

STAY SAFE

LEARNING OUTCOMES

When members have completed the badge requirements they will:

- be able to explain some of their human rights;
- be able to explain what feeling safe means in terms of protective behaviours;
- demonstrate basic personal safety principles;
- know how to access public transport, community facilities and directories.

BADGE REQUIREMENTS

1. Explain some basic human rights.
2. Identify and describe signals which may be felt in unsafe situations.
3. List personal safety principles.
4. Demonstrate how to use public transport, timetables and street directories.



GUARDS
RANGERS



CATEGORY

Self

TIME FRAME

Three - four
weeks

AIM

To provide
members with
skills and
knowledge to
keep themselves
safe in an urban
environment.





TEACHING IDEAS



1. Explain some basic human rights.

The following information is supplied from Unicef Australia. It is provided for leaders' information, though it is suggested that the main points are discussed with members.

What are human rights?

Human rights are the basic entitlements that belong to all of us just because we are human beings. Everyone has the same human rights entitlements; men, women and children, rich and poor, black and white, all nationalities and faiths.

Every culture and major religion of the world recognises human rights in some form. For example the Christian commandment *Thou shalt not kill*, is an expression of the right to life that is also recognised by all religions and governments of the world.

Free and fair elections, free speech, the right to work and the right to live free from discrimination on the basis of sex, race or religion are other examples of entitlements we call human rights.

To respect someone's human rights means that you value another person as a fellow member of the human race rather than judge them on their appearance, background, race or gender. To respect human rights means that you believe everyone should live free from discrimination and have equal opportunity. This does not mean that differences among people should be ignored but that we agree to treat people equally, fairly and reasonably regardless of our differences.

However, human rights are meaningless without corresponding responsibilities. It has been said that your right to swing your arm ends where another person's nose begins.

Our right to life carries the responsibility not to kill. Our right to free speech carries the responsibility to let others speak.

Many human rights have been agreed to internationally and recorded by the United Nations. Usually when we talk about human rights we talk about those rights that are protected by international human rights conventions, or agreements, through the United Nations. The Universal Declaration of Human Rights, adopted in 1948, forms the basis of these documents.

In Australia we do not have in our Constitution or in legislation, a comprehensive statement of our human rights and responsibilities. However we do have criminal and civil laws that protect our human rights. For example, theft is against the law, recognising the right not to be deprived arbitrarily of our property. Education up to a certain age is compulsory, recognising the entitlement to education.

Why are human rights important?

In many poor, war ravaged countries the most basic human rights are often abused so there is a tendency among people in developed countries like Australia to assume that the protection of our entitlements is less relevant because we are lucky enough to live in a free and democratic country.

Teaching ideas



Democracies like Australia have a responsibility to remain vigilant and ensure that everyone's human rights entitlements are protected all the time. This is a challenge for democracies because we must balance representing the will of the majority with protecting the interests of minorities. Ignoring the entitlements of one group does impact on the community as a whole. It is a little like ignoring a leak because it is on the other person's side of the boat.

Sometimes it's difficult for ordinary Australians who have never experienced racism or sexual harassment or negotiating a wheelchair to really appreciate just how difficult the world can be. In a rich country like Australia it's easy for people to believe that human rights abuses do not occur. Unfortunately this is not the reality for many people who suffer from discrimination or harassment every day. People are still discriminated against because of their age, their sex, their race, their religion or their disability. However, Australians do care about human rights because we believe in a fair go and in looking after those who are less fortunate than ourselves.

People lose jobs, drop out of school, become depressed, stop participating in sport or social activities, and/or become resentful towards the majority when they are denied their entitlements. In short discrimination and harassment causes harm and results in isolation. This means not everyone is able to enjoy full and equal participation in society, which is the intention of an open and multicultural democracy.

Rights of children and young people

Cut up **Leader's Resource 1** – Convention on the rights of children. Please note that the Leader's Resource does not include all of the Articles, nor all items of the Article but only those considered relevant.

Members are to choose Articles from the Convention and present them to the whole group. Members may work in pairs or small groups.

