

PROTECT YOURSELF, PROTECT ME



my safety cards

Ideas for Use

Hello, friend! These cards were created especially for you. Inside, you will find pictures, symbols, and short stories that will help you learn important things about your security and safety. Through them, you will discover what your rights are – because every child has the right to be loved, protected, and respected. You will also learn how to recognize situations that might be dangerous or unfair. The cards will show you what you can do if something worries or hurts you, and how to seek help from adults you trust.

REMEMBER:

You are not alone. There are always people who want to help you and protect you.

IMPORTANT:

During the game, let's listen to each other and treat one another with respect, without making fun of anyone's opinion. You have the right not to comment on a topic if you do not feel comfortable.

Get to know the cards →
(Guidelines for the facilitator)

Topic 1. Rights

1.1. Health



1.2. Education



1.3. Protection



1.4. Leisure and Play



1.5. Equality and Discrimination



1.6. Right to a Voice



Topic 1. Rights (6 cards)

1.1. Health Every child has an inherent right to access the best possible medical care, treatment, and health services in order to grow up healthy, strong, and protected. The caregivers and the family are obliged to provide this without neglect.

1.2. Education Every child has the right to a quality education that develops their personality, talents, and skills. School education must be free and accessible to all.

1.3. Protection All children have the right to full protection from all forms of physical or emotional violence, abuse, neglect, or exploitation. This is a core commitment of Concordia and the state.

1.4. Leisure and Play It is the inherent right of every child to rest, to have free time, and to participate in games, entertainment, and cultural activities appropriate for their age. Continuous engagement without rest is a violation of this right.

1.5. Equality and Discrimination All children have absolutely equal rights, regardless of their origin, gender, language, disabilities, or beliefs. No child should be treated unfairly or be subject to discrimination.

1.6. Right to a Voice Every child has the right to freely express their opinion on all matters affecting them, and adults are obliged to listen to and respect this voice in accordance with the child's maturity.

Topic 2. Touch / Who Are the People Around Us

2.1. Boyfriend/Girlfriend/
Partner



2.2. Family



2.3. Close Friends



2.4. Teachers and Social
Workers



2.5. Strangers



2.6. Zones of Proximity



Topic 2. Touch / Who Are the People Around Us (6 cards)

2.1. Boyfriend/Girlfriend/Partner A card about personal boundaries in teenage romantic relationships. Mutual respect and clear, free consent are mandatory for any physical contact (such as kissing or hugging).

2.2. Family The family is our closest and most natural environment, the people who love us, care for us, and support us. They are the first to protect us, but even at home, a child has the right to decide when they want to be hugged.

2.3. Close Friends The people with whom we share secrets, games, and free time. With friends, touches during play are fun, but they must always stop immediately if someone says "Stop".

2.4. Teachers and Social Workers The professionals at school or in Concordia's centers who support us, educate us, and help us develop in a safe environment. Their greetings and contacts are entirely respectful and professional.

2.5. Strangers People the child does not know at all. Complete distance is maintained with them – for acquaintances and strangers on the street, it is completely sufficient to simply wave a hand in greeting, without allowing any approach or physical contact.

2.6. Zones of Proximity

Intimate Zone: Our closest personal space (our body). Only the closest people (like family) are allowed into it for a hug, and only when the child themselves feels comfortable and desires it.

Personal Zone: This is the zone where we communicate and play with our close friends and classmates every day, without feeling pressured or uncomfortable.

Social Zone: The more distant space (about two or three steps) where we stand when talking to teachers, social workers, or strangers outside, maintaining a safe and formal distance.

Topic 3. Types of Abuse

Topic 3. Types of Abuse (6 cards)

3.1. Physical Violence



3.2. Sexual Abuse



3.3. Emotional Abuse



3.4. Neglect



3.5. Bullying (Between Children)



3.6. Online Violence



3.1. Physical Violence The absolutely forbidden and intentional causing of physical pain or injury to a child (hitting, slapping, pushing, beating with objects) by an adult or another child. Violent discipline is unacceptable.

3.2. Sexual Abuse A serious crime and a grave violation of a child's personhood, where an adult or older person forces, threatens, or tricks them into participating in actions, touches, or conversations of a sexual nature.

3.3. Emotional Abuse Systemic and hurtful damage to a child's psyche through verbal threats, shouting, mocking, insults, humiliation, or a complete lack of love and attention, making the child feel worthless.

3.4. Neglect A long-term and continuous failure of caregivers to meet the basic needs of the child – deprivation of food, shelter, hygiene, medical care, or access to school.

