



Lesson plan: Our Safe School

Total time: 30 minutes

Important! This session may bring up emotions or be triggering for students. Be alert for students whose body language or behaviour changes during the lesson – you may need to check-in with them after and offer support. Students may also approach you to disclose a concern. Be prepared to provide support to that student and report within 5-minutes of receiving or identifying a concern.

Objectives:

- Students will be able to identify some of the ways Rising keeps them safe.
- Students will be able to name things that make Rising safe and unsafe.
- Students will know how to tell a trusted grown-up at Rising if something doesn't feel right.

Step 1: Starter

3 min

Say: Listen up everyone! Today we have a very special job. We're going to become...safety explorers! A safety explorer helps keep our school a great place to learn, play and feel safe.

Grown-ups at Rising, like your teachers and helpers, do lots of things every day to protect you. But sometimes, explorers like you see or hear things that need to be fixed to keep everyone safe. So, today we're going to learn about how to spot things that don't feel right, like unsafe actions or places. Then we'll practice what a great explorer does – tell a trusted adult.

Step 2: I do – Key Learning Points

5 min

Say: I'd like to tell you a story about Musa. Musa is a student at Rising, just like you. One day Musa noticed that some equipment on the playground was broken. There was also a broken fence near a classroom. He felt a little worried that

someone might get hurt or that a stranger could come over the broken fence. So, he told her teacher. The teacher thanked him and called someone to fix them right away. Musa helped make his school safer!

Ask:

1. Why was it important that Musa spoke up?
2. Who helped fix the problem?
3. What does that tell us about our school?

Just like Musa in the story, you can help make Rising safer by telling a grown-up when something doesn't feel right. Speaking up is one of the ways we all help protect each other.

Suggested responses to the questions:

1. *It was important that Musa spoke up because he has a right to feel and be safe in the school. As a student, he helps take responsibility for creating a safe school environment by telling an adult at the school.*
2. *Musa's teacher took the responsibility to speak with another adult in the school who is responsible for repairing damages at school and will take action to fix the broken fence.*
3. *Our school is a place that makes sure students are safe. If something happens that could make them unsafe, school staff will work to fix the issue.*

Step 3: We do – Model and Practice	10 min
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Activity 1: Safety Walk

Instruction: Stay in the room and pretend to walk through the school as a group. Ask students to imagine they are going past these areas and prompt them with questions and discussion.

Say:

- **We're near the washroom.** *Suggested answers: 1. There might not be any staff monitoring who goes in/out; 2. A teacher, another staff you trust; a staff member who is nearby; 3. Ensure a staff member is always monitoring the washrooms.*
- **We're in the hallway and someone is being unkind to another student.** *Suggested answers: 1. The student may be bullying the other student; 2. A teacher, another staff you trust, a staff member who is nearby, a parent/guardian who can report it to the school; 3. A teacher can speak to the student who was being unkind to explain why their behaviour was inappropriate and speak with the student to see if they are alright and need any type of support.*
- **You are leaving class and the teacher offers to give you extra support after school with the subject you are struggling with.** *Suggested*

answers: 1. The teacher might have good intentions to help a struggling student, but a teacher should not be alone with a student without others around. It is safer to do any extra work with a teacher when others are around, like other teachers or other students. This is to make sure that everyone stays safe, feels comfortable and the teacher can help you in the right way; 2. A teacher, another staff you trust, a staff member who is nearby and they can make sure any support you get after school is organised with other students or in a place in the school where other staff are present; 3. Speak with the teacher to ensure that after school support is organised so other school staff are near the student and teacher and can see what they are doing.

- **You are near the school entrance and a security guard tells you to come sit with him in his office.** Suggested answers: 1. The student may be unsafe going to the security office, the security guard should never ask a student to go to their office; 2. A teacher, another staff you trust, a staff member who is nearby, a parent/guardian who can report it to the school; 3. A staff member will speak with the security guard to explain why their behaviour was inappropriate, speak with the student to see if this has happened before and if they have any worries about being near the security guard.

After each question, ask:

1. What the problem might be?
2. Who can you tell?
3. What staff at Rising can do to help fix the problem?

Say: You did a great job spotting what keeps us safe and what doesn't. Remember, when we all look out for each other and tell a grown-up if something's not right, we help make our school a safer place.

Step 4: You do – Independent Practice

10 min

Activity: Who Can I Tell?

Instructions: Get students into pairs. You will read off short pretend scenarios to them. They must discuss the scenario based on the prompts you say out loud after each scenario. After each scenario has been discussed, ask 1-2 pairs to share their answers.

Scenarios:

- **You see someone climbing a fence.** Suggested answer: This scenario feels unsafe. You could tell a teacher or another adult at school who you trust or your parent/guardian who can report to the school. Example of what a student could say: "I saw someone climbing the fence and it looks dangerous. Can you help?"
- **An older student tells you a secret that makes you feel uncomfortable.**

Suggested answer: This scenario feels unsafe. You could tell a teacher or another adult at school who you trust or your parent/guardian who can report to the school. Example of what a student could say: "An older student told me a secret that made me feel uncomfortable. I think you should know."

- **You see your classmates playing during break and having fun. A teacher is on the playground watching them.** *Suggested answer: The scenario feels safe because the teacher is supervising the students having fun and is present to help anyone in case something happens.*
- **You see a teacher use corporal punishment in class and feel scared.** *Suggested answer: This scenario feels unsafe. You could tell a teacher or another adult at school who you trust or your parent/guardian who can report to the school. Example of what a student could say: "I saw a teacher make a student stand in the corner. It made me feel scared. Can you help?"*
- **You are late to school one day. The gates are shut and locked but the security guard is friendly and opens it for you to enter the school grounds.** *Suggested answer: The scenario feels safe because the security guard was friendly and helpful to the student.*
- **You walk by an unused classroom that isn't locked and hear students inside. One student is very upset and is saying 'Let me go.'** *Suggested answer: The scenario feels unsafe. You could tell a teacher or another adult at school who you trust or your parent/guardian who can report to the school. Example of what a student could say: "I saw some children in the empty classroom. One of them looked upset and said, 'let me go.' I think you should know."*

Prompts for discussion:

- Discuss whether the pretend scenario feels safe or unsafe.
- If it feels unsafe, who they would talk to.
- Practice what you would say.

Say: You all showed that you know how to identify when something isn't safe and how to speak up – good job! Remember that telling a trusted grown-up at Rising helps keep everyone safe at school.

Step 5: Closure

2 min

Say: Rising works hard to keep you safe, but you also have the power to help by speaking up, asking for help and being kind. Grown-ups are always here to listen.