11 – 13s 2 Articles
14+ 3 Articles

Presentations need only be short and concise – the goal here is that members learn about some of their rights and the implications of the Articles. Presentations should include one or more of the following:

- the content of the Article;
- how the Article is applied in Australia;
- what the Article means for children generally and/or members in particular;
- what does the Article mean for indigenous children, children with disabilities, children in poverty;
- how the Article might apply in other countries;
- when the Article might apply in a child's life.



Teaching ideas

Some presentation ideas are listed below though members may present the Article in any interesting form they choose.

- Rewrite the Article in their own words,
- Prepare a short (3 minute) talk discussing the implications and/or applications of the Article to themselves and to children in developing nations,
- Create an art work, e.g. painting, sculpture, montage, representing the Article,
- Write and perform a song, poem or drama depicting the Article, describing its application or its value to children.

Rights Versus Responsibilities

In exploring rights it is important to remember the relationship between rights and responsibilities in developing personal safety skills. Rights and freedoms have the ability to be abused if not linked with responsibilities. Some young people may feel they have a right, for example, not to do homework or not to tidy their room. Along with rights goes responsibilities and consequences of actions. Personal safety and protective behaviours emphasise this connection. With the right to be safe goes the responsibility of not taking away another person's right to feel safe, for example, not to bully others.

Using **Leader's Resource 1** have members select Articles of the convention and give an example of the right and the responsibility that may go with that right. Draw up a Rights and Responsibilities matrix on a white board or supply members with charts on paper to complete in pairs or small groups. Discuss members' ideas, ramifications of their behaviours and commitment to the community.

Rights	Responsibility
Children have the right to a clean environment	Children have a responsibility to maintain their local environment e.g. not littering.
Children have the right to religion	Children should not mock, ridicule or abuse people of different religions



2. Identify and describe personal signals of unsafe situations.

By identifying components of feelings and risk taking members will be able to transfer skills to other situations. It is important the young people have the opportunity to revisit their skills over time.

Unsafe situations include domestic and family violence, bullying, and sexual, emotional, physical or verbal abuse. These situations result in harm whether physical or emotional, immediate or long term.

Two key points in a protective behaviour program are:

- All people have the right to feel safe all the time.
- Nothing is so awful that we can't talk about it.

Teaching ideas



Early Warning Signs

Our bodies tell us through physical sensation when we are feeling unsafe, agitated or alarmed. Some people do not connect the physical signs that they experience with the situation they are in.

- Help members identify their own early warning signs by brainstorming the common physical signs. Or have common signs written on slips of paper for one member at a time to act out.

Signs include butterflies in the stomach; sweaty palms; goose bumps; racing heart; nausea; excess saliva; raised voice; jerky, constant movement; fidgeting, fiddling or tapping; confusion; inappropriate laughing or smiling.

- Ask members to briefly give examples of when people may experience these signs. List these on cards or a white board and then classify them into three categories:-

1. We feel unsafe but are having fun and are in control, e.g. scary movie, roller coaster ride.
2. We feel unsafe, it is not fun, but we are in control, e.g. visit the dentist, exams.
3. We feel unsafe, it is not fun we are in danger of losing control, e.g. falling off a bike and other situations. Some members may classify things in different groups i.e. because of a fear of heights or speed a roller coaster may not be fun for some people.

To discuss situations you may use the 'One Step Removed' method using a third person scenario; i.e. Someone was at home alone when ... someone accidentally ...

- Give each member a piece of paper, perhaps with a body outline on it, and have them list their physical reaction to varying situations. You may like to have members draw a card with a situation on it from the list that they have created or just individually work through the list on the white board. Provide coloured pens or felt pens that they can use for different situations. This activity should not need to be discussed as some members may feel awkward or embarrassed and leaders need to facilitate a safe and accepting environment.

safety Network

We use a network of friends in our daily social life – a Safety Network is a purposeful group of people that may be utilised to keep ourselves safe. When an individual's safety is under threat they may need help and assistance from others that they trust. In relation to protective behaviour these people should also be accessible, willing to listen and **take action**. Whilst we encourage young people to start to make decisions for themselves and, at this age, be more responsible, this does not mean that decisions have to be made **by** themselves. Establishing a network of people who can be used to talk to will allow members a 'bank' of opinions that they can trust and refer to in respect to all things, whether good or of concern to them. In a protective behaviour situation a network provides children and young people with a group of trusted adults whom they may turn to for assistance and this then places the responsibility for helping stop the 'unsafe' behaviour with the adult.



