

The Stay Safe Programme



stay
safe

Personal Safety Skills for

3rd and 4th Class



3rd and 4th Class

THE STAY SAFE PROGRAMME

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THE STAY SAFE PROGRAMME

A Teacher's Guide

The Stay Safe programme is a personal safety skills programme for primary schools. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of personal safety education for children and training for teachers, school management boards and parents.

It is developmentally structured to enable primary school teachers to deliver an abuse prevention education that addresses personal safety issues such as physical, emotional and sexual abuse as well as bullying and stranger danger.

- About Feelings: To recognise the importance of feelings; how to express them appropriately and in particular to recognise unsafe feelings
- About Friendship: Making and keeping friends and the value of friendship
- About Bullying: What bullying is; strategies for dealing with bullying behaviour, and that it is never acceptable to bully others
- The importance of building confidence and self esteem
- How to identify and deal with inappropriate or unsafe touch
- That it is ok to say 'no' to an adult in a situation where they feel unsafe, threatened or frightened
- To identify trusted adults whom they should tell if they are feeling frightened, threatened, worried or unsafe in any way
- To understand how someone might bribe, trick or threaten them to keep a secret
- It is never their fault if they are victimised or abused
- That they should never go anywhere with or take anything from a stranger
- Appropriate language for telling

- The Stay Safe rules:
 - Say No, Get Away and Tell
 - Never keep secrets about touch
 - Never go anywhere with or take anything from a stranger

The importance of building confidence and self-esteem and developing assertiveness and strong clear communication is emphasised throughout the programme. Children are taught that it is not their fault if they are bullied or abused.

Social Personal and Health Education

"Social, personal and health education (SPHE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through an SPHE programme that is planned and consistent throughout the school, children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. Since SPHE has a moral and a spiritual dimension, its development and implementation are influenced significantly by the ethos or characteristic spirit of the school". (SPHE Curriculum, p 2)

All primary schools are required to fully implement the Stay Safe programme (DES circular 65/ 2011) within the context of the Social, Personal and Health Education curriculum.

The implementation of the Stay Safe programme should be a collaborative process involving parents, teachers and the wider school community taking a co-ordinated approach to child protection and child abuse prevention through safety skills education.

Rationale for the Stay Safe programme

Child abuse has no boundaries. It occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education.

Abused and neglected children can be found in almost every school in the country. Research shows that more than half of the children who are abused and neglected are of a school going age.

The 2015 Annual Report from the Child and Family Agency, TUSLA shows that 43,596 referrals were made to Child Protection and Welfare Services in 2015.

In 2002 the SAVI report revealed that one in five women (20.4 per cent) and one in six men (16.2 per cent) reported experiencing contact sexual abuse in childhood. (SAVI, 2002)

The 2014 Rape Crisis Network Ireland Report shows that:

- 63% of survivors who attended RCCs in 2014 disclosed that the sexual violence perpetrated against them happened when they were children.
- The majority of perpetrators of sexual violence are known to the person against whom they perpetrate the abuse (93%).
- The vast majority of perpetrators of sexual violence against female and male victims were males (96%). A small number were combinations of males and females acting together (3%), or females acting alone (1%).
- Survivors who were under the age of 13 when the violence took place most commonly disclosed that the abusers were family members/relatives (45%).
- Almost one quarter of sexual violence against children under the age of 13 was perpetrated by other children (23%).
- 66% of child survivors attending RCCs first disclosed the abuse to parents.

The role of schools in prevention education is increasingly being recognised as imperative to the reduction of vulnerabilities of children to abuse.

“Child abuse is a leading cause of emotional, behavioral, and health problems across the lifespan. It is also preventable. School-based abuse prevention programs for early childhood and elementary school children have been found to be effective in increasing student knowledge and protective behaviors.” (Brassard and Fiorvanti, 2015)

As well as reducing children’s vulnerability to abuse, the Stay Safe programme aims to increase wellbeing and resilience by giving children knowledge, skills and strategies in an age-appropriate manner, using developmentally structured lessons and resources to empower them.

Research on the disclosure patterns of children showed that following their participation in the Stay Safe programme children were more likely to have purposively reported the abuse, were more likely to tell their teachers, and their reports were more likely to be substantiated (MacIntyre & Carr, 1999b).

Children with Special Vulnerabilities

Decades of research have established that children with specific vulnerabilities are more at risk of various types of abuse and victimisation. Factors associated with increased risk of child abuse include:

- The absence of one or both parents
- Use of alcohol or drugs in the family of victim
- Having a physical disability
- Being cared for by someone other than parents
- Having a learning disability
- Having social or emotional difficulties

(e.g. Davies & Jones, 2013; Putnam, 2003)

Studies of perpetrators show that child abusers target vulnerable children who have certain traits, behaviours and characteristics that perpetrators feel they will be able to manipulate. Others seek out children with a disability, or a child who is isolated or cared for away from their immediate family.

Research evidence suggests that children with special educational needs (SEN) are 3 to 4 times more likely to be neglected or abused, 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused.

The reasons for the added vulnerabilities of children with SEN are many and varied and include

- Communication barriers
- Attitudes and assumptions in society that abuse does not happen to children with special educational needs
- Dependency
- Reluctance to challenge carers
- A lack of participation and choice in decision-making
- Higher levels of bullying and limited personal safety programmes and personal, social and sex education. (UK Dept. of Children, Schools and Families, 2009)

Children with SEN also experience bullying more frequently and are more likely to feel isolated, lonely, and socially excluded (National Disability Authority,

2014). The importance of delivering the key messages of the Stay Safe programme to vulnerable children including those with SEN, cannot be overestimated. In addition it is imperative that all schools (mainstream and special) ensure that children with special educational needs are properly included in relationship and sexuality education and that all staff, including ancillary staff and special needs assistants, follow the school's RSE policy.

For vulnerable children and those with SEN, inclusive education is an important part of the solution to potential isolation and may help reduce the risk of child abuse and also bullying. Learning alongside their peers helps foster friendships, develop trust and enhances social and communication skills. The Stay Safe lessons are designed for a wide diversity of learners and learning styles and facilitate an inclusive approach. For children with specific vulnerabilities or SEN, individual needs should be identified and addressed through differentiation and where necessary more targeted individual adaptations or supports should be put in a place and included in the IEP.

Differentiation

Differentiation requires the teacher to vary their approaches in order to accommodate various learning styles, ability levels and interests. The SPHE Curriculum advocates the use of a broad range of active learning methodologies as outlined earlier.

The greater the variety in the methodologies adopted by the teacher, the more avenues and entry points into learning are provided for the child. Key messages and learning intentions at the start of each Stay Safe lesson will assist teachers seeking to differentiate teaching and learning for their pupils.

As part of a differentiated approach schools should also consider the merit of pre teaching of relevant vocabulary and reinforcement of key messages as part of learning support or resource teaching time. Special needs assistants, under the direction of the class teacher, could also play an important role in reinforcing and consolidating the learning of key messages.

In addition to the multimedia approach, the use of a wide variety of teaching methods and the inclusion of extension activities allow greater scope for differentiation.

The following tried and tested strategies for differentiating teaching and learning may be useful: KUDoS, Bloom's Taxonomy, Tiered assignments, Flexible grouping, Tic-tac-toe boards, Use of ICT, Varied questioning.

Bullying

'The role of the school is to provide an appropriate education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.'

(Department of Education and Skills Anti Bullying Procedures, 2013; 1.1)

Bullying, as defined in the Department of Education and Skills (DES) procedures, is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

Bullying includes deliberate exclusion; malicious gossip; relational bullying; cyber-bullying; identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

In 2013 the DES issued circular 45/2013 which sets out clearly the requirements of schools to develop an anti-bullying policy which fully complies with the DES Anti-Bullying procedures.

Circular 45/2013 can be accessed at http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/clo045_2013.pdf, and the procedures at <http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

Other support material and resources are available at <http://www.pdst.ie/primary/antibullying> and <http://www.webwise.ie/category/classroom-resources>

Child Abuse

Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. Most abused children will experience more than one type of abuse. For example, a child who is sexually abused may also experience physical abuse and injury.

Child neglect or abuse can often be difficult to identify and may present in many forms. The definitions and signs and symptoms of abuse and neglect are contained

in *Children First: National Guidance for the Welfare and Protection of Children*, 2011 and the *DES Child Protection Procedures for primary and post primary schools*.

Documents are available for download as follows:

Children First: <http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf>

DES Child Protection Procedures: http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf

Guidelines for recognition

Children First emphasises that the ability to recognise child abuse can depend as much on a person's willingness to accept the possibility of its existence as it does on their knowledge and information. In addition it reminds us that:

- The severity of a sign does not necessarily equate with the severity of the abuse.
- Neglect is as potentially fatal as physical abuse.
- Experiencing recurring low-level abuse may cause serious and long-term harm.
- Child abuse is not restricted to any socio-economic group, gender or culture.
- Challenging behaviour by a child or young person should not render them liable to abuse.
- Exposure to domestic violence is detrimental to children's physical, emotional and psychological well-being.
- While the impact of neglect is most profound on young children, it also adversely affects adolescents.
- It is sometimes difficult to distinguish between indicators of child abuse and other adversities suffered by children and families.
- Neglectful families may be difficult to engage.
- Families where neglect and abuse are prevalent may go to considerable lengths to deceive professionals.
- Social workers need good observation and analytical skills in order to be able to understand

the nature of the relationship between a parent and child, to understand signs of non-compliance, to work alongside a family, and to come to safe and evidence-based judgements about the best course of action.

- Working in the area of child abuse and neglect is dealing with uncertainty.

The Abuser

Although a child is more likely to experience abuse at the hands of a parent or carer, abuse may also be carried out by other adults or by another child or adolescent. Most perpetrators of abuse are well known to the child and his/her family.

The abuser may be male or female, of any age, and of any social background. In some cases the offender may have been abused themselves. The majority of known sexual abusers are male. (RCNI, 2014)

The Victim

Any child may become the victim of abuse. Victims of child abuse may be any age from infancy to late adolescence. The majority of known sexual abuse cases involve children between the ages of four and twelve. Boys are as vulnerable as girls.

Confidence and assertiveness are protective factors.

Department of Education and Skills Child Protection Procedures

All schools are required to formally adopt and implement, without modification, the Department of Education and Skills (DES) Child Protection Procedures for Primary and Post Primary Schools as part of their overall child protection policy.

All school personnel must act in accordance with the 2011 DES child protection procedures which state:

'If a member of staff receives an allegation or has a suspicion that a child may have been abused or neglected, or is being abused or neglected, or is at risk of abuse or neglect, he/she shall, without delay, report the matter to the DLP in that school' DES Procedures 4.1 p.23

Adults affected by abuse

Some users of the Stay Safe Programme may themselves have had direct personal or familial experience of child abuse. Many will have coped well with a supportive network of family and friends. However, discussions of child abuse may evoke in them painful memories and emotions. Anyone experiencing such reactions to the programme should be aware that adults who have experienced childhood abuse often find it necessary and helpful to talk to a supportive person in a non-threatening and confidential environment, e.g. a professional counsellor. To facilitate the healing process it is important that time and space is given to this. Various organisations provide support and advice regarding such counselling. (Please see the Links, page 11)

Implementing the Programme

Preparatory/Parallel work

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.

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

In this broad SPHE context the following preparatory/parallel work is an important component of the 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, drama, poetry and stories. Parents and teachers can help children learn that our feelings help us to understand ourselves better. It is also important that children learn how to express and cope with various feelings in an appropriate manner.

The revised Walk Tall programme has additional lessons that will help pupils at all class levels to name, recognise and understand feelings.

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. 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.

Assertiveness

Assertiveness is the ability to stand up for one's own rights without being aggressive. 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.

Personal Boundaries and Body Space

Children need to develop a sense of their own personal space and that of others. Younger children are taught the meaning of personal and private. They are also asked to list people they would or wouldn't hug, shake hands with etc. Older children discuss their need and that of others for space and privacy.

Other Safety Skills

Before introducing personal safety skills to children it is a good idea for children to have learned safety skills relevant to other areas such as road safety; water safety; safety with medicines, etc.

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 teaching them.

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.

In Junior classes, a couple of minutes at the beginning of each lesson could be spent on encouraging the pupils to use 'Whole Body Listening'. Show the pupils how to sit for 'Whole Body Listening'.

First we put both feet flat on the floor, bottoms on the seats, hands on laps, ears open, eyes looking here, brain switched on. Now we are whole body listening.

Get the pupils to sit like that for a few minutes to practice whole body listening. What sounds can they hear from around the school?

The 'Listening Song!' (Sung to air of Frere Jacques) can be found in the teacher resources for Infants (TR 1).

Teaching the Programme

The Stay Safe programme should be taught in its entirety over one school year. Each topic builds on the learning from the previous topic. Teachers should therefore ensure that topics are taught consecutively, beginning with Topic 1 and working through to Topic 5.

Ideally schools should work through the programme in one block as it is a more effective. Many schools plan their SPHE programme of work to ensure that all classes are doing the programme at the same time.

