

# Personal Safety Program

## Joey Scouts



**SCOUTS**  
AUSTRALIA

Queensland Branch Inc.



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## Personal Safety for Joey Scouts

The following program ideas have been written to support Leaders to discuss the issues relevant to personal safety for Joey Scouts. It is important to remember that when dealing with this age group the messages must be:

- Clear and simple
- Reinforced at regular intervals, and
- Involvement of parents or caregivers is recommended to ensure that messages about personal safety are consistent between home and Joey Scouts

Four programs will highlight the underlying concepts

1. I am important
2. People who help us
3. Bullying and harassment
4. Saying no

It is suggested that the four programs be used in sequential order to help build and reinforce a series of messages for Joey Scouts. However while these four programs can be used as specific Joey Scout themes, we strongly advise Leaders to utilise any opportunity to integrate these messages within all Joey Scout programs, especially other safety themes.

These programs are not prescriptive and you are encouraged to further develop these programs to meet the needs of the children in your care. We also welcome any program ideas, which you have used successfully and would be willing to share with other Leaders throughout Queensland. However you are obliged to ensure that the messages you deliver to Joey Scouts are consistent with those outlined in this program.

A form letter to parents has been included which may be used to inform families of the Personal Safety Program for Joey Scouts. A specially designed training module for parent/caregivers is included in the Association's Personal Safety Program package. It is expected that Scout groups will use this module to educate parents and the community on the overall program. Please discuss presenting this module with all Leaders in your group.

We are confident that our Personal Safety Program will be very effective because of the dedication and commitment of Leaders. Thank you for the role you are about to play in helping to provide all Members of Scouts Australia (Qld Branch Inc) with a safe learning, working and personal environment.

Yours in Scouting

Debbie Thomson  
Personal Safety Training Officer

## Program 1: I am important - I am special

Time	Methods of Learning	Activity Description	Equipment required
: 00	Ceremonies	<p><b>Opening Ceremony</b>            Explain that today is a special program about very important people. Ask the children to guess and keep to themselves who the very important people are. Throughout the program speak to each child asking them who they think is the most important person and then ask them to look in your hand, or in a box which holds a mirror. See how surprised they will be to realise that they are most important but ask them to keep this a secret until the end of the meeting.</p>	<p>Flags            A mirror in a box or a hand held mirror</p>
: 05	Game	<p><b>About me</b>            (based on the game LETTERS)            Joey Scouts stand at the end of the hall or parade ground. The Leader explains that if a description is called out that matches something about themselves, then they can take a step towards the Leader. This is a racing game to reach the Leader.            Give an example of "If you are a Joey Scout take one step"            Other suggestions include:            If you are taller than this chair            If you have blue eyes            If you have a little sister            If you are missing both teeth            The Leader can direct the Joey Scouts to take more than one step to help those who are falling behind. Be sure to use descriptions that will give all Joey Scouts a fair go.            At the end of the game remind the children that while they are all different, they have some things the same but they are ALL important.</p>	None

## Program 1: I am important - I am special

Time	Methods of Learning	Activity Description	Equipment required
: 10	Story	The bush babies learn they are special (story attached)	Story Puppets
: 15	Game	<p><b>What's special about me?</b></p> <p>Joey Scouts sit in a circle. The Leader starts the game by saying that everyone has to think about something that describes themselves eg happy Debbie or soccer John. Then the Leader begins I'm smart Koala and we are all special. The next person says something about him/her self and repeats what the leader has said eg I'm strong Ben and this is smart Koala, and we are all special. The game continues until everyone has had a turn eg I'm fast Chris, and this is black haired Michael, strong Ben, and smart Koala and we are all special. If there is a large mob, it may be easier to have two circles playing at the same time so that the Joey Scouts have a good chance to remember something special about everyone.</p>	None
: 25	Craft	<p><b>Life sized Paper dolls</b></p> <p>Using butcher paper and crayons, have Joey Scouts working in pairs to trace around each other. These life sized paper dolls are then cut out, painted if you want, with names and descriptions from the last game written onto a cardboard strip and pasted onto the doll. These dolls should be hung up for everyone to see for the duration of the personal safety theme.</p>	<p>Large sheets or a roll of butcher paper</p> <p>Paints</p> <p>Crayons</p> <p>Felt pens</p> <p>Glue Cardboard strips</p> <p>Blu tak or drawing pins</p>
: 40	Game	<p><b>Important groups</b> Joey Scouts walk around in an area chanting " I'm important, I'm Okay, I am special everyday. When the Leader blows the whistle a number of times, the children must form that number in a group.</p>	Whistle

## Program 1: I am important - I am special

Time	Methods of Learning	Activity Description	Equipment required
: 50	Song	<p><b>Special Kid</b>            (sung to the tune of BINGO)            I'm a very special kid, and            Everybody thinks so.  <b>Clap to this next part and repeat it three times</b>            Line 1 Yes            (Shout loudly and clap once)            Line 2 I'm (clap once)            Line 3 A special kid            (2 quick claps , 2 normal)  <b>Clap the rhythm and sing to this next part</b>            And everybody thinks so  <b>Repeat - dropping the words but not the clapping of line 3. Repeat again dropping line 2, then line 1 until you are only clapping the three lines</b></p>	None
: 55	Ceremonies	<p><b>Closing Ceremony</b>            Remember to discuss the very important person mirror activity</p>	Flags Prayer

# **Program 1: I am special - I am important**

## **Notes for Leaders**

**Story:** The Bush babies learn they are special

**Messages:** We are all special and important

**Suggestions:**

Use the story with animal puppets or make a big book from butcher paper. Alternatively, use felt story animals. Stencils for copying have been included in this booklet.

**Discussion:** Where appropriate discuss throughout the story issues the children raise. At the end of the story ask questions such as:

Why was Bill crying?

She was lonely, didn't think there was anything special about her, wanted friends

When did she realise she was special, too?

The others were impressed with what she could do, not what she couldn't do

What special talents did the bush babies have?

Each animal could do different things but together they could work as a team.

Was it important that they could do everything as well as each other?

No, everyone has special talents

What were the things the bush babies all cared about?

They all cared about the environment and friendship

Is everyone special?

Yes - have children identify their talents. Help children who don't know to identify their talents

Who thinks you are special?

Parents, friends, teachers, Leaders



## The Bush Babies learn they are special

Joe, the baby roo and Gumnut, the baby koala were best friends. Everyday they loved to play together in Cooee Gully - a very special place hidden in the middle of the beautiful Australian bushland. Gumnut loved to climb the tall Eucalypts in Cooee Gully while Joe bounced happily around, trying very hard to leap over small bushes and fallen logs.

