

PERSONAL SAFETY SKILLS FOR  
JUNIOR & SENIOR INFANTS



*The Stay Safe Programme*

LESSON PLANS

# JUNIOR AND SENIOR INFANTS



## THE STAY SAFE PROGRAMME

Personal Safety Skills for Children in Infant classes.

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

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In addition to the Stay Safe Lessons CAPP recommends that schools access material on the Webwise internet site ([www.webwise.ie](http://www.webwise.ie)) to promote the safe use of the internet among primary school children. Webwise is an Internet safety awareness initiative, developed by the National Centre for Technology in Education (NCTE), comprising a range of online and printed information and advice publications for teachers, parents and students.

# INTRODUCTION

These lessons provide children in infant classes with a basic introduction to personal safety skills. Throughout the programme there is an emphasis on a broad range of social skills, such as asking for help, helping others, making friends and co-operating with others. Because children of 5 or 6 years of age can be easily frightened, each topic is introduced in a positive way. Children are introduced to the topic of feeling unsafe within the context of feeling safe. Children are encouraged to talk about their friends and to consider the importance of friendship before the topic of bullying is introduced. In relation to touches, children are given ample opportunity to consider touches they like. The safety rule they learn at this stage is never to keep secrets about touching. This rule is taught within the context of good and bad secrets. A key concept to be emphasised throughout the lessons is that it is not the child's fault if someone makes them feel unsafe. To enable children to acquire the safety skills contained in these lessons, repetition and role-play are crucial. Parents should be encouraged to take an active part in this learning process.

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.

- Allow children to be part of decision making.
  - Where will we put the flowers?
  - Will we use thumb tacks or Blu Tack to hold up our picture?
  - Should we throw these flowers out or keep them for another day?

The children must see that their contributions are acted on.

- Help the children to identify some everyday choices they make.
- Give compliments and show children how to accept them gracefully.
- Have a "listening time". The teacher takes the role of the "listener".
  - Ask the children to describe how they feel.
  - Ask them to describe things they like to do.
  - Ask them to describe some things they like about their class.

- Children work in groups. Each group talks about their collective talents and skills.
- My brain wave about ... is ...
- Allocate responsibilities to the children, making it clear that they should take them seriously. Children like to live up to expectations. "It's your job to remind me to close the windows before we leave, it's important."
- Emphasise strengths; be specific.
- Teachers and parents can encourage the children to talk about their daily experiences.
- Set tasks at a level at which the child can succeed.
- 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 really like how you have made his coat such a bright red. 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.

### *Some suggestions to develop children's assertiveness skills*

- Encourage children to focus on what they can do now. For example, what skills have they learned since they started school?
- Through PE and drama classes, help 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. What if you are tickled too hard, what could you do? What if your aunt wants you to sit on her knee and it makes you feel silly?
- Let children practise saying "No" to bullying.
- Make sure children can say their names, addresses and telephone numbers.
- Teach the children how to ask for directions. Which way is it to the Principal's office? Where are the toilets?
- Teach the children the importance of saying, "I do not understand," if they are not clear about something. Remind them that it is all right to say, "Repeat that please" or "Please talk slowly as I am finding it difficult to understand."

## PREPARATORY/PARALLEL WORK

### **Personal Boundaries and Body Space**

Teach the children the meaning of “personal” and “private”. Encourage them to give their own explanations first. Follow up by discussing the activities we do in public and in private. It may also be necessary to teach younger children simple rules.

Get the children to draw or list people

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

Now ask them for examples of people they would not greet, shake hands with or hug. Emphasise the limited range of people whom they might hug.

### **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 experience. 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. Teachers should be familiar with Department of Education guidelines on responding appropriately to suspicions or disclosure of child abuse.

## Establishing Ground Rules

Before teaching the Stay Safe lessons, teachers may find it useful to spend time establishing some ground rules for the implementation of the programme. Such rules could include: giving everyone an opportunity to speak; no interrupting;

respect for one another and the adults in charge; confidentiality; support for one another; fair play.

