

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Safe Or Unsafe?	<ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe.</li> <li>Identify people who can help if a situation is unsafe.</li> <li>Suggest strategies for keeping safe.</li> </ul>	<p>Discuss; What do we mean by keeping safe? Who are the people that keep us safe? What are the things that we can do to keep ourselves safe? Explain that we are going to be exploring safe and unsafe situations and thinking of strategies for dealing with unsafe situations. With the words <i>Safe</i> and <i>Unsafe</i> at either end of the room, read out statements and ask the children to position themselves somewhere between the two statements according to how safe or unsafe they think these statements are. These statements could include going to the park to play on the play area, shopping in town, crossing a busy road, etc. For each statement discuss why children have positioned themselves.</p> <p>What would make each of those situations more or less safe? How would you feel in each situation? Why is it important to listen to our feelings?</p> <p>Activity- Working in pairs or threes, ask the pupils to consider the scenarios from the Activity Sheet Safe or Unsafe? Is it <i>safe or unsafe</i> and what the best course of action would be in each situation?</p> <p>Children to come up with their five Top Tips for keeping safe and create a class set to display in the classroom.</p>	Trust Safe Unsafe
2	Danger Or Risk?	<ul style="list-style-type: none"> <li>Define the words danger and risk and explain the difference between the two.</li> <li>Demonstrate strategies for dealing with a risky situation.</li> </ul>	<p>Explain the difference between danger and risk. A danger is a threat to someone in some way e.g. stepping out into the road without looking. A risk is when someone can weigh up the danger and make a decision about what to do e.g. looking for traffic and only stepping into road when it is clear.</p> <p>Ask the children to give you some examples of both of these situations.</p> <p>Where in our body do we experience feeling uncertain or unsafe? [butterflies in stomach, dry throat, feeling shaky, other ideas]</p> <p>Go through the steps that someone should take when they are weighing up a risky situation and are trying to decide what to do - for example; stop, take a breather, weigh up the consequences, etc.</p> <p>Activity 1 -Read out the story <i>Do we take the risk?</i> in which some children need to decide whether to take a risk or not. Pause at certain points and the class decides on what the risks are and whether to take them.</p> <p>Activity 2- Using the <i>Risk-taking scenarios role-play</i> Activity sheet, the class divide into groups of 3 and act out their given scenario.</p>	Danger (Dangerous) Risk (Risky) Feelings Strategies Consequence

			Discuss which strategies worked best and why.	
3	The Risk Robot	<ul style="list-style-type: none"> <li>Identify risk factors in given situations.</li> <li>Suggest ways of reducing or managing those risks.</li> </ul>	<p>Discuss; what is it like to feel safe? What does unsafe or uncertain feel like? What do we think that we have to keep safe from?</p> <p>Ask the children to stand up. Describe different situations (such as crossing the road) and they have to decide whether the situation is high, medium or low risk by doing the following:</p> <ul style="list-style-type: none"> <li>High risk – put hands on heads</li> <li>Medium risk – fold arms</li> <li>Low risk – put hands on knees</li> </ul> <p>For each situation ask children why they have rated the situation that way. Show the children <i>The Risk Robot</i> slide on the IWB. Use one of the examples discussed in the introduction to show children how the Risk Robot idea works, e.g.</p> <ol style="list-style-type: none"> <li><b>What is the situation?</b> Crossing a busy road</li> <li><b>What is the risk level?</b> May be high because of the chance of being hit by a vehicle. Traffic may be moving too fast to cross safely.</li> <li><b>How can I make the situation safer?</b> Cross at a zebra or pelican crossing; cross with an adult; wait until there are no cars coming; cross at a bridge or a subway.</li> <li><b>Which of these would be the safest? Why?</b></li> <li><b>What is the risk level now?</b> Depending on what action the children having chosen they may now rate this as medium or low risk.</li> </ol> <p>Activity- Children given <i>The Risk Robot</i> activity sheet. Show a range of risky situations and children to draw and write ways in which the robot will assess and deal with each risk.</p> <p>Explain that our brains work in the same way as the Risk Robot. We look at each situation and decide how risky it is. If the risk is high we find ways to avoid or reduce that risk.</p> <p>Explain that sometimes we need other people to help us in making those decisions, such as parents, teachers, police officers, etc.</p>	Risk Safer
4	Alcohol And Cigarettes: The Facts	<ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol.</li> </ul>	<p>Ask the children;</p> <ul style="list-style-type: none"> <li>How many parts of the body can they name in 30 seconds?</li> <li>What does the body need to give it energy?</li> </ul>	Risk Drugs Cigarettes Nicotine