One afternoon while the two friends were playing they heard a faint crying sound. They looked around but couldn't find anyone.

"I'll climb up the tallest tree and have a look around from up there," said Gumnut.

"I'll wait here, and if you see anything just point your hand in the direction and I'll quickly jump over there," replied Joe.

Joe watched Gumnut climb. "Gee he really is very fast climbing that tree. I'm very fast at jumping along the ground so I guess that's why we make such good friends," Joe said loudly to himself.

Just then Joe heard more crying, this time a little louder than the first time. "Did you hear that Gumnut? Can you see anything yet?"

By now Gumnut had reached the top of the tallest tree and was trying to work out where the crying was coming from.

" Oh, Joe I can't see anything but I can sure hear that crying."

A few trees over from the one Gumnut was in, sat Maggie, the baby Magpie. "What's up guys?" she asked.

"Oh, I am pleased to see you Maggie. Someone is crying and Joe and I can't seem to find where the crying is coming from. Can you help?"

"This is definitely a job for me," said Maggie as she swooped down from her tree to where Joe was standing.

"Hi, Maggie," said Joe who was relieved to see Maggie. Everyone knew how fast Maggie could fly. She was wonderful to watch as she flew high and then gracefully returned towards the ground. And she had very good eyesight and hearing too. Maggie was an excellent one to be part of a rescue team.

Suddenly the crying grew louder and louder. Maggie took off high into the sky and began circling around the area.

"There!" she cried. "There Joe! Near the creek, the reeds are moving."

"Yes," said Gumnut excitedly. "I can see something too."

Joe bounded over to the creek as fast as he could but Maggie reached there ahead of him. Gumnut arrived soon behind the others.

"Spread out," said Joe.

It only took a few minutes for Gumnut to shout, "Come here" to the others.

The three friends stood looking into a clump of long reeds, and hiding in a burrow near the long reeds was a baby platypus. She looked up at the trio, her big brown eyes looking sad and tearful.

"Hi," said Joe. "Is it you who has been crying?"

But the platypus didn't answer and began crying only louder.

"Don't be afraid, said Maggie. "We're all bush babies too. Maybe we could be friends."

"What's your name?" asked Gumnut.

The platypus' eyes grew really big as she answered, "Wilma, but I am known as Bill for short."

"Well, pleased to meet you Bill. I'm Maggie and this is Joe and Gumnut. We heard you crying. Is something wrong?"

Bill's eyes began to swell with tears. "I'm ...I'm ... I'm unhappy because I've been watching you play here for a long time and I thought that if I could fly, or jump, or climb like you can then I could play. But I can't."

"Well surely you can do something special," said Gumnut.

"Yes," said Joe. " You have very interesting toes!"

"Oh these are just for swimming," replied Bill who looked as though she was about to cry again.

"Swimming, wow!" said Maggie. " I'm not a swimmer."

"No, we're not either," said Gumnut.

"It's nothing really," said Bill, suddenly feeling a little happier.

"Please swim for us?" pleaded Joe.

With that, Bill gracefully slid into the water and skilfully began to swim. When she returned to the others they were so excited they had found a new friend who could swim.

"You are a very special bush baby," said Maggie.

"Oh yes," said Joe. "You know I think we are all special even though we can't do everything as well as each other."

"Gee," said Bill. "I'd never realised that being a platypus was special. I can't believe we are so lucky to be bush babies in this wonderful Australian bush. I love living here so much, and now living here with my special friends is going to make this place even better."

Bill couldn't stop smiling and neither could the others. This was a very happy day for everyone. They had realised that they were all special and that they had many things in common like their love of the Australian bush and how important it was to all of them to look after their environment.

The four bush babies spent the rest of the day together learning more about each other and how they could work together to use all their special talents.

"This day will always be remembered as a special day," said Gumnut.

It was a special day and every day following that was special for the four special bush babies.

## Program 2: People who help us

Time	Methods of Learning	Activity Description	Equipment required
: 00	Ceremonies	<p><b>Opening Ceremony</b> Remind children of last week's program about being special. Today's program will be about other special people who help us.</p>	Flags
: 05	Game	<p><b>Can you help us?</b> (an adaptation of What's the time Mr Wolf?) Joey Scouts stand at the end of an area. A Leader or Joey Scout is old dingo and stands at the other end of the area with his/her back to the others. The idea is to sneak up on old dingo tag him/her. The Joey Scouts say (while sneaking towards Old Dingo) <b>"We have to cross this creek Mr Dingo. Can you help us?"</b> Old dingo says <b>Yes I'll help</b> and turns to face the Joey Scouts who must freeze until old dingo turns around again. If someone keeps sneaking then old dingo may send them back to the beginning. This continues until old dingo thinks some Joey Scouts are close enough to chase and catch. Old dingo then yells <b>"Yes I'll help ....myself"</b>. And chases everyone back to the creek bank which is safe. Anyone who is caught also becomes a dingo for chasing purposes but the original dingo is the only one who says "Yes I'll help."</p>	None
: 10	Discussion	<p><b>Understanding trust and help</b> (Discussion questions attached) In groups the Joey Scouts discuss answers to questions given by a Leader. At the end of this session all answers should be presented to the whole mob.</p>	Discussion questions

## Program 2: People who help us

Time	Methods of Learning	Activity Description	Equipment required
: 20	Craft	<p><b>Helping hands</b> Following the discussion children should be able to identify 5 people who they think can help them. Using either plaster castes (which take some time) or thick cardboard, make an imprint or draw around and cut out the stencil of each Joey Scout's hand. On each finger help them to write the name of someone who helps them. Don't forget to put a hole in the plaster or cut out through to thread hanging ribbon.</p>	<p>Plaster of Paris Thick cardboard Pens Ribbon</p>
: 35	Game	<p><b>Quicksand</b> The object of the game is for a Joey Scout to successfully lead his/her blindfolded team through a maze of chairs representing areas of quicksand. If a chair is touched the team member stays on the quicksand area. The directions given by the team leader include eg 2 steps forward, 1 to the right, 3 forward, 4 left etc... Being blindfolded, the team members have to depend on their team leader for directions through the quicksand. The team with most members successfully through wins the game. Ask the children at the end of the game what was difficult and how sometimes we really depend on others to help us.</p>	<p>Chairs Blindfolds</p>
: 45	Special guest	<p><b>Think Think Think</b> Invite the Group Leader to meet with all the children. They should know his/her name and the special role that he/she plays. The GL should be encouraged to do a role play about situations where children need to identify that they should get help (examples attached)</p>	<p>Role play attached</p>
: 55	Ceremonies	<p><b>Closing Ceremony</b></p>	<p>Flag, prayer</p>

## Program 2: People who help us

### Notes for Leaders

**Discussion:** Understanding trust & help

**Messages:** We all know people who can help us  
We need to ask for help if we feel scared, threatened or unsure  
If we ask someone for help and they can't, then find another person who can help  
Some secrets may make you feel unsure, uncomfortable or unsafe.  
You need to tell someone who will listen and help about this type of secret.

