

SAFE TO PLAY

Intermediate Workbook

Learning Objectives

To understand what it means to feel safe or unsafe, how to recognise early warning signs, and who to go to for help.

Syllabus

1. Understand the difference between safe and unsafe situations
2. Recognise feelings and early warning signs that tell us when something isn't right
3. Understand the difference between safe and unsafe secrets
4. Know who your trusted adults are and who you can go to for help
5. Know about personal space and boundaries, and how to say "no" if someone crosses them

Teaching Ideas and Resources

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

If you are not using the workbook:

1. Explain what safe and unsafe means. Ask each member to draw a picture of something that makes them feel unsafe, worried or scared, and something that makes them feel safe. As a group, discuss how they might feel when they are feeling unsafe. Discuss what they should do when they feel like this. Ask each member of the group to act out a different feeling. Discuss whether they should tell an adult when they feel like this.
2. Explain about early warning signs, and how they can be their body's inbuilt alarm system to warn their brain that something is not quite right. Ask each member to draw a picture of themselves and add some of their own early warning signs i.e. butterflies in their tummy, jelly legs etc.
3. Explain about safe and unsafe secrets. A safe secret is a secret that doesn't have to be a secret forever, like a surprise birthday. An unsafe secret is a secret that has to be kept forever. Write down some examples of safe and unsafe secrets on post-it notes and ask the group to sort them into 'safe secrets' and 'unsafe secrets'.

Examples of safe secrets:

- You have been invited to your friend's surprise party and her mum has asked you to keep it a secret
- You want to keep your jump-off plan a secret from your friends as you think it could help you get the fastest time
- Your mum asks you not to tell anyone where you keep your tack room key to keep your tack safe
- You have made a special gift for your friend and want to keep it a secret under their birthday

Examples of unsafe secrets:

- Someone at the yard gives you a gift but asks you not to tell anyone about it
- You see someone being unkind to a pony, but they tell you not to tell anyone about it
- Someone shows you rude pictures on their phone and tells you not to tell anyone
- Your coach shouted at you during your lesson and asked you not to tell your parents about it

Remind the member that, if they have an unsafe secret, they can always tell someone on their 'Helping Hand'.

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.
5. Ask the members to imagine that they have a hula hoop around their body or draw a circle in chalk on the floor around their body. Explain that the space around their body that the hula hoop creates is called their **personal space**. Explain that there are 5 different ways to say no if someone comes into their personal space or makes them feel uncomfortable:
 - Playful "No" - when you're joking or playing i.e. "No way!" (while laughing)
 - Polite "No" - when you use good manners i.e. "No, thank you."
 - Strong and Clear "No" - when you need to be firm i.e. "No, you can't!"
 - Angry "No" - when you feel upset or frustrated i.e. "No, I don't want to!"

- Emergency "No" - when you need help or feel unsafe i.e. "NO! Leave me alone!"

Ask members to act out and practice saying each way to say "No" and discuss when they may need to use each one.

Questions

1. What does it mean to feel safe?
2. Can you name one feeling you might have if something is unsafe?
3. What should you do if someone makes you feel unsafe or uncomfortable?
4. What is the difference between a safe secret and an unsafe secret?
5. Can you name someone who could go on your 'Helping Hand'?
6. What can you say if someone comes too close or touches you when you don't want them to?

Answers

1. Answer could include feeling happy, comfortable, calm, you don't feel worried, and you know nothing bad is going to happen.
2. Scared, worried, nervous, frightened, or have a funny feeling in your tummy.
3. Tell a trusted adult as soon as you can (refer to 'Helping Hand').
4. Answers could include Mum, Dad, a teacher, siblings, coach or another trusted adult.
5. A safe secret is something that doesn't need to be kept forever, like a birthday surprise. An unsafe secret could make you feel bad or worried and you should tell an adult.
6. You can say "No", "Stop," or "I don't like that", and move away.

Tutor Guidance Notes - Safe to Play Intermediate Workbook

Who should complete this?

This workbook has been designed to help children understand what it means to feel safe and unsafe, how to recognise early warning signs in their body, and identify trusted adults they can go to for help if they need it. If you feel that older participants might find this content useful, they can take part too.

What does it cover?

- What is safe and unsafe
- Early warning signs
- Safe and unsafe secrets
- Who can help if you are worried or feel unsafe
- Personal space and ways of saying no

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/carer 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/carer 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.