

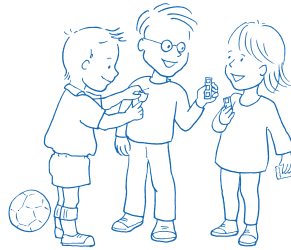
PERSONAL SAFETY SKILLS FOR
3RD & 4TH CLASS



The Stay Safe Programme

LESSON PLANS

3RD AND 4TH CLASS



THE STAY SAFE PROGRAMME

Personal Safety Skills for Children in 3rd and 4th 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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CONTENTS

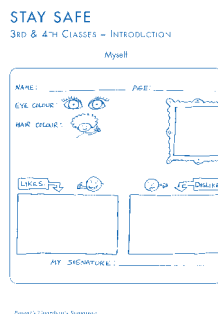
Introduction	Page	1
Preparatory Work	Page	2
Teaching the Stay Safe Programme	Page	5
Feeling Safe and Unsafe	Page	7
Bullying	Page	11
Touches	Page	16
Secrets/Telling	Page	20
Strangers	Page	24
Learning Checks	Page	27
Songs	Page	28
Worksheets	Page	29

INTRODUCTION

The Stay Safe lessons for 3rd and 4th classes set out to develop children's personal safety skills further. As children become more independent, their responsibility for personal safety increases. The identification of safe feelings as "Yes" feelings and unsafe feelings as "No" feelings is reinforced for the children. They are taught how to recognise, understand and deal with unsafe feelings. In relation to bullying, these lessons give children further opportunities to develop skills which will enable them to deal with this problem. The dilemmas involved in telling about bullying are explored in more detail. Children are encouraged to develop their sense of personal boundaries and body space, and the safety strategies for dealing with physical and sexual abuse are reinforced. In the section on secrets and telling, a broader range of dilemmas is presented, and safe strategies and responses are developed and practised. In the section on strangers children are introduced to the idea that it is their responsibility to make safe choices when they are out and about.

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.

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.

- Encourage the children to take an active role in class/school projects and events.
- Give compliments and show children how to accept them gracefully.
- Have a "listening time". The teacher is in the role of the "listener".
- Let the children express their personal opinions and feelings.
- Encourage the children to talk about various changes they've coped with.
- Let the children talk about making mistakes and learning from them.
- Allocate a responsibility to each child in the class if possible. Rotate the responsibilities regularly. Parents can encourage children to do jobs for themselves and for their younger siblings.
- Emphasise strengths; be specific.
- Teachers and parents should encourage the

child to talk about their daily experiences.

- Set tasks at a level at which the child can succeed.
- Teachers and parents can help children to make choices by asking them to express their preferences.
- Keep a class achievements calendar, e.g. children worked well together; learned how to (appropriate activity), played the game fairly.

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

- Well done – that's a lovely drawing. I love the way you drew the countryside in the Summer. 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 the children to focus on what they can do, e.g. what they can do now that they could not do two years ago.
- 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. This can help children to anticipate and plan what they would do in various situations.

What if your aunt/uncle is always pinching your cheeks, what could you do? What if your Mam/Dad is always patting you on the head and you don't like it?

- Let the 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?
- The teacher acknowledges that the children are becoming more self-reliant and independent. They are taught how to recognise situations where they may still need to ask for help or say, "I don't understand."

Personal Boundaries and Body Space

Teach the children the meaning of personal and private. Encourage the children to give their own explanations first. Follow up by discussing their growing need for space and privacy and stress the importance of respecting others need to be by themselves from time to time.

PREPARATORY/PARALLEL WORK

Other Safety Skills

Before introducing personal safety skills to children, it is important that the children 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 have learned 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.

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 mask 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 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.

TEACHING THE STAY SAFE PROGRAMME

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-plays 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.

In this topic the children are given the opportunity to relate and discuss positive personal experiences at an age appropriate level. They are introduced to the concept that their feelings inform them about their experiences. They are taught how to respond to negative feelings in a way which promotes their safety and protection.

OBJECTIVES

To give children the opportunity to discuss times when they felt safe and unsafe.

To help children to anticipate potentially dangerous situations.

To enable children to devise practical ways of dealing with unsafe situations.

Feeling Safe

Today we're going to spend some time talking about feelings. If relevant teacher recaps briefly on work covered on feelings in other areas of the curriculum.

Take each of the following statements and ask the children to complete them or divide the blackboard in four and get the children to list times when they feel happy, confident, safe, loved.

I feel happy when...

I feel confident when...

I feel proud when...

I feel loved when...

Your feelings belong to you and we all have many different feelings and many different emotions. Your feelings tell you about yourself and about the world around you. It is important to express your feelings. Discuss with the children how they express feelings and who they discuss them with. Use the following

examples to illustrate what you mean.

- What if your friend Debbie gave you a lovely birthday present. How would you feel? How could you express this feeling to Debbie?
- What if your brother came first in a race. How would you feel? What could you say to him?
- What if you went on a ghost train with your Aunt and you were so terrified that you started screaming. Then your Aunt put her arm around you and told you it would be all right. How would you feel? What could you say to her?

