

# The Stay Safe Programme



stay  
safe

Personal Safety Skills for

**1st and 2nd Class**



# 1st and 2nd Class

## THE STAY SAFE PROGRAMME

By Deirdre MacIntyre and Maria Lawlor

The content and development of this edition was co-ordinated  
by Patricia Shanahan

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Illustrations by Fintan Taite

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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.

In the Stay Safe programme children will learn:

- 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.

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, develops 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 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](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 emotional abuse.

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](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 or safety with medicines.

### Language and Vocabulary Development

To increase the effectiveness of the Stay Safe lessons it is preferable for children to be familiar with the vocabulary used in the lessons prior to 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'. Start by showing 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 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.

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<br>Taking Care of my Body<br>Growing and Changing<br>Safety and Protection<br>Making Decisions (3rd – 6th) |
| Myself and others          | My self and my Family<br>My Friends and Other People<br>Relating to Others   |
| Myself and the wider world | Media Education<br>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<br>Safety and Protection<br>Making decisions (3rd – 6th) | Taking care of my Body<br>Growing and Changing |
| Myself and others          | My friends and other people  | Myself and My Family<br>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 are also available at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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](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 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](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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](http://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](http://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](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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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:

### ORAL LANGUAGE

#### Element:

#### *Communicating*

#### Learning Outcomes:

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

#### Element:

#### *Understanding*

#### Learning Outcomes:

- Acquisition and use of vocabulary
- Demonstration of understanding

#### Element:

#### *Exploring and Using*

#### Learning Outcomes:

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

### STRAND:

### READING

#### Element:

#### *Communicating*

#### Learning Outcomes:

Engagement

#### Element:

#### *Exploring and Using*

#### Learning Outcomes:

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 s/he 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**

*We all experience many different feelings. Children need to develop the vocabulary to name and identify this wide range of feelings. Understanding, expressing and dealing with feelings in an appropriate manner is an important life skill. Exploring how other people feel also helps children to develop empathy.*

*In this topic, children learn that their feelings inform them about their experiences. They learn how to recognise safe and unsafe feelings so that they can respond in a way that promotes their safety and protection. This includes learning safety rules and practicing strategies to use when feeling unsafe.*





## MAPPING TO THE SPHE CURRICULUM

### Social Personal and Health Education

#### STRAND:

#### MYSELF

#### Strand Units:

##### ***Self-Identity***

##### ***Self-Awareness***

- Discuss and appreciate all the features that make a person special and unique.
- Recognise and record personal preferences

##### ***Developing self-confidence***

- Express own views, opinions and preferences

##### ***Making Decisions***

- Identify some everyday choices made by himself/herself and those that are made by others
- Begin to develop some awareness of factors that may influence decisions or choices taken

#### Strand Units:

##### ***Taking Care of my Body***

##### ***Knowing About my Body***

- Respect his/her own body and that of others
- Name parts of the male and female body, using appropriate anatomical terms
- Realise that each individual has some responsibility for taking care of himself/herself.

Strand Units:

### **Growing and Changing**

#### **Feelings and Emotions**

- Name a variety of feelings and talk about situations where these may be experienced
  - Explore the variety of ways in which feelings are expressed and coped with
  - Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
  - Explore and discuss occasions that can promote positive feelings in himself/herself
- 

Strand Units:

### **Safety and Protection**

#### **Personal Safety**

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk.
- Realise how other people can persuade him/her to engage in unsafe behaviour

#### **Safety Issues**

- Realise and understand that rules are necessary in order to protect people and keep them safe

## **Vocabulary**

### **Feeling words:**

| Infants | 1st/2nd    |
|---------|------------|
| Excited | Frightened |
| Happy   | Pleased    |
| Scared  | Annoyed    |
| Upset   | Hurt       |
| Sad     | Sorry      |
| Angry   | Calm       |

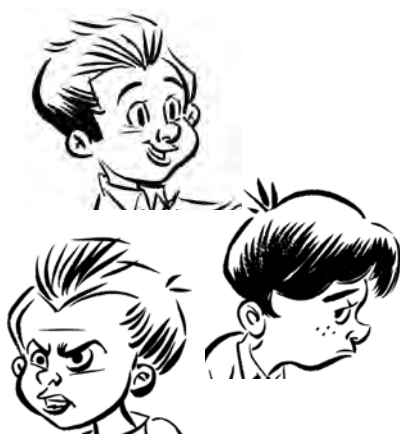
In addition to ensuring that pupils understand and use the recommended feelings vocabulary, they should also learn how the use of 'un' as a prefix reverses the meaning of many words, for example, comfortable – uncomfortable; happy – unhappy; helpful – unhelpful, etc.

Topic 1 **Lesson 1**

# Feelings are important

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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:

- All feelings, even ones we don't like, are important
- Feelings are like messages that tell us how we are inside.

## Resources

**TR1:** Feeling Faces

**WS 1/Home School Link:** Name that Feeling

Old magazines/newspapers/pictures

## Introduction

**Learning Intention:** *Today we are going to learn how and why all our feelings, even ones we don't like, are important.*

Recap briefly on any work already covered on feelings in other SPHE lessons or other curricular areas, for example, a story that has been read in class where characters expressed or showed a variety of feelings.

## Development

### How Feelings Work

*On the outside we have our bodies. Our bodies let us know if it's too cold by making us shiver and they let us know if it's too warm by making us sweaty.*

*On the inside we have feelings and they let us know things too. Feelings are like messages. Different situations give us different feelings.*

Invite pupils to suggest occasions when they might feel happy or excited, for example, when they are looking forward to something, like a birthday or going to the zoo.

**TR 1 - Feeling Faces:** The following activities may be done using the whiteboard or, alternatively, the Feeling pictures may be printed off.

The pupils look at the Feeling pictures and identify the relevant feeling for each picture. The feelings portrayed are: Happy, Sad, Upset, Excited, Scared, Angry, Frightened, Calm, Annoyed, Hurt, Sorry, Pleased.

Opinions may differ about which picture matches which feeling word and this can be a lead-in to a discussion on how our facial expressions and body language can communicate how we feel.

*We get clues about how people feel from the way they look or how they behave. Our feelings are always changing. Sometimes we feel happy, sometimes we feel sad. Other times we may feel lonely or angry.*

**Activity - Charades:** Individual pupils should be invited to pick a Feeling Faces and to 'act it out' for others to guess the feeling. This can also be done in groups or as a whole-class activity.

Encourage the pupils to explore how our bodies and faces can show our feelings. For example, sometimes when we are sad or upset we cry; when we are excited or nervous we might get 'butterflies' in our tummy; when we are scared our hands or body might shake.

## Conclusion

Select any one of the Feeling Faces and get pupils to complete the sentence:

- I feel happy when...
- I feel angry when...
- I feel excited when...

Referring back to a story you have read together may be another useful way of helping pupils to identify and express feelings.

**W1 / HSL:** Matching 'Feelings' pictures with correct word. This worksheet can be completed at home.

## Extension Work

In groups, pupils are given one of the Feeling Faces and asked to make a collage of pictures from magazines/newspapers to show that feeling.





Topic 1 **Lesson 2**

# Sometimes I feel safe, sometimes I feel unsafe

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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 in which they 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:** Sammy's Story

**WS 2:** I Feel Safe When...

**WS 3/Home School Link:** Sammy's Story

## Introduction

**Learning Intention:** Today we are going to talk about times we feel safe. We will also talk about times when we feel unsafe or in danger, and about the importance of telling an adult who can help us.

Use the Feeling Faces or the collages made in the previous lesson to look again at what feelings are. Feelings are like messages. As well as being able to say how we feel, we also show our feelings in the way we look or how we behave.

## Development

### Feeling Safe and Unsafe

**TR 2 - Sammy's Story:** Read or play the story and discuss with the class.

Sammy went "Wow!" when her Mum showed her the concert tickets. So she was really, really going to see her very favourite band at the stadium! As the big night approached, it was arranged that she and Mum would meet her Aunt and cousin, Michaela, for a pizza before the show.

That night, as they made their way along the street to the venue, Sammy and Michaela danced with excitement. "This is the coolest night ever!" Sammy thought as she glanced back to check on her Mum and Aunt coming behind.

Suddenly, she grabbed Michaela's hand. "I can't see Mum!" she cried. The two girls stopped dead. There seemed to be crowds of people pushing past them, laughing, shouting, not caring about them. Sammy and Michaela held onto each other, worried that they might be pushed onto the road. Everyone was hurrying to get to the show. Who was going to help them?

Just when Sammy felt she was about to burst into tears, a hand touched her cheek, and Mum said, "We thought we had lost you both!" It was so good



to hold Mum's hand and Sammy thought she wouldn't let it go till she was home safe again.

As they sat at the concert, singing and clapping with all the others, every so often Sammy looked sideways at Mum and put her hand out to touch her arm, just to make very, very sure that she was really safe.

