

Playing Safe

Teacher Follow-up Activities

The follow up activities for 'Playing Safe' provide pupils with opportunities to achieve learning outcomes from the Framework for Children's Learning of 3 to 7 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

Playing Safe Additional activities	Links with the National Literacy & Numeracy Framework in Wales 2013	Links with the Framework for Children's Learning of 3 to 7 year olds in Wales 2008	
		Skills	Range
1. Make it Safe	L(O)sp L(O)l L(O)c&d L(R)c	<ul style="list-style-type: none"> ■ To be more aware of personal safety ■ To develop an understanding about dangers in the home and outside environment 	<ul style="list-style-type: none"> ■ An activity that allows them to solve problems and discuss outcomes ■ An activity that contributes to their own safety
2. What next?	L(O)sp L(O)l L(O)r&a L(W)mpr	<ul style="list-style-type: none"> ■ To be more aware of personal safety ■ To develop an understanding about dangers in the home and outside environment 	<ul style="list-style-type: none"> • An activity that allows them to adopt a range of roles, including leadership within a small group, paired learning or working within a team
3. Playing Safe?	L(O)sp L(R)c N(DNR)ipc N(UNS)unfr	<ul style="list-style-type: none"> ■ To become independent learners and thinkers ■ To develop an understanding about dangers in the home and outside environment 	<ul style="list-style-type: none"> ■ An activity that allows them to become independent learners ■ An activity that contributes to their own safety



4. Safe Summers	L(O)sp L(O)l L(O)c&d L(D)c	<ul style="list-style-type: none"> ■ To be more aware of personal safety ■ To concentrate for lengthening periods 	<ul style="list-style-type: none"> ■ To experience different resources such as those in print and interactive forms ■ An activity that allows them to solve problems and discuss outcomes
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1. **Make it Safe** - This is a matching pairs activity. There are 24 picture cards, 12 unsafe situations and 12 safe situations (1a, 1b, 1c, 1d) The pupils, working in pairs or as a small group, need to match the correct 'safe' situation to the unsafe one, e.g. the 2 children wandering in the woods would be an unsafe situation, the safe one would be going with an adult led group. Are there similar places near the school or their home? e.g. a quarry, beach, woodland etc. Pupils could discuss this after the activity as a group or as a whole class.

2. **What next?** - Using the scenario cards (2a, 2b) the teacher chooses one card for each group. The pupils then decide how they would keep themselves safe at that location. What would they do next? Pupils could follow on with this activity by drawing or writing about what they did to keep themselves safe or the role play could be photographed or filmed, perhaps by another pupil so that the pupils could assess their own and other groups' solutions



- 3. Playing Safe Continuum** - For this listening activity you will require the Playing Safe Statements for the teacher (3a) and the Continuum Number Cards (3b, 3c, 3d) or alternatively the teacher could opt to use the Continuum Traffic Light Cards (3e, 3f, 3g) according to the age and ability of the pupils. The activity involves listening to a statement, read out by the teacher, describing a scenario. Pupils have to decide whether or not it is safe, unsafe or unsure. Using either the 1-10 cards or the 3 traffic light cards, pupils decide where they would stand on the continuum. Unsafe being 1, unsure being 5 and safe being 10. Pupils could stand on the other numbers and explain why they have chosen that particular number. Why, if standing on 8, for example, do they think it is not quite safe? If using the 3 coloured cards, red - unsafe, amber - unsure and green - safe.
- 4. Safe Summers** - Using the PPT 'Safe Summers' (4) discuss how to stay safe in a number of different places - the beach, forest, near water, near quarries, on a farm and in villages/towns. Each place has 5 key safety points that can be discussed with pupils.



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