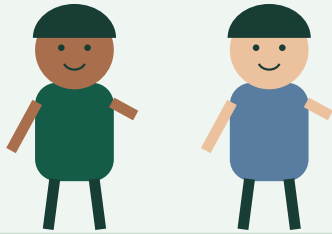


Child Safety for Children

Your Shieldlet learning and activity book



Safer together. Learning for life.

SHIELDLET SAFETY TEAM / ORIGINAL ILLUSTRATION

Ages 6–11 | 15 classes | 30 minutes each | 7.5 hours

Edition 1.0 • 21 September 2026

A practical introduction with fictional scenarios, activities, linked references and age-appropriate assessment.

shieldletfoundation.org

A note for the adult facilitator

- This is a facilitated learning programme, not unsupervised safeguarding training. Read the adult course and complete the local referral pathway before delivery.
- Use age, development, language and accessibility needs to adapt activities. Younger or older learners may need a different track. Do not use graphic material or ask children to act out abuse.
- Tell learners they may pass, draw, point, speak privately or take a break. Never require a personal disclosure, public list of family contacts or public sharing of passwords.
- If a real concern arises, follow the adult response procedure and local legal duties. Assessments and certificates must never determine access to protection or support.
- Preview every video. The links are resources for adults to facilitate, not instructions for children to make accounts or bypass platform age restrictions. Use the written scenario if a video is unsuitable or unavailable.

Class rhythm

5 minutes welcome, 5 cartoon and key idea, 5 adult-selected video excerpt or story, 10 drawing/practice, 5 check-out.

Assessment and completion

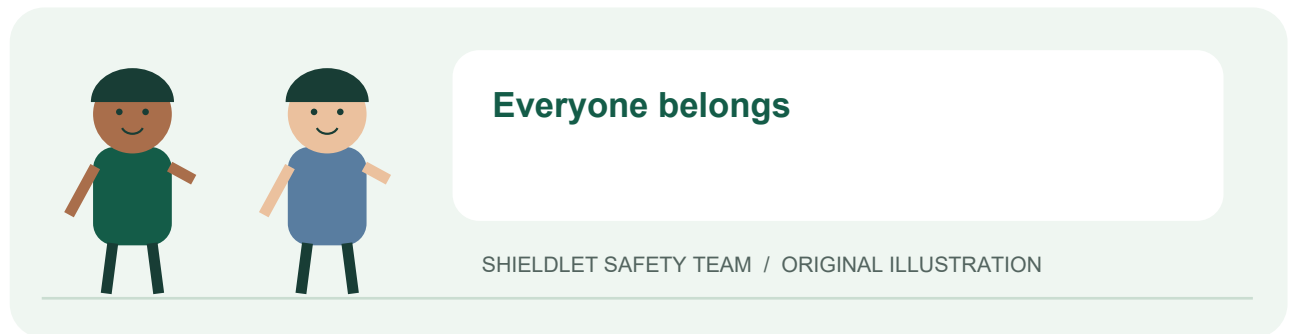
Complete the 15 classes or accessible make-ups. Use the friendly quiz as a learning conversation: no competitive ranking or pass/fail label. Reteach misunderstandings and confirm that the child can identify a help route, understands no-blame and knows worrying secrets can be told.

Our learning journey

Class	Topic
1	I deserve to be safe
2	Feelings and body clues
3	My helping team
4	My body deserves respect
5	Surprises and worrying secrets
6	Getting help when something happens
7	Safer places and journeys
8	Kind friends and unkind behaviour
9	My private information
10	People online may not be who they say
11	When a screen shows something upsetting
12	Photos, games and permission
13	Children have rights everywhere
14	My safety plan
15	Safety celebration and friendly quiz

You deserve help even when you feel unsure, made a mistake or could not say no.

I deserve to be safe



You deserve care, respect and help. Safety is something grown-ups must work on. You do not have to earn help by being perfect. You may join an activity by speaking, drawing, pointing or listening. You can ask for a break.

A pretend situation

A club only lets the loudest children choose the game. Noor wants a quieter way to join.

Try it together

Draw a club where everyone can take part. Add one quiet space and one adult who helps.

