

SAFE TO PLAY

Beginner Workbook

Learning Objectives

To recognise different feelings, ways to calm down and personal space, and know who to go to for help.

Syllabus

1. Learn that everyone has feelings and it's okay to talk about them
2. Recognise different feelings such as happy, sad and angry and when they may feel them
3. Learn simple ways to calm down when feeling worried, angry or nervous
4. Learn about personal space and that it's okay to say no if someone is too close
5. Know who to go to if they need help

Teaching Ideas and Resources

Use the **"Safe to Play Beginner Workbook"** to learn with fun activities and drawing.

If you are not using the workbook:

1. Take turns acting out a feeling (i.e. happy, angry, sad, nervous) without using any words. Ask the rest of the group to guess which feeling they're showing. If they are comfortable doing so, ask members to share when they may feel like this. Encourage the group to use sentences like, "I feel happy when..." or "I feel nervous when...".
2. Talk about different ways we can calm ourselves down. For example:
 - Counting to 10
 - Talking to a grown up
 - Finding a safe, quiet place
 - Spending time with your pony
 - Listening to music
 - Wiggling your fingers and toes
 - Taking deep breaths

In a circle, ask each member what their favourite way to calm down is. If you have time, you can ask members to design their own poster on their favourite ways to stay calm. The children can take them home so that it reminds them what to do if they need help calming down.

3. Explain about personal space, and how it is important to know what feels comfortable and what doesn't. Ask members to line up facing a wall and imagine that the wall is a person. Explain that you will call out different types of people (e.g. a friend, parent or stranger), and they should step closer or further away from the wall depending on how close they'd feel comfortable being to that person in real life. Emphasise that there are no right or wrong answers – it's about what feels safe and comfortable to them.
4. Ask each member to trace around their hand on a piece of paper. On each finger, have them write the name of someone they trust and could go to for help if they feel unsafe. Explain that this is their 'Helping Hand' – a reminder that they have people to turn to when they need support.

Questions

1. Is it okay to talk about your feelings?
2. Can you name a feeling and say when you might feel it?
3. What is something you can do if you feel really worried or angry?
4. What is personal space?
5. What can you say if someone is too close to you and you don't like it?
6. Who can you talk to if you need help or feel worried?

Answers

1. Yes, it's always okay to talk about how you feel.
2. I might feel happy when I'm riding my favourite pony, or sad if my friends are leaving me out.
3. I can take deep breaths, talk to someone, or have some quiet time.
4. It's the space around me that helps me feel safe and comfortable.
5. I can say "No", "Please stop", or "I need space".
6. A grown-up I trust, like a parent, teacher, coach or Safeguarding Officer.

Tutor Guidance Notes - Safe to Play Beginner Workbook

Who should complete this?

This workbook has been designed to help children aged 4-9 understand their feelings, explore ways to calm down, learn about personal space and identify trusted adults they can go to for help. If you feel that older participants might find this content useful, they can take part too.

What does it cover?

- Understanding feelings
- Ways to calm down
- Understanding personal space
- Who can help if you are worried or feel unsafe

Format

The workbook is available as a downloadable PDF. These can either be ordered in colour or downloaded in a printer-friendly version from the British Equestrian website.

Young people can complete this as an activity at their club or centre with support from a qualified coach who has completed their Safeguarding for Equestrians training. The group/young person should feel comfortable with the chosen adult. These activities can be done in one session, or over a few weeks.

What resources do I need?

- Pens/coloured pencils
- Printed copies of the workbook or spare paper

What do I need to do before the session?

- Parental/carers consent for this activity must be obtained before the child attends the session. The workbook contains notes for parents/carers, and you can share these activities with the parent/carers if needed.
- Explain to the young person why they are doing this workbook.
- Signpost to support if you think their wellbeing may be affected by the activities.

- If the young person has any additional needs, talk with them and/or their parents/carers about what adjustments they might need to complete the activities.

During the activities

You will need to check their answers and signpost to support where needed.

After all the activities in the workbook have been completed:

- Check that they have understood the content.
- Answer any questions they may have.
- Check that they have not been triggered or upset by the content. If necessary, signpost to support.

Key messages to reinforce

- They have the right to feel safe all the time
- They have a part to play in keeping themselves and others safe.
- If they ever feel upset, worried or unsafe, there are people they can talk to who will listen and help.