

BECOME A SAFETY SKILLS SUPER HERO

Exercise book
for children and parents



OPETUS- JA
KULTTUURIMINISTERIÖ

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INFORMATION ABOUT SAFETY SKILLS EDUCATION AND THE EXERCISE BOOK

By means of safety skills, the child learns to identify dangerous situations and to function in them

The task of adults is to give children the care, protection and security they need. Nevertheless, children also need personal information and skills that help them to look after their own safety. Safety skills help children to function in threatening situations and support the well-being of the child. By practising digital safety skills, the child learns how to safely act on the Internet as well as in social media.

When children sense that they are valuable and important, they want to defend themselves

By means of safety skills education, the self-esteem and emotional skills of children, interaction skills, ability to manage in everyday life, and digital safety skills are all strengthened and reinforced. Safety skills training reinforces children's own resources and the feeling that they are valuable and important. Children learn that they are worthy of good treatment and that they have the right to grow and live in safety, also online.

The goal of safety skills training is to prevent bullying, harassment and violence directed towards children and youth.

These things occur both face-to-face and in digital environments. They appear not only in the mutual relations of children but also between adults and children. The Internet and social media have also enabled the approaching of increasingly younger children in a manipulative manner, and the phenomenon is becoming common. By means of safety skills education, children's own skills in defending themselves and establishing limits against situations of bullying, violence, harassment grooming and molestation are facilitated.

The responsibility for a child's safety always remains with adults

The responsibility for a child's safety always remains with adults, even if children also personally acquire abilities in acting under threatening circumstances by means of safety skills training. For this reason, children are guided in safety skills training to always tell their concerns to a safe adult.

Become a Safety Skills Super Hero through practice

The purpose of this exercise book is to give parents information about safety skills as well as the tools to discuss them with children. There are many exercises in the exercise book that are performed together with the child. By their means, it is possible to bring up safety skills and develop into safety skills super heroes!



HOW TO SUPPORT CHILDREN IN EMOTION- AND INTERACTION-BASED SKILLS?

Talking about feelings is good for everyone

It is important to put the fact that all emotions are valuable to children in words. Verbalising emotions and indicating approval towards a child's feelings are significant from the perspective of a child's well-being. It is important for children to accept their own emotions as valid and to establish their own internal warning alarms. Then they have the courage to listen to themselves and defend their limits in situations in which they are treated badly. When an adult recognises and verbalises his/her own feelings, the child learns emotional skills from the adult. A positive and acceptant attitude towards various feelings on the part of adults plays a significant role in the practice of emotional skills.

It is critical to strengthen positive emotions.

Positive feelings such as joy, satisfaction and enthusiasm are delicate and require reinforcement. Taking positive feelings into consideration as well as their verbalisation and cultivation increase the well-being of children, adults and the entire family. Positive feelings reinforce stamina and learning. Positive feelings help in the processing of difficult emotions.

A difficult emotion is eased when it becomes heard.

Difficult emotions such as hate and fear are strong and are more complicated to get over. Nevertheless, difficult emotions should not be denied: rather, it is important to learn how to understand and deal with them. For a child, it is essential to learn that each emotion goes through its own period and then fades away. Feelings are accompanied by valuable messages as to what it is of benefit to us and what is not. It is not, however, the purpose to allow them to control our behaviour indiscriminately. It is important to remember that a difficult emotion is generally eased already at the time that a child senses that s/he has been heard and understood.

Interaction skills can be learned

Good guidelines for positive interaction are: be interested, indicate respect, listen, ask and show encouragement. With a child, it is advisable to practise asking questions as well as skills related to maintaining conversation and showing interest towards the other person's thoughts and ideas. Good interactive skills help in establishing and maintaining friendships as well as in processing conflicts and requesting and receiving aid and support.

Assertive expression helps to defend one's own limits

It is important for a child to learn clear and bold expression of his/her own opinions and will. Nobody knows how to read others' thoughts, and assertive expression helps to defend one's own limits. The skill and courage to express one's own thoughts, needs and feelings occupy a central role from the viewpoint of a child's well-being. Assertively expressed wishes and needs are better heard and taken into consideration. Firm assertion reinforces daily survival skills.



HOW TO SUPPORT A CHILD IN PERSONAL SAFETY SKILLS?

The most important daily personal safety skills is learning the safety instructions

When a child finds some situation frightening, oppressive or bad otherwise, s/he always has the right to say NO, leave, and tell a safe adult. This is referred to as safety instruction. Situations threatening safety are, for example, unpleasant words, actions or touching caused by another child or an adult. Teach the child to act in these sorts of circumstances in accordance with the safety instructions.

Green and red light touching

It is critical for the child to learn that every person can determine their own boundaries. Pleasant touching that brings about a good, safe frame of mind can be called green light touching. Touching that hurts, feels disgusting and results in an uncomfortable reaction is red light touching. A child need not ever submit to this sort of thing, and in these instances can and should say NO.



Good and bad secrets

It is important for a child to learn that unpleasant red light touching never allows anyone to demand it remain confidential. It is always the right thing to do to tell a safe adult about it. Good secrets are the sort that create a pleasantly exciting feeling, such as birthday surprises. A bad secret results in a miserable, fearful frame of mind – and it should always be told to a safe adult. It should also be emphasised to a child that red light touching directed towards him/her is never the child's own fault.

