

SAFE OUTSIDE

LEARNING OUTCOMES

At the conclusion of this badge members will be able to:

- identify five areas of potential risk to them;
- explore ways to reduce these risks and be safe outside.

BADGE REQUIREMENTS

1. Know and understand the road rules.
2. Know what to do when approached by someone who makes them feel unsafe or uncomfortable.
3. Know what to do when around unfamiliar animals.
4. Know some rules when near or in water.
5. Know how to be sun safe and why this is important.

ADVENTURERS
SUNBEAMS

safe outside



CATEGORY

Life To The
Max

TIME FRAME

Four weeks

AIM

To help
members
know how
to be safe
outside of
their home.



THE SALVATION ARMY



YOUTH & CHILDREN'S
MINISTRIES

AUSTRALIA EASTERN TERRITORY



Teaching ideas

1. Know and understand the road rules.

As a pedestrian

Write the following words in large print on four separate A3 pages or card, one word per page: **Stop. Look. Listen. Think.**

Show each word separately for members to shout out together, or whisper together. You may choose a movement for each word and play a game where one of the words is called out and members perform the action, e.g. 'Stop' = stand or sit still; 'Look' = use hand to shade eyes; 'Listen' = raise hand to ear; 'Think' = place index finger against the temple. Alternatively these words and actions could be used in a game of 'Simon Says'.

Ask members when they might have heard these four words together or when they might be used. The answer should be, when crossing the road.

Explain that the road is dangerous for everyone – big and small, young and old.

Ask members to help create a list of road dangers. Write their answers on a chart or board.

It is very important that everyone, especially children, take extra care when near the road and that everyone knows how to use the road safely.

Ask members how each of the words applies to crossing the road. ('Stop' at the curb. 'Look' both ways for approaching vehicles. 'Listen' for traffic that may be approaching. 'Think' about the safest time and place to cross.)

Display **Leader's Resource 1** and ask members to identify each picture. Ask members why these are safe places to cross a road. (*The law demands that all vehicles stop when someone wants to cross the road at a pedestrian or zebra crossing and for a Crossing Guard; it is safe to cross the road when the green 'Walk' or 'person' signal is lit at traffic lights because the traffic is stopped by a red light; at a corner and on the top of a hill are safer places to cross the road because the pedestrian can see the traffic better and is more easily seen by a driver.*)

Ask members why it is safer to walk across the road rather than run, skip or hop across. (*Running, skipping or hopping may cause us to fall.*)

Ask members what 'jay walking' is. (*'Jay walking' is the act of illegally or recklessly walking across the street with no regard to traffic regulations. For example, crossing the road at any angle other than a straight line; crossing against traffic signals or failing to use traffic signals.*)

Ask members why 'jay walking' is unsafe. (*It takes more time to cross diagonally and exposes pedestrians to traffic for a longer time period; traffic signals create safe places to cross the road by stopping the traffic; drivers can't see around corners where pedestrians may be trying to cross the road.*) In some cities and at some traffic lights pedestrians are permitted to cross the road diagonally when the lights signal to walk in all directions.

Teaching ideas

Activities

Take members for a walk around your community. Be sure to complete an *Activity Approval Form* and forward to DHQ at least one month before the activity. During the walk practice crossing the road using safe places.

Alternatively, set up an area inside or around the hall as a town and include pedestrian crossings, traffic lights, Crossing Guard and so on. Include markers (e.g. a labelled box) for places of interest, e.g. school, shops, home, park. Some members could be designated as 'vehicles' who are required to obey the road rules. Give instructions to the 'pedestrians' such as 'go to the shop and buy some milk' or 'find your way home'. You may like to add 'a speeding driver', or 'parked cars' (large boxes). Allow members to swap roles.

- Take members to where cars are parked – a car park will do. Stand with members between two parked cars and ask if this is a safe place to cross the road. Ask members to explain their answer. (*Drivers can't see pedestrians, especially children, behind other vehicles.*)
- Dress a member or leader in dark clothes. Ask members if this is a safe way to dress when using the road at night. How could they be safer? (*Dress in bright coloured clothes or carry a bright object.*)
- Ask a member or leader to walk away from the group and then return. Is it easier to see the person walking away or walking toward you? (*It should be easier to see a person walking toward you, especially at night because faces reflect light better.*)
- Ask members to imagine they are driving a car. Then instruct a member and a leader to walk toward and past the 'drivers'. Instruct the leader to stand alongside the member so the member is closest to the 'drivers'. Then repeat this exercise with the leader walking closest to the 'drivers'. Ask members which helped them to see the pedestrians better – the tallest person closest to them or the smaller person. (*The taller person is easier for drivers to see.*)

Ask members to create a list of ways they can be safe on or near the road. Write their answers on a board or chart under the title 'Safe on the road'. The list should include the following points:

- cross the road with an adult;
- cross the road at a pedestrian crossing;
- cross the road where there is a Crossing Guard before and after school;
- use traffic lights to cross the road and obey 'walk' and 'don't walk' signals;
- cross the road on the crest (top) of a hill;
- cross the road at a street corner;
- be sure drivers can see you;
- never play on the road;
- walk on the right-hand side of the road, facing oncoming traffic when there is no footpath;
- the tallest person should walk nearest to the road where there is no footpath;
- wear or carry something of a bright colour when walking at night.