The Stay Safe programme utilises a multi-media approach to enhance learning and concept acquisition. 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.

'Students learned more and mastered skills better when the training involved the students engaging in active rehearsal, followed by shaping and reinforcement...'

(SPHE curriculum, p8)

Discrete SPHE time provides a space for teachers to deal with sensitive issues or to explore issues that are not addressed in other areas of the curriculum. It also provides specific time and scope for pupils to develop and practise particular skills. In dealing with sensitive issues the SPHE curriculum states that

'it may be more appropriate for the teacher to organise it in block periods and use it as required rather than confining the time to a set period in each week.'

Each topic begins with an outline of how the topic can be mapped across both the SPHE curriculum and other relevant curricular areas. This, it is hoped, will assist teachers with planning for SPHE and links to other curricular areas.

Through using an integrated approach teachers will gain greater flexibility when timetabling for discrete time.

SPHE Two Year Cycle

The SPHE curriculum is presented in three strands: *Myself, Myself and Others* and *Myself and the Wider World*. Each strand is then divided into strand units. There are nine strand units for all classes from Junior Infants to Second Class and ten strand units for all classes from Third Class onwards.

Strands	Strand Units
Myself	Self-identity Taking Care of my Body Growing and Changing Safety and Protection Making Decisions (3rd – 6th)
Myself and others	My self and my Family My Friends and Other People Relating to Others
Myself and the wider world	Media Education Developing Citizenship

All the strand units of the SPHE curriculum should be taught over a two-year cycle. It is recommended by the NCCA that teachers ensure that strand units from each of the three strands, *Myself, Myself and others* and *Myself and the wider world*, should be covered in each school year.

Many schools develop a two year plan for SPHE, dividing the strand units in such a way that every class, from Junior Infants to Sixth Class, is covering the same strand units at the same time each year.

In addition to ensuring that all strands and strand units are covered as recommended in the SPHE curriculum guidelines this approach also ensures that all strand units are adequately covered with pupils in multi grade classes.

The following template for implementation of the SPHE curriculum is designed to ensure that all strands and strand units are covered as recommended in the SPHE curriculum guidelines.

Overview of Content for SPHE linking to revised Stay Safe

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity Safety and Protection Making decisions (3rd – 6th)	Taking care of my Body Growing and Changing
Myself and others	My friends and other people	Myself and My Family Relating to others
Myself and the wider world	Media Education	Developing Citizenship

Stay Safe Lesson Plans

The Stay Safe programme is developmentally tailored and contains four sets of lessons suitable for Infants, 1st & 2nd classes, 3rd & 4th classes, and 5th & 6th classes. This approach is compatible with the structure of the SPHE curriculum. The lessons plans are divided into the five Stay Safe Topics:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

The lessons of the Stay Safe programme are spiral in nature, where similar content is revisited at each level but the processes, approaches and information adopted are designed to reflect the needs of children at a particular time and at their various stages of readiness.

The Structure of the Lessons

At the beginning of each topic the rationale for that topic, relevant mapping to other curriculum areas and essential vocabulary can be found. Each lesson plan contains the key messages, resources needed, learning intention, an introduction, development of lesson and conclusion. Some lessons have suggestions for follow on /extension work. Worksheets and Home School Links can be found at the end of each topic.

Teacher resources (TR), worksheets (WS) and Home School Links (WS/HSL) are labelled and numbered for each level.

The content and teaching resources for the Stay Safe programme can all be accessed on the accompanying DVD and Teacher Resources available on www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

Approaches and Methodologies

In common with the strands of 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.

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.

Throughout the programme approaches and methodologies such as class/group discussion, active learning, circle work, role play, collaborative learning, problem solving, skills through content, cooperative games, drama and art work, are utilised to encourage pupil engagement and to promote learning.

Assessment

Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes. (NCCA, 2007, P7).

The NCCA Assessment guidelines for primary schools outline the purpose of assessment as 'building a picture' of a child's progress and/or achievement over time. Assessment therefore involves gathering information to better understand how the child is progressing and then using this information to further the child's learning. The guidelines focus on two principal approaches to Assessment:

- Assessment of Learning
- Assessment for Learning

The assessment guidelines recognise that 'not everything a child learns can be assessed or needs to be assessed' (NCCA, 2007, P12). In addition the SPHE curriculum states:

In many situations the real impact of the learning in SPHE will take place long after the child has left primary school. Similarly, the achievement of many of the objectives of the curriculum will be dependent on the emotional, intellectual and social maturity of the child, so that rates of progress can vary considerably from child to child.

It can also be difficult to assess the effects of personal, social and health messages on an individual child, on his/her thought processes and on the manner in which he/she internalised the learning". (SPHE curriculum, p71)

However, a number of assessment methods, based on the Assessment guidelines, including teacher observation, conferencing, questioning, concept mapping, self-assessment, portfolio assessment, and teacher designed tasks can be used across the programme

Further information on assessment across the SPHE curriculum can be found at http://www.ncca.ie/uploadedfiles/Curriculum/SPHE_Curr.pdf

Possibility of disclosure:

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 DES procedures on responding appropriately to suspicions or disclosures of child abuse.

Children Affected by abuse

As schools may not be aware of particular children who have been or are currently are suffering abuse it is best to err on the side of caution. Where the school knows about a particular case, liaison with the child's family is essential. Children who have been abused may show distress and they may want to disclose again or talk about their abuse. Adequate arrangements need to be made for this eventuality before proceeding with the lessons. Some children may express a sense of relief after completing the lessons. This may be due to the realisation that other children have also been victimised. It is also helpful and supportive for children who have been abused to hear the message that the abuse was not their fault.

Parental Involvement

Partnership with parents is an essential component in the promotion and building of key life skills. Research has shown that parental involvement in abuse prevention programmes is directly related to increased programme success. This is due to the increased communication between the parent/carer and child about sensitive issues and abuse. Also parental involvement gives children more opportunities to repeat the concepts and messages learned.

Parental participation is an essential part of the programme both in terms of reinforcement and follow-up.

Home school links (HSL) on each topic are included throughout the programme. These HSL will inform parents / carers on the topics and specific lessons being covered in class and how they can reinforce the messages at home.

Parents have the right to opt their child/children out of any of the sensitive aspects of the SPHE programme, including Stay Safe, if they so wish. Therefore, it is important that schools inform parents/carers that Stay Safe is being implemented in the school. This is normally done in schools as part of the enrolment process. Parents should be invited to contact the school if they have any queries or concerns about their child's participation in the programme. Schools should engage with parents in relation to any concerns or queries they may have. It is not necessary to get parental consent in writing before teaching Stay Safe. However in the event that a parent withdraws their child from participation in the programme, schools are advised to keep a written record of their reasons for so doing.

It is also good practice to advise parents/carers in advance of commencement of lessons by way of a text or note. Parents can familiarise themselves with the content of all Stay Safe lessons at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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Links

Anti Bullying Centre

Based in DCU the ABC carry out research on school bullying, workplace bullying, homophobic bullying and cyberbullying.

<http://www4.dcu.ie/abc/index.shtml>

Anti-Bullying Procedures for Primary and Post Primary schools (Department of Education and Skills)

<http://www.education.ie/en/Schools-Colleges/Information/Bullying/Anti-Bullying-Procedures-in-Schools.html>

Barnardos

An organisation providing therapy to children who have experienced sexual abuse, and support services, including counselling, to families and groups affected.

1850 222 300

www.barnardos.ie

CARI Foundation

The CARI Foundation provides services for victims of abuse and non-abusing members of their families.

1890 924567

<http://www.cari.ie/>

Childline

This is a service run by the ISPCC for any child in trouble or danger. Childline have a text support service - just text 'Talk' to 50101. There is a special text service for young people experiencing bullying, text 'Bully' to 50101.

1800 66 66 66

www.childline.ie

Children First: National Guidance for the Protection and Welfare of Children

<http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf>

Child Protection Procedures for Primary and Post-Primary Schools (Department of Education and Skills)

http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf

Dublin Rape Crisis Centre

The Dublin Rape Crisis Centre offers a wide range of services to women and men who are affected by rape, sexual assault, sexual harassment or childhood sexual abuse. The services include a national 24 hour helpline.

1800 77 88 88

www.drcc.ie

Garda Primary Schools Programme

Delivered by community gardai, as part of the Garda Schools Programme, the "Respectful Online Communication" talks are pitched at 5th class students. They cover a range of topics including cyberbullying and general online safety and security.

To access one of these talks, contact your local garda station or the Garda Schools Programme at 01 6663891.

Hotline.ie

The hotline.ie service provides an anonymous facility for the public to report suspected illegal content encountered on the internet.

www.hotline.ie

1890 610 710

LGBT Helpline

The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends.

Tel. 1890 929 539

www.lgbt.ie

Professional Development Service for Teachers (PDST)

The resources developed to support the PDST Child Protection Seminars and Information Sessions. These pages also contain links to different websites and materials that support the full implementation of the 'Children First: National Guidance for the Protection and Welfare of Children' and the Department of Education and Skills 'Child Protection Procedures for Primary and Post-Primary Schools'.

<http://www.pdst.ie/Child-Protection-Guidelines-Home>

PDST Anti Bullying Support Material

This PDST anti-bullying support material is intended to be used by schools to assist them in the implementation of the Department of Education and Skills Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

<http://www.pdst.ie/primary/antibullying>

Preventing Homophobic and Transphobic Bullying: INTO Publication

Creating a welcoming and positive school climate to prevent homophobic and transphobic bullying

<https://www.into.ie/ROI/Publications/Title,34727,en.php>

One in Four

One in Four professionally supports men and women who have experienced sexual abuse during childhood. The organisation aims to reduce the incidence of sexual abuse by intervening in key areas of the cycle of abuse.

www.oneinfour.ie

Rape Crisis Network Ireland

Rape Crisis Network Ireland (RCNI) is a specialist information and resource centre on rape and all forms of sexual violence.

www.rcni.ie

Relationships and Sexuality Education (RSE)

Teaching resources and materials to support primary school teachers and schools in RSE policy development and in the implementation of RSE within the context of the SPHE curriculum.

<http://www.pdst.ie/node/811>

Special Education Support Service

The service co-ordinates, develops and delivers a range of professional development initiatives and support structures for school personnel working with students with special educational needs in mainstream primary and post-primary schools, special schools and special classes.

<http://www.sess.ie>

Stay Safe Programme

Bridge House, Cherry Orchard Hospital, Dublin 10.

076 695 5547

www.staysafe.ie

TUSLA: Child and Family Agency

The Child and Family Agency has a primary responsibility to promote the safety and well-being of children. The agency should always be informed when a person has reasonable grounds for concern that a child may have been, is being or is at risk of being abused or neglected. Contact details for Child and Family Agency social workers are available at:

<http://www.tusla.ie/services/child-protection-welfare/contact-a-social-worker/>

Walk Tall Programme

Classroom resources to support the implementation of the Social, Personal and Health Education (SPHE) curriculum. The focus of the programme is on educating young people about the dangers of the misuse of the more common drugs, in particular alcohol and nicotine. The revised Walk Tall programme broadens the original focus to include other aspects of children's lives such as personal safety and development towards puberty.

<http://www.pdst.ie/walktall>

Webwise

Webwise is the Irish Internet Safety Awareness Centre. It provides teaching resources and advice on internet safety topics, including cyberbullying and social media.

www.webwise.ie

Appendix A

Dear Parent,

We are planning to teach a personal safety education programme called Stay Safe over the next few weeks. The aim of the Stay Safe programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g., getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and emphasises the importance of telling a trusted adult about any problems they have.

The Stay Safe programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. Co-operation between parents and teachers is essential to the success of this programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child may bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home.

You can familiarise yourself with the content of the Stay Safe lessons at www.staysafe.ie/teachers/resources.htm. Please contact the school if you wish to discuss the programme further.

Thank you for your co-operation,

Class Teacher



INTEGRATION ACROSS THE CURRICULUM

Please Note: Each topic commences with an outline of how the content is mapped to the specific strands and strand units of the SPHE curriculum

Primary Language Curriculum

STRAND:

Element:

Learning Outcomes:

ORAL LANGUAGE

Communicating

- Engagement, listening and attention
- Social conventions and awareness of others

Element:

Learning Outcomes:

Understanding

- Acquisition and use of vocabulary
- Demonstration of understanding

Element:

Learning Outcomes:

Exploring and Using

- Requests and Questions
- Categorisation
- Retelling and Collaborating
- Information giving, explanation and justification
- Description, prediction and reflection

STRAND:

Element:

Learning Outcomes:

READING

Communicating

Engagement

Element:

Learning Outcomes

Exploring and Using

Comprehension

Geography

STRAND UNIT:

HUMAN ENVIRONMENTS

Learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland

Drama

STRAND:

DRAMA TO EXPLORE FEELINGS, KNOWLEDGE AND IDEAS, LEADING TO UNDERSTANDING

- Enter into the fictional dramatic context with the same spontaneity and freedom that h/she has earlier applied to make-believe play
 - Understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires
 - Use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people
-

Music

STRAND:

COMPOSING

Strand Unit:

Improvising and creating:

- Invent and perform simple musical pieces that show a developing awareness of musical elements
-

PE

STRAND:

DANCE

Strand Unit:

Exploration, creation and performance of dance

- Explore further different levels, pathways, shapes and directions in space

Strand Unit:

Outdoor and Adventure Activities - Outdoor Challenges

- Undertake simple co-operative(trust) activities
-

Visual Arts

STRAND:

FABRIC AND FIBRE

Make small inventive pieces in fabric and fibre

Topic 1

Feeling Safe and Unsafe

Rationale for Topic

Teaching children about understanding, expressing and dealing with feelings is an important part of their education. This can be done through specific teaching on feelings and/or exploring feelings of characters in stories read or pictures discussed. Exploring how other people feel helps children to develop empathy.