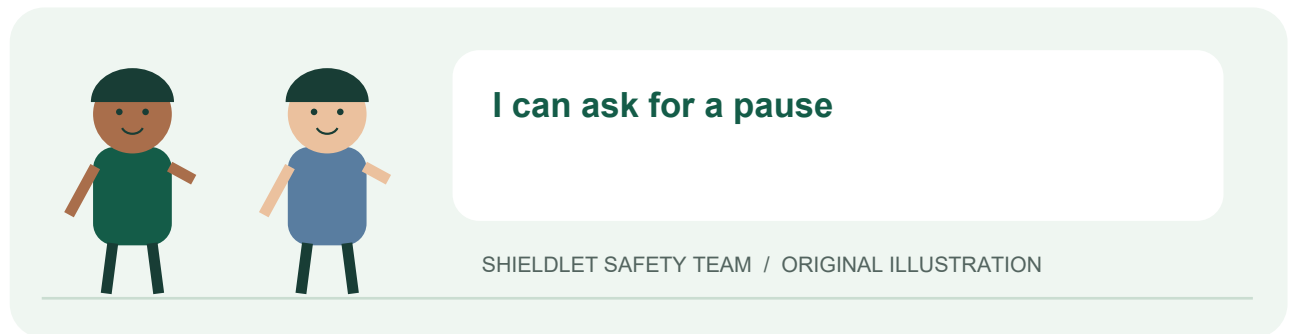
Think & share

Who is responsible for making a club safer: children alone or adults?

Adult-led video option: [V01 — We All Have Rights](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#)

Feelings and body clues



Sometimes your tummy feels tight, your heart beats fast or you want to move away. A feeling can be a clue to ask for help, but not feeling worried does not prove something is safe. You can tell a trusted adult about a confusing situation even if you do not have the right words.

A pretend situation

Sam feels worried during a noisy game but everyone else seems happy.

Try it together

Draw three feeling faces. Practise saying, "I need a break" or pointing to a help card.

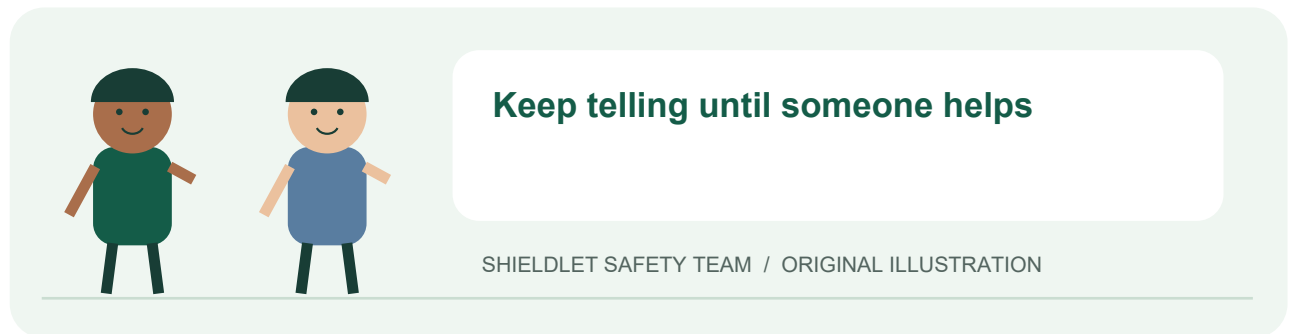
Think & share

Can you ask for help when you are unsure why you feel worried?

Adult-led video option: [V02 — How-to: 5 Steps for Brain-Building Serve and Return](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R03 WHO](#)

My helping team



A trusted adult listens, respects you and helps you get support. Choose more than one person, including someone outside your home. If one person does not listen, try another. You can speak, write, draw or use a communication aid. It is not your fault if an adult fails to help.

A pretend situation

A teacher is busy when Kai asks to talk. Kai thinks that means nobody will listen.

Try it together

Privately make a helping-hand picture: one possible helper on each finger. You may use roles instead of names.

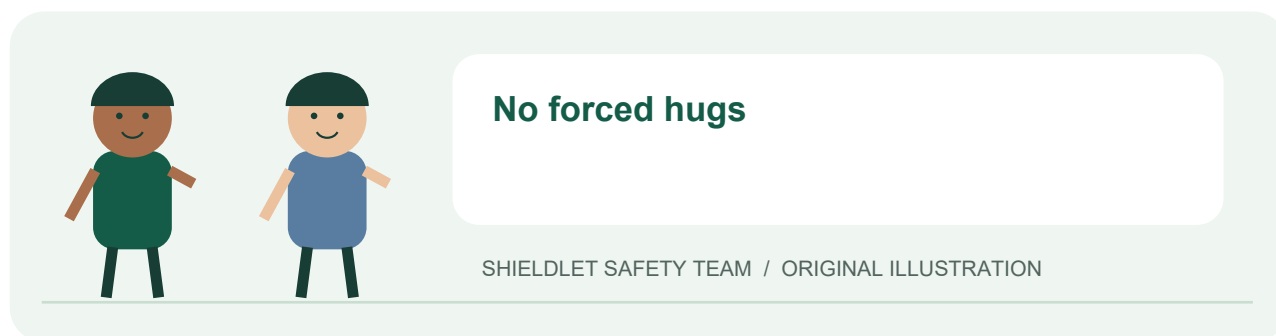
Think & share

What can Kai do next?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R26 Child Helpline International](#)

My body deserves respect



You may say no to a hug, tickle or photo. Your private body parts deserve privacy. Grown-ups helping with health or personal care should explain what is happening and follow safe care arrangements. You can ask questions or tell another adult if you feel confused. If someone crosses a boundary, it is never your fault.

