adults around
9. Being asked to try a cigarette by a really good friend
10. Being forced by some friends to steal something from a shop

We have created some storyboards for you to use to help the children visualise some of the scenarios above.

Similarly the three safety continuum card are available for you to print off and use in the classroom, you will find them on pages 23-28.

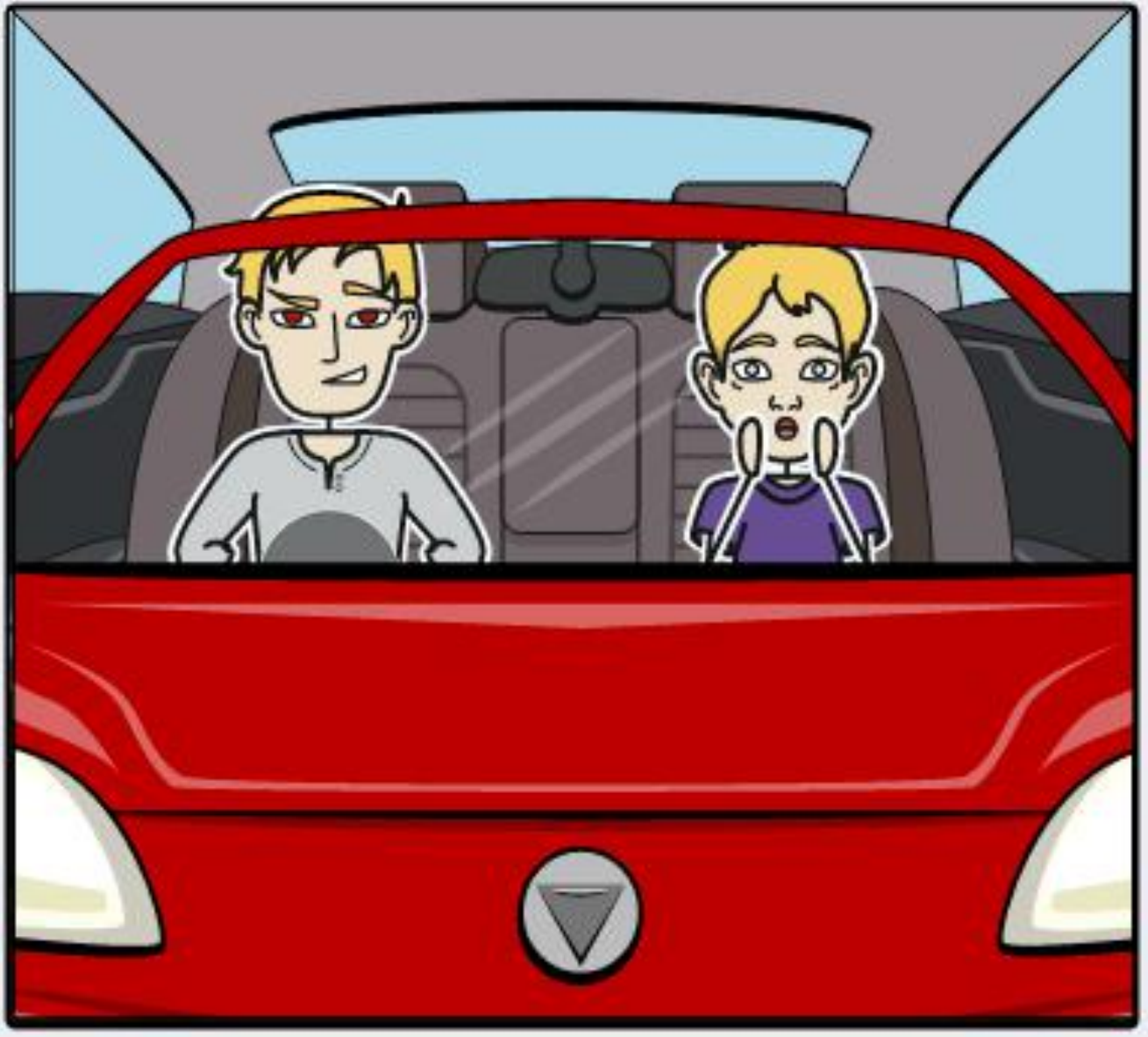
Riding your bike fast down a steep hill



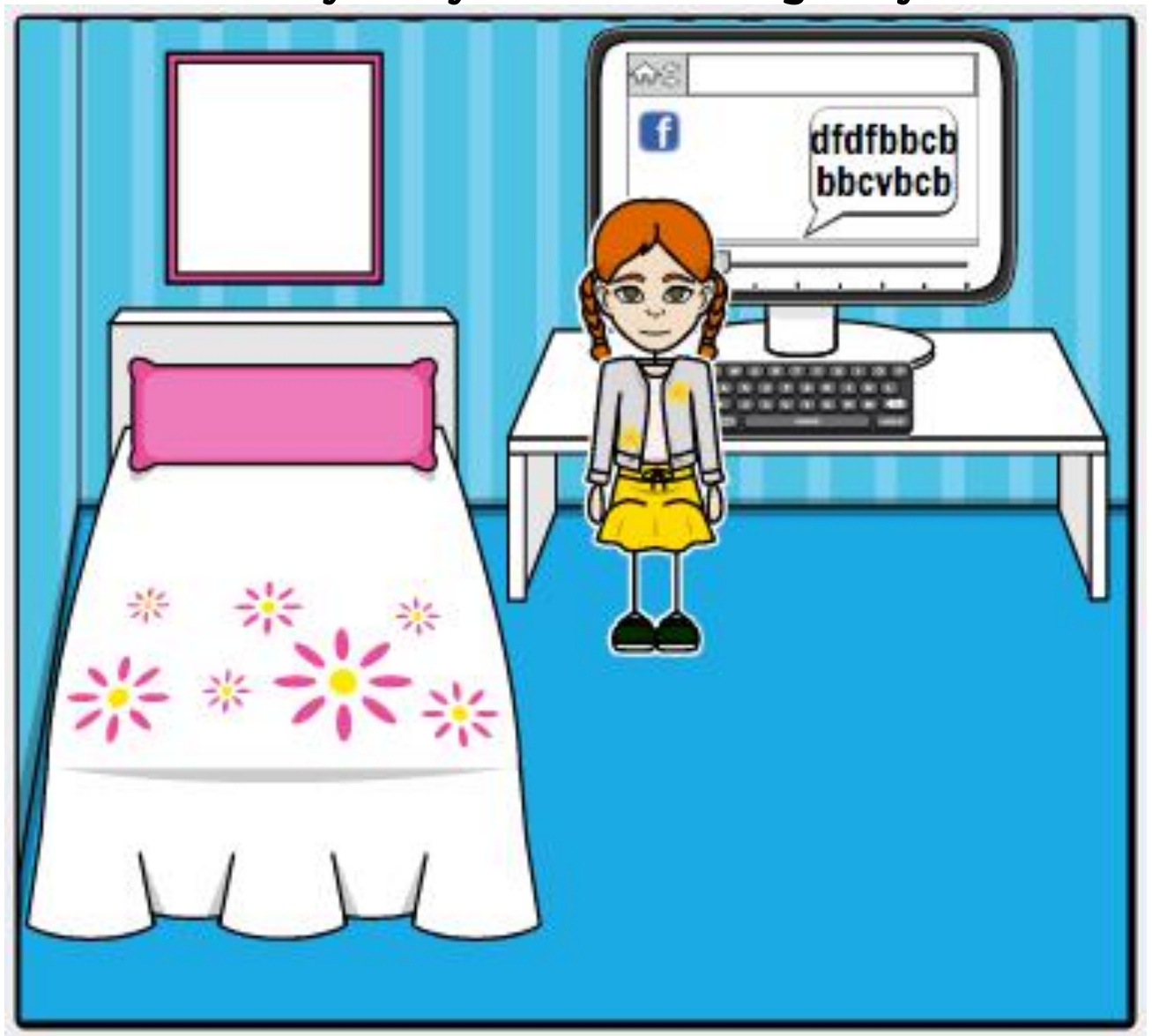
Going on a rollercoaster at a theme park



Being in a car which is being driven really fast



Having a conversation on the internet with someone who says they are the same age as you



**Going swimming in a local pond with your friend
when you are a really good swimmer**



Being asked to try a cigarette by a really good friend



SAFE

**FUN TO
FEEL
SCARED**

**UNSAFE /
PERSONAL
EMERGENCY**

Segue

To introduce the next section / activity use the following statement:

"Now we are going to think about what we need to do if we find ourselves on the 'Unsafe' card.