Ask the children to describe times when they feel safe, places where they feel safe and people with whom they feel safe. Explain that throughout the lessons you will be using the term, "Yes" feelings, as a general term for times when they feel safe.

Feeling Unsafe

In the last section, we talked about "Yes" feelings and you gave examples of all the things that give you "Yes" feelings and make you feel safe. But we don't have "Yes" feelings all the time. Sometimes we might not feel safe. We're going to call these feelings, "No" feelings. "No" feelings are all the feelings that make us feel unsafe, like when we're lost or worried about something.

Ask the children for examples of "No" feelings and elicit responses from as many as possible. Write their responses on the blackboard. Select the examples which involve feeling unsafe. Explain that you will be concentrating on these feelings and what they can do about them.

If you get a "No" feeling or feel unsafe, you can do something about it. You can do something to get rid of that "No" feeling and feel safe again.

Rules if I get lost

Getting lost in a busy street would certainly be a "No" feeling.

If you got lost in a busy street, what could you do?

Has it ever happened to any of you? How did you feel?

Elicit as many responses as possible and discuss the proposed solutions. The purpose of this discussion is to make the children feel successful in solving the problem. Don't criticise any unrealistic responses. Instead, repeat and reinforce the safe, viable options. Discuss the purpose of safety rules, e.g. water safety and road safety. Explain that rules are there to keep us safe.

Give the children the following rules about what to do if lost on a busy street. (Acknowledge rules that the children may already have from home.)

1. Do not wander from where you became separated from your Mum or Dad.
2. Try and get help from an Garda or security person.
3. Tell the person your name, who you were with and that you are lost.

How would you feel when your mammy or daddy found you? Would that be a "Yes" feeling? 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 on a busy street, with teacher playing the role of the adult who helps.

In order to provide a good example of the appropriate way to handle being lost, always start by choosing a child that you feel confident will give the correct responses. Also choose some of the children you feel may be vulnerable. If mistakes are made, give the child the chance to do it again effectively. Remind the children that we all learn from our mistakes. Reinforce and praise all the correct responses. To see if they can apply the safety rules in other situations, pose some hypothetical situations appropriate to their everyday experience.

More safety rules

Children of your age are not normally left unsupervised at home. However, if such a situation did arise and you were in the house on your own and the phone or doorbell rang, how would you feel? You might feel a bit scared. Would that be a "Yes" feeling or a "No" feeling? Here is a story about a boy who was on his own at home. Let's see what he did.

Story

This is a story about a time when Jack felt unsafe. Jack and his mother love coffee. Usually they have some coffee when Jack gets in from school. One day Jack's Mum was about to make the coffee when she realised she had no sugar. She said she would pop next door to borrow some. Jack's Mum had just left when the doorbell rang. Jack got a fright. He did not know what to do. While he was still thinking, the bell gave another loud ring. Jack whizzed into the living room and peeped out the window. It was a woman and she had books in her hands. She looked friendly and the books looked colourful and interesting. Jack was tempted to open the door because he loved reading. Then he remembered the rule – never open the door to strangers. It seemed like an age before the lady left but eventually she turned away and walked back down the path.

About five minutes later Jack's mum came back. He told her what had happened. When his mum had heard the full story, she told him how delighted she was that he had remembered the safety rule.

What happened when Jack's Mum went next door?

Did Jack feel safe or unsafe when the doorbell rang?

Did Jack make a safe choice?

Why was Jack's mum delighted when she came back?

What would you do if you were Jack?

Emphasise that by following some rules, the children can get rid of that "No" feeling. Give the children

TOPIC 1

FEELING SAFE AND UNSAFE

the following safety strategies:

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.
3. If they have a message ask them to come back later. Say Mummy or Daddy are busy.

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

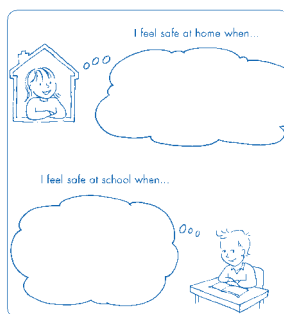
1. Say "Hello". Don't tell them you're on your own.
2. Don't give your name.
3. Tell the person your Mummy/Daddy can't come to the phone and that you'll take a message.
4. Take the message and hang up.

Note: It is important that children know how to use both private and public telephones.

Role-play

Children role-play answering the phone when they are in the house on their own.

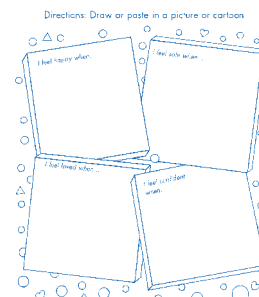
These rules we've learned today show us that we can get rid of "No" feelings by knowing what to do. We don't need to feel unsafe or scared. We can follow these rules and help to keep ourselves safe.



