

# RELATIONSHIPS EDUCATION

## MODULE D Being Safe

O31 - Recognise and report feelings of being unsafe or feeling bad about adults

Year 5  
Summer Term: Lessons 1-2



# Lesson Overview - Double Lesson

**Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults**

**Engage  
&  
Activate**

Whole Class & Group Activities

Early warning signs



**25 minutes**

**Explore  
&  
Explain**

Paired Activity

Analysing unsafe situations



**45 minutes**

**Elaborate  
&  
Reflect**

Whole Class & Group Activities

Reporting feeling unsafe



**30 minutes**

**Evaluate  
&  
Review**

Whole Class & Paired Activities

Review learning



**20 minutes**

# Lesson Plan

## Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

### Aim

To recognise and report feelings of being unsafe or feeling bad about adults

### Lesson Objectives

In this lesson pupils will:

**Recognise** the signs of being unsafe or feeling bad about adult behaviour and conduct

**Explore** how to respond in unsafe situations

**Consider** how to report adults who make us feel uncomfortable or unsafe

### Learning Outcomes

By the end of this lesson pupils will have:

**Stated** early warning signs when feeling scared or unsafe in a situation

**Explained** how to prevent unsafe situations from occurring

**Identified** the process of how and where to report feeling unsafe

### Key Vocabulary

warning

prevent

report

instincts

### Resources



Resource sheets



Pens / Pencils



A3 paper



Hall



Timer



Internet access /  
PC

# Lesson Plan

Engage  
&  
Activate

## Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Whole Class & Group Activities

Early warning signs

**Inform** pupils that in this lesson we will be looking at recognising and reporting feelings of being unsafe or feeling bad about adults.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions.

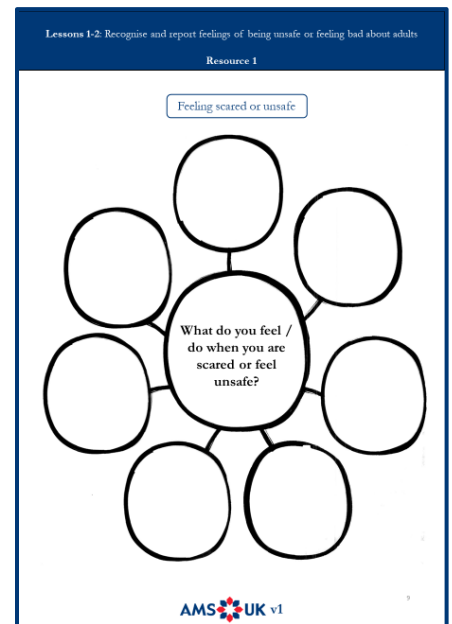
**Photocopy Resource 1** on A3 paper. **Divide** class into groups and give **one** sheet per group.

**Question** pupils: 'What do you feel / do when you are scared or feel unsafe?'

**Ask** each group to respond to the question on the worksheet.

**Responses** may include:

- we start to shake, and our legs feel weak
- we recite Ayat-ul-kursi
- we make du'a to Allah
- our hairs stand on end
- we get goosebumps
- we feel hot and our heart beats faster
- we feel butterflies in our tummy
- we start to sweat
- our cheeks go red / we blush
- our mouths dry up
- we start to cry
- we jump up startled



Once **completed**, each group **passes** their paper to the group to their right.

Pupils **read** the responses given by the other group and **circle** and **discuss** all the responses they did not think of or were different to those they wrote.

**Discuss** and **elaborate** on responses given as a class.

# Lesson Plan

Engage  
&  
Activate

## Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Whole Class & Group Activities

Early warning signs

**Explain** that these responses are called ‘Early Warning Signs’, they are our body’s way of telling us that something is not right. It is very important we act on these feelings and not ignore them as they are there to keep us safe.

**Emphasise** that it is important we try to stay focused in such moments and realise that Allah, the All-Knowing knows our predicament. We should turn to Him for help. We should take a **lesson** from the story of Yunus (peace be upon him) when he was swallowed by the whale and felt helpless. Allah, the Exalted states in the Qur’an:

‘And (remember) Dhunnūn (the man of the fish, namely Yunus), when he walked away in anger and thought that We would never put him to trouble. Then, he called (Us) in depths of darkness saying, “There is no god but You. Pure are You. Indeed, I was among the wrongdoers.” So, We responded to him and rescued him from the distress. And this is how We rescue the believers.’

21:87-88

The Prophet Yunus (peace be upon him) turned to Allah in his helpless state and Allah helped him.

