

# Safe Haven

## Teacher Follow-up Activities

The follow up activities for the lesson Safe Haven (Safer Relationships) provide pupils with opportunities to achieve learning outcomes from the Framework for Children's learning for 3 to 7 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013.

Follow up activities	Links with the National Literacy and Numeracy Framework in Wales 2013	Links with the Framework for Children's learning of 3 - 7 year old in Wales 2008	
		Skills	Range
1. Who lives in my house?	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>▪ Express and communicate different feelings and emotions - their own</li> </ul>	<ul style="list-style-type: none"> <li>▪ An activity that allows them to communicate their ideas , values and beliefs about themselves, others and the world</li> </ul>
2. UN Rights of the child	L(O)sp L(O)l L(O)c&d  L(R)rs L(R)c  L(W)s&o	<ul style="list-style-type: none"> <li>▪ Develop an understanding of what is fair and unfair</li> <li>▪ Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate</li> <li>▪ Ask questions about what is important in life from a personal perspective and from the perspective of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ An activity that allows them to adopt a range of roles, including leadership within a small group, paired learning or working within a team</li> <li>▪ An activity that allows them to communicate their ideas, values and beliefs about themselves, others and the world</li> <li>▪ An activity that contribute to their own safety</li> </ul>
3. Praise Tree	L(O)sp L(O)l L(O)c&d  L(W)mpr L(O)la L(O)hgps	<ul style="list-style-type: none"> <li>▪ Value and contribute to their well-being and the well-being of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ An activity that allows them to feel safe and secure and feel that they are valued</li> </ul>
4. Emoji Bingo	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>▪ Express and communicate different feelings and emotions - their own</li> <li>▪ Express ideas and feelings creatively, explaining why they are significant</li> <li>▪ Be aware of their own feelings and develop the ability to express them in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>▪ An activity that allows them to communicate their ideas, values and beliefs about themselves</li> </ul>



<b>5. Wonderful Words</b>	L(O)sp L(O)l L(O)c&d  L(W)s&o	<ul style="list-style-type: none"> <li>▪ Express and communicate different feelings and emotions - their own</li> <li>▪ Be aware of their own feelings and develop the ability to express them in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world</li> </ul>
<b>6. Story time / puppet play</b>	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>▪ Express and communicate different feelings and emotions - their own</li> <li>▪ Be aware of their own feelings and develop the ability to express them in an appropriate way</li> <li>▪ Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate</li> <li>▪ Be aware of their own feelings and develop the ability to express them in an appropriate way</li> <li>▪ Understand the relationship between feelings and actions and that other people have feelings</li> <li>▪ View and listen carefully to a variety of visual and audio visual stimuli</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different resources such as those in print and interactive forms</li> <li>▪ Activities that allow them to use their senses, to be creative and imaginative</li> <li>▪ Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world</li> <li>▪ Activities that contribute to their own safety</li> <li>▪ Participate in role play and drama activities, imaginative play and drama activities, improvisation and performance of varying types</li> </ul>

### 1. Who Lives in My House?

To undertake this exercise each child will need an empty cereal box which can be turned inside out to represent a model of their house. Alternatively print resource 1a (A3 size) for each pupil to populate.

Either provide each pupil with a blank sheet of paper to draw the people who live in their house with them or provide each child with a body outline sheet (Resource 1b) to customise and cut out. Ask the pupils to place the people they have drawn into their house. As the children are doing this activity, teachers can go around asking each child who they are placing into their house. How do they feel about these people? Why have they drawn them as they have? Would they like to change who lives in your house. Is there any person they would like to add to their house? Is there any person they would like to magically disappear? *(Any concerns that arise from these questions need to be dealt with sensitively on an individual basis after the lesson.)*



## 2. UN Convention on the Rights of the Child

Before this exercise, to familiarise your class with the rights of the child, you will find some useful ideas and resources on [www.uncrnletsgetitright.co.uk](http://www.uncrnletsgetitright.co.uk)

In groups create a mind map showing what they think are the rights of a child. Encourage the pupils to discuss and contribute to the mind map. Ask the class to feedback their answers.

