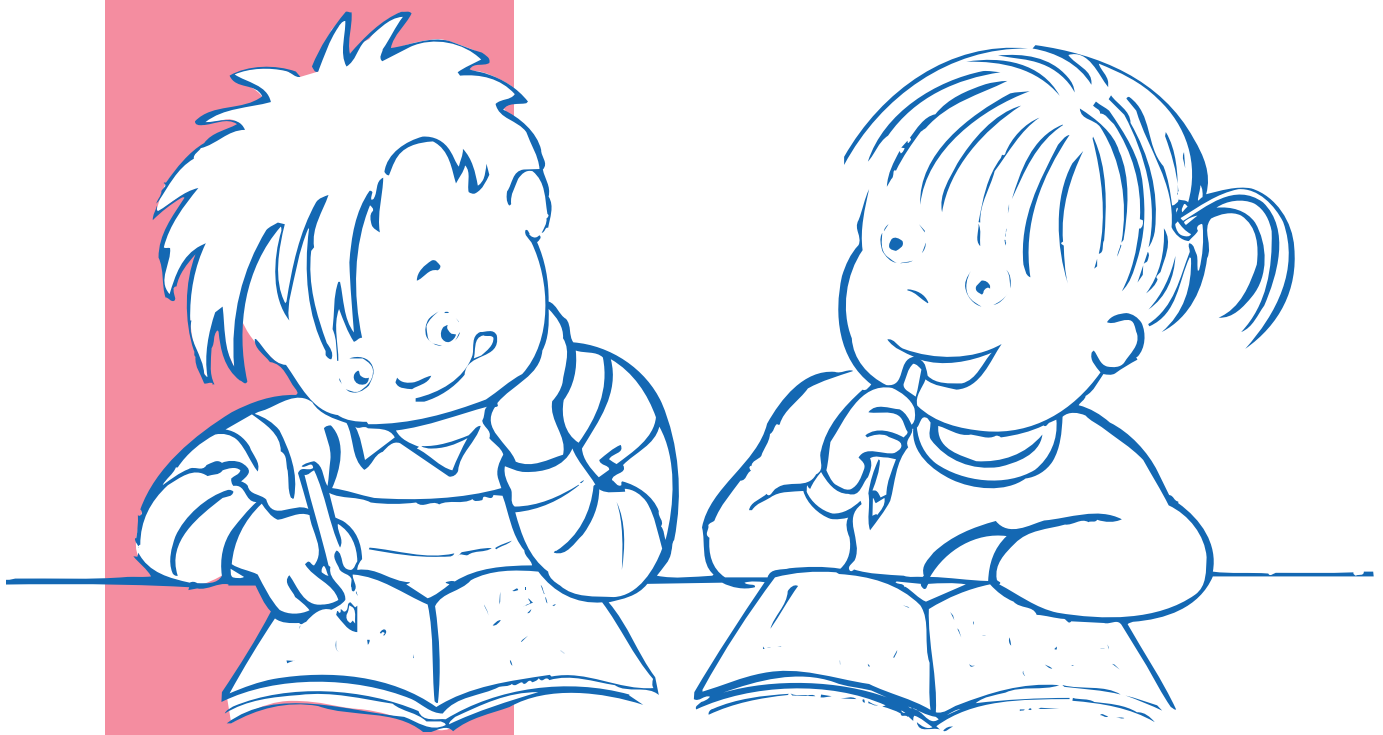


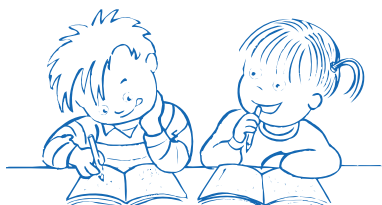
# PERSONAL SAFETY SKILLS FOR 1<sup>ST</sup> & 2<sup>ND</sup> CLASS



*The Stay Safe Programme*

LESSON PLANS

# 1ST & 2ND CLASS



## THE STAY SAFE PROGRAMME

Personal Safety Skills for Children in 1st and 2nd Classes.

by Rose Cullen, Maria Lawlor & Deirdre MacIntyre

Sincere thanks to all the teachers, parents and children who  
took part in the piloting of these lessons

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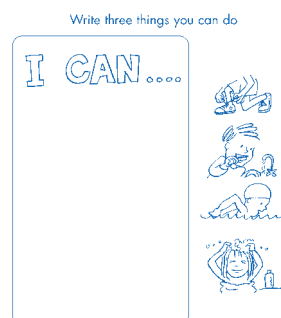


# INTRODUCTION

The Stay Safe lessons for 1st and 2nd classes expand and develop the personal safety concepts and skills taught at the previous level. The children learn to identify safe feelings as "Yes" feelings and unsafe feelings as "No" feelings. Specific situations, such as getting lost and being bullied, are explored in detail. Children learn that they can get rid of "No" feelings by asking an adult for help. Physical abuse is addressed by teaching children that they can tell about any touch that makes them feel unsafe. In relation to child sexual abuse, children are taught safety strategies to deal with inappropriate touches. They also learn how to deal confidently with approaches from strangers. For children to acquire these personal safety skills they will need ample role-play opportunities.

The Stay Safe programme should be taught in the context of Social, personal and health education. It is based on the following core elements, each of which is an integral part of the SPHE curriculum.

1. Nurturing children's self-esteem.
2. Building children's confidence.
3. Enabling children to be assertive.
4. Helping children to identify and express their feelings.



# PREPARATORY/PARALLEL WORK

In the broad context of Social, personal and health education, the following preparatory/parallel work is recommended. Some of this work is included in the SPHE curriculum and is not specific to the Stay Safe programme.

## Feelings

Before the Stay Safe lessons are introduced, it is important that children can name and recognise various feelings and that they have ample opportunity to discuss the topic of feelings in general. These discussions can be integrated across the curriculum in such areas as oral and written language development, religious education, drama, poetry and stories. Parents and teachers can help children learn that our feelings enable us to understand ourselves better. It is also important that children learn how to express and cope with various feelings in an appropriate manner, e.g. affection – shaking hands, hugging; anger – telling someone.

## Self-esteem

To ensure the successful introduction of the programme, it is important that teachers, parents and other significant adults in the child's life use every possible opportunity to develop the child's self-esteem and confidence. Ideally, the activities should be integrated across the curriculum. Using similar strategies in school and at home is important.

The family remains the most important learning environment for the child. Research conducted by Coopersmith (I.N.T.O., 1995) pinpointed three basic conditions which are instrumental to the development of high self-esteem in the home environment:

- Unconditional love and affection.
- Well defined limits, consistently enforced.
- A clear amount of respect shown to children.