A pretend situation

An adult says a child must hug a visitor to be polite.

Try it together

Practise friendly alternatives: wave, smile or say hello. Draw your favourite greeting. Do not practise touch in class.

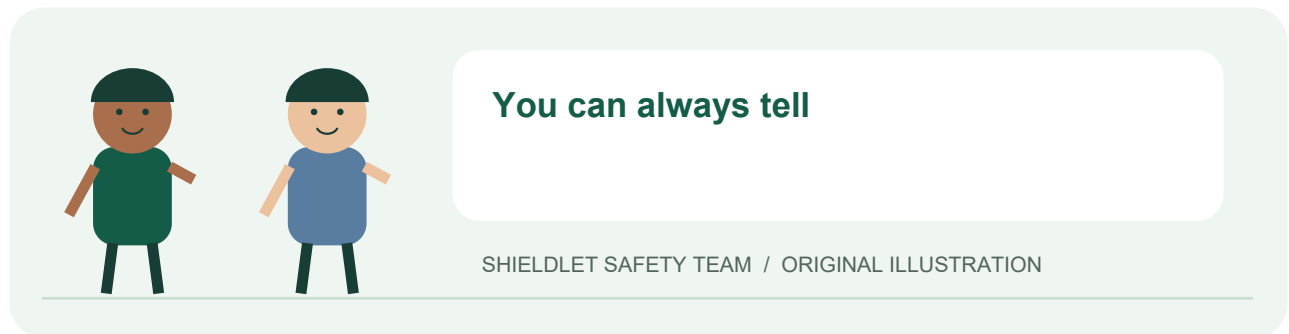
Think & share

Is refusing a hug rude or wrong?

Adult-led video option: [V03 — Talk PANTS with Pantosaurus](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R05 NSPCC Learning](#)

Surprises and worrying secrets



A birthday surprise ends and is meant to bring joy. A secret about someone hurting, frightening or touching you can always be shared with a safe adult. Someone may say you will be in trouble if you tell. You still deserve help. Telling about harm is not being unkind.

A pretend situation

A person offers a present but says, "Never tell anyone about our messages."

Try it together

Sort fictional cards: a wrapped gift for tomorrow, a threat, a secret message and a planned party. Talk about which needs help.

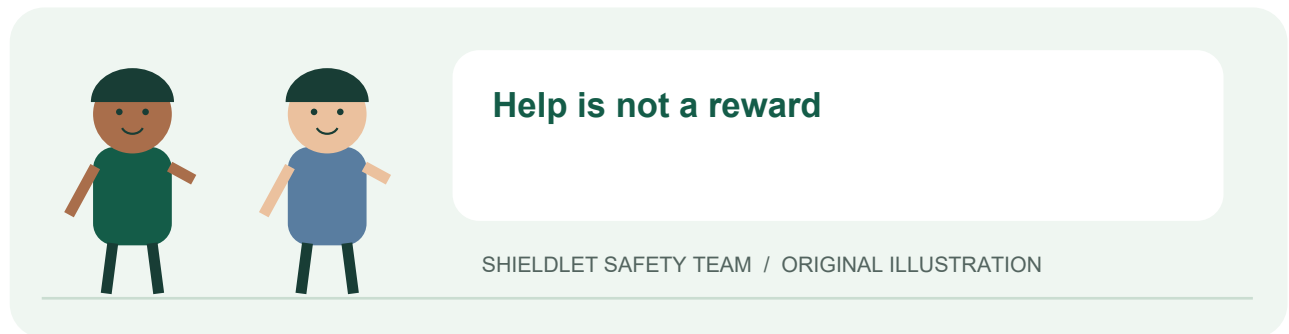
Think & share

May you tell an adult about a secret that worries you?

Adult-led video option: [V03 — Talk PANTS with Pantosaurus](#). Preview for suitability; use the story instead if needed.

Reading: [R05 NSPCC Learning](#)

Getting help when something happens



You can say, "I need help," "I do not feel safe," or "Something happened." You do not need to prove it. If you cannot move away or speak, that is not your fault. Keep looking for a safe chance to get help. A safe adult may need to tell another helper to protect you.

A pretend situation

A child wants help but worries they broke a rule first.

Try it together

Draw or write a message to a fictional helper. Do not describe something that happened to you in front of the class.

