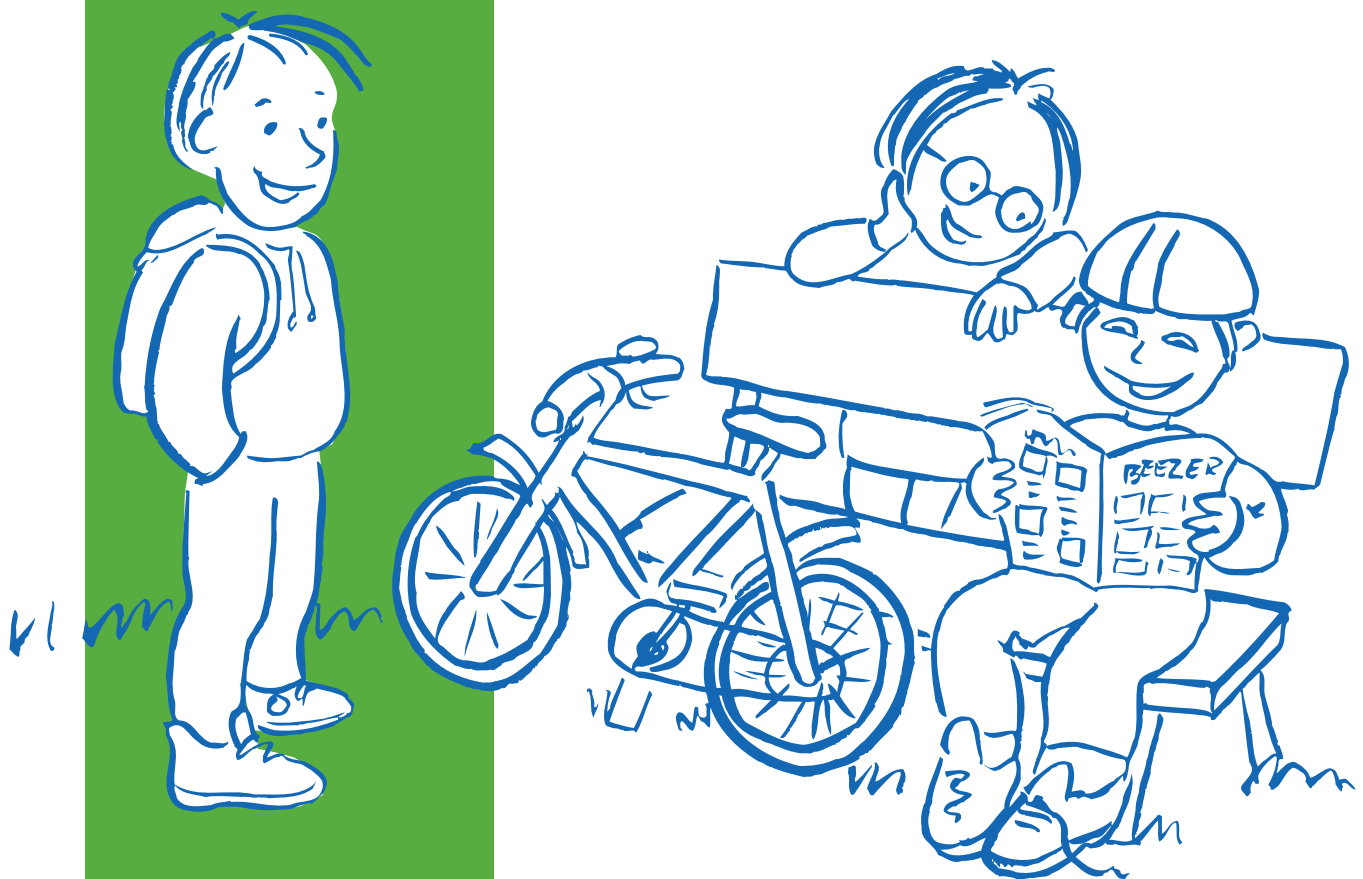
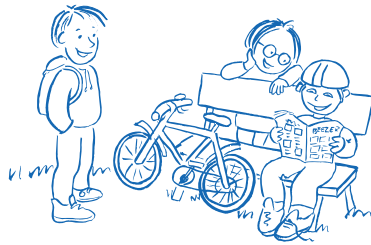


PERSONAL SAFETY SKILLS FOR
5TH & 6TH CLASS



The Stay Safe Programme

LESSON PLANS
5TH AND 6TH CLASS



THE STAY SAFE PROGRAMME

Personal Safety Skills for Children in 5th and 6th 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 programme for 5th and 6th classes is designed to teach children personal safety skills in the context of their developing independence. The emphasis at this level is on a problem solving approach. Children are encouraged to consider a range of 'unsafe' situations, helped to identify the dilemmas involved and then to generate the most appropriate solutions to these problems.

In the programme children are reminded that although they may be older and more self reliant they can still ask adults for help about anything that is worrying them. The message that the majority of adults take children's feelings seriously is reinforced.

Older children in abusive situations are likely to be conscious of the often upsetting consequences of disclosure. They are unlikely to tell unless they feel the response they receive will be adequately protective.

Barriers to telling such as guilt, fear and loyalty are explored and options are presented in the context of safe choices. Peer disclosures are very common and are addressed at this level as is the issue of peer victimisation by bullying or otherwise. Children's responsibility to respect the feelings of others is emphasised.

