

IN PARTNERSHIP WITH



Safe
Strong
Free

EARLY EDUCATION ACTIVITY PACK

**PRIMARY
ONE**



ABOUT SAFE STRONG AND FREE

SSF believe that every child has the right to grow up safe, strong and free, and that preventing children from abuse and assault is the responsibility of the whole community. Our programme is very well-established and informed by research, testing and feedback.

Workshops include:

- Education about each topic (what is a stranger, what is bullying, what is a secret);
- Interactive activities through the use of puppets, storytelling and games;
- Empowerment to learn and put into practice strategies if feeling unsafe;
- Support to identify safe adults (such as teachers or trusted adults at home);
- Children are given a storybook to take home, encouraging parents and carers to engage with the key messages at home.

The SSF workshop programme is available to all pre-school children in the Scottish Highlands, and this pack is designed as a follow-on to reinforce the important messages taught by our Project Workers, although it can also be used as a standalone resource.

The main themes we teach are respect, assertiveness, co-operation, things that should not be kept secret and that it is 'always right to tell'. It is very important that these messages are regularly reinforced.

More information about SSF can be found in the following places:

- Website: www.safestrongandfree.org.uk
- Facebook: [tinyurl.com/facebookssf](https://www.facebook.com/facebookssf)



EARLY YEARS

PRIMARY 1

Primary One CFE Early level.

Code	Activity	Skills
P1SSF1	Make up your Circle of Trust.	Pencil and scissor skills. Personal safety.
P1SSF2	Widen Circle of Trust to include members of emergency services.	Personal safety.
P1SSF3	Writing using correct letter formation.	Pencil skills.
P1SSF4	Cut and stick activity.	Fine motor skills and scissor skills.

Circle of Trust

These are the grown-ups who keep you safe.

It may be *Grannies, Nanas or Grandmas.*

It may be *Mums, Step mums or Foster mums.*

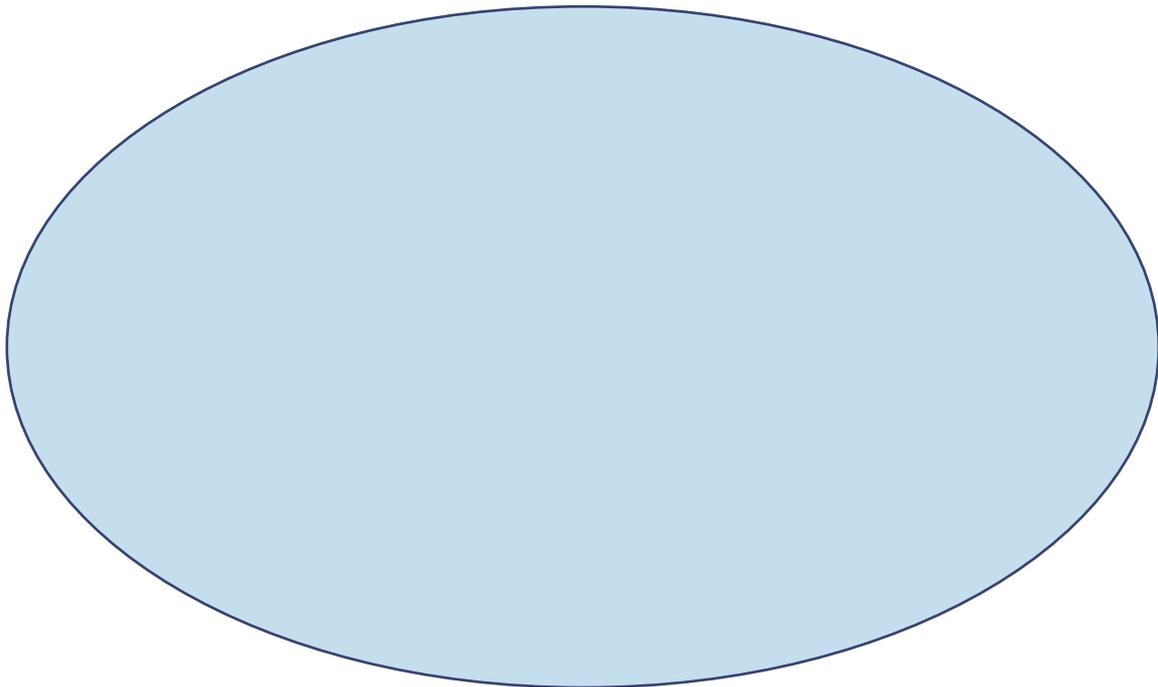
It may be *Dads, Step dads or Foster dads.*

Think about which grown-ups you feel keep you safe then:

- Draw them in the shapes
- Cut them out
- Stick them in your Circle of Trust.

