



Safety with Little Red Riding Hood

Would you talk to the wolf?

Activity sheet

- **Target group:** 6+ years old
- **Duration:** 45 minutes
- **Material needed:** Communication board with pictures, safety rules cards, emoticons for emotions, picture cards from the story, AAC devices/apps, paper, crayons
- **Key competence:** daily life skills

GENERAL OBJECTIVES

The goal of this activity is to encourage the development of independence in children by learning safe behaviour in everyday situations. By analysing the challenges that Little Red Riding Hood encounters in the story, children learn to **recognise potential dangers, make the right decisions, and develop emotional intelligence** and social skills. The activity uses AAC tools to enable children with communication difficulties to express their opinions, feelings, and needs in a safe and stimulating environment.



IMPLEMENTATION

Introduction and review of the story

The teacher reminds the children of key moments in the story of Little Red Riding Hood, highlighting situations that were unsafe, such as talking to strangers or going off the road. Using the communication boards, the children discuss what happened and why it is important to be careful.

Activity 1: Safe movement and behaviour in the environment

Through interactive picture cards, children learn the rules of safe movement in the community:

- Do not talk to strangers.
- Do not share personal information.
- Stay on marked paths and trails.
- Would you take a candy if a stranger offered it to you?
- Would you tell a stranger where you live?

Activity 2: Making decisions and solving problems

Children reflect on and verbalise (with AAC support) responses to hypothetical situations:

- What to do if someone you don't know asks for your address?
- How to react if you get lost in a store?
- How to ask an adult for help?



Through this activity, children develop awareness of safety and responsibility, using appropriate expressions for decision-making.

Activity 3: Recognising and expressing emotions

Children analyse the characters in the story and their emotions (fear, worry, happiness) through cards with facial expressions and emoticons. They then express how they feel in similar situations, thus strengthening emotional literacy and the ability to express their own feelings through the AAC tool.

POTENTIALS FOR AAC SKILLS DEVELOPMENT

This activity encourages children to use AAC tools in real and important life situations. Through structured conversations and role-plays, children practice vocabulary related to safety, emotions, decision-making and daily routines. The development of the ability to formulate sentences, ask questions and express needs is encouraged, which results in increased independence and quality of communication.

TO GO FURTHER

The activity can be expanded by introducing more complex safety scenarios, incorporating technology (e.g., video storytelling or digital communicators), and working with parents to implement what has been learned in the home environment. It is also possible to include topics such as internet safety, taking



care of one's own body, and respecting rules in society, thereby expanding communication and social skills. Planning and organising daily activities. Children create their own schedule or routine for the day, using communication boards and pictures of daily tasks (waking up, getting dressed, having breakfast, going to school). Through this activity, they develop skills in planning, organising, and verbalising their activities, which contributes to greater independence and a sense of control.

