

SECOND EDITION

TEACHING PROTECTIVE BEHAVIOURS TO YOUNG CHILDREN

Empowering Young Children to Feel Safer

Carolyn Gelenter, Rachel Bailey and Belinda Riley



A Speechmark Book



Resources For Teaching Protective Behaviours

Liz Bates



Resources For Teaching Protective Behaviours:

Teaching Protective Behaviours to Young Children Carolyn Gelenter, Rachel Bailey, Belinda Riley, 2024-08-16 This teaching resource provides staff in education settings with a comprehensive way of supporting children aged 4-9 to learn that they have a right to feel safe and can talk with someone about anything even if it feels awful or small. Fully revised and updated, this second edition provides a practical application of the Protective Behaviours framework including suggested session plans and accompanying resources. The book explores a range of situations that are faced by children and teaches them to develop a practical understanding of how to reflect on feelings, take safe risks, make responsible choices, and problem solve if they do find themselves in a situation that is uncomfortable or unsafe. The book enables children to develop an awareness of what safe feels like both emotionally and physically. Empowers children to know and understand that they have the right to consent even from a young age and that there are strategies for getting help if needed. Gives children the skills to understand their feelings, thoughts, and behaviours and to make informed decisions based on their understanding of protective behaviours. Supports children to identify safe adults and to build a safety network. Provides guidance for children with varying communication abilities to communicate about their safety in multi-sensory ways. Includes ideas to share with parents, carers, and questions for adults to think about their own learning and practices. This new edition helps supporting adults teach sessions within an open time frame offering ideas that can be embedded beyond the classroom into the culture of the setting or school and into everyday practice with children. This resource is an essential tool for staff in early years and primary settings as well as other professionals supporting young children with safety.

Teaching Protective Behaviours to Young Children Carolyn Gelenter, Nadine Prescott, Belinda Riley, 2017-07-05 This programme aims to provide children aged 4-7 years with awareness and strategies for keeping safe. Although it may be difficult to accept, children and young people from any community including those with disabilities can be put at risk of harm, abused or hurt regardless of their age, gender, religion or ethnicity. All children have the right to be safeguarded from abuse or neglect so they have the opportunity to reach their potential and be successful adults. Protective behaviours teaches children to develop an awareness of personal safety, helps them to identify and express their feelings, make choices and solve problems. First Steps to Safety has taken the core protective behaviour principles and created a teaching framework with overarching aims with supporting lesson plans, resources and activities in a 10-week programme that can be picked up and used by anyone in school wanting to empower children and young people of any age and any capability to develop personal safety. The information and strategies provided to children are generic and applicable across a range of situations that may arise, for example bullying, internet safety, being harmed, feeling sad or feeling unsafe. Sessions include my body parts, showing my feelings, my body thoughts and feelings, all go together, feeling safe, behaviour choices to empower children to feel safe and know they have a right to feel safe, to give children the confidence and ability to assertively manage their own safety, to children the skills to take responsibility for their

own bodies thoughts feelings and behaviour to enable children with a range of communication abilities to ask for help for children to have awareness of their body thoughts feelings and behaviour have a vocabulary to express how their thoughts and feelings affect their bodies know the early warning signs for feeling unsafe know they can make different behaviour choices based on feelings and know who good people are to go to for help and how to ask for help

Resources in Education, 2000 *Are You Okay?* Pete Wallis, 2010 *Are You Okay* deals with these issues that many adults may face when trying to help a young person in their care in the aftermath of a crime It provides detailed information on the different types of crime from assault and hate crime to cyberbullying and sexual abuse and explores how they may affect the young person in different ways *A Practical Resource for Supporting Children's Right to Feel Safe* Liz Bates, 2021-11-17 For effective use this book should be purchased alongside the storybook *Something Has Happened A Storybook* This programme of activities created to be used alongside the storybook *Something Has Happened* has been designed to help children develop their own internal measure of safety and teaches them how to ask for help if they feel unsafe The sessions and activities in this book directly correlate to episodes in the storybook *Something Has Happened* covering the fundamental aspects of safeguarding as well as elements of the Protective Behaviours PB process Taking adults and children through a wide range of discussion points and activities all underpinned by clear guidance it acts as a starting point to help children understand that being safe from harm is the most important right they have and that the trusted adults around them will always take action to believe and protect them Key features of this resource include Session plans that directly link to events in the *Something Has Happened* storybook Clear detailed and accessible activity plans that can be used with whole classes small groups or with individual children Photocopiable activity sheets With a concise and accessible introduction to the right to feel safe and Protective Behaviours this is an invaluable resource for teachers support staff and other professionals working with both primary and lower secondary aged children *Holding Hands* Justine O'Malley, 2010 A comprehensive resource that provides practical plans for primary school teachers and other service providers who are implementing the Protective Behaviours Program with children aged 4-12 years *Activating Psychosocial Local Resources in Territories Affected by War and Terrorism* Eva Baloch-Kaloianov, Anica Mikuš Kos, 2009 Published in cooperation with NATO Public Diplomacy Division

Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science* A completely revised edition of the best selling resource guide *Science for Children Resources for Teachers* this new book is an annotated

guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

Protective Behaviours Simon Sneath, Anna Hicks, Jodie Bodsworth, Anna Carter, 2009 Protective Behaviours is a practical resource that has evolved from the tried and tested ideas and experience of a group of teachers The book contains whole lesson plans and lists of activity suggestions which can be adapted to suit children s ages and needs and are intended as a reference for using the Protective Behaviours process It will help children to Make safer choices Stand up to bullying behaviours Deal with transition and change Cope with divorce loss and separation Develop a vocabulary of feelings The activities are linked to different themes and coded to suggest suitable age groups and group sizes The book includes a brief explanation of the Protective Behaviours process

Teaching the Whole Musician Paola Savvidou, 2021-03-19 In Teaching the Whole Musician A Guide to Wellness in the Applied Studio author Paola Savvidou empowers applied music instructors to honor and support their students wellness through compassion filled conversation tools and hands on activities both injury prevention mental health protection and recovery support

Child Protection Freda Briggs, 2018-10-01 This exceptionally well researched book s intention is to reveal what is really happening in our society and to spur people into action to turn this shameful and complex problem around so that abuse stops and healing can begin It should be a compulsory handbook for all whose work involves children especially in the legal system all human services schools pre schools and foster care It covers all aspects of child abuse and neglect and presents recent case studies of acts of abuse and the ways they have been dealt with in recent times It

is books such as this that get the message out there so that something is done in this supposedly enlightened age **A Practical Resource for Understanding Behaviour and Emotions** Liz Bates,2022-02-23 For effective use this book should be purchased alongside the storybook Both books can be purchased together as a set Feel Think and Do with Ruby Rafa and Riz A Storybook and Guide for Understanding Behaviour and Emotions 978 1 032 05939 6 Written as the adult accompaniment to the Feel Think and Do with Ruby Rafa and Riz storybook this resource explores behaviour with strategies for supporting children who struggle to manage their responses and behaviours and the role of the adult in recognising signs de escalation connection and reflection Designed to assist adults in introducing children to their inner world and connecting that world to the world around us in an emotionally safe space this guidebook contains six sessions that can be delivered to children in a large group as a class in smaller groups or individually These sessions provide the context and landscape of the emotional health of children and what can affect their wellbeing such as risk factors and protective factors principles emotional intelligence emotional regulation emotions and learning creating emotionally safe spaces the imaginary iceberg our feelings and thoughts are hidden our behaviour is on show Full of opportunities for children to talk about and discuss both the events in the story and their own feelings thoughts opinions and ideas this book enables teachers support staff and all those working directly with children to expertly cover topics such as the hidden nature of feelings and thoughts the fact that behaviour is the bit on show and how talking about feelings and thoughts can help to explain and understand behaviour

Audiovisual Resources Wisconsin. Child Care Information Center,2005-06 *What Teachers Need to Know about Students with Disabilities* Peter S. Westwood,Peter Westwood,2009 Provides an overview of the disabilities that teachers may encounter in their classrooms Explains how disabilities impact on students learning and development Covers intellectual disability autism Asperger syndrome other pervasive developmental disorders physical and health impairments vision and hearing impairments language and learning disorders and emotional and behavioural disorders Biennial Report of the Superintendent of Public Instruction of the State of Wisconsin Wisconsin. Department of Public Instruction,1992 *Water Quality Instructional Resources Information System (IRIS)* ,1979 **Australian national bibliography** ,1961

COMPASS and Innovative Education for Students with Autism Lisa A. Ruble,John H. McGrew,2023-08-24 This book examines the five primary areas of the Collaborative Model for Promoting Competence and Success COMPASS It describes COMPASS as an evidence based practice in psychology EBPP versus an evidence based practice EBP and discusses how it informs innovative individualized education program IEP goal setting planning and implementation through teacher coaching In addition the book introduces the common elements necessary for improved teaching plan quality and child goal attainment in maximizing educational outcomes It also describes the extension of COMPASS to transition age high school students with autism as well as the integration of current research findings from NIH funded studies for transition age youth and professional development and training Finally the book explores innovative methods to support the consistent

implementation and expansion of COMPASS across school home and community settings It discusses how to integrate classroomwide performance assessment to identify students in need of the focused instruction that COMPASS provides Key areas of coverage include Identifying personalized goals and intervention strategies i e EBPs using an EBPP framework within COMPASS for students with autism Advances in measurement of IEP quality for transition age autistic youth Integration of accessible online educational materials necessary to implement COMPASS feasibly when implemented by school consultants and autism trainers Lessons learned from professional development and training of community based autism school consultants for developing high quality intervention plans COMPASS IEP goal attainment and fidelity outcomes with face to face telecoaching and electronic feedback COMPASS and Innovative Education for Students with Autism is an invaluable resource for educators clinicians scientist practitioners and therapists as well as researchers professors and graduate students in the fields of child and school psychology behavioral therapy and social work as well as rehabilitation special education speech pathology and all interrelated disciplines Road & Transport Research ,2001 *Co-ordinating Services for Children and Youth at Risk A World View* OECD,1998-07-17 With 15 30% of our children and youth at risk of failing in school increasing the co ordination of education health and social services is seen as part of the solution This book shows how it is being done in Australia Canada Finland Germany the Netherlands Portugal and the United States

Reviewing **Resources For Teaching Protective Behaviours**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Resources For Teaching Protective Behaviours**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

https://crm.avenza.com/data/Resources/Documents/nissan_murano_complete_workshop_service_repair_manual_2007_2008_2009.pdf

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Resources For Teaching Protective Behaviours Introduction

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