

Personal Safety Program

Scouts



Queensland Branch Inc.

Personal Safety Program Scouts

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Personal Safety for Scouts

The following program ideas have been written to support Leaders to discuss the issues relevant to personal safety for Scouts. This age group face many pressures as they enter their teenage years, and it is important that Scout programs deal with relevant issues. In the area of personal safety, 4 sets of program ideas have been developed. They should be incorporated into the regular troop program. These programs will highlight the underlying concepts:

1. Peer pressure
2. Relationships
3. Self image
4. Teamwork

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

These programs are not prescriptive and you are encouraged to further develop these programs to meet the needs of the Scouts 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 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 Scouts. A specially designed training module for parent/caregivers is included in the Association's Personal Safety Program package. It is expected that all 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

Debbie Thomson
Personal Safety Training Officer

Troop meeting		Date:
Theme: PEER PRESSURE		
Duty Patrol:		Duty Leader:
:-015	Troop night preparation	
:00	Opening Parade • Flag break & prayer	
:05	Activity: Time I felt afraid	
:15	Yarn: Problem Situations - Decision making	
:25	Trust Game: Musical Lap sit	
:35	Patrol Instruction: Campcraft (Navigation) - Pioneer level	
:55	Activity: Mapping Safe Areas	
:95	Game: Friendship Wall	
:105	Patrol Time • Check off badgework and Patrol discussion	
:115	Closing Parade • Badges/Awards to be presented • Notices • Flag down & prayer	
:120	Troop dismissed	

Notes for Scout Leaders:

Program 1: PEER PRESSURE

Messages: You have the right to say no

It is important to tell someone who will listen that you have had an experience where your personal safety was threatened

As members of groups there are some instances where peer pressure may influence us to do something that is wrong or unsafe, or something with which we are uncomfortable

We can only trust peers who do not pressure us into doing something that is wrong or unsafe, or something with which we are uncomfortable

Activity: Time I felt Afraid

At some stage everyone fears someone or something. Briefly discuss what being safe is and lead to a definition of personal safety.

Using Handout 1 (attached) ask the Scouts to think about a time when they felt afraid, or felt that their personal safety was threatened by the behaviour of someone else.

Some Scouts may not feel inclined to disclose their own experience and may feel happier to share an incident they witnessed.

When everyone is finished writing their experiences, place all the handouts into a shoebox (1 per patrol or group) and swap with another group or patrol to read and discuss.

Leaders need to work with the Scouts in the discussion phase, highlighting:

- The importance of telling someone who will listen and help if your personal safety is threatened
- Everyone's right to say no
- You own your body

Following this discussion bring the Scouts together and make them aware of:

Scouts Australia (Qld Branch Inc)
PERSONAL SAFETY PROGRAM

Understandings to be developed:

- Any threat to the personal safety of a Scout will not be tolerated by Scouts Australia (Qld Branch Inc)
- the complaint process can be accessed for issues within and external to Scouting
- serious issues will be referred to the appropriate support personnel
- an expression of concern can be made if a Scout feels that another Scout's personal safety may be threatened

Scout Handout 1:

I felt that my *Personal Safety* was threatened when...

I saw someone else's *Personal Safety* being threatened when...

Yarn:

Problem Situations

There are many situations where you may feel afraid and pressured to do something, especially from a group of which you are a member.

Ask Scouts to quickly list groups (family, Scouts, church group, street gang, ethnic groups, band etc...) Many of the members of the group are considered to be friends or peers but what happens if these people want you to do something, which you know is wrong or unsafe, or makes you feel uncomfortable?

You can usually tell if you are being pressured just by what is said to you.

Display and discuss Chart 1: Things people say

There are some simple strategies which may help.

Display and discuss Chart 2: How to resist peer pressure

Following these discussions, undertake the problem situations activity (attached).

What would you do in the following situations?

CHART 1: PEER PRESSURE STATEMENTS

Come on, you'll be left out

Everyone will laugh at you if you don't

Come on, it will be great fun

No guts - chicken

If you don't do this you'll be out of the group

I thought you were my friend

No-one will ever know

Wimp

I'd do it for you, so you should do it for me

Everyone does it

CHART 2: HOW TO RESIST PEER PRESSURE

ACT

Look people straight in the eyes

Stand or sit up tall

Hold your head up

FEEL

Proud to be an individual

Happy with your own opinions

Willing to be different to the group

SPEAK

Clearly

Firm but polite

Phrases like...

