

# Griff's Story

## Teacher Support Materials and Activities

The Griff's Story follow-up activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales. N.B. The activities presented below are not sequential but rather are a menu for teachers to select from.

It can be helpful to explain to the learners that the following activities might bring up some feelings or make them think of times when they have been in similar situations. This allows the children the opportunity to mentally prepare for the activities and know that it is okay if they have some questions or feelings about what they see, hear or read.

Griff's Story Additional Activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
<b>1. Staying Safe</b>	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Identify links between cause and effect</li> <li>Form personal opinions and make informed choices</li> <li>Listen carefully and respond to others</li> <li>Empathise with other's experiences and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Value friends and family as a source of mutual support</li> <li>Understand their rights and responsibilities</li> <li>Take increasing responsibility for keeping the mind and body safe and healthy</li> <li>What to do or to whom to go when feeling unsafe</li> </ul>
<b>2. Body Warning Signs</b>	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Identify links between cause and effect</li> <li>Form personal opinions and make informed choices</li> <li>Listen carefully and respond to others</li> </ul>	<ul style="list-style-type: none"> <li>Understand the range of their own and others' feelings and emotions</li> <li>The importance of personal safety</li> <li>What to do or to whom to go when feeling unsafe</li> </ul>
<b>3. Trust your Feelings</b>	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Identify links between cause and effect</li> <li>Listen carefully and respond to others</li> <li>Manage different emotions and develop strategies.</li> <li>Ask for personal support and advice</li> </ul>	<ul style="list-style-type: none"> <li>Understand the range of their own and others' feelings and emotions</li> <li>The importance of personal safety</li> <li>What to do or to whom to go when feeling unsafe</li> </ul>

## Teacher Notes – Griff's Story

<b>4. Help a Friend</b>	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"><li>• Identify links between cause and effect</li><li>• Form personal opinions and make informed choices</li><li>• Listen carefully and respond to others</li></ul>	<ul style="list-style-type: none"><li>• Understand the range of their own and others' feelings and emotions</li><li>• What to do or to whom to go when feeling unsafe.</li><li>• The importance of personal safety</li></ul>
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### **1. Staying Safe**

This activity follows directly on from the delivery of the Year 6 lesson "Griff's Story" by your Schools Police Officer (SPO). It is suggested that the children view the Griff's Story film trailer as a reminder.

"Griff's Story" – Police Lesson Preview

<https://www.youtube.com/watch?v=Iz07P2Yu-bQ>

Following the film trailer ask the children if they noticed the questions:

Is he being groomed?

Is he being exploited?

How did Griff stay safe?

Explore the children's understanding of the two terms 'groomed' and 'exploited.' Make reference to the definitions used in the SPO's lesson (Resource 1a – Definitions)

**Grooming** is when an adult deliberately befriends a child and gaining their trust with the intention of sexually harming them.

**Child exploitation** is when a child is befriended and abused, taken advantage of, groomed and controlled for a criminal or sexual purpose.

In the film trailer the children will have seen Mr Thomas, an employee at the leisure centre paying special attention to Griff.

Divide the class in to small groups and ask them to consider, what were the warning signs that Griff was unhappy and uncomfortable?

What were the signs that Griff was being groomed and exploited?

Signs that Griff was being groomed and exploited

Mr Thomas:

- only helping Griff during the climbing session.
- gifting Griff with a chocolate bar.
- taking advantage of the opportunity to take Griff home
  - deciding not to listen to Griff when he requested to be taken home.
  - becoming angry and aggressive when Huw helped Griff

## Teacher Notes – Griff's Story

In the story, Griff is helped by Huw who encourages Griff to tell a trusted adult.

In groups, using the template (Resource 1b – Staying Safe) ask the children to record how they could stay safe if they were in a similar situation to Griff.

Accept feedback and reinforce key safety strategies such as:

- Speak to a trusted adult
- Phone Childline / Meic
- Talk to a teacher or coach
- Stay with friends
- Talk about feelings
- Refuse gifts from others you don't know that well

Share the SPO's top advice with the children:

If I feel uncomfortable or unsafe, I will tell a trusted adult and ask for help.

To close, ask the children to identify 5 trusted adults that they would talk to. As an aid, the learners can complete (Resource 1c – Helping Hand) in order to consider who and the reasons why they would trust certain adults.

## **2. Body Warning Signs**

Discuss with the learners the natural responses that happen in the body when something or someone makes them feel unsafe. Explain that when a person feels unsafe their body will experience a physical response. The body does this to protect and defend. The three types of physical responses are called *freeze, fight or flight*.

Ask the learners to think about a time when they have felt unsafe.