**Suggestions:**

In groups work with children to develop an understanding about the need to get help in some situations. Encourage all children to talk about people who can help them and why they think they can trust these people

**Questions:** Do you think Old Dingo was someone who really wanted to help  
No because he lied

Can you name some people who can help you?  
Highlight adults with whom they have regular contact eg parents, teachers, Joey Scout Leader

Why is it important to tell someone if you have a problem?  
So that they can help

What if they were not able to help or you thought they didn't help you?  
Find someone who can and will help

Is it a good idea to have children and adults as people you can go to with a problem? Why?  
Yes, sometimes you need an adult to help with difficult problems

If someone lied to you, hurt you or made you feel uncomfortable, what should you do?  
Tell someone about how that person made you feel

### **About Secrets:**

Sometimes people we know, trust and people who help us tell us secrets. Sometimes secrets are fun like not telling your brother or sister what you have for their birthday. Sometimes secrets are important to our safety like telling someone on the phone that your parent is having a shower when really he or she is at the shop and you are home alone. However some secrets make us feel unsure or uncomfortable, or even scared.

What could you do if someone asked you to do something, or hurt you and then told you afterwards it was a secret?

**Need to know why it is a secret and if you feel unsure about the secret tell someone who will help you.**

What if they told you no one would believe you, or you'd be in big trouble, or be sent away?

**This would make you feel unsure, scared or uncomfortable and you would need to tell someone who could help you**

Remember there are many people you can depend on for help and you can trust them to listen to your problem

Bring all answers back to the mob to reinforce the messages.

**Role Play:** It is important that the Joey Scouts know who the GL is and that sometimes they can help with problems too.

**Think Think Think**

The GL or another leader role plays these situations and the GL asks what the children should do?

1. Hello I'm driving a car. You don't know me but I know your Mum. I can see you are walking home but I can drive you. Your Mum said it was okay.

**What should you do?**

**Think - I don't know this person**

**Think - I may need some help from someone else**

**Think - My parents have not told me to go with this person**

2. Hello I am someone you know very well. I come to visit your home lots. I want to cuddle you but you don't want to cuddle me.

**What should you do?**

**Think - I know this person but I don't want to cuddle them right now**

**Think - I don't want to hurt their feelings but its my body and I have a right to say no**

**Think - My body belongs to me. Its okay to say no.**

3. Hello I am someone who you see every week at school. We have good fun together. I'd like you to come to my place and play this afternoon.

**What should you do?**

**Think - I feel safe and happy with this person**

**Think - I know this person but would I be allowed to go to their place straight from school without asking?**

**Think - Would my family know where I was if I went to this person's place?**

This final role play should highlight that even when we trust and know someone we need to make sure we are allowed to do the things they ask. Children must always ask their parents to do things like going to play at someone's place after school.



## **NOTES FOR THE GROUP LEADER**

**The GL should remind children of their discussion activity:**

- **They all know someone with whom they feel safe**
- **We all need to depend on someone to help us**
- **If someone you don't know or can't trust asks or tells you to do something, you must tell someone who can help you**
- **We are all important and special**
- **People who help us and listen to our problems are special people**
- **We can have good secrets but we should tell someone if a secret makes us feel unsure, unsafe or uncomfortable or scared**

## Program 3: Bullying and Harassment

Time	Methods of Learning	Activity Description	Equipment required
: 00	Ceremonies	<b>Opening Ceremony</b>	Flag
: 05	Game	<p><b>Safe Place</b> (adaptation of Cat &amp; Mouse) Remind children of Old Dingo from last week's story. Well he's at it again only this time he's chasing the bush babies. Joey Scouts form a circle holding hands. Inside the circle is Cooee Gully - a happy safe place for the bush babies to play. Old Dingo is stalking the outside of the Gully and he cannot go inside. But the bush babies can only stay inside Cooee Gully for short periods of time eg 5 seconds and then they have to run outside the Gully before re-entering. Select one Joey Scout to be a bush baby. Another Joey Scout can act as Old Dingo. If Old Dingo tags a bush baby outside the Gully then the bush baby transforms into a dingo as well, and another two new bush babies are selected for the game. The circle of hands is to make sure that Old Dingo cannot get inside the Gully.</p>	
: 10	Story	<b>The Bush Bully</b>	Story attached
: 20	Activity	<p><b>Safety Walk</b> (This is a particularly useful activity if the mob meets at a school site.) The mob is taken for a walk around the immediate area. Explain that we are trying to identify safe places and unsafe places. Whenever one of these is identified ask the children why they have made that decision. For example an unsafe place may be in a school playground or nearby park. The children might think it's unsafe because they have experienced some form of harassment there.</p>	Small mud map to keep record

### Program 3: Bullying and Harassment

Time	Methods of Learning	Activity Description	Equipment required
	Activity (continued)	Often children in this age group are the targets of older children who try to take over their play space. When the mob returns to their den or school, mark on a mud map of the area the safe and unsafe places. Brainstorm how the unsafe places could be made safer and take these suggestions to the appropriate authority eg council, school principal	Large mud map Pens
: 40	Role Play	<b>Stand up for your rights</b> Reinforcing that children have rights, and that bullying or harassment does not have to be tolerated. It is important to teach children to be assertive not aggressive. See Leader notes.	Scenarios attached
: 50	Game	<b>A Safe decision</b> In groups of six (6) children are given three decks of cards - Green indicating Safe & happy Red indicating Unsafe so I tell someone who will help me Yellow indicating Unsure so I tell someone who will help me As the Leader reads out some situations, the children each taking a turn, choose a card to represent how they would feel. They tell the others in the group and then hide the card behind their back. The Leader then asks for all children with the appropriate colour card to stand and they collect a point for their group. Remember that sometimes more than one answer is appropriate so give other children with different coloured cards the opportunity to explain their choices. Briefly discuss each scenario as you go	Decks of green, yellow and red cards. Situations attached Board to record points
: 55	Ceremonies	<b>Closing Ceremony</b>	Flags, prayer