"I make my own decisions"

"No I don't want to"

"A friend would respect my decision"

Problem Situations Activity:

Scouts should use the following hand signs to vote on the best solution to the problem.

- | | | |
|---------------|---|--|
| A closed fist | - | No this should not happen |
| One thumb up | - | This is okay but there is probably a better solution |
| Five fingers | - | Totally agree with this solution |

Discuss their answers after each vote.

Shoplifting

Jane works part-time in a dress shop. Her boss has told her that many clothes are missing through shoplifting and could she pay special attention to shoppers. Her best friend, Sally, comes into the shop and Jane sees her putting a dress into a large carry bag. Jane tells her to return the dress but Sally just smiles and says that she thought Jane was her friend.

- (a) Jane should immediately advise her boss
- (b) Jane should mind her own business because Sally is her best friend
- (c) Jane should go around to Sally's place and demand she return the dress or else Jane will tell her boss

Drugs

Peter likes to hang around with the local group of boys in the neighbourhood. Usually they don't cause any hassles to anyone but this day, one boy from the group, Tony starts selling drugs to the others. The boys tell Peter not to worry and that everyone does it, it won't hurt.

- (a) Peter should buy some just to try it once
- (b) Peter should say no and not tell his parents about the drugs
- (c) Peter should say no and tell someone who will listen about the problem with his group of friends

Harassment

Tracey and Jason are twins and new to the school. At lunchtime a group of kids who seem to be the bullies start to pick on them - name calling and pushing. When Tracey tells them to back off a couple of them grab her and push her up against the wall. They touch her all over and put their hands up her skirt. The bell rings and the bullies take off. Jason says he will tell the teacher but Tracey says it will only make it worse.

- (a) Tracey and Jason should find somewhere else to eat lunch
- (b) Tracey and Jason should plan a revenge attack on the bullies
- (c) Tracey and Jason should tell someone who will listen to their complaint and act on it

Skipping School

Nick hasn't done his homework and is sure to get detention from his teacher. He tells a couple of friends and they tell him they are all skipping school and he should join them. He says no but the others say he's a wimp.

- (a) Nick should skip school and do his homework tonight
- (b) Nick should go to school and not mention his friends skipping to anyone
- (c) Nick should go to school and tell his friends that in the end they are hurting themselves

Trust Game: Musical Lap sit

Following the previous activity briefly outline how important it is to trust and to be trusted. Scouts can define a trustworthy person.

Firstly in small groups (6) have Scouts walk around in a circle with their hands on the hips of the person in front. When you call "sit" the Scouts have to sit on one another's laps so that no-one falls over. They will need to practise this a few times, then play musical lap sits with the last patrol or group falling over as the winners. As a finale form one large group for a troop lap sit.

Activity: Mapping Safe Areas

Discuss about the need to avoid certain places or people because they make you feel unsafe. Using the Campcraft skills from Patrol instruction, walk around the local area with your patrol identifying potential unsafe places, and safe places such as safety houses, police station etc.... Each patrol should go in a different direction. Record this information using paces and compass direction, and present to the troop at the end of this activity. These should be kept for future use on safety themes.

Alternatively if the area covered is not too great, all patrols could be asked to return to the den within fifteen minutes, record the information and give to another patrol to follow and check.

Game: Friendship Wall

The aim of the game is to list at least ten words per team which describe true friends eg loyal, fun, etc.
Played in relay formation.

In teams the Scouts must write a word on the brick (a cardboard rectangle), stick blu tak on the back of the brick, race to the end of the den and place the brick on a wall of friendship. The wall can be made from a large piece of butcher paper with brick pattern outlined on it.

However no word can be used more than once. Therefore a new word must be found by the team to replace it.

First team to have ten words on the wall wins. It will help to colour code the cardboard bricks to differentiate the teams.

