

The Right to Be Safe

Teacher Follow-up Activities

The Right to Be Safe follow-up activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013.

| Right to Be Safe Additional activities | Literacy and Numeracy Framework for Wales 2013 | Links with the PSE Framework for 7 to 19 year-olds in Wales | |
|---|--|---|--|
| | | Skills | Range |
| 1.a Introductory Activity - Diamond Nine | L(O)sp L(O)l L(O)c&d | <ul style="list-style-type: none"> ▪ Express their views and ideas confidently through a range of appropriate methods. ▪ Contribute to class discussions and take part in debates | <ul style="list-style-type: none"> ▪ Understand the importance of personal safety ▪ Understand what to do or whom to go to when feeling unsafe. |
| 1.b Introductory Activity Mind Map | L(O)sp L(O)l L(O)c&d L(W)s&o | <ul style="list-style-type: none"> ▪ Use appropriate techniques for personal reflection | <ul style="list-style-type: none"> ▪ Understand the importance of personal safety |
| 2. Pack up your worries | L(O)sp L(O)l L(O)c&d L(W)s&o | <ul style="list-style-type: none"> ▪ Use appropriate techniques for personal reflection. ▪ Empathise with others experiences and feelings | <ul style="list-style-type: none"> ▪ Feel positive about themselves and be sensitive towards the feelings of others. ▪ To understand the benefits of family and friends and the issues that can arise. |
| 3. Values Continuum | L(O)l | <ul style="list-style-type: none"> ▪ Form personal opinions and make informed decisions. ▪ Empathise with others experiences and feelings | <ul style="list-style-type: none"> ▪ Develop respect for themselves and others |



| | | | |
|---------------------|--|--|---|
| 4. Conscience Alley | L(O)sp L(O)I L(O)c&d | <ul style="list-style-type: none"> Empathise with others experiences and feelings | <ul style="list-style-type: none"> Feel positive about themselves and be sensitive towards the feelings of others. |
| 5. Creative matrix | L(O)sp L(O)I L(O)c&d L(O)mpr L(O)s&o | <ul style="list-style-type: none"> Form personal opinions and make informed decisions Contribute to class discussion and take part in debate | <ul style="list-style-type: none"> The importance of personal safety |

1 Introductory Activity - Diamond Nines

Divide the class into groups and ask each group / pupil to cut out a diamond nine frame (1.a). Ask each group / pupil to think back to the police officer lesson and put the name of one person they identified as a person who could provide support and advice if they experienced the feeling of being unsafe, unsure or anxious about someone or a situation. Compile a list on the board from the feedback. Ask them in groups to discuss and rank order the nominated people in order of significance. Explain that the top of the diamond is the most likely contact and the bottom the least likely contact. Feedback and discuss as whole class.

Or

Revisit the police officer's lesson by asking the pupils to write down their thoughts as a mind map. Remind the pupils that relationships can be positive or negative. Discuss.

2. Pack Up Your Worries

Read with the class an extract from the 'Huge Bag of Worries' by Virginia Ironside. Provide each pupil with a paper bag. Ask the pupils to write down their worries on a post it (1 post it per worry) and place them in the bag with a weight to represent each worry e.g. marbles, pebbles etc. Ask one of the class to collect in each pupils' worry bag and place them in a big bag (prior to this exercise explain to the selected collector of worries that they need to comment on how heavy the bag becomes). Discuss with the pupils how heavy the bag is, and how it would feel to carry around all these worries. The teacher takes the worries (post it notes) out of the bag and displays them in clusters according to type e.g. family, friends, school etc. Grouping worries will reveal to the pupils common concerns. How does that make them feel? During this process mention how much better it feels as the bag becomes lighter. In pairs ask pupils to tell each other about a worry that they had and how they resolved it. (What helped? /what didn't?) Ask the pairs to feed back and as a class discuss how else they could deal with worries e.g. talk to a parent, ring Child Line, tell teacher etc.



3. Values Continuum

Explain the rules of the Values Continuum. Place the ok / not ok signs on opposite walls (3.a.). Ask the pupils to stand in the centre of the room. When each statement is read out from the statement sheet (3.b.) the pupils must move to the answer they think is correct. Teacher to facilitate debate on the reasons for the choices the pupils made. Class returns to the centre after each statement is discussed. Teachers could also use the statement sheet as a tally sheet if desired. Ask the question. Is it ever acceptable to?

| STATEMENT | OK | NOT OK |
|------------------------------|----|--------|
| Hit someone | | |
| Shout at someone | | |
| Be sent to your room | | |
| Be grounded | | |
| Have your mobile confiscated | | |
| Be ignored | | |
| Have a cuddle | | |
| Spend time alone | | |
| Play games | | |
| Be given a present | | |
| Laugh and smile | | |
| Praise someone | | |

4. Conscience Alley

This is a role play activity which allows pupils to gain a quick synopsis of all the issues related to a topic. It requires an open space for ease of movement and interaction. With a large class the teacher may consider having 2 alleys.

Explain one of the scenarios to the pupils (for example, an incident outside the school gates where a parent threatens a child). (4.a.) Place each pupil into a role by giving him or her, a role card (4.b.) which tells the pupil who they are and briefly how they feel about the situation (for example, the bully, the victim, victim's friend, bully's mates, parent, head teacher, class teacher etc.)

Ask the class to stand in two lines facing each other, with a pathway up the middle.

Select a pupil randomly and ask them to state their role. Ask remaining pupils to think of one statement they would like to make to this individual. The selected pupil then walks between the lines and the remainder of the class make their statements as they pass by. (You may need to repeat this, a number of times, encouraging pupils to "get into role").

Debrief the class by asking the selected pupil which arguments they found convincing and what their view is on the scenario. The activity can be repeated by selecting other pupils / characters to walk in role through "Conscience Alley"



5. Creative matrix

This activity encourages pupils to think creatively about a series of (hypothetical) scenarios, options, ideas and events. Divide the class into groups. Provide each group with a matrix (5.a.) of possible scenarios based on a particular issue e.g. relationships

Creative Matrix - Relationships - What can go wrong?

| | | | | | |
|--------------------|---------|------------------------|-----------------------|-----------------------|---------------|
| Problems What? | ignored | name calling | violence | arguments (rowing) | cheating |
| People By whom? | friends | old age pensioner's | parent or partners | families | teenagers |
| Place Where? | homes | school | holiday | work | public places |

In their groups ask the pupils to identify, in their opinion, what the most likely and least likely scenarios are, choosing one option from each of the rows and putting them together. This will promote discussion within the group as pupils will have to justify their choices to reach agreement on the options chosen

- **Most likely = name calling - friends - school**
- **Least likely = violence - OAPs - work**

Once the group has agreed ask the pupils to justify their choices when comparing and contrasting responses with other groups, and to explore whether there are times when even their least likely scenario may possibly happen. This could be developed further as a creative writing exercise e.g. reporting or as role play.