## Program 3: Bullying and Harassment

### Notes for Leaders

**Story:** The Bush Bully

**Messages:** We all have rights  
We do not have to tolerate bullying and harassment  
Bullying and harassment can threaten our rights

**Suggestions:** Use puppets to tell the story  
Big book can be made  
Felt story

**Discussion:** Do you think Wally was a kind animal? Why?  
He lied, didn't care about the others, did not want to share

What words might we use to describe him?  
Try to use words like bully, uncaring, selfish

What do you think he gained by behaving like this?  
Power

How did this affect the bush babies?  
Their rights were threatened and they felt helpless

Do you think the bush babies should have had a fight with Wilbur?  
Violence solves nothing. You can give strong messages (assertive) without being aggressive. Alternatively get help from someone who will listen to your problem

What did the bush babies learn from this experience?  
They have rights; bullying and harassment threatens their rights and is used for power; they should remember to speak to someone who will help and not keep it to themselves

What do you think might happen next?  
They might become friends and share Cooee Gully

**Role Play:** Stand up for your rights

**Messages:** Assertive behaviour is appropriate to deal with conflict  
Aggressive behaviour can make the situation worse  
We can stand up for our rights by being assertive

Being assertive means stating very clearly what we want or feel. Everyone has the right to do this. Simple assertive statements would include things like:

Stop that - I don't like it

Stop being mean. It makes me feel sad

I don't want you to do that anymore. It is upsetting me

I will have to tell someone if you can't stop behaving like that

Note that it is best to always tell them to stop what they are doing and why - because I don't like it, it scares me, it's upsetting the game or me.

Assertiveness is more effective if you hold your body upright and maintain eye contact.

**Suggestions:**

Briefly discuss with the Joey Scouts about their rights to:

Be loved

Cared for

Have shelter, food, clothing

Feel safe and protected wherever they may be

Say no when our personal safety is threatened

Own our own bodies

Be heard and for someone to listen to our problems

Be helped with problems

Explain how they can protect their rights by behaving in an appropriate manner (as outlined above), then use the following scenarios and ask children to role-play how they would behave in each situation.

Remember the idea is to find the best solution to the conflict. Sometimes if the first solution doesn't work, then alternatives must be employed. For example, if telling another person you don't like what they are doing has no effect on their behaviour or appears to encourage them to continue their behaviour, then children must be encouraged to tell someone who will listen and help.

Discuss each scenario.

**Scenario 1:**

Playing in the school grounds when an older group of girls keep running through the middle of your game. What would you say and do?

**Scenario 2:**

Walking home from school, your friends dare you to run through the bushes at the edge of the park. What would you do and say?

**Scenario 3:**

All your friends are making fun of a child who has brown skin? What would you do and say?

**Scenario 4:**

An adult tells a group of girls they can't play on swings because the boys were there first. What would you do and say?

**Scenario 5:**

Nobody will let you play with him or her. What would you do and say?

\*\*\*\* Exclusion from play is another form of bullying

**Game:** A safe decision

**Messages:** Think! Think! Think!

There are many times when we feel safe and happy . There are some times when we feel unsure or afraid. When we feel like this, we should always tell someone who can help us.

**Situations:** Friends dare you to run into the toilets and take a roll of toilet paper, other wise they'll call you a scaredy cat

A new child at school asks you to play with them in the park on the weekend

Your teacher tells you that your parents rang to say that today you would be picked up from school by someone you know very well

An older child, maybe your brother or sister or cousin, wants you to help them make a barbecue fire for lunch

A friend of yours is so happy to see you that they run up to you and give you a big hug around the shoulders

Everyday at school the same person pushes you out of line

## The Bush Bully

Maggie, Joe, Bill and Gumnut, the four bush babies were playing happily together in Cooee Gully.

"I love this bush," said Gumnut. "Just smell the Eucalyptus in the air. Who would ever want to destroy it?"

"This must be the most beautiful place on the earth," agreed Joe.

"Stupid bush babies. Why don't you all go and get lost somewhere. This is my special place!" said a gruff, unfriendly voice.

"Oh no, it's that terrible bush bully Wally Wombat," said Maggie as she began to tremble with fear.

"Yeah, that's right you mob of sooks. Now clear off before I give you all a thumping," Wally yelled.

The four bush babies needed no trouble with Wally. He always got what he wanted. And now he wanted Cooee Gully for himself.

Maggie instantly flew high into a tree, followed closely by a scampering Gumnut. Joe bounded away as fast as he could, and Bill made a dash for creek.

Later that day the four bush babies met at a place called Squatter's Stump. It really wasn't the coolest of places to play but now that Wally had taken over, they were left with little choice.

"It's just not fair," said Bill unhappily. "Wally always gets his way. He's just so tough."

"Maybe we should go and punch him up. Take back Cooee Gully. After all it is really ours," said Joe.

Suddenly they could hear someone laughing, high above them. It was Jack the baby kookaburra.

"If you think for one minute you could beat Wally, you have to be crazy," Jack cackled.

"Anyhow," said Gumnut, "Cooee Gully belongs to everyone - not just us."

"Then maybe you should tell Wally that. Cooee Gully is a safe place for all bush babies, even him. But he has to learn to share," said Jack.



With that the five bush babies made their way back to Cooee Gully. But when they arrived, they couldn't believe their eyes. Wally had thrown rubbish everywhere.

"Gosh," exclaimed Bill. "He's even broken branches off living trees."

"Right, I've had enough," said Gumnut. "Wally is about to taste his own medicine!"

"And how are you going to do that, Big Ears." Wally had returned.

"How nasty you are, Wally. Apologise to Gumnut," demanded Joe.

"You gonna make me. You tall streak of misery. I'd rather be a big ears koala than a ridiculously tall animal like you. You stupid kangaroo," sneered Wally.

"And as for the rest of you - you're all stupid looking. Jack has no neck, Bill has a big flat nose, and Maggie has those ridiculous beady little eyes."

Just then Ranger Jane came walking into Cooee Gully.

"What's going on here?" she asked angrily. "Who made all this mess?"