Troop meeting		Date:
Theme: RELATIONSHIPS		
Duty Patrol:		Duty Leader:
:-015	Troop night preparation	
:00	Opening Parade • Flag break & prayer	
: 05	Game: Insiders/Outsiders	
: 25	Activity: How violent is our society?	
: 40	Bases: Codes & Trails (communication)	
: 100	Activity: Shut up & Listen	
: 105	Patrol Time • Check off badgework and Patrol discussion	
: 115	Closing Parade • Badges/Awards to be presented • Notices • Flag down & prayer	
: 120	Troop dismissed	

Notes for Scout Leaders

Program 2: RELATIONSHIPS

Messages:

- Unequal relationships can result in violence
- Unequal relationships are maintained by unequal use of power
- Violence can be caused by hatred and prejudice
- Good relationships are built on an equal use of power and good listening skills
- Conflict can be resolved without violence

Game: Insiders/Outsiders

The aim of this game is to highlight the difference in power relationships. Unequal relationships are maintained by unequal use of power.

Scouts must be supervised playing this game as a Leader who has witnessed the dynamics of the game must facilitate the debriefing.

Scouts may elect not to participate. You may choose to have Rovers or Venturers role play with the Scouts observing.

Divide the troop in half. One half is the in-group while the other group are the outsiders. Outline the rules to each group.

Use role play to act out the following situations. You only need to have about two insiders and two outsiders performing for each role-play, lasting about two minutes. At the end of one role-play, switch roles for the next role-play. At the end of this time ask the questions as shown below. During the role-play the other Scouts must observe.

At the end of all the role-plays a discussion and cooling off period **must be undertaken** as this learning game can be quite stressful, especially to the outsiders. Some time out may be appropriate.

Rules for insiders:

- (a) Always talk to the outsiders by calling them losers and wimps
- (b) Always have your own ideas and never use the ideas of the outsiders
- (c) Do not use physical force at any time
- (d) Don't ever let the outsiders think they are worth anything
- (e) Pick on the outsiders any time you want but remember this is a role play and you should not do anything that will really insult them outside of the role-play
- (f) Always make a big deal of an outsider's mistake

Rules for outsiders:

- (a) Never speak to an insider unless they speak to you first
- (b) Always call an insider "master" or "sir"
- (c) Always kneel on your knees when talking to an insider
- (d) Always allow an insider to walk before you or let them pass in front of you
- (e) Always speak quietly to an insider
- (f) When eating always wait for an insider to finish before you eat

Role Plays:

Act out the following

- (a) at a football match
- (b) travelling on a bus
- (c) at school during lunchtime
- (d) watching TV
- (e) at a birthday party
- (f) going to Mac Donald's and eating
- (g) washing the dishes
- (h) any other situation you would like to role play

Discussion:

- (a) What happened to the outsiders?
- (b) How did they feel?
- (c) What happened to the insiders?
- (d) How are they feeling?
- (e) Were the rules fair?
- (f) Which group had the most power?
- (g) What happens when the rules are different for different groups?
- (h) How would you feel if you were treated like outsiders everyday?
- (i) Would this lead to violence?
- (j) Do you think racism and sexism are like this game?
How?

**Violence can be caused by unequal power relationships.
Violence can be caused by hatred and prejudice.**

Activity: How violent is our society?

The aim of this activity is to highlight how prevalent violence is in our society. It may also identify the nature and prevalence of youth violence.

In patrols or groups scan through newspapers, cutting out stories (headlines) on violence. Compare how many stories were found for each day.

Raise questions such as:

Is any particular day more violent than others?

What was the average age group perpetrating the violence?

Are there more "popular" types of violence (eg house breaking)?

Where does the violence occur?

Why might some of the violence be occurring?

(unemployment, violence on TV or at home)

Remind Scouts that the media only report the most sensational stories.

Do you think the media has an impact on the public and how they perceive young people and violence?

Bases:

Communication (Challenge badge)

Using the skills and activities from this challenge badge set up bases. These are examples with references to where you will find the information to set up the base. Messages sent and received through these forms of communication should include:

- Violence does not resolve problems
- When you are in trouble tell someone who will listen
- Equal power makes good relationships

These messages are lengthy and it may be necessary to shorten them to:

- No violence
- Please listen
- Equality

The following activities are based on information from the Cub Scout Challenges Book. You may know of other references that you prefer to use.