The foundation on which children build their self-esteem has already been established before they

come to school. However, children's experience in school can have a powerful influence on their level of self-esteem. "Three conditions are essential in order to create an ethos and climate where learning conducive to the enhancement of self-esteem can take place. They are empathy, acceptance and genuineness" (I.N.T.O. 1995).

High self-esteem is essential for a child's personal happiness and contentment. It is important therefore that home and school are conscious of promoting the harmonious development of a real sense of self-worth in children. All children need love, security and care. They also need to know that they are respected at home, in school and in the classroom.

## *Some suggestions to enhance children's self esteem.*

The following activities are suggestions only. The teacher may need to make changes appropriate to the age and ability of the children.

- Explore with the children how we all learn from our mistakes. Encourage them to try new tasks and face new situations.
- Give compliments and show children how to accept them gracefully.
- Have a "listening time". The teacher takes the role of the "listener". Children talk about:
  - Their personal opinions and preferences.
  - Choices and decisions they make.
  - Factors that may influence these personal decisions or choices.
  - Their strengths, abilities and personal characteristics.
- Allocate responsibilities to the children, making it clear that they should take them seriously. Children like to live up to expectations.
- Emphasise strengths; be specific.
- Teachers and parents should encourage

children to talk about their learning and experiences.

- Set tasks at a level at which the children can succeed.
- Keep a class achievements calendar, e.g. children worked well in groups; learned how to (appropriate activity); won a match.

Finally, in seeking to enhance children's self esteem, the manner we speak to them says volumes about our regard and esteem for them.

- Well done – that's a lovely story. I really like how you described the surprise. What do you like about it?
- I like it better when you don't shout.
- The next time we do this, perhaps you could remember to do bigger writing.
- If you need help let me know.
- I knew you could do it.

In all of these examples, care has been taken to emphasise the positive. Telling a child that his writing is always too small does little for his self-esteem and saying that he makes you angry when he shouts, does even less. "If you need help, let me know," is more acceptable than "I'll help you if you can't do it," because it leaves the child with some control. "I knew you could do it," clearly works better than "So you have it done at long last."

### Assertiveness

Assertiveness is the ability to stand up for one's own rights without being aggressive. "Self-esteem and assertiveness are inextricably linked. In a sense assertiveness may be regarded as a manifestation of high self-esteem" (I.N.T.O., 1995). The Stay Safe lessons give children permission to say "No" in certain circumstances. In this way they can help to develop children's assertiveness. Co-operation and

liaison between parents and teachers is essential to ensure consistency between home and school.

Some suggestions to develop children's assertiveness skills.

- Encourage children to focus on what they can do now, e.g. skills they have learned since they started school.
- Through PE and drama classes help the children to develop good posture and assertive body language.
- Remind the children that they can say "No" to a touch they do not like. Using "What if" scenarios can be very effective. They help children to anticipate and plan what they would do in various situations. What if you are tickled too hard, what could you do? What if your aunt wants you to sit on her knee and it makes you feel silly?
- Let children practise saying "No" to bullying.
- Teach the children what to do in various emergencies. What if your Mum became ill and there was no one else in the house? What if your friend got into difficulty in the swimming pool? What if you got lost in a football stadium?
- Teach the children the correct way to answer the telephone.
- Teach the children how to ask for directions. Which way is it to the changing rooms? Where is the school library please?
- Teach the children the importance of saying, "I do not understand," if they are not clear about something. Remind them that it is all right to say, "Repeat that please." Also, that it is all right to say, "Please talk slowly as I am finding it difficult to understand."



## PREPARATORY/PARALLEL WORK

### Personal Boundaries and Body Space

Get the children to draw or list people

- they say hello to regularly.
- they shake hands with.
- they hug.

Now ask the children for examples of people they would not greet, shake hands with or hug. Emphasise the limited range of people whom they might hug. Encourage the children to talk about touches they like giving and receiving. Remind them that they should never touch anyone in a way that they don't like and reinforce the importance of respecting others.

### Other Safety Skills

Before introducing personal safety skills to children it is very important that they have learned safety skills relevant to other areas such as road safety, water safety, rules for travelling by car, bus or bicycle. It is equally important that they learn about safety with medicines.

### *Language and Vocabulary Development*

To increase the effectiveness of the Stay Safe lessons it is preferable for children to be familiar with the vocabulary used in the lessons prior to starting them.

# TEACHING THE STAY SAFE PROGRAMME

The Stay Safe programme provides an integrated, developmentally staged and comprehensive approach to teaching children personal safety skills. This task involves the training and co-operation of teachers, parents and the wider community in the interests of protecting children and preventing their victimisation.

The lesson plans are developmentally tailored. A multi-media approach is utilised to enhance learning and concept acquisition. Concepts are introduced gradually. Each new lesson builds naturally on the previous one. In common with other strands in the SPHE curriculum, much of the Stay Safe content is based on process and on establishing patterns of behaviour. Thus, the teaching process emphasises active learning and role-play. It is not enough that children remember the personal safety skills they learn, they must also be able to put these skills into practice in their daily lives.

There is an emphasis throughout the lesson content on positive experiences. This provides a secure base for dealing with situations which could threaten children's safety. Many teachers anticipate some level of embarrassment or "giddiness" when they begin to discuss inappropriate touching. This can be dealt with by predicting the children's initial embarrassed reaction and defining it as normal.

Since the underlying message of the Stay Safe programme is that children can and should tell an adult if they have a problem, it is possible that a child in the class may be prompted to confide in the teacher. Teachers should be familiar with Department of Education guidelines on responding appropriately to suspicions or disclosures of child abuse.

## Establishing Ground Rules

Before teaching the Stay Safe lessons, teachers may find it useful to spend time establishing some ground rules for the implementation of the programme. Such rules could include: giving

everyone an opportunity to speak; no interrupting; respect for one another and the adults in charge; confidentiality; support for one another; fair play.

## Role-play

Role-play exercises form an essential part of the programme. Children need to have an opportunity to translate concepts into behaviour. Therefore, it is important to involve as many children as possible in these exercises. PE/Drama classes can provide opportunities for further practise of the skills. If possible, elicit the help of resource teachers and parents so that all children have the opportunity to practice the skills at home and in school.

Allow the children to be in role. At the end of the exercise ensure that they have the opportunity to leave their role behind and return to their true selves. To facilitate this de-briefing process, teachers may like to let the children wear a scarf, an arm band or a wrist band as a sign that they are pretending. When the role-play is over they take off the particular object and then they are back to themselves again. At the end of the role play exercises, give the children time to reflect on the process and make sense of it.