Follow-up activities – Topic 1

- Feeling Sculpture: Choose two children. One child whispers a "feeling" word to the other child. Both children then make a sculpture of the feeling. They then see whether the other children in the class can guess what the feeling is.
- Make a list of feelings or emotions. Write class definitions next to each feeling word.
- Make a Safe/Unsafe frieze for the classroom.
- Children make a folder for their Stay Safe work.
- Children do a class project on the telephone, including how to use various telephones, public/private, card/coin.

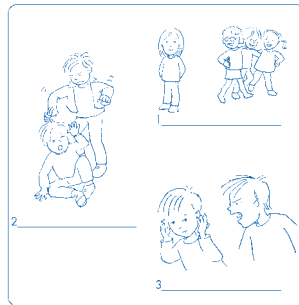
Homework: See relevant worksheets for this section.



TOPIC 2

BULLYING

Bullying is...1,2,3



TOPIC 2

BULLYING

Approximate Teaching Time – Two 30 minute lessons.

Note: Having a written school policy on bullying which is agreed by all the partners in the school and which is conscientiously implemented can go a long way towards preventing bullying.

These lessons assert the children's right to say "No" to bullying, and teaches them not to be ashamed if they have a problem, but to seek help. Too often children feel humiliated by an abusive incident and are too frightened or ashamed to tell. At this age children may come under considerable pressure from their peers to stay quiet about bullying. The dilemmas involved in telling are explored in detail with the children.

OBJECTIVES

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

To give children safety strategies for dealing with bullying.

To reinforce the importance of breaking the silence about bullying.

To teach children that it is not acceptable to bully others.

Friendship

Before introducing the topic of bullying, focus on pro-social behaviour and friendship first. Ask the children to write a co-operative story on an imaginary friend of the class. It could start like this: "One cold wet day in February, the children in 3rd/4th class had a very unusual visitor"

Try to ensure that every child in the class contributes to the story. When the story is finished it can be used to discuss the following:

- Friends – why they are important.
- How to make friends
- How to keep friends
- What to do when friends fall out.

When this discussion is finished do the following group activity with the class

Activity

Divide the class into groups of four and encourage the children to talk about their own friends. Ask each group to come up with as many words as possible to describe friends. Record their lists, they can be used later as the basis for an art display.

Bullying

Now, so far we have talked about how to keep safe and how to get rid of a "No" feeling if you're lost. We learned some ways of keeping safe. We have also learned about friends - how to make and keep them. Today we're going to talk about some more "No" feelings. Being bullied is something that gives us all "No" feelings, and often we feel very helpless and scared.

The teacher introduces the topic of bullying by reading the following poem to the class.

Poem

My name is Paul,
I'm not so tall,
In fact I'm quite small.

Bullies took away my ball,
Caused me to fall,
Laughed at it all.

At first I felt mad,
I was hurting real bad,
I was a lonely lad.

Then I went to my dad,
I told him I was sad,
And now I feel so glad.

My name is Paul,
I look quite small,
But inside I feel tall.

(Orna Dunlevy.)

What did Paul do about the bullies?

What made Paul feel glad?

Why do you think Paul felt tall inside?

What is bullying? Encourage the children to explain what they think bullying is.

- Imagine I am a visitor to your school. What kind of bullying might I see in this school?
- Imagine I am on your school bus. What kind of bullying might I see?
- Imagine I am a visitor in your neighbourhood. What kind of bullying might I see?
- Imagine I am a visitor to your football club or swimming club. What kind of bullying might I see?

Teacher emphasises that it is not their fault if they are bullied.

- What if you were playing football in the playground and a boy came along and started pushing you around? That's bullying.
- What if a group of boys and girls on your street are always making fun of you and they never let you join in their games? That's bullying.
- What if two boys threaten to beat you up on your way home from school? That's bullying.

Is it OK to say "No" to a bully? Yes, you have a right to say "No". We have the right to be safe. So what can we do if we are bullied? We can follow some rules which help us feel safe again.

1. **Say "No"**
2. **Get Away**
3. **Tell an adult you trust**
4. **Keep telling until someone helps**

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.

Teacher needs to acknowledge that sometimes it may be too frightening to say "No" out loud to a bully. You can still say "No" in your head and tell yourself that you don't deserve this. Then you must try to get away as fast as you can and tell someone about it. This is not telling tales; it's telling to keep safe. You can always ask an adult to help you.

Make the point that adults can be bullies too. Emphasise to the children that they can still use the same rules. Discuss with them how they would feel about using these rules if it was an adult who was bullying them.

Telling

Explain that there are times when children might not find it easy to tell an adult because they might feel partly to blame for being bullied. I am going to tell you a story about a girl who was bullied and who was afraid to tell.