- Base 1: Sending a message using semaphore
 Book of Cub Scout Challenges
 - Codes & Signals Blue Level
- Base 2: Translate a message written from
 Deaf Alphabet
 Book of Cub Scout Challenges
 - Codes & Signals Red Level
- Base 3: Use Morse code to send a message
 Book of Cub Scout Challenges
 - Codes & Signals Green Level

Activity: Shut up & Listen

The aim of the activity is to focus on the importance of listening and how misunderstanding can affect our relationships.

Part A

1. Make groups of three - A B C
2. A talks to B for 30 seconds on a topic of their own choice. B then summarizes what A has said and C acts as the judge.

Part B

1. C talks to A again for 30 seconds but A just stares and doesn't respond. All three discuss how difficult it makes it to talk to someone not responding.
2. B talks to C for 30 seconds, this time C nods and asks questions to make sure C understands. How much easier is this?

Part C

1. A begins talking but when the Leader yells change, B must start talking using the last word A said. Repeat for B, then for C and A again. How difficult is it to stay focussed on what someone else is saying?

Highlight to Scouts that it is very important to listen carefully when people are talking to you, and if you need to talk to someone about a threat to your personal safety that you tell someone who will listen to you.

Remind Scouts that good relationships depend on listening to others and being able to resolve conflict without violence.

Troop meeting		Date:
Theme: SELF IMAGE		
Duty Patrol:		Duty Leader:
:-015	Troop night preparation	
:00	Opening Parade <ul style="list-style-type: none"> • Flag break & prayer 	
: 05	Game: If I was a car	
: 15	Yarn/Activity: Barbie Vs GI Joe	
: 30	Game: Puzzling Squares	
: 50	Bases: Media - Selling the perfect image	
: 85	Activity: Personal Coat of Arms	
: 105	Patrol Time <ul style="list-style-type: none"> • Check off badgework and Patrol discussion 	
: 115	Closing Parade <ul style="list-style-type: none"> • Badges/Awards to be presented • Notices • Flag down & prayer 	
: 120	Troop dismissed	

Notes for Scout Leaders

Program 3: SELF IMAGE

Messages: We all have positive things about us
Nobody is perfect and we should appreciate what we are
Our self image is influenced by many factors such as
friends, family, advertising
A positive self image helps us to safeguard our personal
safety
Co-operation in groups helps everybody to feel successful

Game: If I were a car

Part A

Collect as many pictures of cars (old & new) and place them all on a large table.

Have Scouts walk around the table in silence, looking for a car that they think is like them. After two minutes allow them to select one picture and share with their patrol or group why they have made a selection.

Briefly discuss how some people seem themselves in a very positive way while others are negative. Why do people think we all have to be perfect? What if we were all the same? Where do we get messages about how we should feel and look? (friends, media, family)

It is important to appreciate what we have. If we allow others to put us down because we're not perfect then we allow them to threaten our personal safety.

Part B

Organise the troop to play **Car Rally** which is a version of Fruit Salad. Divide the troop in half, making two teams. Teams sit opposite each other with their legs stretched in front of them, feet touching.

Name each opposing pair the name of a make of car. When that make is called, the two Scouts stand and run towards the end of the team line, hopping over the legs of their team members. Once at the end they run around the back of their own team to reach the top of the team line. Again they hop over the legs of their team mates until they reach their own spot.

This is a relay and havoc prevails when the Leader calls Car Rally and all members of the team have to get up and race.

Yarn/Activity: Barbie VS GI Joe

Have a selection of children's toys for patrols/groups to study, especially Barbie dolls & GI Joe action figures. If toys are difficult to get, cut out pictures from free toy magazines sent in the mail.

When we were discussing how people see themselves we briefly talked about the influence of friends, family and the media. Even the toys you played with as a child sent messages to you about how you should behave and how you look.

Take a few minutes to look at these toys/pictures. What messages do they send to you?

For example:

Girls -
Dolls
Tea set
Ironing board & clothes line
Dolls house
Make up

Boys -
Cars
Army weapons
Action figures
mower
Petrol station

Use the **Barbie VS GI Joe Chart** to make comparisons.