#### Points for Discussion:

- In the story Sammy had many different feelings. Can you name them?
- Explore with the pupils what it was that caused Sammy to feel so scared. What made her feel safe again?
- What might the girls have done if Mum had not shown up so quickly?
- Should the girls have run on into the stadium? Why not?
- Who could they approach to help them?

Give the pupils time to reflect on other situations in which children might get lost, for example, in a shopping centre, at a football game or on a beach. What could they do in these situations to feel safe again.

Talking about our feelings is very important, especially if we are upset or worried about something. Telling a trusted adult can help us to feel safe again.



## Conclusion

**WS 2 - I Feel Safe When...** Pupils draw, paint or write about times when they feel safe. Pupils can share their story or drawing with the class.

**WS 3/HSL - Sammy's Story:** Pupils bring home the worksheet, 'Sammy's Story', to recount the story to parents/guardians. This worksheet stresses the importance of teaching children rules to keep themselves safe if they get lost.

Topic 1 **Lesson 3**

# What to do if I feel unsafe

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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:

- Develop a clear understanding of situations where they feel safe and unsafe
- Identify adults that they could talk to if they feel unsafe, threatened or in danger
- Learn other safety strategies they can use when they feel unsafe or are in potentially dangerous or threatening situations.

## Resources

**TR 3: Safe/Unsafe Music Clips**

**WS 4: Making Choices**

**TR 4: The Stay Safe Song**

**WS 5/Home School Link: My Personal Safety Passport**

## Introduction

**Learning Intention:** *Today we will be learning more about what we can do to keep ourselves safe.*

Remind the pupils of the previous lesson and the story of Sammy and ask them to recall what made the girls feel safe and unsafe.

Tell them that today we will be talking about times when we feel safe and times when we feel unsafe, and we will be exploring what we can do if we don't feel safe.

Alternatively, this lesson can be introduced by using **TR 3 – 'Safe/Unsafe Music Clips'** to play clips of music that evoke safe/unsafe feelings.

## Development

*We all have times when we feel unsafe. In the story, we saw how Sammy and Michaela felt very scared when they were lost in the crowd on the way to the concert*

Ask the pupils to give an example of a time when they felt unsafe.

The following examples could be used if pupils are slow to respond:

- What if you heard a loud noise at night-time?
- What if you were chased by a dog?
- What if you had a very bad dream?
- What if someone was teasing you and calling you names?

As well as encouraging pupils to talk about times when they feel unsafe,

ask them to describe both their emotional and physical responses, for example, frightened, scared, worried, shaking or crying.

Reassure them that we can all feel frightened from time to time and remind them that feelings are like messages. We should listen to those messages, try to get away from the situation and always tell an adult we can trust, whenever we feel unsafe, scared or frightened.

The Stay Safe rules are Say No, Get Away and Tell, and remember to keep telling until someone listens to you.



### Making Choices

**WS 4 - Making Choices:** Pupils work in pairs on one of the following scenarios. Encourage each pupil to think about the situation and then complete the worksheet with their partner - choosing Good Idea, Bad Idea or Not Sure for each of the options given.

- Your friend loves climbing trees. He wants you to go climb some high trees with him but you think it is not safe. What could you do?
- You get lost in a shopping centre. What could you do?
- You are scared because someone at school is being mean to you. What could you do?

The above scenarios could be used for role play at this stage or later in a follow-up Drama lesson.

### Conclusion

Remind the pupils that there is always something we can do when we don't feel safe. We have rules to keep us safe when crossing the road or playing near water. Ask the pupils for examples of other times when we have rules to keep us safe. When we don't feel safe, we should remember our Stay Safe rules: Say No, Get Away and Tell.



**TR 4 – Stay Safe Song:** Play the Stay Safe Song.



**WS 5/HSL - My Personal Safety Passport:** Pupils bring the worksheet home and, with the help of a parent/guardian, they make their personal safety passport. Parents should be encouraged to help them complete their personal details and useful contact numbers.



Home School Link

## WORKSHEET 1

1st & 2nd class

# Name that Feeling

MATCH the correct word with the picture



Pleased    Angry    Sad

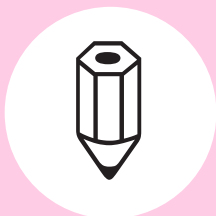
Frightened    Excited    Sorry

Children need to develop the vocabulary to identify a wide range of feelings. Understanding, expressing and dealing with feelings is an important life skill. Children need to learn that we all experience a range of different feelings. Understanding how other people feel helps children to develop empathy.



Parent/Guardian Signature

Date:



## WORKSHEET 2

1st & 2nd class

# I feel safe when ...

Draw, Paint or Write  
about a time when  
you felt safe.







Home School Link

## WORKSHEET 3

1st & 2nd class

# Sammy's Story

Ask your child to retell you Sammy's story



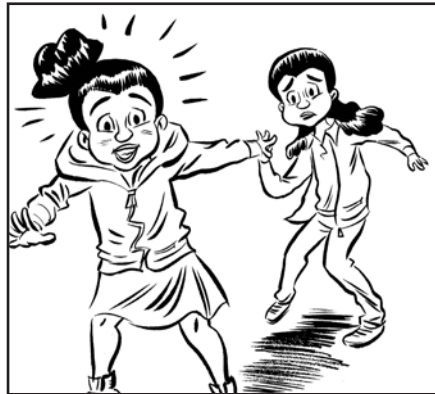
Mom tells Sammy she has tickets for the concert



They meet Aunt Sophie and cousin Michaela for pizza before the concert



The girls are so excited as they walk to the concert



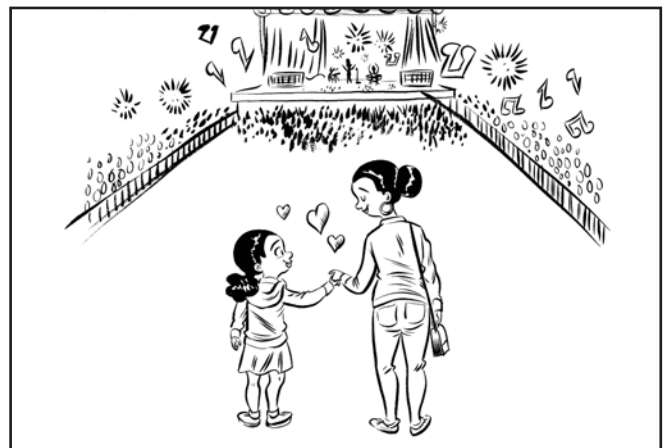
Suddenly they can't see their moms anywhere



They are so scared



Just then Mom and Aunt Sophie find them



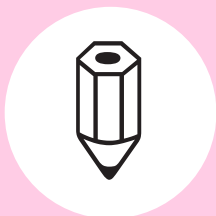
Talk to your child about the story (Sammy and her cousin get separated from their moms on the way to a concert). Then discuss the following 'What if' situations.

What if you got lost at a football match, at the shops or in the park?  
Choose examples that are right for your child and the locality.



Parent/Guardian Signature

Date:



## WORKSHEET 4

1st & 2nd class

# Making Choices

|   | Good Idea | Bad Idea | Not Sure |
|---|-----------|----------|----------|
| <b>1. Your friend loves climbing trees. He wants you to go climb some high trees with him but you think it is not safe. What could you do?</b><br>Do it anyhow<br>Say 'I don't want to do it. It's too dangerous'<br>Suggest another game.<br>Don't be his friend any longer<br>Tell your parents |           |          |          |
| <b>2. You get lost in a shopping centre, what could you do?</b><br>Wander around looking for your parents<br>Yell and scream<br>Go out to the car<br>Just wait in the same place<br>Ask a shop assistant or a security person for help  |           |          |          |
| <b>3. You are scared because someone at school is being mean to you. What could you do?</b><br>Say, "Leave me alone!" and walk away<br>Talk to a grown-up about it<br>Stay home from school<br>Call him or her bad names<br>Tell your teacher   |           |          |          |





# My safety Passport

## Passport

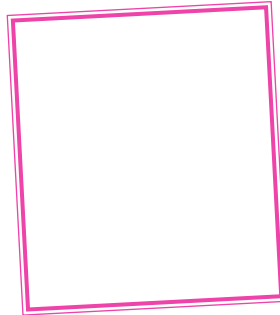
**My first name:** \_\_\_\_\_

**My last name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

Draw  
yourself



### Useful Phone numbers:

**Name:** \_\_\_\_\_ **Number:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Number:** \_\_\_\_\_



## TELL 5

Write the names of adults  
you could tell

---

---

---

---

---

Today in school we talked about keeping safe and about people who could help us if we feel unsafe.

It is important that your child learns his/her full name, and your name and address. Help your child fill in their details and identify adults they could tell if they feel unsafe or are worried about something. Not every child can learn off phone numbers or contact details so parents/ guardians should discuss and agree with the child a suitable place in his or her bag /pocket where a phone number/contact details can be accessed if needed.



