

Summer Safety KS2 Session 2 - Supporting Information

We have produced a series of video lesson plans to support delivery of the Summer Safety Sessions.

PLEASE NOTE - This video lesson plan should be used to support the delivery of a lesson facilitated by a member of staff.

How to use the video as part of a lesson / discussion



When playing the video you will see the following pause symbol at key points in the video.

You should pause the video at this point and complete the activity stated in the video.

For this lesson the questions to discuss are:

1st Pause - We are going to stop the video now and complete an activity all about our own Early Warning Signs and how we can recognise them. Let's stop the video now and complete the activity.

- Conduct as a small group activity
- The following statement can be useful to introduce the activity:

'Our body is always looking out for us so it will always try and warn us if we are unsafe, about to do something unsafe or we are experiencing a difficult emotion.'

'For example, if we start to feel our hearts beat faster, start breathing really quickly or get sweaty palms, we are probably nervous.'

'If we know what our early warning signs are, we can be ready for emotions we don't like, and ask for help or do something to make ourselves feel better and manage the emotion!'

'Remember that we all have the right to feel safe all the time and recognising our emotions and our early warning signs can help us achieve this.'

(Cont. on next page)

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Key elements/prompts for facilitator to cover:

- Ask the children to think about how they feel when they do not feel safe. What are their 'Early Warning Signs'?
- Provide the following examples of Early Warning Signs
 - Goosebumps
 - Heart beating faster
 - Sweating
- It can also be useful to give an example of when they may have felt like this, asking how they felt when they went on a roller-coaster can be a simple and effective way to prompt their responses for the exercise.

2nd Pause - But we would like you to think about some of the things that you think might be risky or unsafe, especially over the summer months and how you think you might feel.

- Complete this as discussion with pupils.
- Revisit the activity in session 1 and the risks that pupils came up with.

Key elements/prompts for facilitator to cover:

- Relate the previous risks (and any new ones) to the Early Warning Signs identified by pupils.
- Reiterate that they have identified that they would be present and can describe how it would feel.
- Discuss how this proves how our Early Warning Signs work to help keep us safe.

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3rd Pause - So, if we do feel our Early Warning Signs and find ourselves in an unsafe or risky situation, what can we do?

How would you manage it?

What would you do?

Who could help?

- Complete this activity in small groups.

Key elements/prompts for facilitator to cover:

- This activity aims to help pupils begin to think about how they can manage risky or unsafe situations, this is covered in more detail in the next session.
- Run through the points with pupils and ask them how they would manage a risky situation and who could help.
- Reiterate that asking for help and support is a positive and everyone needs help from time to time. This is key for pupils of this age.
- Give examples of who could help both during a situation and afterward.

End of Video

The video ends by saying your teacher will now finish the session with you.

- You should encourage students to talk about the information presented in the video.
- Ask for any final clarifications or questions.