"Ranger Jane. Am I glad to see you." Wally was speaking now in a very pleasant manner. "Can you believe the mess these bad bush babies have made? Why I was just offering to help them clean it up, but they told me to get lost."

Nobody could say anything. They knew that if they told on Wally, he would get them back later. He was such a bully and he said such nasty things.

Ranger Jane ordered an immediate clean up and told Wally he was excused because he had tried to do the right thing.

Wally left sniggering, and Ranger Jane walked off in a very bad mood.

The five bush babies spent a long time cleaning up. By the time they were finished they were all so tired. Bill wanted to cry. She hated being treated unfairly.

"We shouldn't let Wally bully and harass us. It's just letting him win. If we had told Ranger Jane about Wally she could have helped us," said Joe sadly.

"Yes," said Jack, "but we are scared of Wally and I hate to dob."

"I don't think it's dobbing to protect yourself," said Gumnut. "In fact we know we can trust Ranger Jane. She's always been fair to us, she cares for the environment, she looks after us, and she told us if we have problems, or feel unsafe we must tell her."

"Yes, I guess if we don't tell her then she can't help," said Bill.

"You know what else we are forgetting. We can trust Ranger Jane to believe us. We have to talk to her," said Maggie.

"Yes it's about time we had a talk," said Ranger Jane as she walked out from behind the bushes. "I heard everything you said. I'm sorry that you didn't come to me earlier and tell me this. I just knew you wouldn't make this mess which is why I came back.

You're right about telling someone when you are scared, feeling unsafe, being bullied or harassed. It is very important. Promise me you'll never keep this kind of secret from me again?"

"But Ranger Jane, Wally said you'd send us away for lying, and you'd never believe us. What would we have done then?" cried Gumnut.

"Well first of all, I will always try to listen to you, and I'd never send you away. But if you wanted to tell someone about something that worried you and they didn't listen, then go to someone else and tell them. Never give up. Someone will listen to you. Don't let bullies win," Ranger Jane replied.

She smiled at the bush babies. "You know, Wally is very naughty, and I'll have to deal with him. But I want you to think about why he is such a bully."

"I know that," said Jack. "It's because it makes him really powerful."

"I reckon it's because he thinks he looks different and covers up by being a bully," said Joe.

"He doesn't have anyone to play with either," Maggie added.

"Well," said Ranger Jane, "you are probably all right. Maybe together we could help him to change. It won't be easy but deep down a bully is just someone who needs to be loved and cared for as you all do. But for now Wally and I are going to have a very big talk, and then a very big walk back here to apologise before I take him over to clean up Crow Mountain."

"He'll be there for days, Ranger Jane," said Bill. "Won't he get tired?"

"Oh yes bush babies. Wally will be too tired to call anyone names or cause trouble for at least a week," Ranger Jane replied.

## Program 4: Saying No!

Time	Methods of Learning	Activity Description	Equipment required
: 00	Ceremonies	<b>Opening Ceremony</b> Welcome all families here today as this is a very important program	Flag
: 05	Game	<b>Can't say yes!</b> In pairs, preferably adult/child pairs explain that one person has to try and make the other person say yes but the other person has to keep saying no. When the other person finally says yes then swap over. If they nod their head yes and still say no then they must still swap. After a couple of minutes, have pairs link up into groups of four and play one pair against the other	None
: 10	Activity	<b>Showing Off</b> Allow children to show their parents the things they have done at Joey Scouts over the past three meetings including the paper dolls, mud map and then select some children to role play last meeting's <b>Stand Up for your rights.</b> Explain to everyone that the children are learning about their self importance, and their personal safety. Tonight/today we hope to develop an understanding of how important it is to say no, even sometimes when someone is trying to make you say yes.	Life size dolls Mud map Role plays from last meeting
: 25	Story	<b>Joe stands up for himself</b>	Story attached
: 40	Activity	<b>Joe's pouch</b> Using the stencil, allow children to make Joe's pouch. Give each child a card to place in the pouch. Stencil and card attached	Stencil scissors glue pens or paint cards ribbon or string

## Program 4: Saying No!

Time	Methods of Learning	Activity Description	Equipment required
: 50	Game	<p><b>Bush Baby Directions</b> (Adaptation of NSEW)</p> <p>Explain that they are all in Cooee Gully - a safe place where everyone is important and has rights. Recall the rights they discussed last program. In Cooee Gully there are many people we can help - the bush babies and especially Ranger Jane. Allocate four areas of the room - Joe, Gumnut, Maggie, Bill. The centre of the room is Cooee Gully where everyone walks around until the Leader calls one of the four names. On this command children must run to the correct area. The idea is for the game to be fast.</p>	None
: 55	Ceremonies	<p><b>Closing Ceremony</b></p> <p>Remind children and parents of the important messages we had learnt over the last few meetings.</p>	Flags Prayer

## Program 4: Saying No!

### Notes for Leaders

**Story:** Joe stands up for himself

**Messages:** It's okay to say no  
Tell someone who will listen and help  
Some secrets makes us feel unsafe, unsure, uncomfortable or scared  
These secrets should not be kept from people who will listen and help

**Suggestions:**  
Big book  
Felt story  
Puppets  
Role play by Venturers

**Discussion:** Was Mr Larry Lizard someone who could be trusted? Why?  
He lied and tried to trick Joe.

How did he try to trick Joe?  
He complimented him, conned Joe to do it for Larry, said Joe's parents would send him away, and told him he had to keep this secret.

How did Joe feel when he was with Mr Lizard?  
Initially safe, but then he became confused and scared.

How did Joe feel at the end of the story?  
Happy and safe because he had said no and told someone who would listen and help

What could you do if this sort of thing happened to you?  
Say no  
Tell someone you who will listen and help  
Sometimes we are not sure and may not say no at the time. It is very important not to keep these types of secrets. You must still tell someone what happened to you.

Remember if someone does something to confuse or hurt you  
**IT IS NOT YOUR FAULT**

## Joe stands up for himself

It was a beautiful day in the bush. Joe's friends were all doing something else today. So Joe decided to go for a hop on his own. He knew he wouldn't go too far because his mother had always told him to not go far away.

"You must be careful," said Mrs Hopper, Joe's mum. "It is really important that you play close to home."

Joe didn't think he had gone very far but for some strange reason the bush didn't look all that familiar.

"Gee, I had better go back. I think I am a little lost," Joe said to himself.

As he turned around, Joe came face to face with Larry Lizard.

"Well, hello little Joe. How is your Mum? I hope she is well," said Larry.

"Oh, yes, Mr Lizard," Joe replied.