3.5. Bullying (Between Children) Systemic, repeated aggression over time, intimidation, name-calling, or intentional isolation of a child from their peer group at school or in the neighborhood.

3.6. Online Violence Any form of harassment on the internet (cyberbullying), sharing personal photos without consent, threats in chats, online insults, or attempts to trick the child from unknown profiles.

Topic 4. Safety

4.1. What I Need to Know (Right to Safety)



4.2. Response to Violence – Seeking Help (112)



4.3. Response to Violence – Staying Calm



4.4. Response to Violence – Fleeing Danger



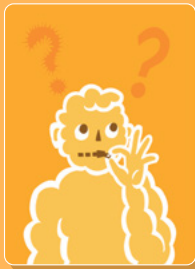
4.5. Trusted People (The Five-Finger Rule)



4.6. Warning Signs (Feeling of Danger)



4.7. Secrets (Good and Bad Secrets)



Topic 4. Safety (7 cards)

4.1. What I Need to Know (Right to Safety)

The fundamental knowledge that every child has the full and inalienable right always and everywhere (at home, at school, at the center) to feel safe, secure, and at peace.

4.2. Response to Violence – Seeking Help (112)

The important rule that in case of serious danger, an accident, or a feeling of violence, the child must immediately seek help, knowing how to call the emergency number 112.

4.3. Response to Violence – Staying Calm

The ability, during a serious conflict or fright, for the child to try to remain calm so they can think clearly and react correctly, protecting themselves.

4.4. Response to Violence – Fleeing Danger

The clear understanding that when a situation becomes threatening or frightening, the most correct and courageous action is for the child to immediately run away from the place to save themselves, instead of fighting.

4.5. Trusted People (The Five-Finger Rule)

A security concept where the child chooses exactly 5 specific adults (e.g. a parent, a teacher, a social worker, a relative, a support helpline) whom they trust completely and can tell anything to.

4.6. Warning Signs (Feeling of Danger)

Our internal “alarms” – the gut feeling, fear, or “red flags” in someone’s behavior that tell us a situation is not right and could be dangerous.

4.7. Secrets (Good and Bad Secrets) Distinguishing nice secrets (birthday surprises) that bring joy, from bad secrets (that make us feel fear, shame, or guilt) – we must never keep the latter, but share them immediately.

Topic 5. How to Behave and How We Want to Be Treated

5.1. Respect



5.2. Mutual Help



5.3. Listening/Sharing



5.4. Kind Words



5.5. Fun



Topic 5. How to Behave and How We Want to Be Treated (5 cards)

5.1. Respect How children show respect to those around them – for example, to teachers, social workers, and friends, by speaking politely, knocking on the door, and respecting their personal boundaries.

5.2. Mutual Help The correct behavior of children when they see a friend, classmate, or a peer in trouble or sadness – offering friendly support, sharing, or calling an adult to help.

5.3. Listening/Sharing How children communicate properly with each other – waiting for their friend to finish speaking, looking at them while they talk, and not making fun of anyone's opinion or shared story.

5.4. Kind Words Using polite, supportive, and “magic” words in daily communication, completely avoiding insults, labels, mocking, or rude shouting.

5.5. Fun Understanding how children should choose their games – a game is true, proper fun only when it is fun, pleasant, and funny for absolutely all participants in it.

Here are some game variations:

Show Me the Safe Choice

- The cards are spread out on the floor.
- Each child chooses two cards: one showing **“something good and safe”** and another showing **“something that is not right”**.
- The children sit in a circle on the floor and take turns showing their cards one by one. The other children give a thumbs up or thumbs down, depending on whether what is depicted on the card is dangerous or safe.
- Discuss: *“What is happening here?”*; *“What can the character do?”*; *“Who can help them?”*;

Stop or Continue

The facilitator starts by drawing a card and describing a short situation related to the picture. The children raise their hand as a **“STOP”** signal or clap their hands three times for **“CONTINUE”**. The next card can be drawn by a child or again by the facilitator.

Tell Me a Story with a Good Ending

Create a script for a theater play with a good ending using the cards. Use at least 5 of the cards. To do this, the facilitator places all the cards face up, arranged by groups, and tells the children what the topic of each card group is. Then, the facilitator divides the children into groups of at least 3. Each group takes 5 cards, preferably from different groups, and invents a story with a happy ending. Each group then presents the story to the others through a short skit. Questions that can help the storytellers:

- What is the problem?
- Is it dangerous?
- What can the child do?
- Who can help?

