



The National Safeguarding Team  
Promoting a Safer Church



faalsafeguarding

# LESSON PLANS



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# Introduction

## Introduction to the pack and the aims.

I have worked with over 70 children and young people organised in six groups of children and young people in a variety of different worshipping communities in the Church of England to create and test out these activities. These have included a Cathedral Sunday school, a Diocesan children and young people's forum, a family service and some youth groups. Through these groups I have also developed leaflets for parents and children and a short film which can be shown to groups.

Most of the children had been taught in schools some ways to safeguard themselves. The emphasis which this teaching has is online safety and friendships/ relationships. By talking to them about safeguarding and their welfare we are showing them that worshipping communities are places where they are kept safe and can share any worries or concerns. Talking about safeguarding does not have to be intimidating and we hope that these activities will empower your worshipping communities to do so.

The activities have been designed so that you can pick and choose what you would like to deliver. With some of the activities the content is more suitable for secondary age children and others for primary age. With other activities I have produced two versions of the same activity to tailor it for primary or secondary age. This is clearly marked in the booklet. If you have any feedback on the activities please do get in touch with the National Church Safeguarding Team through [esosafeguarding@churchofengland.org.uk](mailto:esosafeguarding@churchofengland.org.uk)

The outcomes for the activities are to demonstrate the two key themes which are central to "Protective Behaviours" (teaching children to keep themselves safe). These are:

- ✓ We all have the right to feel safe all the time.
- ✓ We can talk with someone about anything, even if it feels awful or small.

And to show that:

- ✓ That they are uniquely created by God, are special and should be kept safe.
- ✓ That worshipping communities are safe place where children can share any worries or concerns they have with their leaders and helpers.
- ✓ That there are rules which adults have to follow when they are caring for them.

The activities link to the Church of England's [Code of safer working practice](#).

## Preparation for the sessions

















It is good practice to speak with the group and their parents and carers to explain what you will be doing. It is a good opportunity to consider how you communicate with parents about the safeguarding practices which you have in your community. You could use the leaflets and the film we have created to help you with this. To create the resources, we sought written consent from parents and the children and young people to take part and for their photographs to be used. Some suggested text for an information sheet about the activities is set out in Appendix A.















In any groups with children and young people you should be adhering to the Church of England's safeguarding policies. Talking about issues related to safeguarding with any group of people may mean that someone may make a disclosure or you may spot something which gives you cause for concern. There is clear guidance on responding to disclosures in the [Parish Safeguarding Handbook](#). The children and young people in the group should be clear that if they talk about anything which makes you concerned about their or someone else's safety you will have to share the information. Before you start any of the sessions you should talk to the group about agreed behaviour or ground rules. These are some suggestions:






- Not saying your friends names if you are talking about them in the whole group.
- Discussions will stay within the group, unless information is shared which indicates that they or someone they are talking about is not safe.

These resources would not have been possible without all the leaders, children and young people who have willingly given their time to co-produce activities, write scenarios and give their feedback. Thanks to the organisations that have made time to meet with me and to share the resources and work which they have done to educate and empower children to keep themselves safe. Particular thanks to the Protective Behaviours Training Partnership, and the Gloucestershire Healthy Living and Learning Team.




## Overview of activities and outcomes

No/Type	Name	Outcome
1	 Feelings charades	To be able to identify other people's feelings.
2	 Positive attributes	To identify positive attributes in themselves and others in the group
3	 Communication	To practice listening and to understand that people have different interpretations of the same thing.
4	 Transporting an egg	To use their skills to work as a team to protect an object.
5	 Gifts and talents	To acknowledge their individual gifts and talents and to understand the biblical perspective on using these.
6	 Teenagers in the bible	To demonstrate the role of young people in the bible and to acknowledge the importance of listening to young people and taking them seriously.
7	 Children in the bible	Describe how Jesus felt about children and how this was demonstrated.
8	 Psalm 91	To understand one of the roles of God as protector.
9	 Safe place	For children to experience and to understand what feeling safe feels like for them.
9	 Safe place	For children to experience and to understand what feeling safe feels like for them.
10	 Story: Little red riding hood	To be able to describe emotional and physical feelings which someone may have if they are scared, upset or worried.
10	 Story	To be able to describe emotional and physical feelings which someone may have if they are scared, upset or worried..
11	 Feelings creation activity	To be able to identify two physical feelings they get when they are feeling anxious or unsafe.
12	 Online life	To articulate ways to keep themselves safe online.
13	 Emotional bucket	Recognise what can cause them to be worried and to share ways which this can be managed.
13	 Emotional bucket	Recognise what can cause them to be stressed or anxious and to share ways which this can be managed.

No/Type	Name	Outcome
14 	Meet the Parish Safeguarding Officer	To have made a connection with another person in the community that they can share worries or concerns with. To understand that they can question adults.
15 	Keep safe	Describe how someone might feel in a given risky situation. Recognise that people's feelings about risky situations might differ according to who they are or the circumstances. Articulate people can keep themselves safe in different circumstances.
16 	Keep safe one step removed	To be able to identify ways to keep themselves safe in fun and serious situations. To understand that having a choice, some control and the activity being time limited can affect the safety of a situation.
17 	Network hand	To be able to describe who they can share their worries or concerns with.
17 	Network circle	To be able to describe who they can share their worries or concerns with.
18 	Children's geographies	To be able to recognise and describe what makes a safe place and a safe adult.
19 	Positive friendships	To develop some strategies to support their friends. To identify boundaries to sharing information and who they can seek support from.
19 	Positive friendships and relationships	To develop some strategies to support their friends. To identify boundaries to sharing information and who they can seek support from.
20 	Supporting friends	To develop and share some strategies to support their friends. To recognise that there are times when they need support from adults.
21 	Rights and responsibilities	To understand the international rights and responsibilities which children have?
22 	Rights and responsibilities	To understand the international rights and responsibilities which children have?
23 	Rules	To understand the rules which adults and children have to abide by in a church setting? To recognise when adults and children are not abiding by these rules and to know who to talk to.
24 	Questioning adults	To demonstrate how they can ask questions and talk to adults if they have worries or concerns.
25 	Modern slavery and County Lines	To be able to identify reasons why someone may become a modern day slave. To be able to share ways that they can protect themselves and their friends from this.

No/Type	Name	Outcome
26 	Pants	To understand that your body belongs to you and that No means no. To know that they can talk about secrets that upset them. To be encouraged to speak up and that there are people who can help.
27 	Secrets and surprises	To be able to explain the difference between a secret and a surprise. To know that they can talk about secrets that upset them.
27 	Secrets and surprises	To be able to explain the difference between a secret and a surprise. To know that they can talk about secrets that upset them.
28 	Positive relationships	To describe how they can be a good friend. To understand what a healthy and unhealthy friendship/ relationship looks like. To know where to seek help from.
28 	Positive relationships	To describe how they can be a good friend/ girlfriend/ boyfriend. To understand what a healthy and unhealthy friendship/ relationship looks like. To know where to seek help from.

Key

<b>Type of activity:</b> Icebreaker  Bible  Activity 
<b>Age:</b> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Both <input type="checkbox"/>



# Icebreakers

## 1. Feeling charades

### Outcome

To be able to recognise how people express different feelings and that feelings can be expressed in different ways.

### Resources

None needed.

### Activity description

As a group talk to them about different feelings and see how many different feelings they can identify e.g. fear, happiness, and excitement.

Ask them to choose one each and take turns to demonstrate how they would walk and or talk if they were experiencing that emotion. The other members of the group can try to guess what feeling they are demonstrating. Be aware that some children may find it more difficult than others to be able to read and recognise facial expressions.

Have a discussion about different people experiencing and demonstrating emotions in different ways.



## 2. Positive attributes

### Outcome

To identify positive attributes in themselves and others in the group.

### Resources

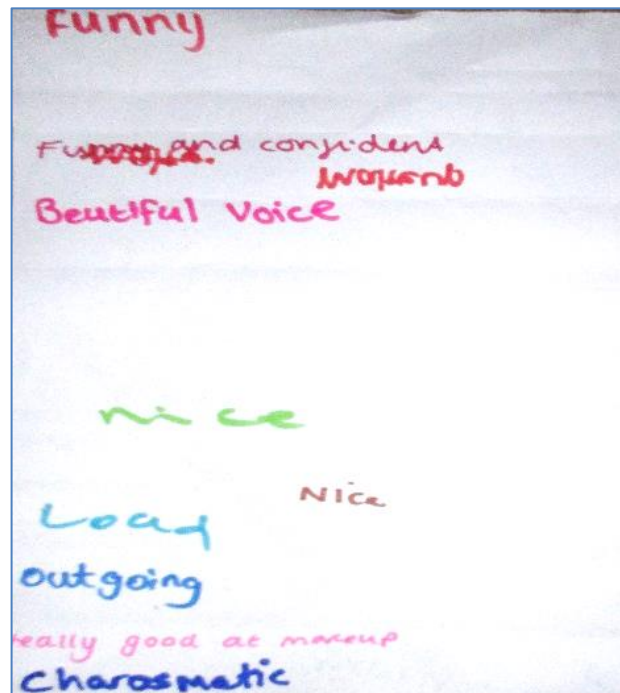
Paper and pens

Tape (Masking tape works well)

### Activity description

The group are given pieces of paper which they then stick on each other's backs with tape. Ask the group to write a positive skill, characteristic or attribute which the person has onto the piece of paper on their back. Consider playing some music while they do this activity.

The paper is then given back to the owner and they have a chance to read the positive comments written about them and to share as they wish.



### 3. Communication

#### Outcome

To practice listening and to understand that people have different interpretations of the same thing.

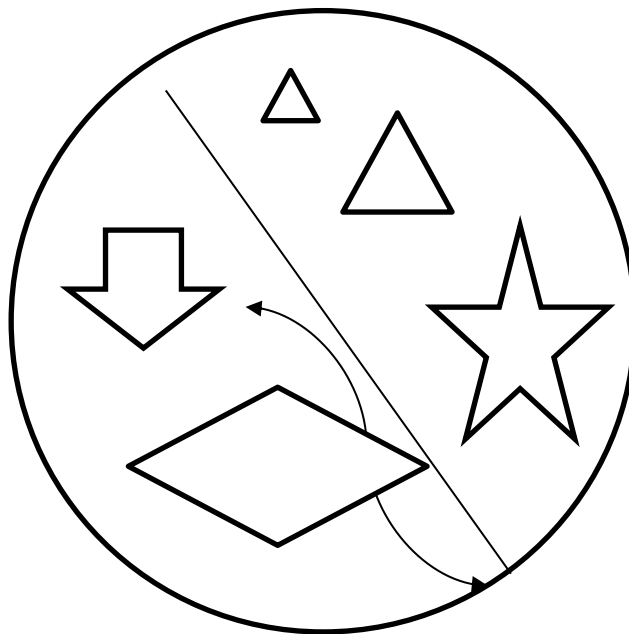
#### Resources

Paper and pens  
Paper with picture on

#### Activity description

Ask the children to get into pairs. One person is A the other B. A is given a picture, B is given paper and a pen. A has to describe the picture and B has to try to draw it without looking at the picture.

Sample picture:



## 4. Transporting an egg

### Outcome

To use their skills to work in a team to protect an object.

### Resources

Eggs

Scrap materials e.g. Newspaper, straws, sellotape, scrap cardboard, cups, scissors

### Activity description

Ask the group to get into teams and give each team the same materials and an egg. In the teams explain that they have a variety of materials to use to stop the egg breaking when it is dropped from a height. Give the groups a time limit. At the end of the time each group should take turns to drop the egg from an agreed height. The winner is the group whose egg does not break. Consider giving the group a small prize to share.