The swimsuit rule

The swimsuit rule means that each child has his/her own private areas underneath a swimsuit that no one else is allowed to touch without the child's personal consent. It is also important for the child to explain that the mouth and nipples are also everyone's private area. In addition to the swimsuit rule, a child should know that nobody has the right to speak about his/her private areas without the child's permission. The defence of one's own boundaries requires firmness and resolution. This way children are able to protect themselves against things that cause damage.

A safe routine and the adult's responsibility

Personal safety skills are rehearsed with the child, but responsibility always rests with the adult. If the child does not know how to function in accordance with the safety instructions under real circumstances, s/he should not be blamed for it. In order to reinforce personal safety skills, the child needs considerable safety. Safety is built by an encounter with the child that is warm and relaxed as well as by an approving gaze, gentle and respectful contact, and dialogue with the child. When an adult listens to a child and is interested in the matters important to the latter, the child's self-esteem and sense of personal worth are strengthened. The child learns that s/he has the right to live in safety and receive good treatment.

HOW TO SUPPORT THE CHILD IN DIGITAL SAFETY SKILLS?

Ask the child about his/her digital routine on a daily basis

It's important to be interested in what the child does with his/her devices. Good questions regarding digital routines are, for example: What did you see today on the Internet? What sorts of games did you play? Who did you chat with on social media? Did you see anything on the Internet that was frightening? Did anything leave you wondering about it?

Tell the child that there are people on the Internet who may lie and cheat

It is essential for parents to be aware that harassment and bullying as well as criminal activity targeted against children take place online. It is critical to tell children that a person may misrepresent him/herself on the Internet. Children should be reminded that it is never necessary to respond to strangers in social media or in games.

Tell the child that there is frightening content online

Children need guidance and skills to be able to navigate the web safely. They should be told that, in addition to the cheerful matters presented in the digital world, there is also unpleasant and frightening content on the Internet. It is the responsibility of adults to caution the child about age limits and supervise compliance with these. Encourage the child to report immediately to a safe adult if s/he experiences or sees something confusing, disturbing or frightening online.

Teach the child the safety instructions for using the Internet

Teach the child how to act on the Internet if frightening or threatening situations are encountered: turn the device or application off and tell an adult. Taking screenshots should also be taught to the child.

By its means, a message or image can be stored if there is a need to file a police report

Show the model and provide guidance

The adult should teach the child how to safeguard personal information and passwords. Along with an adult, those with whom images and videos can be shared and how one should behave on the Internet should be reviewed. Through his/her own activity, an adult shows the model of how to act with smart devices and in social media. Much that is good is associated with the digital world, and children can learn new things and engage in pleasant activities with their friends by using the equipment concerned. Nevertheless, adults cannot just leave children alone to fare on their own in the digital world



INSTRUCTIONS TO DISCUSS WITH THE CHILD

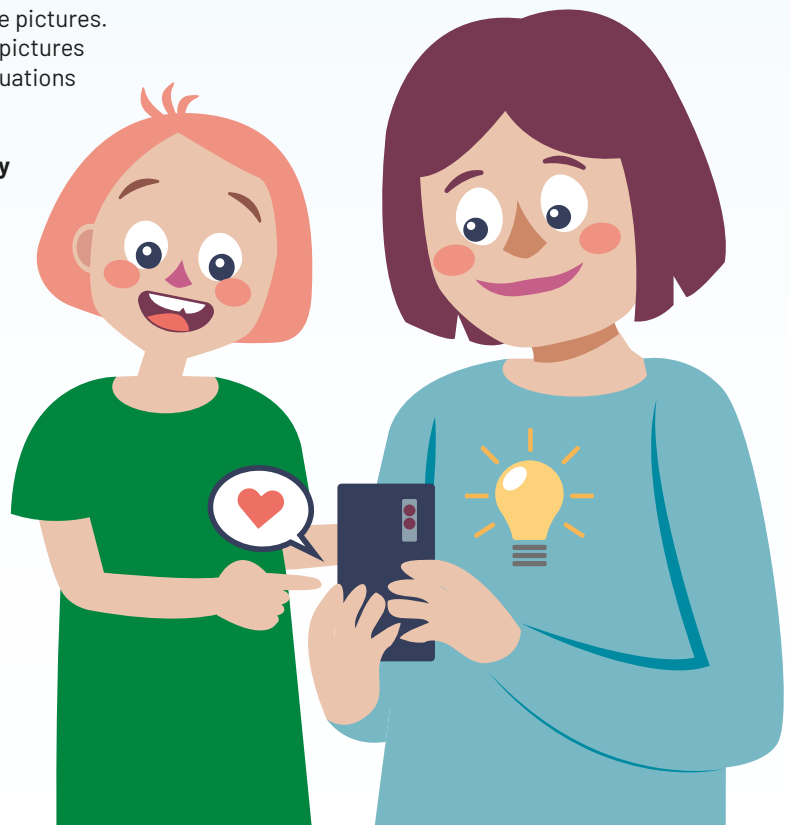
HOW TO USE THE INSTRUCTION PICTURES WITH THE CHILD?

This chapter features illustrated safety instructions for threatening situations and for the Internet. Go regularly through these with the child so that s/he is capable of acting in compliance with the safety instructions in threatening circumstances. It's also important to rehearse the safety instructions.

Practice stating NO firmly with the child as well as the assertive expression of his/her own opinions and personal wishes. Encourage the child to state in clear personal terms: 'I like this'. Practice with the child to also bravely say: 'I don't like this'. In the daily situation of everyday life, also teach the child to firmly assert what s/he wants and does not want.