*Note: The role-play exercises in the Stay Safe video can be a useful way to get started.*

## Circle Time

From time to time during the implementation of the programme, some teachers may like to do Circle Time with the children. If held regularly, Circle Time can improve children's self-esteem and promote greater co-operation within the school.

**Procedure:** The children sit in a circle. Each child says her name and one positive thing about herself. The game finishes when every child has had a turn. A different theme can be used every time, e.g. I like/dislike....; I am good at ...; I help....

Some teachers may not feel comfortable about doing Circle Time. However, even sitting in a circle when

# TEACHING THE STAY SAFE PROGRAMME

discussing the Stay Safe topics with the children can be advantageous. The circle creates a sense of togetherness and equality. It can also make role-play easier and more participative.

## Using Stories and Poems

Throughout the Stay Safe lessons stories and poems are used to introduce children to the various topics. The children can identify with the characters and their various experiences from a safe distance.

*Note: Teachers may need to change the Christian names used in the stories and poems to avoid embarrassment or awkwardness if a child in the class has the same name.*

## Artwork

Drawing, collage and painting are the main art activities used in the programme. Artwork is particularly relevant when working with infants and children who have literacy problems.

## Classroom Discussion

This is an important methodology used in the programme. The teacher needs to ensure that all relevant aspects of the topic under discussion are dealt with at a level appropriate to the age and developmental stage of the pupils.

## Games and Group Work

Such activities are used to develop a spirit of co-operation and mutual respect between the children and to help them to work as part of a team towards a common goal.

## Teachers' Feedback on the Programme

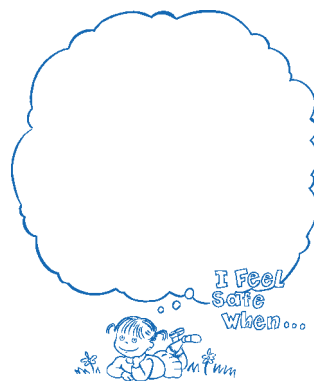
Teachers have reported that the programme enhanced their relationship with their pupils. Children began to see teachers as people they could confide in and teachers, in turn, found they were more aware of children's distress signals. The lessons opened up topics which may not have been discussed in the classroom before and allowed children to express their fears, doubts and insecurities. Many parents have reported a similar experience.

## Assessment

The final section of the Stay Safe lessons is entitled, Learning Checks. It is very important that relevant activities from this section are selected for assessment and revision purposes on a systematic basis. Role-play of the safety skills provide a good measure of what children have learned. Practice reinforces this learning. Observing the children in the classroom, at play time, during games and on school outings can also provide the teacher with important information on whether the children have learned the personal safety skills. This will allow the teacher to set revision tasks for the children based on areas where they are having difficulties. Themes from the Stay Safe programme can also be incorporated into activities such as art, drama, religious education or relevant areas of the SPHE curriculum. Consistent and planned revision of topics is essential for teaching personal safety skills.

# TOPIC 1

## FEELING SAFE AND UNSAFE



# TOPIC 1

## FEELING SAFE AND UNSAFE

### Approximate Teaching Time – Two 30 minute lessons

These lessons focus on feeling safe and unsafe. It is important to remember that young children may not understand the concept of feelings or emotions. They need very concrete examples and lots of repetition. Because young children can be very easily frightened, a positive context must first be established before introducing unsafe feelings. Children are taught to respond to their negative feelings in a way which promotes their safety and protection. The Stay Safe lessons provides basic rules for common situations and knowing these rules reduces fear.

#### OBJECTIVES

To give children the opportunity to relate and discuss positive personal experiences.

To enable children to identify times when they feel safe and unsafe.

To help children to identify safe feelings as "Yes" feelings and unsafe feelings as "No" feelings.

To teach children simple safety strategies for dealing with common unsafe situations, such as getting lost.

### Feeling Safe

Today we're going to spend some time talking about feelings. Use the following story to introduce the topic of feelings.

#### Story

It was a very special day for Joseph and Sarah. They were twins and it was their birthday. They were both seven years old. Mum and Dad had promised to take them to MacDonalds for a big birthday party. They had been looking forward to this day for a very long time. Now the big moment had arrived and they were very excited. They were all packed

into the car and headed off to MacDonalds. When they arrived everyone got a party hat. Then they had burgers and chips and more burgers and chips and of course, big glasses of Coke and orange. Then they had ice-cream and Dad got some on his nose and everyone laughed. Joseph's friend, David, started to sing and soon they were all singing their favourite songs. At last it was time to go home and everyone said it was one of the best parties ever.

Did the children enjoy the party?

What did they like?

How do you know?

How did they feel?

How do you know?

The twins felt happy on their birthday. They were very excited and enjoyed themselves a lot. When we are happy, we celebrate with our friends.

Draw some faces illustrating various emotions on the blackboard, e.g. happy, sad, surprised, angry, proud, scared. Ask the children to identify the feelings associated with the expressions. Ask them to list the things that make them feel happy, sad, angry, scared etc. Try to elicit an example from each child and ask them to select a face that matches the feeling. Encourage the children to think about how they express feelings. Remind them that we can talk to people we trust about our feelings.

I'm going to explain how feelings work. On the outside we have our bodies. Our bodies let us know if it's too cold by making us shiver and they let us know if it's too warm by making us sweaty. On the inside we have feelings and they let us know things too. Your feelings are inside you and your feelings can tell you things about what's happening to you. Different things give us different feelings. When we are looking forward to something, like Santa Claus or going to the zoo, we have nice, happy feelings.

In the Stay Safe programme we will be looking at times when we feel safe and times when we don't

feel safe. Let's talk about feeling safe first. Write the word "safe" on the blackboard. Encourage children to talk about times when they feel safe, places where they feel safe and people with whom they feel safe. Do you think Joseph and Sarah felt safe when they were at their birthday party? Yes, we usually feel safe when we are with our friends.

Here is a story about Eamon making new friends.

### Story

This is a story about a boy called Eamon. It's a story about a time when Eamon felt safe. Eamon was seven years old. He had to go to a new school in the city because his Dad had changed jobs. Eamon felt sad leaving his friends at the old school. But the teacher who met him at the new school smiled kindly and showed him to his classroom.

The teacher and the children in his class welcomed him. At break time Amy, the girl beside him, gave him some chocolate. At lunch time one of Eamon's new friends, Neil, showed him his soccer badges. Eamon felt safe in his new class with his new friends.