# Biblical activities

## 5. Gifts and talents

This activity works well as a follow on for ice breaker 2.

### Outcome

To acknowledge their individual gifts and talents and to understand the biblical perspective on using these.

### Resources

Key rings

Old keys (available for free from locksmith shops. Timpsons were very generous in resourcing me for this project, so they may be worth visiting to get some keys from for the activity.)

Pens

### Activity description

Discuss with the group that we are all given gifts (talents) designed for you. Look at the following passages together.

#### *Ephesians Chapter 2 vs 10*

For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

#### *Romans 12 vs 4- 8*

For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach; if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully.

Each participant to be given a key ring and a key. Ask them to write on the key ring a talent/ gift that they would like to develop further. Pray together to develop their gifts and talents.



## 6. Teenagers in the bible

### Outcome

To demonstrate the role of young people in the bible and to acknowledge the importance of listening to young people and taking them seriously.

### Resources

Bibles

### Activity description

Discuss in the group these three biblical stories relating to young people and their voice/ role in the society.

A. *Jesus in the temple Luke 2 vs 41- 52*

Have a discussion with the group about young people, their voice and role in the society at the time. Ask them to imagine what would happen if they were missing for three days!

B. *David in the story of David and Goliath 1 Samuel 17*

Look at these particular descriptions of David: Obedient son vs 17- 20

Brave soldier vs 26 and 32

Only young vs 33

Young man who trusted God 37, 45- 47

C. *Miriam Exodus 2 vs 1- 10*

Discuss this story and look at the courage and ingenuity which Miriam showed by suggesting her sister (the baby's mother) cared for and fed Moses.

## 7. Children in the bible

### Outcome

Describe how Jesus felt about children and how this was demonstrated.

### Resources

Bibles

Pens and paper

### Activity description

Choose two or three of these passages to read. Ask the children to think about what Jesus thought about children. Have a discussion about how are children treated now and how were they treated then. Using the pens and paper get the children to draw one of the passages and to write the verse next to it. If the children enjoy acting you could also act one or two of these passages out as a group.

- A. See that you do not despise one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven.”  
Matthew 18:10
  
- B. At that time the disciples came to Jesus and asked, “Who, then, is the greatest in the kingdom of heaven? “He called a little child to him, and placed the child among them. And he said: “Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.” Matthew 18:1-5
  
- C. People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it.” And he took the children in his arms, placed his hands on them and blessed them. Mark 10:13-16

## 8. Psalm 91

### Outcome

To reflect on God as a protector.

### Resources

Bible

Large piece of paper

Pens, glue and craft to decorate the wing with.

Appendix B- copy of Psalm 91

### Activity description

Explore Psalm 91 together focusing on these verses: He will cover you with his wings; you will be safe in his care; his faithfulness will protect and defend you.

Make a collage of a wing and prompt discussions on how God can protect people.





# General activities

## 9. Safe place: Primary

### Outcome

For children to experience and to understand what feeling safe feels like for them.

### Resources

None needed

### Activity description

This is an exercise for the children to do as a group. You might want to get them to get into comfortable positions, they can close their eyes if they are happy to do that.

Explain to them that we are going to think about safety and how it feels for each of us.

This a suggested script:

When you are ready I am going to ask you to think about a place where you feel completely safe. This can be a place where you feel safe now or somewhere you felt safe when you were younger, or it could be a place in your imagination.

If you can't do this it's quite OK, maybe you could start to make up your own safe place in this session.

This is your safe place where nothing can hurt you and no one can harm you. It feels completely safe.

What can you see in your safe place? (pause ...)

What can you hear in your safe place? (pause ...)

How do you feel in your safe place? (pause ...)

Are there any special tastes there? (pause ...)

Are there any special smells there? (pause ...)

When you are ready open your eyes, if they were closed, listen to the sounds in this room and try to remember some of the feelings you had in your safe place.

Ask if any of the children would like to share some of their safe place feelings.

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## 9. Safe Place: Secondary

### Outcome

For children to experience and to understand what feeling safe feels like for them.

### Resources

None needed

### Activity description

This is an exercise for the children to do as a group. You might want to get them to get into comfortable positions, they can close their eyes if they are happy to do that.

Explain to them that we are going to think about safety and how it feels for each of us.

This a suggested script:

We are going to ask you to think of a place that feels safe for you. This is a special place where no one can hurt you. It is all for you. It could be a real place you know or one in your imagination. If you can't think of one it's all right, not everyone can do this straight away. You could try to think of one for someone you care about or you could simply think of something nice. All we ask is for you to sit quietly and be as still as you can. Please make yourself comfortable and when you are ready, in your mind, go to the place you have decided is the one for you. It feels just right for you.

Smell the smells in this wonderful special place ... (pause)

See the sights in this special place ... and what it looks like... (pause)

Hear the sounds in this place ... (pause)

Taste the tastes there ... (pause)

And feel the feelings ... (pause)

When you are ready, come back into this room just with your ears ... listen to the sounds here ... (pause)

Now go back to the special place you have chosen, smell the smells again ... taste the tastes ... see the sights ... feel the feelings ... hear the sounds ... (pause)

Before you leave your safe place you might take another look around. If there is something you can see there that you would like you could pick it up and put it in your pocket for safekeeping... (pause)

When you are ready, come back into this room with your ears first ... hear the sounds here ... wriggle your toes ... feel your feet on the ground. Now, when you are ready, open your eyes and turn to the person on either side of you and give them a smile.

Check that everyone is safely 'back in the room' and list on a flipchart sheet the safe place feelings people are willing to share.

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## 10. Story: Little Red Riding Hood: Primary

### Outcome

To be able to describe emotional and physical feelings which someone may have if they are scared, upset or worried.

### Resources

Little Red Riding Hood story  
Flip chart paper and pens

### Activity description

Read the story of Little Red Riding Hood.

Prompt discussion around these questions:

Encourage the children to tell you how they think Red Riding Hood might have been feeling. Explain to them that we call the physical feelings early warning signs (uh oh feelings) and that they are our bodies letting us know that we are not safe or uncomfortable about the situation.

Use these questions as prompts to facilitate the discussion...

- A. When was the first time that Little Red Riding Hood might have felt an emotional feeling e.g. feeling scared
- B. What do they think that feeling was like?
- C. How do they think her body might have told her that she was not safe (early warning signs)?

Draw an outline of a gingerbread person on the flip chart and draw one or two of their suggestions on it. Then ask the children to work in small groups to draw their own gingerbread people on large sheets of paper and fill in the emotional feelings and early warning signs Red Riding Hood might have had. Compare the different pictures to show that people may react in the same or different ways. Have a discussion with the group about how they could act on these feelings e.g. tell a trusted adult.

Physical and emotional feelings

Gloucestershire Healthy Living and Learning, (2016), Keeping myself safe Protective Behaviours Training Partnership



## 10. Story: Secondary

### Outcome

To be able to describe emotional and physical feelings which a third person may experience if they are scared, upset or worried.

### Resources

Story which shows someone feeling unsafe or uncomfortable. (Examples which could be shared are: David and Goliath, Daniel in the lion's den, BFG (Roald Dahl) page 4- 6)

Flip chart paper and pens

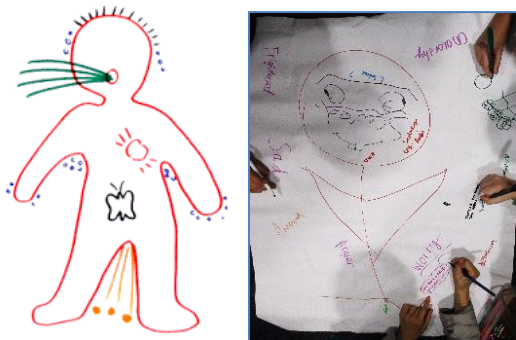
### Activity description

Explain to them that we call the physical feelings early warning signs (uh oh feelings) and that they are our bodies letting us know that we are not safe or uncomfortable about the situation.

Use these questions as prompts to facilitate the discussion...

- A. When was the first time that the person or character might have felt an emotional feeling e.g. feeling scared
- B. What do they think that feeling was like?
- C. How do they think their body might have told her that they were not safe (early warning signs)?

Draw an outline of a gingerbread person on the flip chart and draw one or two of their suggestions on it. Then ask the children to work in small groups to draw their own gingerbread people on large sheets of paper and fill in the emotional feelings and early warning signs the character or person might have had. Compare the different pictures to show that people may react in the same or different ways. Have a discussion with the group about how they could act on these feelings e.g. tell a trusted adult.



Gloucestershire healthy living and learning, (2016), Keeping myself safe Protective Behaviours training partnership

## 11. Feelings creation activity

### Outcome

To be able to identify two physical feelings they get when they are feeling anxious or unsafe.

### Resources

Balloons

Paper

Coloured pens

### Activity description

Please consider that some children can be scared of balloons and them bursting. Explain that everyone has the right to feel safe all the time and that if they don't feel safe doing this that they can leave the room while the balloons are being burst.

Give each child a balloon and ask them to blow it up. Explain that they are going to be asked to burst their balloon: ask them to think about their physical feelings that they get before doing this. Count to three and everyone bursts their balloons.

Ask the children to sit in a circle and tell them you are going to go round the circle and every child is going to have to stand up and sing a song: no one is allowed to pass. Ask them to think how their body is feeling now. Give them thinking time. Then tell them that you aren't really going to make them sing, it was just an exercise to get them to think about how their body feels when they are not feeling safe. If any child wants to sing, they can!

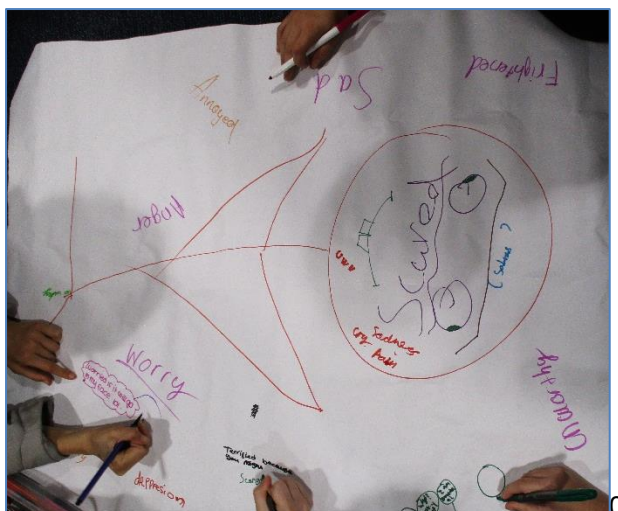
How did they feel?

What feelings might you get if you feel unsafe?

Explain to them that we call the physical feelings early warning signs (uh oh feelings) and that they are our bodies letting us know that we are not safe or uncomfortable about the situation.

Ask them to draw an outline of a person and then to list the feelings.

Explain that these feelings help us recognise when we are unsafe.



## 12. Online life

### Resources

Large paper and marker pens

### Outcome

To identify risks of the online world and to share ways in which they can avoid these or keep themselves safer.

### Activity description

Ask the group to get into small groups of three or four. Using a big piece of paper ask them to divide the paper into 2 sections: Games and Social media

In their groups ask them to write two lists of the games and the other of the social media that they use. Encourage them to discuss:

1. What they like and dislike about each one.
2. How do they keep themselves safe?
3. What is built into the app/ website/ game to help them with this?



## 13. Emotional bucket: Primary

### Outcome

Recognise what can cause them to be worried and to share ways which this can be managed.

### Resources

Cups

Paper and pens

Post it notes and flip charts

### Activity description

Have a discussion with the group about how if we are worried about something it can make us unhappy and that we need ways to look after ourselves. Talk to them about how being a bit worried is completely normal, for example before they have to perform at the school play, or if they are not getting on with a friend.