"If we find ourselves feeling 'Unsafe' then we need a plan to help us move back to feeling 'Safe'.

"Now we are going to start thinking about our emergency plans.

"This is a plan that we have for when we are feeling unsafe.

"We are going to spend some more time on these in the final session but let's make a start today."

STEP 1 - To close the session you should focus on the **UNSAFE** element of the exercise and discuss with the children what their plan would be if they found themselves in a situation which was unsafe or they felt unsafe in any situation.

A good way to do this is to help children develop an action plan (this is further explored in session 4).

We can introduce the concept now however albeit in a simple manner.

STEP 2 - Just ask the children to all tell you what their personal emergency plan is.

How would they know they needed it? (they should relate this to their EWS)

What would they do? (they will probably say tell an adult they trust, you should be mindful that this may not be a parent for all children)

What if they couldn't do that? (How else could they get from **UNSAFE** to **SAFE**)

There is a worksheet at the end of this lesson plan which your pupils can use to support this activity.

Introduction to the next session

You can come up with your own introduction to the next session but we have come up with an example for you to use:

"The next session is called 'Staying Safe'. In this session we looked at how our body can let us know when we're in a risky situation. We also looked into a few ways we can get ourselves out of a risky situation. In the next session we will be looking at who is in our 'Safety Network' and how these people can help us if we need them to and then at our 'Traffic Light'. A simple way to remember our steps for keeping ourselves safe."

Key points to emphasise in your statement:

- Recap on what was covered in this session
- In the next session we will be:
- Looking at our 'Safety Network' and how these people can help us if we need them to
- Looking at the 'Traffic Light' a simple way to keep ourselves safe and remember the steps we need to take
- Revisiting everything we have learned throughout the sessions
- Thinking about any further help we might need
- What we are going to do outside of the classroom

At the end of this session children should be able to:

- Recognise their own **Early Warning Signs**
- Explore when they feel **'Safe'**
- Understand and explain **'Fun to Feel' Scared**
- Explore when they feel **'Unsafe'**