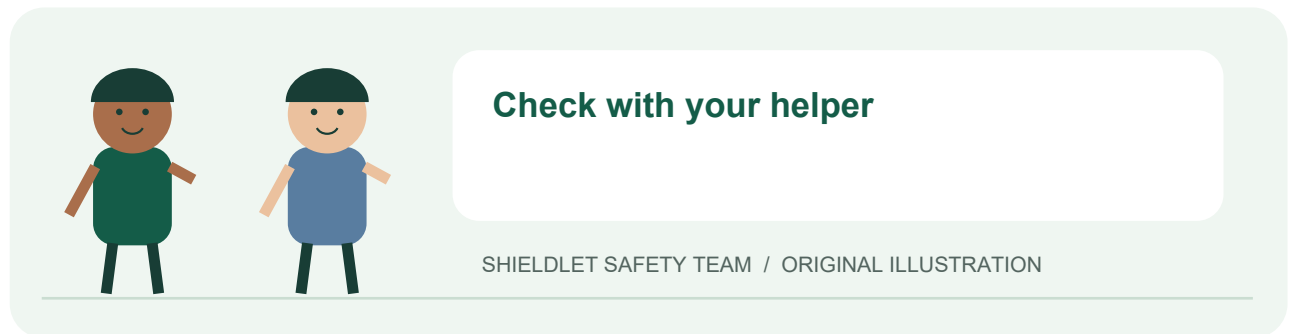
Think & share

Can a child still get help after breaking a rule?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R05 NSPCC Learning](#) · [R26 Child Helpline International](#)

Safer places and journeys



Follow your agreed collection and travel plan. If it changes, check with the adult responsible for you. If separated in a public place, seek staff at a help desk or another appropriate safe helper; do not leave with an unverified person. Your grown-up will help you practise the local plan.

A pretend situation

Someone says they were sent to collect Mina, but Mina was not told about a change.

Try it together

Make a pretend collection plan. Decide who checks a change and where to wait safely with supervision.

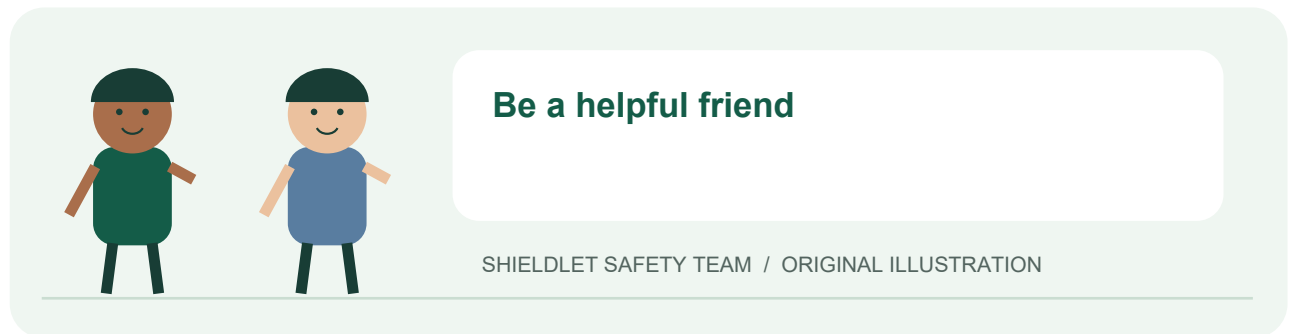
Think & share

Should Mina leave just because the person knows her name?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R07 NSPCC Learning](#)

Kind friends and unkind behaviour



Friends can disagree, but threats, humiliation and pressure are not okay. You can ask for adult help if someone is hurting or frightening you or another child. You do not need to fight or confront a group. If safe, sit with someone who is left out and help them find a trusted adult.

A pretend situation

A group says nobody may sit next to Jo.

Try it together

Create a kindness speech bubble and one help-seeking speech bubble. Practise using them in a pretend story.

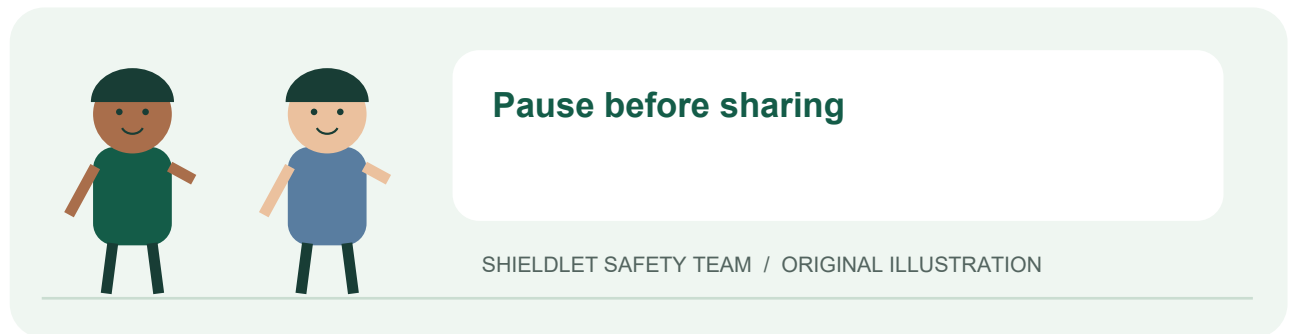
Think & share

Must a child fight a bully to help a friend?