Give each person a cup and some strips of paper and pens. Ask them to think about what causes them to become worried e.g. a friend being unkind or not being invited to a party. They can write or draw a situation. Explain they will not be asked to share these if they do not want to.

Then give them some paper and ask them to write or draw down the ways they cope with their worries e.g. talking to their parents, reading a book. They can then share these with the rest of the group.

Reflect with the group how it feels to offload these worries and talk to them about the value of sharing worries or concerns. Explain who they can talk to in your setting.



Mental Health First Aid





## **14. Meet the Parish Safeguarding officer**

### **Outcome**

To know that there everyone in the church has a job to keep people safe and to meet someone who is a leader in this role.

### **Resources**

Parish Safeguarding officer

Laptop/ ipad to show the safeguarding film on

Safeguarding film- downloaded if there is no internet access at your venue

### **Activity Description**

Invite the parish safeguarding officer to come and meet the group of children and young people. Play a game with them maybe one of the icebreakers in this pack. Show the film which accompanies this resource and have a discussion with the group about how they are kept safe in church. Give the parents copies of the appropriate leaflet and explain where they can access the film.

## 15. Keep safe

### Outcomes

Describe how someone might feel in a given risky situation.

Recognise that people's feelings about risky situations might differ according to who they are or the circumstances.

Articulate people can keep themselves safe in different circumstances.

### Resources

Keep safe cards Appendix C

Feeling Safe sheets- Appendix C

Put keep safe cards on the table/ in the middle of the group. Explain the categories below and ask the group to think about where they would place the pictures using the four categories below. Talk to the group about people having different opinions and that it is ok.



**Feeling safe:** This will be different for different people. You can use activity 9 to explore what a safe place is for someone.

These next three categories can feel fun if the person has choice, control and understands the time limit of the activity.

**Fun to feel scared:** This is an activity where someone may decide that it is scary but choose to do it anyway. These will be different for different people but could include jumping into a swimming pool, going on a roller coaster or watching a scary film.

**Risking on purpose:** This is an activity which someone chooses to do even if it feels scary because the end result is worth it. Examples of this could include having an injection in preparation for a holiday, going on a school residential.

**Feeling unsafe:** When someone has their early warning signs (uh oh feelings) and do not have a choice and/or control and/ or do not know how long something will last for. Explain that they can ask for help if they ever feel unsafe.

Protective Behaviours Training Partnership

## **16. Keep safe, one step removed**

### **Outcomes**

To be able to identify ways to keep themselves safe in fun and serious situations.

To understand that having a choice, some control and the activity being time limited can affect the safety of a situation.

### **Resources**

Keep safe, one step removed cards Appendix D

### **Activity plans**

Work in a group with the children to think about how they would keep themselves safe even if...

Use the cards in Appendix D.

Use examples to illustrate that choice, control and time limit will affect how risky something is. After trying out some fun examples to get the idea a group could decide to explore some more serious scenarios or make up their own. The idea is to list as many options and choices as possible and there are no right or wrong answers.

## 17. Who can we talk to? Primary

### Outcome

To be able to describe who they can share their worries or concerns with.

### Resources

Paper and pens

Craft to decorate the hands with

### Activity description

Ask the children to draw around their hands and cut them out. For each finger/thumb ask them to write someone that they can talk to about any worries or concerns. Get them to decorate the hand using pens, craft and glue.

Explain to them that they can talk to someone about anything even if it feels awful or small. Talk to them about who in the community that you are in could be a network person for them.



## 17. Who can we talk to? Secondary

### Outcome

To be able to describe who they can share their worries or concerns with.

### Resources

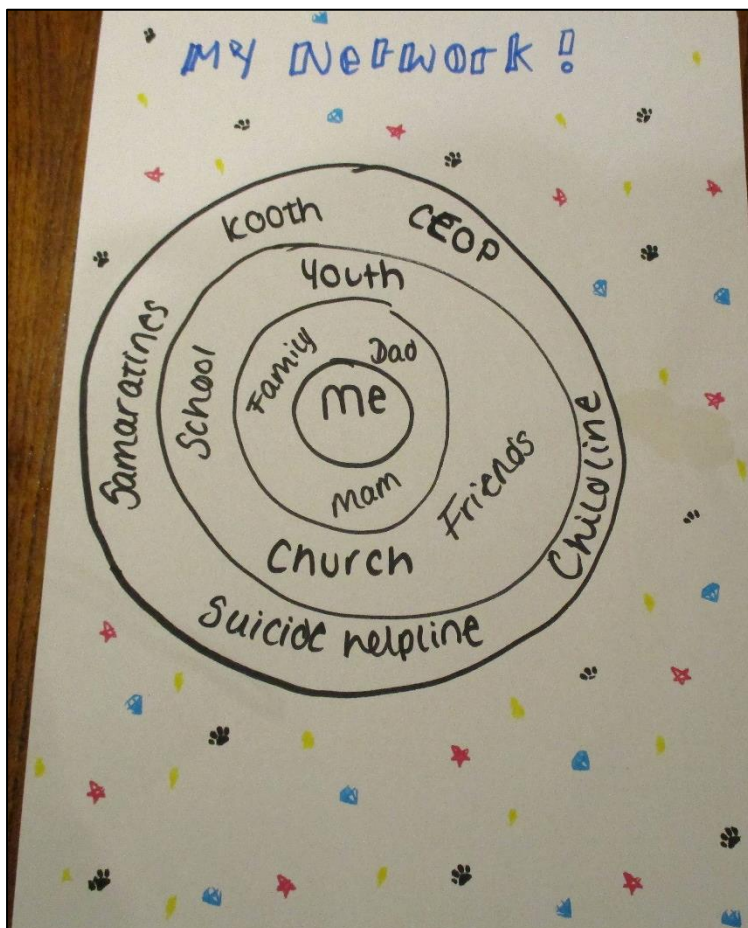
Paper

Selection of pens to decorate the circles with

### Activity description

Have a discussion about who what a network is and who can be on it. Encourage them to choose a selection of people; family, friends, leaders, school.

Explain to them that they can talk to someone about anything even if it feels awful or small. Talk to them about who in the community that you are in could be a network person for them.



## 18. Children's geographies

### Outcome

To be able to recognise and describe what makes a safe place and a safe adult.

### Resources

Paper and pens

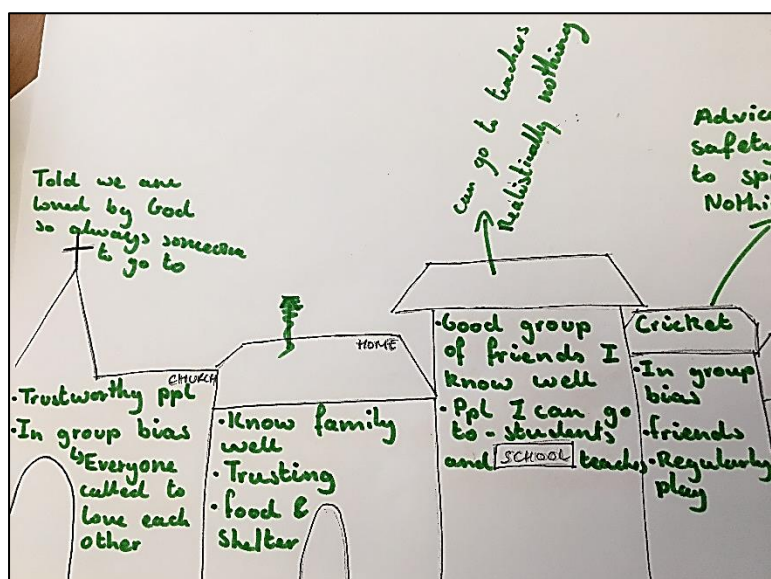
### Activity description

1. Discuss with the group what groups they are involved with e.g. swimming, tutoring, choir, church. Ask them to include virtual spaces e.g. gaming with friends, social media. Ask them about where they play/ hang out e.g. friend's house, park.
2. In these settings how are you welcomed and kept safe? What if anything has made you feel unsafe in these settings? How do you know this? What more should you know? How this should be communicated?
3. Get them to draw outlines of places and to write on these some of the aspects they discussed.

These are some examples which they may come up with if you need to prompt the discussion:

E.g. My Mum watches me swim. The school told us we can ask to see the counsellor if we are worried about anything. My parents signed a consent form for the choir to be able to put a photo of the group on Facebook. There is an easy way to report online or block people.

4. Encourage the group to have a discussion about what makes a safe place? How can you make a place safe/unsafe? Facilitate a conversation with the group about how church feels and how they are welcomed.



## 19. Positive friendships

### Outcomes

To develop some strategies to support their friends.

To identify boundaries to sharing information and who they can seek support from.

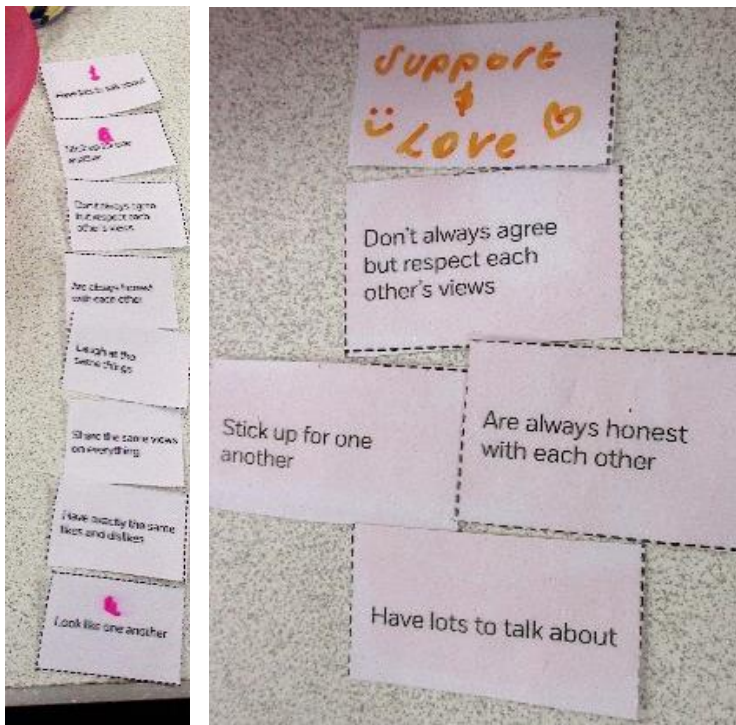
### Resources

Features of a good friendship diamond 9 cards- Appendix E

### Activity Description

Ask the children to get into small groups and give them a set of 9 cards per group.

Ask them to sort the cards into most important to least important. Encourage them to use the blank card to write their own feature.



Ask the group to discuss whether these things:

- are as important online as offline
- are as important for new friendships as more established friendships
- should be true for other relationships, not just friendships.

NSPCC (2019), Making sense of relationships, retrieved from

<https://learning.nspcc.org.uk/media/1401/ks2-lesson-plan-3-healthy-online-friendships.pdf>

## 20. Supporting friends: Secondary

### Outcomes

To develop and share some strategies to support their friends.

To recognise that there are times when they need support from adults.

### Resources

Scenario cards- Appendix F

Question cards- Appendix F

### Activity description

Before you start the activity please go over the ground rules and explain that we will be talking about scenarios that are about other people to keep themselves safe. Do explain that they can talk to you about anything even if it feels awful or small but if you are worried about them or someone else that you would need to share this.