Handouts 1 and 2 may be used to teach or assess this material.





Teaching ideas

As a passenger

Copy and distribute **Handout 3** for members to complete. Members should tick the child wearing a seatbelt and place a cross on the child not wearing a seat belt. Be sure to ask members about their answers. This helps to show that children have understood the right and wrong behaviour, rather than simply knowing how to place ticks and crosses. Ask members to list or tell you other safe and unsafe behaviour whilst in the car.



2. Know what to do when approached by someone who makes them feel unsafe or uncomfortable.

Unfortunately there are some people who can hurt children. It is important that members remember to stay away from people who make them feel uncomfortable or unsafe. Often children are abused by people they know and their parents trust. Leaders may like to involve parents or CO in the teaching of this material.

Emphasise that every child has the right to feel safe. Encourage members to talk with a person they trust when they feel unsafe around someone or when anyone is hurting them. Emphasise that some secrets should not be kept and that if members are being hurt they should tell an adult.

Ask members to think about ways they can be safe around someone they don't know or don't trust. Write their answers on a board or chart and be sure the following points are included:

- say 'No thank you' if someone you don't know or trust offers you something, e.g. a lolly, a ride in the car, a lift or to go for a walk;
- run away as fast you can, yelling and making a lot of noise;
- tell an adult you trust when someone makes you feel unsafe;
- call the police.

You may choose to use **Handout 4** to assess knowledge. Be prepared that some children may want to talk with you about an incident that occurred. Be aware of the procedure to follow as set out clearly in the *Caring for Kids* manual.



3. Know what to do when around unfamiliar animals.

Animals are great fun to play with but many children are seriously hurt by some, in particular, dogs that are owned by the family or friends. Dogs are often accused of being dangerous but they may be simply reacting to the actions of people. It is important to be aware how our actions can excite or frighten a dog which may cause it to react.

Ask members the rules they know about meeting or playing with a dog. Answers should include:

- never pat an unfamiliar animal without the owner's permission;
- stay away while a dog is sleeping or eating;
- never pull a dog's tail or ears, or tease it;
- if approached by a dog with its ears down and wagging its tail make your hand into a fist and hold it forward to allow the dog to sniff it. Don't hold out an open hand. If it has its ears up – stand still, or back away slowly, do not run;

Teaching ideas

- if knocked to the ground by a dog roll into a ball, cover your face with your hands and stay still.

Be sure that members realise that most times dogs are simply reacting to the circumstances surrounding them and the dog's previous experience. Explain these different situations to the group.

- Children playing and jumping around make a dog want to join in and so it will jump around and even nip.
- If a dog is sleeping and a toddler falls over it the dog is frightened and self-preservation takes over and it can growl or attack the child.
- Sometimes a dog may want the food a child is eating, particularly if the child usually hand feeds the dog. The dog may try to take the food. The child lifts her/his hand to keep the food away from the dog and it may jump up, scaring the child. When the child screams the dog is confused and may attack.
- A dog can easily cope with one child in water, (e.g. at the beach) but can become distressed if there are many children jumping and playing in the water together. This is because the dog is watching over the children and can become confused by all the commotion.

Each scenario can lead to an attack by a dog and they may be prevented if some precautions are taken. Parents and older children can keep an eye open for anything that may upset a dog.

There may be other animals that are also relevant to your group. Discuss the precautions to take around these animals.



4. Know some rules when near or in water.

Most children enjoy playing near or in water but water poses a threat to children if they are not aware of its dangers. Water can be fun but we must take care around it.

Ask members to think of places they enjoy where there is a large body of water. List their ideas across the top of a board or chart. Answers might include the local pool, backyard pool, beach, river, lake.

Provide members with strips of paper and a marker pen. In pairs, small groups or individually ask members to write safety rules they can use when around the water places previously listed.

When completed gather all the strips and discuss with members if each rule applies best to a particular water place, several of them (and ask which ones) or all of them. Attach each strip beneath the water places listed on the chart/board to create a chart similar to the one below. Several small groups, pairs or individuals may write the same or similar rules in which case attach all of them under the appropriate heading/s. Members may like to decorate the chart when it is completed.

