

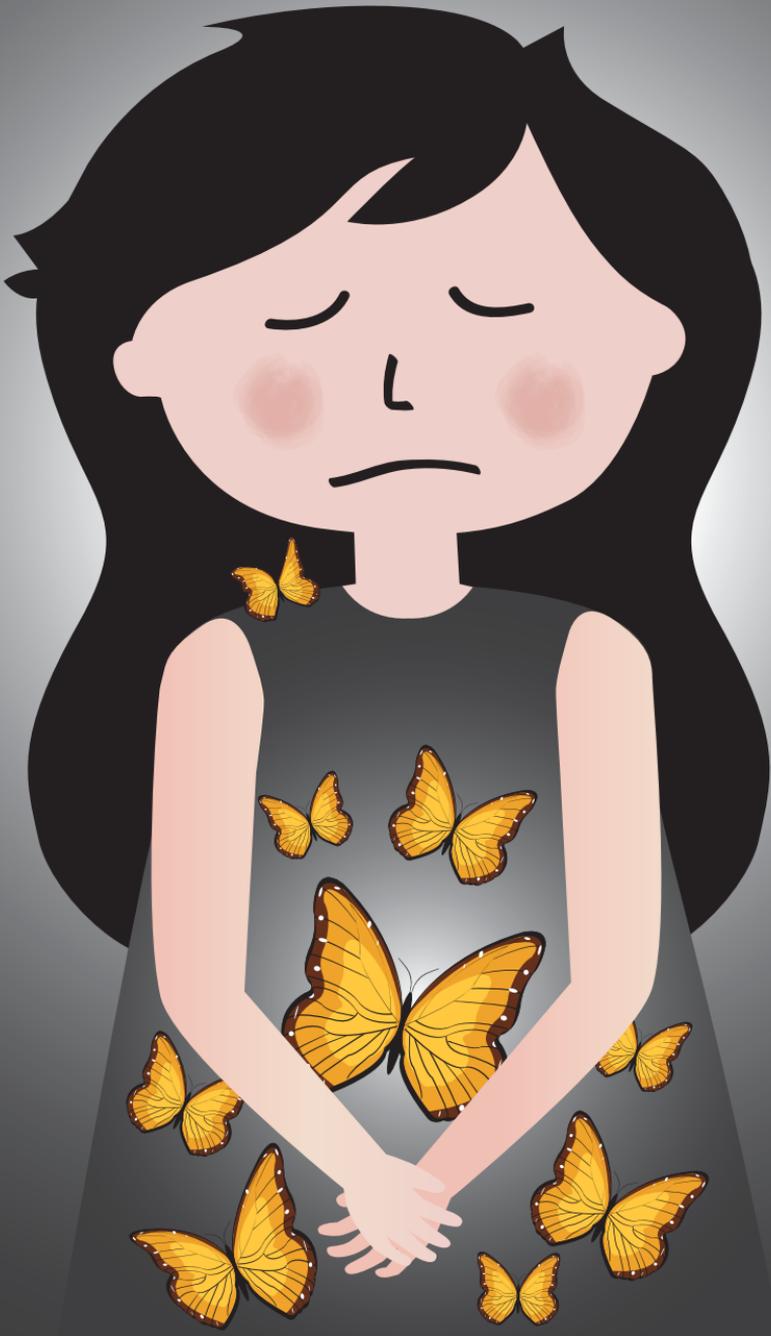


Tell a
trusted
Adult



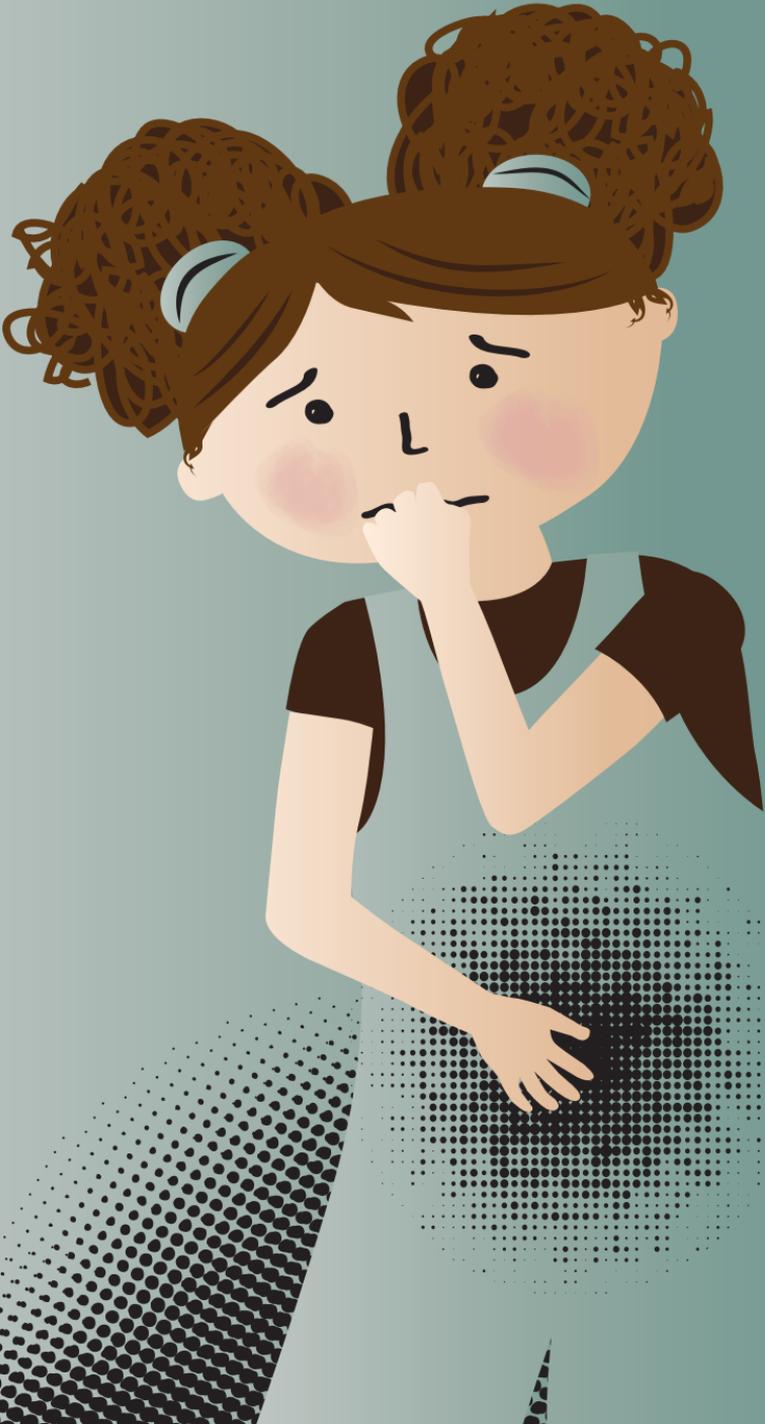
St Luke's
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Resources

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1b





2b



3a





4a



4b





5b





6b



7a



7b



8a





9a





















Question Time

Please see the booklet for tips about creating safe conversations.

These questions encourage children to notice what the characters are SEEING, THINKING and FEELING, and what might be HIDDEN. Use these questions with any card.

Seeing



What do you see?

How would you describe the person?

What else is in the picture?

Thinking



What might the person be thinking?

Do you ever have thoughts like these?

What questions might the person have?

Feeling



What might the person be feeling?

Do you ever feel this way?

What could change these feelings?

Hidden



What do you think has happened?

What could the person do next?

What would you do?

*(Based on the 4H reading strategy—
see booklet p.33.)*



Art Time

Please see the booklet for tips about creating safe conversations.

Creative activities can help children reflect on their feelings, thoughts and experiences in fun, non-threatening ways.

Draw yourself in your safe place

- Think of a place (real or imaginary) where you feel completely safe.
- Draw yourself there.
- Find a partner, describe your safe place and how you feel when you imagine yourself there.