"All alone?" asked the lizard.

"Yes, all my friends are doing other things today. I thought I'd practise my hopping."

"Do show me, please?" asked Larry Lizard.

Joe proudly hopped his biggest hop.

"Wonderful. Fantastic. Can you hop over that big log?"

"I'll try," said Joe. He was sure he could hop that high. And he did!

"You are brilliant. Why I've never seen anyone as talented as you. Do you think perhaps.... you could hop over that creek over there?" asked Larry, smiling to himself.

Joe bounded over to the creek and hopped, clear from one side to the other.

"Joe you must have been practising and practising. But I bet you can't hop over that cliff to the other side of the land," challenged Larry.

"Well, I'm not sure. And it looks kind of dangerous," said Joe quietly.

"Couldn't you do it for me? Please?"

"I don't know," said Joe again.

"You will feel really good if you do that, I promise. And we won't tell anyone. It will be our secret."

"I am worried about this Mr Lizard. And I don't think it's a very good secret to keep from my mum."

"Well," said Larry Lizard. "Then I'll have to tell everyone what a scaredy baby you are. Your Mum will be so ashamed that she'll make you leave the bush forever. Now do it for me, and there won't be any further problems. Remember just our secret," hissed Larry Lizard, his long tongue spitting out at Joe.

Joe felt really scared but he was too scared to say no Mr Lizard, and worried what everyone else would think of him if they were told he was a scaredy baby.

Joe hopped towards the cliff and looked over.

"Go on, Joe. Do as you are told," demanded Larry Lizard.

Joe looked over to the other side of the cliff. Yes he could do this. He didn't want to be sent away for being a scaredy baby. He gulped hard.

**STOP HERE AND ASK WHAT JOE SHOULD DO?**

**DISCUSS ALL SUGGESTIONS. REMEMBER TO RETURN TO THESE SUGGESTIONS AT THE END OF THE STORY DURING THE DISCUSSION PHASE.**

"Okay, I'll do it for you," said Joe.

But something was happening to Joe as he began to lead up to the big hop.

"No!" he shouted.

"What? Did you say?" demanded Larry Lizard.

"No!" shouted Joe again. "I won't do this."

"But you said you would do this for me. Now hurry up and do it," hissed the angry lizard.

"I said no and I mean it," said Joe and with that he hopped quickly back towards his home.

As he hopped he began to cry. He felt terrible. What would everyone say. Surely his mother who loved him would not send him away.

Soon he was home, and Mr & Mrs Hopper were sitting in the sun, talking about taking a holiday.

As soon as Mrs Hopper saw Joe's tears she knew there was something wrong. "Joe, what is bothering you? Please tell us. We love you and can help."

"Oh, Mumma," said Joe. "I did a terrible thing today. I played too far from home." And he began to tell his parents the whole story.

"But please don't send me away. I was scared and didn't feel safe about doing what Mr Lizard told me to do," whimpered Joe.

"Joe, we are very proud of you. You stood up for yourself," said Mrs Hopper.

"Yes, you said no to Mr Lizard. That would have been a very hard thing to do," said Mr Hopper.

Mrs Hopper cuddled Joe close to her.

"Remember Joe that we love you and would never send you away. That is why we want to know where you are all the time. Mr Lizard said that to make you do what he wanted. He is very bad, and we'll be reporting him to Ranger Jane to make sure that Mr Lizard is punished for his behaviour."

That night as Joe was being tucked into bed, he decided he had one more thing he wanted to know.

"Mum, I thought I could trust Mr Lizard."

There are lots of people we can trust, and there are lots of people who help us. Unfortunately sometimes people only pretend to be trustworthy and helpful. They try to trick and trap us," explained Mrs Hopper.

"And don't forget that we are very proud of you and so glad that you know it's okay to say no. Joe, you are very important to us." said Mrs Hopper.

"I love you, Mum." said Joe. And he drifted off to sleep feeling happy and safe, and very important.



# Personal Safety for Joey Scouts

## Support Materials

### Pre - program information

- Proforma letter to parents

### Program 4

- Joe's pouch

### Programs 1 - 4

- Animal stencils

# Letter to Parents

Dear Parents

As you know Scouts Australia (Qld Branch Inc) is currently implementing its Personal Safety Program.

The Joey Scout program will be undertaken over the next four meetings, and it is important that you are aware of the messages we are trying to give to the children so that their rights to a safe learning and personal environment are protected.

During week one, to enhance the self-image and confidence, we will be discussing how all children are special and important.

Week two will concentrate on **People who help us**, helping children to understand how important it is for them to have people who will listen to their problems and will help.

The third week will cover **bullying and harassment**, an issue for all children. This program will focus on children having rights, and that bullying and harassment does not have to be tolerated.

By the final week we hope all children have skills and knowledge to **explore the issue of child abuse**, although we will not be talking directly about sexual abuse. However the messages we hope to send to the children can be applied in all abuse situations. These messages include:

- learning to say no
- telling someone who will listen and help
- secrets about abuse or exploitation are not good secrets
- although we trust some people, they might try to trick or trap us. In such cases children must tell someone who will listen and help

We are sure you agree that these programs should help children to develop some protective behaviours against any threat to their personal safety.

However it is vitally important that parents are involved in this program to ensure that consistent messages come from both the home and Joey Scouts.