Game: Puzzling Squares

The aim of the game is to promote co-operation and focus on how this helps everyone to feel successful.

1. Cut 25 (5 groups of 5) Scouts squares measuring 15 cm by 15 cm. It is important that this square is made otherwise the activity cannot work.
2. Cut the five sets of squares as shown in the included directions and place in separate envelopes.
3. In groups of five, give each group 5 envelopes (1 per Scout) and explain that we are going to do a puzzle.
4. Tell the Scouts to take the puzzle pieces out of the envelope and place them on the table.
5. Explain that the puzzle pieces in front of them will form five complete squares of equal size - one in front of each person.
6. Each person must construct a square directly in front of him/her. Scouts cannot ask for a piece from another Scout in their group but may be given a piece from someone in the group.
7. No speaking during the game.
8. You may give any of your pieces to another person in your group.
9. If there are more than 5 to a group the extras may be the observers and make sure that all Scouts obey the rules.
10. This is not a race. The aim is for all Scouts to have a completed square in front of them. This can only be achieved through co-operation.

At the end of the game discuss the following:

How did you feel when you could see the piece you wanted in someone else's square?

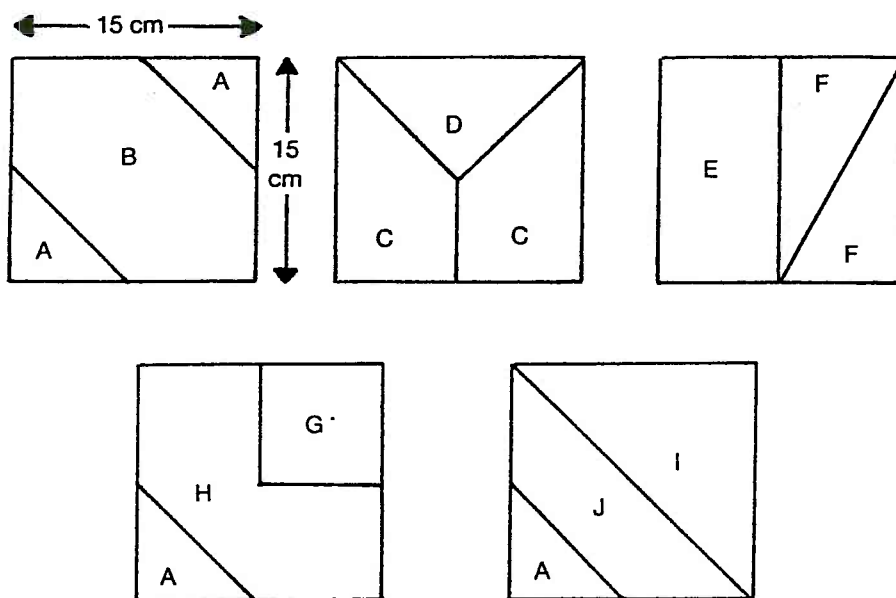
What did you think about that person?

Did you feel frustrated?

What is more important, winning individually or co-operation with your group?

Relate this to the importance of helping others and seeking help, especially in cases of threat to personal safety. Where you may not be able to achieve a resolution to problems individually, you can achieve a resolution with the help of others.

Puzzling Squares



1. Mark the envelopes 1, 2, 3, 4 and 5. Distribute the pieces in the five envelopes as follows:

Envelope	Pieces
1	I, H, E
2	A, A, A, C
3	A, J
4	D, F
5	G, B, F, C

2. Write the envelope number on each piece as this will make it easier to use the activity again in the future.

Bases:

Media Images

These bases may form part of the Challenge badge **Entertainment**. These bases are not round robin type. Each group of about 5 Scouts stays at one base only, to develop the activity for presentation to the whole troop.

Each group is given four items to develop a role play advertisement which deals with self image. Talking is permitted. During the presentation the troop must observe to see if the advertisement is misleading, and discuss how this affects people's self image.