These are the people you know you can always tell.

Don't forget your Teachers!

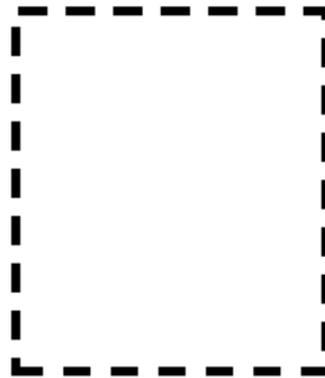
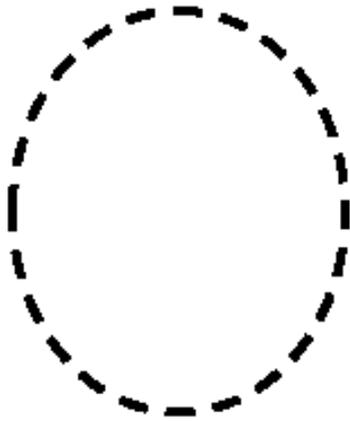


CFE HWB 0.03a HWB 0.45a

Benchmarks – Identifies people who can help.

Identifies that families may be made up of different people.

P1 SSF1



Safe Grown-ups

The children have learnt that a Stranger is someone they don't know and never to speak to one if they are not with a 'Safe Grown-up'.

It is important that they also begin to recognise members of the emergency services as 'Safe Grown-ups'.

CFE HWB 0-45a

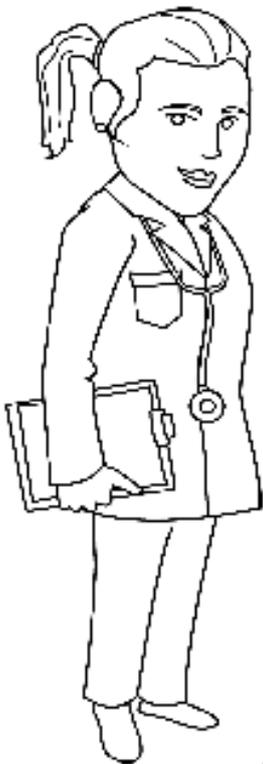
Benchmarks - Identifies people who can help.

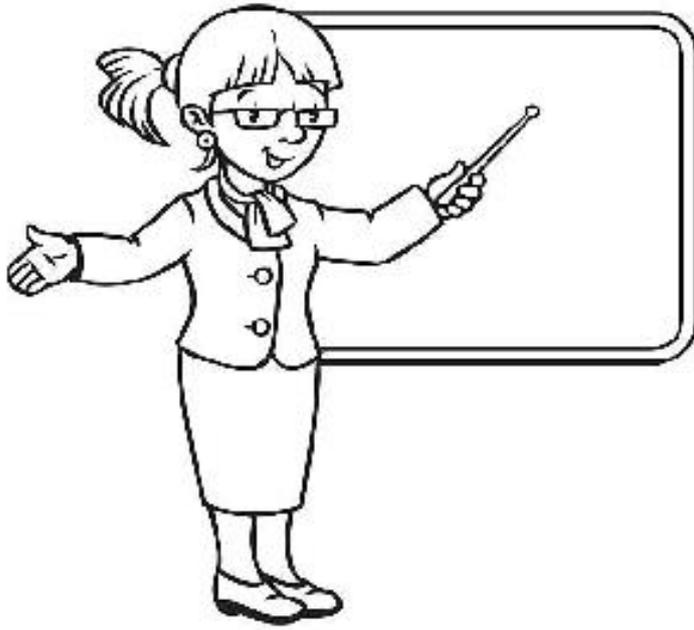
Names emergency services.

Safe Grown-ups

Circle and colour in the Safe Grown-ups.

How many?





Write.

Safe strong and free.

Safe strong and free.

Safe strong and free.

Safe strong and free.