- Mum or Dad being late
- Lost in a shop
- Homework
- Spider in the bath
- Accidentally breaking something precious
- Hearing a noise in the middle of the night

Record their comments identifying which natural physical response they experienced at that time.

Divide the class in to small groups and give each group a body outline (Resource 2 – Body Outline) to record what physical changes have they experienced in their body when they have felt unsafe.

- Heart – increased heart rate
- Muscles – tighten and tense
- Hands – shaking, sweating and clammy
- Teeth/jaw – clench
- Breathing – shallow, faster
- Stomach – flutters, pain
- Mouth – dry
- Body – sweating

Reiterate that these are normal body reactions and these happen to help protect or defend a person.

## Teacher Notes – Griff's Story

Uncomfortable feelings often serve a purpose. If you're standing on the edge of a cliff, anxiety is a normal emotional response that is meant to alert us to danger.

A link can be made to the UNCRC Article 19 which states:

- ✓ You should not be harmed and should be looked after and kept safe.

If these physical reactions occur at any time when you are out and about or even with family and friends, learners need to speak out. Every child has the right to be safe and no one should make a person feel unsafe or uncomfortable.

### 3. Trust your Feelings

Explain to the children that our feelings are important to us and throughout the day we will experience a number of different feelings.

Ask the children to consider how they are feeling at this moment in time. Offer some words (Resource 3 – Feelings Cards) and encourage the children to label how they are feeling.

- pleased
- cheerful
- calm
- safe
- relaxed
- sad
- annoyed
- grumpy
- shy
- curious
- worried
- jealous
- embarrassed
- silly
- grateful
- excited

Ask the learners to do some reflective writing and consider why they feel the way they feel? They can also consider:

- What makes them feel grateful?
- What are the three things they are grateful for?
- Why are they feeling sad, silly, excited etc.?
- Who makes them feel happy, safe etc.?

Explain that we are in control of our feelings and if spending time with friends makes us feel happy then we should look at this as a coping strategy if we ever feel sad or lonely.

A person's feelings don't have to depend completely on external circumstances. Instead, learners can have some control over how they feel, regardless of the situation. Explore other coping strategies the children might already have to deal with uncomfortable feelings.

It is important to empower learners to take steps to improve how they are feeling. That doesn't mean they have to suppress their emotions or ignore them, but it does mean they can take steps to help themselves feel better.

Encourage learners to identify their choices; talking to someone or doing a specific activity. While colouring may help one child, another child may benefit from playing outside.

Link back to the Schools Officer's lesson and the advice:

**If I feel uncomfortable or unsafe, I will tell a trusted adult and ask for help.**

## **4. Help a Friend**

Explain to the children that in groups they will discuss a set of scenarios. Encourage the children to think about how each character felt and what advice they would offer on each occasion. Ensure that the children are given time to explore their thoughts and to explain their reasoning.

**Scenario 1 – Last night Ben went to football and his coach stayed in the changing rooms when he was getting changed. Ben didn't think his coach was looking but he wasn't sure.**

Explain that everyone has the right to privacy and if someone makes another person feel uncomfortable then it is important to tell a trusted adult.

**Scenario 2 – While Maya was playing a game online another gamer sent her a friend request. She knew that if she accepted she would receive game credits.**

Explain that although it is nice to receive friend requests from people we don't know online, we should only accept online requests from people we know and trust offline. If we are ever unsure, we should talk to a trusted adult.

**Scenario 3 – Dylan keeps getting messages to his phone from his coach. Usually the messages are about training and tournament times, but more recently the coach just wants to chat.**

Explain that although it is nice to receive text messages, if someone makes us feel uncomfortable or unsure we should tell a trusted adult. It is also important to remember that it is never too late to tell.

**Scenario 4 – Carys was approached outside the school gates last night by a woman offering homework tutoring. Carys was finding maths and science really difficult. The woman seemed friendly and she was willing to pick Carys up from school.**

Explain that it is okay for someone to offer help but only if this is something that has been agreed by your parent or carer in advance. If you are not sure then you should speak to a trusted adult.

**Scenario 5 – Toby and a group of friends stayed late after school to attend the drama club. Toby's mum had arranged for Jamie's dad to collect the boys at the end. However, Jamie's dad was running late and Mr Owens the school cleaner offered to give them a lift.**

Explain that it is kind for someone to offer their help and being polite in return is fair. Checking with a parent or carer before accepting a lift with someone is very important and saying no politely is okay.

Link back to the Schools Police Officer's lesson and the advice:

If I feel uncomfortable or unsafe, I will tell a trusted adult and ask for help.