Base 1: Shampoo

- plastic shower nozzle
- towel
- mirror
- shampoo bottle

Base 2: Gym Equipment

- sports shoes
- sweat band
- water bottle
- sports singlet

Base 3: Pimple cream

- tube of something
- black eyeliner pencil
- mirror
- camera

Base 4: Washing Powder

- box of powder
- a piece of material
- tomato sauce
- bucket of mud

Activity: **Personal Coat of Arms**

Use the coat of arms to draw an individual coat of arms.
Lead the Scouts to write words for each of the following sections.

Section 1: The most important thing that has happened to you since you were born

Section 2: Your greatest success this year

Section 3: The happiest moment in the last two weeks

Section 4: One word you'd like your friends to say about you

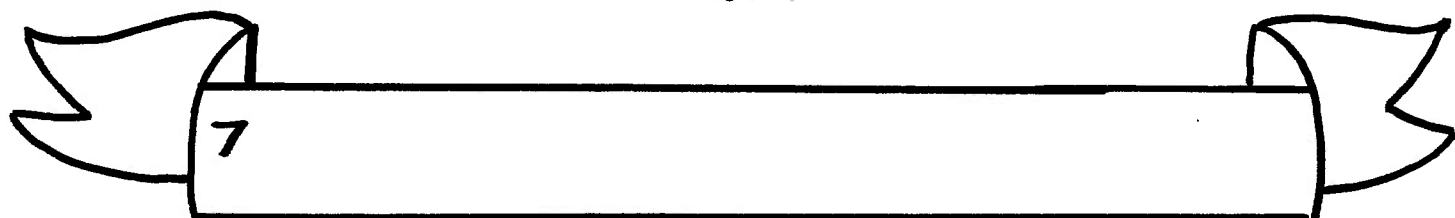
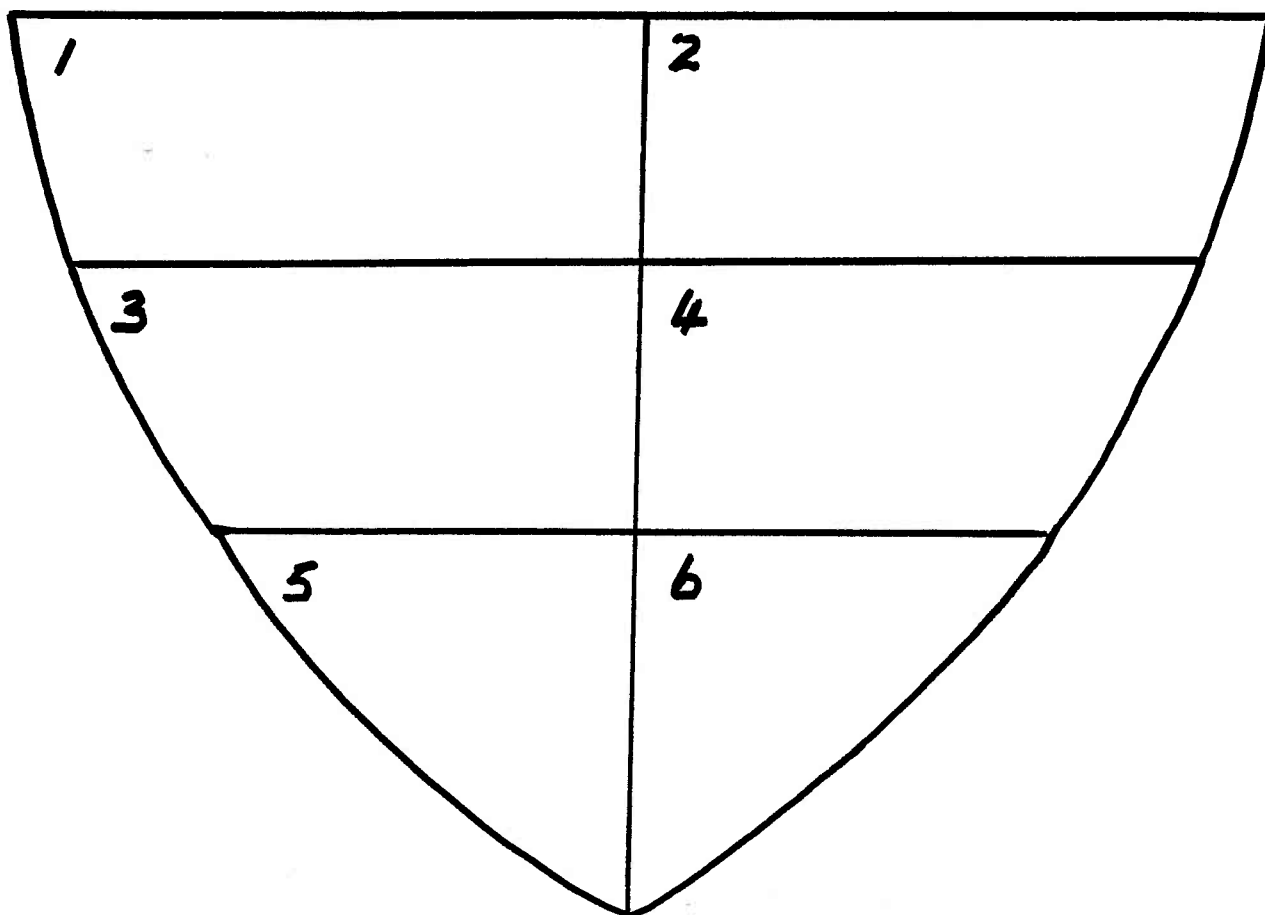
Section 5: Something you are good at