Story

My name is Lisa and my favourite hobby is fishing. I just love being at the river and I love the feeling I get when I reel in a fish. Last Saturday was my tenth birthday and I got a new fishing rod for a present. For me it was the best fishing rod in Ireland and I was just dying to try it out. Unfortunately, there was no one to come fishing with me and I had been warned hundreds of times never to go to the river on my own.

I could see myself casting in. I could almost feel the fish on the end of the line. I just had to go. I sneaked upstairs, grabbed the rod and ran off. Soon I was at the best spot on the river. Then it happened. Two teenagers came up and started jeering me. "Oh, look at the stupid little girl trying to fish," said the first one. "That rod's wasted on a little baby like you," roared the second one. "If you don't give it to us, we'll throw it in the river."

TOPIC 2

BULLYING

How would you feel if you were Lisa?

Is it harder for Lisa to tell because she has broken a rule?

Should she tell?

Who will Mummy or Daddy be most angry with, Lisa or the teenagers?

What would you do?

Ask the children to give you some happy endings to Lisa's story.

If you have a "No" feeling and if you feel confused and scared, remember you can tell an adult you trust in order to feel safe again

Before moving on to the next section give the children an opportunity to consider other reasons why telling about bullying may not be easy.

- What if you were being bullied and you were worried that if you told the bullying might get worse?
- What if a new boy was being bullied by a group in your class. You were afraid they'd pick on you next if you didn't join in?
- What if you are being bullied but you were afraid to tell because tell-talers in your school get a really hard time?
- What if you were bullied before and you told a teacher but nothing happened, so what is the point in telling again?

Teacher and children try to work out viable solutions to the above dilemmas.

Highlight for the children the benefits of telling so that they can express their scared, angry feelings to an adult they trust and get help to overcome the problem. Remind the children that they do not have to tell everyone if they are bullied. Choose one adult you trust and tell that person what happened to you in private.

Learning Not To Bully Others

Here is a story about a girl who developed the bad habit of bullying the other children in her class.

Story

Gemma did not like school. She hated having to wait her turn and liked to be the centre of attention all the time. To get notice she would push the other children around, take their pencils and call them names. The other children didn't like Gemma. They saw her as somebody who always wanted a fight. But they didn't tell on Gemma because they were afraid of her.

Once there was an Art competition in the school. Gemma became really jealous because one of the girls in her class won the first prize. The teacher had the winning picture displayed in the centre of the news notice board. Someone scribbled all over the beautiful painting. The other children in the class suspected Gemma but no one could prove it.

Use this story to promote discussion on why some children bully. Focus the discussion on how bullying can be dealt with.

You should not give anyone a "No" feeling or make them feel embarrassed, confused or scared. Everyone has the right to be safe. Friends trust and respect each other and we should all help each other to feel safe and confident.

Reinforce bullying as totally inappropriate behaviour by asking the children why it is not all right to call names, to hit or kick others, to exclude, to tease, to threaten or to make fun of others because they are different.

- What if a girl/boy in your class is always being called "brain box" and "teachers' pet".
- What if you call another child a nickname and she tells you she doesn't like it, what should you do? Why?
- What if your friend is being bullied?
- What should you do if you see that another

child in your school is being bullied because they look different?

- If a girl on your road is always being excluded by the other children, what could you do?
- What if you are tempted to bully your younger brother, how could you stop yourself?

Role-play

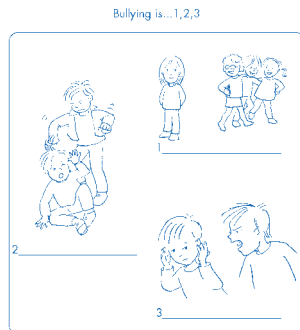
Children role-play in pairs saying “No” to a friend who wants them to bully the new child in the class.

After this role-play, ask the children if they think they will lose their friend because they said “No”. Emphasise that these are times when we should say “No” to our friends. Saying “No” to a friend is not breaking friendship.

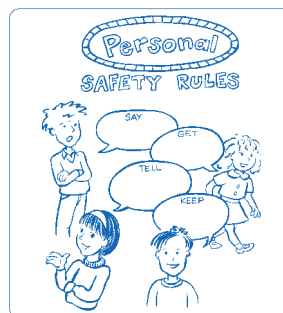
Follow-up activities – Topic 2

- Using the list of words about friends and relevant pictures from magazines and books, the children make a classroom display on ‘Friendship’.
- Children devise scenarios in which they role-play telling a trustworthy adult about bullying.
- The class design a school poster to encourage children to tell about bullying.

Homework: See relevant worksheet for this section.



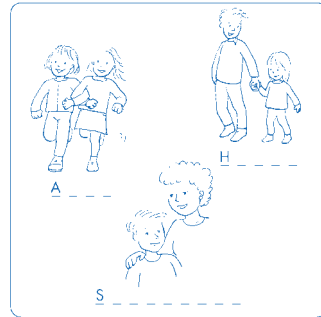
Words are located across, down and diagonally.



TOPIC 3

TOUCHES

Some parts of our bodies get touched a lot.
Can you name these parts?