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

Helping children to identify, discuss and explore a range of feelings is an important module in the SPHE curriculum. Children who have developed such an ability will be very well prepared for the Stay Safe lessons. Children in 5th and 6th classes need to be given the opportunity to consider how they would express feelings like joy, anger, sadness etc. They also need to practise how to express their feelings in a socially 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 only suggestions. The teacher may need to make changes appropriate to the particular class she is working with.

- * Let children be part of the decision making, when appropriate. The children must see that their contributions are acted on.
- * Give compliments and show children how to accept them gracefully.
- * Have a "listening time". The teacher is doing the listening.
- * Allocate a responsibility to each child in the class if possible, making it clear that they should take them seriously. Children like to live up to expectations.
- * Emphasise strengths; be specific.
- * Teachers and parents can encourage the child to talk about how their individuality is expressed - hobbies, interests, opinions etc.
- * Set tasks at a level at which the child can succeed.
- * Keep a class achievements calendar, e.g. children completed a group task, carried out a project independently, organised a class activity.

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 – your poem was very good. I really like your description of how the famine victim felt in this poem. What do you like about it?
- * I don't like it when you shout like that.
- * 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 now, e.g. what kind of decisions they make for themselves.
- * 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 let the children practice being assertive to a peer or adult who touches them in a way that they dislike.

- * Let the children practise saying "No" to bullying.
- * Teach the children what to do in various emergencies. What if your Granny/Grandad became ill and there was no one else in the house? What if your friend got into difficulty in the swimming pool? What if your sister fell off her bicycle and her knee was bleeding badly?
- * Teach the children how to ask for and give directions.
- * Teach the children the importance of knowing how and when to get help.

As children get older they come to appreciate the need for individual space and privacy. Discuss with the pupils their need for space and time to engage in favourite pastimes and their need for a place to be alone and undisturbed. Emphasise that we must also respect others rights to privacy and body space.

Other Safety Skills

Before introducing personal safety skills to children it is very important that they to 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.

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.

Approximate Teaching Time – One 40 minute lesson.

Children are encouraged to identify and express their feelings appropriately. They are also taught that our feelings help us to understand ourselves better and that they can share their feelings with adults.

Children then discuss various safe and unsafe situations. The examples used take account of the fact that they are becoming more independent. It is important that they learn how to make safe choices in the various situations they may encounter.

OBJECTIVES

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

To give children the opportunity to discuss and learn safe viable options in various threatening situations

Get the class to agree on ground rules before starting the programme (See page 4).

Feeling Safe

If the children have been taught the Stay Safe programme previously, assess how much knowledge they have retained. Explain that now that they are older they have to stand on their own two feet and they need to learn more about personal safety. If the class have not done the Stay Safe programme before, just proceed; each set of lessons stands alone.

Recap on work already covered on feelings in other areas of the curriculum. Encourage the children to talk about the range of feelings we can experience, including strong feelings like excitement, grief, anger and jealousy. Discussion of favourite T.V. programmes, films, stories and poems can be a useful way of exploring this topic.

Emphasise the importance of expressing our feelings

appropriately and remind the children that friends, parents or teachers cannot read their minds.

What if you came storming into the house, threw your bag on the floor, ran upstairs and slammed your bedroom door? Would your Mam or Dad know what your problem was? Would they know how to help you?

Ask the children to suggest more appropriate ways of expressing their feelings which will ensure that the problem is solved.

In the Stay Safe programme, we will learn about safety strategies and discuss how to say “No” and get help in difficult situations. The rules of the road or water safety rules are there to guide us and keep us safe. In this programme you will learn how to make safe choices about your personal safety.

Can you think of places where you like to be because you feel safe? Can you name some places where it is safe to play? Describe some safe choices that you have made while playing. Can you name some people with whom you feel safe?

Feeling Unsafe

Ask the class if there were times when they did not feel safe. Possible examples could include: coming home from a friend’s house when it was getting dark, being asked directions by a stranger when you were alone, being at home on your own, playing near a busy road. Listen carefully to the children’s own examples and reassure them about any worries they may have.

If we feel unsafe we can do something about it. We can react in a way that will make us feel safe and secure again. Let’s discuss what we could do in the following situations:

- (a) You missed the bus home from school.
- (b) Your friends want you to play down near the railway/river but you know it is too dangerous.
- (c) You become separated from your friends in a

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FEELING SAFE AND UNSAFE

large shopping centre.

- (d) You are walking home from a match with your little sister, when a car pulls up beside you and a woman asks for directions.
- (e) You lose sight of your teacher and friends on a school tour.
- (f) You are walking home from the local shop when a stranger begins to follow you.
- (g) The phone rings when you're in the house on your own and a voice you don't recognise, asks to speak to your mother or father.
- (h) You get lost on holiday in a foreign country.
- (i) Your mother gets on the train/bus and it moves off without you.
- (j) You are at home on your own and the doorbell rings. There is a woman outside. She says her car is broken down and she wants to use the telephone.


Elicit as many responses as possible and help the children to generate safe and sensible solutions. The purpose of the lesson is to teach children to be cautious rather than to raise their anxieties. Discuss and include any rules they may have been taught at home. Children should be encouraged to tell an adult whenever they feel unsafe.

Follow-up activities – Topic 1

- Children discuss safe solutions for (a) to (j) above and then create short dramas around them.
- Write a story or poem about a time you felt really frightened.

Homework: Use relevant worksheets for this section.