In addition to safety instructions, situational pictures connected with survival- and digital safety-related skills are included in this chapter. Response suggestions are found on the accompanying page for the situations in the pictures. You can use these as an aid when you discuss the pictures and the child's thoughts in connection with the situations illustrated.

For the electronic version of the Become a Safety Skills Super Hero exercise book as well as all our other materials, go to: turvataitokasvatus.fi





HOW DO I MANAGE IN CONFUSING SITUATIONS?



PICTURE 1. A stranger asks or tries to persuade you to go with him/her or asks for help.



PICTURE 2. You're alone at home and somebody wants to get inside.



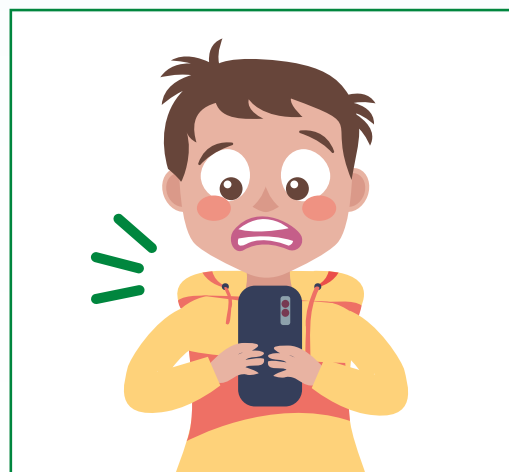
PICTURE 3. A person you don't know is following you.



PICTURE 4. Somebody touches you in an unpleasant way.



PICTURE 5. Another child is bullying you or touching you in a way you don't like.



PICTURE 6. You get confusing or unpleasant messages or phone calls.

RESPONSE SUGGESTIONS FOR HOW TO ACT IN CONFUSING SITUATIONS

PICTURE 1. A stranger asks or tries to persuade you to go with him/her or asks for help.

If a stranger asks you to go with him/her into, for instance, some building, the person's home, an alley or forest area, or asks you for help, follow the safety instructions. Even if the stranger offers you a reward, don't go with him/her. A stranger can ask another adult for help if s/he needs it. If somebody you don't know asks for your name or address, you don't need to tell him/her. Tell a safe adult about the situation.

PICTURE 3. A person you don't know is following you.

If someone is following you, run! Go to some place that's close to you – for example, a shop or your home. Go to a safe place where there are other people. Tell a safe adult about the person following you.

PICTURE 5. Another child bullies you or touches you in a way that you don't like

Say NO! If some other child bullies or touches you in a way you don't like, this is red light touching. You decide yourself how you will be touched or how others come close to you. You have the right to say NO or STOP. Leave the situation and tell a safe adult about it. The adult will help you.

PICTURE 2. You're at home alone and someone wants to get inside

If someone you don't know wants to enter your home when you're alone, do not open the door. Phone a safe adult and ask for help.

PICTURE 4. Somebody touches you in an unpleasant way

Touching in an unpleasant way is red light touching. It is the kind of touching that you do not need to agree to. You may like this person, but not the way s/he touches you. If a familiar person who is close to you touches you in your private areas in an unpleasant or confusing way, or tries to get you to touch yourself, this is red light touching. Even with a familiar person – also an adult or older child – you should say NO or STOP in these sorts of situations. A child need not obey the other person in such situations.

If the other person does not stop and continues despite your protests, leave and tell a safe adult about what happened. Tell about it even if you have been forbidden to say anything about it or you have been threatened. Touching need not be kept a secret. The task of adults is to help you and to get this sort of thing to stop. Tell about it as long as it takes to as many adults as possible until someone listens and believes you

PICTURE 6. You get confusing or unpleasant messages or phone calls

Don't reply to these messages or answer these phone calls. Save the messages and show them to a safe adult. An adult will help you to stop the person bothering you. The adult will report the matter to the application management and, if necessary, contact the Police.

HOW SHOULD I MANAGE THREATENING SITUATIONS ON THE INTERNET?



PICTURE 1. Somebody shows you frightening pictures, videos or games



PICTURE 2. By mistake, you wander onto a website that frightens, shocks or confuses you



PICTURE 3. Someone sends you disgusting and confusing messages



PICTURE 4. You or someone else is being bullied or harassed online

RESPONSE SUGGESTIONS FOR THREATENING SITUATIONS ON THE INTERNET

PICTURE 1. Somebody shows you frightening pictures, videos or games

Leave the situation and say that you don't want to look at them!

PICTURE 2. By mistake, you wander onto a website that frightens, shocks or confuses you

Close the page. Tell your own safe adult about it!

PICTURE 3. Someone sends you disgusting or confusing messages

Don't trust those you meet online too much. End the conversation if it starts to feel suspicious or uncomfortable. Tell a safe adult if a stranger sends you messages or pictures.

PICTURE 4. You or someone else is being bullied or harassed online

Don't reply to bullying messages - show them to your safe adult instead. If you are asked to send pictures that show you wearing very little clothing, do not send them.



SAFETY INSTRUCTIONS FOR THE INTERNET

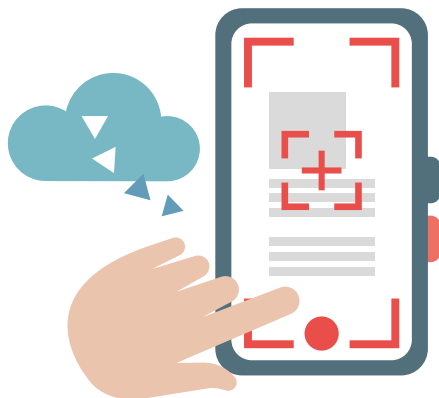
THESE TWO ARE CRITICAL FOR THE CHILD TO KNOW



Turn your device off.