Approximate Teaching Time – Two 30 minute lessons.

In these lessons the children are encouraged to value and enjoy appropriate healthy touch. Children also need to be given a sense of control over their own bodies, and helped to distinguish between appropriate and inappropriate touch. The message that it is all right to say “No” to a touch they dislike, an unsafe touch or a touch they have been told to keep secret, is reinforced. The dilemmas involved in saying “No” to an adult are explored further.

OBJECTIVES

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

To increase body awareness get each child to measure his thumb, hand, wrist, ankle, foot and waist. Children can work in pairs. Follow up class discussion on the findings emphasising how we are all different.

Today we are going to talk about touches. 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 your aunt always tickles you when she comes to visit and you don't like it anymore. What could you do? You could say, “Please don't do that.” Would that be rude? No, not if you do it in a polite

way. Your aunt may not know that you don't like being tickled. There are two ways you can let someone know that you don't like what they're doing. One way is with your voice and the other way is with your body. Let's practise. And of course you can always ask Mummy or Daddy to help.

Role-play

Ask the children to role-play asserting their right to refuse a touch they don't like by saying “No”, by moving away and by being firm. Examples could include an adult who pinches their checks or who keeps patting them on the head, or a friend who wants to link arms when they don't want this.

Unsafe touches

We have talked about touches we like and dislike. Some of us like being tickled and some of us don't. But no one likes to be pinched, pushed around or hit. They are all unsafe touches and they give us “No” feelings.

If anyone touches you in a way that makes you feel unsafe you have the right to speak up and tell them to stop. You have the right to say “No”. We have learned that we can say “No” to a bully who makes us feel unsafe. What if it is an adult who is making you feel unsafe. You 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 inappropriate, and saying “No” to going to bed, doing homework or household chores.

- What if someone tries to make you smoke a cigarette or drink alcohol?
- What if your uncle, who is minding you, asks you to go to bed because it is late?
- What if someone hits you so hard that it leaves bruises?

TOPIC 3

TOUCHES

- What if your granny asks you to go to the shop for her?
- What if your older cousin offers you a lift on his bicycle and you have no helmet?
- What if someone is always talking to you in a way that makes you feel really bad about yourself?

Emphasise the importance of saying “No” to keep safe and to get rid of “No” feelings.

It is all right to say “No” to an adult if they are asking you to do something that is dangerous, wrong or that makes you feel unsafe. Say “No” if you get a “No” feeling or if you feel confused.

What if saying “No” and moving away doesn’t work, what else could you do? Remember the rules we learned? Yes, tell someone you trust. Never keep anything that gives you a “No” feeling a secret and remember it is not your fault.

Roleplay

Children role-play telling about a touch which makes them feel unsafe.

Inappropriate touches

Note: If the children have learned the correct names for the private parts of their bodies in R.S.E. lessons change this lesson accordingly.

We have learned that we have the right to say “No” to a touch we don’t like or a touch which makes us feel unsafe. We talked about touches that give us a “Yes” feeling, like being hugged and also about touches that give us “No” feelings, like being hit, pinched or tickled too hard. Today we’re going to talk about touches again.

We know what to do about touches we don’t like and unsafe touches. There are other touches that we might find confusing. I’m going to read you a story about a boy called Michael to explain what I mean.

Story

Michael was coming home from school on the bus one dark evening in December. He had only a few miles or so to go to his own house which was way out in the country. This was his favourite stretch of the journey because he nearly always had the whole bus to himself. This evening there was only one other passenger apart from himself. He looked vaguely familiar. As Michael was just about to stretch himself out on the seat, the other passenger came over and started chatting to him. He told him that he’d been watching him on the football pitch at the Saturday games and he thought that Michael would grow up to be a great footballer. Michael was really pleased. He dreamt of playing for Manchester United one day. Michael was enjoying the chat but then the man started touching him in a way that made him feel very frightened and unsafe. He was embarrassed and wondered what to do. Michael pushed past the man and ran up to the driver and told him what had happened. He was relieved that his stop was just around the corner. He felt better after he’d told his Mum and Dad.

How do you think Michael felt? What would you do if you were Michael? Encourage children to explore what they would do in this situation.

Reinforce that unless children are ill, people do not generally touch their private parts. Are there times when a adult might have to touch your private parts? Yes, if you were sick or hurt. But you won’t be asked to keep these touches a secret.

No one should ever ask you to keep a touch a secret. The rule is: we never keep secrets about touching. This rule applies everywhere - at home, in school, in the swimming pool, on the bus. Hugs and kisses should never have to be a secret. If someone wants you to keep secrets about touching, remember it is not your fault, and you can tell someone about it. Tell as soon as you are ready, as soon as you can.

Safety Rules

If anyone ever touches your private parts and asks you to keep it a secret, what can you do? Remember your Stay Safe rules. You can use them.

1. Say "No"
2. Get away
3. Tell

First break down the safety rules for the children. Then give them an opportunity to practise each rule in turn. Finally combine the three rules.