Did Eamon like his new class? Why?

Why did Eamon feel safe?

When do you feel safe?

How did you feel on your first day in this school?

Teacher might also like to tell the children about her first day as a teacher in the school.

Write the heading "Yes feelings" on the blackboard. Ask the children for examples of times when they felt safe and list them under this heading. In the Stay Safe programme safe feelings are called "Yes" feelings.

### Feeling Unsafe

Recap on the previous section by asking the children to give you examples of situations which make them feel safe, e.g. being collected by a parent from school, being tucked up in bed by Mummy or

Daddy, being with friends. Emphasise that these are "Yes" feelings and list as many as possible on the blackboard.

Who can give me an example of a time when they felt unsafe?

- What if you saw shadows in the dark?
- What if you were awakened by a thunder storm?
- What if you were chased by a dog?
- What if you were bullied?

Ask the children how they would feel in the above situations? Who could they talk to about their feelings?

### Music

Play some of the music from the "Safe/Unsafe" section of Stay Safe audio tape. Ask the children to describe how they felt when they were listening to the music.

Reassure them that we can all feel frightened from time to time and that it is OK. Let's see what we can do about these scary feelings.

Explain that feeling unsafe is a "No" feeling. Explain that when you have a "No" feeling you can do something to get rid of it and make yourself safe again. You can tell someone. Children should be encouraged to tell an adult about a "No" feeling.

### Rules if you get lost

Getting lost in a shopping centre is one thing that would be a "No" feeling. Has it ever happened to you? How did you feel? What could you do?

Elicit as many responses as possible from the children. Reinforce and discuss the safe, viable options.

Ask children why we have rules. Explain that rules are there to keep us safe. Discuss situations where rules are used, e.g. the Safe Cross Code.

Give the children the following rules about what to

# TOPIC 1

## FEELING SAFE AND UNSAFE

do if lost. Acknowledge rules that the children may already have from home.

1. Do not leave the shopping centre.
2. Approach an adult who works in the shopping centre.
3. Tell them your name, who you were with and that you are lost.

How would you feel when your Mammy or Daddy found you? So, if we follow the rules, we can feel safe and get rid of the "No" feeling. Let's practise it.

### Role-play

Invite the children to role-play being lost in a shopping centre, with you playing the role of the adult. Test the children's grasp of the rules by suggesting that they leave the shopping centre with you. If mistakes are made, give the child the chance to do it again effectively. Reinforce and praise all the correct responses. Ask parents to help with this role-play at home so that all the children will have the opportunity to practise the rules.

### More Safety Rules

*Note. At this age children should not be left unsupervised. The following section is included to teach children what they might do in an emergency.*

If you're in the house on your own and the doorbell rings:

1. Don't open the door.
2. Don't tell the person outside that you're on your own.

If the telephone rings when you're alone in the house:

1. Say "Hello". Don't tell them you're on your own.
2. Don't give your name.
3. Tell the person your Mammy/Daddy can't come to the phone and that you'll take a message.
4. Take the message and hang up.

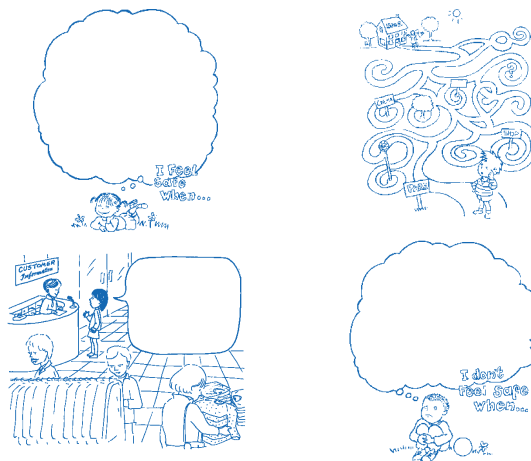
The rules we've learned today show us that we can get rid of "No" feelings by knowing what to do. We don't need to feel unsafe or scared. We can follow these rules and keep ourselves safe. Conclude by asking the children to complete the following statement - "If I get lost in ...I will ...."

*Note: it is important that children learn how to answer the telephone correctly and how to make a telephone call.*

### Follow-up activities – Topic 1

- Show section 1 of the video, "Feeling Safe and Unsafe". What did the Meerkat say to Anna? What happened to Tom?
- Children work in groups. Each group has to come up with as many feeling words as possible. Appoint a child in each group to record the list of words. The group with the most words gets a small prize.
- Tell Eamon's story to an adult you know and talk to him or her about times when you feel safe.
- Listen to the musical pieces again. In what ways do they differ? How did you feel while listening to the different pieces?
- Practice answering the telephone.

**Homework: See relevant worksheets for this section.**



# TOPIC 2

## BULLYING

Friends mind each other.





## TOPIC 2

### BULLYING

**Approximate Teaching Time - Two 30 minute lessons.**

*Note: Each school should develop a policy on bullying in consultation with parents, management, teachers and ancillary staff. It is the responsibility of all staff to implement this policy.*

Before the problem of bullying is addressed, children are given the opportunity to explore the subject of friendship. Learning how to make and keep friends is a good preventative strategy in relation to the bullying. If held regularly, Circle Time can also help to encourage co-operation and prevent bullying.

This topic lays the foundation for giving children the skills to resist various types of victimisation. It teaches them to identify situations in which they feel threatened. It asserts their right to say "No" to bullying and teaches them not to be ashamed if they have a problem. Often, children are too frightened or ashamed to tell about bullying.

#### OBJECTIVES

To teach the children to value friendship.

To clarify what bullying is.

To teach children how to cope if they are bullied and to give them the knowledge that they can seek help from an adult if they have a problem.

To teach children that even when they have broken the rules, they can still seek and get help.

To teach children not to bully others.

#### Friendship

Encourage the children to talk about their friends. How do you know when someone is your friend? List some friendly actions. Move on to a discussion on friendship using the following story as an introduction.

#### Story: A New Friend

James lives on a farm with his Mum and Dad. He has two sisters and one brother. His favourite hobby is swimming. He goes to the pool every Saturday. During the last year he made a new friend at the pool. His name is Pat. Pat has a physical disability. It is difficult for him to move his arms and legs. But now that he is getting more confident in the water, his arms and legs are stronger. James has great fun with Pat. Pat is always puffing up his cheeks and making funny faces which makes James laugh and laugh.

During the Summer holidays James invited Pat to visit his family on the farm. The day of his visit finally arrived. James and his sisters had made special party buns for Pat's visit. All of James' family liked Pat from the start.