Local Pool	Backyard Pool	Beach	River	Lake
No bombing	Have an adult present	Swim between the flags	Check for underwater snags	Check the depth before diving
Don't Run	Close the gate	Stay close to the shore	Never dive in unknown waters	Check for weeds



TEACHING
IDEAS



Teaching ideas



5. Know how to be sun safe and why this is important.

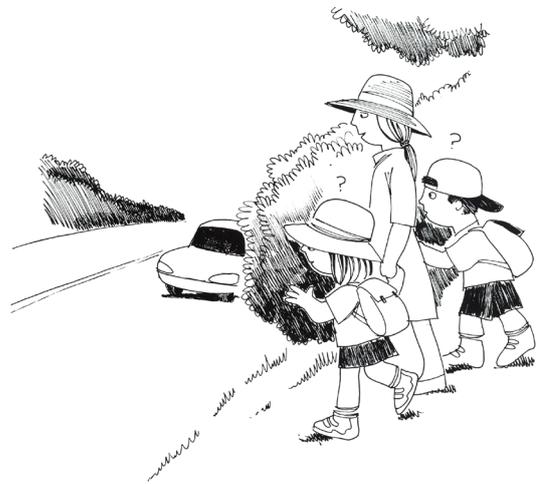
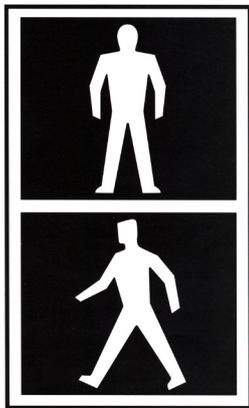
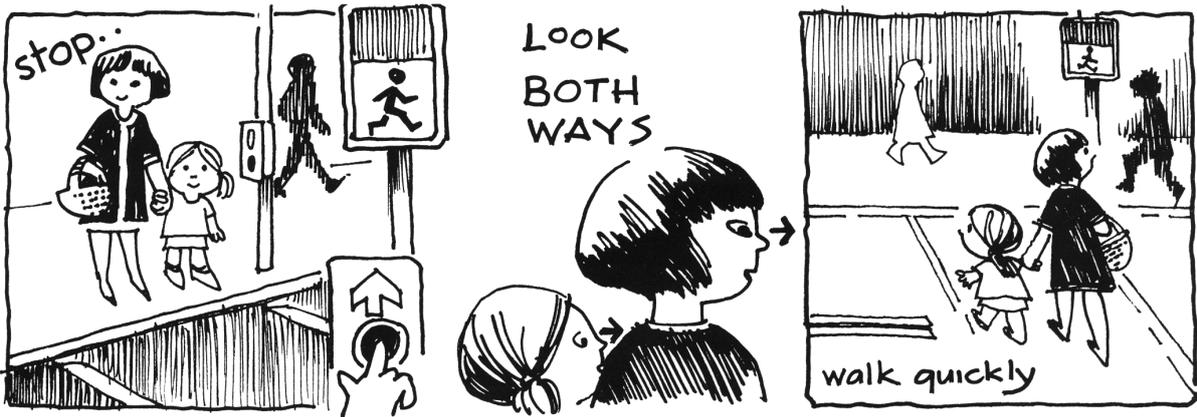
Australia is a hot and dry country that gets lots of sunshine. Sunshine is good for us because it provides vitamin D which helps to make strong bones. Even though this is good too much sun can be harmful to the skin. With the use of items to protect our skin we can enjoy being outside and be sun-safe.

Display a variety of articles that protect us from the sun, and some articles that do not, e.g. sun screen, brimmed hat, non-brimmed hat, umbrella, t-shirt, salad dressing, sun glasses, ball, toy.

Play a game/relay where members create two piles using the articles – one of items that protect us from the sun, and another of items that don't provide sun protection.

When completed ask members how each item does or does not protect them from the sun. Kim's game could also be played using the items that protect us from the sun.

Leader's Resource 1



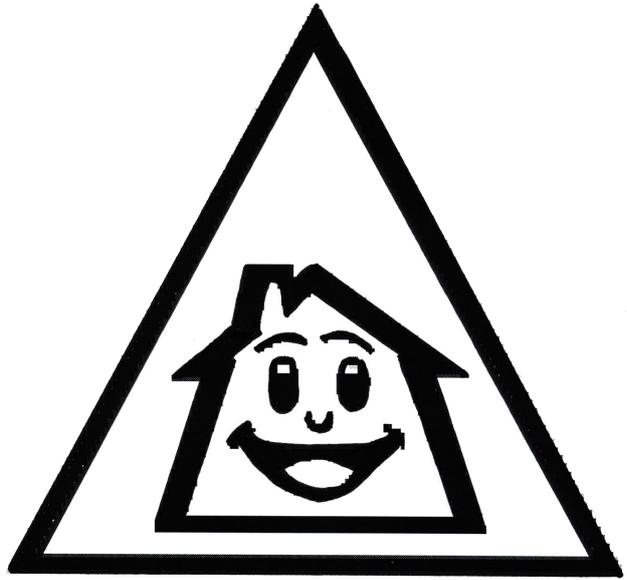
Leader's Resource 2

Signs to be enlarged and used for Devotional idea 1.