It is important that all pupils have done some preparatory work on feelings prior to these lessons. It is also a good idea to revise with the class other work on feelings you may have covered in SPHE and other areas of the curriculum.

In this topic, the pupils learn that their feelings inform them about their experiences. They are taught how to respond to feelings in a way which promotes their safety and protection.





MAPPING TO THE SPHE CURRICULUM

STRAND:

MYSELF

Strand Units:

Self-Identity: Developing Self Confidence

- Express personal opinions, feelings, thoughts and ideas with growing confidence.
-

Taking Care of my Body: Health and Well-being

- Begin to develop strategies to cope with various worries or difficulties that he or she may encounter.
-

Growing and Changing: Feelings and Emotions

- Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed,
 - Explore how feelings can influence one's life.
-

Safety and Protection: Personal Safety

- Identify people, places and situations that may threaten personal safety
 - Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual.
-

Making Decisions

- Become aware of and think about choices and decisions that he/she makes every day
- Explore and discuss the factors that influence personal decisions and choices
- and the different levels of thought involved in making a decision.

Vocabulary

Feeling words:

Infants	1st/2nd	3rd/4th
Excited	Frightened	Comfortable
Happy	Calm	Embarrassed
Scared	Annoyed	Enthusiastic
Upset	Hurt	Foolish
Sad	Sorry	Guilty
Angry	Pleased	Worried
		Jealous
		Frustrated
		Cheerful
		Stupid

Topic 1 **Lesson 1**

Feelings

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Key Messages

Pupils should be enabled to learn that:

- Feelings, even ones they don't like, are important
- Feelings are like messages
- They show feelings in different ways.

Resources

TR 1: 'Feelings' Loop Game

WS 1: Me and My Feelings

Introduction

Learning Intention: *Today we are going to talk about the importance of understanding our feelings and how our feelings can change.*

We all have feelings and, over the next few days, we are going to talk about them. We will name some of them and discuss how we can deal with them.

Invite the pupils to brainstorm feeling words (see vocabulary development above) and record them on the white board or use them to make a Wordle (see <http://www.wordle.net/>).

Development

What are feelings?

Everyone has feelings. Our feelings are constantly changing – sometimes we feel happy, sometimes we feel sad or lonely or angry.

If something good happens to us, it can make us feel happy or excited. If something bad happens to us, it can make us feel sad or scared. Feelings are like messages, they are not good or bad - every feeling tells us something.

It is important to listen to our feelings and to try to understand them.

TR 1 – Feelings Loop Game: Pupils can work in pairs or individually. The person with the Start card begins by reading out the statement on their card. The player who thinks they have the card with the feeling that matches the statement reads out the 'Feeling' and then reads the statement on their card.

It may happen that a couple of pupils think their card is the best match in which case pupils discuss and decide which one best fits.

This exercise should help pupils realise that people can have different feelings in similar situations.

How we feel about something can influence how we react to a situation. Being able to properly name our feelings helps us to understand ourselves better and to take charge of our feelings.

Listening to our Feelings

There are times when we can have lots of different feelings about something that happens.

For example, you let your favourite toy or phone or tablet fall and it breaks. How might you feel?

Explore with the class the various emotions/feelings that this situation might evoke, which might include:

- Anger that your toy/phone/tablet is broken
- Upset because you know your parents spent a lot of money on it.
- Guilt because you were told not to bring it out with you.

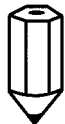
You have been chosen to represent your class in the talent competition. How might you feel?

- Delighted that you have been picked?
- Nervous that you won't perform well?
- Excited because it's such a big event?

Activity - Feeling a Feeling: Our bodies also react to different feelings. In pairs or groups, give pupils a card with a feeling word on it and ask them to discuss it and then show that feeling in a mime.

For example, if you feel happy or excited, you might smile, rub your hands together, have butterflies in your tummy etc.

Conclusion



WS 1 - Me and My Feelings: A Think, Pair, Share activity in which pupils complete the worksheet for themselves and are then invited to share their responses with others in the class.

It is important to remind the pupils that feelings are individual, that they belong to you and that we all have many different feelings. Not everyone feels the same way about everything.

As well as expressing our feelings in words, we also show our feelings in other ways. Invite pupils to tell about how they show their feelings, e.g., facial expressions, behaviour, the tone of our voices, how we stand, etc.

Extension Work

Art Activity - Bottle the Feeling: Invite pupils, individually or in pairs, to choose a feeling. Tell them that they have been selected to design a bottle to contain that feeling. They must decide how the bottle might look - the shape of the bottle, the colour of it.

At the end of the activity the class must try to guess the feeling.

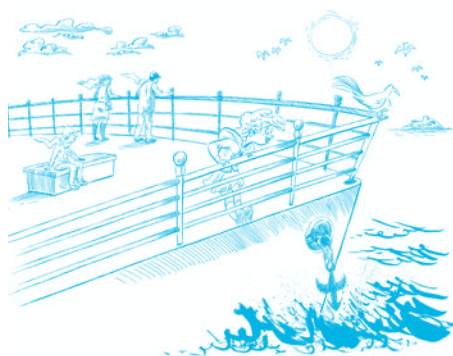


Topic 1 **Lesson 2**

Feeling Safe and Unsafe

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.



Key Messages

Pupils should be enabled to learn:

- To identify situations that make them feel safe and unsafe
- To anticipate situations that may be unsafe or dangerous
- That they should always tell an adult if they feel unsafe, threatened or in danger.

Resources

TR 2: Olivia's Story

Introduction

Learning Intention: *Today we are going to talk about times when we feel safe and times when we don't feel safe, and about what we can do when we don't feel safe.*

Get a glass of water or pot of compost and put it in the middle of the table. Ask the children if they think the glass of water is safe there. Why? Why not? Move the glass to the very edge of the table so it nearly falls off. Ask the children to comment on whether or not the glass of water is safe or unsafe there. Why? Why not?

There are times when we feel safe and there are times when we don't feel safe. Now we are going to hear a story about Olivia and I want you to listen carefully for the times when Olivia felt safe and for the times when she didn't feel safe.

Development

TR 2 - Olivia's Story: Play or read the following story and discuss.

Olivia leaned against the railings of the ferry and watched the white waves rolling away from the sides of the boat. The seagulls squealed in the air above her as the boat pulled away from the harbour.

All around her people were laughing and chatting and posing for holiday pictures.

She looked over at Sophia who was bouncing baby Ryan on her knee. He was sucking his thumb and laughing. He looked so cute! She remembered how worried she felt when Dad had told her that his new wife was going to have a baby. She had been afraid things would change, maybe Dad would love the new baby more than her and she wouldn't get to spend so much time with him.

Instead, she felt so happy and safe now that she was part of two families – her Mum and Gran, who looked after her during the week, and Dad, Sophia and baby Ryan's family, who looked after her at the weekends.

Today they were on their way to France because that was where Sophia came from and her family was waiting to meet Ryan for the first time. Dad said they were looking forward to seeing her again too.

It was going to be such an adventure and she knew that Dad and Sophia would be with her to keep her safe in this foreign country.

Discussion Points:

- How does Olivia feel about going to France?
- What is helping Olivia to feel the way she does?
- What had made Olivia feel worried before?
- Explain why Olivia had felt afraid before her brother Ryan was born?
- Can you think of a time when you felt like Olivia?

Safe Places, Safe Choices

Choose one of the following activities, 'Think about it' or 'Map a journey'.

Think about it: Ask the children to find a space and lie down and close their eyes – or sit at their desk and close their eyes.

Ask them to imagine they are in a place where they feel safe and happy.

Ask them to think about that place and to identify what made them feel safe there. Who were they with? What were they doing? Why did it feel safe? Then bring them back together as a group and ask them to describe to the group what they were thinking about and the feelings associated with it.

Map a journey: Using a whiteboard or chart paper draw a map of a journey the pupils might take, for example, going from the school to the park or the football field or the church (Google Maps could be used to see the journey).

The pupils help to identify places they pass, junctions on the road, etc. Ask them if there are any places on that journey where they might not feel very safe, for example, crossing a busy junction or walking on the road where there is no path.

Then get the pupils to go into groups of 2 or 3 and give each group paper and markers and ask them to draw a map to show their journey to school or any other journey they take regularly, marking out different places, roads, etc.

Ask them to mark places where they feel safe with a green circle, for example, their house, school, pedestrian crossing etc.

Then ask the children to put a red cross where they feel unsafe. Examples might include places where there is noise, traffic, other adults, an aggressive dog, etc.

When the groups have finished, they can share their map with the whole class – pointing out the places they feel safe and unsafe.

Discuss with the pupils times when they feel safe and what helps them to feel safe, for example, being looked after; spending time with friends; walking with an adult they know and like.

The following questions may be useful to explore with the class:

- Why is it that you feel safe or unsafe in that particular place?
- Did everyone agree on places that feel safe or unsafe? If not, why did some people feel differently?
- Is feeling unsafe always a bad thing? No, it's not, for example, if you feel unsafe near a busy road it helps you to be careful.
- Is there anything you could do in an unsafe situation to make you feel safe again?

It is important to highlight that most of the time children should feel safe. If they do not, they must talk to an adult about what is causing them to feel unsafe.

Conclusion

Remind the pupils of the importance of telling an adult about any situation where they feel unsafe, threatened or in danger.

Topic 1 **Lesson 3**

Feeling Safe and Unsafe

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Key Messages

The pupils should be enabled to:

- Understand and identify situations where they feel safe and unsafe
- Learn to anticipate potentially unsafe or dangerous or threatening situations
- Learn that they should never keep secrets about times they feel unsafe and that they should always tell an adult
- Identify some adults in their life that they can tell
- Learn other safety rules and strategies they can use when they feel unsafe or are in potentially dangerous or threatening situations.

Resources

TR 3: Luca's Story

WS 2/HSL: Feeling Safe and Unsafe

WS 3/HSL: Tell 5

Introduction

Learning Intention: *Today we are going to talk about the importance of not keeping secrets about times when we feel unsafe.*

Remind the pupils of the previous lesson, and of Olivia's story and the discussion they had around times when they feel safe and unsafe.

Development

A Vocabulary for Safe and Unsafe

Brainstorming Activity: This can be done as a whole-class activity using the white board, or in small groups, using sheets of paper and markers. Ask the children about what comes to mind when they hear the words 'safe' or 'unsafe.'

Think about the places you are in, the people you are with, the emotions you have, the way people speak to you, etc.

Invite them to write their ideas in the Safe and Unsafe bubbles on the worksheet or record the words on the whiteboard.

When finished, get each group to feedback words they came up with.

Possible words associated with feeling safe: Comfortable, Happy, Protected, Looked after, Home, Warm, Loved

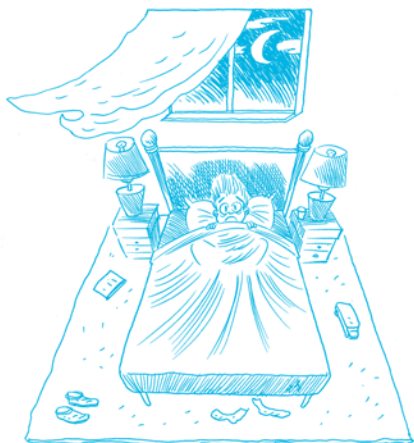
Possible words associated with feeling unsafe: Afraid, Cold, Threatened, Danger, Lonely, Hitting, Not Loved.

TR 3 -Luca's Story: Play or read the following story and discuss with the class.

Luca is 9 years old and he lives with his mother in a very busy town. They have lived there for five years now and although Luca really likes living there, he loves going to visit his Aunt Claire and Uncle Sam who live in the countryside. Luca loves going to Claire's house because she lives on a farm and he really enjoys helping her and Uncle Sam to look after the animals. He can also wander for ages with his aunt and uncle in the countryside before ever coming across another house or farm. Luca always looks forward to the summer when he and his Mum go to Claire and Sam for two full weeks every year.

So when Mum suggested that Luca might like to go to Claire and Sam's on Friday night while she went to her friend's birthday party, Luca was delighted. He was really looking forward to spending Friday afternoon and all day Saturday on the farm. He wondered if Uncle Sam would take him out horse riding on Saturday.