Parent/Guardian Signature

Date:

# Topic 2

## Friendship and Bullying

### Rationale for Topic

*In this topic, children explore the value of friendship, making and keeping friends 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 its impact on others.*

*People can be bullied in a variety of ways, physically, verbally and emotionally. At this class level, the effects of bullying are explored in three ways – how bullying can hurt your body, your feelings and your belongings. Children learn that bullying is always wrong and that if they are being bullied or see it happening to someone else, they should always tell a trusted adult. Telling about bullying is not telling tales but it is telling to keep yourself or someone else safe.*

*Some children at this age are beginning to be active online. Strategies for the safe use of the internet are also explored.*





# MAPPING TO THE SPHE CURRICULUM

## Social Personal and Health Education

### STRAND:

### MYSELF AND OTHERS

#### Strand Units:

#### *My Friends and Other People*

- Identify, discuss and appreciate his/her own friends
  - Discuss and examine the different aspects of friendship
  - Identify and appreciate friends at school and how they can help and care for each other
  - Discuss and appreciate all those considered special, both within and outside the family circle
  - Recognise and appreciate differences in people and know how to treat others with dignity and respect
  - Recognise and explore bullying behaviour, who is involved and the effects on different people
  - Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else
- 

#### Strand Units:

#### *Relating to Others*

- Listen and respond to the opinions and views of others
  - Use verbal and non-verbal behaviour to perform social functions
  - Practise care and consideration, courtesy and good manners when interacting with others
  - Resolve conflicts with others
- 

### STRAND:

### MYSELF AND THE WIDER WORLD

#### Strand Units:

#### *Developing Citizenship*

#### *My School Community*

- Realise that each person is important and has a unique and valuable contribution to make to the class

- Recognise the importance of sharing and cooperating and being fair in all activities in the class and school
  - Realise and understand the necessity for adhering to the class and school rules
  - Explore and respect the diversity of children in the class and school
- 

**STRAND:****MYSELF**

## Strand Units:

***Safety and Protection******Personal safety***

- Explore appropriate safety strategies
  - Identify situations and places that are safe and those where personal safety might be at risk.
  - Realise how other people can persuade him/her to engage in unsafe behaviour
- 

## Strand Units:

***Self Identity******Developing Confidence***

- Express own views, opinions and preferences
- Become more self-reliant and independent
- Begin to learn how to cope with various changes as they occur

***Making Decisions***

- Identify some everyday choices made by himself/herself and those that are made by others
  - Begin to develop some awareness of factors that may influence decisions or choices taken
- 

## Strand Units:

***Growing and Changing******As I grow I change***

- Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older

***Emotions***

- Name a variety of feelings and talk about situations where these may be experienced
- Explore the variety of ways in which feelings are expressed and coped with
- Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
- Explore and discuss occasions that can promote positive feelings in himself/herself

## Vocabulary

| Junior/Senior Infants | 1st/2nd       |
|-----------------------|---------------|
| Friend(ship)          | Respect       |
| Sharing               | Interview     |
| Thoughtful            | Cyberbullying |
| Listening             | Deliberately  |
| Helping               | Exclude       |
| Taking turns          | Include       |
| Being fair            | Ignore        |
| Bullying              | Threaten      |
| On purpose            | Rumour        |
| Hurts                 | Agreement     |
| Frightens             |               |
| More than once        |               |
| Co-operating          |               |
| Put-downs             |               |



Topic 2 **Lesson 1**

# Friendship

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

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



VIDEO

## Key Messages

Pupils should be enabled to:

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

## Resources

**TR 5:** Video Link – Friendship

**WS 6:** Interview a Classmate

**WS 7:** ‘In this class we show kindness and respect to everyone by...’

## Introduction

**Learning Intention:** : Today we will be talking about friendship and the importance of treating everyone with respect and kindness.

**TR 5 – Video Link:** Watch the video on friendship and discuss with the class.

## Development

### Friends and Friendships

*Who are my friends?*

Ask the pupils to talk about what it is that makes someone a friend. Record the characteristics they come up with, for example, someone who plays with me, shares their toys with me, likes doing the same things I like to do.

*Things I like to do with my friends*

Ask pupils to list some of the things they like to do with friends, for example, playing games, watching DVDs, walking to school.

*What makes me a good friend?*

Talk with the pupils about how they show friendship to others. Explore how we make and keep friends, for example, helping others, including others in games, lending them toys, sharing with them.

**WS 6 - Interview a Classmate:** Divide the class up into pairs – try not to have close friends together. In pairs, the pupils interview each other, taking note of what the other child has said.


When they have finished this activity, the teacher asks pupils to tell one or two interesting things they found out about the other person.



Pupils should understand that we cannot be everyone's best friend, but everyone is special and everyone has a right to be treated with kindness and fairness.

Discuss with the pupils how we expect to be treated in school and how we are expected to treat others. How do we show respect, kindness and fairness to everyone?

Examples could include: Listening to others; not making fun of others; being friendly; saying 'hi' when we meet; sharing things; helping others out; co-operating; taking turns; being a good winner; not being a sore loser; trying not to make others feel bad; saying good things about other people.



In this class we  
show kindness and  
respect to everyone  
by...



## Conclusion

**WS 7 – In this class we show kindness and respect to everyone by...:** In pairs or groups, pupils are asked to write down what they think are the three most important things they can do to show kindness and respect in the school.

When they have completed this task, the class should be brought back together to agree the top four or five behaviours using a flip chart or whiteboard.

## Extension Work

A class poster, 'We show kindness and respect by...', can be made for display on the noticeboard.

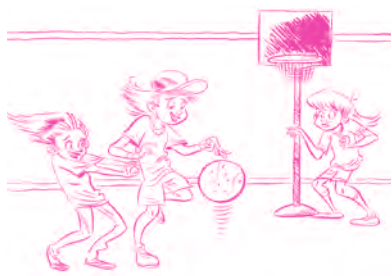
This could be extended to a whole-school activity, for example, at assembly, culminating in a school poster, 'We show kindness and respect by...'. The poster could be photographed, printed and given to each pupil to bring home. Alternatively, the poster could be put on the school website.

Topic 2 **Lesson 2**

# What is Bullying?

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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 understand:

- What bullying is
- That bullying someone online is cyberbullying
- Why bullying behaviour is totally unacceptable
- Some of the ways bullying can hurt us.

## Resources

**TR 6:** Basketball (Storyboard)

**TR 7:** What is Bullying?

**TR 8:** Bullying Hurts in Three Ways

**WS 8/Home School Link:** Bullying

## Introduction

**Learning Intention:** *Today we are going to explore what bullying is and some of the ways bullying can hurt.*

Recap on previous lesson, in particular, the behaviours identified in the last lesson on how we show kindness and respect.

## Development

### What is Bullying?

**TR 6 Story - Basketball:** The storyboard 'Basketball', introduces the children to how it feels to be deliberately excluded from play. Before embarking on the lesson, give each character in the story a name (not the name of any child in the class).

This activity can be done as a whole-class activity or in pairs, where each pair gets a copy of the storyboard and discusses what happens in each picture. Ask them to look at faces and body language for clues as to how the children might be feeling.

#### Picture 1

- How many people are in the picture? Let's give them each a name.
- What are they doing?
- Are they having fun? Do they look happy?
- Any other observations?

#### Picture 2

- What's different about this picture? (Another child - give her a name, for example, Barbara)
- What do you think is happening?
- What do you think Barbara is saying?
- Are the three others happy about that? How do you know?

**Picture 3**

- What is happening in Picture 3? How do you know?
- What do you think they are saying to Barbara?
- How do you think Barbara is feeling?
- Talk about how you think the other children are feeling.

Invite the pupils to suggest how they or others could be upset or hurt by another person.

Discuss with pupils how people might behave in a bullying way towards each other, for example, hurting someone by hitting or kicking; calling someone nasty names; saying nasty or mean things about someone else; sending hurtful messages (written or text); or excluding someone from a game or a group.

**Definition**

SLIDE

**TR 7 – What is Bullying?** “Bullying is when someone hurts or upsets another person on purpose more than once”.

*If someone is mean and hurtful more than once, deliberately causing upset, what do we call it? We call it bullying. When this happens online we call it cyberbullying.*

*It is not the same as when someone does something bad to us just once or when we have a fight with another child because we don't agree with them.*



SLIDE

**TR 8 - Bullying Hurts in Three Ways:**

1. It can hurt your body, for example, if you are hit, kicked, pinched or punched
2. It can hurt your feelings, for example, if someone calls you or your family nasty names or says bad things about you or deliberately leaves you out of games. This can happen face-to-face or online. Remember when bullying happens online we call that cyberbullying
3. It can damage your things, for example, if your bag gets torn or your books are scribbled on or stolen.