How would you say "No". What if you were too afraid to say "No" out loud? Say it in your head anyway and get away and tell.

No one has the right to ask you to keep a touch a secret. You can tell. It is never your fault and you have the right to feel safe.

How many of you think that you would get into trouble for saying "No" to an adult? There are times when it is right to say "No" to an adult. In the story about Michael it was a person he did not know very well who made him feel unsafe and confused. But what if it was someone he knew well? Yes, he would still use the same rules. If someone asks you to keep a touch a secret, you should use the same rules even if it was a person you knew well, even if it was someone in your own family.

Emphasise the importance of saying "No" to keep safe:

- What if someone touches you on your private parts and you feel unsafe?
- What if some older girls offer you money if you will let them touch your private parts?
- What if an older boy offers you sweets if you touch his private parts?
- What if a woman you know and like wants you to touch her private parts?
- What if someone you know asks you to take off all your clothes?

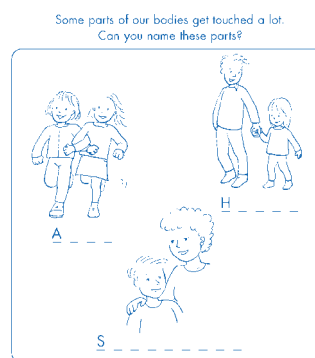
Role-play

Children role-play telling about an inappropriate touch.

Follow-up activities – Topic 3

- Do a class project on 'How our bodies work' – heart, lungs, kidneys, blood etc.
- Talk to someone at home about touches you like and dislike.
- Write out five examples of when it is all right to say "No" to an adult.

Homework: See relevant worksheet for this section.



TOPIC 4

SECRETS AND TELLING

MY STAY-SAFE LIST

MY NAME:

MY PARENTS NAMES:

MY ADDRESS:

..... MY PHONE NO:

MY PARENTS WORKPLACE PHONE NUMBERS:

ADULTS I CAN TELL:

.....

PHONE NUMBERS

POLICE:

FIRE:

DOCTOR:

Approximate Teaching Time – Two 30 minute lessons.

Perpetrators rely on secrecy, threats and bribes. 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 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 adults each child could go to with a problem.

To discuss the dilemmas involved in telling.

We have been talking about telling adults about problems. 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 nice surprise. Ask them to give you examples of when they had to keep a good secret. A good secret gives us a "Yes" feeling.

Here is a story about a boy who had a bad secret.

Story

Liam is 10 years old. He has just changed schools because his Mam and Dad bought a new house in the city. At first he liked his new school a lot. But now some of the boys on his street are calling him thick and stupid. Liam has started to hate himself. He feels sad. Sometimes the boys hit him as well as calling him names. This makes him feel very

unsafe. He feels too embarrassed to tell about it. A few weeks ago the teacher started to do the Stay Safe programme with the children. Now Liam has learned that he can say "No" to the bullies.

Liam shouted "No" at the bullies and ran away. Next day he told his Mammy and his teacher in private. His Mammy and the teacher helped him. Now Liam is happy again. He feels safe and there is no more name calling or hitting.

What kind of secret did Liam have? Safe or unsafe?

What happened after he told?

What if another girl or boy in your school keeps hitting you and calling you names, and warns you not to tell? Is this a good or a bad secret? Is this a safe or an unsafe secret? What could you do?

The children decide whether the following secrets are good or bad.

- Mum bought a present for Granny's birthday. She asked the children to keep it a secret.
- An adult you know and like touched you on your private parts and then said this is our secret. Do you promise not to tell anyone else?
- Ciaran has a stammer. Two of the other children on the street are always teasing him about it.
- Ger's Mum is going to have a new baby.
- Bernadette won the sports person of the year award in her school but the teacher told the other children to keep it a secret until prize giving day.
- An older boy touched Jason's private parts. He gave Jason sweets and told him that he had to keep it a secret.

The rule is - never keep a bad secret, tell a trusted adult.

Telling

In the last lesson we talked about the importance of

TOPIC 4

SECRETS AND TELLING

telling if someone is touching you in a way that makes you feel unsafe, or gives you a “No” feeling. We also learned that no one should ever ask you to keep a touch a secret. Before helping children to identify adults in their lives that they can trust, let them play the following game.

Game – Oranges and Lemons

Children work in pairs - Oranges and Lemons. Oranges close their eyes and hold out their right hand, palm facing upwards. Lemons stand opposite Oranges and place their right hands on Oranges’ hands. Teacher selects a slow instrumental musical piece. Then Lemons lead Oranges around the room, being very careful that they don’t come to any harm. Encourage the children to use all the available space, leading their partner all the time, palm to palm. When the music stops, Oranges and Lemons reverse roles and repeat the process. Follow up with a discussion on how it felt to be leading and to be lead. Did the Oranges trust the Lemons to keep them safe?

What is trust? How do you know when you can trust someone?