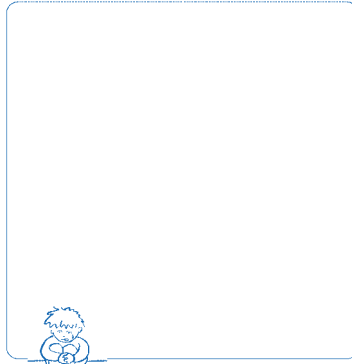
Safe choices I make:



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BULLYING

Write a short story/poem about bullying and illustrate it

A large empty rectangular box with rounded corners, intended for writing a short story or poem and illustrating it. A small cartoon character is positioned at the bottom left corner of the box.

TOPIC 2

BULLYING

Approximate Teaching Time – One 40 minute lesson.

Children in 5th and 6th classes can be both victims and perpetrators of bullying. These behaviour patterns can continue into post-primary school. At this age it is important that children are given the opportunity to discuss the many complexities which surround the problem of bullying. In this section the problem is explored in detail. Children are given the opportunity to develop various safety skills to deal with bullying.

Suggestions to minimise bullying behaviour.

- * Develop and implement a whole school policy to tackle the problem.
- * Obtain parental co-operation.
- * Establish a support structure for the child who is being victimised.
- * Hold Circle Time to promote greater co-operation within the class.
- * Try to get the child who is bullying and his or her parents to acknowledge the fact. This will help him or her to overcome the problem.

OBJECTIVES

To teach children to value friendship.

To give children safety strategies for dealing with bullying.

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

Friendship

How would you describe a friend? Do we need friends? Why? What qualities do we look for in a friend? Do we make friends automatically? Is it easy to make a friend? What can help to build friendship? What destroys it? In what ways are you

a good friend? How do you know when someone is your friend? Is it all right to change friends?

Reassure the children that making and changing friends is a normal part of growing up. Stress the importance of helping each other and respecting differences.

What is Bullying?

Sometimes friendships go wrong and people become bullies or are bullied. This can be a very frightening experience and we must all try not to let it happen.

Use one of the following stories to introduce the topic of bullying.

Story 1

Robyn, my sister, had got a new locket for her birthday. "Robyn, Robyn, get up it's time for school," I shouted. (I'm her sister Renee, I'm 9.) She was late. When she had gone, I found her Maths book in her room, so I ran after her to give it to her. I got as far as no. 7 on our road and saw her sitting on the wall.

Debbie, Jane, Jodie and Chloe came up the road. I stopped and hid behind the wall. "Have you got it?" they said. "Yes," answered Robyn. "Where is it?" they said, shaking her. "Here, here, take it and go!" she said. I could hardly believe it! She was giving them her new locket. They left, and Robyn sat there crying.

My big sister being bullied!. "Robyn," I said. "Don't tell Mum and Dad, will you?" she said. "N-n-n-o, but why are they bullying you?" I asked. "I don't know. I have to go to school I'll be late," she answered. What will I do, I thought? I have told her I will not tell, but..... The next day Robyn came home with a bruise on her face. She told Mum that she had fallen out in the yard. I went up to her room and knocked on the door. "Come in!" she called. "Robyn, tell me what really happened?" I questioned. "They hit me, because I would not give them my lunch money," she said. "I think I should tell Mum and Dad," I said. "If you do, I will kill

you!" she shouted. "OK OK," I answered.

I was going to school next day, so I decided to watch her. In the morning, Robyn asked Mum for extra money because she said she needed more school things. I watched them at lunchtime and Robyn gave them the extra money that Mum gave her. I was so annoyed. I shouted out, "You big bullies!" and ran. Robyn ran after me shouting. I told my teacher, Mrs Rogers. She told Mrs Downs, the principal. Mrs Downs called Debbie, Jane, Jodie and Chloe to her office and called their parents. They got into serious trouble and gave Robyn's belongings back. She was so happy because she got her locket back.

When we got home, Mum knew everything and was both happy and annoyed at Robyn. Robyn was very glad that I told and she was not grumpy with me. I was also glad because maybe when they had stopped bullying Robyn, they might have bullied somebody else, like me.

(Claire Lumsden, age 11.)

Story 2

P.J. woke up and knew immediately it was a special day. "Yes! Saturday! I'm going to get my new jacket at last," he told himself as he confidently hopped out of bed and went down to breakfast.

"What time will you be home at today P.J.?" his mother asked as she poured out the tea. "I'm working at the vegetable stall until 5.30 and then I'm meeting Sean at the cinema, so I'd say I'd be home about 9 o'clock," he replied. "Dad, will you drive me over to Byrne's, I'm a bit late?" he asked. "Alright, alright, I will, I will," he replied. "I'll have to hand it to you son, you have worked hard to get this jacket. How much did you say it will cost?" he enquired. "£98," P.J. answered sheepishly. "What!" his father exclaimed, "£98 for a denim jacket. I'm glad I'm not paying for it. What's wrong with your school anorak?" P.J. bit his lip and replied slowly, "Look it's what I want, I've saved for it and I'm getting it, OK?" "I hope its worth it and that you

take good care of it at that price," his mother chimed in frostily as she cleared the dishes away.

Work just flew by at the vegetable stall and the magic moment came when Mr Byrne paid him. Feeling as though he was floating, he walked the short distance into town to The Arcade. He stood outside the window and gazed at the jacket. "Wow! it looks cool, better than I expected." In what seemed like minutes he was in and back out into the sunshine sporting one of Levi Strauss' greatest creations.