On Friday afternoon, Mum dropped him off to the farm and he had a great time with Uncle Sam and Aunt Claire. They walked the farm, fed all the animals and after dinner they watched a new film on DVD. By bedtime, Luca was really tired. After he got ready for bed and brushed his teeth, Luca crawled into bed in the room he usually shared with his Mum. It wasn't long before he was fast asleep.



Sometime during the night Luca woke up with a start. What was that noise he was sure he'd heard at the window? When he opened his eyes he could not believe how dark it was in the room. He couldn't see a thing. Normally, when Mum was with him, the little night light was left on, but tonight there was no light. At home the bathroom light was always left on at night-time. Suddenly, he heard the noise again. He felt very afraid.

Luca thought that if Mum were here he could wake her up and she would make him feel safe again.

He was afraid to get out of the bed. It was so dark in the room that he couldn't even see where the door was. Claire and Sam would be fast asleep and besides he didn't want to act like a baby and start shouting for them to come to him.

Luca couldn't tell how long he lay there in the bed feeling very scared before he saw that the sun had begun to rise and dawn was breaking.

Even though Saturday was a beautiful day and they got to go horse riding, Luca didn't really enjoy the day because he was so tired. When his Mum came to pick him up, Claire and Sam told her that they had loved having Luca stay over. They said he had been very good and had been no problem at all. Mum said that now that Luca was older perhaps he could come and stay for a bit longer on his own in the summer. Luca wasn't sure he wanted to do that. What if he woke again at night time and he felt scared?

On the way home in the car Mum asked Luca about his visit to Claire and Sam's. Luca wondered what, if anything, he should say about last night.

Discussion Points:

What do you think Luca should do?

Ask the pupils to suggest what Luca could or should do. Explore the possible scenarios that might evolve with the suggestions they give, for example:

- Luca plays along and says nothing to his Mum. He will be worried if he has to go to the farm again on his own and he might worry about sleeping on his own in the pitch dark.
- Luca tells his Mum how he felt unsafe. Mum will understand how he was upset and, if Luca is going to the farm again, she will ask Claire and Sam to make sure a light is left on. Luca will be told that if it happens again, it's ok to call out and Sam or Claire will stay with him until he feels safe.

What can we learn from Luca's story?

The importance of telling an adult that can do something to help.

Ask the class if they can think of other examples of a situation where they might feel unsafe and telling an adult could make a difference, for example:

- Waking up at night-time after a bad dream
- Feeling frightened if Mum or Dad are late picking you up
- On your walk to school, there is a house with a very big dog that you are frightened of.

Ask the class to think about what they could do in these situations. For example, if your parent is late picking you up from school, you could go back into the school and tell a teacher.



WS 2/HSL: Feeling Safe and Feeling Unsafe: Pupils may complete this worksheet in school or at home. It is important that pupils bring the worksheet home to facilitate discussion with a parent/guardian.

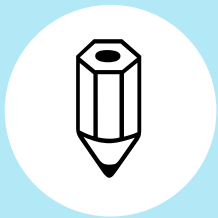
Conclusion

Sentence completion: Get the pupils to form a circle. Give one child a ball or beanbag and ask him or her to complete the sentence "I feel safe when..." The child then throws the ball to someone else in the circle who does the same, continuing until everyone has had a go.



WS 3/HSL - Tell 5: Remind pupils of our Tell 5 adults from previous Stay Safe lessons in Infants or 1st and 2nd class. Ask them to think about adults they would tell if they felt unsafe or were worried or upset by something.

Pupils may complete the worksheet in class or later at home. If completed in school, pupils should bring home the Tell 5 worksheet to discuss with parent/guardian.



Me and my feelings

WORKSHEET 1

3rd & 4th class

Finish the sentence

I feel happy when...

I feel sad when...

I feel excited when...

I feel angry when...

I feel scared when...

I feel upset when...





Feeling safe and feeling unsafe

I FEEL SAFE WHEN...

I FEEL UNSAFE WHEN...

Today in class we talked about times when we feel safe and when we feel unsafe. Ask your child to share these times with you.



Parent/Guardian Signature

Date:



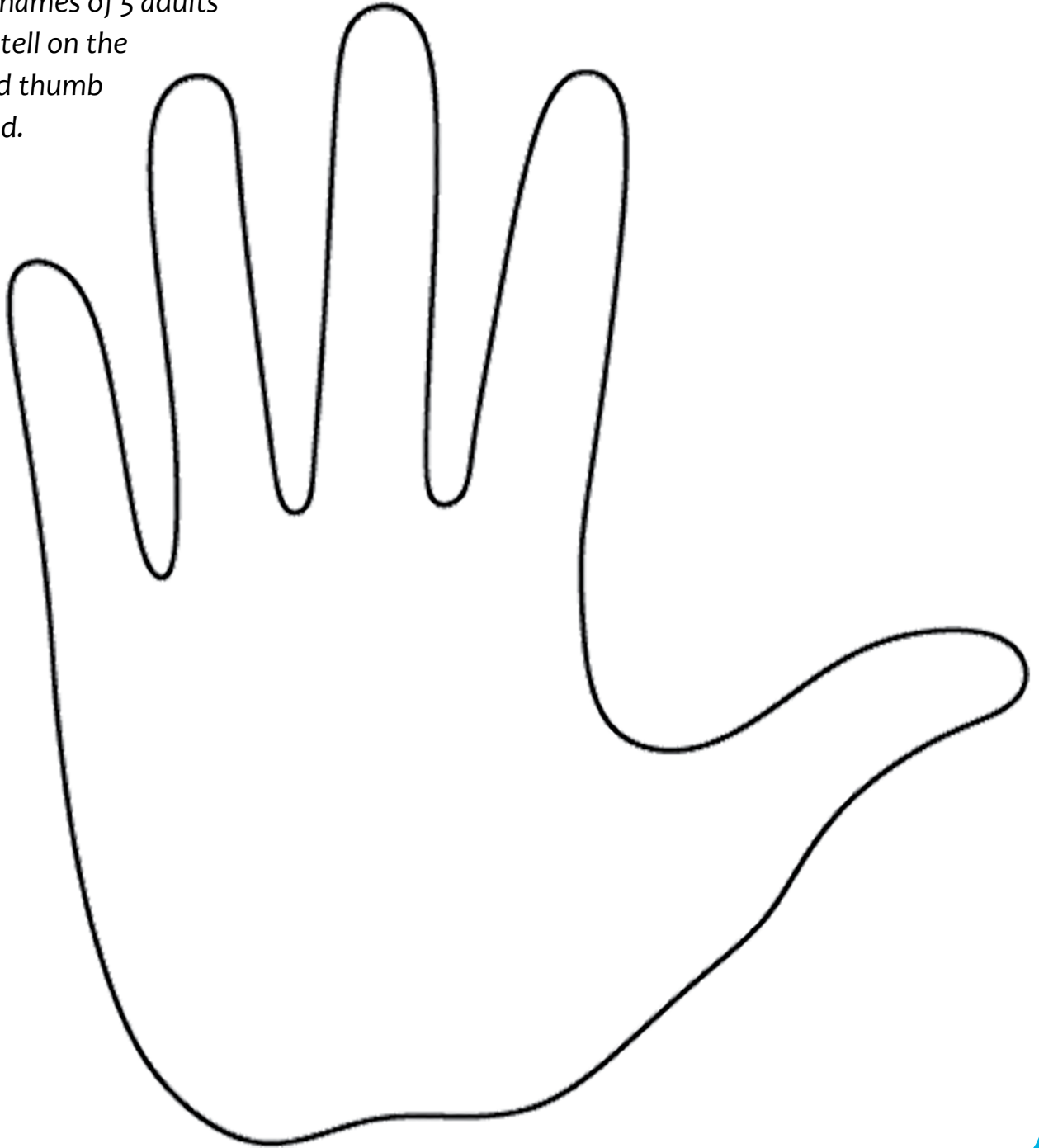
Home School Link

WORKSHEET 3

3rd & 4th class

Tell 5

Write the names of 5 adults
you could tell on the
fingers and thumb
of the hand.



Help your child to identify 5 adults
in their lives that they could tell
if they feel unsafe or worried.



Parent/Guardian Signature

Date:

Topic 2

Friendship and Bullying

Rationale for Topic

In this topic, children explore the value of friendship and the importance of treating one another with respect and dignity.

Sometimes friendships go wrong and people are bullied or engage in bullying behaviour. In these lessons, children are helped to understand what bullying is and how it impacts on others.

People can be bullied in a variety of ways, physically, verbally and emotionally. People are bullied for a variety of reasons, sometimes simply because they are perceived as different from what others consider the norm. This identity-based bullying includes racist and homophobic bullying, and bullying of those with special educational needs. Recognising that these are current issues in society, the lessons provide opportunities for children to develop understanding and coping strategies.

The Action Plan for Bullying (2013) recognises the potential role of the bystander in addressing bullying. Children are taught to appreciate their shared responsibility in making their school and community a safe place for all. Strategies for appropriate interventions are explored.

Social media is widely used and accessed by children who, as a result, may experience or engage in bullying behaviour online. The importance of developing strategies to prevent and deal with cyberbullying is addressed.



MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

Strand Units:

MYSELF AND OTHERS

My Friends and Other People:

- Appreciate the need for and the importance of friendship and interacting with others
- Explore the different aspects of friendship
- Examine different types of friendship
- Begin to cope with disharmony in, or loss of, friendships
- Acknowledge that friends often circulate in groups, which can be healthy or unhealthy
- Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others
- Respect and show consideration for the views, beliefs and values of others
- Recognise, discuss and understand bullying
- Explore and examine ways of dealing with bullying

Strand Unit:

Relating to Others: Communicating

- Recognise and explore various verbal and non-verbal means of communicating
- Use language, gestures and other appropriate behaviour to perform social functions
- Recognise and explore how language can be used to foster inclusiveness

STRAND:**MYSELF**

Strand Unit:

Safety and Protection: Personal safety

- Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe
 - Identify people, places and situations that may threaten personal safety
 - Begin to assess the consequences of risky behaviour
-

STRAND:**MYSELF AND THE WIDER WORLD**

Strand Unit:

Developing Citizenship – My School community

- Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others
 - Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline
 - Explore and recognise the rights and responsibilities of both adults and children in the school community
-

STRAND:**MYSELF**

Strand Units:

Self-Identity

- Realise that each person has a unique contribution to make to various groups, situations and friendships
-

Making Decisions

- Recognise and explore the risks and the consequences of making a particular decisions
 - Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions
 - Become aware of and think about choices and decisions that he/she makes every day
-

Growing and changing: Feeling and Emotions

- Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed
- Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner

Vocabulary

Infants	1st/2nd	3rd/4th
Friend(ship)	Respect	Courtesy
Sharing	Interview	Honest
Thoughtful	Cyberbullying	Loyal
Listening	On purpose	Unacceptable
Helping	Deliberately	Outcome
Taking turns	Exclude	Physical
Being fair	Include	Verbal
Bullying	Ignore	Emotional
On purpose	Threaten	Identity
Hurts	Rumour	Mimicking
Frightens	Agreement	Racism
More than once		Disability
Co-operating		Homophobic
Put downs		Ethnic
		Nationality
		Observance
		Country of origin
		Gender
		Lesbian
		Gay

Topic 2 **Lesson 1**

Friendship

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.



Key Messages

Pupils should be enabled to:

- Appreciate the value of friendship
- Explore how they make and keep friends
- Understand the importance of treating one another with respect and dignity.

Resources

WS 4/ HSL: Friend poem

Introduction

Learning Intention: *Today we are going to talk about friendship and how we should treat everyone with respect and courtesy.*

Invite the class to think/pair/share words we associate with friends and friendship and record the words on the IWB.

Development

Circle Work: Ask the children to think about what makes a good friend. Then, in turn, get each child in the circle to finish the sentence “I am a good friend when...”

On completion, reiterate the positive qualities of friendship, for example, being honest; being loyal; sharing things and sharing our feelings with one another; listening to your friends; being helpful and thoughtful; and spending time with your friends.

Remind the class that we cannot be friends with everyone, but it is important that we treat everyone with respect.

WS4/HSL: Friend Poem: Working in groups or as a whole class activity, children write an Acrostic Poem using the word ‘FRIEND.’ Groups can share their poems with class.

Conclusion

Sum up the qualities of friendship and remind the class that, while we cannot be friends with everyone, it is important that we remember to treat everyone with respect and courtesy.

WS 4/HSL – Friend Poem: Pupils should bring home the Acrostic Poem ‘FRIEND’ – either one completed in school or a blank worksheet to be completed at home.

Topic 2 **Lesson 2**

What is Bullying?

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Key Messages

Pupils should be enabled to:

- Recognise and understand what bullying is
- Discuss and understand why bullying behaviour is totally unacceptable
- Identify different types of bullying behaviour.