**Explain** that if we use the dua of Yunus **Resource 2**, Allah’s help will be with us

لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ

The Messenger of Allah ﷺ said:

‘No Muslim man supplicates with it, i.e., the supplication of Yunus (peace be upon him) for anything, ever, except that Allah responds to him.’

Tirmidhi

### Key vocabulary

<b>warning</b>	advance notice / sign that something bad may happen
<b>prevent</b>	stop something from happening
<b>report</b>	give an account of something you have seen or heard or done
<b>instincts</b>	the way people naturally react or behave, without having to think or learn about it

# Lesson Plan

Explore  
&  
Explain

## Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Paired Activity

Analysing unsafe situations

**Before** the lesson, **prepare** the classroom or hall by **sticking A3** copies of **Resource 3a** around the classroom or hall to make a picture gallery. **Give** each pair of pupils **one** copy of **Resource 3b**: Gallery Questions Worksheet.

**Inform** pupils they will have **15 minutes** to **view three** pictures in the gallery and **answer** the following questions on their worksheet:

- What is happening?
- What is unsafe about this picture?
- What can be done about the situation in this picture? Or how can you prevent the situation in this picture from happening in the first instance?

**Explain** that these are scenarios they could encounter now or in the future.

**Allocate** **each** pair of pupils a different starting point in the gallery.

**Inform** them that they will **move** in a clockwise direction to the next picture until they have viewed three pictures.

At the end of the activity, **conduct** a feedback session using **Resource 3c** to help **guide** discussion.

Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Resource 3a

Gallery Questions


Picture no/ What is happening?	What is unsafe about this picture?	What can be done about the situation in this picture? Or how can you prevent the situation in this picture from happening in the first instance?

AMS UK v1

Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Resource 3b

Gallery Picture 1



AMS UK v1

# Lesson Plan

Elaborate  
&  
Reflect

## Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Whole Class & Group Activities

Reporting feeling unsafe

**Ask** pupils: What should you do when you find yourself in an unsafe situation or when you are feeling bad about an adult? (Report it)

**Question:** Who can you report to and how?

**Give** pupils **5 minutes** to **discuss** with their group. Ask a nominated group leader from each table to **feedback** their group's ideas to the rest of the class.

Possible answers include:

- tell a teacher
- tell your parents
- tell a friend to tell a trusted adult
- contact Childline
- contact The NSPCC (National Society for the Prevention of Cruelty to Children)

**Show** an example of how to report concerns on one of these websites:

- Childline (0800 1111)
- The NSPCC (0808 800 5000)

**Navigate** through the website **highlighting** what to do to report being unsafe.

# Lesson Plan

Evaluate  
&  
Review

## Lessons 1-2: Recognise and report feelings of being unsafe or feeling bad about adults

Whole Class & Paired Activities

Review learning

**Review** that when we find ourselves in difficult situations we should turn to Allah. Additionally, we should protect ourselves through morning and evening dūas.

**Read** the following dūa and ask pupils to memorise it:

أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَّاتِ مِنْ شَرِّ مَا خَلَقَ

‘I seek refuge with Allah’s perfect words from the evil of His creation.’

(Note: Whoever says this du’a in the morning and evening, nothing shall harm him / her until dawn.)