After lunch the children went down to the bottom of the garden where they had their tree house. They knew that Pat would love to get up into the tree house. It took a while but with a step-ladder and the help of James' older brother and sisters they managed. You see, because of his disability, Pat had never been in a tree house before.

All the children struggled but then Pat got there. "Hooray!" they all shouted. Pat could see things in a way he had never been able to before. "So that is what it's like to climb a tree," he said happily. They stayed in the tree house for a long time playing games and talking about all sorts of things.

Where did Pat and James meet?

What treat did James and his sisters make for Pat?

What was at the bottom of James' garden?

What did the children do in the tree house?

All the children were friends. Name some of your friends.

Why are friends important to us?

How do we make friends?

How do we keep friends?

How do we talk to our friends?

How do friends behave towards one another?

Encourage the children to give their own examples.

- Friends help one another.
- Friends listen to one another.
- Friends have fun together.
- Friends care about one another.
- A friend is someone who listens to me, plays with me, who is kind to me.
- (Name) is my friend because .....

### Bullying

Being bullied is something that gives us all a “No” feeling and makes us feel scared. Can you tell me what bullying is? What does a bully do?

If necessary, explain to children that bullying does not always involve physical contact. Ask the children for examples of other types of bullying, e.g. name calling, exclusion and threats.

Explain that almost everyone has been bullied at some time, even teacher, and it's nothing to be ashamed of. The bully is at fault, not the victim.

Bullies may pretend that they're tough, but they're really cowards because they often pick on someone smaller, younger or someone who is alone. They try to pick on someone who won't stand up to them and who they think won't tell. Because they call us names and threaten us they can make us feel really small. Bullies try to make you feel it's your fault. But it is never your fault and you need not be ashamed to tell about it and get help.

Ask if anyone has ever been bullied or knows of someone who was bullied. What could they do? Reinforce the appropriate responses and record them on the blackboard. Explain that whenever you get a “No” feeling, you have the right to get help and the right to say “No” to whatever is upsetting you.

What can you do about bullies? Is it all right to say “No” to a bully? Yes, you have the right to say “No”. If you are too scared to say "No" out loud, then say "No" in your head and get away and tell someone about it.

### Role-play

Ask the children to role-play saying “No” to a bully who is demanding money from them. Now when you say "No" use your whole body. Notice the way you stand, use your arms, hold your face, use your eyes.

You already know rules for keeping yourself safe, e.g. water safety and road safety. Now here are our rules for keeping safe from bullies.

1. **Say “No” ( using assertive body language and eye contact.)**
2. **Get Away**
3. **Tell Someone**

Children role-play saying "No" firmly, looking the "bully" in the eye, striding away and telling an adult.

Sometimes the best way to deal with a bully is to make sure you're not on your own. Bullies usually don't pick on a group.

If the bully is much bigger than you or could hurt you, or if there's more than one of them, you should:

1. Get away as fast as you can.
2. Tell someone, an adult who will help.

This is not telling tales; it's telling to keep safe. You can always ask an adult to help you and you aren't telling tales; you're telling to keep safe. When the teacher thinks the children are confident about using the safety rules they can write out the slogan, "I can deal with bullies".

Remind the children that if they are being bullied by an adult they can also tell. For example if an adult hits you so hard that it leaves bruises you can tell.

## TOPIC 2

### BULLYING

#### Telling

So far, we have talked about the “No” feelings that bullies give us and we learned some rules for dealing with them. We have learned to say “No”, get away and tell someone. We learned that it isn’t your fault if you get bullied. You can always tell an adult and get help. Ask the children to give you reasons why they should tell an adult and list them on the blackboard.

Explain that there are times when children might not find it so easy to tell an adult because they might feel partly to blame for being bullied.

Use the following story to illustrate this point.

#### Story

Shane got a new bike for his birthday and was having a lot of fun riding it up and down in front of the house. He wanted everyone to see his new bike, so he asked his Mammy if he could go down to the shops. Mammy said that the main road was too busy and dangerous and told him to cycle around the cul de sac only. Shane sneaked down to the shops despite what his Mammy had said. Outside the sweetshop, a big tough fellow shoved him off his bike, leaving Shane stunned and upset on the footpath. When Shane picked up his bike he found the lamp was broken.

How do you think Shane felt? How would he feel about telling Daddy or Mammy what happened? What would you do if you were Shane?

Ask the children whether this was a “Yes” or a “No” feeling. Explain that even if you have broken the rules you should tell. Why? Because you have a “No” feeling. Shane needs to tell in order to make himself safe in the future. Who will Mammy or Daddy be most angry with, Shane or the bully? Explain that it may be harder to tell if you have broken a rule but you should still tell.

If you have a “No” feeling and if you feel confused and scared, you can tell an adult you trust in order to make sure you’ll be safe in future.

Ask the children to give you some happy endings to Shane’s story.

If you were Shane’s friend and he told you what had happened, what would you advise him to do? How could you help?

#### *It is Wrong to Bully Others*

You should not give anyone a “No” feeling and no one should give you a “No” feeling, or make you feel confused or scared. Friends trust and respect each other and we should all help each other to feel safe and happy. Everybody is important and we should treat them with respect. How would you do this? Who can remember some of the friendly actions we talked about earlier?

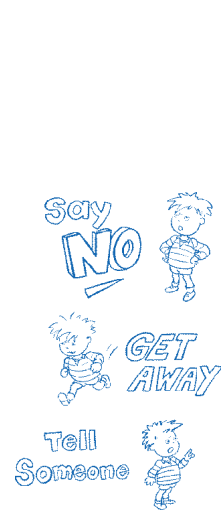
Reinforce that bullying is totally inappropriate behaviour by asking the children why it is not all right to call names, exclude, tease, threaten or make fun of other people because they are different. Bullying is always wrong. If you see it happening to someone else, tell.

#### Follow-up activities – Topic 2

- Show section 2 of the video and discuss.
- Divide the class into groups of four. Each child gets a sheet of paper and writes his name on it. At a signal from the teacher all the children start drawing a picture about friends. After a few minutes the teacher tells the children to stop drawing and to pass their drawing to the right. Continue until every child gets their own picture back. When the exercise is completed, let each group discuss among themselves how they felt about others continuing their work. Follow up with a class discussion on co-operation and trust.
- Children role-play, in pairs, telling an adult about being bullied. Reinforce the fact that they need not feel ashamed. It’s not their fault.
- Divide the class into five or six groups depending on class size. Get each group to do a large collage or painting on bullying.