With the young people in the pilot groups I have developed five scenario cards to prompt discussions and explore where the boundaries are around supporting a friend and sharing this with an adult. Ask the children and young people to get into small groups and give each group a scenario to discuss. Once they have all finished ask them to feedback to the others. If you have time groups can also look at more than one scenario. Each card is based on a theme. These are; bereavement, mental illness, bullying, parental separation and child abuse. Using the cards facilitate a discussion using these questions as prompts:

- A. What signs might you see that they needed some help?
- B. How would you help them?
- C. What would make you tell them that you had to tell an adult?
- D. How would you look after yourself?
- E. Who else could help them?

Talk to them about when you need to tell an adult. These are some prompts to guide your discussion:

If they have concerns about their friend's safety e.g. if they were self-harming.

If their friend appeared to be seeing or hearing things which were not there.

If any situation feels more adult than they should be dealing with.

If supporting their friend is affecting their mental health.

If they are experiencing their early warning signs, (uh oh feelings)



## 21. Rights and responsibilities: Primary

### Outcomes

To understand that all children have rights and responsibilities.

### Resources

Children's story about rights e.g. Amnesty book: We are all born free  
Appendix H Amnesty power point slides

### Activity description

On a large piece of paper draw an outline of a child. In the outline ask children to think about what they need. Around the outline ask children to write what their rights are.

Explain that every child has rights. The rights of children are set out in an international document called the United Nations Convention on Children's Rights. Include the right to be protected from harm and to participate in decisions which affect their health and wellbeing. Show the group the Power Point which illustrates the rights of children.

Facilitate a discussion about what responsibilities they have which go with the rights - e.g. right to talk and responsibility to listen.

Amnesty, Learning about human rights, retrieved from

<https://www.amnesty.org.uk/files/2017-10/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf?GOTk30AzSvupIDnJHBMK8CpUQPexi3hE=>

## 21. Rights and responsibilities: Secondary

### Outcomes

To understand the international rights and responsibilities which children have?

### Resources

Flip chart paper and marker pens

Handout of Save the Children leaflet about the UN rights of the child

<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-child-friendly.pdf> Appendix G

Small circle stickers

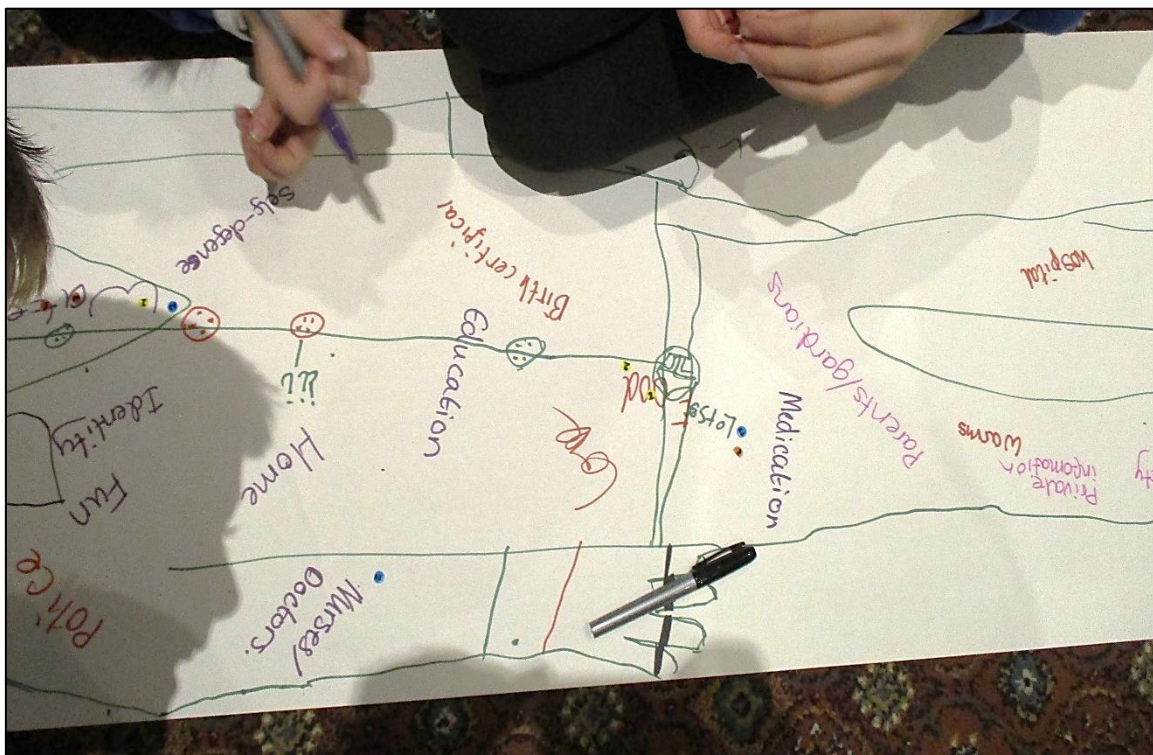
### Activity description

On a large piece of paper draw an outline of a child. Explain that every child has rights and responsibilities. The rights of children are set out in an international document called the United Nations Convention on Children's Rights. Include the right to be protected from harm and to participate in decisions which affect their health and wellbeing.

In the outline ask children to think about what they need. Around the outline ask children to write what their rights are.

Facilitate a discussion about what responsibilities they have - e.g. right to talk and responsibility to listen. Using stickers ask them to mark their three most important rights

Give them a handout about UN Rights of the Child.



## 22. Church rules

### Outcomes

To understand the rules which adults and children have to abide by in a church setting?

To recognise when adults and children are not abiding by these rules and to know who to talk to.

### Resources

Flip chart paper and pens

### Activity description

Divide a large piece of paper into two columns. People and rules. In the rules section ask the group to write all the rules they have followed today. In the people section write who made these rules.

Here are some examples:

People	Rules
Government, parents	I went to school
Parents	I had breakfast
School	Tucked my shirt in

Facilitate a discussion about when and how can you question the rules?

Can we think about rules we have questioned in the past and they have been changed?

E.g. negotiated at home to reduce a punishment. Explained to a teacher that their perception of a situation was different.

Ask the group to write two lists of rules for adults in churches and for children in churches. Examples might include

Children- not running in church

Adults- not being on their own with a child

Show the children the leaflets and the film which accompany this resource. Give the parents copies of the appropriate leaflet and explain where they can access the film.

## 23. Creative activity on questioning adults and seeking help

### Outcomes

To demonstrate how they can ask questions and talk to adults if they have worries or concerns.

### Resources

Three large outlines, two of a child and the other of an adult.

Marker pens

Small people e.g. Play mobile or lego figures

### Activity description

- A. Get the children to mind map on one of the outlines of a child the problems, worries and concerns that children can experience.
- B. Ask the children to discuss how they would like an adult to respond to a child if they had any worries or concerns. How would they not want them to respond? How would this change if it was a child talking to a child?
- C. In small groups using the small people encourage the children to act out how the children can talk to the adults and vice versa. Ask each group to feedback to the whole.

Reassure the children that we all have the right to feel safe all the time.  
We can talk with someone about anything, even if it feels awful or small.



Keeping children safe coalition, (2011), Children's participation in child protection, retrieved from [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk)

## 24. Modern slavery and county lines: Secondary

### Outcomes

To be able to identify reasons why someone may become a modern day slave

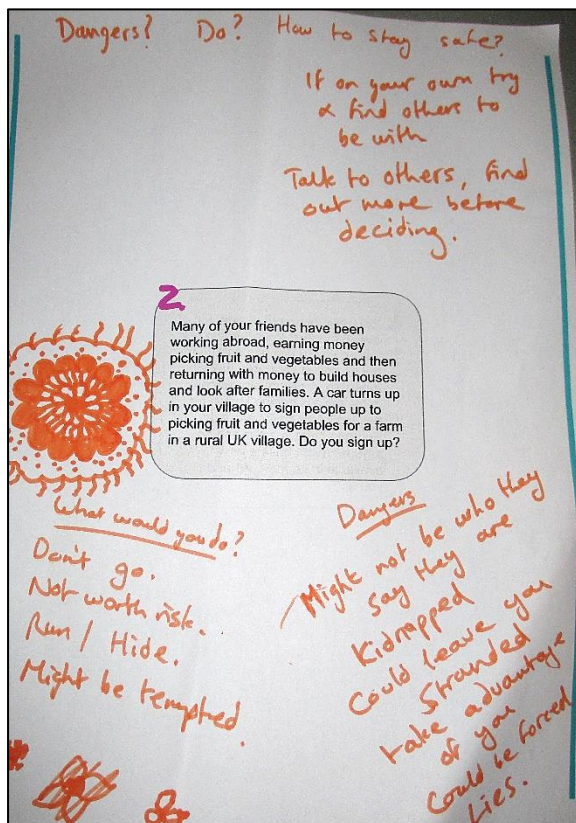
To be able to share ways that they can protect themselves and their friends from this.

### Resources

Appendix: I Scenario Handouts and activity description

### Activity description

Use the Clewer Initiative's modern day slavery lesson plan to look at types of slavery, why someone may be persuaded to work for someone, what we can do to stop this and how to protect ourselves. Have a focus on scenario 4 as this is the most likely situation which the young people and or their friends could experience.



Clewer Initiative

## 25. Pants

### Outcomes

To understand that your body belongs to you and that No means no.  
To know that they can talk about secrets that upset them  
To be encouraged to speak up and that there are people who can help.

### Resources

Laptop and downloaded film clip  
Lesson plan which includes Pant template- Appendix J  
Craft materials and glue

### Activity description

Show the pantosaurus video which is available to download [here](#). Talk about the rules which the dinosaur has. Give each child one of the pant templates and write out the mnemonic with them. Encourage them to decorate it using the craft materials.



## **26. Secrets and surprises**

### **Outcomes**

To be able to explain the difference between a secret and a surprise.

To know that they can talk about secrets that upset them.

### **Resources**

Scenario cards- Appendix K

Paper with safe/ not safe and not sure- Appendix K

### **Activity description**

Introduce the idea of safe secrets (which are alright to keep) and unsafe secrets (which you need to tell someone about). Suggest the scenarios cards and ask children to indicate whether they think these are good or bad secrets and to suggest what someone could do if they found themselves in that situation.

Using the cards ask the children to place them in three areas of the room safe/ not safe/ not sure

Gloucestershire healthy living and learning, (2016), Keeping myself safe

## **27. Positive relationships**

### **Outcomes**

To describe how someone could be a good friend/ girlfriend/ boyfriend

To understand what a healthy and unhealthy friendship/ relationship looks like

To know where to seek help from

### **Resources**

Positive relationship handouts- Appendix L

Explain that we are going to think about good and bad friendships and relationships. Revisit the ground rules. In small groups get the young people to think about what they offer in their friends and relationships. Ask those who are happy to share these with the groups. Are there differences/ similarities?

Ask them to now consider what makes a healthy/ unhealthy relationship. Get them to think as a group how they could talk to a friend if they were in an unhealthy relationship. Who could they talk to?



## Appendix A: Sample text for a letter to share

My name is

I will be running some activities to enable children and young people to understand how they are kept safe, who they can talk to and to empower them to take an active role in making church a safe and welcoming place for all.

We will look at the following topics:

- Their skills, unique qualities and what the Bible says about gifts and talents.
- How young people are (and should be) treated by adults and their friends.
- Who they can talk with, about things that worry or concern them.
- How adults should and shouldn't behave and what your child should do if they are worried about an adult's behaviour.
- How worshipping communities welcome and keep people safe and how this can be communicated to young people.

If you, or your child(ren), shares any information which indicates that they need some more support or there are concerns about their safety, this information will be shared with the leader of the group and you as a parent.

Consent will be sought verbally from your child(ren) at the beginning of each session. Both you and your child have the right to decline to take part. If you and your child(ren) are happy for them to take part please can you complete the attached consent form.

If you or your child(ren) have any questions about the project, please contact me at ...