## Role-play

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

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

## 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...

*Note: 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. A circle creates a sense of togetherness*



# TEACHING THE STAY SAFE PROGRAMME

*and equality. It can make role-play easier and more participative.*

## Using Stories and Poems

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

## 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.

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

## 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 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 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 20 minutes lessons.**

Before teaching this unit it is important that children can recognise various feelings and have the vocabulary to express them. Children should be given ample opportunity to explore the topic of feeling safe before introducing feeling unsafe. This will reinforce their sense of the world as a safe place. Recognising the difference between feeling safe and unsafe is central to the programme. The teacher may need to spend some time familiarising the children with the use of other "un" words before proceeding with Topic 1.

### OBJECTIVES

To ensure that children understand what feeling safe is.

To ensure that children can describe situations where they feel safe.

To ensure that children can understand what feeling unsafe is.

To give children simple rules to apply if they get lost.

### Feeling Safe

To introduce the topic of feelings, draw faces on the blackboard illustrating positive and negative emotions. Ask the children to think of a word to describe each feeling face. Encourage the children to think about times when they felt happy, sad, afraid or angry.

Use one of the following stories to introduce the concept of feeling safe to the children.

#### Story 1

Red Squirrel hopped quickly through the woods. Autumn was almost over and the cold bare days of Winter were just about to start. Many animals hate Winter. But Red Squirrel quite liked Winter time because he knew he'd be safe and warm and cosy

tucked up in his little drey. One more corner and there it was - home. Red Squirrel lived in the largest oak tree in the woods. Lots of his family and friends lived in the same woods and even in the same tree, and he felt really happy there. He ran up the trunk of the tree and into his drey. Before snuggling up to dream of long sunny Summer days, Red Squirrel ate a few acorns. Yes, it felt good to be safe and sound tucked up in his little home for the Winter, with his family and friends nearby.

Did Red Squirrel like Winter? Why?

Red Squirrel felt safe - can anyone explain what feeling safe means?

Why did the squirrel feel safe?

When do you feel safe?

#### Story 2

Joe is six years old. He loves football and ice-cream. He goes to school just across the road from his house. He is in Senior Infants and his best friend is Derek. His Mum and Dad had promised that he could go to school on his own after the Easter holidays. Joe was up bright and early on the first day back. He could not wait to get going, out the front door with him and down the street. He stopped on the footpath across the road from the school. He waited patiently until the lollipop-man stopped the traffic and then walked smartly across. Yippee! he made it. Joe did the same on the way home. At tea that evening, Joe's Mum and Dad said he could start coming home for lunch when he began First Class. Joe was delighted. He wrote, "I can choose a safe place to cross the road," in his headline copy.

Why was Joe so excited about going back to school after the Easter holidays?

Who went to school with Joe?

Where did Joe cross the road?

What did Joe write in his headline copy?

When do you feel safe?

## Feeling Unsafe

Encourage as many children as possible to talk about how they are feeling. Last week we were talking about feeling safe. Name some of the people who help you to keep safe at home and in school. Name some places where you feel safe.

This week we are going to talk about feeling unsafe. What does unsafe mean? How do you feel when you are unsafe - scared, frightened, afraid, not safe?

Use one of the following stories to illustrate feeling unsafe.

### Story 1

Sarah had just learned how to cycle. She was having great fun going up and down the lane outside her house. Suddenly, Patch, her pet dog, jumped out of the ditch and ran straight in front of the bicycle. Sarah landed on the ground with the bicycle on top of her. Patch barked loudly while Sarah yelled. She felt very frightened. Her tummy felt all wobbly. Dad came running out. He picked Sarah up and hugged her gently. She loved being hugged, it felt so safe. Soon she felt happy again. She knew that it was not safe to have Patch running around when she was cycling, so she put Patch in his kennel and went off on her bicycle again.

Why did Sarah fall off her bicycle?

How did Sarah feel when she fell off her bicycle?

What did she do to make herself feel safer before she got on her bicycle again?

Have you ever felt unsafe? How did your head/arms/hands/legs/feet feel? Did you cry?

Ask the children about times when they felt unsafe. These could include: getting lost, passing by a big dog or going to the doctor. Explain to the children that if they feel unsafe they can tell an adult about it.

