

OACAS Dress Purple Day: Lesson 4



Lesson 4: Dress Purple Day Activities

Grade Range: Grades 3-5

Task Time: 20 minutes per activity

Activity Objective:

The goal is to enhance Dress Purple Day with activities that reinforce the concept of a village that keeps kids safe and the importance of asking for help.

Materials Needed:

Option 1: Helping Hand

- Template provided in package

Option 2: Yarn Web – It takes a Village to Keep Kids Safe

- Ball of yarn (ideally purple)
- Beach ball

Option 3: Break the Silence and Ask for Help

- Noisemakers such as whistles, maracas, drums, paper bags, recorders

Activity Description:

Option 1: Helping Hands

1. The teacher demonstrates to children how to trace their own hand next to the template of an adult hand.
2. Working alone or in partners, children use a purple crayon or marker to trace their handprint.
3. Inside the image of the adult hand, children will use coloured pencils or crayons to draw adults in the community (village) that they can go to for help.
4. Inside the image of their hand can draw images of:
 - *The person/people that take care of me and keep me safe*
5. Incorporate the purple theme into the activity:
 - *Outline the children's hand in purple*
 - *Colour all of the space around the hands purple*



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- *Use purple paint to create a hand print*
 - *Use coloured construction paper to create a purple border around drawings*
6. Go through the following discussion questions:
- *Name two adults you can go to for help. If children cannot think of helping adults, meet them privately and help them brainstorm other adults and sources of support.*
 - *What about here at school? Can you think of adults that work at the school that you could go to for help?*
 - *Can you think of other community helpers who wear special uniforms or do special jobs? (police officers, doctors, paramedics, nurses, dentists, counselors, social workers, etc.)*
7. Hold an art show and invite other classes to come see the Dress Purple sharing wall. Visit other classrooms that have their own sharing wall.

Option 2: Yarn Web – It Takes a Village to Keep Kids Safe

1. Ask children to sit in a large circle.
2. Hold a large ball of yarn and tell the children that they are now going to identify adults in the “village” who they can go to for help.
3. The first person to begin identifies a helping adult (e.g. my mom, a doctor, etc.) and tosses the ball of yarn to another child seated across the circle.
4. The next person to receive the ball of yarn identifies a helping adult, keeps hold of a piece of yarn, and then tosses the ball of yarn to another participant.
5. This process continues until every member of the group has identified a helping adult. (Please see adaptation below if a child is unable to come up with an adult.)
6. By tossing the yarn around the group, children have woven a web, which connects all members of the group, similar to the connections in a “village.”
7. The teacher can now take a beach ball and throw it onto the tightly held yarn, and show how it stays supported when everybody works together. The teacher can then discuss how this beach ball can represent a child who is being supported by a “village”.
8. Go through the following discussion questions:
 - *How is this web that we have created like a village or community where we live?*
 - *We heard lots of ideas of who in the village can help kids. What were some of the suggestions that you heard that you liked?*
 - *Were there any helping adults that we missed while playing this game?*
 - *What did you notice happened when a few of you let go of the strings? Do you think this could happen in a village?*
 - *What did you notice happened when I threw the beach ball on top of the web you made? How do you think this ball could be like a child in a village?*
9. When the activity is over, the teacher has the option of cutting pieces of the yarn and tying them around the wrist of each child as a reminder of Dress Purple Day and how it takes a village to keep kids safe.

Option 3: Break the Silence and Ask for Help

1. Distribute instruments and other chosen noise makers.
2. Explain to children that they are going to “break the silence” and make a lot of noise as a symbol of what you need to do when you ask for help. Explain that they also have the option of clapping, singing, or calling out “I break the silence!”
3. Ask children in the class to be silent.
4. Tell them that you are going to silently count backwards from ten and when you say go everybody should make lots of noise for thirty seconds.
5. When the thirty seconds is up, the children should be instructed to be quiet again and the teacher can ask them some questions.
6. Go through the following questions:
 - *How did that feel to make lots of noise?*
 - *What didn’t feel good about making lots of noise?*
 - *How is asking for help similar to making noise?*
 - *Why is asking for help important when you are a child?*

Adaptations:

- Option 2 - A child may not be able to think of an adult that they trust to keep them safe. If this is the case, allow them to “pass” and let them know “I’m going to check in with you later and see if we can come up with someone.” Privately help them think of other adults or sources of support.
- Option 3 - For children who have heightened processing sensitivity, options include engaging the class in making their own noisemakers (toilet paper rolls filled with rice/beans/popcorn), which will give the feeling of making noise without being overwhelming.

Comments and/or Additional Resources:

- Reminder: Facilitator has a legal duty to report suspected child abuse and neglect. Please refer to the “Teacher’s Guide” for in-depth information on identifying signs of abuse and neglect, and Duty to Report.