He looked at his reflection in every shop window that he passed by. He just could not help it. "Life is wonderful," he murmured to himself as he headed up to the cinema.

When P.J. saw the large group of kids outside the Regent he felt a bit nervous so he kept a sharp eye out for Sean who had said he'd meet him outside. His heart sank when he saw John Martin and Tom Walsh leaning up against a pillar, staring at him. "Hello P-e-e J-a-y," Tom jeered, "Is your mammy not with ye, to hold your hand?" P.J. tried to ignore his remarks and went towards the cinema door to find Sean. "Where did ye get the jacket P-e-e J-a-y? Rob it off your big brother?" shouted John. "It's way too big for ya, you look like a dwarf in it," sneered Tom.

P.J.'s whole face turned red as he felt everyone in the queue staring at him. He wished he was wearing his inconspicuous anorak and could melt into the crowd. Propelled forward by the need to get away from his tormentors he advanced to the ticket office and paid for his seat. "Is it not bad enough that I have to put up with them every day in school, without meeting them here. And just where is Sean?"

He waited in the foyer until everyone had gone in. When he heard the film starting, he took courage in his hands and went in alone. In the gloom he could see that there were plenty of empty seats. He checked to see where they were sitting. As expected they were at the back with their feet up on the seats

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in front of them. P.J. selected a spot right in the middle of the cinema where he felt safe. He kept a seat for Sean.

As he got absorbed in the film he relaxed and chewed some gum, completely forgetting about the previous events. A kick from the seat behind jolted him back to reality. When he turned around his worst fears were confirmed. Martin and Walsh had sneaked down from their perch and were sitting right behind him. Trying to ignore their continuing remarks he pulled the collar of his new jacket up around his neck. The thumping at the back of his seat never stopped. It drove him so mad that he turned and shouted at the pair, "Stop it, or else!" "Or else what?" leered Tom into his ear. Suddenly a torch beam focused on the three of them. "Quiet," hissed the usherette and instantly the racket from behind ended.

The minute the film ended, P.J. left the cinema hurriedly and went to catch the bus. He sat upstairs. It was so hot that he took off his jacket. Something white caught his eye. Opening up the back of his jacket he saw that it was covered with large splashes of paint. Panic gripped his heart. He rubbed frantically to get them off but they didn't budge. Kelly and Walsh, that's who did it; they are always messing with Tipp-ex," he whispered to himself. "No wonder they were so silent when the usherette left." P.J. crumpled the jacket into a ball, he couldn't bear to look at it now. His mother's warning echoed in his mind. He thought bitterly about all the hours he had worked for this jacket that were now wasted. He wondered how he could get even with Martin and Walsh, but he felt too ashamed to tell anyone about what had happened. "What am I to do?" he groaned to himself, "everything is ruined."

(Orna Dunlevy)

In both stories the victim tried to mask his or her true feelings. Ask the children for their opinions as to the effectiveness of this course of action? What other choices did they have?

Dealing with Bullying

It is important to highlight the difference between bullying and normal everyday interaction. Emphasise that both girls and boys can be involved in all types of bullying.

How would you describe bullying? Bullying should be defined as ongoing aggression (physical, verbal or emotional); as exclusion; as a once-off serious incident.

Introduce and discuss the safety rules: say "No", get away, tell an adult you trust, keep telling until someone helps. Discuss how these rules could be applied in different bullying situations.

One of the strategies for bullying situations is to say "No". Bullies often pick on someone who seems weak or vulnerable, or who won't challenge them. Therefore it is very important to be assertive and confident, and in certain situations, to say "No". Even when we feel scared, we can appear confident. The way we stand and the way we use our voices is very important. We must use our bodies to say "No" in a convincing manner.

Advise the children that sometimes it may be safer not to resist by saying "No", e.g. if attacked by a gang. Tell yourself that you don't deserve to be bullied and then take action - get away as quickly as possible and always tell. The children may come up with other responses to bullying. These could include ignoring the bully or getting your friends to help you. Explain that bullying is a very common problem and no one needs to be ashamed of it.

Highlight the benefits of dealing with the problem rather than suffering in silence. 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.

Role-play

Children devise short dramas about bullying, using their safety strategies. Give each child an

opportunity to act out the part of the 'bully' and the 'victim'.

Discuss how well the safety rules worked. 'Victim' and 'bully' talk about how they felt. The other children say how they felt. Were their sympathies with the 'bully' or the 'victim'?

Discuss the dilemmas which bullying may bring up for children including:

- The fear of saying "No" to a bully.
 - The fear of reprisals.
- Victim feeling it's his or her fault.
 - Victim afraid to admit how serious the problem is.
- Bully feeling isolated.
- Other children feeling powerless.
- Difficulty in telling about bullying because it's ratting or it shows that the victim can't stand up for himself.
- Adults not listening to children.
 - Telling and being ignored.
 - Telling and nothing happens.

A further topic which is important to explore is that of adults bullying children. With children who have been victimised by adults, this needs to be sensitively handled, and explored in some depth..

The rule is - if an adult makes you feel unsafe, you can ask another adult to help you; don't keep the problem to yourself, tell. If someone hits you so hard it leaves marks or bruises, you can get help. There are grown-ups around you who care about you and who will help.

Teachers may like to use the following poem to explore the problem of bullying from the perspective of the child who is bullying.

Poem - Who Me?