Teaching ideas

Have members identify their network by tracing around their hand. The names of their family members and all who live with them are written on the thumb. Then members are to identify four more people that they trust and write their names on the four other fingers. Members should be encouraged to think of adults not peers as an adult has authority to act. The names of peers and school friends may be written on their little finger all together – as these friends provide support in times of trouble but may also be able to access other adults in times of immediate danger. Friends also act as a barometer of social norms. Incidences of abuse have been perpetrated and proliferated because in that child's world this abusive behaviour was their norm. Younger members may identify their pets. Use this but then ask who would your pet name.

Have members tell their network people that they have been included on the network. Members need to be able to list the names and addresses and contact numbers of their network people and keep these in a place that is accessible to them. Encourage members to also share good times with these network people such as their school or sport progress.



3. List personal safety principles.

Personal safety principles include strategies that members can utilise to make their situations safe for them. These strategies should be proactive behaviours, not reactive, to avoid harm rather than to negate it as it is happening. Members should have safe places in their life that they feel comfortable and not threatened these should include, but may not be, their home, school and SAGALA.

Discuss with members phone and internet safety. The Australian Communications and Media Authority is a good source for current tips on 'Cyber safety'. Have members construct a list of Do's and Don'ts in relation to computer and phone safety. One main rule in this type of safety is for the parents to know what young people are doing on the computer and telephone. Encourage members to include this on their list. Suggestions for activities to enhance this include:

- make a poster or a PowerPoint slide with the safety hints;
- role play;
- rap safety song;
- cartoon.

Risk Taking

Young people need to take risks in order to grow and develop. As such, we need to encourage awareness of safe 'risk-taking'. Risks can be safe or unsafe depending on the conditions and preparedness to deal with consequences of the risk. Using **Handout 1**, construct a list of risks and their safety factors with the members.

Activity	Unsafe risk	Safe Risk
Learning to surf	Riding alone. Surfing during a storm	Surfing with a friend. Having lessons
Going to a Party	Not knowing where it's being held	Arranging transport with a trusted friend Not going to 'random' parties
Travelling overseas	Drinking local water.	Having necessary vaccinations

Teaching ideas

From the Handout brainstorm behaviours that apply to more than one situation as personal safety measures they can take when away from home. Write their ideas on a chart or board. Suggestions may include:

- going out with at least one other person;
- knowing areas of the town/city to avoid;
- checking and planning means of transportation and route before departing;
- taking a mobile phone with sufficient charge and credit;
- ensuring you have sufficient money for all expenses including transport, public telephone, food and entertainment;
- making plans – doing the homework;
- advising someone else of your plans, parents being aware;
- knowing your own limits;
- keeping bags and belongings safe.

You may like to invite a local police representative to discuss this badge requirement with members.



4. Demonstrate how to use public transport, timetables and street directories.

Members in this age group may well be aware how to use public transport. If this is the case ask members to explain how to use buses, trains and taxis. Their explanations should include where and/or how to purchase tickets, where to wait for public transport or hail a cab, how to identify the train/bus is the one required. You may like to role play the process of using public transport, or use toys as a simulation. Use of public transport varies between locations. Members need to have confidence that they can transfer local knowledge to other spheres and ability to access timetables and directories is the key point rather than knowledge of a particular timetable.

If possible obtain timetables and street directories. Metropolitan rail and bus timetables can be found on the Internet – use *Google* or a similar search engine to find these, e.g. 'Adelaide buses'. Obtain or print sufficient copies for all members.

Explain how to use a public transport timetable. Be sure to explain how to plan a journey in order to arrive at a destination by a predetermined time. If possible explain how to commute using either two different modes of public transport to reach a destination OR requiring passengers to break their journey and change from one train/bus route to another.