Adult-led video option: [V10 — Bad Netiquette Stinks](#). Preview for suitability; use the story instead if needed.

Reading: [R04 WHO](#)

My private information



Your address, school, daily route and passwords need care. Ask a trusted adult before sharing personal information in a game or message. Use a pretend example in this class; never tell the group a real password. A photo can show private details in the background.

A pretend situation

A game prize asks for a home address and school uniform photo.

Try it together

Draw a pretend profile with a made-up nickname. Cross out details that should not be public.

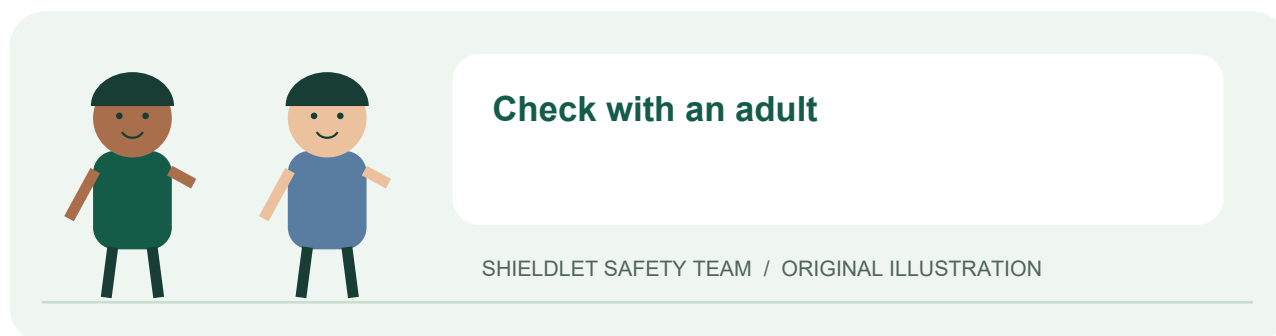
Think & share

Should you share your real password during a class activity?

Adult-led video option: [V05 — Into the Cloud, Season 1: T.M.I.](#). Preview for suitability; use the story instead if needed.

Reading: [R28 NCMEC](#)

People online may not be who they say



A friendly message does not prove who a person is. Someone may use a copied photo or pretend to be your age. Do not arrange a meeting with an online contact by yourself. If a message makes you worried or asks for secrets, ask an adult to help.

A pretend situation

An online player wants a private meeting and says not to tell anyone.

Try it together

Draw three steps: pause, move away from the chat if safe, and tell your helper.

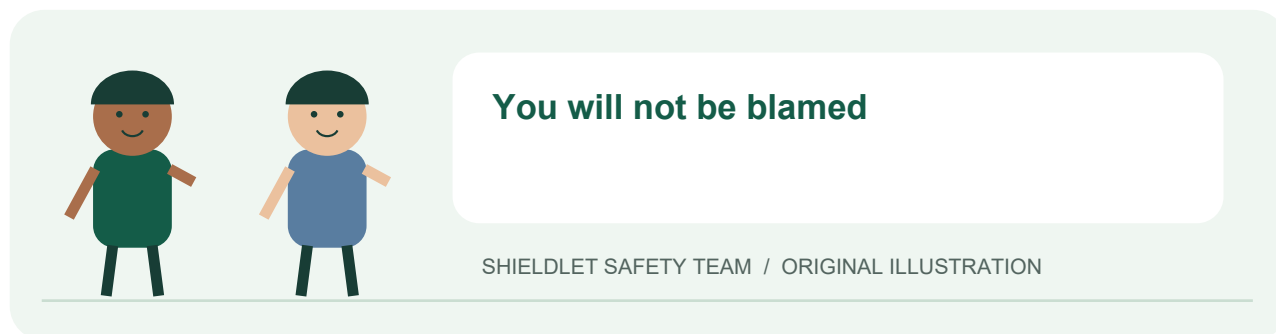
Think & share

Is a profile photo proof of who someone is?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R06 NSPCC Learning](#) · [R28 NCMEC](#)

When a screen shows something upsetting



If you see something upsetting, stop interacting when safe, put the device down and tell a trusted adult. Do not send it to friends to ask what they think. You are not in trouble for asking for help. Adults can help with reporting and settings.