### Story 2

John was nearly six. His Nana had promised to take him into the city on the train for a treat. John could

not wait to be super-six. He was looking forward to going off with his Nana. John always had great fun with her. She told him lots of stories about Ireland long ago, and she always bought him coke and a sticky bun. John's Mum had told him not to ask Nana to buy him anything expensive as Nana hadn't much money. John didn't mind about that. He just loved being with her. At last the day came and they set off together, John and his Nana. Everything was going fine until John got lost. They were in a big department store and John wandered off to look at some football stickers. When he turned around Nana was nowhere to be seen. John was very scared. He started crying and calling Nana. He remembered what he had been told if he got lost: don't wander, and ask someone who works in the shop for help. John stopped crying and walked towards the cash desk. A kind lady got help straight away and soon Nana and John were back together. They went off hand in hand for their sticky buns.

What did John and his Nana do on John's sixth birthday?

Where did John get lost?

What had John been told to do if he got lost?

Who helped John find his Nana?

**Game** - Play the game, "What time is it, Mr. Wolf?" Afterwards ask the children how they felt when the wolf caught them.

### Rules If I Get Lost

Getting lost is a common experience for small children. Acknowledge any rules the children may have been given at home, then introduce these simple rules.

1. If in a shop, go to the person at the cash desk.
2. If on a street or in a park, don't wander off, stay where you are.
3. Know your full name, address, and telephone number.

# TOPIC 1

## FEELING SAFE AND UNSAFE

### Role-play

Get the children to role-play a situation involving getting lost in a big shop and coping successfully. To ensure all the children get an opportunity to practise these simple rules use role-play opportunities from other curricular areas such as English, Drama or PE.



### Follow-up activities – Topic 1

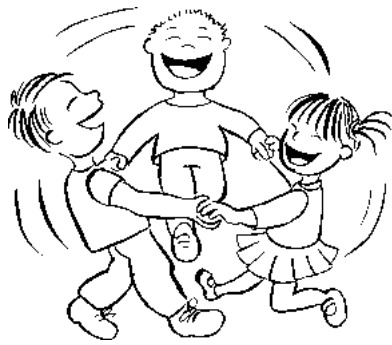
- Draw or paint a picture of when you feel safe.
- Drama/PE: Close your eyes and imagine you are the squirrel in the story. It's a cold windy Autumn day and you've hopped quickly into your home. It's warm and cosy inside, with nice soft leaves to sit on and lots of nuts tucked away in case you get hungry. Imagine the sounds that you can hear; the wind, the other squirrels. Curl your tail around your body and pretend that you are going to sleep for the Winter.
- Draw a picture of Red Squirrel sleeping in his drey.
- Draw a picture of Joe crossing the road safely.
- Make a "safe" feeling face.
- Draw a picture of Patch on a lead.
- Draw or paint a picture of a time when you felt unsafe.
- Tell the story about Nana and John to someone at home or in school.



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

# TOPIC 2

## BULLYING



# TOPIC 2

## BULLYING

**Approximate Teaching Time - Two 20 minute lessons.**

This section lays the foundation for giving children the skills to recognise and resist various types of victimisation. It teaches them not to be ashamed if they have a problem, but to seek help. It encourages children to value friendship and re-inforces pro-social, helpful behaviour.

Children can be both perpetrators and victims of bullying, even in Infant Classes. Teaching children how to make and keep friends can prevent bullying from occurring in the first instance. Circle Time, if held regularly, can also prevent bullying. It is a good idea to introduce the children to Circle Time at this early stage. They will then be familiar with the process and it can be used as they progress through the school to promote co-operation and discourage inappropriate behaviour like bullying.

When teaching young children safety strategies to deal with bullying it is essential that they have the opportunity to role-play these strategies in various situations. Class teachers may need to enlist the help of parents, resource teachers or classroom assistants for this task.

### OBJECTIVES

To encourage children to value friendship.

To teach children safety rules to cope with bullying.

To give children the opportunity to practise the safety rules.

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

Revise briefly the concepts of the previous topic; feeling safe and unsafe. Ask the children to complete the following: "If I am lost in a..., I will..."