Who me, a bully?
You must be kidding!
I was only messing
With his books at the hurling.
Look! It was only a joke
When he couldn't find his coat.
Ah! it was great craic
When his flask went smack.
Beats me why he started to cry,
He'll get over it by and by.
I know he's only new
But I'm playing by the rules.
Show them you're the boss
And you don't give a toss.
Deal them a hard time
After a while they're fine.
If they're tough they make it
So what if they can't take it.
The bit I don't understand
Is all the fuss about your man.
His mother went to the head
All the teachers have seen red.
Why do I get the blame?
When it was only a game.
For me and the other lads
It was only a bit of gas!

(Orna Dunlevy)

Who was it great 'gas' for?

Has that ever happened to you - someone bullies you and than says it is only a game?

Why do you think some children bully?

Acknowledge that we can all be tempted to bully others and that bullies are ordinary children, but bullying is always wrong. We can't help how we feel,

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but we can choose what we do about a feeling. For example, we can feel jealous of someone and we may feel like hitting them or being nasty to them. However, we have choices about how we express feelings like jealousy.

Explore some of these choices with the children.

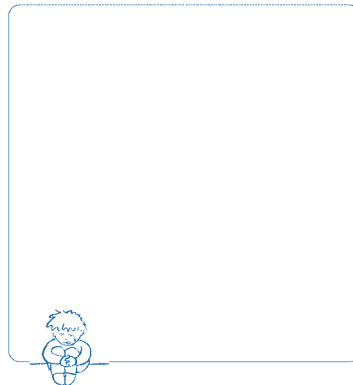
In the final discussion, reinforce respect for self and others, and encourage the children to make their own promises about avoiding bullying. Talk about the class as a group and help them to build a group identity based on co-operation and friendship.

Follow-up activities – Topic 2

- Make a poster entitled 'Ways to be a great friend'.
- Children discuss, in groups, how they would deal with the various types of bullying they may encounter. Then they devise and act out dramas showing how they dealt effectively with the bullying. Have at least five children in each group - the 'bully' the 'victim' the 'onlookers' and the 'trusted adult'.

Homework: See relevant worksheets for this section

Write a short story/poem about bullying and illustrate it

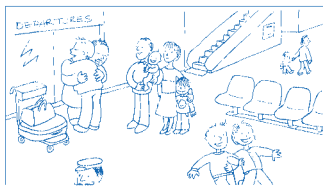
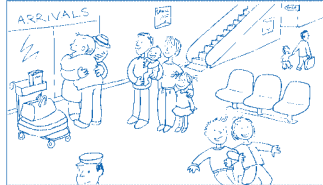


TOPIC 3

TOUCHES

5TH & 6TH CLASSES – TOPIC 3

People sometimes show affection when greeting each other.
The pictures look similar, but can you spot twelve differences?



Parent's/Guardian's Signature.....

TOPIC 3

TOUCHES

Approximate Teaching Time – One 40 minute lesson.

In this section the children consider the need we all have for appropriate, healthy touch. They practise asserting their right to personal boundaries and body space. At this age it is also important to teach children to respect the rights of others to bodily integrity. The message that children can always tell about a touch which worries or upsets them is reinforced.

OBJECTIVES

To encourage children to value and enjoy normal everyday affection.

To teach children that no one should ever ask them to keep a touch a secret.

To teach children how to deal with inappropriate touch.

Touches we Like and Dislike

Show the class a poster or photograph of a baby. Discuss the baby's needs with the children. Mention the need for affection.

If a baby is never held or cuddled, how do you think this might affect him or her? Think of the ways we show affection to our families and friends, like kissing Mum or Dad goodnight or giving your uncle a hug, or patting your friend on the back when she scores a point during a match.

Touching can be a way of showing we care, but there are also touches that we don't like. Ask the children for examples of touches they do not like.

To help the children to assert their right to personal boundaries and body space, puppet play can be introduced. If you do not have a selection of hand puppets, the children could make their own. They will each need a paper bag and items for decorating it. Use the puppets to act out the following

situations. Reinforce that they have the right to say "No" to a touch they don't like.

- What if a bully keeps pushing you around?
- What if your aunt or uncle tickles you too hard?
- What if Mum or Dad still insists on holding your hand going down the street and you don't like this anymore?
- What if your brother or sister keeps pinching you?

It is important to distinguish between a touch they do not like, and being examined by a nurse or doctor. Explain that sometimes these adults have to touch us in a way we do not like to keep us healthy and clean.

The teacher should also remind the children that they should not invade another person's body space by touching them in a way that they don't like or in a way that frightens or upsets them.

Unsafe Touches

Ask the children for examples of touches that might make them feel unsafe.

- What if someone deliberately kicked you while you were playing in the school yard?
- What if Paul's older brother hits him when Mum and Dad are not there?
- What if the boy beside you in class keeps pinching you on the arm when the teacher is not looking, what could you do?
- What if an adult hits you so hard that it leaves bruises?

Role-play

Children role-play using the Stay Safe rules, say "No", get away and tell, to deal effectively with such situations.

What if it is an adult who makes them feel unsafe?

What can they do? They can ask another adult for help. Reinforce that no one has the right to make 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., change this section accordingly.

Explain to the children that there are some touches that they might find confusing. Use the following story as an introduction to a discussion on inappropriate touches.