Tell a safe adult.



Save the messages, pictures or videos by using screenshot.



Prevent the person from making contact by using the phone or social media settings to do so, and report the person to the website or application management.



Together with an adult, contact the Police if needed.

INSTRUCTIONS FOR PARENTS

Media is involved in the daily life of children in many ways. This chapter features tips to support the well-being of the child as well as a smooth media routine and operational instructions for adults.

Please read the operational instructions carefully. You will find clear instructions on this page on how to act in threatening situations affecting the safety of the child.

You will also find information on who to contact and where support can be found if the safety of the child is threatened.

If the child tells you about experiencing bullying, harassment or violence, stay calm, listen, and support the child. Do not blame the child: rather, assure him/her that this is not his/her fault. The responsibility always rests with the adult.



MEDIA INVOLVED IN THE DAILY LIFE OF CHILDREN

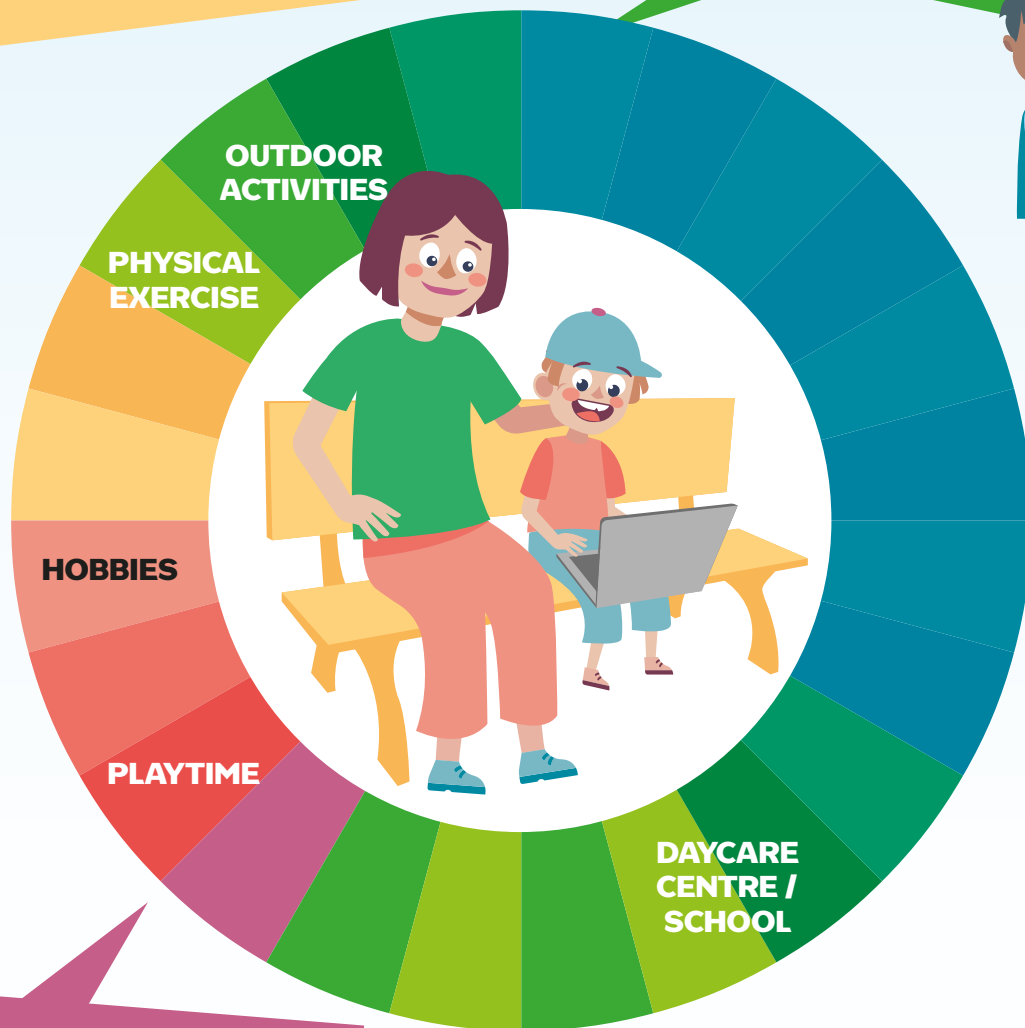


MEDIA

In gaming and using media, it's a good idea to pay attention to ergonomics and remember regular breaks.

TOGETHERNESS WITH FAMILY AND FRIENDS

It is worthwhile to support a child's relationships with friends, because friends are important as well as belonging to a group.



DINING

Having a meal with others provides good opportunities to talk things over and share the events of the day without media devices.



SLEEPING

The period before going to bed should be separated from the use of digital media in order to ensure sufficient rest and high-quality sleep.





