

# OACAS Dress Purple Day: Lesson 4



## Lesson 4: Helping Hands, Break the Silence and Ask for Help

**Grade Range:** JK – Grade 2

**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 Hands**

- Template available in package

**Option 2: 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*
  - *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 with them privately and help them to 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: 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:**

- 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.