Resources

TR 4: Do you wanna be on my team? Part 1 Video

TR 5: Do you wanna be on my team? Part 2 Video

TR 6: Physical Bullying

TR 7: Verbal Bullying

TR 8: Emotional Bullying

WS 5 / HSL: Bullying Definition Worksheet

Introduction

Learning Intention: Share the learning intention with the class:

Today we are going to learn about bullying and the ways in which it can hurt us.

Introduction

Sometimes people use the word ‘bullying’ to refer to all kinds of bad and unacceptable behaviour. It important that we understand that when we talk about bullying we are talking about behaviour that is hurtful, repeated and deliberate.

Definition: *Bullying IS:*

HURTFUL – can hurt you physically, your belongings or your feelings

REPEATED – it happens more than once

DELIBERATE – the person intends to cause hurt.

In order to help us to understand this, we are going to look at a video and see if we can identify what is and what isn’t bullying.

Development

TR 4 - Do you wanna be on my team? (Part 1): Show the video and discuss with the class.

Discussion Points:

- What happened in this video?



VIDEO

- How do you think Jason feels when Michael says he is ‘useless’ at football?
- How do you think his friend Kevin feels?
- What do you think about what Kevin did? Was he right to go off with Michael and leave his friend out?
- When we deliberately leave others out, what do we call it? (Exclusion)
- Was it wrong to leave Jason out? (It is important to teach that **constant, deliberate exclusion** is bullying and can have detrimental effects on those always left out.)
- What could Kevin have done differently?
- What could Michael have done differently?
- Could Jason have done anything to help himself?

The Big Question: *We have looked at and discussed the video clip and we saw how badly Jason was treated. Do you think Jason was bullied? Was the behaviour hurtful? (Yes). Was it repeated? (No). Was it deliberate? (Yes). Therefore, while it was bad and wrong, it was not bullying.*



TR 5 – Do you wanna be on my team? (Part 2): Pupils watch the second part of the video to see what happens next.

Discussion Points:

- What was different about this scene?
- What was better about the outcome?
- How did Jason feel at the end?
- Will Michael have learned anything from this?
- What lessons can we learn from this scenario? (It is important to stand up for others who are excluded.)



Types of Bullying

WS 5 / HSL: Distribute the Bullying Definition Worksheet for children to complete.

Let’s look at these slides to find how bullying can hurt someone.

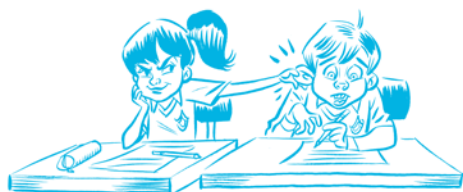
TR 6 - Physical Bullying: Hitting, pushing, pinching or tripping; interference with another child’s possessions, e.g. books, money or lunch

Children identify that this is hurting someone’s body or belongings.

TR 7 - Verbal bullying: Name-calling; making hurtful, insulting or humiliating remarks about a child’s appearance, ability, family, race or religion.

Children identify that this is hurting someone’s feelings.

TR 8 - Emotional Bullying: Deliberately excluding or isolating a child; intimidation; belittling someone’s efforts; spreading mean, hurtful or untrue gossip or rumours.





Children identify that this is hurting someone's feeling or damaging someone's reputation.

Teacher reminds pupils that:

- If your body is hurt, it can also hurt your feelings
- If your belongings are damaged, that can hurt your feelings too
- Can you think of anything that would not hurt your body or your belongings, but would hurt your feelings? (Name-calling, exclusion, rumours)

Conclusion

WS 5/HSL - Definition of Bullying: Pupils bring the worksheet home to discuss what they have learned in class with their parents/guardians.

Topic 2 Lesson 3

Other Types of Bullying

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Teacher's Note:

Under the DES Anti-bullying procedures for primary and post-primary schools, the definition of bullying includes “homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.” (Anti-bullying procedures for primary and post-primary schools, DES 2013)

Key Messages

Pupils should be enabled to:

- Recognise and understand what we mean by identity based bullying - racist bullying, homophobic bullying and bullying of children with special educational needs
- Learn the importance of never keeping secrets about bullying behaviour.

Resources

WS 6: What do I know about bullying?

Introduction

Learning Intention: *Today we are going to learn about some of the reasons why a person, even though it is never their fault, might be bullied. We will learn about different kinds of identity-based bullying.*

Ask the pupils to recall the various types of bullying behaviour from the previous lesson, for example, name calling or physically hurting someone or damaging their belongings.

Development

Types of Bullying

Check that pupils understand the term ‘identity’ - the individual characteristics by which a person is recognised, for example, name, race, religion and family. In other words, the things that make me who I am!

Discuss with the pupils how sometimes people are bullied because they are considered to be different – they are bullied because of their identity.

Ask the pupils if they can think of how someone might be bullied because of their identity.

Examples could include:

- Making fun of or mimicking physical appearance or speech
- Refusing to work or play with someone or to sit next to them
- Insulting someone’s family
- Name calling, slagging, verbally abusing
- Physical threats or attacks
- Writing nasty messages about someone
- Giving someone ‘the look’
- Getting others to name call or exclude.

Pupils should be encouraged to name the main types of identity-based bullying (bullying based on race, disability, religion, family background, appearance, etc.).

Teacher's Note:**Appropriate Use of Language**

If children use the word 'gay' in a pejorative way to call another child a name, for example, "You're so gay," tell them this is inappropriate. Explain to them that words that people use to describe themselves are acceptable (e.g. gay, lesbian), but it is not acceptable to use these words in a derogatory way to hurt people.

Using the word 'gay' in a negative way to mean something is rubbish is also inappropriate. This could be hurtful for gay people who hear it or to those who have a gay relative or friend. Ask them to think of a word that actually means what they intended. Discuss the importance of treating others with respect.

Glossary of Terms and age appropriate explanations.

Lesbian: A woman who wants to have a loving relationship with another woman

Gay: A man who wants to have a loving relationship with another man ("Different Families Same Love" INTO 2015)



We are going to look a little bit more closely at racist bullying, homophobic bullying and bullying because of disability, all of which are identity-based bullying.

Racist bullying

Racist bullying is when someone is bullied because of the colour of their skin, their language, their ethnic grouping, or their religious or cultural practices.

Teacher invites children to give examples of this

- Making fun of a person's country of origin.
- Pretending not to understand what someone is saying or mimicking what someone is saying
- Making fun of the way someone walks or talks
- Slagging someone about the colour of their skin
- Making fun of a person's clothes
- Mocking someone's religious observance

Homophobic/gender-related bullying behaviours

Teacher invites children to give examples such as:

- Making fun of someone because of the games they like to play or the activities they engage in, for example, calling a girl nasty names because she likes to do things that are considered to be 'boy' things, and vice versa, slagging a boy for playing with toys that are considered 'girlie.'
- Making fun of how someone walks, talks or dresses
- Calling someone 'gay' just to hurt and upset them (it is important that pupils understand that some people are gay and being gay is ok, but it is not ok to use that word to hurt or embarrass someone)

Bullying because of disability or special educational needs

Teacher invites pupils to give examples such as:

- Mimicking someone's speech or movements, for example, a stammer, lisp or involuntary movements
- Making fun of a specific difficulty or disability, for example, visual or hearing impairment or using a wheelchair
- Making fun of someone's work.

WS 6 - What do I know about bullying? The worksheet has a list of statements about bullying, some of which are true and some, not true. In pairs/groups, pupils decide which ones they think are true and which are not true. This is the time for learning about bullying so pupils should be told not to worry if they don't agree with each other.

Conclusion

Remind the pupils that it is never their fault if they are bullied and that they should always tell an adult if they are bullied or if it is happening to someone they know.

Topic 2 Lesson 4

Cyberbullying

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Teacher's Note:

A once-off text message is not bullying, but a once-off online message is because of potential to go viral.

Key Messages

Pupils should be enabled to:

- Learn what cyberbullying is
- Understand the impact of bullying behaviour and the effects it can have on individuals
- Develop strategies to prevent and deal with cyberbullying
- Recognise the importance of never keeping secrets about bullying behaviour.

Resources

TR 9: Video Link - Cyberbullying

TR 10: Stop, Block, Tell video

WS 7/ HSL: Stop, Block, Tell

Introduction

Learning Intention: *Today we are going to learn about another type of bullying – cyberbullying – and how to prevent and deal with it.*

Remind the class of the previous lessons and how bullying can take many different forms. It's possible that online bullying may already have been identified as a type of bullying behaviour. If not, ask the class if they think bullying can happen online? What do we call bullying that happens online? (Cyberbullying)

Bullying that happens online or by phone is called cyberbullying.

Development

Think/Pair/Share Activity: Invite pupils to share with their partner what they understand cyberbullying to be.

Take feedback and ensure that each of the following is included:

- Sending nasty messages, photos or pictures from your phone, laptop, tablet or gaming device using Facebook, Xbox, Playstation or other messaging service
- Pretending to be someone else and posting things online that makes that person look bad or causes arguments
- Spreading lies, gossip or rumours by text or online.
- Sending mean, embarrassing or private texts or photos of someone onto other people
- 'Liking' nasty comments about or photos of someone
- Using phone or internet to deliberately exclude someone from the group.



It is important to emphasise with the pupils that placing a once-off offensive or nasty comment, picture or image on a public site, such as Facebook, is bullying.

TR 9 - Video Link: Watch the video on cyberbullying with the class, pausing it at intervals to question the children and ascertain their level of understanding of the various issues portrayed.

At the end of the video, it is important to discuss with the pupils how posting personal information and photos online can make it easier for someone to cyberbully you. Remind them of how the two girls in the video photographed Becky's poster with the intention of spreading it online.

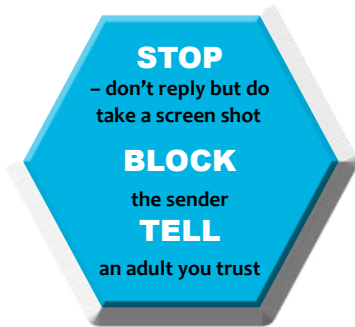
What could you do if you were cyberbullied?

Brainstorming Activity: In groups of 3 or 4 pupils, discuss and record their agreed answers to these questions:

- What are my online safety rules?
- Who could I tell if I was worried, upset or frightened by something online?

Take feedback and ensure that the following safety rules are included:

- Be careful with whom you share your phone number
- Do not put up online personal information, for example, full name, address or other personal details.
- Remember that any photos or images you put online can never be fully removed
- Do not believe that everyone you meet online is who they say they are
- Always tell a trusted adult if you are worried about something you see online
- If you are being bullied or see others being bullied online tell a trusted adult
- Never reply to upsetting or frightening messages – save them, show them to an adult and get them to report the matter
- If you receive nasty messages by text or online or photos/pictures, avoid looking at them over and over again as this can be very upsetting. Block the sender so they cannot have access to your photos or personal information and tell a trusted adult
- Remember that if necessary, you can change your phone number by getting a new sim card.



Conclusion

TR 10: STOP, BLOCK, TELL: Play the rap video to reinforce online safety and remind pupils of the Golden Rule:

STOP – don't reply to the message but do take a screen shot

BLOCK– block the sender

TELL – a trusted adult



WS 7 / HSL: Distribute the words of the Stop, Block, Tell rap. Pupils may do their own version of the rap, which could be uploaded to the school website.

Pupils bring home the worksheet to share the “STOP, BLOCK, TELL” rules with parents/guardians.

Extension Activity:

Make a group poster or PowerPoint presentation of the rules to keep safe online.



Further lessons on the safe use of the internet for this age group are available at www.webwise.ie/sphe

Topic 2 **Lesson 5**

Coping with Bullying

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Key Messages

Pupils should be enabled to:

- Learn the importance of never keeping secrets about bullying behaviour
- Understand the role of the bystander in
 - Supporting others that are being bullied
 - Breaking the silence about bullying
- Learn and practice strategies for dealing with bullying or threats of bullying
- Identify adults who could help them.

Resources

TR 11: First Line Improvisation Worksheets

TR 12: Safety Tips

TR 13: Good Things to say

Introduction

Learning Intention: *Today we are going to talk about how bullying can make someone feel and also about what we can do to stop bullying happening to ourselves and to others.*

Remind the pupils of the first topic we did in the Stay Safe programme – Feeling Safe and Unsafe - and how we talked about what it is like to feel unsafe.

Development

TR 11- First Line Improvisations: Children develop a roleplay which begins with a sentence on an Improvisation card.

1. Improvisation cards are placed face down on the desk. The class is divided into groups of four or five. Each group selects a card. The group then develops a role play about bullying which must begin with the sentence on that card.
2. The group selects members to take on the roles of the bullying character, the person who is bullied and the bystanders.
3. Give the children a maximum of 10 minutes to work on their improvisations. They will have to discuss, plan and rehearse their performances and create a believable ending. Remind pupils to work with the Four Magic Words of Improvisation:
 - Where? ... the place
 - When? ... The time
 - Who? ... the roles/characters
 - What? ... What's happening, the action.

Moving from group to group, give support and help to any group in difficulty.

Invite some of the groups to perform their improvisation for the entire class.