Story

Kate is 12 years old. She lives in the country with her Mum and Dad and younger brother, Michael. Their nearest neighbours are about half a mile away, but Kate is rarely lonely. There is always something happening on the farm and Michael is her best friend. They both love horses and cannot wait to grow up to get a real job working with them. Tuesday is their favourite day as they go to horse riding lessons straight after school.

It was when a new instructor came to the school that Kate's problem started. His name was Keith. He was extra friendly towards Kate and promised her additional help with her jumping. Kate was thrilled with how she improved once Keith started helping her. Then, one afternoon, as Kate was brushing down her horse, Keith came into the stable. He started telling her how good she was with horses and how special she was to him. He came really close to her and kissed her on the lips and then tried to touch her private parts. Kate did not know what to do. She felt frightened and embarrassed. Keith said it would be their little secret. Kate just dropped the brush and ran.

For the next few Tuesdays, Kate pretended that she was not well and Michael went to lessons on his own. Kate really missed the lessons and wondered if her horse, Sandy, would miss her too. She was sad and could not eat very much. Finally, Michael asked

her what was wrong. At first, Kate did not want to tell but eventually Michael persuaded her. When Michael heard Kate's story he immediately gave her a big hug and said, "We will tell Mum and Dad straight away and they will sort it out." That is exactly what happened. Michael and Kate told Mum and Dad, and they got the owner of the horse riding school to sort the matter out. Kate and Michael are back enjoying their lessons again. They remember the rule - never keep secrets about touching.

Was it Kate's fault?

Was Kate right to tell Michael? Why do you think Kate found it difficult to tell?

Remind the children that unless they are ill, people do not generally touch their private parts. If someone touches their private parts and tries to get them to keep it quiet, they can tell.

No one should ever ask you to keep a touch a secret. Remember it is never your fault and you have the right to feel safe. The rule is: we never keep secrets about touching. This rule applies everywhere - at home, in school, in the swimming pool and on the bus.

- What if someone touches your private parts and you feel confused, what should you do?
- What if an older boy wants to touch your private parts and warns you not to tell anyone?
- What if a stranger offers you sweets if you touch his private parts?
- What if a woman you know and like wants to touch your private parts but warns you to keep it a secret?

The rules you can follow are:

- **Say "No"**
- **Get away.**
- **Tell an adult.**
- **Keep telling until someone listens and helps.**

TOPIC 3

TOUCHES

Ask the children what they think of these rules. It is important that children should not feel that they have failed if they can't be assertive and say "No", because in reality, children are small, and their abusers, large and powerful. The teacher can encourage the children to say "No" in their heads however. This will reinforce the message that it's not their fault.

Remember it's your body; no one has the right to touch you in a way that makes you feel unsafe or that worries you. It may be very difficult to say "No" because of threats and bribes, and sometimes it might even be dangerous to do so. It may not be possible for you to get away, but you can always tell Mum, Dad or any adult you trust, even if you have promised to keep it a secret.

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

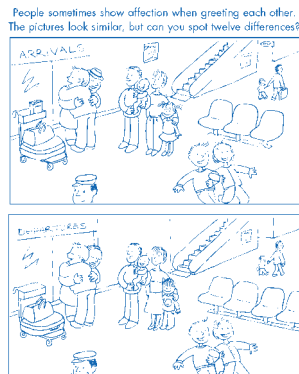
Ask the children to give you a list of situations where it is appropriate to say "No" to an adult. Include circumstances where an adult asks a child to do something which is dangerous, wrong or which Mum or Dad have forbidden.

Differentiate between saying "No" to something that is dangerous, wrong or inappropriate, and saying "No" to going to bed, doing homework or household chores. Emphasise the importance of saying "No" to keep safe.

Follow-up activities – Topic 3

- Children use puppets to practise saying "No" to an inappropriate touch.
- Do a class project on how people greet one another in different countries.

Homework: Use relevant worksheets for this section.



TOPIC 4

SECRETS AND TELLING

List some of the adults you could tell if you had a problem and illustrate or write about a situation where you may need to ask for help



TOPIC 4

SECRETS AND TELLING

Approximate Teaching Time – One 40 minute class.

Abusers rely on secrecy, threats and bribes. Training children how to tell, who to tell and when to tell is crucial to the successful implementation of the programme. At this age children need to be reminded that while they are getting older and more independent, it is still all right to ask for help.

OBJECTIVES

To help the children to understand that they should not be ashamed if they have a problem and that they can seek help.

To give the children an opportunity to think about who they would tell and to teach them how to tell effectively.

Good and Bad Secrets

Ask the children about the difference between a good and a bad secret. Examples of good secrets could include: a surprise present, a surprise party, a surprise trip to somewhere special.. Examples of bad secrets could include: bullying, stealing, being forced to do something which is wrong, smoking, experimenting with drugs, being asked to keep a touch a secret.

Today we're going to talk about telling. We're getting more and more independent and confident in ourselves, but we can't always solve our problems on our own. It's all right to ask for help if you have a problem. Which of these situations would be important to tell about? In the situations where you decide that you should tell, identify who would be the best person to approach. If the person you choose would not listen to you, what could you do?

- You are worried about your school tests.
- Since you started fifth class you're being teased all the time by the other pupils in your class.