		<ul style="list-style-type: none"> <li>● Know that most people choose not to smoke cigarettes. (Social Norms message)</li> <li>● Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	<ul style="list-style-type: none"> <li>● What do we need to do in order to help keep the body fit and healthy?</li> <li>● Exercise and food can be healthy for the body. Are there any times when they may be harmful to the body?</li> <li>● What sort of things can harm the body?</li> </ul> <p>Review the concept that medicines are drugs which can be helpful (if used correctly) or harmful (if used incorrectly) to the body. But what is a drug? The World Health Organisation definition is: ‘a substance that people take to change the way they think, feel or behave’.</p> <ul style="list-style-type: none"> <li>● Can anybody think of the name of the drug inside drinks like beer, wine and spirits? [Alcohol]</li> <li>● Can anybody think of the name of the drugs inside cigarettes? [Nicotine]</li> <li>● What have the class heard about how cigarettes and alcohol affect the body?</li> </ul> <p>Activity 1 - Ask the children to look at the statements on the <i>Alcohol and cigarettes: the facts</i> activity cards. They must decide whether the statements are referring to cigarettes, alcohol or both and put them in columns accordingly. Extension: Are there any additional facts that the children think they know which they could add to their columns?</p> <p>Go through each statement in turn, checking that the children were in agreement with which columns they put the statements in. Discuss any statements where there wasn't unanimous agreement. Correct any misconceptions (e.g. children will sometimes say that every cigarette takes 10 minutes off a person's life; the reality is that smoking increases the risk of a shorter life but the risk is not the same for everyone).</p>	<p>Alcohol</p>
<p>5</p>	<p>None Of Your Business!</p>	<ul style="list-style-type: none"> <li>● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</li> <li>● Recognise and describe appropriate behaviour online as well as offline.</li> <li>● Identify what constitutes personal information and when it is not appropriate or safe to share this.</li> </ul>	<p>Play the game 'Guess who?' by getting the children to think of a celebrity and come up with a fact file about them. The other children then have to guess who it might be. Then ask the following:</p> <ul style="list-style-type: none"> <li>● Where do you get most of your information about celebrities from? [TV, the internet etc.]</li> <li>● Did anyone have an address or telephone number in their fact file?</li> <li>● What about the password to their Facebook account?</li> </ul> <p>This is because this information is personal and we should never share this information, especially not online.</p> <p>Activity - Show the children the CEOP film clip <i>Lee and Kim</i> . Afterwards, ask the children questions about what they have watched.</p>	<p>Internet Safety Private Public Profile Personal Information</p>

		<ul style="list-style-type: none"> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>	<p>Reiterate-</p> <ol style="list-style-type: none"> <li>1. People you don't know are strangers, they are not always who they say they are.</li> <li>2. Be nice to people online, like you would be in the playground.</li> <li>3. Keep your personal information private, don't give away secrets like where you live and the school you go to.</li> <li>4. If you ever get an 'uh-oh' feeling (like butterflies in the tummy), you should tell an adult you trust.</li> </ol> <p>What are Sid's Top tips about staying safe online?</p> <p>Discuss;</p> <ul style="list-style-type: none"> <li>Is it safe to share videos of yourself, wearing school uniform, on YouTube? Is it ok for someone they don't know online (and offline) to ask you to send a photo of yourself?</li> <li>What do they think a person should do if someone starts asking them personal questions or is rude to them on the street?</li> <li>What about if something causes a person to get butterflies in their tummy?</li> <li>Could they respond in the same way if this happens in an online game too?</li> </ul>	
6	Help Or Harm?	<ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<p>Discuss;</p> <ul style="list-style-type: none"> <li>What sort of things do we need to keep our body healthy? [food, water, oxygen exercise, sleep, cleanliness etc.]</li> <li>What sort of things can make us unhealthy or ill? [viruses, accidents, too much of certain foods, lack of exercise, smoking etc.]</li> </ul> <p>Explain that there are some things that help the body and some things that harm body.</p> <p>Activity 1 - Give each child a copy of the <i>Help or Harm?</i> Activity sheet. Ask the children to discuss in pairs or small groups the items on the sheet and decide whether they think they are helpful, harmful or both. Then ask the children for their reasons, and invite them to share with the class.</p>	<p>Medicines Drugs Harmful Helpful Instructions</p>

			<p>Activity 2 - Ask the children to produce a medicine safety poster based on one of the following:</p> <ul style="list-style-type: none"> <li>● Medicines can be helpful when...</li> <li>● Medicines can be harmful when...</li> </ul> <p>Children to come up with three ways that they can all 'help' their body to be healthy.</p>	
7	Super Searcher	<ul style="list-style-type: none"> <li>● Evaluate the validity of statements relating to online safety.</li> <li>● Recognise potential risks associated with browsing online.</li> <li>● Give examples of strategies for safe browsing online.</li> </ul>	<p>Ask children to name websites they have heard of. Explain that you're going to be thinking about different websites and how much we can trust them.</p> <p>Activity 1- Display the <b>True</b> and <b>False</b> cards at opposite sides of the classroom. Read the statements regarding facts about safety online and the children have to decide whether they think it's <b>True</b> or <b>False</b> and move to the appropriate card.</p> <p>Activity 2 – In groups children have a set of the <i>Super Searcher</i> statement cards. Ask them to discuss each card in turn, first putting them into 2 groups (True or False).</p> <p>After 5 minutes of discussion, look at each statement again on the IWB slides and explain the risks.</p> <p>Show the <i>Super Searcher tips</i> and discuss importance of looking out for 'fake news'.</p> <ul style="list-style-type: none"> <li>● Has the story been reported anywhere else? Is it on the radio, TV or in the newspapers?</li> <li>● Does the website where you found the story look genuine? (meaning it doesn't look like a copycat website that's designed to look like another genuine website)</li> <li>● Does the website address at the very top of the page look real? Is the end of the website something normal like '.co.uk' or '.com', and not something unusual, like 'com.co'?</li> <li>● Does the story sound believable?</li> </ul>	