Discussion Points:

Ask the children, in role:

- How did it feel to be the person engaging in bullying behaviour?
- How did the bystanders feel about what was going on?
- How did the person being bullied feel?

Now open up the discussion to the class, focussing on how bullying can make someone feel and the hurt it causes.

What can someone who is being bullied do to stop it from happening?

Explore some behaviours that might help the person, for example (TR 12: Safety Tips):

- Standing tall and looking confident
- Using a strong and firm voice to say something like, “Stop it” or “Go away” or “I’m going to report you to the teacher.”
- Staying calm even though you feel upset and very angry.

In pairs, children practice the above strategies, taking it in turns to be the person engaging in the bullying behaviour and the person being bullied.

REMEMBER! Young people need adult help to sort out bullying. If you don’t get help by telling a parent or teacher, it will just get worse. So you should tell and keep telling until you do get help.

What could you do if you knew someone was being bullied?

Discuss the role of bystanders in bullying. Remind pupils of how they felt as bystanders in the role play.

How can the bystander help? They can help by:

- Standing up for someone else. Telling the person who is bullying to stop being so nasty or mean and that if they don’t stop it, you are going to tell an adult.

Show TR 13 ‘Good Things to Say and Do’ and discuss.

- Being a friend to the person.
- Telling an adult who can help - remember TELL 5 from previous lessons

Conclusion

Remind the pupils that bullying hurts and always makes people feel bad. If you are being bullied or if you know someone who is being bullied, you should tell an adult and keep telling until you get help.



Topic 2 Lesson 6

Class Agreement

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Key Messages

Pupils should be enabled to:

- Discuss and agree behaviours that are acceptable in the class and school
- Discuss and agree behaviours that are unacceptable in the class and school
- Produce a written class agreement
- Agree and share their class agreement with the school principal and their parents.

Resources

WS 8 / HSL: Our Class Agreement

WS 9: Keeping our Agreement

Introduction

Learning Intention: *Today we are going to make a class agreement about what we can do to prevent bullying behaviour and make our class a safe place for everyone.*

Now that we know a lot about bullying - how it makes a person feel and what we can do about it - can we come up with an agreement in this class to stand together against bullying behaviour? What should be in this agreement?

Development

Divide the pupils into groups of 3 or 4 and give them a few minutes to discuss what behaviours are not acceptable, and what everyone can agree to do to prevent bullying happening in the class.

Each group is given a large sheet of paper which they divide under two headings: "We Will" (what we will do to make our class safe) and "We Will Not" (behaviours we won't accept).

Get each group to feedback what they have written and record all suggestions on whiteboard.

Through discussion, the pupils decide on the 3 or 4 statements under each heading that will form the Class Agreement.

Sample Class Agreement

We will:

- Treat each other and everyone in the school with kindness and respect
- Respect one another's feelings

- Try to make everyone feel that they belong
- Tell if we know someone is being hurt through bullying.

We will not:

- Hurt each other in any way
- Exclude others
- Post or 'like' hurtful messages
- Be mean or nasty to others.

WS 8 / HSL: Our Class Agreement: Each pupil is given the worksheet to complete.

A large copy of the Class Agreement should be signed by each pupil. It should then be displayed prominently in the classroom for the rest of the school year.



Conclusion

Discuss with the pupils with whom they might like to share the agreement, e.g., school principal, other classes, etc.

WS 8 / HSL: Our Class Agreement: A copy of the signed Class Agreement could be sent home with each pupil to raise awareness of what the pupils have decided.



Implementing and Monitoring the Agreement

WS 9 - Keeping our Agreement: Every few weeks WS 9 could be distributed to check in with the pupils on whether or not they are keeping the agreement.



Home School Link

WORKSHEET 4

3rd & 4th class

Friendship Poem

F _____

R _____

I _____

E _____

N _____

D _____

Today in school we talked about the importance of friendship and of treating everyone with respect and courtesy.

Your child can write a friendship poem. Each line begins with one of the letters above.



Parent/Guardian Signature

Date:



Home School Link

WORKSHEET 5

3rd & 4th class

What is Bullying?

Bullying is...

Hurtful



Repeated



Deliberate



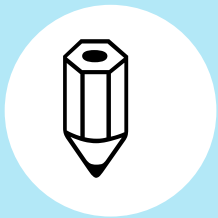
Today we learned about bullying and how it can hurt you physically, verbally and/or emotionally.

We learned the definition of bullying.



Parent/Guardian Signature

Date:



WORKSHEET 6
5th and 6th class

What do I know about bullying?

Tick Yes/No/Not Sure



YES **NO** **NOT SURE**

1. Bullying is just messing			
2. Only boys bully			
3. People who complain about bullies are telling tales			
4. Some kids, because of the way they behave, act or look, deserve to be bullied			
5. Making fun of someone because of the way they speak or behave is bullying			
6. The best thing to do if you are bullied is to fight back			
7. Bullying is just about hitting others			
8. Bullies will go away if you ignore them			
9. People who are bullied might be hurt for a while but they will get over it			
10. Sending repeated nasty text messages is bullying			





Rap Rules!

Stop... Block... Tell

Stop Cyber-bullying now
 Block if you know how
 Tell an adult; it's not hard
 We don't want you to be scarred

Stop... Block... Tell

If cyber bullies try to bring you down
 Be on guard and stand your ground
 Bullies should think before they type
 If they don't stop, make things right

Stop... Block... Tell

It's time to stop and be on top
 Don't be scared, it's time to be heard
 If you are tempted to write some-
 thing mean
 Think how you could hurt a child or
 teen

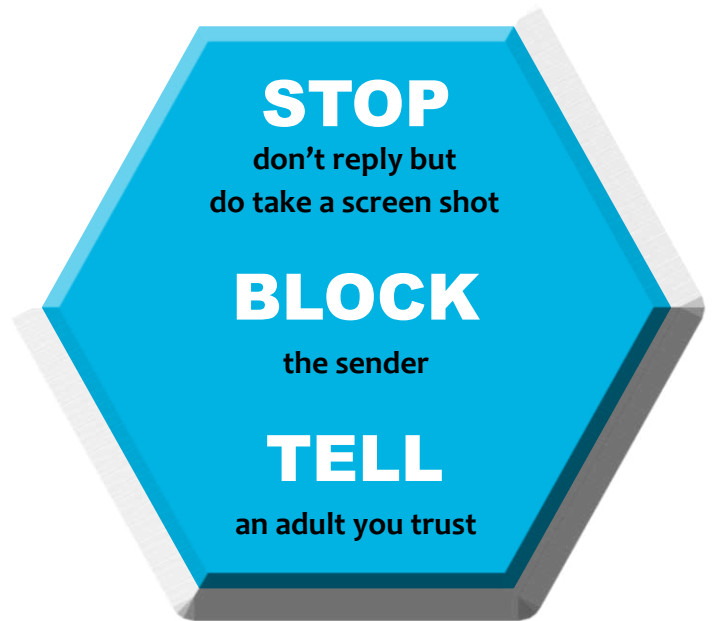
Stop... Block... Tell

Put down your phone or tablet
 You are not alone
 It's time to share your feelings
 And try to start the healing

Stop... Block... Tell

Stop Cyber-bullying now
 Block if you know how
 Tell an adult; it's not hard
 We don't want you to be scarred

Stop... Block... Tell



Talk to your child about what they
 can do to stay safe online



Parent/Guardian Signature

Date:



Home School Link

WORKSHEET 8

3rd & 4th class

Class Agreement

In this Class

We will

We will not

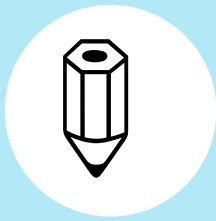
Signed:

Talk to your child about the class agreement which all the pupils have agreed and signed.



Parent/Guardian Signature

Date:



WORKSHEET 9
3rd & 4th class

Keeping our Agreement

Name:

This week I kept the agreement by: _____

This week I broke the agreement by: _____

I found it difficult to keep because: _____

One way that might help me to solve this problem is: _____



Topic 3

Touches

Rationale for Topic

Regular media reports have made us all more aware of the sad reality of child sexual abuse. It is also recognised that many cases of child abuse go unreported and children suffer in silence. Child sexual abuse occurs in all socio-economic groups and the perpetrator is almost always someone well known to the child and his/her family. Society has a responsibility to protect children from abuse, but children also need to be given the knowledge and the strategies to help protect themselves.

In these lessons, children are given the opportunity to discuss and value appropriate touches. They are taught explicitly about inappropriate touching and helped to understand that no one has a right to touch their body in a way that worries them or makes them feel unsafe.

In order to give children opportunities to develop the competence and confidence necessary to deal with abusive situations, personal safety rules and strategies are taught and practiced, including identifying trusted adults in whom children can confide.





MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

MYSELF

Strand Unit

Safety and Protection: Personal Safety

- Identify people, places and situations that may threaten personal safety.
- Begin to realise that as independence increases, responsibility for personal safety increases and that a strategy for keeping safe with people has to be developed and adhered to by each individual

Strand Unit

Growing and Changing

- Begin to appreciate the need for space and privacy in life

Strand Unit

Taking Care of my Body: Knowing About my Body

- Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect

Vocabulary

Infants	1st/2nd	3rd/4th
Private	Facial expression	Ungrateful
Public	Body language	Uncomfortable
Personal	Embarrassed	Genitals
Penis	Trust	
Vagina		
Breast		
Confusing		
Senses-See, Hear, Smell, Taste, Touch		
Secret		

Topic 3 **Lesson 1**

Different types of Touch

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Teacher's Note:

While inappropriate touches will be dealt with in Lesson 2 of this topic, it is important to consider the possibility that someone in your class may have been or is a victim of abuse. It is worth reminding pupils if they are upset by any issues raised that they should speak in private with you or another trusted adult.

Key Messages

Pupils should be enabled to:

- Understand the value of normal affection
- Learn about personal body space
- Identify touches they like, touches they don't like and touches they are not sure about or that confuse them
- Learn that it is always ok to ask for help
- Practice saying "no" and asking for help.

Resources

TR 14: Video Link – Body ownership

WS 10: What if

WS/HSL 11: Touch I Like, Touches I don't Like

Introduction

Learning Intention: *Today we will be learning about different kinds of touches and about what you can do if someone touches you in a way you do not want or like.*

It is important for children to learn that their body belongs to them and that they have the right to say who touches them and in what way.

Tell the pupils that you will be talking today about touches we like, touches we don't like and touches that confuse us.

Development

Touches I Like

Ask pupils to give examples of good touches they like to give or to get. You could do a round with the class of "I like it when..." Pupils volunteer about a touch they like, for example, "I like it when Dad gives me a big hug or when I high 5 a friend after scoring a goal."

What makes these touches good? They are touches that make us feel okay, warm, safe and loved.

Examples of good touches include hugs, handshakes, high fives, kisses, back scratches, pats on the head/shoulder, and snuggling or cuddling with someone you love (e.g. when you cuddle up beside Mum/Dad/Granny watching the TV).

Touches I Don't Like

Recap with the pupils on some of the issues discussed about physical bullying and how sometimes we can hurt or upset others by the way we touch them, e.g., hitting, kicking, etc.

These are all touches we don't like. A bad touch is a touch that makes you feel bad, uncomfortable, embarrassed or frightened. A bad touch can hurt and can leave a severe bruise, cut, broken bone, or burn.

Ask pupils to give examples of touches that people may not like.

How does a bad touch make us feel? (Hurt, uncomfortable, bad, scared)

Confusing Touches

The last type of touch we are going to discuss is called a confusing touch. A confusing touch is a touch that feels unsafe, mixes you up, or makes you feel uneasy or confused inside. A confusing touch may start out okay, but end up not being okay. Examples of confusing touches are bear hugs, tickling and kisses from someone you do not know or do not feel comfortable around.



VIDEO

TR 14- Video Link: Watch this video clip on tickling which shows how a touch that starts out feeling good, ends up feeling bad. It also talks about the importance of telling someone to stop.

Ask the pupils to give you some other examples of touches that can be confusing, for example, a high five or a slap on the back that is too hard.

What can you do?



WS 10 - Touches, What if: This activity could be done through discussion, as outlined below.

Give each pupil a copy of the worksheet to consider individually.

Then, in pairs, pupils discuss what they could do in each of the following scenarios. You could also select touches mentioned earlier that may be more pertinent to the class.

As a whole class, encourage discussion on how best to respond in each situation.

- What if you don't like it when your Aunt Sarah pinches your cheeks every time she visits and tells you that you're her favourite niece in the whole world?
- What if your older sister keeps tickling you and won't stop?
- What if you don't like it when your football coach slaps you hard on the back every time you score a goal?
- What if you feel uncomfortable every time your Mum asks you to kiss or hug her friends when they are leaving?

Discuss some of the dilemmas and issues which may arise, such as when you want someone to stop but you don't want to hurt their feelings.

Points for follow-up discussion:

- Sometimes people are not aware of how we feel about a touch and it can be difficult for us to say anything to them. We may need other adults to help us to address these issues, such as a parent or teacher. For example, in the Aunt Sarah "what if" situation, perhaps



you could tell a parent how you feel and they might then talk to Aunt Sarah about it. After all you don't want to upset Aunt Sarah as she clearly thinks the world of you.