I am happy for my child to take part in the project led by...

Yes

No

Signature

Date

## Appendix B: Psalm 91

<sup>1</sup>Whoever goes to the LORD for safety,  
whoever remains under the protection of the Almighty,  
<sup>2</sup>can say to him,  
“You are my defender and protector.  
You are my God; in you I trust.”  
<sup>3</sup>He will keep you safe from all hidden dangers  
and from all deadly diseases.  
<sup>4</sup>He will cover you with his wings;  
you will be safe in his care;  
his faithfulness will protect and defend you.  
<sup>5</sup>You need not fear any dangers at night  
or sudden attacks during the day  
<sup>6</sup>or the plagues that strike in the dark  
or the evils that kill in daylight.  
<sup>7</sup>A thousand may fall dead beside you,  
10,000 all round you,  
but you will not be harmed.  
<sup>8</sup>You will look and see  
how the wicked are punished.  
<sup>9</sup>You have made the LORD your defender,  
the Most High your protector,  
<sup>10</sup>and so no disaster will strike you,  
no violence will come near your home.  
<sup>11</sup>God will put his angels in charge of you  
to protect you wherever you go.  
<sup>12</sup>They will hold you up with their hands  
to keep you from hurting your feet on the stones.  
<sup>13</sup>You will trample down lions and snakes,  
fierce lions and poisonous snakes.  
<sup>14</sup>God says, “I will save those who love me  
and will protect those who acknowledge me as LORD.  
<sup>15</sup>When they call to me, I will answer them;  
when they are in trouble, I will be with them.  
I will rescue them and honour them.  
<sup>16</sup>I will reward them with long life;  
I will save them.”

## Appendix C: Keep safe cards and feeling safe sheets

Feeling safe

1

Fun to feel scared

2

Risking on purpose

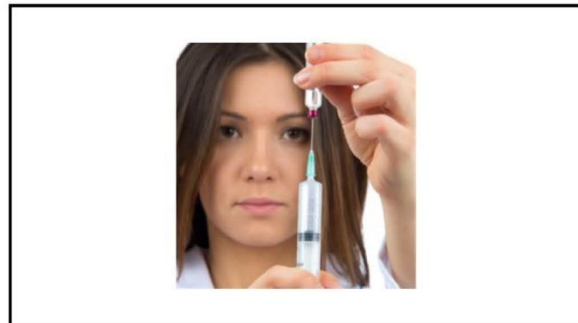
3

Feeling unsafe

4



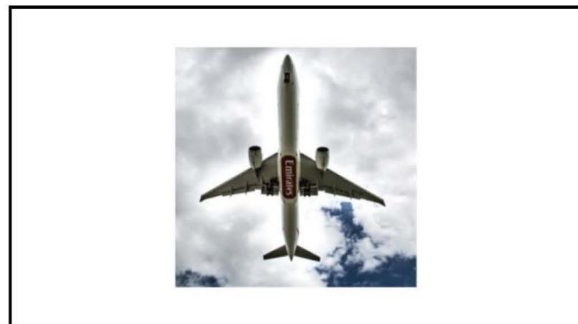
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6



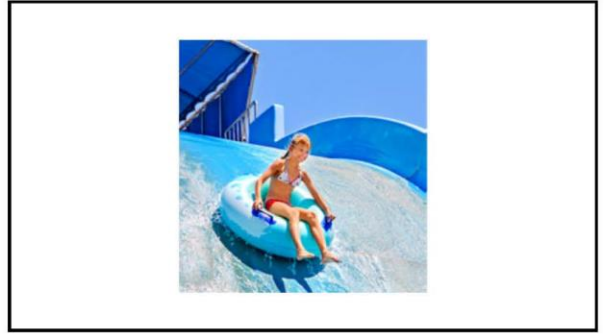
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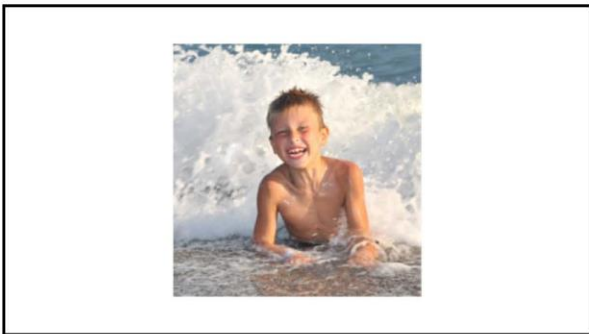
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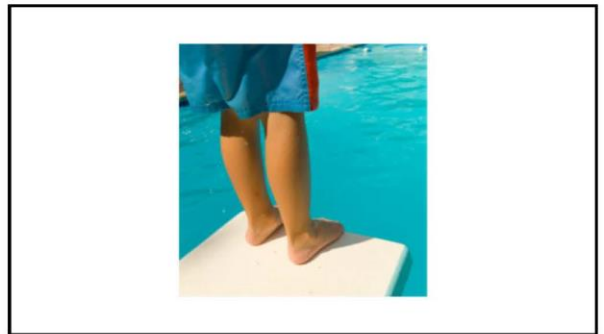
9



10



11



12



13

## Appendix D: Keep safe and one step removed

### 'What if.....?' cards



- The cards can be used as a game or for discussion
- Using 'One-Step Removed', this strategy can enable a child to talk about a situation without it feeling personal and help them practice some helpful problem solving skills
- There are no right or wrong answers although we can ask
  - How might the person be feeling?
  - What other choices might there be?
  - Would that be a safe choice?
  - Who could they talk with?.....

Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they came home from school and there was no one at home?



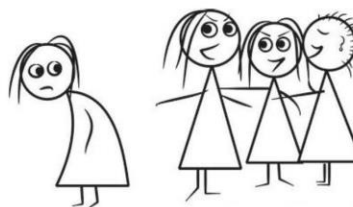
Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they were asked to brush a lions teeth?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they were being bullied?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if there was a dinosaur in the playground?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if someone started shouting at them?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they are invited for a sleepover?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they find their homework very difficult?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if someone wants to meet them that they've talked to online?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if a dog is barking at them?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if they are asked to keep a secret which they don't feel safe about?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if they are starting a new class or school?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if an alien landed in their garden?



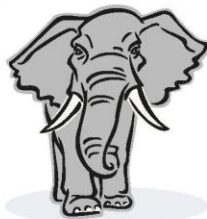
Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if there is a bee in the classroom?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if they were asked to wash an elephant?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if two adults are shouting at each other?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if they had no friends at school?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if the fire alarm goes off in school?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they lost their homework planner?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if someone is about to hurt them?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they were worried about exams?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they are going to the dentist?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they are trying to cross a busy road?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if they had a scary dream?



Families Feeling Safe Ltd 2015  
www.familiesfeeling-safe.co.uk

How could someone keep themselves feeling safe even if someone is taking their money?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if something is bothering them?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if someone sent them a text they didn't like?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if they got lost ?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if they lost their phone?



Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk

How could someone keep themselves feeling safe even if? .....

Families Feeling Safe Ltd 2015  
www.familiesfeelingsafe.co.uk



## Appendix E: Features of a good friendship

Laugh at the same things	Look like one another	Don't always agree but respect each others views
Have exactly the same likes and dislikes	Laugh at the same things	Look like one another
Have lots to talk about	Stick up for one another	Share the same views on everything
Are always honest with each other	Don't let each other have other friendships	Wear the same clothes

Friendship online cards

<https://learning.nspcc.org.uk/media/1401/ks2-lesson-plan-3-healthy-online-friendships.pdf>

Cards with agree/ disagree/ not sure

## Appendix F: Scenario cards and question cards

### Questions for each scenario

- What signs might you see that they needed some help?
- How would you help them?
- What would make you tell them that you had to tell an adult?
- How would you look after yourself?
- Who else could help them?

1

### Scenario A

- Alice's grandmother died last week.
- She had a few days off school but is back today.
- She is very quiet and looks tired.

2

### Scenario A

- Charlie's cousin has recently passed away.
- He had a couple of days off school but is back now.
- He is more quiet than usual and looks tired.

3

### Scenario B

- Tahira hasn't come to the group with you for a while.
- She told you this week that she isn't sleeping well and feels very anxious when she isn't at home or in lessons.
- You know that she has felt very sad in the past and has self harmed by cutting her wrist in the past.

4

### Scenario B

- Your friend Jo has been quiet lately.
- You see some scars on their arms and ask them what happened.
- Jo won't say at first but when you persist they say they've been hurting themselves.
- You ask Jo why and they say that they just feel down.

5

### Scenario B

- Ella hasn't been picking up the phone. She has been posting depressing things on social media. When people speak to her she sounds very upset but says she is fine. You know that she has talked about wanting to kill herself in the past.

6

### Scenario C

- A group of older kids start teasing your friend Leanne about her appearance. She flinches when they walk past and looks very worried.
- She shows you the messages that one of them posted on her Instagram feed.

7

### Scenario C

- Jemima is being shoved at school at break time and being called peperoni face because she has acne.

8

### Scenario C

- You are sitting at lunch with your friend Barnabas. He tells you that at break time a group of people who have been sending him nasty messages on social media cornered him on the playground.
- They were making comments that were similar to those that he had received online.
- They also stopped him from leaving and hurt him physically.

9

### Scenario D

- Vikram told you that his parents split up last week.
- He says he is quite happy as it means that there will be less arguing.
- He's not sure what the arrangements are for him to go between his parents.

10

### Scenario E

- Gertrude's parents have recently split up and she has been forced to live with her Mum.
- One day in school you notice a bright red mark which is in a straight line down her arm.
- You ask her what it is and she tells you to forget about it.

11

### Scenario E

- When you are getting changed for PE you see a red mark on your friend Max's back.
- You ask him what happened and he tells you that his Dad hit him last night.

12

### Scenario E

- Ben tells you that when he is alone with his girlfriend she hits him and screams at him.

13

### Scenario E

- Lily tells you that when she is alone with her boyfriend he makes her show him all her calls, texts and posts. She says that he just wants her all to himself.

14

## Appendix G: UN Rights of the Child



### THE RIGHTS FOR CHILDREN SET OUT HERE HAVE BEEN AGREED BY ALMOST EVERY COUNTRY IN THE WORLD.

- 1 YOU HAVE THE RIGHTS** set out here until you are 18.
- 2 YOU HAVE THESE RIGHTS** whatever your race or skin colour, whether you are a boy or a girl, whatever language you speak, whatever your religion, political beliefs, nationality or ethnic group, whether you are rich or poor, and whether you are disabled.
- 3 WHENEVER ADULTS MAKE DECISIONS** or do anything that affects you, they should always think about what is best for you.
- 4 YOUR GOVERNMENT IS RESPONSIBLE** for protecting your rights.
- 5 YOUR FAMILY IS RESPONSIBLE FOR HELPING YOU** to achieve your rights. Your government should support them to do this.
- 6 YOU HAVE THE RIGHT TO LIVE.** Your government should make sure you have the chance to survive and develop healthily.
- 7 YOU HAVE THE RIGHT TO A NAME AND A NATIONALITY,** and the right to know and be cared for by your parents.
- 8 YOU HAVE THE RIGHT TO AN IDENTITY** – an official record of your name, nationality and family.
- 9 YOU HAVE THE RIGHT TO LIVE WITH YOUR PARENTS,** unless that would be bad for you. If your parents are separated, you have the right to have contact with both of them, unless that could be harmful for you.
- 10 IF YOU LIVE IN A DIFFERENT COUNTRY FROM YOUR PARENTS,** you have the right to move so that you can live together as a family.
- 11 YOUR GOVERNMENT SHOULD TAKE STEPS** to prevent you being taken out of your country illegally.
- 12 WHEN IMPORTANT DECISIONS ARE BEING MADE** that affect you, you have the right to give your opinion and to be taken seriously.
- 13 YOU HAVE THE RIGHT TO FIND OUT INFORMATION** and to share your ideas through writing, speaking, drawing or any other way, unless it may harm you or anyone else.
- 14 YOU HAVE THE RIGHT TO THINK FOR YOURSELF,** to choose what you believe and to practise your religion, provided this does not stop other people enjoying their rights. Your parents should support and guide you in these matters.
- 15 YOU HAVE THE RIGHT TO SET UP OR JOIN A GROUP** and to meet together, provided this doesn't stop others enjoying their rights.
- 16 YOU HAVE THE RIGHT TO A PRIVATE LIFE,** and your character and reputation should not be attacked.
- 17 YOU HAVE THE RIGHT TO GET INFORMATION** that is suitable and beneficial for you from around the world through TV, radio, newspapers, social media and the internet.
- 18 BOTH OF YOUR PARENTS ARE RESPONSIBLE** for bringing you up and should think about what is best for you. Your government should make sure there is support to care for you, particularly if both your parents are working.