TIP FOR A SMOOTH MEDIA ROUTINE

Media usage habits are created early

- Discuss suitable limits for gaming and other media usage with the child.
- Be fair and consistent in restricting your child's use of media
- Consider your own media usage and the example you set
- Attend to a versatile daily routine and offer your child alternatives for a wide variety of activities and hobbies
- Support your child's media skills, personal expression and safe use of media
- Check the age limits and make sure that the media content your child is using is suitable for him/her
- Provide help in clarifying privacy and publicity within media environments

Shared moments in the company of the media are important

- Be interested in what your child does within the media context
- Get regularly acquainted with your child's digital gaming and online use
- Find a way to spend pleasant moments together in the company of media
- Ask your child to show what s/he knows how to do, and think together about how s/he can share these objects of interest in the media
- Provide support if your child encounters something unpleasant or concerning
- Appreciate the significant events and learning experiences that your child draws from the media



LÄHTEET:

EHYT ry. (2020). Media mukana lapsen arjessa - Vinkkejä sujuvaan media-arkeen. URL: <https://ehyt.fi/tuote/media-mukana-lapsen-arjessa/>. Referenced 10/06/2021.

Mannerheim League for Child Welfare. (2020) Media mukana lapsen arjessa - Vinkkejä sujuvaan media-arkeen. URL: <https://cdn.mll.fi/prod/2019/02/05094203/Media-mukana-lapsen-arjessa-EHYT-ja-MLL.pdf>. Referenced 10/06/2021.

OPERATIONAL INSTRUCTIONS FOR ADULTS

If the child tells you about being bullied, harassed or suffering violence

Try to stay calm and do not blame

When it's your own child concerned, feelings easily rise to the fore. Avoid 'why' questions. Children often blame themselves and think: "Why was I so stupid?" Responsibility for the deed always rests with the adult. An adult can alleviate the child's sense of guilt and inferiority by saying, for example: "A child can't know everything. This is not your fault. The adult is always responsible."

Listen and support: don't leave a child alone with his/her thoughts and feelings

Believe what the child says. Listen more, speak less. Consider together what can be done about the issue and how an unpleasant matter can be avoided in the future. Remember to praise the child for telling about the matter and not labouring alone under the circumstances.

Observe the operational instructions explained below.

Operational instructions for situations threatening safety

If your child is harassed, bullied, seduced or caused distress by, e.g. messages and/or images:

SAVE the messages, pictures or videos by using the screenshot feature

BLOCK the person's communications by means of the phone or social media settings

REPORT the person to the website or application management

CONTACT the Police if you suspect a crime

ASK FOR SUPPORT

Who can you inform?

Urgent aid: EMERGENCY NUMBER 112

If you suspect a crime directed towards yourself or a family member: ELECTRONIC POLICE REPORT at polisi.fi/tee-rikosilmoitus or the nearest police station (in urgent cases)

Non-urgent notification of information regarding suspicious materials or phenomena at polisi.fi/nettivinkki

You can also approach the Police operating in social media at polisi.fi/some

You can report your observations with regard to grooming as well as materials of a sexual nature depicting children / young people at pelastakaalapset.fi/nettivyhje

From where is support available?

Student Service Staff

Oulu Social and Emergency Services
tel. +358 (0)44 7036235

Oulu Child and Adolescent Psychiatric Working Group
tel. +358 (0)44 7035919

Social and Health Services, e.g. education and family counselling

Oulu Crisis Centre,
mielenterveysseurat.fi/oulu/tukeajaapua/
tel. +358 (0)44 3690500

Crime Victims Service tel. 116006, riku.fi/nuoret
Telephone Service for Children and Young People
tel. 116 111

Request assistance from Oulu Electronic Family Centre: <https://easiointi.ouka.fi/sosiaali-ja-perhepalvelut/pyyda-apua/>

BECOME A SAFETY SKILLS SUPER HERO THROUGH PRACTICE

HOW ARE THE EXERCISES USED?

My own strengths

Write down things that the child is skilful at as well as the child's strengths within the lines of the task. The child can draw a picture of him/herself in the middle of the strengths noted. Words describing strengths are, for example, resolute, helpful, energetic, patient, positive, determined, brave, fair, honest and thoughtful.

My safe adults

Discuss together about who the child's safe adults are. Write who the child's safe adults are in the form of a safety net within the circles Consider answers to the questions on the page together.

I like this

Discuss together what the child wishes when wanting to do something with an adult – comfort or closeness. The child can draw at the same time.

Green or red light?

Discuss the situations in the task by means of traffic light colours. The child should colour the circle beside a specific claim green in the case that the touching feels pleasant. If the touching concerned feels unpleasant or bad, the child should colour the circle red.

Game rules for media equipment

Think together about which sorts of game rules you apply to various media devices. Also consider other pleasant free-time activities and draw them in the lower section of the page



Emotion cards

Cut and, if you wish, cover the emotional images with contact paper. Emotion cards can be stored in a small container and can be discussed in connection with the events of the day with the child while going through the images: Have you felt glad today about some matter? Has some matter worried you? Emotion cards can also be used as an aid to identifying emotions and verbalising thoughts when, e.g. the child is angry.



Emotional gauge

Cut and, if you wish, cover the emotional gauge with contact paper. Place the emotional gauge onto the refrigerator door or on a wall of the child's room. By means of an emotional gauge, it is easy to show how the child or adult feels over the course of the day in various circumstances.



Emotional board game

The emotional board game can be cut away from the exercise book. Pick up the die and as many pieces as you are playing Roll the die alternately and answer the emotional question in the box that the top of the die guides you to.