- It is very important that the pupils get the message that it is always okay to say "No" to a touch they do not want or like.
- Emphasise the importance of saying "No" to keep safe and that it is all right to say "No" to an adult if they are asking you to do something that is dangerous, wrong or that makes you feel unsafe.

Ask the pupils if they can think of other times when it would be ok to say "NO" to an adult, times when they are made to feel threatened, in danger or unsafe. Emphasise that it is always okay to say No if you get a bad feeling or a confused feeling about a touch, or if you are asked to do something that threatens your personal safety.

Allow the pupils an opportunity to practice saying "No" or "Stop it, I don't like it when you do that" or "Leave me alone".

Children should also learn that in these situations if they ask someone to stop then the person should always stop. If not they should tell another adult and get help.

Conclusion

We have learned that a good touch is a touch that makes us feel good and warm and safe.

A bad touch is a touch that makes us feel bad, unsafe or scared.

A confusing touch is a touch that makes us feel mixed up or confused inside even though it might have started out feeling okay.

If someone touches you in a way you don't like or that you are not sure about or that you think is wrong, say No in a strong voice and get away to a safe place. Remember your Stay Safe rules: Say No, Get Away and Tell. You must always tell a grown-up you can trust.



WS/HSL 11: Touch I Like, Touches I don't Like: Pupils bring home Worksheet 11 to discuss and complete with parent /guardian.

Topic 3 Lesson 2

Touches

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.



Teacher's Note:

The following is a stated content objective for Infants in the SPHE curriculum: "The child should be enabled to name parts of the male and female body, using appropriate anatomical terms."

While many children grow up with 'nicknames' for the private parts of their bodies, it is important that children also learn to use the correct anatomical names for the private parts of their bodies.

Key Messages

Pupils should be enabled to:

- Identify the feelings they associate with different touches
- Identify and name the private parts of their bodies
- Understand that if someone, no matter who they are, touches them on the private parts of their body for no good reason, then they must use the safety rules we have – say no, get away and tell
- Understand that they should never keep secrets about touch
- Develop the skills, confidence and strategies to say no to touches they do not want.

Resources

TR 15: Ali's Story

TR 16: Rachel's Story

TR 17: UNICEF Good Touch, Bad Touch video

WS 12/HSL: Never keep a touch secret

Introduction

Learning Intention: *Today we will learn that we should never keep secrets about touch. No one, even if it is someone we love and trust, should ever ask us to keep a secret about a touch.*

Follow up with **Worksheet 11 / HSL: Touches**. Invite the pupils to share their completed responses in their groups and then with the whole class. (Please Note: Pupils share personal feelings about touches with the group only if they feel comfortable about it.)

Compare answers and explore how everyone has their own individual feelings around touch. Remind the pupils of the video you watched about tickling which showed how touches can move from being good to confusing or bad.

Development

Private/Public

Discuss with the pupils what they think we mean by the word 'private' - something that we do not want everyone to see, hear or know. When something is private that means it belongs to us and is not public - for everyone else's information or attention.

Ask the pupils to give examples of things that are private. For example, when we use the toilet in school, we shut the door for privacy, or we might keep a diary that we don't share with others. Also when our parents come to the school to talk with the teacher about how we are getting on, it's a private meeting.

There are also places on our body that we consider private. Usually when we refer to the private parts of our body, we mean the parts of our body that are covered by our underwear or swim suits.

No one should ever touch the private parts of your body without a good reason. Ask the pupils if they can think of a good reason when it might be okay to touch the private parts of someone's body, for example, when a baby needs a change of nappy; or if someone older, a child or an adult, needs help to clean themselves because they cannot do it themselves – they may be ill or have a disability that prevents them from taking care of their own body; or if someone needs to be examined by a nurse or doctor.

When the private parts of your body have to be touched it should never be kept secret, and no one should ever ask you to keep it a secret.

Use one of the following stories, **TR 15 - Ali's Story** or **TR 16 - Rachel's Story**, and the follow-up discussion to highlight the need to tell about secrets and touch.

Dealing with Inappropriate Touches

TR 15 - Ali's Story:

Ali had come to live in Ireland four years earlier with his Mum and his big sister. They had settled in a small seaside town. In the beginning, life in Ireland was very strange for them with different food, different houses, different weather - and he had never lived near the sea before.

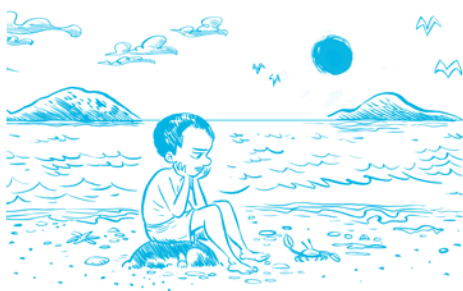
Yes, settling down in Ireland took a while, but getting to know Sam had made it easier. Sam and his family lived next door and they had made them all feel so welcome! When Ali joined the local school and found himself in Sam's class, he was delighted! The two boys became great friends. They walked to school together, played football in Sam's big yard and when Sam's Dad started taking him to swimming lessons, he invited Ali to go with them.

It had taken Ali quite a while to learn to swim, but now going to the swimming pool with Sam and his Dad was the best part of the week.

One day, during the summer holidays, Ali and his Mum decided to go to the beach. After they had spread their towels and had a picnic, Ali spotted some of the boys in his class playing in the water. His Mum said he could go join them, but to be careful and not to go too far out. Then she said she could see Sam's Dad there so he would be safe.

Sam and the other boys shouted a big hello when they saw Ali running to join them. Sam's Dad had just taken a yellow body board from the car and the boys all started shouting for a turn on it. Sam was very good at staying on the board and paddling along the shore but most of the other boys fell off really fast. Then it was Ali's turn. Sam's Dad held the board steady in the water as Ali climbed on top, but when he started to paddle with his hands, he could feel himself slipping off. Sam's Dad caught him and pushed him on again. A few more hand paddles and he was slipping again, but once more Sam's Dad was beside him - his big hands kept him up on the board, and he seemed to be pushing the board out into deeper water. As Ali slid over and back on the board, he could feel the man's hands moving over his body, keeping him on, but Ali began to feel uneasy.

He didn't like where Sam's Dad was touching him. Sometimes he kept his hand on his bottom too long and sometimes his fingers went under Ali's swimsuit, touching his genitals.



After what seemed like ages, Ali heard the other boys shouting, “He’s had longer than us!” and “That’s not fair”, and Sam’s Dad turned the board around and pushed it to the shore, where Ali slipped off.

He walked onto the sand feeling quite weak and shivery. He couldn’t decide, was it because he was cold, or was he scared of something? Ali said thanks to Sam and ran to get his towel from Mum, who asked him several times if he was alright, because he looked upset.

But what could he say to her? What words would explain how unsafe he had felt when Sam’s Dad was holding him on the body board?

Points for Discussion:

- What should Ali do?
- Why might it be difficult to tell?
- What might happen if he doesn’t tell Mum?
- What would Ali do if asked to join Sam and his Dad another day at the beach?
- How might he feel about going into Sam’s house or yard after this?

Finish the story:

“Is everything ok?” Mum asked again as Ali dried himself off. “Has something happened, Ali?”

“I don’t know,” Ali said.

Ali told his Mum what had happened with Sam’s Dad and about how uncomfortable he felt.

When he had finished talking, Mum reminded him that it was always ok to say no to touches you don’t like and that he was right to tell her.



TR 16 - Rachel’s Story:

Since she was 6 years old, Rachel has gone to stay with her Aunt Miriam and Uncle Tim every school holiday. When she was small Rachel loved going there. Her uncle used to buy her toys, and he’d read stories and play with her all the time. Most of all she had loved the tickling game he played with her. But not anymore. The last couple of times when he played it she did not like it. She told him to stop but he didn’t and then he started touching her vagina.

It frightened and upset her. He said it was their secret and that she must not tell anyone. After the last visit, Rachel told her Dad that she did not want to stay with her aunt and uncle any more. Dad was annoyed with her and told her she was ungrateful for all they had done for her. He said that it was up to him to decide when Rachel went to visit them.

Points for Discussion:

- What should Rachel do? Imagine that you are Rachel’s friend and she is telling you about this. What do you say and what can be done?
- In pairs, pupils work out a conversation Rachel could have with her Dad or her friend, sister, brother etc. Pupils could role-play how they would tell.

Get the class to discuss the merits of the different approaches suggested.

Finish the story:

The following Friday Rachel arrived home to find Dad packing the car. “What’s happening, Dad?” asked Rachel. “Are we going somewhere?”

“Something has come up in work, Rachel. John is sick and I have to do his shift for him tonight. I have to drop you off to Miriam and Tim’s house,” Dad replied.

Rachel’s heart sank. She couldn’t believe it. “I’m not going, no way. I told you before I didn’t want to go there again. Please, please don’t make me go, Dad,” Rachel sobbed.

Dad was shocked. It was not like Rachel to behave like this. “What’s going on, Rachel?” asked Dad, “Come inside. I think we need to talk.” Dad put his arm around Rachel and brought her inside.

Rachel didn’t know what to say at first. “Did something happen, Rachel? Is there something bothering you?” asked Dad.

Then slowly Rachel told about the tickling, the touches, the secrecy and how she never wanted to see Uncle Tim again.

Dad listened to Rachel in silence. He looked at her sadly and said, “Rachel, I’m really sorry I didn’t listen to you when you told me the first time that you didn’t want to go there again. What happened should never have happened. It’s not your fault and I will sort it out. But first let me give work a call and tell them I can’t cover for John and then we will talk some more.”

Never keep touch a secret

Teacher reminds pupils that it is never okay for someone to ask you to keep secrets about a touch.

This rule applies everywhere - at home, in school, in the swimming pool, on the bus. Hugs, kisses and other touches should never have to be a secret even if it is a person you know well, even if it is someone in your own family.

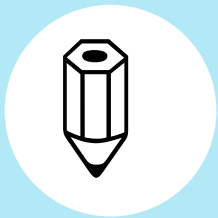
If someone wants you to keep secrets about touching, remember it is not okay, it is not your fault, and you must tell someone about it.



Conclusion

Remind the pupils of the key message here. If someone, no matter who they are, touches you on the private parts of your body, for no good reason, even if they say they are just playing or teasing, you must use the safety rules we have – Say No, Get Away and Tell an Adult.

WS 12 / HSL- Never keep a touch secret: Pupils bring the worksheet home to discuss rules about touch with their parents /guardians.



WORKSHEET 10

3rd & 4th class

What if...

What if...

You don't like it when Aunt Sarah pinches your cheeks every time she visits and tells you that you're her favourite nephew in the world?

Your older sister keeps tickling you and won't stop?

You don't like it when your football coach slaps you on the back every time you score a goal?

You feel uncomfortable every time your mam asks you to kiss / hug her friends when they are leaving?





Touches

Touches... I like, I don't like, not sure

Touches – put them in the right bubble for you. You can add other touch words.

I like...

- HAND SHAKE
- HUG
- CUDDLE
- KICK
- BITE
- PINCH
- KISS
- PAT ON THE BACK
- PUNCH
- SCRATCH
- CUT
- WRESTLING
- BACK RUB
- TICKLE
- HIGH FIVE
- SLAP
- PUSH
- HOLDING HANDS

I don't like...

Not sure...

Talk to your child about touches they like and don't like or are not sure about.



Parent/Guardian Signature

Date:



Home School Link

WORKSHEET 12

3rd & 4th class

Never keep a touch secret

*If anyone touches you on the private parts of
your body without good reason
even if they say they are just teasing or playing
even if you know them well
you must use the Stay Safe rules:*

Say No Get Away Tell

And remember you keep telling until you get help

Today in school we looked at the video:
Good touch/Bad touch Child Secret Agents at
<https://www.youtube.com/watch?v=zJdzC1AqpAo>
Talk to your child about the importance of
keeping these rules.



Parent/Guardian Signature

Date:

Topic 4

Secrets and Telling

Rationale for Topic

Child abusers rely on secrecy, threats and bribes. Therefore, the core message of this topic is that touch should NEVER be kept a secret. Children learn how to tell, whom to tell, when to tell and to keep on telling until someone listens. Opportunities are given to practice and reinforce this message.





MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

Strand Unit:

MYSELF

Safety and Protection: Personal safety

- Identify people, places and situations that may threaten personal safety.
 - Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual
-

Strand Unit:

Taking Care of my Body: Knowing about my body

- Taking Care of my Body: Knowing about my body

Vocabulary

Infants	1st / 2nd	3rd /4th
Surprise	Pranks	
Uncomfortable	Blamed	
Unsure	Dare	
Bribe	By accident	
Threat	Responsible	

Topic 4

Secrets and Telling

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Key Messages

Pupils should be enabled to:

- Learn the difference between good secrets and bad secrets
- Understand that they should never keep secrets about touches.