### Friendship

Encourage the children to talk about their friends. Recap on work covered on friendship in other areas of the curriculum.

Ask the children to think of happy times they have with their friends.

- \* When your best friend asked you around to his house.
- \* When you were ill and one of your friends sent you a card.
- \* When you had great fun in the playground playing with other children from your class.

To encourage the children to think about how to be a good friend ask them what they would do in the following situations

- \* What if one of the children in your class fell in the school yard and cut his knee?
- \* What if your friend is crying?
- \* What if your friend lost his favourite book?

Talk about times when it is hard to get on with others. What can cause rows and what can put things right? What qualities are necessary to make a good team, group or class? Make a class list of activities - things we do on our own, things we do together.

### Games

**Name Game:** The class stands in a circle. One child goes to the centre of the circle and says her name, making a motion to go with the sound of her name, such as twirling around, stretching arms to the side and shaking the head, jumping and clapping on each syllable of her name. When she finishes, the rest of the class repeats her name and motion in unison, while she stands in the centre. She then returns to her place, a new child comes to the centre, and the process is repeated.

**Walk the Ball:** The children choose a partner, teacher gives each pair a large ball. Children, in

pairs, try to "walk" a ball around the room holding it pressed between their heads, back to back, etc. Each pair must work together to try and avoid dropping the ball.

## Bullying

Introduce the topic of bullying by reading the following story to the children.

### Story

It was September and all the children were back in school. Seán had a great Summer reading his comics, playing computer games and kicking football with his brothers and sister. Now he was in Senior Infants and he felt pleased about this and he knew he was getting taller because everyone said so. Seán liked school most of the time but one thing made him very sad. Last year, a boy and a girl in his class had been horrible to him. They were always calling him names and never shared with him or let him join in any games. Sometimes they even pushed him and pulled his hair. When the class lined up after break they often pushed Seán out of his place and they laughed at him and teased him if he cried. Although Seán felt very unhappy, he never told his Mummy or Daddy or his teacher because he was afraid of the two children. He had always hoped that they would just stop. But they had not stopped. Seán was really miserable and upset.

How did Seán feel?

Why was he so sad?

Do you think he felt safe?

Do you think the two children were wrong to do those things? Why?

Who could he tell? What could he say?

Will I tell you what Seán did? Seán felt unsafe so he told his teacher. The teacher told him it was not his fault and then she helped him sort out the problem. The children said sorry and now they are friends and like to play together.

Do you think Seán did the right thing when he told?

### What is Bullying?

Can anyone tell me what bullying is? For example, a bully could be someone who hits you or hurts you or takes your things. A bully could be someone who pushes you around, who calls you hurtful names or who won't let you join in their games. Bullies make us feel unsafe. Remember it's not your fault if you're bullied.

### Safety Rules

Here are rules you can follow if you are bullied,

1. Say No
2. Move Away
3. Tell

Children practise saying these rules.

Explain to the children that it's important

1. To tell an adult and to keep telling until someone helps.
2. To tell even if they think they've done something wrong themselves.

### Role-play

The children practise the safety rules: saying "No" in a convincing manner, moving away and telling about bullying.

### It is wrong to bully others

Acknowledge the potential of all children to be bullies as well as victims, pointing out that bullies are ordinary children. Teacher could suggest that when we are growing up most of us bully someone sometime. When we understand that bullying is not the right thing to do, we are sorry for it and we don't do it again. Teacher could encourage children to talk about a time or times when they bullied someone at home, in school or elsewhere. It is important to take care that the class does not label any child during this discussion.



# TOPIC 2

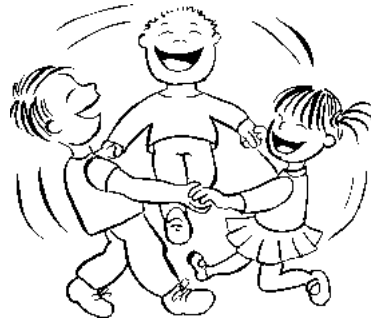
## BULLYING

Emphasise the importance of not bullying others and of making home and school happier by caring and sharing.