MY OWN STRENGTHS

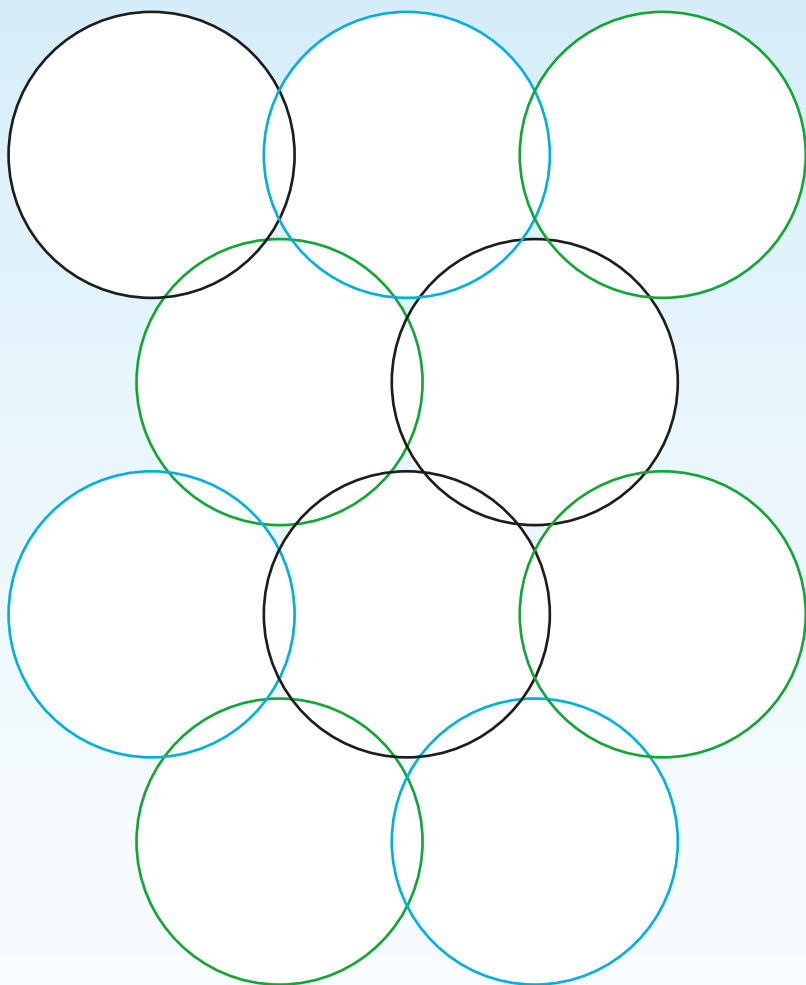
Draw your own picture in the middle and write down your strengths round the picture along with the adult.

A large white rectangular area with a green border, intended for drawing and writing. It contains several horizontal lines for writing, arranged in a grid-like pattern. The lines are spaced out vertically and horizontally, providing a structured space for the child's drawing and the adult's notes.



MY SAFE ADULTS

Together, write down some safe adults in the child's life in the safety net and consider the answers to the questions.



HOW DO THEY SHOW YOU THEY CARE?

WHO WOULD BE YOUR SAFE ADULT IN THE FOLLOWING SITUATIONS:

1. When you need help with your worries and concerns, who can you go to?

2. From whom can you ask for help if you're at home alone and are afraid?

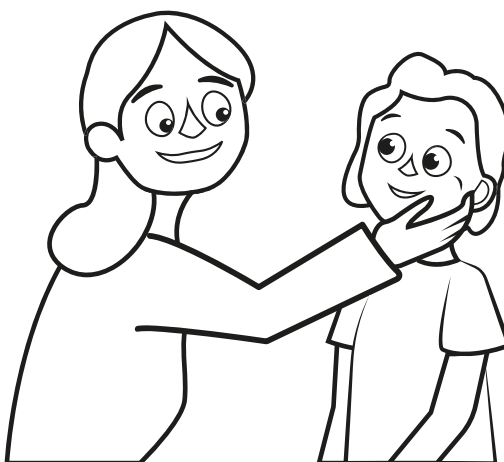
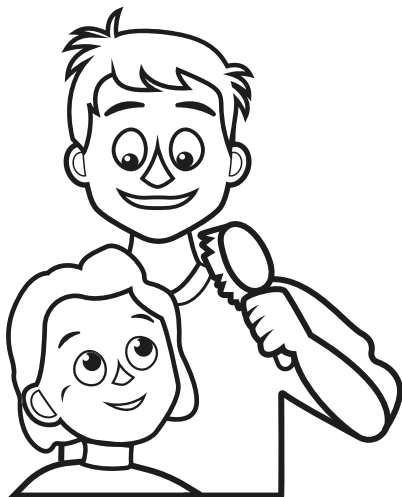
3. Who might help and support you when you're feeling sad?

4. If you hurt yourself while at a friend's, who would help you?

5. With whom would you like to share your joys?

I LIKE THIS

Colour the pictures and situations where you would like to be when you want to be together with someone else, want to be comforted, wish to be cared for, or experience closeness.



GREEN OR RED LIGHT?

Paint the light **green** when the touching feels pleasant to you.
 Paint the light **red** when the touching feels unpleasant to you.