Ask the children to give you reasons why they should tell a trusted adult about unwanted touches. They should tell because what happened made them feel confused or upset; in order to keep safe; in order to get help; because it wasn’t their fault; because it gave them a “No” feeling.

Sometimes telling can be very difficult. Do you remember when we talked about bullies and I told you the story about Lisa? Lisa felt confused and was afraid to tell in case she would be blamed.

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

It might be hard to tell if it was someone you loved

and you didn’t want to get them into trouble, but you should still tell to make yourself safe again. Remember it is all right to tell as soon as you can, as soon as you’re ready.

Explain that adults care about what happens to children and will help them. Ask each child to make a list of the adults they would tell if they had any type of problem. This list 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 better able to help. Before moving on to discuss telling in more detail, ask the children what they would do if a friend had a bad secret but was afraid to tell. Reinforce appropriate responses, e.g. advise your friend to tell, go with him to tell, tell for him.

Sometimes we try to tell an adult something but they may not listen properly. Bernard encountered this problem. Let’s see what happened.

Story

Bernard had a problem. He was just learning how to swim. He liked his swimming teacher and he used to have great fun in the pool with his friends during free time. At the last lesson, the teacher told the children that they would all have to put their faces in the water next week. Bernard was terrified. He hated being splashed. How was he going to manage to put his whole face in the water? Bernard tried to talk to his Mammy about his worry all week but he never got the chance. His Mum and Dad were busy wallpapering the hall. On the last night before swimming, Bernard asked his Mother if he could talk to her about something. His Mum said, “Is it very important because your Dad and I are really busy at the moment?” Bernard said, “It is really important; I’ve been trying to talk to you all week about it and I need to talk to you now.” Bernard had figured that the only thing to do was to make it very clear to his Mum that he had something important to say. Luckily, Bernard’s Mum got the message straight away and soon Bernard felt much better.

If you tried to tell your Mammy or Daddy about a problem and she or he 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.

Bribes and Threats

Teacher asks the children to explain what a bribe is. If necessary, clarify that it is when someone gives you a treat to try to trick you into doing something wrong. For example, someone you really liked touched your private parts and promised to buy you a present if you kept it secret. Explain that this is not a present, but a bribe.

Ask the children for suggestions about what to do about bribes. Emphasise the importance of telling even if they have taken the bribe.

No one should try to make you keep a bad secret. Even if they warn you that you will get into trouble for telling, you can still tell. What if some older boys are always hitting your best friend and pushing him around? They have warned him that if he tells, they will really hurt him.

Explain that even though he is being threatened by the other boys, he can still tell to get help.

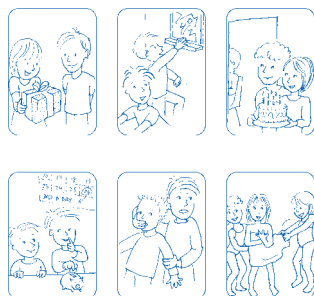
Recap on the lesson. Ask the children to tell you all the things they now know about telling. It is most important to emphasise that they should keep telling until they get help.

Follow-up activities – Topic 4

- Get the children to choose whom they would tell if they were in Conor's position.
- Role-play telling about a bad secret, with the teacher as the adult they are telling. You should reinforce that they were right to tell; it's not their fault.
- Using drama/puppetry children devise various scenarios around the following:
 - (a) Some adults don't listen to children,
 - (b) Children being threatened or bribed.
- Divide the class into pairs, A's and B's. Write a list of topics on the blackboard. A listens to B on his chosen topic and vice versa. Follow up with a discussion on how to be a good listener.

Homework: See relevant worksheet for this section.

Mark the good secrets



MY STAY - SAFE LIST

MY NAME:

MY PARENTS NAMES:

MY ADDRESS:

MY PHONE NO:

MY PARENTS WORKPLACE PHONE NUMBERS:

ADULTS I CAN TELL:

.....

PHONE NUMBERS

POLICE:

FIRE:

DOCTOR:

Write a short story about a good secret and illustrate it

TOPIC 5

STRANGERS

Circle the safe strangers



Approximate Teaching Time – One 30 minute lesson.

Children need to know who strangers really are. Many of them may have misconceptions. Some children think strangers are men in cars. They need accurate information and specific guidelines which will enable them to deal effectively with any approaches from strangers.

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

OBJECTIVES

To teach children how to deal appropriately with strangers.

To teach children how to prevent abuse by strangers.

To help children to feel less fear and anxiety about strangers.

To teach children the safety skills necessary for their protection in self care situations.

So far, we've learned about keeping ourselves safe. We've learned about "Yes" feelings and "No" feelings and we've learned the safety rules: say "No", get away and tell someone. Today, we're going to talk about applying these rules to strangers. You need to be able to keep yourself safe and have confidence to go out and about on your own or with your friends.

Ask the children to define a stranger. Listen carefully to their answers because they reflect their thinking, beliefs and concerns. Reinforce the appropriate responses and note any which might reflect undue anxiety.