**Conclusion**

**Activity – Class Poster:** Make a class poster to display the definition of bullying.

**WS 8/HSL – Bullying:** Pupils should complete this worksheet at home.

**Bullying is...**

body

feelings

things



## Topic 2 Lesson 3

# Exclusion

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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:

- Understand that exclusion is bullying
- Develop strategies to prevent and manage bullying
- Understand the role of the bystander.

## Resources

**TR 9:** Video – An Unhappy Day for Molly

**TR 10:** The Tell Song

**TR 11:** Tell

**TR 12:** Video – A Happier Day for Molly

## Introduction

**Learning Intention:** *Today we are going to talk about how excluding someone can be bullying and how we can all help to stop bullying happening.*

Briefly remind the pupils of what has been discussed to date – what bullying is and the ways in which bullying can hurt our feelings, our body and our things.

As part of the discussion, you can refer back to TR 6 ‘Basketball Story’ from the previous lesson or Worksheet 8 – examples of how bullying can hurt in three ways.

Remind the class of the definition of bullying – bullying is when someone hurts or upsets another person on purpose more than once.

## Development

### Exclusion from Play

This lesson uses a short video scenario, ‘An Unhappy Day for Molly’, to show exclusion from play. It will be followed by a pro-social version of the same scenario, ‘A Happier Day for Molly’.



**TR 9 Video – An Unhappy Day for Molly:** Show video clip and discuss. It is important to draw the pupils’ attention to how the facial cues and body language of the characters help us to determine how each person is feeling.

#### Points for Discussion:

- What is happening here?
- What did the girls do to Molly?
- How do you think Molly felt when Emma Jane said she couldn’t be second in line?

- How did she feel when they said they didn't want to stand beside her?
- How did you know that Molly was upset?
- Do you think Emma Jane and Ann Alice have ever done anything like this to Molly before?
- If you were standing in the line, how do you think you would feel?
- What could you do to help Molly?
- How would you feel if this happened to you?

### Dealing with Exclusion

Ask the pupils what they would do if something like this happened to them. Discuss why it is so important to tell an adult and to keep on telling until something is done to make the bullying stop.



**TR 10 - The Tell Song:** Play the 'Tell Song' and discuss.

*It is not telling tales to tell about bullying. It is telling to be safe. We all have a right to feel safe at home, at school and at play. We should also try to make sure that other people feel safe too.*



SLIDE

**TR 11 – Tell: Display the 'Tell' slide.** Remind the pupils of their Tell 5 adults.

Discuss with the pupils what might make it difficult to tell if they or someone they know is being bullied, for example, being called a tell-tale for telling, or being afraid that the bully might hurt them.



VIDEO

**TR 12 Video - A Happier Day for Molly:** Watch the video clip and discuss with the pupils the difference in Emma Jane and Ann Alice's behaviour.

### Conclusion



**TR 10 - The Tell Song:** Pupils listen to and learn the 'Tell Song'.

Topic 2 **Lesson 4**

# The Effects of Bullying

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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 understand:

- How bullying makes others feel and that it is wrong to use bullying behaviour
- The importance of telling to help yourself or others to be safe.

## Resources

**TR 13:** Tripping/Excluding

**TR 14:** Safety Tips

**TR 15:** Good Things to Say

## Introduction

**Learning Intention:** : Today we are going to talk about how bullying can make others feel and about the importance of telling to keep ourselves and others safe.

Briefly recap on the previous lesson, asking pupils to recall what they have learned so far about bullying and the importance of telling.

Remember the story of Molly and how she was made to feel when she was first excluded and then included by the others.

## Development

### Bullies and Bystanders

Look back over TR 1 'Feeling Faces' pictures and ask pupils to pick out the Feeling Faces that show how someone might feel if they were bullied, for example, scared, upset, sad, angry, frightened, annoyed, hurt, sorry. Now display one of the following slides, TR 13(a) or TR 13(b) and discuss with the class.

#### TR 13 (a) – Tripping:

##### Points for Discussion:

- What do you think is happening here?
- What about the boy on the right?
- Is it funny? Are they all having fun? Who is not having fun?
- How can we tell the girl is not happy?
- If someone tripped you up deliberately like that, how would you feel?

Look at the TR 1 'Feeling Faces'. Which face shows how it feels when you are tripped up or called nasty names? No one has a right to call others nasty names. It is bullying. Where does it hurt? Body? Belongings? Feelings?



**TR 13 (b) – Excluding: Display the slide and discuss with the class.**

- What is happening here?
- What do you think they are saying to the girl?
- Why do you think they are doing this?
- How does it feel when someone tells you to go away - that you can't play?
- How do you think the different girls are feeling?
- Would you like to be the girl that is being laughed at?

Emphasise that it is always wrong to deliberately hurt another person's feelings by not letting them play or by making fun of them or by ganging up on them to make them feel bad.

*You have learned the importance of telling an adult if things like this are happening to you. Remember our Stay Safe rules: Say No, Get Away, Tell.*

Encourage the pupils to suggest some ways they might stand up for themselves, for example, by saying, "Stop that. Go Away. If you don't stop that I'm going to tell the teacher"; by standing tall; by ignoring the person.



SLIDE

**TR 14 - Safety Tips:****What if you see someone else being bullied, what could you do?**

*If you know that someone else is being bullied, you should tell an adult about it. You are not a tell-tale if you tell about bullying - it is telling to keep someone else safe.*

*Bullies want to keep it a secret so that they can go on bullying. It's not always easy to tell about bullying. For example, you may have been threatened that if you told you would get into trouble or you may not want to get someone else into trouble. But remember the best way to stop bullying is to tell an adult who can help.*

**TR 15 - Good Things To Say:** Explore some of the things pupils could say if they see someone else being bullied.

**Conclusion**

Remember:

- Always tell an adult if you are being bullied or if you know that someone else is being bullied
- Never keep bullying a secret
- The Stay Safe rules: Say No, Get Away and Tell, and you keep telling until you get help.



**TR 10 – The Tell Song:** Pupils sing the 'Tell Song'.

Topic 2 **Lesson 5**

# Class Agreement

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

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## Key Messages

Pupils should be enabled to:

- Agree behaviours that will promote a positive classroom climate
- Produce a written class anti-bullying agreement
- Agree and share their class agreement with parent/guardian and the school principal/community.

## Resources

**WS 9/Home School Link:** Class Agreement

## Introduction

**Learning Intention:** *Today we are going to see if we can come up with ideas that can make our class bully free and a safe place for everyone.*

Remind the pupils of the definition of bullying and ask them to recall some of the scenarios already discussed that showed bullying behaviours.

Remind them that bullying can hurt us in three ways: our body, our feelings and our belongings.

## Development

### Developing a Class Agreement

Ask the pupils if they can think of anything we could do in our classroom to make sure that no one in our class is being bullied. For example, we could agree not to call one another hurtful names and to include each other in games and activities. We could also agree on certain other things that should not happen in our class.

**WS 9 – Class Agreement:** Divide the pupils into groups and give them a few minutes to think about and then discuss what everyone in the class could do to prevent bullying.

Distribute a copy of Worksheet 9 ‘Class Agreement’ to each group.

Each group should nominate a recorder and a spokesperson. Groups then suggest behaviours that can be recorded under the headings ‘We will...’ and ‘We will not...’, with a maximum of three or four behaviours under each heading.

Get each group to feedback to the class what they have written. On a master copy of the worksheet or using the whiteboard, write down all the suggestions. Keep a running tally of the particular suggestions to help the pupils see their frequency.

When finished, draw up the class agreement based on the recommendations from the class.



## Sample Class Agreement

### In our class...

We will:

- Be kind to everyone
- Think about other people's feelings
- Try to include everyone
- Tell if someone is being hurt or upset.

We will not:

- Hurt other people or their belongings
- Spread nasty rumours or lies in any way, including by phone or online
- Call other people names to hurt their feelings
- Deliberately leave others out or ignore them.

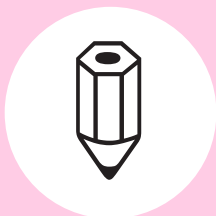
## Conclusion

Discuss with the pupils how best to present their agreement, for example, a poster that everyone signs.



**WS 9/HSL - Class Agreement:** Each pupil is given an individual copy of Worksheet 9 to fill in the final class agreement. This can be brought home to make parents aware of what the class has agreed.

Discuss who else you might share it with, for example, the school principal or other classes.



## WORKSHEET 6

1st & 2nd class

# Interview a Classmate

**My Name:**

**My Classmate's Name**

**What is your favourite game?**

**What is your favourite food?**

**What is your favourite TV show?**

**What is your favourite fruit?**

**What is your favourite drink?**

**Do you have any pets?**

Yes

☐

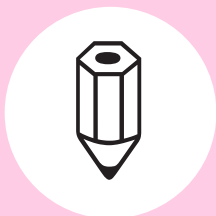
No

☐

**If Yes, what pets do you have?**

**What would you like to be when you grow up?**





WORKSHEET 7  
1st & 2nd class

In this class we show kindness  
and respect to everyone by...