- Suppose some of the girls in your class are bullying a girl from another class. What if your friend asks you to join in? What should you do? Why? Children role-play resisting the peer pressure and telling about the bullying.
- Using modelling material, make a model of yourself saying "No" to a bully.

**Homework:** See relevant worksheets for this section.



# TOPIC 3

## TOUCHES



**Approximate Teaching Time – Two 30 minute lessons.**

Children need to develop a sense of their own personal space and that of others. Children are given permission to say “No” to any touch they don't like, to unsafe touches or to touches they have been told to keep secret. It is important to give children permission to say "No" to adults when appropriate. Blind obedience is one of the reasons children are so vulnerable to abuse.

### OBJECTIVES

To teach children the concept of personal space.

To encourage children to value and enjoy normal affection.

To teach children how to deal with an inappropriate touch.

To teach the rule, never keep secrets about touching.

### Touches We Like/Dislike

Touch is one of our senses. Who can name our other senses? To express affection we hug, shake hands etc. Follow up with a discussion on touches you like giving and touches you like getting.

Ask the children to list touches that they like. Record their responses on the blackboard. Ask the children to list touches that they don't like. Record their responses alongside the previous list.

Do you think you can say “No” to someone who touches you in a way you don't like? Yes, you can. Your body belongs to you.

What if a friend of your Mammy's always pinches your cheeks when she comes over and you don't like it? What could you do? You could say, "Please don't do that". Would that be rude? No, not if you say it in a polite way. That friend of your Mammy's may not know that you don't like your cheeks being pinched.

### Role-play

Ask the children to role-play refusing a touch they don't like by saying “No”, by moving away and by being firm. Examples could include someone who wants to put them on their lap even though they feel too big for this now, or someone who tickles them too much, or someone who wants to hold their hand when they don't want this.

The teacher could do this role-play initially with another adult to illustrate how difficult it can be sometimes to say "No" firmly to someone we know well. Try to get the children to see that if they don't get their message across the first time that it is important to try again.

### Unsafe Touches

So we now know that we can say "No" politely to a touch we don't like. Let's see what can we do about a touch that makes us feel unsafe. Remember in the last lesson on bullying we talked about touches that made us feel unsafe, e.g. being pinched, kicked or hit. We learned what to do about these touches - Say "No", Get away and Tell. We learned to use these rules if another child hits us or kicks us or punches us.

Could it be an adult who makes you feel unsafe? What could you do? Emphasise to the children that they can still say "No". How many of you think that you might get into trouble for saying “No” to an adult? There are times when it's right to say “No” to an adult.

Differentiate between saying “No” to something that is dangerous, wrong or uncomfortable, and saying “No” to going to bed, doing homework or household chores. Emphasise the importance of saying “No” to keep safe. Ask the children to give you a list of situations where it's all right to say “No” to an adult. You can make this more fun by including a few ludicrous examples, such as the baby-sitter who suggests drawing pictures on the wall or someone who suggests playing football barefoot in the snow.

If you are too frightened to say “No”, what could

## TOPIC 3

### TOUCHES

you do then? Remember the rules we learned? Yes, you can tell someone. Never keep anything that gives you a "No" feeling secret. If you feel unsafe, look for help.

### Inappropriate Touches

*Note: If the children have learned the correct names for the private parts of their bodies in R.S.E. lessons, use the same terminology in this lesson.*

Who can remember what we learned so far about touches? We talked about times when it is all right to say "No" to grown ups. We talked about touches that give us a "Yes" feeling, like being hugged and also about touches that give us "No" feelings, like being pinched or kicked or hit. Today we are going to talk about touches again.

Some parts of your bodies get touched a lot. People may shake your hands, pat you on your head or put their arms around you. Other parts of your body are private and don't get touched so much, except if you're sick or at the doctor. The parts of your body covered by your underwear or swimsuit are private and special and no one has the right to touch you there. Why? You have the right to feel safe. No one has the right to ask you to keep a touch secret. There are some situations when you're sick or hurt and you may have to be examined by a nurse, a doctor or someone you trust. This is OK. If the doctor examines you, does he ask you to keep it a secret? Of course not. No one should ever ask you to keep a touch secret.

If anyone ever touches your private parts and asks you to keep it a secret, what can you do? Firstly remember it is not your fault. No one should ever ask you to keep a touch a secret. Remember your Stay Safe rules, you can use them - say "No", get away and tell.

### Role-play

Children role-play telling an adult about an inappropriate touch. Let the children practise the language they would use. Then divide the class into two groups, "Adult" and "Child". Groups carry out role-play until the teacher is confident that they

have learned the skill. Then they reverse roles and repeat the process.

What if you know and like the person who is touching you in a way that makes you feel unsafe, should you tell? Yes, you should always tell if someone is giving you a "No" feeling, even if it's your friend or someone in your family. It's not your fault and you have the right to feel safe. It might be hard to tell and you might be scared, but tell as soon as you can. You will feel better when you tell a grown up who can help. If you find it hard to tell, you could draw a picture or show on a doll where you were touched and what happened.

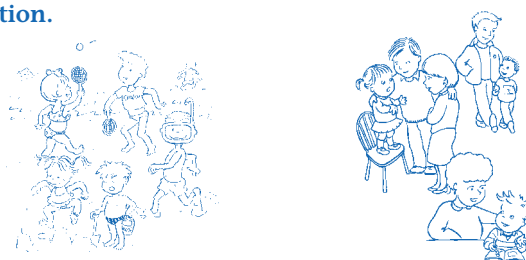
Introduce the third section of the video. Explain that the children in the video are learning about the same things. They are learning about 'Yes' feelings and "No" feelings and touches that give them 'Yes' feelings and "No" feelings.

After the video give the children the opportunity to discuss the topic in general. Make sure to emphasise that it is never the child's fault if someone gives them a "No" feeling or asks them to keep a touch a secret.

### Follow-up activities – Topic 3

- Draw, paint or make a model of someone you especially like to see.
- Draw or make a list of some of the touches you like.
- Draw or make a list of some of the touches you don't like.
- Ensure that each child gets plenty of opportunity to role-play telling about an inappropriate touch.

**Homework: See relevant worksheets for this section.**



# TOPIC 4

## SECRETS AND TELLING





## TOPIC 4

### SECRETS AND TELLING

#### Approximate Teaching Time – Two 30 minute lessons.

It is a fact that the vast majority of abusers are known to the child. Offenders rely on secrecy, threats and bribes. Children who know how to respond to requests for secrecy and how to resist threats and bribes are less vulnerable to abuse. We distinguish between good and bad secrets and encourage children to tell someone about anything that upsets them.