S

LIT 0.13a 0.21e

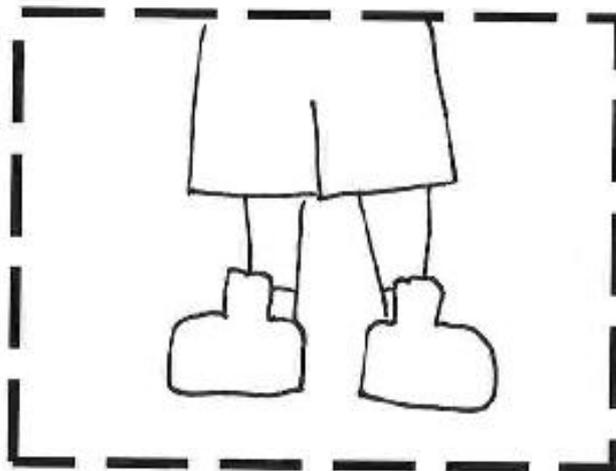
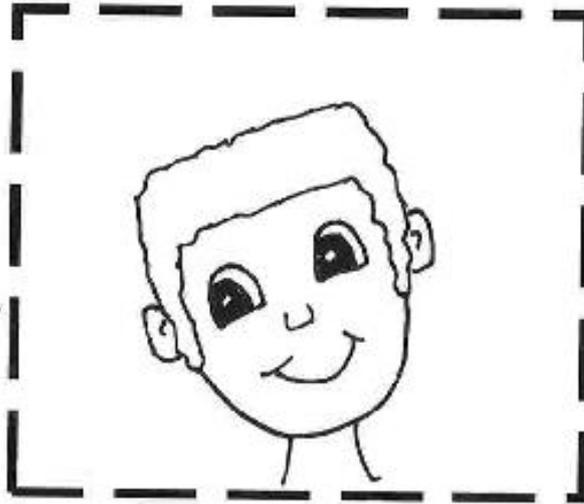
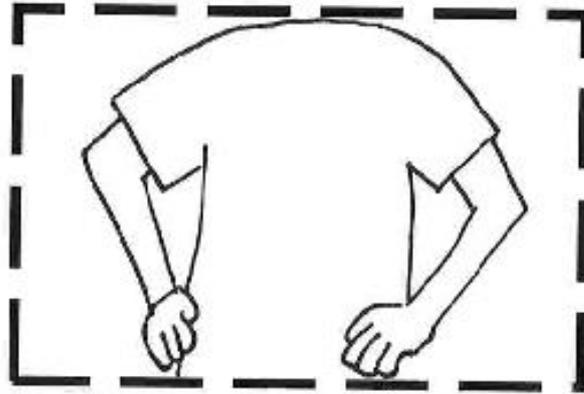
Benchmarks Writes words from left to right

Uses a pencil with increasing confidence

Forms lowercase letters legibly

Callum

Cut and stick



BULLYING

- Bullying is when someone does or says something to you and it makes you feel really sad and frightened.
- If someone is bullying you, you can say “No!” to them.
- If you feel too scared to say “No!” by yourself, you can ask a friend to help you say “No!”.
- If the person who’s bullying you doesn’t stop, you must tell a safe grown-up.
- A safe grown-up is any adult that looks after you and makes you feel safe such as parents, grandparents, other family members, teachers, club-leaders, etc.

Code	Activity	Skills
P1 B1	Colour by numbers. Reinforce message.	Fine motor skills. Personal safety.
P1 B2	Write to reinforce message.	Pencil skills. Correct letter formation.

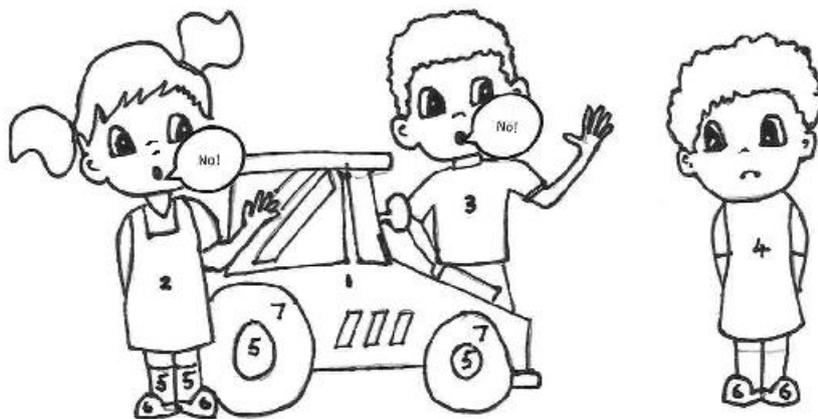
P1 B1

If someone is doing or saying something that is upsetting me, I can say No! in a loud voice. If they don't stop, I can go and tell one of my safe grown-ups.