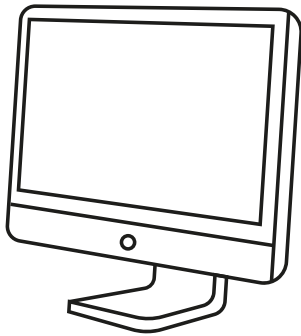
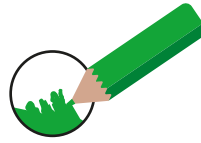


- 1. A friend pushes you in the cafeteria queue.
- 2. An adult you like wants to wrestle with you even if you don't want to.
- 3. A doctor gives you a vaccination.
- 4. You are tapped on the behind.
- 5. Your mother strokes your hair.
- 6. Your hair is pulled.
- 7. Your father gives you a kiss on the cheek.
- 8. A dog licks your face.
- 9. Your friend's mother/father gives you a goodbye hug.
- 10. Your little sister bites you.
- 11. Somebody hits you.
- 12. Your friend holds your hand.
- 13. _____
- 14. _____

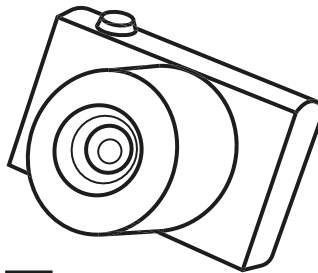
MEDIA EQUIPMENT GAME RULES

COLOUR THE MEDIA EQUIPMENT YOU USE.

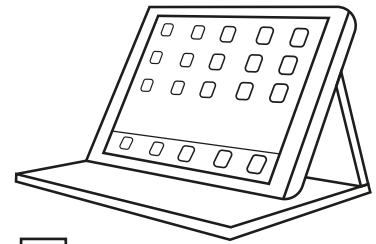
Check the box next to the devices for which the game rules have been agreed.



COMPUTER



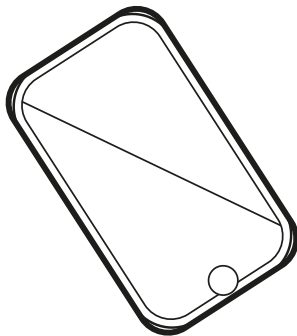
CAMERA



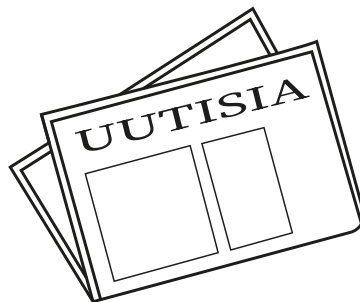
TABLET



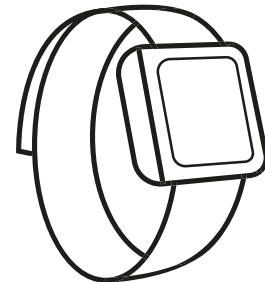
GAME CONSOLE



MOBILE PHONE



NEWSPAPER



ACTIVITY BRACELET

DRAW FREE-TIME ACTIVITIES THAT ARE PLEASANT FOR YOU

(hobbies, playtime activities, games and household tasks).