- A stranger offered you a lift home and became aggressive when you refused.
- A man you know touched you on your private parts. He said, 'There is no need for you to tell Mam and Dad because I have told them already.' You said "No" and he threatened you.
- Your friend cries a lot but she won't tell you what is wrong.
- Another pupil accidentally bumped into you when you were going into your classroom.
- You were in a public toilet and a man next to you tried to touch your private parts.
- You are worried about going into post-primary school. You have heard that first years are often bullied.
- Your mother's friend asked you to do something wrong and you did because you were scared to say "No".
- Someone is always talking to you in a way that makes you feel really awful about yourself.

Role-play

Children role-play telling about some of the above situations.

Telling

Ask the children why it might be difficult for them to tell. Answers should include: shame, guilt, embarrassment, threats, bribes, fear of being blamed, fear of not being believed, fear of telling if you had broken a rule yourself. It is important that children understand that if they have a problem, it's never too late to tell. Emphasise that it's not their fault if they have not told yet; they can tell as soon as they are ready. Emphasise that no matter what the problem is, there is always an adult who can help.

The child who has a problem may confide in a friend initially. It is important to teach children to

advise friends who confide in them to get help from an adult. Friends can help one another to tell.

Story

Maire was late for rounders practise. She couldn't find her gear and had spent ages looking for it. The fastest way to the pitch was through waste ground which Maire had been warned hundreds of times not to go near. But today was the day Miss Dunphy would be picking the team for the League and Maire really wanted to be on it. She took a chance and headed off through the waste ground. She was almost at the opposite side when a man stopped her in her tracks. He accused her of trespassing and said he'd report her to the guards if she didn't come with him. She was petrified but thought, "All I can do is make a run for it." As she darted past him he grabbed her by the jacket. The jacket tore and she escaped.

If you were Maire, how would you feel about telling? Who would you tell? When would you tell? What could you do if the first person did not listen?

Divide the class into groups of six. Each group writes a story about trust. Then one pupil from each group reads their story to the whole class.

Follow up with a discussion on what trust means. How have they earned the trust of parents, teachers and friends? Why do we trust some people and not others? Help the children identify trustworthy people in their lives.

Discuss why they should tell about various problems, e.g. a problem in school, a health problem, a bullying problem or a problem concerning inappropriate touches.

From an early age we're told not to tell tales and as we get older we try to be loyal to our friends and not to betray them. Reinforce loyalty as an admirable quality, but emphasise the difference between "snitching", "ratting", "telling tales" and telling to keep safe. Brainstorm with the children words which reflect the dilemmas and feelings involved.

It is also important to give children permission to change their minds.

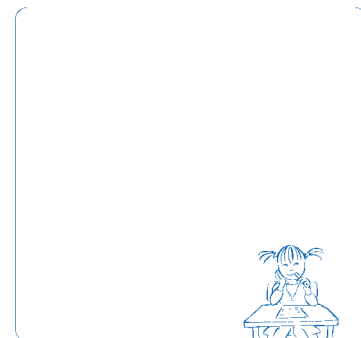
- What if your friends asked you to join in a game? You agreed but then you realised that it wasn't a game; they were bullying another child.
- What if you had started smoking cigarettes with your friends? They assumed you would continue to smoke but you didn't want to.
- What if you agreed to play a game with an adult but then the game involved touching and you didn't want to play it anymore.

Follow-up activities – Topic 4

- Pretend you are Maire in the story. Role-play telling an adult what had happened.
- Write a story about a boy or girl who had a problem. Outline how he or she overcame it.
- Make a list of people you can depend on. Under each name say why you can trust them. Make a list of people who can depend on you.

Homework: Use relevant worksheets for this section.

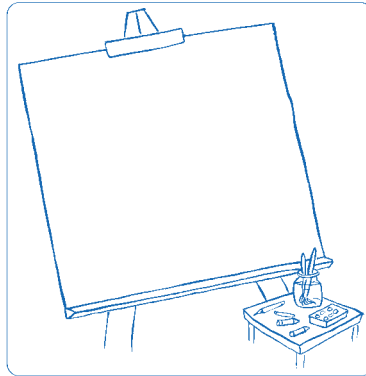
List some of the adults you could tell if you had a problem and illustrate or write about a situation where you may need to ask for help



TOPIC 5

STRANGERS

Design your own safety poster to remind you of how to keep safe



Approximate Teaching Time – One 40 minute class.

In this topic the children are encouraged to discuss the rules they use in relation to strangers. They reflect on whether they need to change or modify these rules now that they are older and are likely to be out and about on their own more often? They are taught how to deal assertively with approaches from strangers.

OBJECTIVES

To reinforce safety rules about strangers.

To enable the children to deal effectively with approaches from strangers.

Revise work already covered with the students on strangers.

Here is a story about children who were approached by a stranger.

Story

Paul and Steve were in town one Saturday. They had coffee in Burger King and then went to look at some CDs. The latest release had just been delivered. Next thing this man came up to them. He was about 25 years old and was very tall and quite broad. He wore jeans and a brilliant leather jacket, as well as an engraved leather belt with a big silver buckle. He really looked the business. He had seen Paul and Steve gazing longingly at the CD. He said, "It's a good CD, isn't it?" Paul and Steve agreed that it was. "Why don't you buy it, then?," asked the man. Paul said, "We'd like to, only....," and Steve said, "We don't have any money except our bus fares home." "That's no problem," said the man, "Sure I'll get it for you."

Now Paul and Steve knew very well that they shouldn't take presents from strangers, but this was different; this was the best CD in the world. And your man looked as if he had plenty of money. Paul said, "Oh no, we couldn't expect you to....," in that

tone of voice we all use when we really mean, "Oh yes, please." "Ah go on," said your man, "Sure it's no problem to me." "Well, if you're sure," they said, looking at each other in delight.

