

Lesson 2: Safety is my right

- Duration:** 55 mins **Objectives:** Students will:
- Acknowledge their right to be safe and their corresponding responsibilities.
 - Recognise early warning signs and situations when these may occur.
 - Recognise personal emergencies and actions to take.

Resources: Poster 2 (displayed in classroom); Teacher Notes (L2) and Worksheets 2.1-2.3; Sticker 2; whiteboard and markers.

Time	Content
2 mins	<p>Introduction</p> <p><i>Introduce Lesson 2:</i> E.g. Last week we talked about safety message 1: 'I am special, so are you'. We learnt that being different makes us special and how important it is for us to respect ourselves and others.</p> <p>Today we're going to talk about the second safety message 'Safety is my right'. We're going to learn how our body tells us when we're not feeling safe and what we can do about it.</p>
8 mins	<p>Part A: Rights and responsibilities</p> <p><i>Do you know that we all have the right to be safe with people?</i></p> <p><i>Q: What do you think this means?</i></p> <p><i>Discuss 'What is a right?'</i></p> <p>Points to cover: Something we own. No one can take a right away from us. We don't have to earn rights. Discuss other rights we have, e.g. the right to be fed, to be educated (go to school), to talk about our feelings.</p> <p><i>Having this right to safety means:</i></p> <p>When I am with someone, no matter who they are, I should be safe. No one is allowed to hurt me, put me in danger or make me feel scared or unsafe.</p> <p><i>Having this right means we also have some responsibilities. Can anyone guess what those responsibilities might be?</i></p> <p>Briefly discuss and then summarise: I need to help look after myself to keep myself safe. If I feel unsafe with someone - no matter who it is - I need to do something to be safe again, such as going to a safe place and telling an adult I trust. I also need to make sure I don't make anyone feel unsafe.</p>
22 mins	<p>Part B: Early Warning Signs</p> <p><i>Q: How do we feel when we're safe;</i></p> <p>Responses may include: We feel protected, happy, loved, cared for.</p> <p><i>Q: When do we feel safe?</i></p> <p>With people who we love and trust; in a safe place, e.g. our home.</p> <p>Now we're going to talk about how we feel when we <u>don't</u> feel safe. Our bodies tell us we feel unsafe through our <i>early warning signs</i>.</p> <p><i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 2.1</i> activities to identify a range of early warning signs.</p> <p>Feeling early warning signs doesn't always mean we're not safe: We might have early warning signs when it's fun and exciting, but we still</p>
(15 mins)	<p>know we're safe, like if we watch a scary movie or if we go on a fast ride.</p> <p><i>Q: Can you think of other times it might be fun to feel scared?</i></p> <p>We might have early warning signs if we're <u>not</u> having fun, but we still know we're safe, like doing a test at school or visiting the dentist. In these situations we know they will soon end and are often for our own good: a dentist helps keep our teeth healthy and we do tests to see how we're going with our school work.</p> <p><i>Q: Can you think of other times when we feel scared and it's not fun, but we still know we're safe?</i></p> <p>Sometimes we can have early warning signs when it's not fun and we believe we're in danger. These situations are called <u>personal emergencies</u>.</p>
18 mins	<p>Part C: Personal Emergencies</p> <p>Personal emergencies include being: lost; hurt by another child or an adult; or chased by a barking dog.</p> <p><i>Q: Can you think of other personal emergencies?</i> Discuss responses.</p> <p>If we have a personal emergency it's important we do something to feel safe again, like going to a safe place and telling a trusted adult what happened. We might even have to break a rule to be safe again, such as running away, revealing a secret or saying NO to an adult.</p> <p><i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 2.2</i> to identify personal emergencies and discuss actions that may be taken to be safe again.</p>
5 mins	<p>Conclusion</p> <p>Recap main points using quiz (<i>Worksheet 2.3</i>)</p> <p>Opportunity for further questions from students</p> <p>Distribute Sticker 2 to students</p> <p>Advise that the next safety message we will learn is 'My Body Belongs to Me'</p>
<p>Further information and resources:</p> <p>This lesson is part of the <i>Safe Start: Protective Behaviours for Children and Young People</i> (Safe Start) program.</p> <p>For further resources visit the Children's Safety Australia website 'resources page' (www.childsafety.org.au/resources.html) or email admin@childsafety.org.au.</p> <p>For information regarding Safe Start training opportunities visit the Personal Safety Australia website (www.personalsafetyaust.com) or email</p>	

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