Write in the 3 most important  
things you can do to show  
kindness and respect in school.





Home School Link

## WORKSHEET 8

1st & 2nd class

# Bullying

Bullying is when someone hurts or upsets another person on purpose, more than once.

*Draw or write about how bullying can hurt.*

It can hurt your **body**

It can hurt your **feelings**

It can damage your **things**

Today in class we spoke about bullying and how it can hurt us. Talk to your child about bullying – what it is and how we can be hurt by it or how we might hurt others by behaving in a bullying way.



Parent/Guardian Signature

Date:



Home School Link  
**WORKSHEET 9**  
1st & 2nd class

# Class Agreement

## In our class

**We will**

**We will not**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Signature

Talk to your child  
about the class agreement.



Parent/Guardian Signature

Date:



# 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 usually someone well known to the child and his or 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. Confusing touches are explored. 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 strategies are taught and practiced, including identifying trusted adults in whom children can confide.*

***During the course of this lesson, you will be addressing inappropriate touches. 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 that if they are upset by any of the issues raised, they should speak in private with you or another trusted adult.***



## MAPPING TO THE SPHE CURRICULUM

### Social Personal and Health Education

**STRAND:**

**MYSELF**

Strand Units:

***Safety and Protection***

***Personal Safety***

- Explore appropriate safety strategies
  - Identify situations and places that are safe and those where personal safety might be at risk.
  - Realise how other people can persuade him/her to engage in unsafe behaviour
- 

Strand Units:

***Taking care of my body***

***Knowing about my body***

- Name parts of the male and female body, using appropriate anatomical terms, identify some of their functions
- 

Strand Units:

***Self-Identity***

***Self-awareness***

- Discuss and appreciate all the features that make a person special and unique
- Begin to understand, appreciate and respect personal abilities, skills and talents
- Recognise and record personal preferences
- Become aware of his/her immediate world through the senses

## Vocabulary

| Junior/Senior Infants                   | 1st/2nd           |
|---|-------------------|
| Private                                 | Facial expression |
| Public                                  | Body language     |
| Personal                                | Embarrassed       |
| 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](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

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## Key Messages

Pupils should be enabled to:

- Understand and appreciate the value of normal affection
- Identify touches they like, touches they don't like and touches that confuse them
- Identify the feelings they associate with different touches
- Learn how to deal with touches they don't like, don't want or that they find confusing.

## Resources

**TR 16:** The Senses

**TR 17:** Touches I Like (Audio with storyboard)

**WS 10:** Touch - What if...

**WS 11/Home School Link:** Stay Safe rules

Feely Bag for activity – see below

## Introduction

**Learning Intention:** *Today we are going to talk about touch and how different touches can make us feel.*

Tell the pupils that in this lesson we will be discussing touches - touches we like, touches we don't like and touches that we are not sure about. Recap on any previous work you may have done with the class on senses. Explain to them that touch is one of our five senses. Ask pupils if they can name the other senses.

The following link, **TR 16 – DKfindout!** might be useful to extend learning in this area.

## Development

**Activity - Sensory Game (Feely Bag):** Pupils take turns to put their hand into the bag to feel an object, describe what they feel (shape, texture, etc.) and guess what it might be. It might be a good idea to model this first, for example, "I have something that feels soft in my hand. It is sticky and squishy. I think it is a marshmallow".

As well as saying what they think the object is, the pupils can say whether they like touching it, don't like touching it or are not sure.

It is worth pointing out how our facial expressions and body language can often show how we feel before we verbalise it.



## Touches I Like

**TR 17 Story – Touches I Like:** Read the story and discuss with the class.

*Jean is seven years old and she is in 2nd class. Her best friend is Ann. They have great fun together but today Jean is sad. When Ann asks her why, she starts to cry and says that Sunny, her cat, is missing. Ann doesn't know what to say to Jean to cheer her up. She puts her arms around her, gives her a big hug and promises that she will help her look for the cat after school. This makes Jean feel better.*

Ask pupils to give examples of touches they like to give or to get, for example, hugs, high fives, holding hands, someone putting their arm around you if you're upset.

*Why do we like these touches? They are touches that make us feel okay, warm, safe and loved. We often show someone that we care about them by giving a hug, a kiss or holding hands.*

## Touches I Don't Like

Now ask the pupils about touches they don't like. Get them to list as many as possible, such as hitting, kicking or pinching. Explore how touches they don't like can make them feel, for example, sad, angry, uncomfortable, embarrassed, frightened or unsafe.

Refer briefly to the bullying lessons and what they learned about physical bullying. Sometimes we can hurt or upset others by the way we touch them. Sometimes a touch we don't like can hurt us and can leave a bruise, a cut, a broken bone or a burn.

## Confusing Touches

*A confusing touch is a touch that can make you feel unsafe, mixes you up, or makes you feel uneasy or funny inside. A confusing touch may start out okay but end up not being okay*

Examples of confusing touches could be bear hugs that are too tight, tickling (where it starts to hurt or the person won't stop), and kisses from someone you do not know well or do not feel comfortable around. Get the class to give you as many examples as possible.

### **What can you do if someone touches you in a way you do not like?**

*If someone touches you in a way you do not like, you can tell them to stop. You should always tell an adult that you trust about the touch. Remember, your body belongs to you and if someone touches you in a way you do not like, you have the right to tell them to stop.*

*What if they don't stop? Then you follow the Stay Safe Rules – Say No, Get Away and Tell an adult, and remember to keep telling until someone listens to you.*

*What if an adult touches you in a way you do not like? What if it was an adult who punched you or hurt you? Could you still say No? Of course you could, but sometimes it is difficult to say No to an adult. Remember, it's your*

body and you can always say No to a touch you do not like even if it's from an adult.

Ask the pupils if they can think of other times when it would be ok to say No to an adult. For example, what if an adult you don't know offers you a lift?

Emphasise the importance of saying No to keep safe and that it is alright to say No to an adult if the adult is asking them to do something that is dangerous, wrong or that makes them feel unsafe.

*What if you liked the person and didn't want to hurt their feeling? What could you do? Maybe they don't know that you don't like the way they are touching you. Would it be rude to tell them that you don't like what they are doing? Let's see what can be done.*



**WS 10 - Touch - What if...** : Pupils work in pairs. Each pair gets one scenario to discuss. They must come up with ideas about how the situations might be addressed.

- Your aunt always wants you to sit on her knee but you feel far too grown-up. It makes you feel embarrassed
- A friend of your dad loves to tickle you but sometimes when he tickles you, it's not any fun and it hurts you
- Someone wants to hold your hand in a game and you don't want to do it anymore
- Your big cousin high fives you so hard that it really hurts sometimes. You're worried that if you don't high five him he will think you are being unfriendly.

Alternatively, this could be done as a whole-class activity, where the teacher chooses pupils to read out scenarios and then invites responses.

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.

*Sometimes it can be hard to tell an adult that you don't like a touch and there may also be times when you do tell someone to stop touching you but they don't stop. If that happens, then you must always tell another adult who can help.*

## Conclusion

Pick one of the scenarios above and get pupils (or teacher with pupils) to role-play telling an adult about a touch they don't want/like.

Make a class poster using the Stay Safe Rules: Say No, Get Away, Tell.

**WS 11/HSL - Stay Safe Rule:** Pupils complete worksheet at home.



Topic 3 **Lesson 2**

# Dealing with Inappropriate Touch

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

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**Teacher's Note:**

The following content objective is stated under the Strand unit Taking care of my body in the SPHE curriculum for Infants:

*"The child should be enabled to name parts of the male and female body, using appropriate anatomical terms".*

Please note that naming of the private parts of the body should be in line with your school's RSE policy. The dolls designed for use with RSE lessons may be useful here to identify and name private parts of the body.

During the course of this lesson, you will be addressing inappropriate touches. 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 that if they are upset by any of the issues raised, they should speak in private with you or another trusted adult.

**Key Messages**

Pupils should be enabled to:

- Identify and name the private parts of their bodies
- Understand that they should never keep secrets about touches and that if anyone touches them on their private parts without good reason (even if they say they are just playing or teasing), they must tell an adult
- Develop the skills, confidence and strategies to say No to inappropriate touches

**Resources**

**TR 18:** Public/Private

**TR 19:** Video Link: Body Ownership

**TR 20:** The Birthday Party Story

**WS 12/Home School Link:** Beach

**Introduction**

**Learning Intention:** Today we are going to talk about why we should never keep secrets about touches and we will learn about the importance of telling an adult.

Invite pupils to talk about what they have already learned about touches - touches that we like, touches that we do not like and touches that can confuse us

We also talked about times when it is alright to say No to an adult and the importance of telling about touches we don't want or like. Today we are going to talk more about touches.