So your man bought a CD for each of them. They were delighted and they thanked him over and over. "It's no problem," he said, and they chatted a bit more about the band. Then the man said, "Oh, I've just remembered I've a party to go to now, would you like to come?"

Paul and Steve began to feel frightened at this stage. The man sounded very serious when he said this, as though it was very important to him that they came with him. They said, "No, thanks," in the tone of voice that meant it. He started getting annoyed. "Look, I'm after buying you a CD, the least you can do is come to this party with me."

Paul and Steve were very scared now, but they said again, "No, we won't go with you." So your man said, "Well, then, you can just give me the CDs back. I'm not buying presents for people who are so ungrateful they will not even go to a party with me."

The lads looked at each other, and realised that it might be better if they did give the CDs back. So they threw the bag at your man, ran out of the shop and mingled with the Saturday crowds. They felt very sad about the loss of the CDs, but felt very relieved at getting away from the man.

What would you do if you were Paul and Steve?

Safety Rules

Discuss the rules the children have been given about going places, e.g. to the shops, library or swimming pool.

What could you do if a stranger made you feel unsafe when you were out and about? You could say "No", get away and tell someone.

Some children may think it is rude to say "No" to or to ignore a stranger. Explain that it is OK to behave in this way in order to keep safe.

TOPIC 5

STRANGERS

Get each child to write up their own safety rules about strangers, with teacher's help. The children then devise short dramas using these rules. Encourage them to use various examples of strangers, e.g. an older child, couple, woman, man, teenage boy or girl.

Ask the children to give examples of occasions when they made safe choices. Now think about what you would do in the following situations.

- 1) You are offered a lift from someone you do not know. You refused and she called you rude and ungrateful.
- 2) You are on the wrong train or bus.
- 3) Your uncle takes you to a match or concert and you get separated from him.
- 4) An older boy that you do not know says he will give you a video game if you will go home with him.

Telephones: Children should be able to use public telephones, coin and card operated, as a further safety measure.

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 do not know them. You do not go with or take anything from someone you do not know, and this applies when you are on your own or with your friends.

What if you know the person who offers you something or asks you to go somewhere with them? What would you do in the following situations.

- What if your next door neighbour asked you to come in for a drink of coke?
- What if an older girl asked if you would like to see her new puppy?

- What if your friend's father asked if you would like to go swimming with him?
- What if a woman from the stables down the road asked if you would like to see the ponies?
- What if a man on your road asked you into his house to watch a football video?

In all these dilemmas explain that the safe choice is to check with Dad, Mum or the adults in charge first.

Role-play

Children role-play how they would deal with the situations outlined above.

We've been talking about safety over the last few weeks. Keeping in mind what you have learned in the Stay Safe programme, what would you do in each of the following situations?

- Some of your classmates are bullying a new boy and they're trying to get you to join in.
- You're at the school gates when two children grab your bag and empty the contents into a puddle.
- Someone you know and like touches your private parts and warns you to keep it a secret.
- You are at home alone when a delivery person comes to the door with a package. You're not expecting anyone.
- Your big brother's friends want you to steal sweets from a shop.
- Your best friend has told you that a neighbour is touching her in a way that makes her feel very frightened. She's warned you to keep it a secret, but you know she's very worried.
- A group of children in your class are continuously calling one girl names and often push her around. Sometimes you've joined in.
- While at the local shops a van driver asks you to help unload the van. It's parked outside the

newsagent and there are plenty of people around.

- Someone is spreading rumours about you that are not true.
- Your cousin is wearing your new T-shirt and he did not even ask your permission.
- You know that your younger sister is smoking but you don't know what to do about it.
- Your friend is always crying. Last week she had a black eye.

Discuss appropriate responses to the situations above. Encourage the class to identify the conflict or dilemma in each case.

Follow-up activities – Topic 5

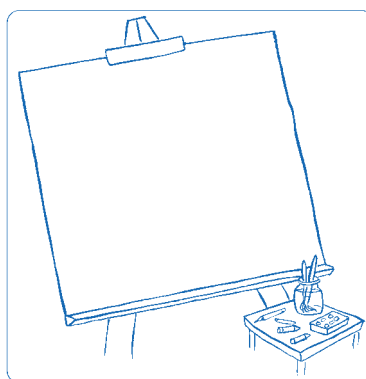
- Discuss your rules for strangers with someone at home and then write them out.
- Make a list of times you made safe choices.
- The class compile a charter on children's rights.

Homework: Use relevant worksheets for this section.

Certificate

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

Design your own safety poster to remind you of how to keep safe



LEARNING CHECKS

Problem Solving

1. Jason is being bullied by some children in 6th class. He is afraid to tell because he thinks he won't be believed. Jason is often in trouble himself with the teachers for not working and for breaking school rules. Ask the class to come up with solutions to Jason's problem.
2. Mary's friend's Dad was always very kind to her and Mary used to like him a lot. But now that she is maturing he has tried to touch her in a way that she finds very uncomfortable and confusing. She has promised him that she won't tell anyone. What can Mary do?
3. Sean was at home on his own. His Mam and Dad had gone out shopping but Sean did not want to go. They had only gone a few minutes when the doorbell rang. A man that Sean didn't know was at the front door. Discuss what Sean should do.

Children role-play solving the above problems successfully.

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.