Worksheets

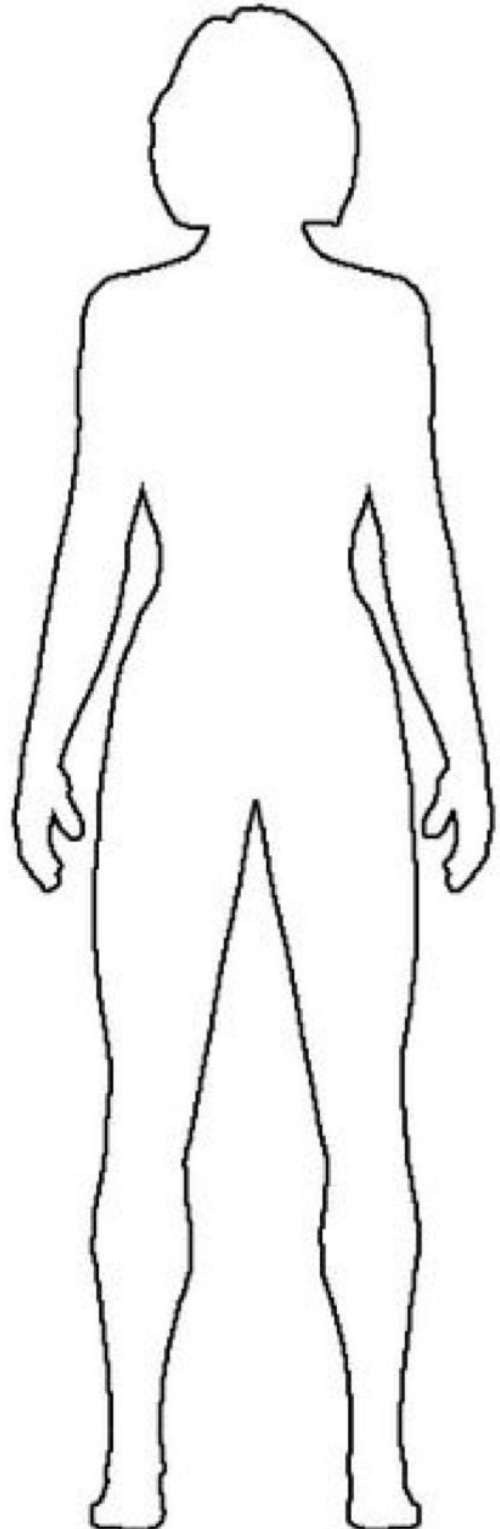
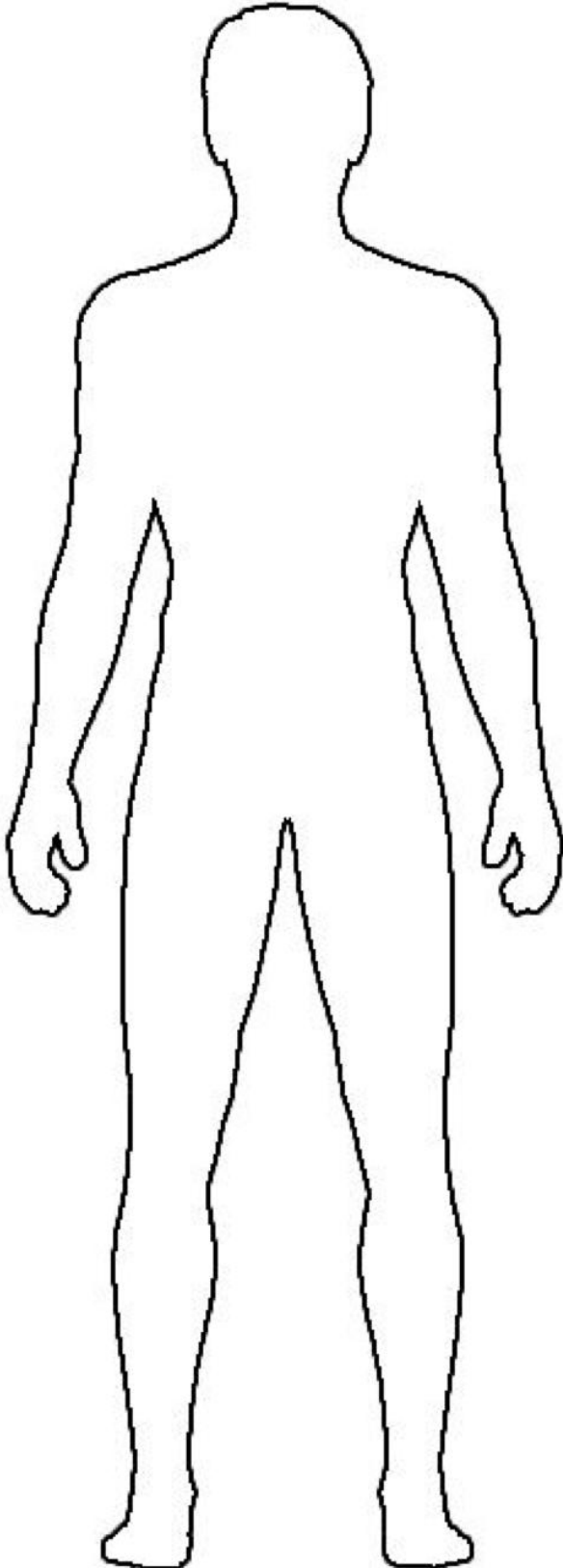


You can use this worksheet to think about and record your own Early Warning Signs.

These are the signs we get from our own bodies which tell us something might be risky or dangerous. Just record them on the image of the person.

**Being
Safe**

Here are some examples of Early Warning Signs to get you started: *Goosebumps / Heart Pumping*



Safety Continuum



This optional worksheet can be used with the Safety Continuum exercise. Young people can record where they found themselves for each of scenarios for the activity on this worksheet.

SAFE

**FUN TO FEEL
SCARED /
NERVOUS**

UNSAFE

Action Plan



How would you know you needed to act? What would your EWS tell you?	What would you do? Tell an adult? What if none were around?	What if you couldn't do what you normally would? How would you get back to safe?