Keep in mind the five core rights. The Convention says that every child has:

- The right to a **childhood** (including protection from harm)
- The right to be **educated** (including all girls and boys completing primary school)
- The right to be **healthy** (including having clean water, nutritious food and medical care)
- The right to be treated **fairly** (including changing laws and practices that are unfair on children)
- The right to be **heard** (including considering children's views)

To view the complete list of rights of the child click here

[www.uncrcletsgetitright.co.uk/index.php/children-young-people/right](http://www.uncrcletsgetitright.co.uk/index.php/children-young-people/right)

Divide the class into groups. Depending on the classes' age and ability distribute either a diamond nine template (Resource 2a) or a pyramid six template (Resource 2b). Give each group a set of rights statements. (Resource 2c or 2d). To complete this exercise the rights statements (Resource 2c for the diamond ranking exercise or 2d for the pyramid exercise) will need to be cut out in advance. Select nine for the diamond ranking exercise or six for the pyramid exercise from the eleven provided. Additional blank statement diamonds (Resource 2e) or pyramids (Resource 2f) are available for alternative answers given by the class. Ask the pupils to place the rights in order of importance, the most important at the top and the least important at the bottom. Ask the groups to give the reasons for their choices.

## 3. Praise Tree - raising self-esteem

Create a class praise tree. Teachers, peers or the child can contribute to the class tree by writing positive statements on the leaf outlines (Resource 3a). The tree can be added to throughout the half-term, term or year. At the end of the selected period each individual child could take down their leaves from the class tree to make their own personal keep-sake tree. Pupils can be given an A3 tree outline (Resource 3b) and smaller leaf outlines (Resource 3c) to decorate and to re-create their own personal tree.



#### 4. Emoji Bingo

Using a large foam dice insert one emoji (Resource 4a) on each side. Divide the class into small groups and give each group a bingo board (Resource 4b). As a small group ask the pupils to take turns rolling the dice and to identify the emotion displayed. Also ask the children to identify the same emotion on the bingo board and cover it with a counter. With each emotion ask the pupils to give an example of when they've felt that way. If it was a negative feeling, what did they do to feel better? Continue until all emotions have been discussed.

#### 5. Wonderful Words

This activity helps children to learn that the things we say can hurt people's feelings or make them feel wonderful. Ask the children to sit in a circle. Explain to the children that they are going to think of wonderful words (kind things about a person's appearance, behaviour, personality or work in school that will make them feel good inside). Ensure each child has a turn by passing an object around the circle. The teacher may need to support the children in thinking of wonderful words.

Either provide each child with an A5 paper person (Resource 5a.) or ask them to draw their own and to personalize and name the character. Ask the children to write some wonderful words on their paper person. Invite the class to return to the circle and choose some children to read aloud the words they have written. Ask them:

- How would you feel if someone said that to you?
- What if someone said unkind things?

Instruct the class to whisper an unkind word to their paper person. Ask the pupils, how do they think their person feels now? e.g. upset, sad, hurt angry etc. Get the pupils to demonstrate how the person feels by crumpling up the paper person and dropping it into the centre of the circle. Ask the pupils:

- How can we make our paper people feel better?

Tell the children to choose a paper friend from the floor, un-crumple it and read one of the wonderful words to make their paper person feel better. Remind children that words are very powerful.

Sometimes adults and children say unkind things. Just like the paper people who still have the marks on them from the unkind words, our feelings can be hurt and the effects last a long time. Remind the children that words are like toothpaste, just as you can't get the toothpaste back in the tube, you can't take back unkind words.

NB. Alternatively this activity could be used for an assembly. Create a large paper person outline by drawing around a child. All children contribute to the wonderful words and the teacher models unkind words to illustrate how hurtful words can be.





## 6. Story time / puppet play

- a. A possible follow up class story to further develop the theme could be "How are you feeling today Baby Bear?" This could be used as an individual activity or could be used to introduce the puppet play activity in part b.

How are you feeling today Baby Bear? Written by Jane Evans

This sensitive storybook is written to help children aged 2 to 6 years who have lived with violence at home to begin to explore and name their feelings. It is accompanied by notes for teachers on how to use each page of the story to start conversations. It also features activities to help children understand and express difficult emotions.

- b. This could be used as an individual activity or could be used as a follow up activity after part a.

To undertake this activity you will need a sock box and a craft box of materials which could include Velcro, felt, wool, pegs etc.

Ask the class to each select a sock to make a hand puppet. Pupils should create a character using materials from the craft box e.g. eyes, mouth, pegs for legs etc.

Explain to the pupils that they need to give their puppet a name as he/she is a friend they could talk to. The pupils could make a family of puppets if required.

The puppets can be used in a variety of ways:

- As part of circle time activities
- In times of need they could talk to their puppet on their own in the quiet area, to share their problems or worries.
- Pupils could use their puppets to role play. This could be done in pairs or groups. Each group could be given a theme by the facilitator to create a scenario e.g. at home, playing safe, playing with your brother and sister etc. The themes should relate to the topic and need to be pertinent to the class.