Children need to know that they can tell someone they trust about what has happened and that they will be listened to and believed. They need to be helped to tell as effectively as possible. Telling should be like a reflex. It should be an automatic response to anything which confuses or upsets the child. Each time we listen to a child's problem, we teach them that their feelings and concerns are important and will be taken seriously.

#### OBJECTIVES

To teach children how to distinguish between good and bad secrets.

To teach children how to tell effectively.

To develop a list of trusted people each child could go to with a problem.

To discuss the difficulty of telling when there are bribes or threats involved.

Recap briefly on the content of the last section.

#### Good and Bad Secrets

We have been talking about telling adults about our problems and in the last lesson, we discussed some of the reasons why it might be hard to tell. Today we're going to talk about good secrets and bad secrets.

Ask the children if they know what a good secret is.

Explain that a good secret is something that you feel good about, e.g. a pleasant surprise. What if your Grandad bought a present for your Daddy's birthday and he wants to show it to you, but only if you'll keep it a secret? Is that a good secret? Yes, because it's a surprise and you don't tell because it would ruin it for your Daddy's birthday. Good secrets aren't secrets for ever; they are surprises. Good secrets give us a "Yes" feeling.

Ask the children to give you examples of when they had to keep a good secret.

Some secrets are bad secrets. If someone bullies you on your way home from school and tells you to keep it secret, what should you do? Is this a good secret or a bad secret? Why should you tell? It isn't your secret; it's theirs. Remember you don't have to keep a bad secret. Always tell someone you trust and keep telling until someone helps you.

Use the following story to illustrate what we mean by a bad secret.

#### Story

John loved swimming. There was no swimming pool where he lived but every Saturday he visited his Nana's and went to the pool just beside her house. John had made friends with some older boys who lived on the same street as his Nana. One Saturday afternoon John was getting dressed after his swim. He was delighted with himself because one of the older boys had shown him how to dive and he was getting really good at it. Just as John was about to put on his clothes, this boy came over to him and started acting very strange. He tried to touch John on his private parts. John was really shocked and embarrassed. The older boy warned him not to tell, or they would both get into trouble. John got dressed as fast as he could and ran off to his Nana's. His Nana was surprised to see him home so soon. She gave him a big bowl of soup and started chatting to him about his swimming. John could not stop thinking about the boy's strange behaviour. He found it hard to concentrate on what his Nana was

saying to him. Suddenly his Nana stopped talking and looked at John with a worried expression and asked if he was all right. John said he was just tired after all the diving.

What would you do if you were John?

Would it be easy to tell?

In the end John told his Nana what had happened. He was embarrassed talking to his Nana but he had decided that it was a bad secret and that he needed to tell. His Nana understood and sorted out the problem.

Encourage the children to give you some more examples of bad secrets and to describe what they would do in these situations. Reinforce the safety rules and emphasise that they can always tell about a bad secret.

Ask the children what they should do if another child tells them about a bad secret. What would they advise their friend to do?

### Bribes and Threats

Ask the children what they would do if someone asked them to keep a secret and offered them a treat if they stayed quiet. What if someone offered them money or a new pair of runners? Explain that this is not a treat; it is a bribe to try to get them to do something they shouldn't do. Emphasise that they should always tell. The only secrets to keep are good secrets. A good secret is something everyone feels good about. It is like a surprise and it is not a secret forever.

What if someone asks you to keep a bad secret and warns you that you'll get into trouble if you tell, what would you do? Why do you think someone would threaten you like this?

Emphasise that they never have to keep a bad secret, and it's never their fault if they get a "No" feeling. Remember even if you have been threatened or bribed to keep a secret, you can still tell.

Play the 4th section of the video and then ask the children to tell you about it. This is a useful exercise as it enables you to judge who has learned the concepts and who might be misinterpreting them. List the main points on the blackboard.

### Telling

There are lots of reasons why telling someone about a problem can be hard. You might be afraid of being blamed, even though it's never your fault if you get a "No" feeling, or you might be a bit embarrassed. But you should never keep a touch secret. You can always tell an adult you trust and get help.

Before helping children to identify adults that they can trust, let them play the following game.

#### Safe Circle Game

Children stand close together in the circle, almost shoulder to shoulder. One child in the centre is blindfolded. The "circle-children" reach out their hands, ready to keep the child secure. He walks around in the circle at his own pace, crossing it, walking round the edge, exploring the feeling of being kept safe by so many people. Remind the children not to grab; their hands are only there to make a soft-edged circle. After a few minutes, the blindfolded child carefully touches someone in the circle and tries to guess who it is. That person can then be blindfolded and enjoy a safe walk. Some children may prefer to give their turn to someone else.

Follow up with a discussion on how it felt to be taking care of the child who was blindfolded, and also on how it felt to be blindfolded. Then discuss people we trust.

#### Who to tell

Ask each child to make a list of the adults they would tell if they had a problem. The list of people should include people outside the family as well as parents etc. Explain that it is important to tell an adult rather than another child because the adult will be able to help you.

## TOPIC 4

### SECRETS AND TELLING

#### *When to tell*

Sometimes we try to tell an adult about a problem but they do not listen properly. If you tried to tell your Mammy or Daddy about a problem and he or she didn't hear you, what could you do? You could try again. If that didn't work, what could you do? You could tell someone else. You should tell and keep telling until someone helps you.

#### *How to tell*

Give the children the opportunity to practise the language they would use to tell.

#### **Role-play**

Children role-play telling an adult about an inappropriate touch. Teacher as the adult, can pretend to be busy or disinterested in order to encourage the children to keep telling until they get help.

Recap on the lesson. Ask the children to tell you all the things they now know about telling. It is most important to emphasise that they should keep telling until they get help.

#### **Follow-up activities – Topic 4**

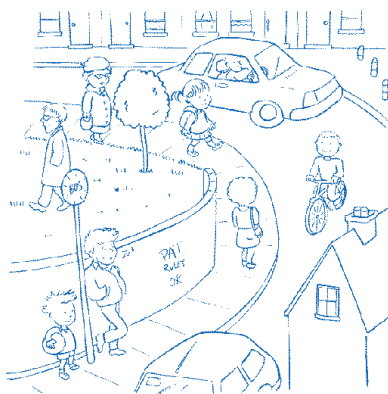
- Ask the children to talk about a time when someone special listened to them.
- Make a list of words to describe good and bad secrets.
- Make a list of adults you trust.