Create a comic strip

- Choose a pair of cards.
- Draw 4 empty boxes in a row, same size as the cards.
- Place the card of the child feeling unsafe before the boxes, and the card of the child feeling safe at the end.
- Use the 4 boxes to create a comic strip showing how the person went from feeling unsafe to safe.

Make your own pair

- Imagine a person who is feeling unsafe.
- What are they feeling and what is their body telling them?
- Draw the person using clues to show they feel unsafe.
- Imagine the person has told a trusted adult. Draw the person now.
- Ask a friend if they can pick which picture is before they told a trusted adult, and which is after.

Design a poster

- Design a poster with the message: 'Tell A Trusted Adult'.



Talk Time

Please see the booklet for tips about creating safe conversations.

These activities can help children develop skills in speaking and listening, abstract thinking and problem-solving—enriching literacy and building empathy.

Pick a card

- Can you think of 5 words to describe how the person is feeling?
- What question would you like to ask the person?
- What do you think you have in common with the person?
- What advice would you give them about staying safe?

Mystery card

- Spread the cards out face down.
- Choose a card, look at it, but don't show anyone else.
- Others in the group ask a yes/no question about the card, trying to guess which one it is.
- Continue until someone guesses the card.

I wonder...

- Choose a card and discuss what you 'wonder' about the character and scene depicted.

Let's debate!

- Select a card and finish this sentence starter: 'The child in this card is feeling...'
- Can you point to 3 clues that show the child is feeling this way?

Create a group story

- Select a card.
- Set a timer for 3 minutes.
- The first player begins telling a story about the card.
- When the timer rings, the next player has 3 minutes to continue the story.
- Continue until everyone has had a turn.



Circle Time

Please see the booklet for tips about creating safe conversations.

Ask the children to sit in a circle. Place all or some of the cards in the centre of the circle. Use the following sentence starters as prompts for conversations.

Feeling safe

- When I am safe, I feel...
- I feel calm when...
- When I am happy, my body tells me by...
- I would like to play with the person in this card because...
- Being kind to others makes me feel...

Feeling unsafe

- When I feel unsafe, my body tells me by...
- I am wondering about the person in this card because...

- I feel worried when...
- One thing I can do when I feel scared or worried is...
- When my friends are fighting, I feel...
- If things don't go as planned, I feel...

Tell a trusted adult

- A person I trust is...
- Adults can help me when...
- I know I need to ask for help when...
- It can be hard to ask for help if...
- It is my right to feel safe, so...



Writing Time

Please see the booklet for tips about creating safe conversations.

Writing about the characters in the cards can deepen children's awareness of body signals and safety.

Playing with words

- Choose a pair of cards.
- Write a list of words to describe your cards.
- Write a list of things you see in each card.
- Use a t-chart with the headings 'Safe' and 'Unsafe'. Allocate your words to a column.

- Could some words go in both columns? Is there a right/wrong answer?

The hero of the story

- Choose a pair of cards.
- List 10 story ideas where the character on the card is a hero who overcomes a problem.
- Choose your favourite idea and write the story.

Map it!

- Use a mind map, flow chart, web chart or fishbone to show the process of moving from feeling unsafe to feeling safe. Include all the steps and resources needed.

Journalling

- Write in your journal about something that is bothering you.
- How you could find the courage to talk to a trusted adult?
- How could you start the conversation?
- Identify 5 trusted adults you could tell. How do you feel about talking to each one?
- Is anything getting in the way of telling them? What could make it easier?



Safety Time

Please see the booklet for tips about creating safe conversations.

These activities encourage children to identify their body signals and their circle of trusted adults, and ask for help when needed.

The feelings detective

- Make a t-chart with the headings 'Safe' and 'Unsafe'.
- Look for clues in the cards that tell you the person feels safe or unsafe.
- Place the cards under the 2 headings.

Safety continuum

- Arrange the cards in a line from the character feeling the most safe, to the most unsafe. (There are no right or wrong responses—encourage discussion and negotiation.)
- Ask children to give reasons for their decisions.

Excited or unsafe?

- Create a t-chart with the headings 'Excited' and 'Scared'.
- Ask children to describe their body signals when they feel excited.
- Then their body signals when they feel scared.
- Compare the lists. How can we tell the difference between feeling excited and scared?