True or False

Signs with inscriptions are placed at opposite ends of the room or at a distance in the yard. The facilitator uses the cards to present different statements to the children, for example:

- *“If someone threatens you online, that is not violence”.*
- *“I can say NO to an adult”.*

The children position themselves in the room according to their choice and argue their position.

Sample statements for each card:

1. RIGHTS

- 1.1.** Sick children must always be examined by a doctor / Every child has a personal doctor.
- 1.2.** If the weather is bad, we don't have to go to school.
- 1.3.** Only girls have the right to protection.
- 1.4.** It is right for children to have free time during the day to just rest or play.
- 1.5.** I have the same rights as any other child on the planet.
- 1.6.** My opinion is not important when big decisions are being made.

2. TOUCH

- 2.1.** My boyfriend/girlfriend can kiss me only if I want them to.
- 2.2.** My family are the people closest to me, but I have the right to tell them if at some point I do not feel like hugging.
- 2.3.** It does not bother me if friends touch me during a game.
- 2.4.** I greet teachers with a handshake.
- 2.5.** I can trust strangers only if they behave nicely toward me.
- 2.6.** The closer someone is to me, the closer I allow them to get to me.

TYPES OF ABUSE

- 3.1.** If someone is stronger than me, they can hit and push me.
- 3.2.** I can say NO to an adult if they want or do things that make me feel uncomfortable.
- 3.3.** Adults are allowed to yell at me.
- 3.4.** A child must always have food, shelter, and attention.

3.5. It is normal for children to fight at school sometimes.

3.6. If someone threatens me online, that is not violence.

4. SAFETY

4.1. I know the phone numbers to call if something dangerous happens.

4.2. If someone threatens or bullies me, there is no point in telling an adult.

4.3. In a serious conflict, it is good to stay calm.

4.4. It is always better to get into a fight than to run away.

4.5. I can list 5 people whom I can trust completely.

4.6. I can recognize when danger of violence is coming.

4.7. There are good secrets, and there are bad secrets / I can tell a good secret from a bad secret.

5. HOW TO BEHAVE AND HOW WE WANT TO BE TREATED

5.1. Knocking on the door or asking before taking something is an example of respect.

5.2. If a classmate is sad or in trouble, it is none of my business to interfere.

5.3. When someone speaks, we look at them and wait for them to finish before expressing our opinion.

5.4. I use “magic” words every day.

5.5. Anything that is fun for me is right, even if it is not fun for others.

Create a Rule

The cards are distributed to the children. Ask them to choose two of them and formulate a safety rule that stems from each card.

Example: *“I have the right to be safe”, “I have the right to say NO”, “I do not keep dangerous secrets”.*

The remaining cards are returned face up to the table or the floor, and the group helps formulate rules for them as well. A variation of this game is for the facilitator to formulate the rules and say: *“Find the cards that say...”*.

Example: *“It is good to treat others with respect”; “Every child has the right to have their opinion heard”, etc.*

What is the Opposite

The cards are shuffled and placed face down on the table/floor. The children take turns drawing a card, saying what is depicted on it, and stating what the “opposite” of the depicted card is. The facilitator supports the discussion by guiding the children toward the corresponding right, rule, risk, or safe behavior.

Memory

By removing the formed pairs of cards, the number of cards in the game gradually decreases until each player gets rid of their cards and leaves the game. The first one to get rid of all their cards is the winner.

Important for the Facilitator

After each game:

- Link the discussion to a specific right or rule.
- Emphasize the mechanism for seeking help.
- Remind them: “It’s not your fault. You have the right to protection. There are adults who will help you.”
- Use simple language.
- Do not interrogate a child if they share a personal case – follow the reporting procedure.
- Encourage participation, but without pressure.
- End with a positive message of safety and support.

Thank you for looking through this guide!

These cards were created to help children learn more about their rights, their safety, and the people they can trust.

The best part is that many children helped create them with their ideas, opinions, and imagination. Thanks to them, the cards speak the language of children and show the world as they see it.

“Protect Yourself, Protect Me: My Safety Cards” was created by the CONCORDIA Bulgaria Foundation under the “My Safety Guide” project, implemented with the support of the Daphne-CHILD program.

Special thanks to the illustrators Izabela Markova and Todor Georgiev, who turned children’s ideas into colorful images and stories.

REMEMBER:

You have the right to be safe.

You have the right to be heard.

You are not alone.



Co-funded by
the European Union