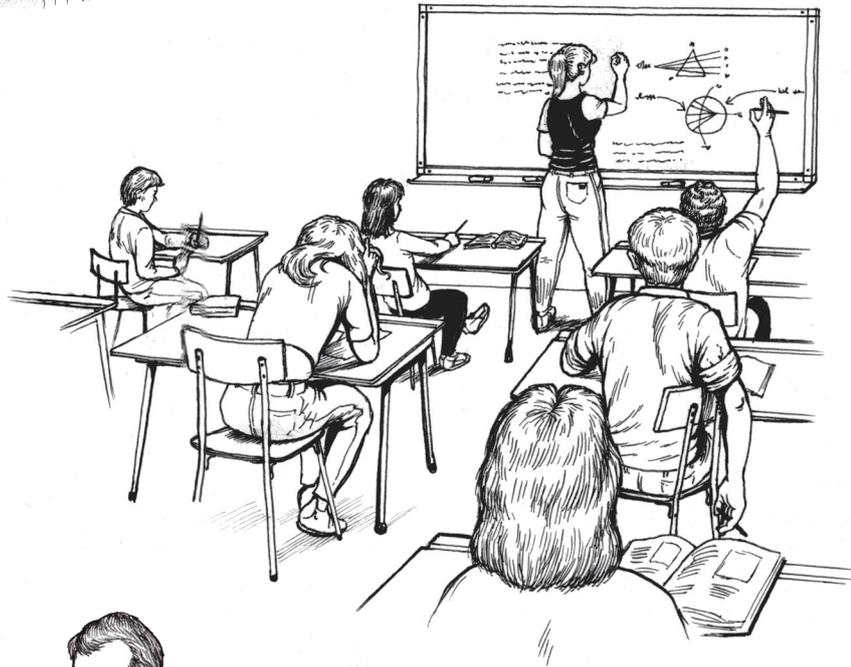


Leader's Resource 3

Signs to be enlarged and used for Devotional idea 2.

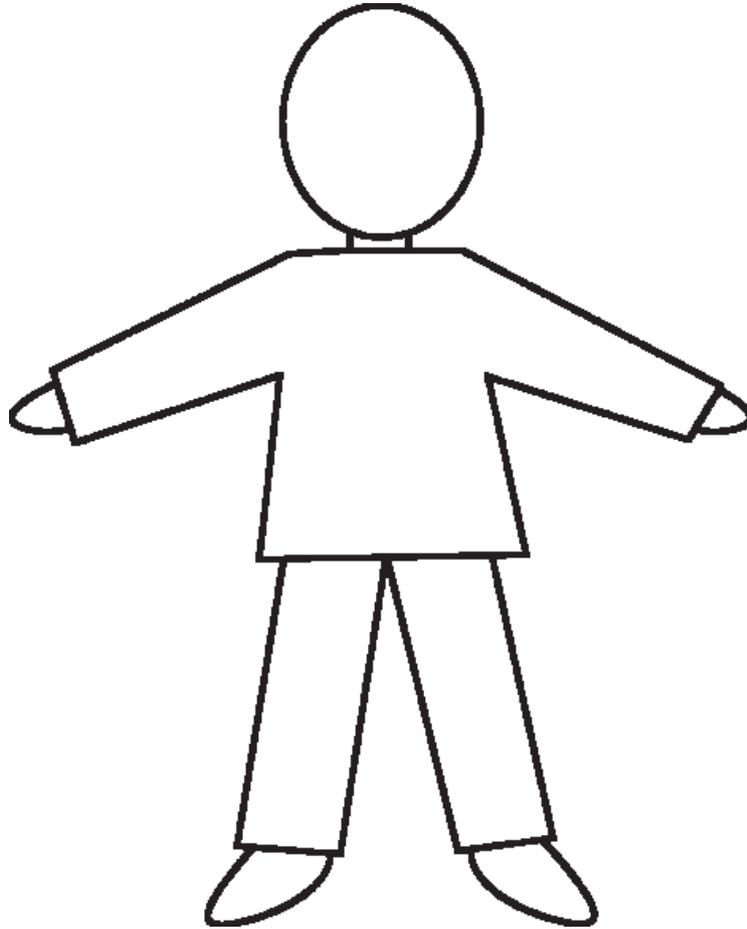


SAFETY HOUSE



Leader's Resource 4

Signs to be enlarged and used for Devotional idea 2.



Handout 1 -

Adventurers/Sunbeams

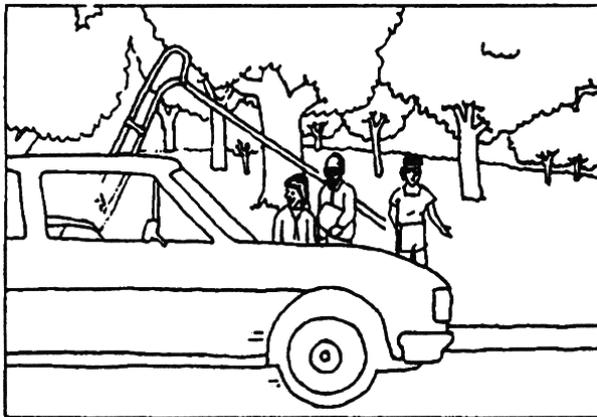
ROAD RULES

It's sad to think that many children lose their lives every year because they haven't kept road safety rules.