Section 6: Something you would like to be in the future

Section 7: Your name

Compare the coat of arms discussing how we are all different but special.

Personal Coat of Arms



Barbie Vs GI Joe

Barbie has:

- many absolutely dreamy looks
- blonde hair & blue eyes
- play pack range of
 - townhouse
 - ranch
 - vanity bar
 - hair care
 - spa bath & pool
 - four poster bed with heart shaped pillows
- a life of the idle rich
- a range of interests including:
 - swimming in her dream pool
 - trying new make up ideas
 - eating at McDonalds with Ken
 - wearing new clothes
- a soft plastic head
- moulded feet so that she can only wear high heeled shoes
- all fingers joined together
- some moving joints

Barbie Vs GI Joe

GI Joe has:

- a body of hard plastic
- blue "eagle" eyes
- a scar over his right cheek bone
- a solid head
- gripping hands
- ball & socket joints
- feet which allow him to stand with or without shoes
- many outfits but they are only in three categories
 - military
 - sport
 - adventure
- a range of play packs including a Christmas gift pack of a grenade bubble bath, and a stick of dynamite soap.
Remember Christmas is supposed to be a time of peace.

Troop meeting		Date:
Theme: TEAMWORK		
Duty Patrol:		Duty Leader:
:-015	Troop night preparation	
:00	Opening Parade • Flag break & prayer	
: 05	Yarn: The feast (co -operation)	
: 15	Activity: Torn Circles (individuals, co-operation and competition)	
: 55	Special Guest: The Group Leader The GL should take this opportunity to talk to the Scouts about the Personal Safety Program . He /she should be aware of the messages you have been giving the Scouts over the past three meetings and highlight the importance of the program. Some suggested discussion points have been included.	
: 75	Patrol Instruction: Emergency First Aid	
: 95	Game: Fire, fire!	
: 105	Patrol Time • Check off badgework and Patrol discussion	
: 115	Closing Parade • Badges/Awards to be presented • Notices • Flag down & prayer	
: 120	Troop dismissed	

Notes for Scout Leaders

Program 4: TEAMWORK

Messages: Co-operation and teamwork are the best ways to resolve conflicts and threat to personal safety. When personal safety is threatened you should always tell someone who will listen and help. All Leaders are being trained to help Scouts protect their rights and personal safety.

Yarn: The Feast

This is an old story but great for generating thoughts about teamwork.

A long time ago, all the people in a starving village were invited to a large feast. Everyone was excited about the feast, looking forward to eating, and eating, and eating.

When the village people arrived at the feast they saw two very long tables where they were invited to sit. There was a place set for absolutely everyone and the only rule was that nobody was allowed to eat with their fingers. They had to use the eating utensils supplied, but the village people noticed that they were each given only a long spoon, so long in fact that the spoons were longer than their arms.

