

## 'Safety is my right' QUIZ

**Instructions:** Divide the class into 3 or 4 groups. Devise a system for group members to indicate their intention to answer each question, e.g. raise hand, ring bell, yell, 'Safety is my right!'. You may wish to appoint a team captain.

Each correct answer is rewarded with 5 points for the group. The winning group wins some sort of reward.

*Note:* Younger students will require more teacher assistance to answer questions.

**Q1: Finish this sentence 'We all have the right to be ..... with .....**  
safe; people

**Q2: What does having a right to safety mean?**

When I am with someone, no matter who they are, I should be safe. NO one is allowed to hurt me or to put me in danger or make me feel scared or unsafe.

**Q3: What are the responsibilities I have that go with having this right?**

- To look after myself and to keep myself safe. If I feel unsafe I need to do something to be safe again (such as going to a safe place and telling an adult I trust).
- To respect others' right to safety, i.e. to make sure I don't make anyone else feel unsafe.

**Q4: Finish this sentence 'Our bodies tell us we don't feel safe through our.....'**  
Early warning signs.

**Q5: What are some examples of 'early warning signs'?**

Butterflies in our tummy; sweaty palms; wobbly knees; needing to go to the toilet; tight throat; crying; pounding heart; hair standing on end; goosebumps; etc.

Older children (Yrs 3 – upwards) may also state emotions they feel, such as feeling scared, nervous or confused, and external signs, such as it's getting dark, there is no one around or there is a loud noise.

*Note:* You may wish to ask other groups to contribute other early warning signs for additional points (e.g. 1 additional point per correct response).

**Q6: In what types of situations could we feel early warning signs?**

When it's fun and we know we're safe

When it's not fun and we know we're safe

When it's not fun and we really don't think we're safe = a personal emergency.

**Q7: What is an example of when it might be fun to feel scared?**

Responses may include: watching a scary movie; going on a fast ride; riding our bike/skateboard down a steep hill; etc.

*Note:* You may wish to ask other groups to contribute other examples for additional points (e.g. 1 additional point per correct response).

**Q8: What is an example of when we feel scared and it's not fun, but we still know we're safe?**

Responses may include: going to the dentist; getting a needle from the doctor; doing a test; delivering a talk in front of the class; etc.

*Note:* You may wish to ask other groups to contribute other examples for additional points (e.g. 1 additional point per correct response).

**Q9: What is an example of a *personal emergency*, when we feel scared and it is not fun and we believe we are, or we may be, in danger?**

Responses may include: being lost; being hurt by another child or an adult; being chased by a dog; being bullied; being left alone after school when all of the other children have been collected; being injured when we're on our own; being approached by someone we don't know, etc.

*Note:* You may wish to ask other groups to contribute other examples for additional points (e.g. 1 additional point per correct response).

**Q10: What are the two things we should try to do in a personal emergency?**

1. Get to a safe place and
2. Tell an adult we trust

**Q11: What is a safe place?**

Somewhere where there are people who can help us, preferably adults who we know and trust.

**Q12: What are some examples of a safe place?**

Responses may include: the classroom; school office; home; neighbour's house; relative's house; shop counter.

**Q13: Who might be some adults who we trust?**

Responses may include: Mum and dad; teacher; school principal; relative; friend's parent; coach; neighbour; etc.

*Note:* You may wish to ask other groups to contribute other examples for additional points (e.g. 1 additional point per correct response).

**Q14: In a personal emergency we might need to break a rule to be safe again. What are two examples of rules we might need to break?**

Responses may include: running away (from a person); revealing a secret; saying "NO" to an adult; screaming or shouting; asking someone we don't know for help; punching or kicking; being rude to someone; telling a lie; disobeying an adult; etc.

*Note:* You may wish to ask other groups to contribute other examples for additional points (e.g. 1 additional point per correct response).

**Debrief:** Thank students for their participation. Reward winning group. Encourage students to apply what they have learned today in the playground, classroom, home and in other environments.