**Development****Private Parts of the Body**

**TR: 18 – Public/Private:** Make a T-Chart with Public/Private at the top. Ask pupils to brainstorm things we do in private and things we do in public.

**Circle Work:** Some parts of your body get touched a lot. People may shake your hands, pat you on your back or head, or put their arms around you. Other parts of your body are private and don't get touched so much, except perhaps if you're sick or at the doctor. The parts of your body covered by your underwear or swimwear are private and no one has the right to touch you there unless they have a good reason to.

Identify and name the private parts of the body using the correct anatomical names, for example, bottom, penis, vagina, breast, vulva.

No one should ever ask you to keep a touch secret. There are some

| Public | Private |
|--------|---------|
| _____  | _____   |
| _____  | _____   |
| _____  | _____   |
| _____  | _____   |
| _____  | _____   |



situations when you're sick or hurt and you may have to be examined by a nurse, a doctor or someone you trust. Sometimes we need help to shower or take a bath but you should never be asked to keep any touch secret. No one should ever ask you to keep a touch secret – even if it's someone you know and trust.

## Dealing with Inappropriate Touch

Use one of the following activities:



**TR 19 - Video Link:** Show the video on body ownership and discuss with the class. As with all video clips, it is important that the teacher previews it for suitability.

OR

**TR 20 Story - The Birthday Party:** Read or play the story and discuss with the class.

*"I can't wait. I'm so excited. My best friend is seven on Saturday", thought Anna.*

*Saturday dawned bright and sunny. Anna rose early and put on her favourite jeans and hoody. After breakfast she busied herself making the birthday card and wrapping the present. Finally it was time to go to Maria's birthday party. She hopped into the car with Mum.*

*She felt really happy driving out of town as she loved nothing more than an afternoon on the farm with Maria and her family. She often thought she'd love to live in the country and, just like Maria, have her big cousins living on the farm next door.*

*Anna especially loved it when Maria's favourite cousin, Jimmy, came around. Even though he was fifteen, he was always playing with them, telling them jokes and making them laugh. He often made a fuss of her.*

*Anna was the first to arrive so she helped Maria to set up the food and goodies. Gradually the house filled up and the fun and games began. Everyone loved the bouncy castle and 'Blind Man's Buff' was such fun. After that was Anna's favourite game – 'hide and seek'.*

*First off, the birthday girl, Maria, was the seeker and of course she knew all the obvious hiding places around the yard. She found her friends without any difficulty. Next on was Michael, a boy from her class. Anna decided this time to head for the loft in the hay barn – it was easy getting up there on the big wooden ladder and it made a very good, comfortable hiding place. Michael would never find her there. He had not been to the farm before so he wouldn't know all the cool hiding places. She had just climbed up and was settling down when Jimmy, Maria's cousin, climbed in after her.*

*"You don't mind if I hide here with you?" he asked. Anna was delighted. This was going to be fun.*

*They crouched in the corner, quiet as mice.*

*"Come here to me", said Jimmy as he drew very close to her, putting his*





arms around her in a big bear hug. At first, it seemed ok, but then the hug got tighter and Jimmy kissed her on the lips. Anna wanted to move away but couldn't. It was like she was frozen. Jimmy was smiling and, putting his finger to his lips, said, "shush".

Anna felt very uncomfortable but what could she do? It felt like forever before she heard Michael's voice shouting "gotcha", and his head appeared at the top of the ladder. "Two for one", he yelled.

Anna couldn't get down fast enough. Her legs felt like jelly.

"OK, time for food everybody", shouted Maria's Mum and they all trooped inside.

Suddenly the pizza, sausage rolls, buns and treats didn't seem so appealing anymore. Anna picked at a bit of pizza and even when the birthday cake and ice cream came along, she didn't feel like having any.

She wanted to be home. When Mum arrived at 6pm, she was relieved. "I got a call from Michael's Mum asking us to drop him off on the way back", said Mum.

Anna said goodbye to Maria and her family and headed for the car with Mum and Michael. She was very quiet on the drive home, but Mum never noticed because Michael was full of chat.

What had gone wrong? She had so looked forward to the party but now she felt so upset, yet no one noticed. Was she being silly? It was so confusing. She didn't like this feeling and Mum had always said if anything bothered her she wasn't to keep it to herself. But how could she describe what had happened and how it made her feel?

Somehow, she would find the words and tell Mum later.

#### Points for Discussion:

- What should Anna do?
- Imagine you are Anna. What words would you use to tell?
- How do you think Anna might feel after she told?
- What if Anna didn't tell?

#### Finish the story

They dropped Michael off at his house and Mum turned the car to drive home. They had only gone a short way down the road when Mum said, "You're very quiet Anna. Are you ok?"

Anna felt the tears run down her face as she told her Mum what had happened at the party. Mum pulled the car over to the side of the road as she listened to Anna.

When Anna finished, Mum took her hand and said, "I'm really glad you've told me". She also said that what had happened wasn't Anna's fault and she would make sure that Jimmy would never do anything like that to her again.



## So what have we learned?

*You should always tell if someone touches you in a way that makes you feel unsafe or if you think what they are doing is wrong, even if it's your friend or someone in your family.*

*What if it was a woman who touched you in a way that made you feel unsafe or unsure, and then asked you to keep it a secret? You should still tell an adult you trust.*

*Remember to use the Stay Safe Rules - Say No, Get Away and Tell an Adult you Trust.*

*No one has the right to ask you to keep a touch a secret. Even if you think you've done something wrong, it's not your fault and you should still tell.*

*How could you tell? Well, you can say to Mum or Dad: "I have a problem and I want to talk to you about it. It's about someone who touched me in a way I did not like".*

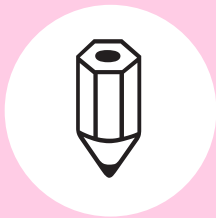
*It might be hard to tell and you might be scared, but tell as soon as you can. You will feel better when you tell a grown-up who can help.*

*Sometimes it can be hard to find the words to tell so you could draw a picture, write a note or show on a doll where you were touched.*



## Conclusion

**WS 12/HSL - Beach:** Remind the pupils of their Tell 5 personal safety passport and then ask them to colour in the worksheet.



## WORKSHEET 10

1st & 2nd class

# Touch

### what if...



Your aunt always wants you to sit on her knee but you feel far too grown up. It makes you feel embarrassed.



A friend of your dad loves to tickle you but sometimes when he tickles you it's not any fun and it hurts you.



Someone wants to hold your hand in a game and you don't want to do it.



Your big cousin high fives you so hard that it really hurts sometimes. You're worried that if you don't high five him he will think you are being unfriendly.

what if

stay  
safe

what if



Home School Link

**WORKSHEET 11**

1st & 2nd class

# Stay Safe Rules

Say No

Get Away

Tell

Colour in/Decorate your  
Stay Safe Rules

Today we talked about the importance of  
telling an adult if someone touches you  
in a way you don't like.



Parent/Guardian Signature

Date:



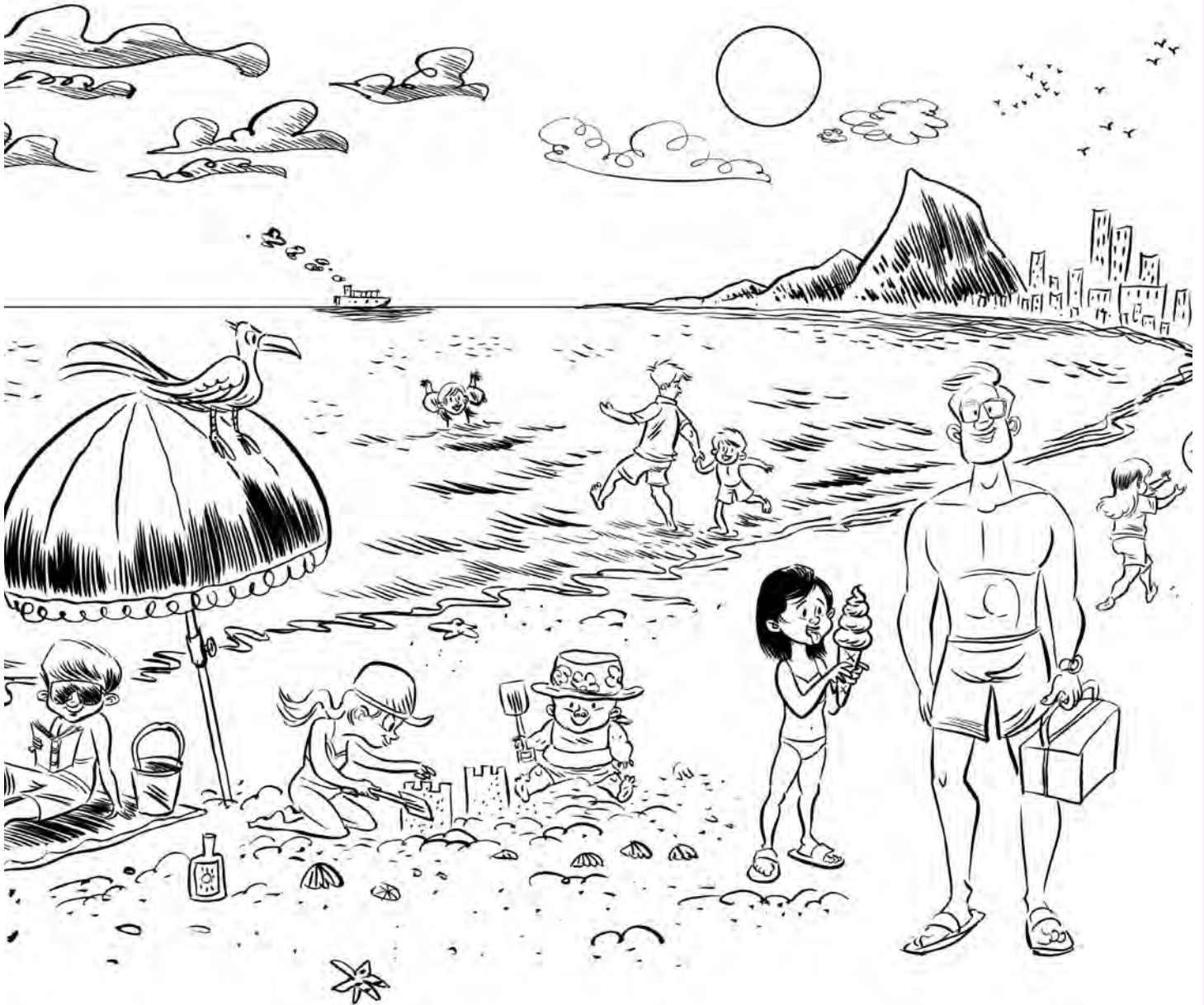


Home School Link

## WORKSHEET 12

1st & 2nd class

# Beach



Today we learned that no one should ever ask us to keep a touch secret.

Private parts of our bodies are the parts covered by our swimsuits.

It is important that your child learns the correct anatomical terms for the private parts of their bodies.



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, who 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:

### MYSELF

#### Strand Units:

#### ***Safety and Protection***

##### ***Personal Safety***

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk
- Realise how other people can persuade him/her to engage in unsafe behaviour

#### Strand Units:

#### ***Growing and Changing***

##### ***Feelings and Emotions***

- Name a variety of feelings and talk about situations where these may be experienced

#### Strand Units:

#### ***Self-Identity***

##### ***Making Decisions***

- Begin to develop some awareness of factors that may influence decisions or choices taken

### Vocabulary

| Junior/Senior Infants | 1st/2nd     |
|-----------------------|-------------|
| Surprise              | Pranks      |
| Uncomfortable         | Blamed      |
| Unsure                | Dare        |
| Bribe                 | By accident |
| Threat                | Responsible |

## Topic 4

# Secrets and Telling Lesson

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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 distinguish between good and bad secrets
- How to tell effectively
- About the difficulty of telling when there are bribes or threats involved.

## Resources

**WS 13/Home School Link:** Good Secret/Bad Secret/Don't Know

**TR 21:** Martin's Secret

## Introduction

**Learning Intention:** Today we are going to talk about good and bad secrets, and the importance of telling an adult about a bad secret even if it is be hard to do so.

Briefly review the content of the last lesson, TR 19 video clip or TR 20 'The Birthday Party Story', and the importance of never keeping secrets about touch.

## Development

### Good and Bad Secrets

We have been talking about telling adults about times when we feel unsafe, upset or worried and how we might find it hard to tell. Today we're going to talk about secrets - good secrets and bad secrets.

**What is a good secret?** A good secret is something that you feel good about, for example, a pleasant surprise.

What if your Mum's birthday is coming up soon and Dad has bought a special present, but he won't tell you unless you promise to keep it a secret? Would this be a good secret? Why?

It would be a good secret because it's a surprise and you don't tell because it would ruin the surprise for your Mum. How would this secret make you feel? Probably happy and excited. Good secrets aren't secrets forever; they are like surprises.

Ask pupils to give some examples of good secrets, such as making a present or card for Father's Day.

**What is a bad secret?** A bad secret makes you feel worried or scared. The person wants you to keep the secret forever. They don't want you to talk to anyone else about it.

What if you saw someone in your class stealing money from someone's school bag? They tell you to keep it a secret. Would that be a good or bad secret? Why?



What they are doing is wrong. They are taking something that does not belong to them and they have no right to ask you to keep it a secret. How would this secret make you feel?

Ask pupils to give some examples of bad secrets.

**WS 13 - Good Secret/Bad Secret/Not Sure:** This activity can be done in pairs/small groups. The groups then feedback their answers and the reasoning they used. It is important to ensure that pupils understand that they should never keep secrets about touch, or any secret that makes them feel bad or uncomfortable, or that they are not sure about. These secrets should always be discussed with an adult who can help.

- One of the children in your class keeps taking your lunch and warns you to not to tell
- Your aunt is expecting a new baby but doesn't want anyone outside the family to know yet
- Your friend is being bullied on the way home from school but he doesn't want you to tell about it because he's afraid the bullying might get worse
- An older child asked you to touch a private part of his/her body
- A birthday party is being arranged for your older sister. You are asked to keep it secret
- Your friend makes you promise not to tell anyone about the big bruises you saw on her back when you were playing.

What can you do about a bad secret? You tell an adult you trust.

Why should you tell? You tell to get help. Remember, you don't have to keep a bad secret. Always tell an adult you trust and keep telling until someone helps you.

### TR 21 Story - Martin's Secret

Martin looked around the table at his family. Everyone looked happy. They were all having one of Mum's special dinners because tomorrow was the first day back at school after the Christmas holidays.

Martin wasn't feeling very happy. He had been very quiet all day. Mum had even joked that he must be sad about going back to school, but that wasn't the problem - ok, a little bit - but the real reason he was so quiet was bigger than that.

Martin really wanted to tell, but it was so hard to start that conversation. What if his family hated him when he told them?

If only it had never started, but it seemed like a joke to begin with...

Last September, the new boy, Pierre, joined the class. At first it was just little things like hiding Pierre's homework copy under the library books, or breaking his pencil. Knocking over his drink at lunchtime seemed funny at the time, at least the other boys had laughed!

As time went on, Martin had to be more careful so he wouldn't get caught, like the time he managed to knock Pierre's towel into the pool. He knew





from the way Pierre looked at him that Pierre knew it was no accident.

So the months passed until Christmas. It seemed like the other boys expected him to give them a laugh every day, at Pierre's expense.

He thought back to the day school closed.

Teacher had organised a class party. She asked them to bring in their favourite CDs and games. Pierre had taken in his iPod with lots of good music and teacher had hooked it up to speakers.

As they all danced around the room, some of the boys dared Martin to knock over Pierre's iPod. He really hadn't wanted to damage it. After all, they were having fun listening to the songs. But as he was jumping around he decided to give it a little knock with his elbow. As it hit the floor another boy stamped hard on it and the music stopped!

When Martin looked at Pierre's face he felt sick in his stomach. Why did he do these horrible things?

That nasty feeling kept coming back through the holidays. He just knew he didn't want this to continue. He knew he was going to be in so much trouble, but he had to tell. He had to make it all right and his Mum and Dad would help him - help him to say sorry, help him to make it up to Pierre, help him to be happy in school again.

#### Points for Discussion:

- Early in the story what did you think was worrying Martin?
- What did Martin want to tell his parents about?
- Why did he want to tell his parents?
- Why do you think Martin behaved the way he did to Pierre?
- Do you think the other boys were responsible for Martin's actions?
- How do you think Martin will feel when he has told his parents?
- What about the other children who were looking on and enjoying the pranks at Pierre's expense?

### Dealing with Threats and Bribes

**Threats:** What if you were in the changing room at the pool and an older boy touched your private parts and then warned you to keep it a secret? He said that if you told he'd make sure you were sorry. Would this be a good or a bad secret?

What could you do? Remember, you should never keep a secret about touch. Tell an adult you trust and get help

**Bribes:** What if someone offered you a treat, money, or a new toy to keep a secret? What should you do?

Explain that a bribe is when someone offers you a treat, money, or anything else, to do something you shouldn't do. Emphasise the importance of telling. The only secrets to keep are good secrets. A good

secret is something everyone feels good about. It is like a surprise and it is not a secret forever.

Encourage the children to give you some more examples of bad secrets and to describe what they would do in these situations. Reinforce the safety rules and emphasise that they can always tell about a bad secret. If they are not sure whether it is a good or a bad secret then they should always tell an adult.