Who can I trust?

- Name 5 adults you trust. Create a list of qualities these adults have (see the booklet p.14).
- List some things people might say or do that could be 'red flags' to tell a trusted adult (see the booklet p.15).
- Remind children to keep telling a different trusted adult until they feel heard and safe.



Game Time

Please see the booklet for tips about creating safe conversations.

Children learn through play. These activities are based on popular games (some require 2 packs of *Tell A Trusted Adult* cards).

Snap (2 packs, 2-4 players)

- Remove the 9 activity cards from each pack and shuffle the remaining cards.
- Deal all cards to players face-down (some people may have more cards).
- Taking turns, each player places their top card face up in the centre, forming a pile.
- If the card matches the one on top of the pile, players race to call 'Snap'.
- The player who 'Snaps' first adds the centre pile to the bottom of their face-down pile.
- The last player with cards remaining is the winner.

Memory (1 or 2 packs, 2-4 players)

- Remove the 9 activity cards, shuffle the cards and lay them on the table, face down, in rows.
- Taking turns, each player turns over 2 cards.
- If the cards match (i.e. same card if using 2 packs; same character if using 1 pack) the player keeps the pair.

- If the cards don't match, turn the 2 cards face down again, and it's the next player's turn.
- The person with the most pairs at the end, wins.

Charades

(Have thumbnail images of all cards available—see booklet p.33.)

- Remove the 9 activity cards, shuffle the cards and place them face down in a pile.
- One person chooses the top card, then silently acts out the card.
- The others guess the card.
- The winning person or team has the most correct guesses.



Number Time

Please see the booklet for tips about creating safe conversations.

Sometimes incidental learning is best. Using the cards in a math session encourages children to explore the images and key messages in an indirect way.

Data gathering

- Select 4 cards.
- Create a table with each card named along the top row (see below).
- Each person picks their favourite and says why. Record numbers on the table.

5b spider	13b superhero	9b puppy	4b slide
3	7	8	2

- What about for 20 people? Or 50?
- Present your findings in a chart with the headings, 'Safe' and 'Unsafe'.

Combinations

- How many different ways can you arrange the 4 letters in the word 'SAFE'?
- How do you know if you have all of the combinations?

Arrays

- Select 12 cards with a partner and line the cards up in rows so that each row has the same number of cards with none left over.
- See how many different ways you can organise the 12 cards so none are left over.
- Repeat this with 18, 24, 28, 32 and finally, all 35 cards.
- Record your findings.

Partitions of 10

- Imagine a group of 10 people.
- Some people in the group will feel safe and some will feel unsafe.
- How many different combinations can you predict?



Spelling Time

Please see the booklet for tips about creating safe conversations.

Stories and rhymes are great tools for helping children remember difficult spelling patterns—all while gathering incidental learning about staying safe.

Cards #4a, 4b 'kn' pattern

Knots, know, knee, knock, knapsack, knucklehead.

Cards #8a, 8b 'qu' pattern

Queer, queen, quench, quick, quest, quiet.

Cards #12a, 12b 'ie' pattern

Untie, lie, tried, tie, fried, flies.

Cards #6a, 6b 'oi' pattern

Voice, avoid, noise, choice, spoil, poise.

Cards #5a, 5b 'ou' pattern

Ground, found, sound, shout, pout, doubt.

Cards #11a, 11b 'igh' pattern

Light, fight, sight, might, right, night.

Cards #9a, 9b double consonant

Puppy, happy, cuddle, muddle, riddle, meddle.

It's rhyme time!

- Choose a card and the matching spelling list.
- Say the words and find out what they mean.
- Count the sounds in the words.
- Test each other on spelling the words.
- Write the words.

- Colour the spelling pattern in the words.
- Make up a rhyme to go with the card, using the words from the list.

Example cards #4a, 4b

At school with Dad
clinging to his knee,
touching my knapsack
to console me.
Feeling like a knucklehead.
Can I go home instead?

Then along came Jo
and what do you know?
The knots in my tummy ease away.
Off we go to the slide to play.
Whee whee whee
we are free!