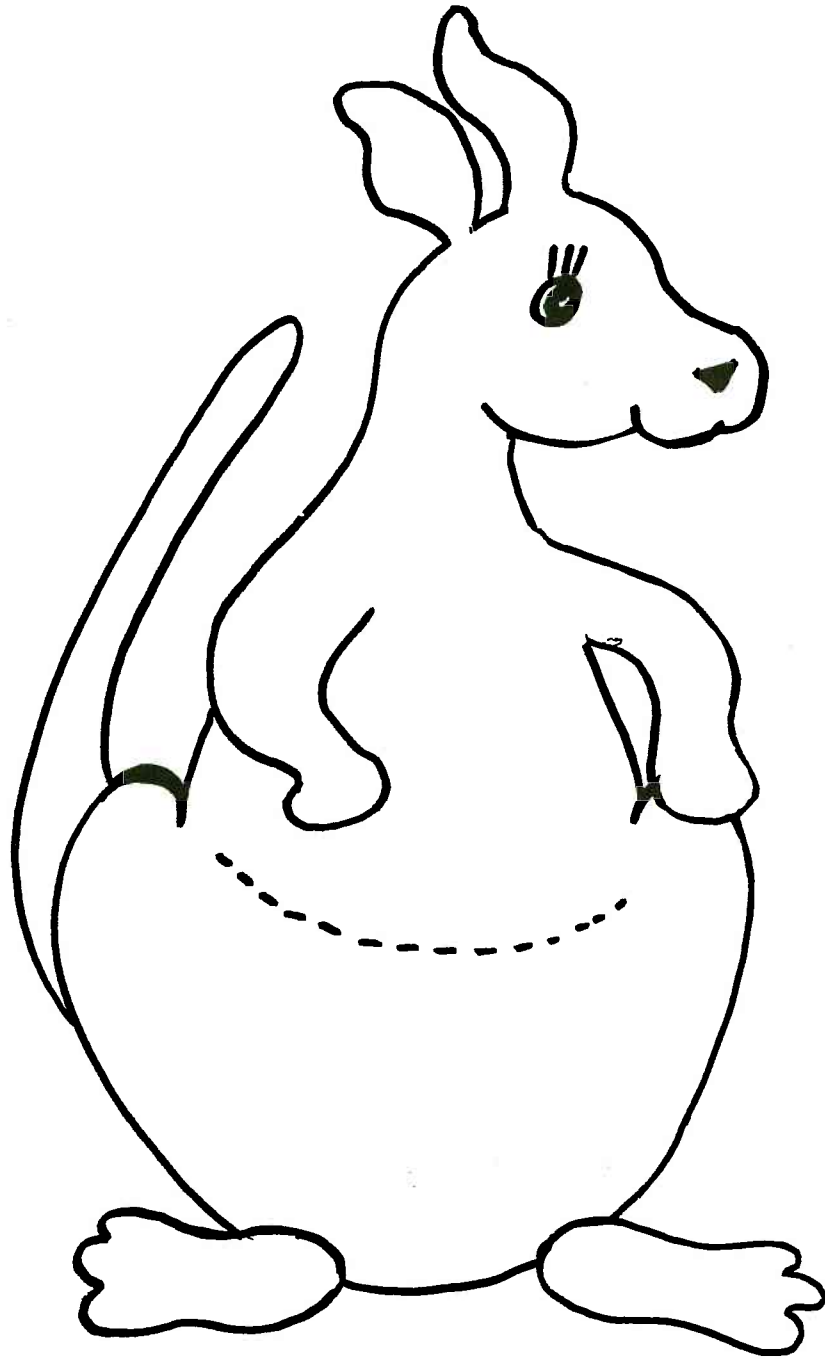
Therefore we extend three invitations to you. Firstly to participate in our week four program, so please date claim (insert date and times here). Full details will be forwarded to you over the next couple of weeks.

Secondly, you are invited to attend the parents evening which is being held for all parents of the (insert name here) group on (date, time and venue here). Please refer to the attached flier for information on this evening.

Finally, we extend an open invitation to contact (insert names, position and telephone numbers here) to further discuss any information you would like on the Personal Safety Program.

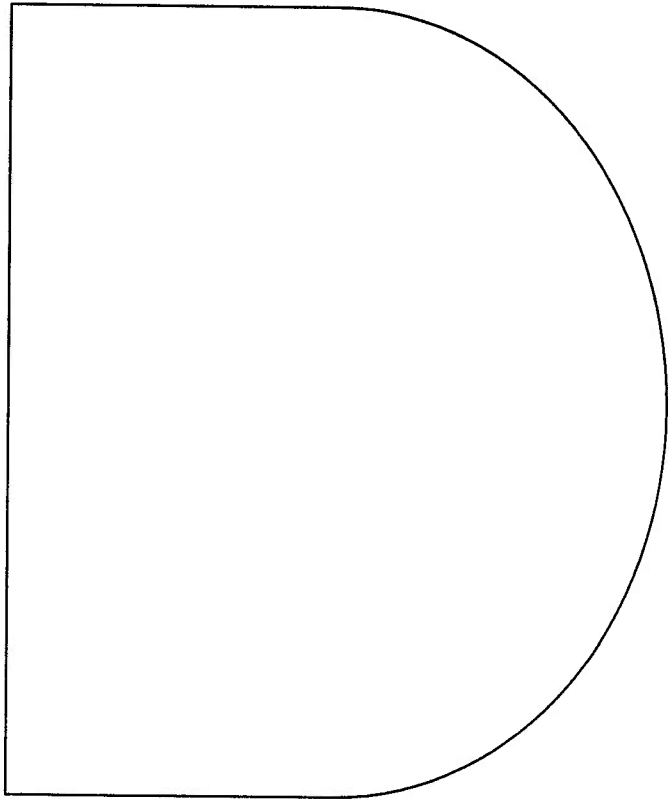
We look forward to working with you on this important program, and hope that you will join your child on (insert date here) at Joey Scouts.'

Yours in Scouting



Program 4: Use this stencil of Joe to enlarge for the pocket activity

1. Cut out this shape, glue the edges, and paste behind Joe to make a background to his pouch.



1. Photocopy these cards onto cardboard. Then cut around each individual card to be placed in Joe's pouch.

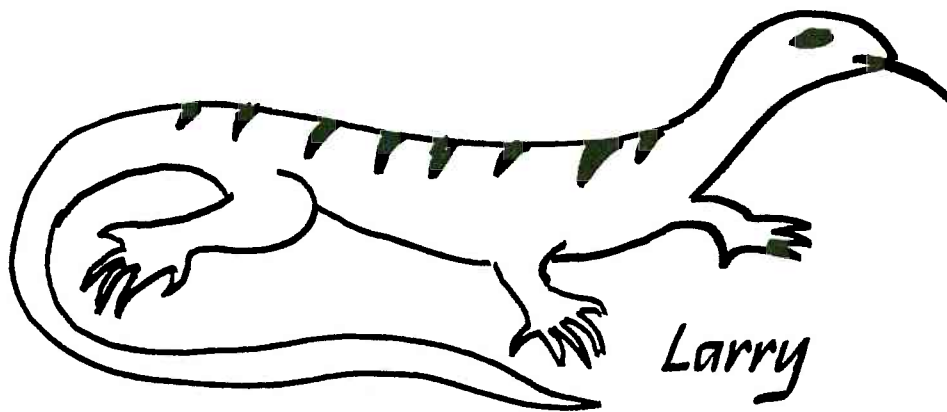
**SAY NO TO  
SOMEONE  
WHO MAKES  
YOU FEEL  
UNSAFE.**