Tirmidhi

**Review** learning by referring to learning objectives and learning outcomes.

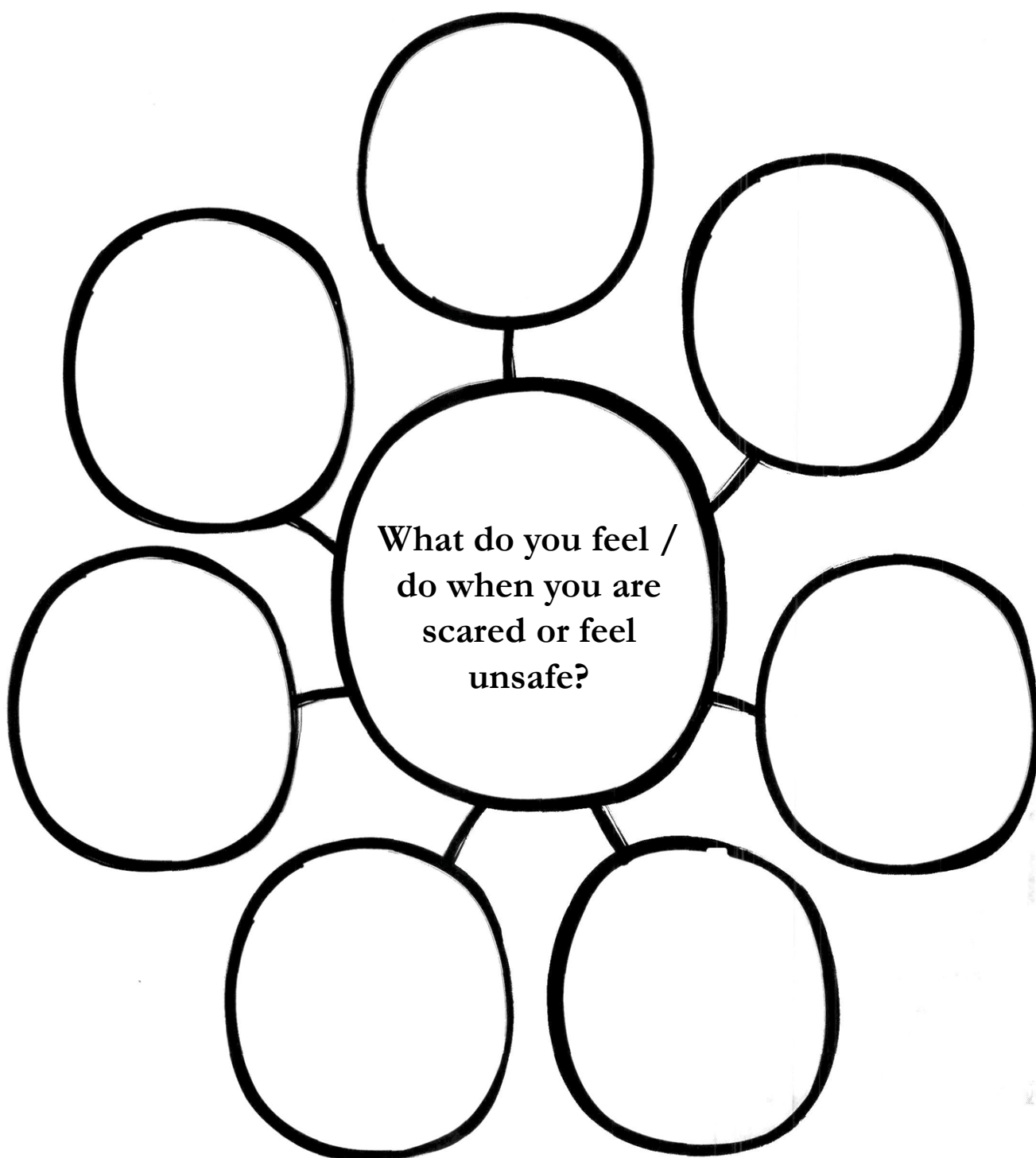
**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

- Tell me **three** signs that your body gives you to warn that a situation may be unsafe.
- What are **two** types of unsafe situations we must try to avoid?
- Who could you contact if you wanted to report feeling unsafe?



Resource 1

Feeling scared or unsafe



Resource 2

Dua of Yunus (peace be upon him)

لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ

There is no god but You. Pure are You. Indeed, I was among the wrongdoers.

Resource 3a

Gallery Questions

Picture no/ What is happening?		What is unsafe about this picture?	What can be done about the situation in this picture? Or how can you prevent the situation in this picture from happening in the first instance?

Resource 3b

Gallery Picture 1



Resource 3b

Gallery Picture 2





Resource 3b

Gallery Picture 3



Resource 3b

Gallery Picture 4



Resource 3b

Gallery Picture 5





Resource 3b

Gallery Picture 6



Resource 3b

Gallery Picture 7





Resource 3b

Gallery Picture 8



Resource 3b

Gallery Picture 9



Resource 3b

Gallery Picture 10



Resource 3c

Gallery: Answers

**Picture 1**

**A. What is happening?**

- On your mobile phone in the street.

**B. What is unsafe about this picture?**

- You are not aware of what is going on around you. You may not be able to react quickly enough to a dangerous situation that may arise.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Make sure you're not on any devices that cause you to become unaware of your surroundings, whilst out. This includes: earphones, earpieces, mobile phones, iPads, tablets, etc. Even reading a book distracts you from your surroundings, so it's best to avoid this as well when travelling.

**Picture 2**

**A. What is happening?**

- Walking alone on a quiet country lane.

**B. What is unsafe about this picture?**

- You are more likely to get attacked if you're on your own.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Never walk on your own. Always accompany yourself with an adult or a group of friends when going out. Also, beware of someone who warns you of the danger of walking alone and then offers to accompany you. This is a ploy / trick some attackers have been known to use.
- Also, make sure both your hands are free and if you are carrying a back-pack or something equivalent, make sure that it's not too heavy so you're able to quickly and easily run away should you need to, if a dangerous situation arises.



Resource 3c

Gallery: Answers

**Picture 3**

**A. What is happening?**

- Walking with the traffic / walking to attract attention.