**Homework:** See relevant worksheets for this section.



# TOPIC 5

## STRANGERS



## TOPIC 5

### STRANGERS

#### Approximate Teaching Time – One 30 minute lesson.

Children need to know who strangers are. Many of them may have misconceptions. Some children think strangers are "men in cars". They need accurate information and specific guidelines, which will limit their vulnerability, while maintaining their ability to move about freely, without fear or anxiety, in their everyday lives.

*Note: Before introducing this topic the school should review its practice concerning visitors to the school and access to school buildings.*

#### OBJECTIVES

To clarify for the children who strangers are.

To give children safety strategies for dealing appropriately with strangers.

To help children feel less fear and anxiety about strangers.

In the last lesson we talked about good secrets and bad secrets and about telling to keep safe. In other lessons we learned rules for keeping safe and getting rid of "No" feelings. Can anyone tell me the Stay Safe rules? That's right - say "No", get away and tell someone. Today we're going to talk about keeping safe around strangers. You want to be able to keep yourself safe and have fun at the same time.

Use the following quiz to introduce the topic of strangers to the children.

#### Quiz – True or False

1. It is rude to say "No" to strangers?
2. Strangers are always men.
3. You have the right to be safe.
4. You know by looking at a stranger whether you can trust them or not.
5. Children don't have to talk to strangers.

6. Strangers are bad people.
7. If a stranger calls you by your name it means they know you.
8. Strangers have big cars.

Ask the children to describe a stranger. Note their descriptions and point out to them that a stranger is anyone you don't know. Most strangers are nice people. Can you tell by looking at someone if they're a nice person or not? Of course you can't. Do you think it does any good to be afraid of strangers? No, strangers are all around us. But there are rules that can help you to be safe when you're in situations where you have got to take care of yourself.

- What if you were playing in front of your house and someone stopped their car and asked you for directions to the local school, would it be all right to tell them?
- What if they asked you to go with them to show them the way, would that be all right?
- What if someone called you by name and offered you a lift home?

Play the section of the video on strangers. Discuss the video with the children. What rules did the talking camel have about strangers?

1. Never go anywhere with a stranger.
2. Never take anything from a stranger.

What if you are in the park with your friends and a woman asks you to help her look for her lost puppies, should you leave your friends? Should you go with her? What could you say? What if she offered you sweets if you helped out? Remember the stranger rules - never go with a stranger and never take anything from a stranger.

What if you were offered a gift by someone who says they know your family. Apply the safety rules to all these situations - say "No", get away and tell someone.

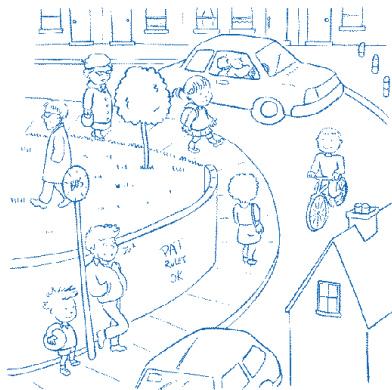
## Role-play

Ask the children to role-play refusing a stranger's request, with the teacher acting as the stranger. Test the limits of their understanding by trying to persuade them that you know them; by offering them a bribe; by threatening them. Reinforce all the appropriate responses.

## Follow-up activities – Topic 5

- Children make a class poster of “Strangers/People we know”, using photographs and pictures.
- Children write out their rules about strangers.

**Homework:** See relevant worksheets for this section.



## Certificate

On the completion of the Stay Safe lessons present each child with a Stay Safe Certificate.



# LEARNING CHECKS

*Learning checks should be used to revise the topics from time to time and to determine if the children have acquired the particular safety skills.*

*It is important to give the children the opportunity to role-play the safety skills again. This can be done through cross curricular activities.*

1. What are "Yes" feelings?
2. What are "No" feelings?
3. What should you do if you get a "No" feeling?
4. How do you make friends? How do you keep friends?
5. Do you know how to cope with bullying?
6. What should you do if someone touches you in a way that makes you feel unsafe?
7. What can you do if someone asks you to keep a touch a secret?
8. What's a good secret?
9. What's a bad secret?
10. Who can you tell if you have a problem?
11. How should you tell?
12. What if they don't listen?
13. What should you do if a stranger offers you a lift when you're on your own or with your friends?
14. What are the Stay Safe safety rules?

## Role-play

Children role-play:

1. Answering the telephone correctly.
2. Saying "No" to emotional bullying.
3. Telling about someone else being bullied.
4. Telling an adult about an inappropriate touch.
5. Trying to tell an adult about a problem but the adult is not listening.
6. Refusing a lift from a stranger who claims their mammy sent him.

# STAY SAFE SONG

## Stay safe song

I know when I feel good and when I feel bad  
I know when I'm happy and I know when I'm sad  
I know when to say "No", or to say "Yes"  
I know how to take good care of myself  
I know how to take good care of myself

I know how to keep a secret of mine  
But if it turns out bad, then only for a short time  
Because I'll tell it to my teacher or somebody I know  
I won't be happy until one of them knows  
I won't be happy until one of them knows

It's fun when you know something is safe  
Like watching T.V. or playing a game  
It's fun when you know things are OK  
I'm gonna stay safe and keep it that way  
I'm gonna stay safe and keep it that way

Sometime I get scared in this big world  
When bullied by boys and laughed at by girls  
Or hugged in a way that makes me say "No"  
It's never my fault, I just tell someone I know  
It's never my fault, I just tell someone I know

Bam, Bam, Bam, Bop, Shoo be do wa  
Bam, Bam, Bam, Bop, Shoo be do wa

## I fell happy when ...

I feel happy when I'm with all my friends - YES  
I feel safe when my whole family is there  
I know all the ways that I can stay safe  
Stay safe, stay safe, stay safe, stay safe.

I don't want No - NO FEELINGS  
You know what I mean - NO NO NO  
Don't try to bully me - No FEELING  
Or try to frighten me - NO NO NO

When you feel unsafe what should you do  
Get away, and tell somebody who'll help you  
Make it someone you know, you can trust and  
Stay safe, stay safe, stay safe, stay safe.

## Stranger's song

I can stay safe around strangers,  
Stay safe around strangers,  
If I don't know your name  
If I don't know where you're from  
Then you are a stranger.

I can stay safe around strangers,  
Stay safe around strangers,  
You might be nasty or you might be nice,  
and I'll stay safe, stay safe.

If I feel uncomfortable  
or get a no feeling  
If I'm not sure about you  
I'll say no, get away and tell someone

I can stay safe around strangers,  
Stay safe around strangers,  
Even if you know my name,  
or say you know my family  
I'll follow the stay safe rules.