They will help me to stop it.

Colour

Green - 1 red - 2 blue - 3 purple - 4 grey - 5 brown - 6 black - 7



CFE HWB 0.17a, 0.44b, 0.45a

Benchmarks- Identifier, people who can help ie teachers....

P1 B2

If someone is doing or saying something that is upsetting me, I can say No! in a loud voice. If they don't stop, I can go and tell one of my safe grown-ups.

They will help me to stop it.



Write

Callum says no!

Callum says no!

Callum says no!

CFE HWB 0.17a, 0.44b, 0.45a

Benchmarks- Identifier, people who can help ie teachers....

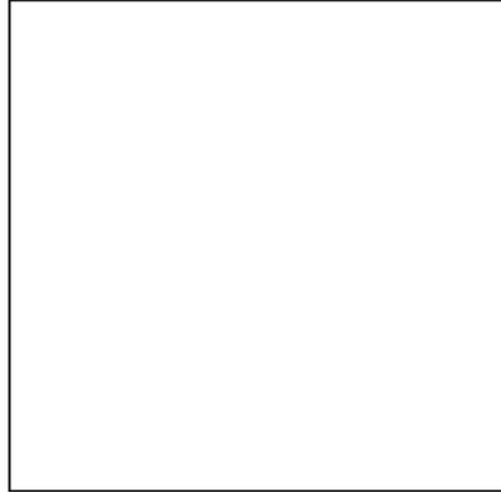
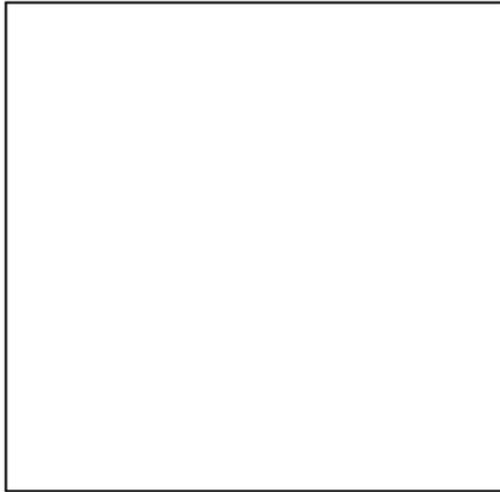
STRANGERS

- A stranger is someone you don't know.
- If a stranger comes too close to you when you're NOT with a grown-up, you must RUN, YELL and TELL!
- If a stranger tries to pick you up, you can kick, hit, wriggle etc, and as soon as you get away you must RUN, YELL and TELL!
- You must tell a safe grown-up (an adult who looks after you and makes you feel safe).
- You can stay safe online (playing or watching something on an electronic device) by remembering that:
 - If a picture pops up on your screen or a voice tries to talk to you, ALWAYS put the device down and go tell a grown-up.
 - ALWAYS check with a grown-up before clicking picture that pops up.
 - ALWAYS check with a grown-up before talking to a voice that comes from your device.

Code	Activity	Skills
P1 St1	What is a stranger?	Pencil skills. Personal safety.
P1 St2	Colour and discuss.	Fine motor skills. Personal safety.
P1 St3	Write to reinforce message.	Pencil skills. Correct letter formation. Personal safety.
P1 St4	What if? Scenarios.	Assess risk. Personal safety.

A stranger is someone you don't know.

Draw 2 people you know.



Write

I know

and

.