Provide street directories for your community/city – at least 1 copy for each pair of members to share. Point out the grid, noting the letters and numbers around the grid. Explain how these help to localise a map and so restrict the search area for a specific street or destination. Demonstrate how to find a specific street by using the numbers and letters.

Draw members' attention to the list of street names and places of interest in the directory. Explain how to find a particular street and place of interest using the page number and/or references (i.e. letters and numbers). The letter and number alongside the street/place correspond with the letters and numbers on the map page.

The grid boxes created by the letters and numbers help to narrow the search parameters – the street or place being searched should be found within the grid box.





Teaching ideas

Ensure members are competent in using timetables and street directories by setting several examples to find particular streets/places, and identifying arrival/departure times. You may care to use directories of major city that your members have access to and repeat the procedure.

Viewing timetables and maps on the internet is an important skill for Guards and Rangers to experience. If possible have members use the computer to access these timetables, maps and directions. Locate various landmarks using computer programs such as *Where Is* and *Google maps*. If possible, access a GPS.

Put all knowledge learnt into practise by having members arrange an outing, link with other Badges e.g. Art A Tac, A Good Read and remember to complete an Activity Approval Form.

Leaders Resource 1

Convention on the Rights of the child (Unicef.com.au. Full text of Articles and Convention is also available from this sight.)

Article 1

Everyone under 18 years of age has all the rights in this convention.

Article 2

The convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respects the rights and responsibilities of families to direct and guide their children so that, as they grow they learn to use their rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, be cared for by their parents.

Article 8

Governments should respect children's right to a name, a nationality and family ties.

Leader's Resource 1 (contd)

Article 9

Children should not be separated from their parents unless it is for their own good. E.g. if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that children and parents can stay in contact, or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and share information. As long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights

Leader's Resource 1 (contd.)

Article 16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or any one else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When Children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Leader's Resource 1 (contd)

Article 23

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24

Children have the right to good quality healthcare, clean water, nutritious food and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children, who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26

The government should provide extra money for the children of families in need.

Article 27

Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28

All children and young people have the right to primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity.

Leader's Resource 1 (contd.)

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Article 30

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in their country or not.

Article 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 32

The government should protect children from work that is dangerous, or might harm their health or their education.

Article 33

The government should provide ways of protecting children from dangerous drugs.

Article 34

The government should protect children from sexual abuse.

Article 35

The government should make sure children are not abducted or sold.

Leader's Resource 1 (contd.)

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 15 to join the army.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42

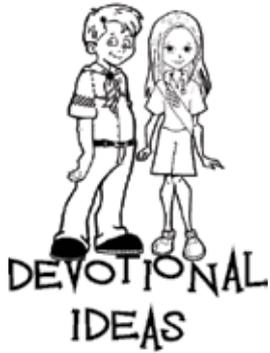
The government should make the Convention known to parents and children.

Handout 1

Guards/Rangers

Identify an activity that you may wish to do, list the unsafe and safe risk factors.

Activity	Unsafe risk	safe risk
	➤ ➤	➤ ➤



Devotional ideas



1. **Title:** Life's like a box of crayons
Bible: Matthew 19:26
Aim: To show that even though we are individuals, with God's help we can live together in the world
Supplies: Bible, box of crayons, Poem or verse if desired

Open the box of crayons and spread them out in front of the group.

Sort through the crayons to find:

- Those which are the sharpest
- Ones that are considered pretty
- Those that are dull
- The ones that have the strangest names
- Groups of colours, e.g. shades of the colours red, blue, yellow and their secondary shades

Read or have a member read the following poem.

**We could learn a lot from crayons:
Some are sharp, some are pretty,
Some are dull, some have weird names,
And all are different colours ... but
They all exist very nicely in the same box.**

Like the crayons we can sometimes find people who have these attributes. Just think how boring it would be if our world was colourless and people were all the same. God made us all with our own colourful personality.

Re-read the poem with the following changes –

We could learn a lot from people:
Some are sharp, some are pretty,
Some are dull, some have weird names,
And all are different ... but
They all exist very nicely in the same world.