Resources

TR 18: James's Story

WS 13/HSL: Good or Bad Secrets

Introduction

Learning Intention: *Today we are going to learn about the differences between good and bad secrets, and that we should never keep a bad secret.*

There are times when someone asks us to keep quiet about something, usually because they don't want someone else to know about it, for example, if Mum brought you shopping to buy a present for Granny for her birthday, she might ask you not to tell Granny about it because she wants it be a nice surprise for her. Sometimes other people don't tell you about something because they might want to surprise you. So a surprise is something that you may not know now, but that you will be told about sooner or later, for example, a present, a surprise party or Mum is expecting a new baby.

Development

Secrets and Telling

What is a secret? A secret is when someone asks us to promise not to tell anyone else. With secrets we are often told that we can NEVER tell anyone else.

We have already spoken about how no one should ever ask us to keep a touch a secret. Keeping a secret about a touch would be a bad secret.

Remember, if you are worried or frightened about something, never keep it a secret. Always tell a trusted adult.

Ask the pupils for examples of other things that we should not keep secrets about. Remind them of the other topics they have covered in the Stay Safe programme - when we spoke about feeling unsafe and bullying, and how we should not keep secrets about these either.

Do you remember why? Because the problem will not go away until we tell an adult.

TR 18 - James's Story: Play or read the story. Ask the pupils to think about the feelings James has as we go through the story. It might be a good idea to have the 'Feelings' words from the 'Feeling Safe and Unsafe' lessons displayed so that pupils can see them as the story progresses.



James thought back to earlier this evening when Mum said, "I must call and remind Carol to come to babysit you before 7.30 this evening because Dad and I are going to Uncle John's party."

James was delighted Carol was coming over. He always had great fun with her. They played some games, watched TV, had supper together and she tucked him into bed after a story.

But tonight had been different. After Mum and Dad had left there was a knock at the door and Carol said that a friend was coming to help her babysit. Her friend's name was Mark and he had some video games with him. He was very good playing those games and James thought Mark let him win a few times when they played.

James did wonder what Mum and Dad would say about the games – he guessed they would not be happy with the games Mark had brought over because they were usually very fussy about the ages recommended on games. These were all for over 18s. But it was exciting playing with Mark. Carol also let him stay up an extra half hour to play with Mark.

But when Carol came upstairs to tuck him in, she told him that he wasn't to say anything to Mum or Dad about Mark being there. If he did tell, Carol said, she would tell his parents that he was playing over 18s games. If he kept the secret, Carol said she would make sure Mark brought the latest game next time and a few extra treats for them.

James felt very confused and wondered what to do.

Points for Discussion:

- Ask the pupils to name some of the feelings James experienced. Why did he feel like this?
- Why does Carol not want James to tell?
- If James asked you what he should do, what would you say?
- Who could James tell and what should he tell?
- Why would someone ask us to keep a secret about any of these things?

The importance of telling needs to be highlighted. Remind the pupils that we should never keep secrets about anything that worries or upsets us.

Also we should never secrets about games we play or that someone else asks us to play, and we should never keep secrets about presents that someone gives us.

Worksheet 13/HSL - Good or Bad Secrets: The pupils work in pairs or groups of three and decide whether the situations outlined in the worksheet are good or bad secrets.

Then bring the class back together to discuss their findings. Each scenario could be shown on the whiteboard and the pupils could discuss the possible dilemmas involved in telling.



Conclusion

We should never keep a secret about something that worries or frightens or upsets us. We should always tell a trusted adult.

Remind the pupils of their Tell 5 adults – the adults they can approach if they have a problem and need to talk to someone about it.

Worksheet 13 / HSL - Good or Bad Secrets: Pupils bring the worksheet home to discuss with parent /guardian.

Extension Work

Write a short story about a good secret and illustrate it.



Home School Link

WORKSHEET 13

3rd & 4th class

Good Secrets or Bad Secret

Secrets? What do YOU Think?	Good	Bad	Not Sure
<i>Your Aunt has told you not to tell anyone that she is organising a surprise party for your cousin's 18th birthday.</i>			
<i>Your friend tells you that her brother hits her and she makes you promise not to tell.</i>			
<i>You've been told by your mom that you must not tell your brother about the special gift you helped pick out for his birthday</i>			
<i>Your babysitter let you stay up late to watch your favourite programme if you promise not to tell your parents that she had her friends over when she was babysitting.</i>			
<i>You and your friends on the basketball team have been secretly saving your pocket money to buy a present for the coach at the end of the season.</i>			
<i>Your uncle gives you a gift and makes you promise not to tell anyone else.</i>			
<i>Your friend's older sister touches you on a private part of your body and tells you that if you tell anyone you will be in big trouble.</i>			
<i>Even though you know you're not allowed to keep secrets from your parents you don't want them to know what you are giving them as a gift for Christmas</i>			

Talk to your child about why they should never keep a bad secret and why it is important to tell an adult.



Parent/Guardian Signature

Date:

Topic 5

Strangers

Rationale for Topic

As children get older and are given a greater degree of independence, they interact with more people in the course of everyday life. Some will be people they know and some will be strangers.

In this topic, children discuss the definition of a stranger, and the rules for dealing appropriately with strangers are clearly presented and practiced in the safe environment of the classroom.

Children regularly interact online with others whom they don't know, therefore strategies for dealing appropriately with people in the virtual world are addressed.





MAPPING TO THE SPHE CURRICULUM

STRAND:

Strand Unit:

MYSELF

Safety and Protection: Personal safety

- Identify people, places and situations that may threaten personal safety.
 - Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual
-

Strand Unit:

Making Decisions

- Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making decisions.
- Recognise and explore the risks and the consequences of making a particular decision

STRAND:

Strand Units:

MYSELF THE WIDER WORLD

Media education

- Explore and understand how information is conveyed and practice relaying messages using a variety of methods (p66)
-

Vocabulary

Infants	1st / 2nd	3rd /4th
Stranger	Comments	Steward
Rules	Behave	
Say No, Get away, Tell	Option	
	Directions	
	Nasty	

Topic 5

Strangers

Key Messages

Pupils should be enabled to:

- Identify and talk about strangers
- Deal appropriately with strangers
- Learn about the rules and regulations designed to keep them safe
- Develop safety skills necessary for their protection in self-care situations.

Resources

TR 19: Spot the Stranger

TR 20: Ciara's Story

WS 14: What Would You Do?

WS 15/HSL: Stranger rules

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.

Introduction

Learning Intention: *Today we're going to talk about keeping ourselves safe around strangers.*

Begin by asking the children what the word 'stranger' means. List answers on the IWB and then invite pupils to do a Dictionary Challenge. Listen carefully to their answers because these will reflect their thinking, their beliefs and their concerns.

Development

TR19 – Spot the Stranger: Display the slide showing a crowd scene and ask pupils to spot the strangers in the scene. Why are they strangers? Why not?

Reinforce the following points:

- A stranger is anyone you don't know.
- A stranger can be a man or a woman, an adult, a teenager or a child.
- Most strangers are nice people, but we cannot tell just by looking at someone if they are a nice person or if we can trust them.

Strangers online

Where else could we meet a stranger? We can meet strangers online. Invite pupils to suggest how we meet strangers online (playing games is probably the most common way for pupils of this age). Remind pupils of the Cyberbullying video from the lessons on bullying and how it's so easy to pretend to be someone else when you're online.

Remember, a stranger is anyone you do not know - even if they tell you they know you, even if they know your name.



Link to www.webwise.ie/sphe for additional lessons on internet safety for this age group.

Safety Rules

There are rules and choices that can help you be safe. Can you remember the rules for staying safe around strangers?

- Never go anywhere with a stranger
- Never take anything from a stranger (unless you have permission from the adult in charge)

TR 20 - Ciara's Story: Play or read the story and discuss with the class.

Ciara liked it now that she was allowed to walk to the shop on her own to buy sweets. When she was in the shop today, a man she did not know stood beside her at the sweets section. He said, "Hello. It's hard to choose, isn't it?"



She said, "Yes, it is", and moved away a bit as she did not want to talk to him. When she paid and left the shop, she noticed that the man was parked a little further on the road towards her house. She was passing by when he rolled the window down and asked her for directions to the secondary school. He had a road map in his hand and he held it up a little as if he wanted her to come closer to look at it. Ciara did not feel safe and turned around and went into a butcher's shop which was opposite her. She asked them if she could use the phone to call her Dad. As she spoke with her Dad, she could see the car pulling away from the kerb. A little later her Dad came along and she told him what had happened.

Discussion Points:

- Was the man a bad person? Important for pupils to realise that he may not have been a bad person, but that he was a stranger to Ciara.
- Do you think Ciara made the correct choice? Why?
- Was she right to go into the shop even though she did not know anyone there?
- Can you suggest anything else Ciara could have done?

Most people, even though they may be strangers, are good and helpful. Sometimes we need to get help from strangers and we need to be able to identify those strangers that we could go to if we feel unsafe.

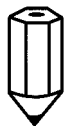
Dealing with Strangers

Choose one of the following Think and Share activities.

Activity 1 - Strangers who could help: Teacher poses the following question to the class, "If you were at a match or a concert and got lost and separated from your friends, who could you go to for help?"

Get the children in pairs to think about this and then take feedback from class.

Children will identify a variety of people, for example, Gardai, security



persons, shop assistants or stewards. All these are strangers, but what have they in common? (Uniform, name tag, etc.)

Ask the pupils where would be a safe place to go to if they were lost or felt frightened or threatened.

Activity 2 - WS 14: Strangers - What would you do? This worksheet contains various scenarios concerning strangers.

Divide the class into groups of 3 or 4. Give each group one of the scenarios from the worksheet – you can choose the ones most suited to your class.

Each group must think about the situation and discuss what they could do to keep themselves safe. Pupils then role-play their response to the scenario.

It may be a good idea to give some of the groups the same scenario so that you can compare responses when the groups feedback to the class.

Discuss with the whole class the scenarios and responses.

Conclusion

Remember the safety rules about strangers:

- Never go anywhere with someone you don't know.
- Never take anything from someone you don't know.

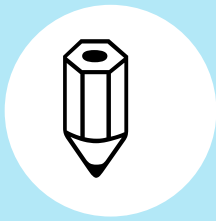
When you're online remember:

- Do not put up personal information, for example, full name, address or other personal details, online
- Remember that any photos or images you put online can never be fully removed
- Do not believe everyone you meet online is who they say they are
- Always tell a trusted adult if you are worried about something you see online
- Never reply to upsetting or frightening messages – save them, show them to an adult and get them to report the matter
- If you receive nasty messages or photos/pictures either by text or online, avoid looking at them over and over again as this can be very upsetting. Block the sender so they cannot have access to your photos or personal information and tell a trusted adult.



WS 15/ HSL: Pupils bring home worksheet to discuss the rules they have learned about strangers with parent/guardian.

Follow up Work: The role play from Activity 2 could be done as part of a follow-on Drama lesson.



WORKSHEET 14

3rd & 4th class

Strangers

What would YOU do?

1. You're waiting outside school to be collected by your dad. An adult you don't know says they were asked to pick you up. She looks like a nice woman.
What would you do?

2. You're in a shopping centre with your parents. You ask if it's ok to go into a sports shop. Your parents say it's OK. While you're looking at trainers someone approaches you and asks you to help him carry in some boxes. He says he'll give you €5 if you help. *What would you do?*

3. One of the people who often plays games with you online suggests that you meet up next Saturday to go to the game store. *What would you do?*

4. You get lost at a football match. There's a big crowd and you can't see your uncle anywhere. *What would you do?*

5. You're in the park and a stranger asks you for help finding her dog. You saw her earlier with her dog. You would like to help. *What would you do?*

6. It's raining and you're walking home. A man pulls up and calls you by name and says he lives a bit further along the road and he can give you a lift to your house. You've seen him driving on the road a few times. *What would you do?*

7. You're outside your house when a stranger asks you for directions.
What would you do?

Talk to your child about what they could do in these situations. Emphasise that:

- You should never go anywhere with a stranger
- Never take anything from a stranger





Our Rules for Strangers

NEVER go anywhere with a stranger

NEVER take anything from a stranger

RULES when I'm ONLINE

- **DO NOT POST ANY PERSONAL INFORMATION**, for example, full name or address. Remember photos or images you post online can never be fully removed
- **DO NOT BELIEVE THAT EVERYONE YOU MEET** online is who they say they are
- **ALWAYS TELL A TRUSTED ADULT** if you are worried about something you see online
- **NEVER REPLY** to upsetting or frightening messages – save them, show them to an adult and ask them to report the matter
- **If you receive NASTY MESSAGES or PHOTOS/PICTURES** either by **TEXT OR ONLINE**
 - **AVOID LOOKING** at them over and over again as this can be very upsetting.
 - **BLOCK THEM** so they cannot have access to your photos or personal information and
 - **TELL A TRUSTED ADULT**

Discuss online safety with your child.



Parent/Guardian Signature

Date:

This resource is available to download at:

www.staysafe.ie/teachers/resources.htm

www.pdst.ie/staysafe

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