

Keeping safe

Activity 9: Don't tell!

Ask the children to tell you what a secret is. Have they ever kept a secret, such as not telling a brother or sister what they have bought them for a birthday present? Was this a good secret, a safe secret? Why? What are some other examples of good secrets?

Point out that some secrets are bad and that we do not have to keep bad secrets. Give the children an example, such as keeping it a secret that someone has stolen something or bullied someone. Ask the children if they can think of other secrets that are bad and that they should not keep. Point out that it is important to tell an adult they know and trust if they think a secret is a bad one, especially if they think they may be in danger. Talk about who these adults might be. Ask the children to think about the people they could tell about a bad secret.

Invite the children to complete photocopiable page 66 **Secrets** (core) or the extension version on the CD-ROM. At the end of the session, choose children to show their work to the others. Does everyone agree which secrets are safe and which are not?

Activity 10: Safe people

Talk about people the children know and trust well, such as their parents, carers and friends. Why do they feel safe with them? What other people do the children think are safe people? Examples may be the police, crossing patrol, teachers, teaching assistants, club leaders and so on. Encourage the children to explain why they feel safe with these people. On the whiteboard, make a list of all the people who children think keep them safe. Discuss each one as it is added to the list.

Cut up a copy of the **Safe people** cards and invite children to mime the people on the cards for the others to identify. Spend time discussing with the children why we trust these people.

Using the **People I trust** template on the CD-ROM, ask the children to choose five people they know and trust who they would go to if they needed help.

Safe people