Make sure you know and obey them.

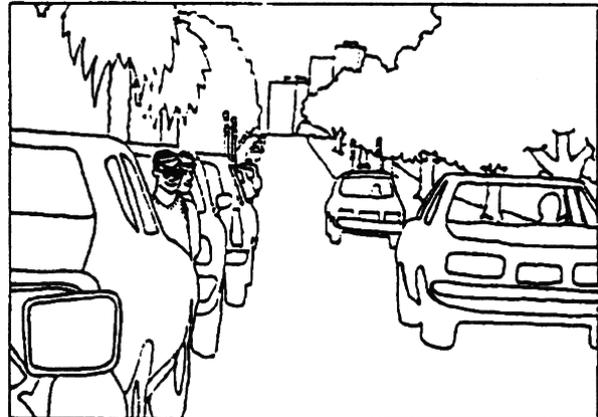
Crossing the road is something we may do every day.

We must remember that roads were made for cars – we do not have the right to use them as a playground.



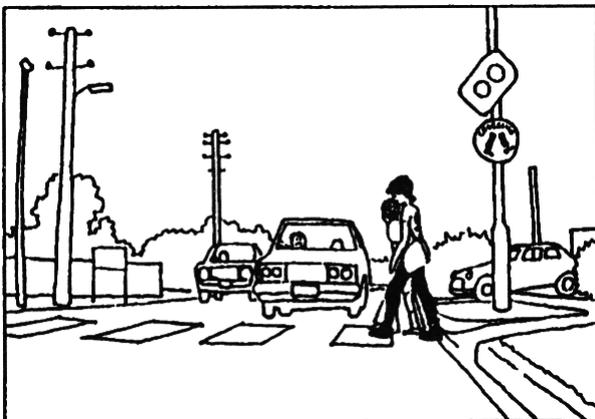
When you cross the road, use your
_____ and your
_____.

Stop. Look. Listen. Think.



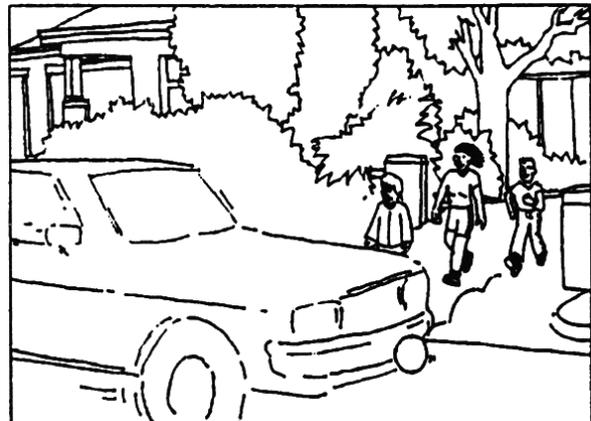
You're small and hard to _____.
Make sure you can see traffic
clearly and that

d _____ e _____ can see
you.



Remember that crossings aren't
always safe p _____.

You must still look, listen and
think.



NEVER chase a ball or pet onto the
_____.