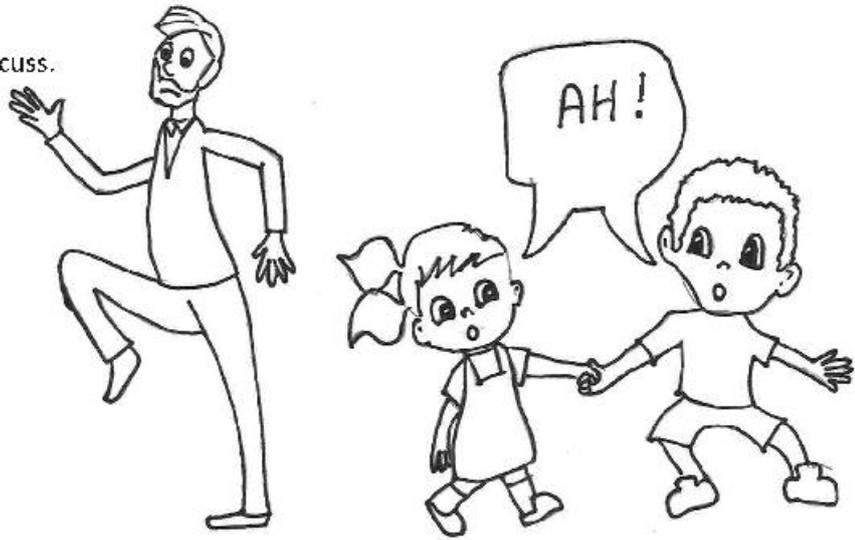
I know their names.

I have spoken to them before.

They are not strangers.

If a stranger comes too close to me when I'm not with a safe grown-up I will
run yell and tell.

Colour in and discuss.



CFE HWB 0.16a HWB 0.17a

If a stranger tries to talk to me when I am not with a safe grown-up I will

run yell and tell.

Write.

run yell and tell.
run yell and tell.
run yell and tell.
run yell and tell.

CFE HWB 0.16a HWB 0.17a LIT 0.13a 0.21a

Benchmarks Writes words from left to right
Uses a pencil with increasing confidence
Forms lowercase letters legibly

P1 St4

In the Safe Strong and free workshops, the children learnt to 'Run yell and tell' if they were ever approached by a stranger when not with a safe grown-up.

What if

What if you were playing in the park and someone you didn't know said they knew your family and told you to go with them.

What would you do?

CFE HWB 0.16a HWB 0.17a

P1 St4

In the Safe Strong and free workshops, the children learnt to 'Run yell and tell' if they were ever approached by a stranger when not with a safe grown-up.

What if

What if you were on a tablet, phone, computer etc and a box popped up with someone trying to talk to you.

What would you do?

CFE HWB 0.16a HWB 0.17a

In the Safe Strong and free workshops, the children learnt to 'Run yell and tell' if they were ever approached by a stranger when not with a safe grown-up.

What if

What if you were at the supermarket and you wandered away from your safe grown -ups.

What would you do?

CFE HWB 0.16a HWB 0.17a

SECRETS

- We all have an invisible bubble around our body called our “personal space”.
- No-one is allowed to come into our bubble if we don’t want them to.
- Sometimes someone may need to come into your bubble to help care for you but they would always ask permission and never ask you to keep it a secret.
- Kisses and cuddles must never be kept secret even if someone tells you to keep them a secret
- If anyone ever tells you to keep a kiss or cuddle a secret you must tell a safe grown-up.
- If you tell a safe grown-up and they don’t help you, you must tell another safe grown-up.
- You must keep on telling your safe grown-ups until somebody helps you.

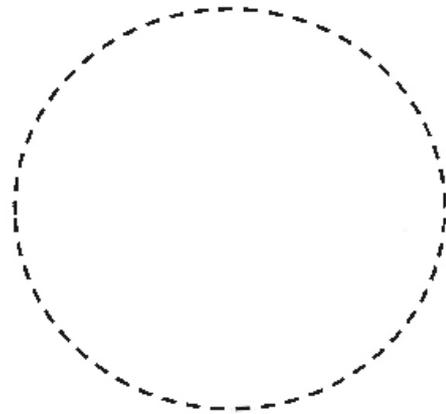
Code	Activity	Skills
P1 S1	Draw themselves in their invisible bubbles.	Pencil skills. Personal safety.
P1 S2	Identify people who come into their bubbles.	Pencil skills. Personal safety.
P1 S3	Body song and Rap.	Early reading skills. Body safety.

We all have an invisible bubble

Draw and colour.