A pretend situation

A video changes to something frightening during a game.

Try it together

Make a paper help button. Practise a simple sentence you could use with an adult.

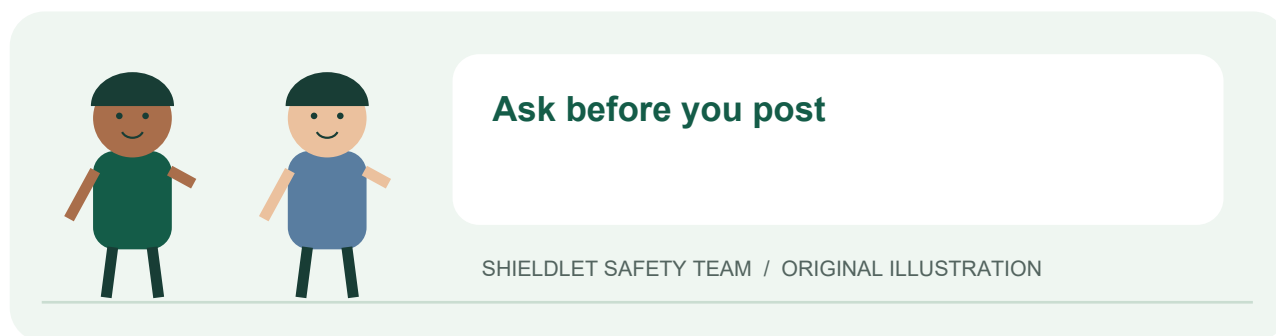
Think & share

Should you forward upsetting material to the class?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R06 NSPCC Learning](#)

Photos, games and permission



Ask before taking or sharing someone's photo. A person can change their mind about an unnecessary photo. If a picture of you is shared and you feel worried, tell an adult. You do not have to solve it alone. Games should have breaks, kind rules and an adult help plan.

A pretend situation

A friend posts a picture after another child asked them not to.

Try it together

Choose a safer ending for the story. Draw a screen with a pause button and a trusted-helper button.

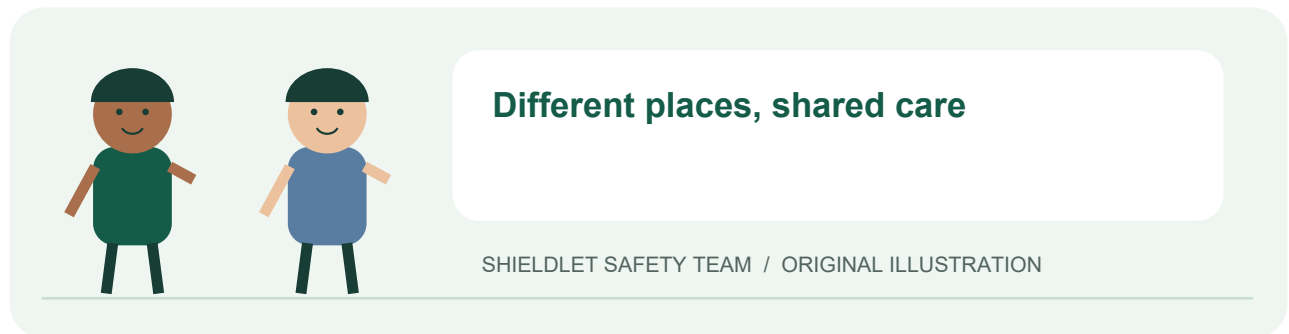
Think & share

What should you do before sharing a friend's photo?

Adult-led video option: [V05 — Into the Cloud, Season 1: T.M.I.](#). Preview for suitability; use the story instead if needed.

Reading: [R23 UK Information Commissioner](#) · [R28 NCMEC](#)

Children have rights everywhere



Children around the world deserve protection and a voice. Countries have different laws and different helpers. You do not need to memorise law numbers to ask for help. Adults must learn the local rules. In our group we listen, include people and do not accept violence as a tradition.

A pretend situation

A new classmate speaks another language and cannot read the help poster.

Try it together

Draw a help poster using pictures. Add a speech bubble in a language your group knows, with an adult checking the meaning.

