

**Literacy Focus: Protective Behaviours/E-safety**

Resource	Monday	Tuesday	Wednesday	Thursday	Friday
	Billy Goat Gruff story – power point Feeling safe recording sheet	Person/gingerbread template - recording sheet Balloon (if you have one) puppet	Completed Early Warning Sign Sheet	Contact network recording sheet	
Adult input	<i>Non-screen Learning (see other plan)</i>	<p><b>Read Three Billy Goats Gruff</b></p> <p><b>Protective Behaviours (part 1)</b></p> <ol style="list-style-type: none"> <li>Remind chn of Three Billy Goats Gruff and discuss how the goats felt when they realised that the Troll wanted to eat them. Ask the children to show you feelings/emotions on their faces (happy, sad, scared, excited...etc).</li> <li>Do we all have feelings? How do we know if someone is feeling: Happy? Facial expression Sad?</li> <li>Do animals have feelings? How do animals show us how they feel? e.g. cat hisses and hair stands up on neck when she feels..... puppy jumps up &amp; licks us when he feels..... hedgehog's tuck itself into a ball when it feels.....</li> <li>Is there such a thing as a bad feeling? NO – FEELINGS ARE FEELINGS – not good or bad, or right or wrong.</li> <li>FEELING SAFE ASK: Is it important for people to feel safe? What is safe? What do you think feeling safe is like? REINFORCE: We all have the right to feel safe all the time.</li> <li>Children discuss and identify what/where/who makes them feel safe.</li> </ol>	<p><b>Protective Behaviours (part 2)</b></p> <p>Today we are going to think more about feeling safe and also how we know if we don't feel safe(refer back to yesterday's story, animal reactions and children's safe places). 1. ASK: Do you think everybody feels safe all the time? NO – But we all have the right to feel safe all the time. If we don't feel safe and we aren't happy we can tell someone about it.</p> <ol style="list-style-type: none"> <li>2. Our bodies tell us if we don't feel safe. Just like the fur on the cat's back standing on end when it feels frightened. Sometimes people feel like that too – a "prickly" neck feeling.</li> <li>3. Let's think about what parts of our bodies we know and then we will think about what happens if we don't feel safe. Go around the class asking for the children to name a part of the body. Everyone touch that part of their body.</li> <li>4. We are going to draw on the gingerbread person some of the things that happen in our bodies if we don't feel safe. Start off with hair standing on neck. We call these feelings EARLY WARNING SIGNS because they give us a warning that we are not feeling safe.</li> </ol> <p>Mark up Early Warning Signs on the gingerbread person Heart beats faster Butterflies in tummy Feel sick Eyes wide open Shaking hands...</p> <ol style="list-style-type: none"> <li>5. Adult blows up balloon – as big as you dare! ASK: did anyone NOT feel safe and get their Early Warning Signs when the balloon was being blown up? What could they do if they got their early warning signs? Share ideas (e.g. say 'stop' - move away - hold a friend's hand). Often we have lots of choices about what we could do. What if someone was touching our hair in class and we didn't like it, what could we do? Reinforce it is OUR body and we have a choice if we want someone stroking our hair or not. We can be polite about asking them not to do it. What could we do if the person didn't stop when we asked them? - tell the teacher.</li> <li>6. Use puppets to role-play a similar scenario. Children practise saying "NO" and telling. 7. What are some touches we like? - Cuddles/ hugs/ kisses. Reinforce that we like them from SOME people and NOT OTHERS. We probably wouldn't like the shop-keeper to hug us when we go into a shop! - Holding hands with our friends. Some touches are safe for some people and not for others, like having hair played with or being tickled. Ask the children – half will like hair being played with and other half won't. It's the same with tickling.</li> </ol>	<p><b>Protective Behaviours (part 3)</b></p> <p>Today we are going to think/talk about Safe and unsafe secrets.</p> <ol style="list-style-type: none"> <li>1. Talk about secrets and surprises. Surprises are usually nice things which someone will feel happy about when they find out, like when it's your birthday and someone gives you a present; or when you go to play at someone's house and their mum takes you to the sweet shop and you didn't know you were going there. Secrets can be like that too, but when secrets are NOT happy or don't feel safe we DO NOT NEED to keep them. If we have our Early Warning Signs about a secret we've been told WHAT COULD WE DO? – tell a grown up or someone that can help us feel safe again.</li> <li>2. Let's check out some secrets and see if it would be important to tell a grown up about them: <ul style="list-style-type: none"> <li>• <b>Your sister has bought some flowers for your mum's birthday.</b> Is this a good secret? Are you excited or do you get your early warning signs? Would it be OK to tell Mum?</li> <li>• <b>You heard some children talking about hurting someone at the next playtime and they told you not to tell.</b> Is this a safe secret? How does it make you feel? What should we do?</li> <li>• <b>Someone took something of yours and told you that if you told anyone they would hit you.