### Follow-up activities – Topic 2

- Think of a time when you were a good friend. Who were you with? What did you do? Now draw a picture "I was a good friend when ....."
- Each child makes a promise to help build friendship in the class "I will ..."
- Copy down the safety rules from the blackboard.
- Children write, "We care and we share," and then draw or paint a picture.
- Draw a picture of Seán or someone you know being bullied. Take it home and talk about it.
- Dramatise the end of the story: Seán tells the teacher, the two children say sorry, all become friends.

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



# TOPIC 3

## TOUCHES



# TOPIC 3

## TOUCHES

**Approximate Teaching Time - Two 20 minute lessons.**

From an early age children need to develop a sense of their own personal space and that of others. It is important that young children know that they can say "No" to a touch they do not like while at the same time learning to appreciate normal affection.

### OBJECTIVES

To teach the children to value affection.

To teach the children how to deal with touches they dislike.

Briefly revise the concepts from the previous topic.

### Our Five Senses

If relevant refer to work covered in other curricular areas.

1. **Seeing:** What do we see with our eyes? Blindfold one child. Guide her to the desk. Talk about what it would be like to be blind.
2. **Hearing:** Be quiet and listen. What can you hear? What would you hear if you were by the sea, in the city, etc.? Let the children listen to the sound effects on the audio tape. Then ask them to name each sound.
3. **Smelling:** Nice smells, name some. Nasty smells, name some. The teacher could use this as an opportunity to talk to the children about the importance of washing themselves and keeping themselves clean.
4. **Tasting:** Imagine you are eating chocolate, salty crisps, bitter fruit. What do they taste like? Remind the children of the rule, never taste anything that you're not sure of. Always check with Dad or Mum first.
5. **Touching:** Get the children to play the

following game. One child is blindfolded, another child hands him an object. He then has to guess what it is just by touching it.

Our senses help us to learn about the world around us. What else can they do?

- What if you smell smoke coming from the kitchen?
- What if you hear a horn blowing loudly as you are just about to cross the road?
- What if you see a big dog just about to jump up on a little child?

### Games

**Musical Shakers:** Children dance around the room/hall to lively music. When it stops they shake hands with the person nearest them. Encourage them to shake hands in a polite friendly way and to smile as they do so.

**Touch Colours:** Children move to lively music. When the music stops, the teacher calls, "Touch black runners." Children touch someone wearing black runners. Remind them to touch gently. Game continues, the teacher calls – pink hairband, white socks etc.

### Touches We Like and Dislike

What things do you like to touch? What things do you not like touching? What animals do you like to touch? Would you like to touch a snake, a lion, a rabbit, a hedgehog, a puppy? What kind of touches do you like getting? What touches do you like giving?

Using the following examples encourage the children to talk about touches they like giving and receiving.

- John felt sad when his Dad had to go into hospital. His Grandad knew he was feeling lonely. He gave John's hand a gentle squeeze.
- Ailbhe has a baby brother. She knows you have to be very gentle with babies. Ailbhe loves to hold him. His name is Sam.

- Jason is six now. He goes to bed at 7.30 most evenings. Jason loves a cuddle from his Mum or Dad before he goes to sleep.

Now move on to discussing touches children don't like using these examples as a guide.

- The girl who sits beside Fiona at school is always pulling her hair.
- Ellen's older sister minds her when her Mum and Dad go out. Sometimes she hits Ellen really hard.
- Tom loves to go swimming with his Uncle John. Sometimes Tom gets frightened when his Uncle pushes him under the water.

Remember the last lesson on bullying? What can you do if you don't like a touch? You can say "No" and tell, and keep telling until you get help. Use the same rules as you use for bullying. It maybe hard to tell but tell as soon as you can.

### Role-play

Children role-play telling an adult about a touch they don't like. Let the children practise the language they would use. Then divide the class into two groups, "Adult" and "Child". The "Child" group tells the "Adult" group about a touch they don't like. The children act out the role-play until the teacher is confident they have learned the skill. Then they reverse roles and repeat the process.

