

# 10 Tips for personal safety using Protective Behaviour

1. We all have the right to feel safe all the time
2. When we do not feel safe we also have the right to do what we need to do until we feel safe again
3. When things are safe for us we have a choice, feel comfortable and are in control
4. When things are not safe for us our body automatically tells us, for example our heart beats faster, or our tummy feels funny
5. The quicker we recognise and trust these feelings the more choices we have to either avoid or deal with the problem
6. We can use our bodies' feelings to help us to choose which option is the safest, whatever the problem
7. Once we are out of immediate danger we can find someone to tell
8. We can talk with someone about anything even if it is awful or small
9. We can use our feelings to decide who is the best person to talk to and who will help us
10. Part of our right to feel safe includes responsibility to see that others are safe with us. In other words treat others the way we want to be treated ourselves

- Early Warning Signs Activity

# Protective Behaviours

- Two themes
  - We all have the right to feel safe all of the time
  - There is nothing so awful or small that we can't talk about it with someone

# The Seven Strategies

## One step removed

Use a cuddly toy – create a ‘what if’ dilemma

Bob has been invited to Tommy’s house to play after school but Tommy is excited and doesn’t want to waste time seeking permission from Bob’s mummy. Bob has an ‘oh, oh’ feeling.

Discussion questions:

1. Why had Bob got an ‘oh, oh’ feeling? (feelings)
2. What are Tommy’s feelings? (feelings)
3. What choices does Bob have? (thoughts)
4. How will Bob’s mummy feel? (thoughts)
5. What if Bob does go to Tommy’s house? (effects)
6. What if Bob doesn’t go to Tommy’s house? (effects)

The class could be divided into two groups – one being Bob and one being Tommy

# Risking on Purpose

- Position a rope or tape along the floor with cards reading – **safe, fun to feel scared, risking on purpose, unsafe**
- Have a discussion about the safety continuum and get the children to give examples for different stages of the continuum.
- Ask the children in groups of three to write on post it notes examples of situations where they might be risking on purpose. Collect them in and re-distribute.
- Each group then has to role play the situation on their notes to the rest of the class to see whether they can guess what the situation is. Discuss each scenario.
- Use the 'hot seat' technique to see how different people might feel in those situations and what effects those risking on purpose behaviour might have on other people.
- For example playing 'chicken' – examine the feelings, thoughts and behaviour of the child playing the game, the child's family, passers-by and the car driver

# Persistence

- To try and try again if necessary until we feel safe and our Early Warning Signs – (oh, oh feelings) subside
- Firstly re-cap on the early warning signs. Provide a scenario e.g. you are being bullied in the playground. Go through the gingerbread person activity showing what the EWS might be in that situation.
- In small groups, the children use their networks to role play what they would do in the bullying situation. Members of the group take the role of the people on the network. They have to give reasons why they can't help. Encourage the groups to come up with words, phrases, strategies and/or techniques to help them to keep persisting.

# Protective Interruption

This activity is about encouraging children to take responsibility for their own safety by problem solving and helping them take action on their own behalf

- Action Wheels

Using a whole range of 'what if' scenarios, the children develop wheels which have a scenario at the centre and a variety of solutions around the outside in segments. For example – 'what if I fall out with my friend at playtime?' The children write around the edge of the circle lots of things they could try themselves to help them feel safe again.

They keep the wheels with them for when they need them.

Class and individual wheels could be developed.

# The language of safety

This includes verbal and non verbal messages as well as body language. We choose to use language which observes everyone's right to feel safe.

## Quality of language

This activity is a card sorting exercise.

- Have examples of language and phrases used by children on cards. They have to decide whether the language gets a smiley face/sad face/unsure face.
- Ask the children to put prepared cards of words or statements e.g. go away, shut up, into a safety thermometer, with safe at one end and unsafe at the other
- Use a one line phrase and give them a feeling (hot, cold, happy, sad, nervous etc.) and they have to read out the phrase conveying the feeling using non verbal messages

# Theme Reinforcement

Keeping the two themes in constant awareness using visual images, language awareness, role modelling and other creative ways.

- Two groups are given the same scenario to discuss

Example: You are asked to go to the shops and on the way home someone suggests you stay out and don't go straight home. What do you do?

One group discusses the scenario using the two protective behaviours themes and the other group discusses it pretending they don't know the themes. Each group has to come up with a strategy of what to do. The PB's will discuss which bits of the process they found helpful in their discussion e.g. feelings, thoughts, behaviours grid, helping hand networks.

The other group will discuss whether they felt more insecure without the themes to provide help.

# Network Review

- Have a photocopied outline of hands cut on coloured paper and ask the children to write on the hands the reason why is it a good idea to review their Helping Hands Network on a regular basis. Display