Callum in his invisible bubble



Me in my invisible bubble

CFE 0.40a

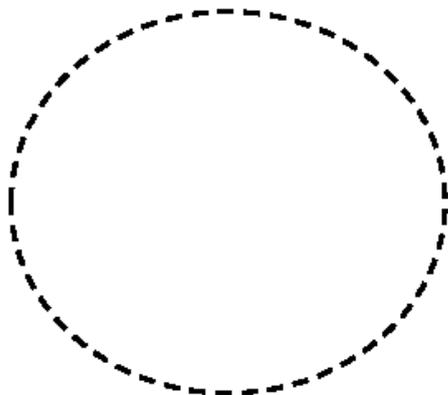
Benchmarks – Demonstrates and understanding of the concept 'my body belongs to me'.

Invisible bubble 2

People come into your invisible bubble all the time but only if you want them to.

Draw yourself in your invisible bubble.

Draw some of the people who come in to your bubble. Write their names if you can.



CFE 0.40a

Benchmarks – Demonstrates and understanding of the concept 'my body belongs to me'.

It's my body

The body song. (to the tune of London bridge is falling down)

Head and shoulders knees and toes

Knees and toes, knees and toes

Head and shoulders knees and toes

It's my body.

The body rap.

Touch your head, touch your leg

Reach low and touch your toe

Wave your hand, kick your foot

Stick your tongue in and out

Wink your eye, slap your thigh

Wiggle your fingers, lift your knee

Who does my body belong to?

To ME! ME! ME!



CCE 0.40a

Benchmarks – Demonstrates and understanding of the concept 'my body belongs to me'.

INTERNET SAFETY

Key messages for children:

- Encourage children to talk about what apps they are using.
- Ask them to talk to you if they are worried about anything they have seen.
- Ask them about their friends and how they know they are who they say they are.
- Ensure you help children control their privacy settings.
- Help children understand what is real and unreal on the internet.

Code	Activity	Skills
P1 Int1	Spot the difference and reinforce message.	Visual discrimination. Personal safety.
P1 Int2	Identify people that can help. Reinforce message	Pencil skills. Personal safety.

P1 Int1

If something pops up on your screen that you've never seen before
Don't tap it, don't swipe it
Go and ask for help

Spot the difference.



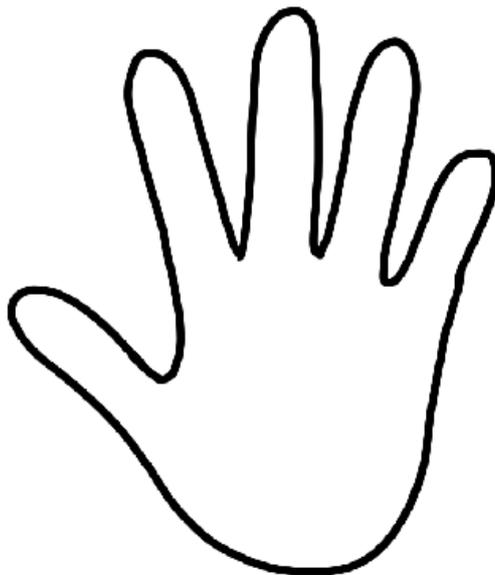
How many did you find?



CFF TCH-0-03a

P1 Int2

Ask your child to put the names of people they can tell on each finger.



CFE HWB 0.03 HWB 0.45a

Benchmarks – Identifies people who can help
Recognises that care can come from a variety of people

Congratulations



This certificate goes to



For Learning how to be
SAFE STRONG AND FREE

ONLINE RESOURCES AND FURTHER READING

FOR PARENTS AND CARERS

Advice and Information

- Highland Child Protection Committee: <https://hcpc.scot/>
- CALA: <https://www.careandlearningalliance.co.uk/>
- Children 1st: <http://www.children1st.org.uk/>
- Childline: <https://www.childline.org.uk/>

Bullying

- Bullying UK: <http://www.bullying.co.uk/>
- Respect Me: <http://www.respectme.org.uk/>

Prevention of Abuse

- NSPCC (includes PANTS Underwear Rule): <https://www.nspcc.org.uk/>
- Police Scotland: <https://www.scotland.police.uk/>

Internet Safety

- Thinkuknow: <https://www.thinkuknow.co.uk/>
- Internet Matters: <https://www.internetmatters.org/>

FURTHER INFORMATION AND RESOURCES CAN BE FOUND AT

WWW.SAFESTRONGANDFREE.ORG.UK