**TELL SOMEONE  
THAT THERE  
IS A PROBLEM.**

**YOU ARE  
SPECIAL AND  
IMPORTANT.**

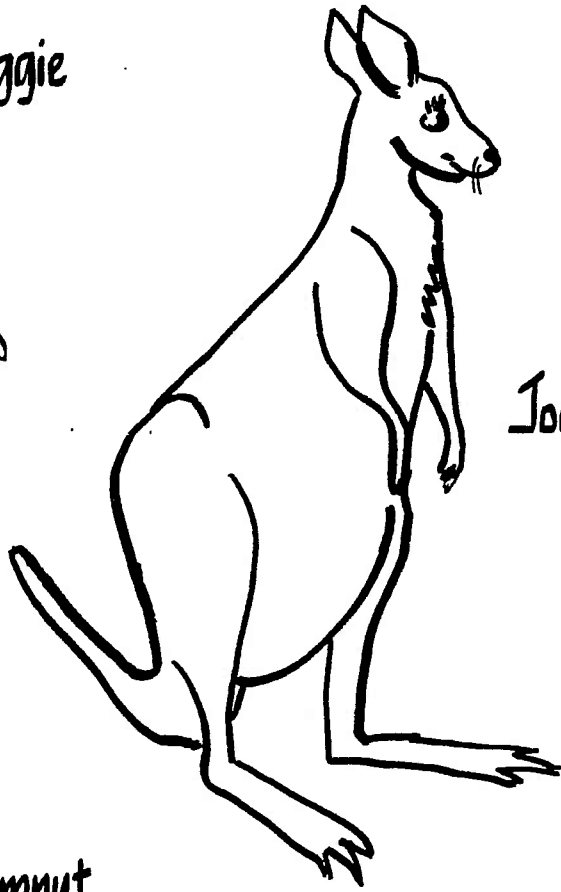
**YOU HAVE A  
RIGHT TO BE  
HAPPY AND  
FEEL SAFE.**

*Use these stencils for:  
felt stories  
shadow puppets  
to illustrate a big book*

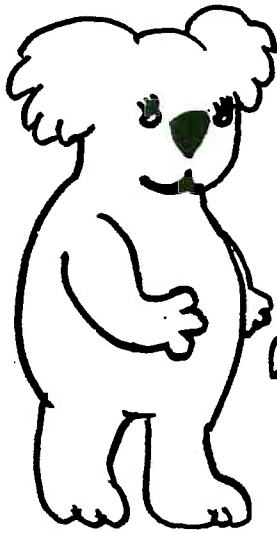




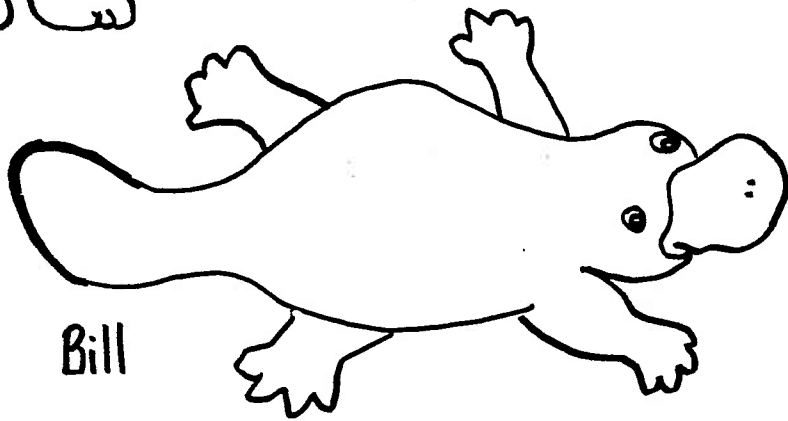
Maggie



Joe

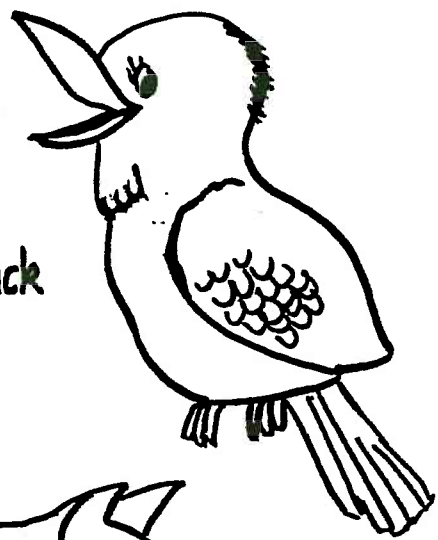


Gumnut

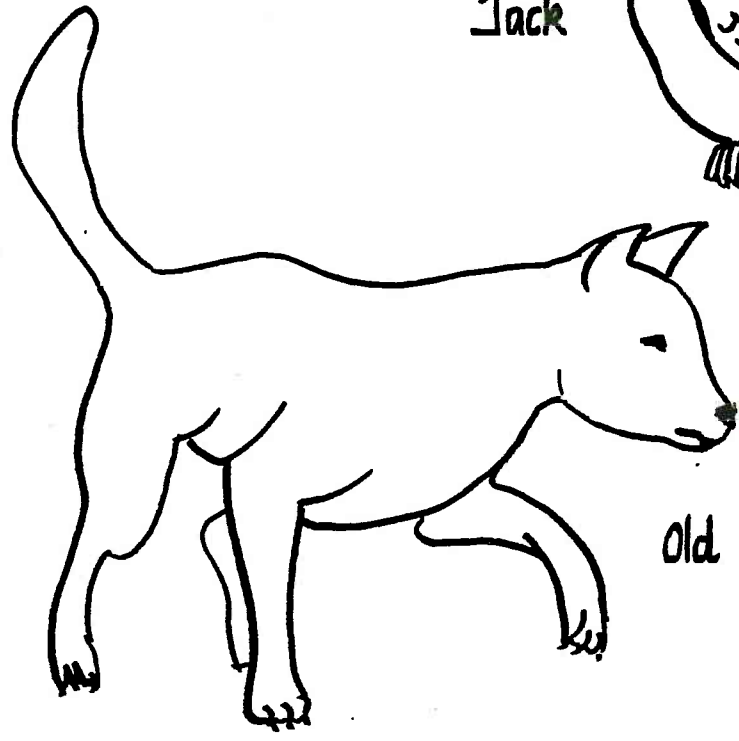


Bill

Jack



Old Dingo



Wally