</b> Is this a safe secret? How does it make you feel? What should we do?</li> <li>• <b>The teacher tells you there is going to be a surprise party for the Head Teacher's birthday.</b> Would it be OK to tell the secretary? Would it be OK to tell your parents?</li> </ul> </li> </ol> <p>Reinforce, if we don't feel safe and we aren't happy we can tell someone about it. If a secret is giving you Early Warning Signs tell someone.</p>	<p><b>Protective Behaviours (part 4)</b></p> <p>Today we are going to think a lot about telling and who to tell.</p> <ol style="list-style-type: none"> <li>1. Discussion: Who could we tell if we had a big party at school and a really funny clown came? Write the people the children come up with on the board. Hopefully the list will include: Mummy, Daddy, grandparents, brothers/ sisters, childminder, friends, neighbours, babysitters... What if you went to a party like that at the weekend. Who else might you tell on Monday? Teacher, classroom assistant, head teacher, dinner/ playground staff.</li> <li>Who do we know that we could talk with if we have our Early Warning Signs, or felt sad or worried? These are the same people we talk to about all the good things that happen to us.</li> <li>2. We are going to make our own "network" of people we would like to talk with if we had our Early Warning Signs. Display large blank network hand and complete together as a class. We will put one name on each finger. (Must all be adults or siblings over 16) Ask the children to think of 5 people who they can talk to and who listen to them who don't live in their house and who they see every week or so e.g. adults at school, childminder, mum/ dad's friend, grandparents who live locally, friend's parent... Put them on the 5 fingers as shown above. Special note Research shows that children will often tell other children first about their worries/ secrets. It is helpful to acknowledge the significance of friends/ siblings but to emphasise that we may need an adult's help to sort the problem out. Using children on the palm: Children could put 1 or 2 friends in the palm of the hand. Talk about what children could do if their friend told them something that was upsetting them – "If we told our friend/ sister... about our Early Warning Signs and they still didn't go away we could go together to an adult on our network to talk about it. Sometimes it is easier to talk when we have someone else with us." Explore the idea that sometimes you need to keep telling – if you tell someone about your problem/worry and your Early Warning Signs don't go away then you can tell another person on your contact hand. Keep telling until the Early Warning Signs go away.</li> </ol> <p>Round-up of past 4 days: We all have the right to feel safe all of the time. If we don't feel safe we get our Early Warning Signs. It is important to listen to our Early Warning Signs and do something that will help them go away. We can tell our network people about anything, even if it is a secret. It is important to keep telling until we feel safe again</p>
Writing Task	N/A	Children complete feeling safe sheet – chn draw a picture of where they feel safe and complete sentence (e.g. bedroom, bed, at home, at school, at granny's...etc).	Children complete Early Warning Signs Sheet – chn draw on Early Warning Signs on to gingerbread template (Heart beats faster Butterflies in tummy Feel sick Eyes wide open Shaking hands...), adult to scribe.	N/A	Children complete contact hand Sheet – chn draw or write the name of 5 people they would tell
Activities to Choose From	<p><b>Choose the activities that your child might like to complete throughout the week:</b></p> <ul style="list-style-type: none"> <li>• Plan a surprise for <b>Mother's Days</b> (Make a Mother's day card, special activity for the day or gift) – explore the idea of this being a 'safe secret'. How does this secret make you feel? – happy/excited</li> <li>• <b>Share a variety of familiar stories</b> at home and <b>identify how the characters are feeling</b> in the stories and why – make links to Wednesday's Early Warning Signs. How do you think Little Red Riding Hood might feel? What Early Warning Signs might she be feeling? How did the first little pig feel? Who did he tell to try and make his Early Warning Signs go away? Did it work – no so they told the next pig! Make the link to keep telling until the problem gets solved.</li> <li>• Linked to any <b>garden</b> ready projects you might wish to start for Spring/Growing vegetables – look at non-fiction books about growing seeds/plants, create labels/signs to put up in the garden/create a gardening shopping list (what do you want to grow? What might you need?)</li> <li>• If you're planning on having a <b>teddy bear's picnic</b> linked to maths this week – can you create a shopping list of things you might like at your picnic.</li> <li>• <b>Bug hunting</b> (signs of spring – weather warming up and animals waking up) – complete a bug fact file to go with one of the minibeast you found in your garden (see resources)</li> <li>• Free choice construction and junk modelling (focus on <b>joining skills</b>: glue, tape, staples) – create a design for a model, add labels, evaluate your model (what did you like about your model? Would you change anything?)</li> </ul>				