Look at the Bible verse from Matthew 19:26: 'With God all things are possible'. Because we have been made so different, it is only with God's help and accepting him into our lives that we can exist together in this world.

Prayer: Lord, we thank you that you could make it possible for our world to be so colourful. Thank you that you made us all individuals, so that our colourful personalities can interact with each other. Your love reaches out to whoever we are. May we always understand that with you in our life – all things are possible. Amen.

You may like to have the poem or verse on a card for members to decorate using the crayons.

Devotional ideas



- 2. Title:** The golden rule
Bible: Luke 6:27 - 35
Aim: To show how Jesus wants us to treat other people
Supplies: Bible, pens and paper

Divide the group into small groups of two or three, distribute Bibles, pens and paper and direct members to Luke 6:27 – 35. Groups are to list the ways Jesus says we are to treat one another. Ask groups to share their responses and then discuss with members the practical implications for our world. Does Jesus really mean that we should allow someone to hit us on both sides of our face? If we gave away our ‘undershirt’ when someone has stolen our shirt, won’t that mean we are then naked? Is that what Jesus wants? Discuss with members what they think Jesus is really trying to teach.

Following Jesus calls for a radical approach to love. The world says that we should love ourselves first and, almost, only – or at the least that we should love our family and friends, but we don’t have to love anyone else. Jesus says that His followers love everyone – even those who consider themselves our enemies – and that we should do all we can to treat them with respect and dignity ... as we want to be treated. In a sense Jesus is suggesting that His followers don’t consider anyone to be an enemy but someone who needs to experience the love of God. Jesus calls His followers to not only say the right words but to demonstrate the right actions. For example, not simply say that the poor need help but give to someone who is begging; share our possessions and money and not expect that they will be returned; instead of seeking retribution for someone who hurts us, be ready to forgive them. In other words we should treat everyone we meet in the same way we want to be treated – not only those people we like or who like us, but everyone.

Read Luke 6:27 - 35 to reinforce this.

Conclude with a challenge, suggesting all members look for an opportunity to do something nice for a stranger in the coming week. This may be linked to the teaching of the Good Turn.





Devotional ideas



- 3. Title:** Safe and sound
Bible: Acts 9:19b - 25 or 1 Samuel 20
Aim: It's OK to protect yourself
Supplies: Bibles, props and costumes for play/s

Choose one of the Scripture passages and act out the story. If you have a large group you may prefer to divide the group into two so both stories could be enacted. Note that the second passage is quite long. It is recommended that someone – a leader or member – write the story as a script for members to read/act.

To make this more interesting include simple costumes and props, e.g. a basket.

When the play/s is completed ask members what they think the point of the play is (see the Aim above).

Devotional Ideas

- 4. Title:** Don't Bring Me Down
Bible: Romans 12:16
Aim: To show how put downs will hurt us
Supplies: Bible, paper (small cards), toothpicks, raisins, sultanas, pens, glue

Have members from groups or patrols and give each group toothpicks, raisins, pens and paper. Ask members to make a toothpick person by joining raisins or sultanas and toothpicks. The toothpick person should be able to stand. Have extra raisins and sultanas to eat as they work. Once finished ask members to imagine the toothpick person as someone they didn't like; ask members to think of the reason they don't like that person. What mean things might members say (or have said) to that person? In one minute have members list all the mean things on their pieces of paper – but don't use any vulgar words. After a minute have each member count the number of mean things written and for every mean thing remove a toothpick from the toothpick person. Ask members what happened to the toothpick person when they started removing the toothpicks? Could they stand up anymore? How did you feel seeing something that you made being broken? How did you feel about the things that you wrote? How do you feel when someone says something mean to you? What really happens inside people when others say mean things to them? Think of what God feels when His people are hurt and broken.

Read Romans 12:16. Mean words don't help us get along with the people – they make us feel hurt and angry at each other. Together list things that you can do and say when you are tempted to say something mean – you may need to break the toothpicks. Then glue this on to paper. Have a members of each patrol read out their ideas. Then close in prayer asking God to help us build each other up rather than hurt, bring down and destroy.