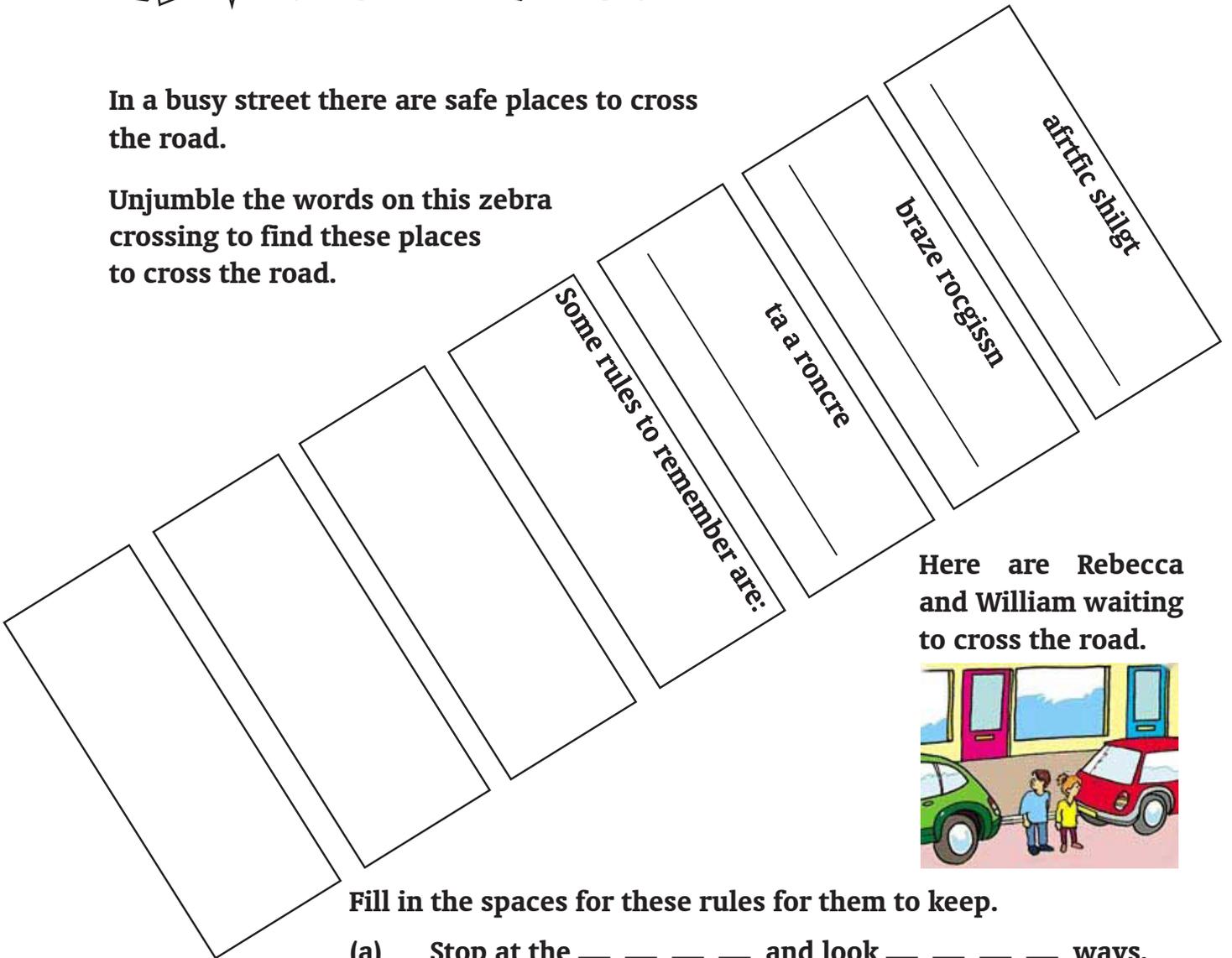
ALWAYS _____ at the kerb to
look both _____.

Handout 2 -

Adventurers/Sunbeams

In a busy street there are safe places to cross the road.

Unjumble the words on this zebra crossing to find these places to cross the road.



Here are Rebecca and William waiting to cross the road.



Fill in the spaces for these rules for them to keep.

- (a) Stop at the — — — — and look — — — — ways.
- (b) Listen to find out if you can — — — — anything coming.
- (c) When the road is — — — — — walk across quickly.



Never run out from behind a parked car.

Never run on to the road after a ball until you have looked both ways.

Cut these rules out to paste in the lower part of the zebra crossing.

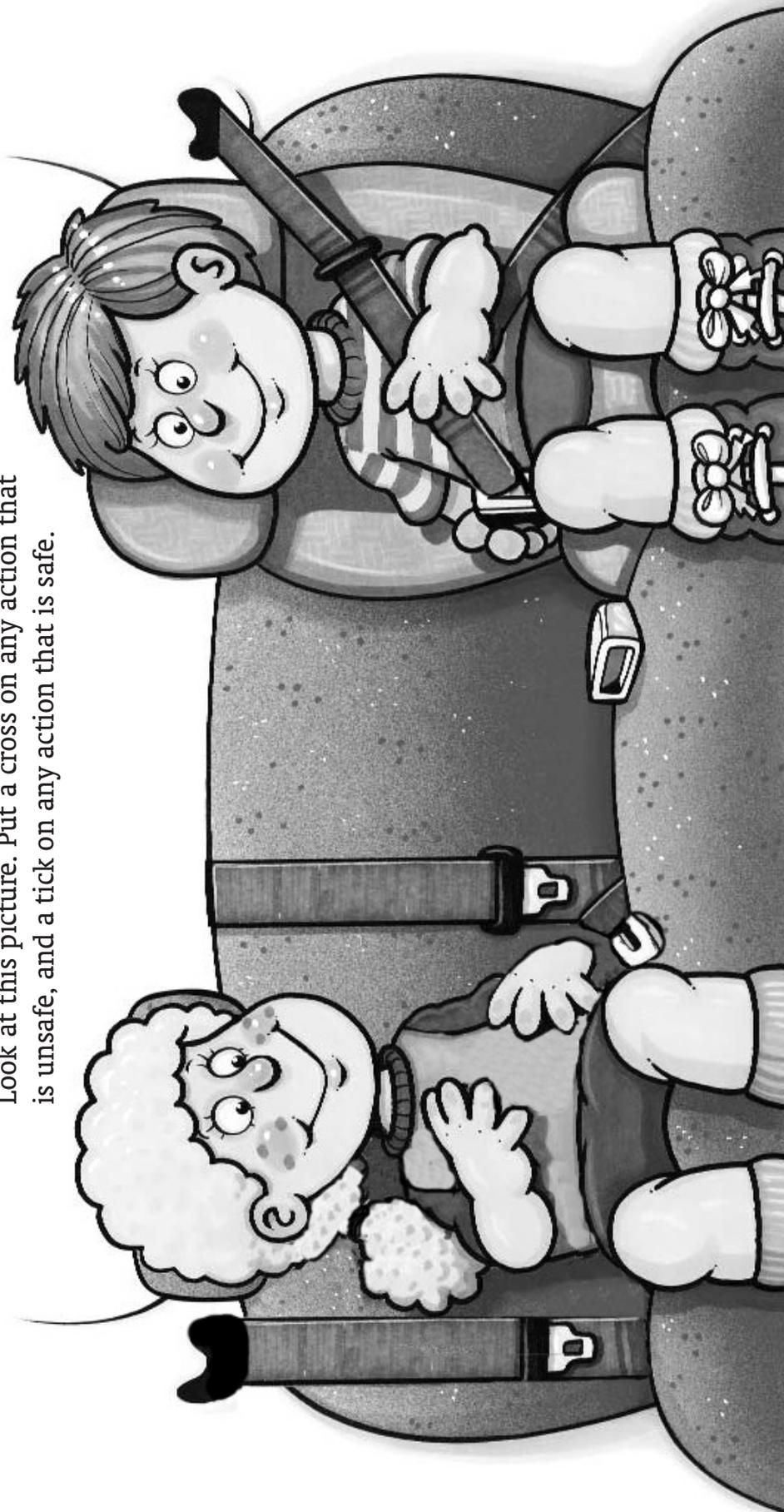
Walk across quickly.
Don't dawdle.
Don't run.