Nahla, 13, from Syria



**If I could have one thing in the world I would have a full education**  
Patrick, 13, Uganda

**19 YOU HAVE THE RIGHT TO BE PROTECTED FROM VIOLENCE,** abuse or neglect by your parents or anyone else who cares for you.

**20 IF YOUR PARENTS ARE NOT ABLE TO LOOK AFTER YOU PROPERLY,** your government should arrange for you to be cared for by someone else who will respect your culture, religion and language.

**21 IF YOU ARE ADOPTED, YOUR NEEDS SHOULD BE THE PRIORITY,** whether you are adopted in your country or taken to another country.

**22 IF YOU HAD TO LEAVE YOUR COUNTRY BECAUSE YOU WERE NOT SAFE,** in your new country you have the right to be protected. You should have the same rights as other all children in your new country.

**23 IF YOU HAVE A MENTAL OR PHYSICAL DISABILITY,** you should get the education, care and support you need to lead a full and independent life to the best of your ability, and to participate in your community.

**24 YOU HAVE THE RIGHT TO HEALTHCARE** when you are sick and to healthy food, clean water, a clean environment and information to help you stay healthy. Rich countries should help poorer countries do this.

**25 IF YOU ARE BEING LOOKED AFTER AWAY FROM YOUR HOME,** your situation should be regularly reviewed to make sure you are getting good treatment and care.

**26 YOU HAVE THE RIGHT TO HELP FROM THE GOVERNMENT** if your family is poor or in need.

**27 YOU SHOULD HAVE THE CONDITIONS YOU NEED** for your physical, mental, spiritual, moral and social development. If your family is unable to provide these conditions, the government should help – particularly with nutrition, clothing and housing.

**28 YOU HAVE THE RIGHT TO EDUCATION.** Primary education should be required for all children and should be available free. Secondary education should be available to all children. Higher education should be available according to capacity. School discipline should respect your dignity and your rights.

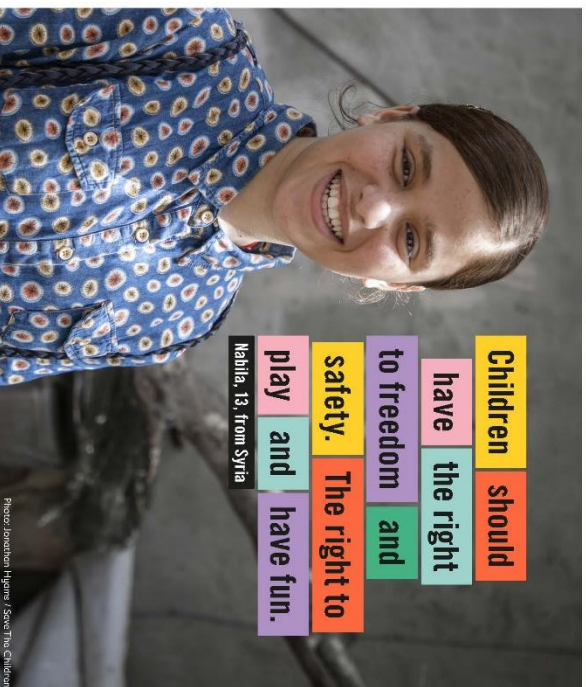
**29 YOUR EDUCATION SHOULD HELP YOU DEVELOP YOUR PERSONALITY,** talents, and mental and physical abilities. It should encourage you to develop respect in your own culture, for other cultures and for the environment. It should help prepare you to live in and contribute to a free society.

**30 YOU HAVE THE RIGHT TO ENJOY YOUR CULTURE,** to practise your religion and to speak your language, whether or not these are shared by the majority of people in your country.

**31 YOU HAVE THE RIGHT TO REST, PLAY AND TAKE PART** in cultural and artistic activities.

**32 YOU SHOULD NOT HAVE TO DO WORK THAT IS DANGEROUS,** that is harmful to your health or development, that interferes with your education, or where people take advantage of you.

**33 YOUR GOVERNMENT SHOULD TAKE STEPS TO PROTECT YOU** from taking, producing or distributing dangerous drugs.



**Children should have the right to freedom and safety. The right to play and have fun.**  
Nabila, 13, from Syria

**We believe**

**we have a voice**  
Imrooke, UK



**34 YOU HAVE THE RIGHT TO BE PROTECTED FROM SEXUAL ABUSE** and exploitation, including prostitution and being used in pornography.

**35 YOUR GOVERNMENT SHOULD ACT TO MAKE SURE YOU ARE NOT KIDNAPPED,** sold or taken to another country to be exploited.

**36 YOU SHOULD BE PROTECTED FROM ANY OTHER ACTIVITIES** that may harm your wellbeing and development.

**37 IF YOU COMMIT A CRIME AND ARE GIVEN A PRISON SENTENCE,** you have the right to keep in touch with your family. You should not be treated cruelly or put in a prison with adults. The death penalty and life imprisonment are not allowed for children.

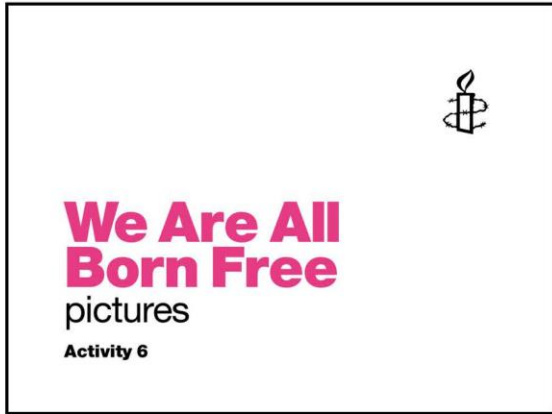
**38 IF YOU ARE UNDER 15, YOU SHOULD NOT HAVE TO JOIN THE ARMY** or fight in a war. Children living in war zones should be given special protection.

**39 IF YOU HAVE BEEN ABUSED,** cruelly treated or affected by war, you should be given special care to help you recover.

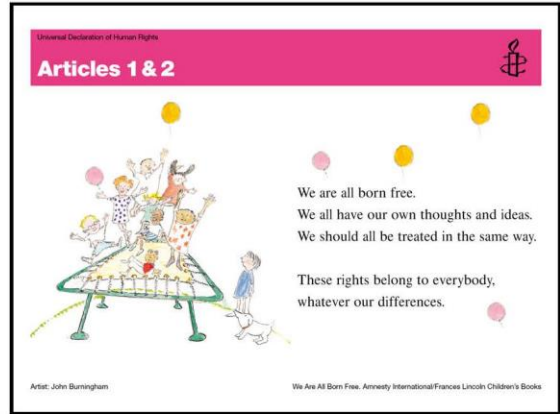
**40 IF YOU ARE ACCUSED OF BREAKING THE LAW,** you should be treated fairly and in a way that respects your dignity. Your age should be taken into account. Prison sentences should only be given where children have committed the most serious crimes.

**41 THESE RIGHTS ARE A MINIMUM.** If the laws in your country give you stronger rights than those outlined here, then those laws should be followed.

**This is a summary for children of the United Nations Convention on the Rights of the Child. The full Convention is available at [www.unicef.org](http://www.unicef.org).....**