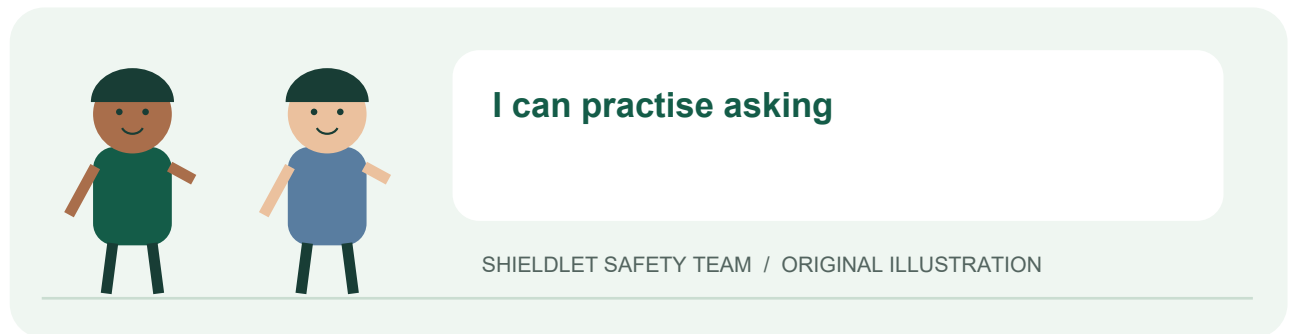
Think & share

Do you need to know a law number before asking for help?

Adult-led video option: [V01 — We All Have Rights](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R02 ACERWC / African Union](#)

My safety plan



A safety plan is a simple list of helpers and places to get support. It can include a signal, a safe meeting place and a way to ask privately. Keep personal contact details private, not on the classroom wall. Plans can change when you move home, school or club.

A pretend situation

A child's usual helper moves away. The old plan no longer works.

Try it together

Update a fictional plan, then work privately with a safe adult on your own. You can use pictures instead of writing.

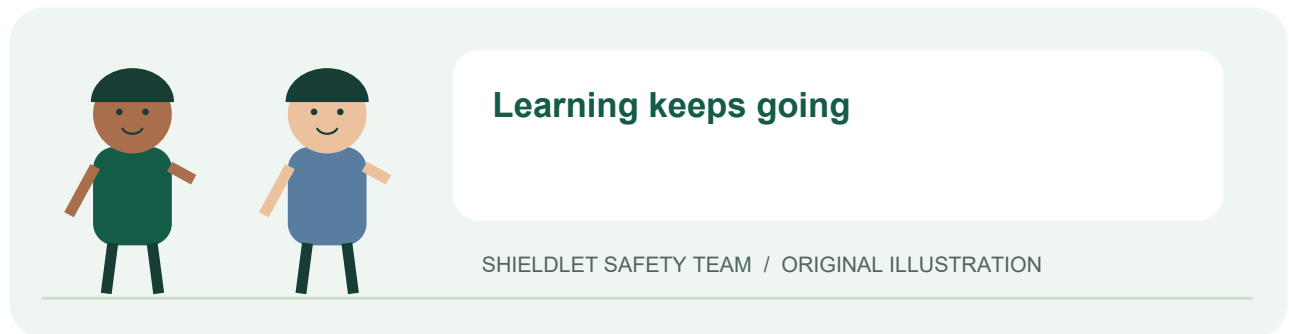
Think & share

Should a plan be checked when your usual helper changes?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R26 Child Helpline International](#) · [R07 NSPCC Learning](#)

Safety celebration and friendly quiz



Today you can show what you learned by talking, pointing, drawing or writing. This is not a test of whether you can stop someone hurting you. Adults remain responsible for safety. If a question is difficult, we will explain it again and practise together.

A pretend situation

Our cartoon team wants three ideas for a safer club.

Try it together

Complete the friendly quiz at the back. Share one fictional safety tip and celebrate helpful learning.

Think & share

If someone harms a child who finished this course, is it the child's fault?

Adult-led video option: [V01 — We All Have Rights](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R05 NSPCC Learning](#)

My private help plan

Do not display personal names, phone numbers or addresses publicly. You may use job roles or symbols in class and finish your personal plan privately.

One safe person I can ask

Another safe person or service if the first cannot help

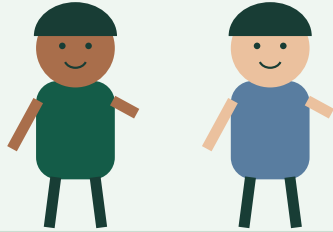
How I prefer to ask: speaking, writing, drawing or another way

A safe place and a private signal we agree

What I can do if I need urgent help; adult checks the local number

When we will review this plan

Rights around the world



Different places. Every child matters.

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Around the world, laws and international agreements aim to protect children. The rules and services differ by place. You can ask for help without knowing the name of a law.

UK: The four nations have their own child-protection systems.

USA: Federal laws work alongside state and territorial laws.

Mainland China: The Law on Protection of Minors covers home, school, internet and other settings.

Europe: Countries have national laws. The EU also has rules, including privacy protections; not all European countries are in the EU.

Australia: National principles work alongside state and territory laws.

African countries: The African Charter gives shared principles. Nigeria, Ghana, Kenya, South Africa and other countries have their own laws.