**B. What is unsafe about this picture?**

- A person can pull up beside you in their car and pull you inside from behind before you get the time to run away. You will attract danger more so.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Always walk in the middle of the pavement, facing oncoming traffic. This will avoid any cars driving up alongside you as you walk. Avoid passing stationary cars with their engines running and people sitting in them. If you attract attention in any way, you are likely to attract people with evil intentions.

**Picture 4**

**A. What is happening?**

- Sitting at the back of a near empty bus.

**B. What is unsafe about this picture?**

- You are on your own and it would be easier for someone to come up to you and hurt you without others noticing or being able to help.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Try to sit near the driver or guard and make sure you can see as much of the bus deck or carriage as possible. Sit or stand at the lower deck if it is a double decker bus. On trains, look for busy carriages. Have your travel pass / correct change ready, so that your purse or wallet stays out of sight. If you feel threatened, make as much noise as possible to attract the attention of the driver or guard.

Resource 3c

Gallery: Answers

**Picture 5**

**A. What is happening?**

- Walking alone in the dark / lost.

**B. What is unsafe about this picture?**

- It is dangerous to walk alone in the dark as you are more likely to get attacked.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Avoid going out alone, especially in the dark. Take the route you know best and stick to busy, well-lit streets. Avoid danger spots like subways, deserted parks and badly lit areas, if you must walk alone in the dark. Make sure you take busy routes. If you get lost and need to ask for help, go to the nearest police station, shop, etc to ask for help. Beware of someone who warns you of the danger of walking alone and then offers to accompany you. This is a ploy / trick some attackers have been known to use. Make sure you know your parent's contact details, should you get lost and have to phone them. You must always have a list of contact numbers with you to call if you need to, including 999.

**Picture 6**

**A. What is happening?**

- Cyberbullying.

**B. What is unsafe about this picture?**

- This can have a seriously negative affect on your mental health.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Bullying by those that know you is bad enough, but to be bullied by people online and not knowing who they are can seriously affect your confidence. You will start to distrust all the people around you in real life as you would be constantly questioning who those that are bullying you online really are and whether they are people who know you. Make sure you do not communicate with strangers who contact you via a message on social media. Tell a trusted adult if you are getting bullied or feel unsafe or uncomfortable.



Resource 3c

Gallery: Answers

**Picture 7**

**A. What is happening?**

- A stranger offering you a lift (or something else).

**B. What is unsafe about this picture?**

- Strangers can be dangerous (no matter how nice they seem). They may take an opportunity to attack you, if you let them.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Never accept a lift from a stranger or someone you don't know very well, even if you are wet, tired or running late.
- *Stranger Danger* rules include:
  - never go anywhere with a stranger
  - never accept gifts or sweets from a stranger
  - never get in a car with a stranger
  - never go off on your own without telling your parents or a trusted adult.

**Picture 8**

**A. What is happening?**

- An adult has their hand over a child's / teenager's mouth.

**B. What is unsafe about this picture?**

- An adult is forcing you to do something you do not want to do.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- If you ever find yourself in such a dangerous situation, if you can, scream for help or try to get the attention of others in anyway possible. **DO NOT STRUGGLE** – as you'll be exhausting yourself in trying to fight off someone stronger. Instead, hit hard on the vital striking points: nose, ears, eyes, back of the knees, feet, private parts, etc. so that in doing so they release you and you can run away. They would not expect this and so it is more likely to work.

Resource 3c

Gallery: Answers

**Picture 9**

**A. What is happening?**

- Near drugs or near someone who uses drugs.

**B. What is unsafe about this picture?**

- Drugs, weapons, etc are all dangerous and can be fatal (end life). Use of these is also against the law.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- Keep away from drugs and those that do drugs. It is not cool and in fact destroys your life. The destructive effects it has on yourself, your family and society continue for years. If you are worried about drugs and / or weapons tell an adult or phone reputable organisations that can help such as [talktofrank.com](http://talktofrank.com).
- Remember, sniffing solvents such as glue, is also equivalent to taking drugs and this can do lots of harm and even be fatal as well.

**Picture 10**

**A. What is happening?**

- When the fire bell at school rings.

**B. What is unsafe about this picture?**

- It is warning us of an alarm, when it rings, we must take the appropriate action.

**C. What can be done about the situation in this picture? Or how can you prevent this situation from happening in the first instance?**

- All alarms are there as warning signs for danger. When the fire alarm sounds, you must: evacuate the building immediately; do not go back for any belongings; walk quickly and do not run; close all doors behind you if it is safe to do so; do not use any elevators.