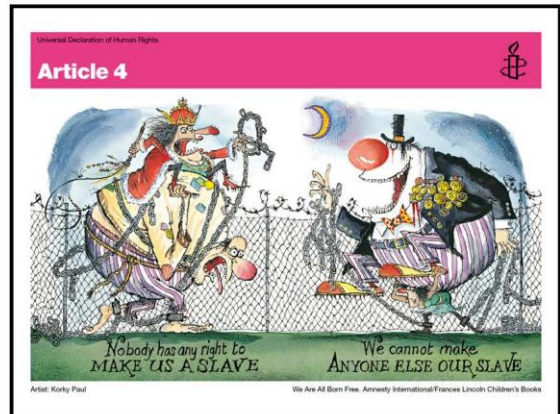
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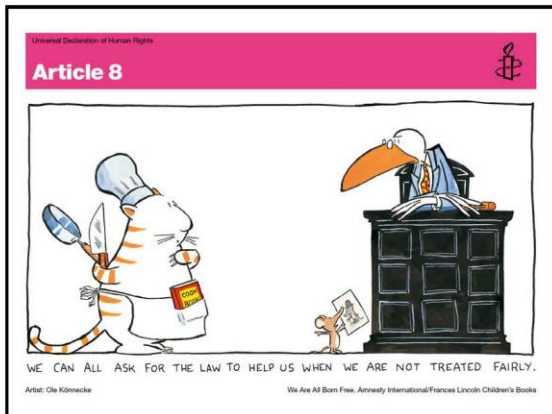
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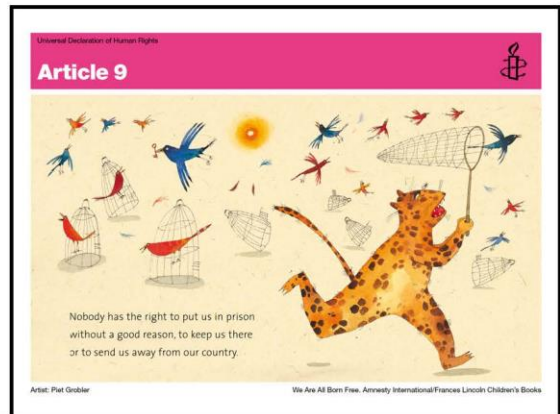
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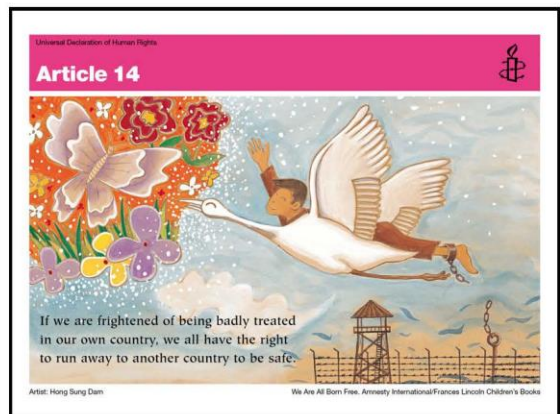
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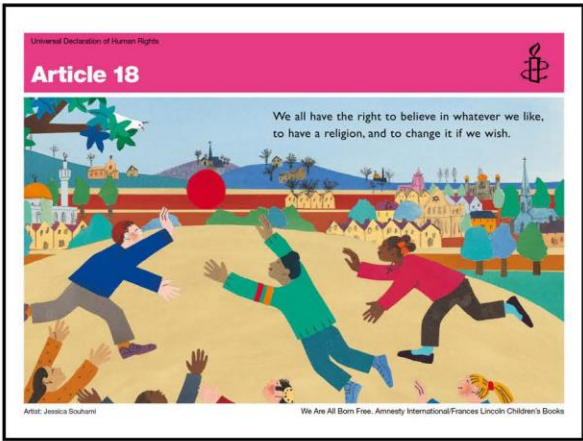
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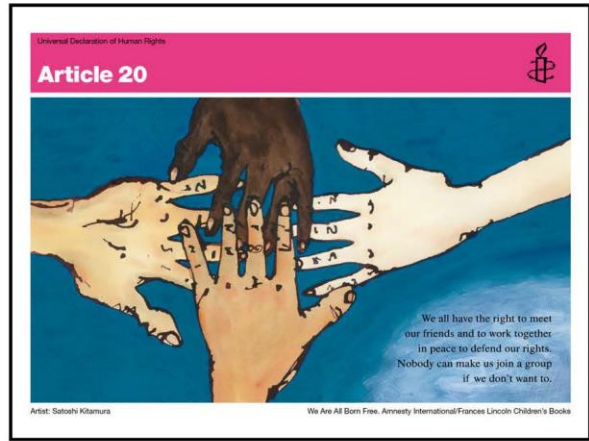
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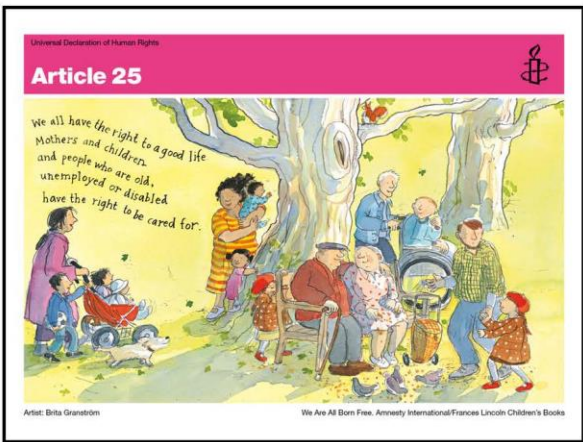
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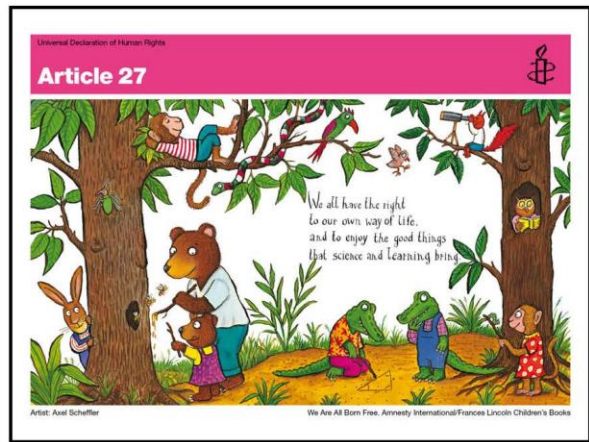
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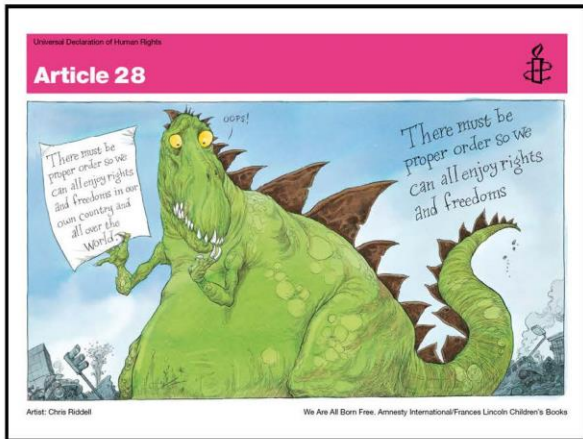
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# A BETTER LIFE



KEY STAGE 4

## *Modern Day Slavery Lesson Plan*

Often those in modern slavery will be convinced that they have been offered an opportunity for a better life. This lesson looks at why someone may be convinced to go abroad, or how people are tricked (even from the UK) and what we can do to help stop this and protect ourselves.

 WESEEYOU.

THE CLEWER INITIATIVE

*JUST ENOUGH GROUP..*



# A Better Life

## Lesson Goal

To understand the different reasons individuals are tricked into modern day slavery and how they are exploited.

## Objectives

1. Pupils will associate new terms with Modern Day Slavery
2. Pupils will understand that often people are tricked into slavery after looking for a better life
3. Pupils will realise people are often in difficult situations, often a lack of understanding/ education can lead to their exploitation.

### Starter

Ask one person to come up to the board and stand with their back to the board. Words/phrases will come up on the board and their classmates need to try to describe the words without using the word itself (or a plural or other version). You can swap the person at the front. There are 12 words/phrases in total.

### Group Activity

Ask pupils to think of 10 situations that may improve someone's life. They have 2 minutes to write these down and then feedback to the class

**They should consider the following:**

- Education, jobs, money, understanding
- Does it change depending on where you live in the world?

### Think About...

**Ask the class:** If someone promised you all the things we listed as a class, would you take them up on the offer? Why?

### Group Activity

In groups provide pupils with situations and ask them to consider what they would do/the options that each person may decide on.

**Distribute the scenarios to the class. You can give each group a different scenario or let them work on all 6.**

For each scenario, pupils should respond to the following points:

- What are the different options for each situation?
- How could each person be in danger in each of these options?
- Which is the better option? Why?
- Who would offer these sorts of jobs?
- What country might these people originally live in? (They could be from the UK.)

### Discussion

Often situations like the examples mean it is hard for some to understand what is right and what may lead them to modern day slavery. What might be the next step in the lives of all these individuals if they do decide to go? **They may be held and lose their freedoms.** What should we do to try and stop this? (educate and be aware of the dangers ourselves. Acknowledge with the class that teenagers can be targeted by modern day slavery gangs/other criminals)

### Moving Forwards...

Education leads the way to understanding more about modern slavery. Visit <https://www.freetheslaves.net/about-slavery/survivor-stories/> or <https://encounters-festival.org.uk/unchosen-gallery/> to watch more stories of survivors.

# WANT A JOB? A BETTER LIFE?

1. You have been out of work for over 6 months. Your parents are asking you to help support them but no one in your area has jobs available. A new businessman in the town is getting known for helping locals move abroad. You meet him in a bar and he says he might have a job available in London. What do you do?

2. Many of your friends have been working abroad, earning money picking fruit and vegetables and then returning with money to build houses and look after families. A car turns up in your village to sign people up to picking fruit and vegetables for a farm in a rural UK village. Do you sign up?

3. You are a young girl trying to become a model. An agency messages you on social media saying they have seen your latest Instagram posts, and ask you to send some details about your measurements because they would like to consider you for modelling work in the capital. What do you do?

4. A group of men in your area have been asking young people to deliver drugs around the UK for them. They have been buying those who do it new phones and clothes. You have heard it can get you lots of money. What would you do?

5. Your country is in the middle of a civil war and you have to decide whether to stay or try and find somewhere safe. You have young children and on the road come across a car who is offering to take locals across the border for a small fee. They say they have been making the trip regularly and that it will be the safest way for you to get away from danger. What do you do?

6. Your parents owe money to a distant cousin who gave them a loan. The terms and conditions were complicated and your family didn't understand. They are left unable to repay the loan. Those who loaned the money say they need you to work for them for a while, in order to repay the debt. What do you do?

**TASK:** In groups/pairs, create mind maps on what would/could happen in each of these situations. What would you do, and when might each person be in danger? Out of all the options you come up with, which is best? Is there anything they have done in their own country to stay safe?

**Think about:** Do you have enough information about the situation?

- What other pieces of information would you want to know?
- **For example:** In Scenario 3, does the agency have a registered company name/widely available information online? Is it reputable?

1. You have been out of work for over 6 months. Your parents are asking you to help support them but no one in your area has jobs available. A new businessman in the town is getting known for helping locals move abroad. You meet him in a bar and he says he might have a job available in London. What do you do?

2

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**S.**

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# Lesson plan

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### Learning objectives

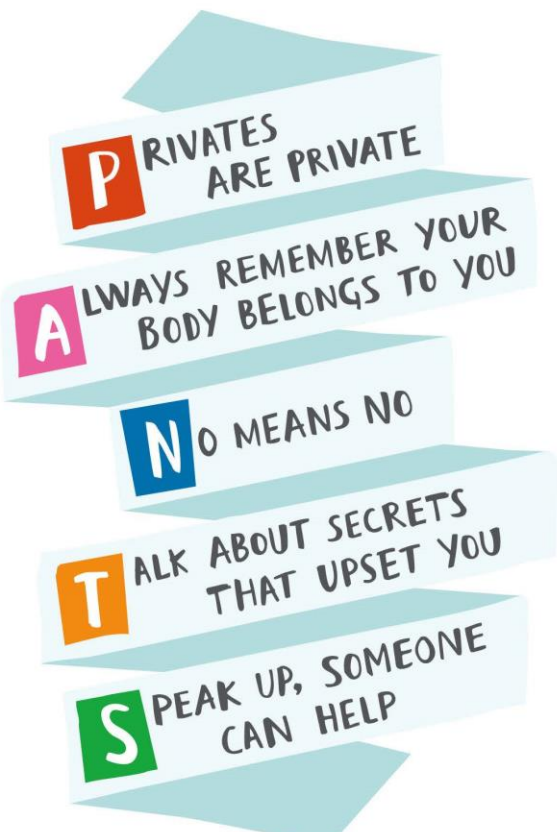
Children will be able to:

- understand and learn the PANTS rules
- name body parts and know which parts should be private
- know the difference between appropriate and inappropriate touch
- understand that they have the right to say “no” to unwanted touch
- start thinking about who they trust and who they can ask for help.

### Resources

- A PowerPoint presentation
- Lesson plan\*
- Pants template\*
- Body parts puzzle\*
- PANTS fill in the gaps\*
- Pantosaurus film

\*included within this document



**P** RIVATES ARE PRIVATE

**A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU

**N** O MEANS NO

**T** ALK ABOUT SECRETS THAT UPSET YOU

**S** PEAK UP, SOMEONE CAN HELP

1

**NSPCC**

EVERY CHILDHOOD IS WORTH FIGHTING FOR

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# Running the lesson



Time required: 60 minutes

Open the **Powerpoint presentation**

## Slide 1: Talk PANTS

(10 minutes)

1. Introduce the PANTS rules to the class.
2. Show the Talk PANTS poster or image. You can also show a film featuring our friendly mascot Pantosaurus. His catchy song covers the main points of PANTS and is a good way to introduce the topic.
3. Show children the PANTS acrostic to explain the main messages. Use the PANTS posters or show our web resources on the whiteboard.
4. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant, if they are familiar with this learning method, and depending on their age. This might be harder for younger or lower ability students.

## Slide 2: Design your own pants

(10 minutes)

1. Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints.
2. **Task: Making pants** Working in pairs/small groups ask children to design and make their own pants using the **pants templates** or by designing their own pants shapes. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display or use later in task two.
3. Display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rules.

## Slide 3: Labelling parts of the body

(10 minutes)

1. **Task: Body parts puzzle** Create a large representation of the human body so that the children can help to label keybody parts and identify what area is covered by pants (use the pants from task one for this). Options include:
  - Use the **body parts puzzle**.
  - Have a teacher draw a body shape on the whiteboard (or a large piece of paper), or ask for a child to volunteer to do this.
2. Ask the children to help you label each part of the body. Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is OK, which you will cover next.

#### Slide 4: 'Good' and 'bad' touch

(10 minutes)

1. As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted.
2. Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members.