If you can hear traffic wait for it to come.

Handout 3 -

Adventurers/sunbeams

Look at this picture. Put a cross on any action that is unsafe, and a tick on any action that is safe.



Use the words below to make a sentence about being a safe passenger.

safe

belts

us

Seat

keep

Handout 4 -

Adventurers/Sunbeams

Draw or write your answers.

If someone tried to get me to go in their car or walk off with them I would:

True or false

- Only strangers hurt you
- Kids have the right to always feel safe
- Always tell another adult if someone hurts you
- All secrets should be kept to yourself
- Kids can say NO if someone makes them feel uncomfortable
- People wanting to hurt children can look like nice people
- It is not your fault if someone tries to hurt you

Devotional ideas



1. **Title:** Traffic signs

Bible: Psalm 119:59

Thought: Rules are there to keep us safe

Supplies: Photocopy **Leader's Resource 2**, (one sign to a page), Bible

Ask the group to tell you what might happen on the road if there were no traffic rules. What do road rules really do?

Show the road signs from **Leader's Resource 2** one at a time and ask members what drivers need to do to obey each sign. Explain the road signs as needed.

Did you know that God gives us rules to help us live and to keep us safe? God wants us to think carefully about His commands and He is pleased when we make an effort to obey them.

Ask members if they can think which of the signs might help them to know when they have disobeyed God? *(The STOP sign reminds us that we should stop doing what's wrong. The U-TURN sign tells us we should turn away from doing wrong and start doing what God says is right. The ONE WAY sign reminds us that God's way is the way to go and that Jesus is the way to Heaven.)*

Ask members to give an example of a person their age who chooses to stop doing wrong and starts doing something right? When do they feel tempted to disobey God?

Ask members who can help us to obey God instead of disobeying Him? *(God promises to help us obey; God gives us parents, teachers and friends to help us obey)*

Read or have read aloud Psalm 119: 59 from a contemporary version of the Bible.

Some people think that you can only be happy when you break rules but the writer of this psalm says keeping God's rules makes him happy. God's rules are designed to make us happy and safe. When we try to do what is right God will help us to do it.

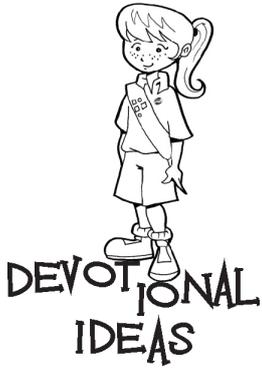
When we are tempted to disobey God's rules He warns us to STOP. Often God's warning comes through our conscience – that quiet voice or feeling we get when we know we shouldn't do something.

No one does right all the time, so when we break God's rules we can tell Him we're sorry and ask Him to help us to make a U-turn, that is turn away from our wrong actions and do what's right.

Pray and thank God for forgiving us when we break His rules, and ask Him for help to obey Him.



DEVOTIONAL
IDEAS



Devotional ideas



2. Title: Help at hand

Bible: Micah 7:7

Supplies: Bible, **Leader's Resource 3**, **Leader's Resource 4**.

When we feel in danger or threatened, help can be found in lots of places. Ask members to discuss some of the safe places we can go to. Look at **Leader's Resource 3** together. (*Police, teachers, Safety Houses, parents*).

Sometimes it seems there's no one around to help. That's why it's important to remember that God is with us all day every day and He is there to help you whenever you need Him.

Read Micah 7:7.