Strangers are people 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 and choices that can help you be safe when you're in situations where you have got to be responsible for yourself.

Here is a story about Deirdre who travels on her own on the train each week

Note: It may be necessary to alter the story to make it more relevant to the lives of the children in your school.

Story

Deirdre lives in Mullingar but she goes to school in Dublin. She goes to a special school because she can't hear very well. She studies Irish, English, Maths, Art and Crafts, and lots of other things. She also learns how to use sign language and how to lip-read.

Deirdre likes the school very much. But she doesn't like having to get the train home every Friday, and back again every Sunday evening because she has to travel by herself and it can be quite scary.

One Friday when she arrived in Mullingar station it was already dark. She was tired and hungry, but looking forward to seeing Mammy and Daddy and her sister. And she was especially looking forward to her dinner! But there was nobody there to meet her. Everyone else got off the train and went off, and after a few minutes there was nobody left on the platform, except Deirdre.

The Station Master, whom she knew well from travelling on the train so often, was at the other side of the station in his office. Deirdre decided to wait where she was for her parents. Next thing she sensed someone behind her. She turned around and there was a man there. He smiled and said something, but of course she didn't know what he was saying. She smiled back and shrugged to show she couldn't understand. He spoke again, pointing to the dark night, and wrapping his arms around himself to show that the night was cold, then gestured towards the exit. Deirdre realised that he was offering her a lift home. She shook her head. He spoke again, and he must have been shouting

TOPIC 5

STRANGERS

loudly because she could sense the vibrations. He beckoned to her to come. She shook her head again. Just then she saw the station master coming over the footbridge towards her. He handed her a note which she could read by the platform light. It said, "Your Mammy and Daddy will be here soon. The car got a puncture. Stay in the waiting room until they come." So Deirdre went into the bright warm room and she immediately felt better. When she looked at the other platform, the man was gone.

A few minutes later Mammy and Daddy arrived, all apologies for being late. Deirdre told them about the man who had scared her, and they promised to sort it out and make sure he never bothered her again.

Did Deirdre make a safe choice when she said "No" to the stranger?

Did she make a safe choice when she went to the waiting room instead of accepting the stranger's offer?

What would you have done?

Role-play

Children role-play saying "No" assertively to an offer from a stranger.

Imagine you are in a big shop with your parents and you ask if you can go to look at the sports section. Your parents say it's all right, with the understanding that you'll stay there until they come to collect you. When you are in the sports department, you are approached by someone who offers you a pair of roller skates if you help them to carry in some boxes, but first you'll have to leave the shop with them. What are your choices? What should you do? How would you feel? What if you decided to go with them and then you changed your mind, what could you do then?

Remind the children to apply the safety rules - say 'No', get away and tell someone.

Reinforce:

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

So does this mean that strangers are bad? No, it just means you don't know them. So you don't go with or take anything from someone you don't know, when you're on your own or with your friends.

Explore some situations when children might not be sure what to do. The rule is: if you don't know, don't go. Examples could include: being collected from school by someone who claims to be sent by Mammy; being offered a lift by someone who says they know your Daddy; a stranger asking for help; being lost and having to ask a stranger for help.

Note: Observing how children relate to strangers visiting the school, can be a useful way of assessing how well they have internalised these safety rules.

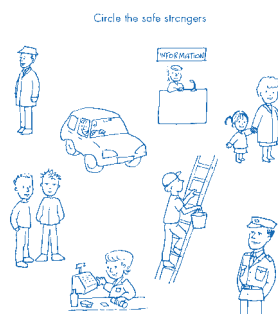
Follow-up activities – Topic 5

- Children role-play saying "No" to a stranger who offers them a bribe.
- Decide on who would be the "safest" stranger to ask for help if you were lost in a strange town, in a museum, in a football stadium or on a beach.

Homework: See relevant worksheet 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.

Show the video to the children. When it's finished ask children the following questions:

1. What are "Yes" feelings?
2. What are "No" feelings?
3. List some of the things friends do for each other.
4. What action can you take if you are bullied?
5. What should you do if someone asks you to keep a touch a secret?
6. What should you do if someone touches you in a way that makes you feel unsafe?
7. If you feel worried about something what should you do?
8. What's a good secret?
9. What's a bad secret?
10. Who can you tell if you have a problem?
11. What if the grown-up you choose does not listen?
12. What if you tell a trusted adult and nothing happens?
13. Why should you tell if someone asks you to keep a bad secret?
14. What should you do if a stranger offers you a lift when you're on your own or with your friends?

Role-play

1. Children role-play encouraging a friend to tell a trustworthy adult about an inappropriate touch.
2. Children role-play telling a trusted adult about a touch which hurts them. The first adult they choose won't listen, so they have to choose another one and repeat the telling process.
3. Children role-play what they would do if a stranger arrived when they were at home alone.

STAY SAFE SONGS

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.