### Follow-up activities – Topic 3

- Caption: "Thank you God for our five senses." Draw some things which you like to see, smell, taste, hear or touch.
- Find pictures of people being gentle and make a wall frieze, "Gentle Touches".
- PE - Play a tag game. If the chaser touches you, you must go to the den.
- Establish a touch table with different fabrics and textures.
- Talk to a special adult at home about touches you like and touches you don't like.
- Draw what happened in a particular situation, e.g. Fiona having her hair pulled and telling an adult she trusts to get help.

**Homework: See worksheets on this section.**



# TOPIC 4

## SECRETS AND TELLING



**Approximate Teaching Time - Two 20 minute lessons.**

Children need to learn that they don't have to keep secrets about anything that is worrying or upsetting them. They also need to be taught the rule; never keep secrets about touches. It is a fact that the vast majority of abusers are known to children. Perpetrators rely on secrecy. Children who refuse to participate or to keep quiet about what is happening to them are less likely to be victimised.

**OBJECTIVES**

To give children the opportunity to discuss good and bad secrets.

To encourage children to tell if they have a bad secret.

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

Revise the concepts from the previous topic.

**Good Secrets**

The teacher has a parcel which is wrapped in brown paper. The children are asked to guess what is in the parcel. Tell them that it is a surprise present for the class and that for the moment it is a secret, but that you will tell them later. Explain that this is an example of a good secret.

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

**Story**

In just under three weeks it would be Christmas day. Each day the teacher let a different child mark off the Advent calendar. The headmaster came in to tell the children about an art competition in the school. Each child could do one picture for the competition and the winner would be announced at prize giving. All the children tried really hard to paint the best picture. The headmaster said that it would be very

difficult to choose one winner. With just three days to go to the holidays, the headmaster came in and told the children that the winner had been picked. All the children begged and pleaded with him to tell, but he wouldn't. Even the teacher tried but he wouldn't tell. He said, "It's a secret until prize giving." A girl called Rachel won the prize. She'd painted a marvellous picture of a Christmas tree.

What was the headmaster's secret?

Did the headmaster tell his secret?

Was it a good secret?

Name other examples of good secrets.

**Circle Time**

Ask the children to think about people who really listen to them.

- Get ideas from the circle on what makes a good listener.
- Let the children talk in pairs about good secrets. Afterwards, each child can describe her partner's secret to the circle.

**Bad Secrets**

Explain to the children that we can all enjoy good secrets and they are fun. However some secrets, like Seán's secret about being bullied, are not fun.

Let me explain what I mean by bad secrets.

- If a girl in an older class kicked you and then said that if you told you would get into trouble, would this be a good or a bad secret? Being bullied is a bad secret and we don't have to keep bullying a secret even if we have been warned to stay quiet.
- If anyone ever asks us to keep a touch a secret, that is a bad secret. Most families like to hug and kiss, but they don't keep kisses and hugs secret. We never keep a touch a secret.
- If someone hits you really hard and it leaves a mark, that's a bad secret and remember you can tell about it.

### Telling

What can we do about bad secrets? Do we keep them to ourselves and worry about them? No, we can tell about them. Let's talk some more about telling.

#### *Who to tell*

Ask the children to name some of the special adults in their lives. Let the children think about who they could tell if they had a bad secret. Encourage each child to name four people whom they could tell.

#### *When to tell*

Talk about picking a time when Mammy or Daddy or your special adult is ready to listen. Emphasise choosing a time when the adult is not busy. Explain that if the first person doesn't listen, they can tell another person. They should keep telling until someone helps.

#### *How to tell*

Let us practise how we would tell.

### Role-play

Imagine you were a little girl or boy who was kicked. Tell an adult about this (the teacher plays the part of the adult). Practise the language, "I have a secret to tell."

*Note. This role-play on how to tell is extremely important. Enlist the help of parents to ensure all children have had plenty of opportunities to practise telling.*

### Follow-up activities – Topic 4

- Say the safety rules.
- Draw what was in teacher's secret parcel.
- Play "Pass the Parcel" in the P.E. Hall.
- Paint a picture of yourself preparing a good secret.
- Draw a picture of Rachel getting her prize.
- Practise telling about a bad secret.