EMOTION CARDS





SATISFIED

SAD

FRIGHTENED
NERVOUS
TERRIFIED

ANGRY
FURIOUS
IRRITATED

EMBARRASSED
UNCERTAIN

ENTHUSIASTIC
THRILLED

CALM
TRUSTING
RELAXED

SURPRISED
AMAZED

CHEERFUL

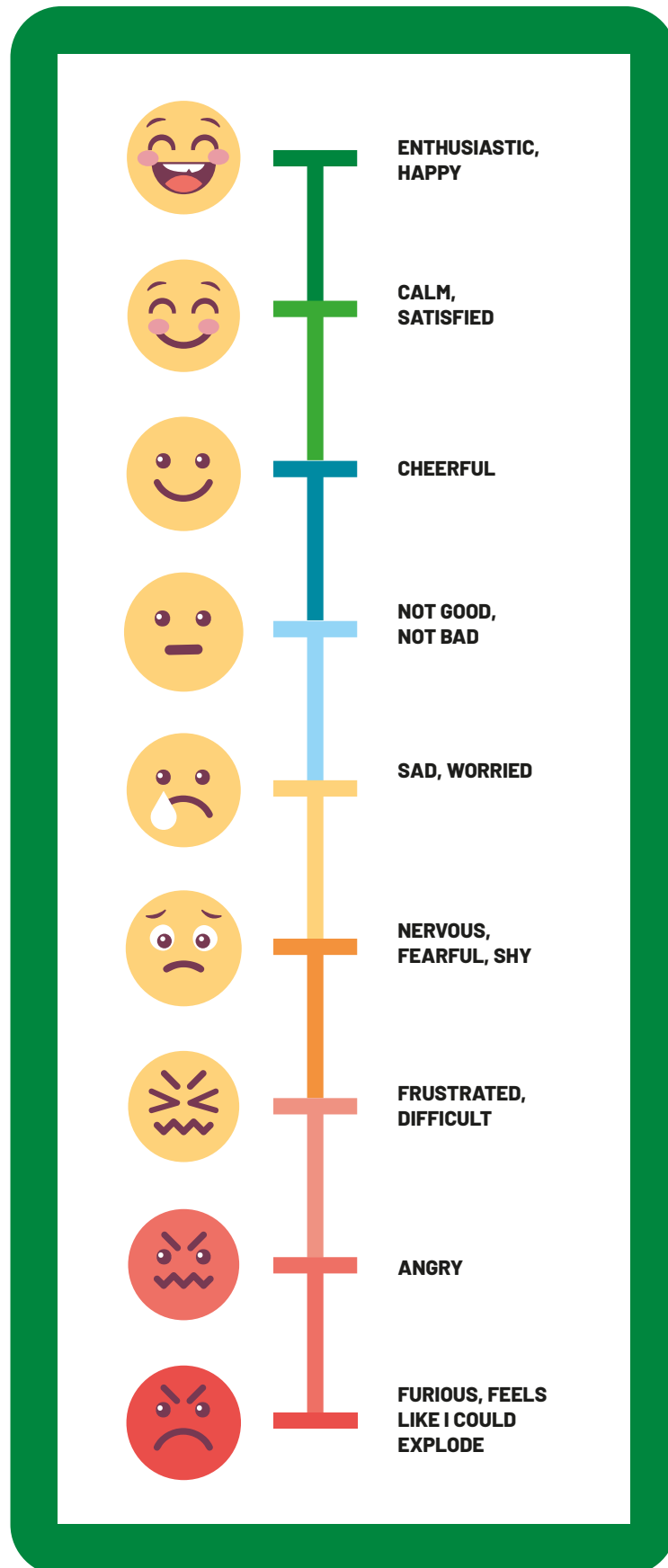
BRAVE
SELF-CONFIDENT
ENERGETIC

WORRIED

SARCASTIC
ENVIIOUS

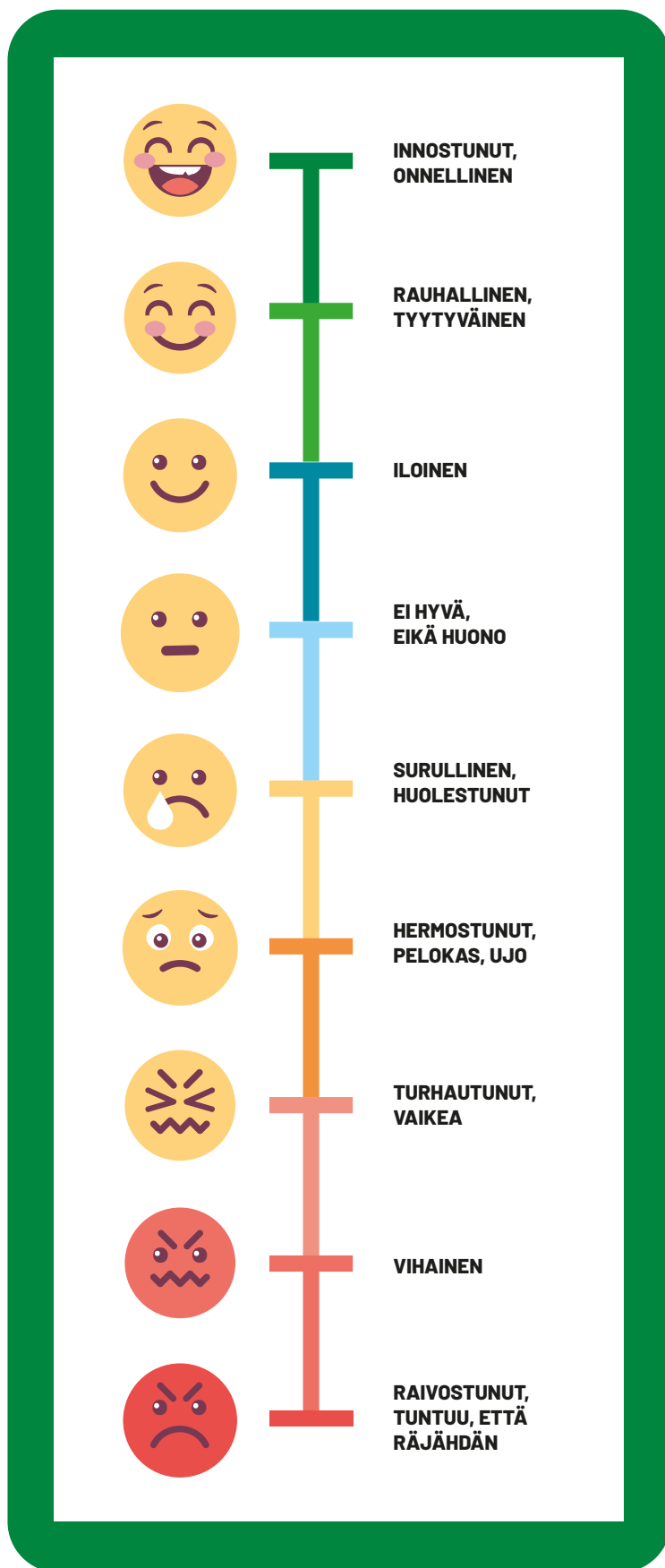


EMOTIONAL GAUGE



Modified from: viitotturakkaus.fi

TUNNEMITTARI





EMOTIONAL

START

When do you feel comfortable? 	When do you get bored? 	When do you dream about? 	What makes you worried? 	What makes you smile? 	What makes you feel angry? 	When do you feel comfortable?
What makes you feel grateful? 	What makes you happy? 	What makes you feel safe? 	What do you like very much? 	What pleasant thing are you waiting for? 	What are you good at? 	When are you sad?
What bothers you? 	What calms you down? 	What makes you enthusiastic? 	What brings comfort when you're in a bad mood? 	When is everything okay? 	Do you sometimes feel embarrassed? 	When are you sad?
What is something another person has said or done that hurt your feelings? 	In what situation did you last succeed at something? 	What irritates you? 	What do you fear? 	When have you laughed so much, you nearly cried? 	FINISH	When are you sad?

Modified from: viitotturakkaus.fi



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