*What if it was your friend's secret? Your friend told you that someone had touched his/her private parts and warned him/her never to tell about it. What should you do?*

*What would you advise your friend to do?*

## Telling

*There are lots of reasons why telling someone about a problem can be hard. You might be a bit embarrassed or you might be afraid of being blamed, even though it's not your fault if someone has made you feel scared or unsafe.*

**Who could you tell?** Remember our Tell 5 hand. It is important to tell an adult rather than another child because the adult will be able to help you.

**What if they didn't listen?** If you tried to tell your Mum or Dad about a problem and he/she didn't listen to you, what could you do? You could try again.

*If that didn't work, what could you do? You could tell someone else. You should tell and keep telling until someone helps you.*

**When to tell:** Sometimes we try to tell an adult about a problem but they do not listen properly. Maybe they are busy doing something. Then we should try telling them at another time. If they still don't listen, do we give up completely? No - we choose someone else from our Tell 5 list. Keep telling until someone listens.

**How to Tell:** Give the children the opportunity to look at their Tell 5 personal safety passport. They can tell a partner who they have chosen as their Tell 5 adults and why.



## Conclusion

**WS 13/HSL - Good Secret/Bad Secret/Not Sure:** Pupils should bring home worksheet.



Home School Link

## WORKSHEET 13

1st & 2nd class

# Good Secret/Bad Secret/ Not Sure



GOOD SECRET



BAD SECRET



NOT SURE

One of the children in your class keeps taking your lunch and warns you to not to tell.

Your aunt is expecting a new baby but doesn't want anyone outside the family to know yet.

Your friend is being bullied on the way home from school but he doesn't want you to tell about it because he's afraid the bullying might get worse.

An older child asked you to touch a private part of his/her body

A birthday party is being arranged for your older sister. You are asked to keep it secret.

Your friend makes you promise not to tell anyone about the big bruises you saw on her back when you were playing.



Parent/Guardian Signature

Date:



# Topic 5

## Strangers

### **Rationale for Topic**

*Children interact with a number of people in the course of every day. Some will be people they know and some will be strangers.*

*In this topic, children discuss the definition of a stranger. The rules for dealing appropriately with strangers they meet with, both face-to-face and on the internet, are clearly presented and practiced in the safe environment of the classroom.*







## MAPPING TO THE SPHE CURRICULUM

### Social Personal and Health Education

#### STRAND:

Strand Units:

#### MYSELF

##### ***Safety and Protection***

##### ***Personal Safety***

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk.
- Realise how other people can persuade him/her to engage in unsafe behaviour

##### ***Safety Issues***

- Identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian
  - Realise and understand that rules are necessary in order to protect people and keep them safe
- 

Strand Units:

##### ***Self-Identity***

##### ***Making Desisions***

- Identify some everyday choices made by himself/herself and those that are made by others
- Begin to develop some awareness of factors that may influence decisions or choices taken

**Vocabulary**

| <b>Junior/Senior Infants</b> | <b>1st/2nd</b> |
|------------------------------|----------------|
| Stranger                     | Comments       |
| Rules                        | Behave         |
| Say No, Get Away, Tell       | Option         |
|                              | Directions     |
|                              | Nasty          |

## Topic 5

# Strangers Lesson

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://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:

- Understand the concept of a stranger
- Learn safety strategies for dealing appropriately with strangers
- Understand that most strangers are good people we should not fear or be anxious about.

## Resources

**WS 14:** The Stranger Quiz

**WS 15/Home School Link:** Strangers, what if...

**TR 22: Video Link** – Lee and Kim video clip

**TR 23: Video Link** – Stay Safe online (Song)

## Introduction

**Learning Intention:** *Today we are going to explore who strangers are and how we should behave around strangers.*

In the last lesson, we talked about good secrets and bad secrets and about telling to keep safe.

Remember the Stay Safe Rules - Say No, Get Away and Tell. You should use them whenever you feel unsafe or worried about something.

Today we're going to talk about keeping safe around strangers. You want to be able to keep yourself safe and have fun at the same time.

## Development

### What is a Stranger?

Use Worksheet 14 'The Stranger Quiz' and/or Worksheet 15 'Strangers, what if...' to explore the topic of strangers with the pupils.

**WS 14 - The Stranger Quiz:** This can be done in groups or pairs or as a walking debate in the hall.

Put options YES, NO, NOT SURE on cards or pages and position them on different walls in hall/classroom. Now call out the statements below and let the pupils go to whichever option they choose.

Engage pupils in a debate on why they chose the option they did – as a result, some pupils may change their minds and go to other options.

- Strangers are usually men
- Anyone you meet online is a stranger
- Most strangers are nice people





- You know by looking at strangers whether you can trust them or not
- You should never talk to a stranger
- A stranger won't know your name
- Strangers are mostly adults
- Children you don't know are strangers.

**WS 15 - Strangers, what if...:** This worksheet can be done as a whole-class or group activity.

- What if you were playing in front of your house when a car stopped and the driver asked you for directions to the school? What would you do? Would it be OK to give the directions? Would you call an adult? Would it be OK to get into the car to show the way?
- What if someone you don't know called you by name and offered you a lift home? What would you do? Would it be OK to go with them?
- What if you are in the park with your friends and a woman asks you to help her look for her lost puppies? What would you do? Would you leave your friends? Would you go with her? What if she offered you sweets if you helped out?

**Role play:** Get the children to role-play the 'What if...' scenarios with the teacher acting as the stranger. Test the limits of their understanding by trying to persuade them that you know them; by offering them a bribe; by threatening them. Reinforce all the appropriate responses.

### Rules for Dealing with Strangers

*Do you think we should be afraid of strangers?*

*No, strangers are all around us. For example, when we go into a shop, the shop assistants may be strangers. When we're on a bus, the driver may be a stranger.*

Ask the pupils if they can think of other examples of times when we might meet strangers.

Remind the pupils that most strangers are good people but, because we don't know them, there are rules we should follow which can help us to be safe around strangers.

Can they think of any rules they might follow to keep safe around strangers? Encourage pupils to share their 'rules'. Discuss the appropriateness of the rules suggested.

Try to get the pupils to realise that the most important rules for them to follow are:

- Never go anywhere with a stranger
- Never take anything from a stranger.

### Strangers Online

Many children of this age engage in online activities which may involve

dealing with strangers. It is therefore important that they learn how to keep safe online.



VIDEO

**TR 22 – Video Link:** Watch the video about staying safe online and discuss with the class.

What did we learn from the video?

- Going online can be fun but there are rules you should follow to keep safe
- Do not give personal/private information to anyone online, for example, your full name, address or other identifying details
- Tell an adult if someone is trying to get personal information from you online
- Some people can make very mean and nasty comments about others online. Never respond to these comments or messages. Show them to a trusted adult
- Not everyone you meet online is who they say they are – do not believe everything you see or read
- Tell an adult you trust if someone makes you feel unsafe/uncomfortable when you are online.



VIDEO

**TR 23 Video** - Listen to Superhero Sid's Song:

**Superhero Sid's Song:**

*When Lee and Kim started surfing the net  
They didn't care about who they met  
They didn't know when they talked to strangers  
That it could lead them into danger  
Into danger  
Going online can be a world of fun  
But don't forget you're talking to everyone  
And if you get butterflies in your tum  
Always remember to tell someone  
Always remember to tell someone  
Always remember to tell someone  
Always remember to tell someone*

## Conclusion

*Remind the pupils of the rules we learned about strangers:*

- Never go anywhere with a stranger
- Never take anything from a stranger.

*When online remember:*

- People you don't know are strangers
- Don't be nasty to others when you are online
- Keep personal information private
- Tell an adult you trust if something bad or unsafe happens when you are online.



**WS 15/HSL - Strangers, what if...** : Pupils should discuss this worksheet at home with parent/guardian. You may also like them to bring home a copy of Superhero Sid's Song.



## WORKSHEET 14

1st & 2nd class

# The Stranger Quiz

**Colour the face**



YES



NO



NOT SURE

1. Strangers are usually men



2. Anyone you meet online is a stranger



3. Most strangers are nice people



4. You know by looking at strangers whether you can trust them or not



5. You should never talk to a stranger



6. A stranger won't know your name



7. Strangers are mostly adults



8. Children you don't know are strangers



stay  
safe





# Strangers, What if...

**What if** you were playing in front of your house when a car stopped and the driver asked you for directions to the school?

What would you do?

Would it be ok to give the directions?

Would you call an adult?

Would it be ok to get into the car to show the way?

---

**What if** someone you don't know called you by name and offered you a lift home?

What would you do?

Would it be ok to go with them?

---

**What if** you are in the park with your friends and a woman asks you to help her look for her lost puppies?

What would you do?

Would you leave your friends?

Would you go with her?

What if she offered you sweets if you helped out?







This resource is available to download at:

[www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm)

[www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

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