Teach the Bible verse using the house and child pictures on **Leader's Resource 4**. Photocopy the house once for each word of the verse. Use the picture of the children to visit each house as the word is said. Take one word at a time away as the verse is repeated. Offer a reward to any who can say it next week (give something that has a Bible verse or a reminder of the lesson, e.g. a bookmark).

Close with prayer thanking God that He is always with us, helping us and providing safe places and people to care for us.

Devotional ideas



3. Title: God is my sunscreen

Bible: Psalm 121:5 - 6

Thought: God protects us

Supplies: Bible, sunscreen (be aware of any skin allergies)

Ask members if they have ever been sunburnt because they forgot to put on sunscreen? What does it feel like? The great thing about sunscreen is how it protects us from sunburn without slowing us down. We put it on and forget about it while we play and have fun in the sun.

God is a lot like sunscreen in the way He protects us. He's always as close as our skin. He protects us from all kinds of harm, even when we don't know He's doing it. But how does God protect each one of His children all over the world? Only God knows, but we do know that because He never sleeps He is always on the job doing whatever it takes to protect us and keep us safe.

Rub some sunscreen onto your arm. See how it disappears? Your unseen sunscreen protects you from getting burned by harmful, unseen, ultraviolet rays. That's how God protects us from things that might harm us.

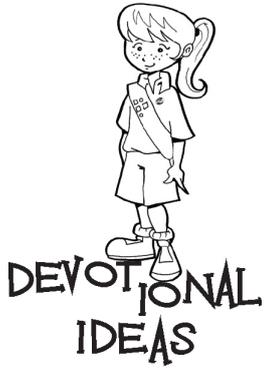
Read Psalm 121:5 - 6.

Sometimes we don't see God's protection at work; at other times we are protected by following God's direction – like following the directions on the sunscreen bottle.

Thank God that He is always watching us and protecting us.



DEVOTIONAL
IDEAS



Devotional ideas



4. Title: Safe in God's Hand

Bible: John 10:27 - 29

Thought: We are safe in God's Hands

Supplies: Bible

Ask members to think of a time when they might hold their father's or mother's hand.

Children need to hold a parent's hand when they are outside and especially when crossing the road. (Children under 10 should always hold an adults hand in any traffic situation.) Ask members why this needs to happen.

When we are young, holding the hand of someone bigger can make us feel safe, especially when we are outside.

Read John 10:27 - 29. Jesus says that we are like the sheep. We are important and special to God the Father and He protects us by holding our hand. God doesn't actually hold our hand like our parent does; it's a way of saying that we trust God to take care of us.

God doesn't only protect us. When we take the His hand we also allow Him to guide us. Just as we follow mum or dad when they hold our hand so we follow God when we trust Him. He knows the best way for us. What we need to do is keep trusting God and showing that we trust Him by following Him.

Prayer: Ask members if there is something they need God's help with; do they need His protection or need to know He cares. Members may want to share their prayers or pray silently. Close by asking God to hold members tightly in His hands and to help them.

Devotional ideas



5. Title: How to keep from doing wrong

Bible: Psalm 34:14

Thought: We can move away from trouble

Supplies: Bible, rewards (lollies, bookmarks, strawberries)

Discuss with your group that children are often hurt when 'playing' with a dog. Use examples as outlined in **Badge Requirement 3**. Lead into the devotion by talking about prevention, i.e. when you see a dog start to react (prick its ears up or growl) move away slowly.

Ask members to listen to some situations which are very similar to moving away from a dog.

Situations

- 'I wish these bees would get away from me,' said Jake.

'Well,' said Jake's mother, 'I think you need to move away from their hive and then they will leave you alone.' Sure enough as soon as Jake moved away from the bees they left him alone.

Some people say to God, 'I wish my badness would get away from me. I want to be good, but still I do wrong.' God says to them, 'You need to move away from the bad situations so you can be good.'

- Sebastian and Joanne were looking over their neighbour's fence looking at the strawberries in the garden. They really liked strawberries and it would really be great to try some of those strawberries. But Sebastian and Joanne knew it was wrong to take something that didn't belong to them. But then again the strawberries looked so nice, and the neighbours weren't home... they wouldn't miss some of the strawberries. It wasn't long before Sebastian and Joanne had climbed the fence and taken some of the berries.

Ask members what could Sebastian and Joanne have done instead? (*They could have walked away and found something else to do and soon they would have forgotten about the berries.*)

God wants us to move away from whatever is wrong. Sometimes walking away is the best thing to do. Jesus will help us to do what is right.

Read aloud Psalm 34:14. Ask members repeat it or read it out several times.

Quiz members on their listening skills and distribute rewards. Why were the bees flying around Jake? (*Jake was near their hive.*)

What was the only way to get them to quit doing that? (*Move away.*)

What could Sebastian and Joanne have done to keep from stealing berries? (*Walked away and do something else.*)

What does the Bible verse say we should do?

Who will always help us to do what is good?

Prayer: Dear Jesus, please help us to move away from sin and to do what is good. Help us to be the kind of children you want us to be, and forgive us when we do wrong. Amen



DEVOTIONAL
IDEAS