Adults should explain the local help route. Laws are not an excuse to blame a child for someone else's harmful behaviour.

Reading: [R01 UNICEF](#) · [R02 ACERWC / African Union](#) · [R08 UK Department for Education](#) · [R12 US Children's Bureau](#) · [R31 National People's Congress of China](#) · [R33 European Union](#) · [R37 Australian National Office for Child Safety](#)

Final friendly quiz

1. Who has responsibility for making your club safe?

2. Draw or name two possible helpers.

3. May you say no to an unnecessary hug?

4. What could you do if the first adult does not listen?

5. Can you tell someone about a secret that worries you?

Final friendly quiz

6. Should you put your home address in a public game profile?

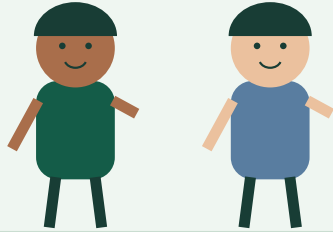
7. What could you do if a screen shows something upsetting?

8. A person knows your name. Does that mean you should leave with them?

9. A child broke a rule. Do they still deserve help?

10. If a child is hurt, is it their fault for not saying no?

My next step



Asking for help is a strong step.

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One thing I learned

One thing adults can do to make our group safer

One question I would like to ask privately

A certificate records learning. It never means you are responsible for preventing harm or solving a dangerous situation yourself.

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R01 | UNICEF

Convention on the Rights of the Child; text and child-friendly resources

<https://www.unicef.org/child-rights-convention>

R02 | ACERWC / African Union

African Charter on the Rights and Welfare of the Child, Chapter One

<https://www.acerwc.africa/en/acerwc/chapter-one-rights-and-welfare-child>

R03 | WHO

Child maltreatment: introductory definitions and prevention

<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

R04 | WHO

Violence against children: prevention framework

<https://www.who.int/news-room/fact-sheets/detail/violence-against-children>

R05 | NSPCC Learning

Recognising and responding to abuse and neglect

<https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>

R06 | NSPCC Learning

Responding to online abuse

<https://learning.nspcc.org.uk/online-safety/responding-to-online-abuse>

R07 | NSPCC Learning

Safeguarding and child protection: organisational resources

<https://learning.nspcc.org.uk/safeguarding-child-protection>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R08 | UK Department for Education

Working together to safeguard children 2026; England only

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

R12 | US Children's Bureau

Mandatory Reporting of Child Abuse and Neglect; survey current through May 2023, not a substitute for current state law

<https://www.childwelfare.gov/pubpdfs/manda.pdf>

R23 | UK Information Commissioner

Ten-step guide to sharing information to safeguard children

<https://ico.org.uk/10steps>

R26 | Child Helpline International

International helpline directory and support pathways

<https://childhelplineinternational.org/>

R28 | NCMEC

NetSmartz: topics, prevention and digital safety

<https://www.missingkids.org/netsmartz/topics>

R31 | National People's Congress of China

Law on Protection of Minors, revised 2020; official English translation

https://www.npc.gov.cn/englishnpc/c2759/c23934/202109/t20210914_384808.html

R33 | European Union

General Data Protection Regulation (EU) 2016/679, Article 8

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32016R0679>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R37 | Australian National Office for Child Safety

National Principles for Child Safe Organisations

<https://www.childsafety.gov.au/what-we-do/child-safe-organisations/national-principles-child-safe-organisations>

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V01 | We All Have Rights

UNICEF — Official page containing the animation. Designed for ages 3-6; adults review how to explain rights simply.

<https://www.unicef.org/child-rights-convention>

V02 | How-to: 5 Steps for Brain-Building Serve and Return

Harvard Center on the Developing Child — Official video page; adult caregivers. Observe responsive interaction, without using it to diagnose a child.

<https://developingchild.harvard.edu/resources/videos/how-to-5-steps-for-brain-building-serve-and-return/>

V03 | Talk PANTS with Pantosaurus

NSPCC — Official NSPCC video. Adults preview before using with children; body-safety language and trusted adults.

<https://www.youtube.com/watch?v=IKo9c5FK3eI>

V05 | Into the Cloud, Season 1: T.M.I.

NCMEC NetSmartz — Official video library; select Season 1, episode 2. Younger-audience example of sharing information.

<https://www.missingkids.org/netsmartz/videos>

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V09 | Jessie & Friends animations

NCA CEOP Education — Official page for grown-ups; animations for ages 4-7. Preview and choose one appropriate animation.

https://www.ceopeducation.co.uk/4_7/grown-ups/

V10 | Bad Netiquette Stinks

NCMEC NetSmartz — Official library; elementary-age animation about treating others respectfully online. Preview and discuss with a safe adult.

<https://www.missingkids.org/netsmartz/videos>

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.