

**‘I have the
right to be safe’
KS1**

Beatbullying

'I have the right to be safe'

Lesson Plan



Objectives

I recognise that I have the right to be safe
I understand my right to be safe

Resources

School or class rules
'Right to be safe' card
Poster frame
Balance scales with two sets of the same weight

Notes

Second lesson plan in the series

Introduction

This lesson plan links with Beatbullying's Anti-bullying week theme 'I have a right to be safe'. It is the second in a series of three lesson plans that also link with a whole-school assembly. The lesson plans in the series are 'Rights and responsibilities'; 'My right to be safe'; 'My right to be cyber-safe'

Warm-up



Show a copy of your school or class rules.

Ask:

- What are these?
- Give me one reason why we have them? (aiming for 'to keep us safe')
- Which rules keep us safe? How?

Thought shower as a class what other rules and behaviours keep us safe. Draw out how they keep us safe.



Activity 1

Put up the 'right to be safe' card and state the 'we all have the right to be safe'.

Explain that this links to the previous lesson on Rights if done.

Having spoken about how we stay safe in school / class now talk about the ways we stay or are kept safe at home - make a list.

You can extend this to other places we stay safe i.e. on the street, in the park, at the swimming pool etc.

Give out the poster frames and ask the children to create posters for school about how we stay safe by adding words, pictures and colour.



Activity

Plenary



Ask:

What can you do to keep yourself safe?

- Create a list of the suggestions.

Using the balance scales help the children to understand that there is a balance between our rights and the responsibilities we have.

Label the weights - weight 1=Rights; weight 2=Responsibilities

Show that if we have just Rights, or just Responsibilities the scales are not balanced BUT if we have both rights and responsibilities then there is balance.