Talk about why people might touch you:

- to show affection (hugs, kisses, cuddles)
- to keep you safe (holding your hand when you cross the road)
- if you're ill or hurt (doctors and nurses).

3. Then talk about touch which maybe doesn't feel good but is necessary such as:

- grabbing you to stop you running into a busy road, or other danger
- examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present).

Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable.

4. Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example:

A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.

Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.

5. Finally – 'bad touch'. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.

#### Slide 5: People you can trust

(10 minutes)

1. Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend's parent, a teacher, a police officer etc.
2. **Task: Trust list** Pupils write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements of people who can definitely be trusted. Each child should create their own individual list. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust.
3. Encourage the children to write their own list and keep it somewhere safe.

#### Slide 6: Plenary

(10 minutes)

1. Review and reinforce the PANTS acrostic. See if the children can remember it.

Working in small groups, give each group one letter from PANTS, and ask them to say it to the class. Ask the children to call out key words from PANTS, eg: 'private', 'your body', 'no', 'secrets', 'help'. Encourage the children to use the pants they designed earlier to consolidate their understanding.

2. **Task: Fill in the gaps (Optional, for older pupils)**

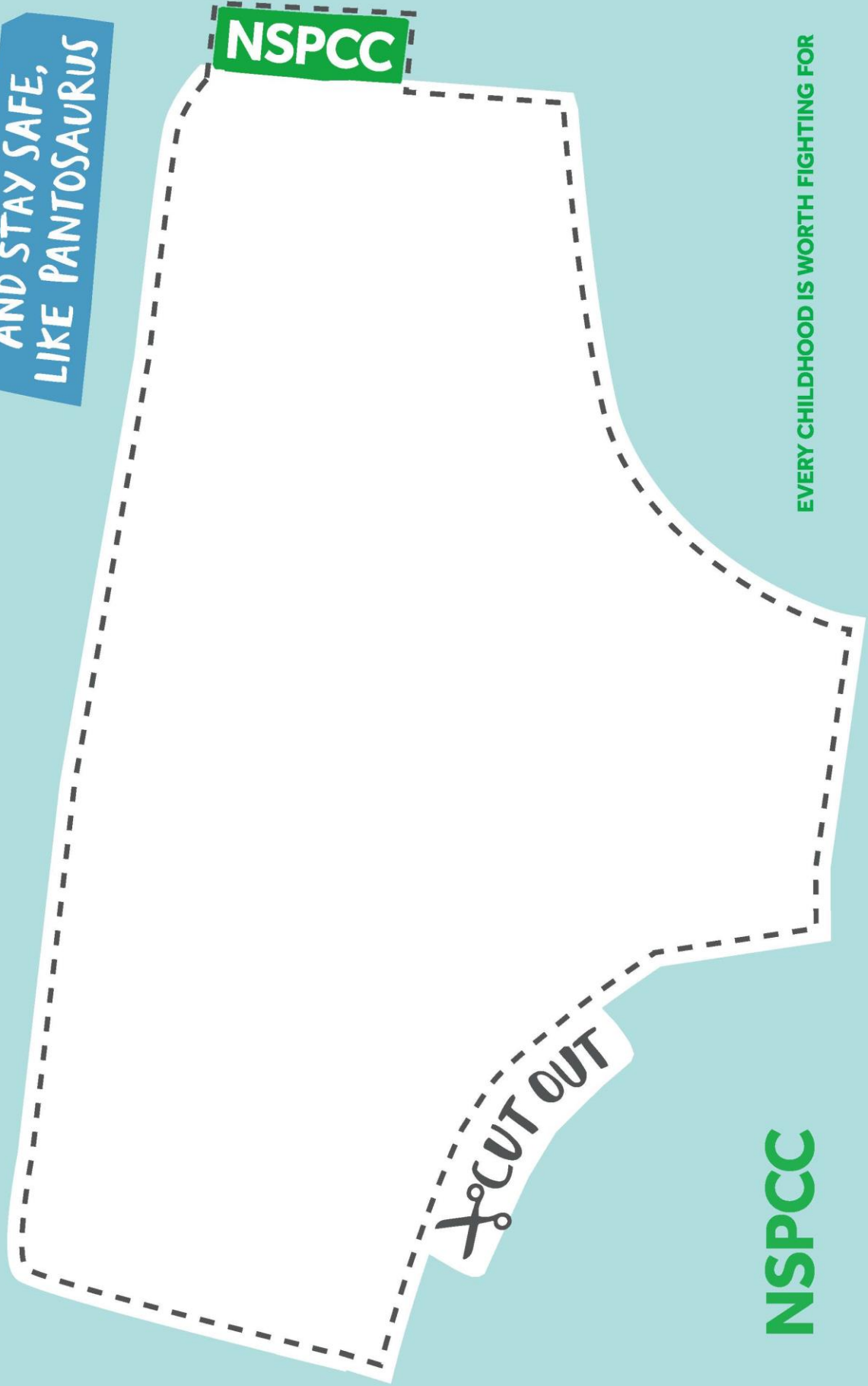
Complete the PANTS fill in the gaps. Give pupils a worksheet with the five letters of PANTS on it, and encourage them to write the sentences that complete the acrostic. This could be done individually or in groups.



# Pants template

TALK PANTS

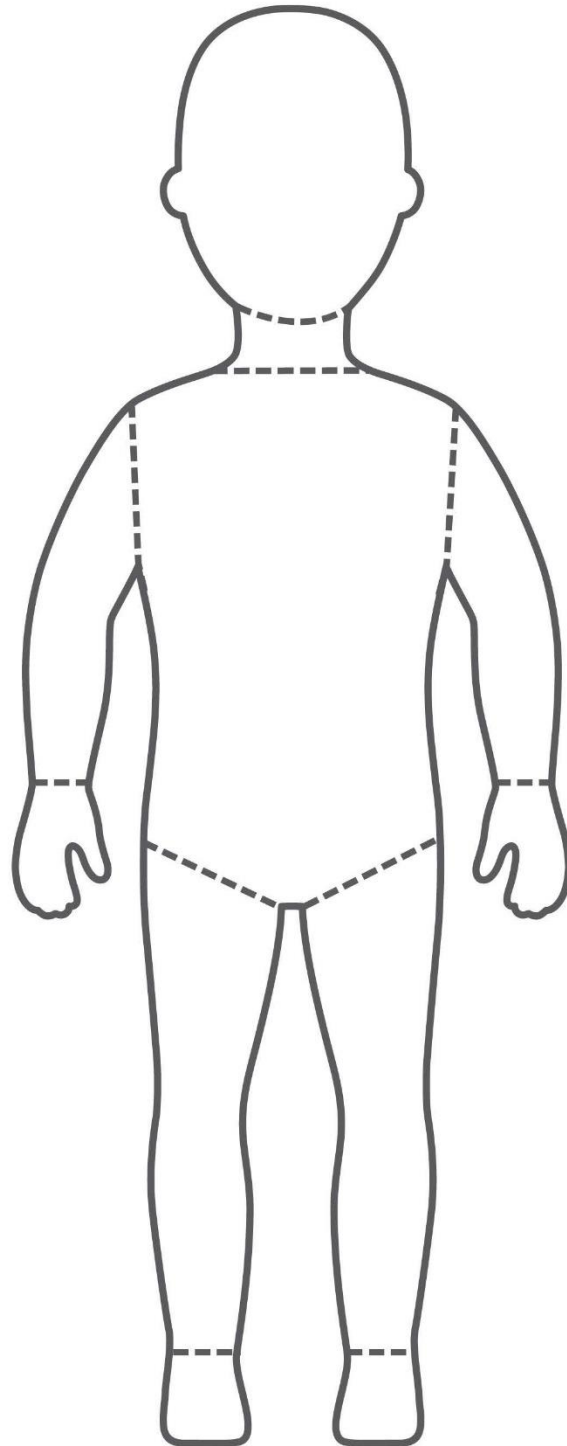
AND STAY SAFE,  
LIKE PANTOSAURUS



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

# Body parts puzzle



**NSPCC**

EVERY CHILDHOOD IS WORTH FIGHTING FOR

# PANTS fill in the gaps

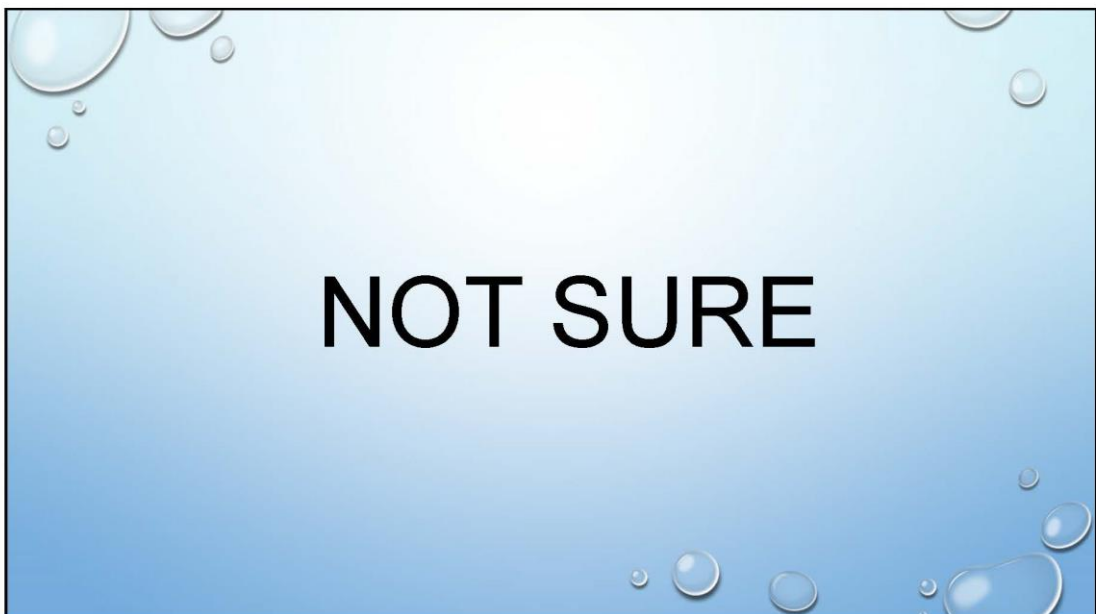
Can you complete the PANTS rules?

**P** .....  
**A** .....  
**N** .....  
**T** .....  
**S** .....

**NSPCC**

EVERY CHILDHOOD IS WORTH FIGHTING FOR

**Appendix K: Scenarios cards and safe/ not safe/ not sure**



A surprise party.

1

Knowing what someone else is having for Christmas.

2

Being told about a surprise treat that is being planned for someone else.

3

Your brother has hidden some biscuits in his bedroom and told you not to tell.

4

Your friend has stolen some sweets from the shop and told you not to tell.

5

Your friend is upset because her parents keep arguing, and she told you not to tell anyone.

6

Someone has touched you in a way that makes you have your early warning signs (Uh-oh) feelings and told you not to tell.

7

Some people are calling your friend unkind names and your friend asks you not to tell.

8



## Appendix L: Positive relationships

### THINKING ABOUT MY FRIENDSHIPS AND RELATIONSHIPS

What sort of things do I think I have to offer in a friendship or relationship?

What sort of things do I think I want from a friendship?

What sort of things do I think I want from a relationship?

What sorts of behaviours do I think is unacceptable or warning signs in a relationship or friendship?

What could I do if I thought a friend of mine was being treated in a way that I thought was unacceptable by their boyfriend or girlfriend?

### WHAT'S THE DIFFERENCE BETWEEN AN UNHEALTHY RELATIONSHIP AND A HEALTHY OR IDEAL RELATIONSHIP?

Unhealthy Relationship	Healthy or Ideal Relationship