**Homework:** See relevant worksheet on this section.



# TOPIC 5

## STRANGERS

SAY NO  
MOVE AWAY  
TELL



# TOPIC 5

## STRANGERS

**Approximate Teaching Time - One 20 minute lesson.**

With young children it is important to establish that they understand the concept of strangers. Telling children never to talk to strangers is unhelpful. They may find themselves in situations where they have to seek help from somebody they don't know. In this section the children are taught two rules: never take anything from a stranger; never go anywhere with a stranger.

### OBJECTIVES

To explain the concept of strangers to children.

To teach the children safety rules about strangers.

### What is a Stranger?

Explain the concept of strangers to the children. Elicit the help of parents for this task and use occasions when strangers visit the school to reinforce the concept.

A stranger is someone you don't know. Most strangers are nice and they would never harm or hurt a child. However, we cannot tell just by looking at someone what kind of person they are. To keep safe we have rules to follow about strangers.

Ask the children what rules they have been given at home about strangers. Discuss and reinforce these, stressing that they should never go anywhere with strangers or take anything from them. Emphasise the need for their parents or another adult to know where they are and who they are with at all times. Use this story to illustrate what you mean.

### Story

One day, Helen's mum asked her to go to the shop around the corner for a litre of milk. Helen was delighted She felt really grown up. Helen did exactly as she had been told and soon she was on her way

home with the milk. Suddenly, an older girl cycled up and started chatting to her. She was very friendly and they talked about lots of things. Then the big girl said, "Would you like some sweets and a spin on the carrier of my bicycle?" Helen was just about to say, "Let's go." But then she thought, "Is this really a safe thing to do?" With that she ran off as fast as she could and told her Mum what had happened.

What did Helen's mum ask her to do?

Who did Helen meet on her way home from the shop?

Was Helen right to say "No" when she was offered sweets and a spin on a big bike?

What do you think Helen's Mum said to her when she told her what had happened?

### Safety Rules

What should we do if a stranger asks us to go somewhere? We should use our safety rules; **Say "No" - Move Away - Tell.** What should we do if a stranger offers us something or asks us to do something? We should use our safety rules; **Say "No" - Move Away - Tell.**

### Role-play

Children use the safety rules to deal with a stranger who makes them feel unsafe.

### Follow-up activities – Topic 5

- Write out the rules. Never take anything from a stranger. Never go anywhere with a stranger.
- Draw a picture of yourself saying "No" to a stranger. Use modelling material to make a model of yourself saying "No" to a stranger.
- Drama – The teacher tells the children that they have been given a large garden which they can use as their own playground and they are in charge of it. The children devise rules for playing in their garden. What games would they play? What things would they have in it?

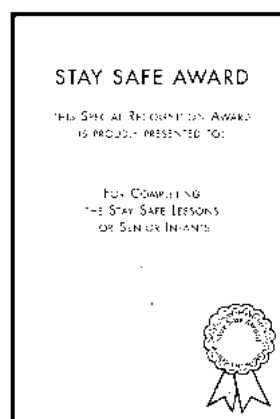
This drama can enable the children to consider some of the Stay Safe topics from a safe distance.

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

SAY NO  
MOVE AWAY  
TELL

**Certificate**

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



# LEARNING CHECKS

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

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

1. When do you feel safe?
2. Is it a good idea to tell an adult if you feel unsafe? Why?
3. What should you do if you get lost?
4. Say your full name and address and telephone number.
5. What could you do if you were bullied?
6. Why should we never bully others?
7. How should we treat others?
8. What should you do if you are asked to keep a touch a secret?
9. Can you remember any examples of a good secret?
10. What should you try to do about bad secrets?
11. Name some of your adult helpers.
12. If you want an adult to help you, when should you talk to them?
13. If the first adult that you talk to doesn't listen or understand, what should you do?
14. What are the rules about strangers?

## Role-play

1. Children role-play what they would do if they were lost in various locations.
2. Children role-play saying "No" to:
  - bullying
  - a touch they don't like
  - to an offer/request from a stranger.
3. Children role-play telling one of their adult helpers about:
  - bullying
  - an unsafe touch
  - a stranger who made them feel unsafe.

# 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.