The villagers were invited to begin eating but they had great difficulty bending their arms to make the spoon reach their mouths. Nobody could reach their mouths and the mess at the feast was incredible. The villagers were angry because they were still starving and there was so much food to be consumed.

Suddenly a fight broke out at the table. Not only were the villagers angry about the spoons, they began to fight with each other to prevent others from eating.

They were using their spoons as weapons and now people were angry, hungry and being physically hurt. The food was being destroyed.

But at the end of the very long table sat a small group of villagers who were eating happily. How do you think this happened?

Yes - someone had suggested that the small group work together and they were feeding each other with their very long spoons. They were taking turns and working as a team.

With a partner, discuss what you learned from this story.

Highlight to the Scouts that there are three types of individual behaviour:

Co-operative :

two or more people work together to reach a single goal

Competitive:

people work against each other to try and win

Individualistic:

a person works alone to reach a goal

Identify in the story when we saw these three behaviours.

If you had a concern about your personal safety what behaviour would you be best to use to resolve the problem?

Activity: Torn Circles

The aim of the activity is to demonstrate the three different human behaviours and the associated feelings you experience. For the three tasks have the Scouts work in groups of three.

Task 1:

Give all Scouts a piece of paper and instruct them to tear the paper into the shape of a circle. In their groups decide which Scout has the roundest circle and is the winner. Then join 2 or 3 groups together to decide on a semi-finalist. Use this circle to compete against the other semi-finalists to decide who has torn the best circle in the troop.

As a troop list the words that describe how they felt during the activity eg angry, frustrated, nervous, hopeful etc...

These are the types of feelings that are experienced during competition.

Task 2:

Give all Scouts another piece of paper and tell them that as individuals they have to tear a shape that has:

Two straight sides

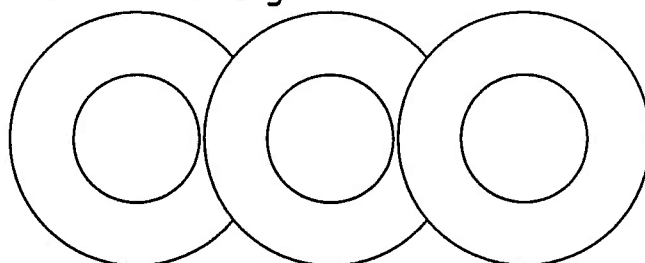
Two curved sides

One hole in the middle

Again discuss the feelings. Some may be the same as above.

Task 3:

All Scouts are given a new sheet of paper and told in their groups of three to tear a shape from each piece of paper. They decide on the shape but it must be the same on every sheet of paper in their group. These are then arranged to form a symbol of co-operation. For example a group might choose three doughnuts.



Again discuss the feelings highlighting how important co-operation is for good teamwork. Teamwork is about sharing ideas and listening to one another.

Remind Scouts that as an individual it is sometimes very difficult or slow to solve a task or problem. If they felt that their personal safety was threatened, then by working with a team they should be able to find a solution very quickly - maybe even find a much better solution than if they had tried to think of one alone.

As an example have Scouts in their groups of three decide a way to stop the following:

Peer pressure

Racial harassment

Domestic violence

Assault

In the discussion that follows this part of the activity make sure that Scouts know that they should always tell someone of the problem even if they think they can resolve it themselves. Of course the other aspect is that Scouts should learn its okay to say no.

Identify people who Scouts could turn to for support.

Special Guest: Visit from the Group Leader

Explain that you have been talking to the Scout Leaders about the last four meetings and that you are aware they have been talking about personal safety. What do they think that means?

You know that they have talked about peer pressure - What is it and what should they do when pressured?

You believe they have also talked about relationships and violence. When should violence be used? What does violence achieve? Does power have anything to do with violence? What are alternatives to violence?

How Scouts see themselves may be influenced by images in the media. What does the media portray as the ideal person? Are we ideal or perfect? Can we be? Do we need to be? What happens if we don't have a positive self image? Is this a threat to our personal safety?

This is an important point because negative self image and low self esteem often lead to a person being exploited by another. As a result personal safety is threatened and their rights have been taken away.

Finally tonight you know the Scouts have been working on team work. Why is this important? What team members could they approach if there was a threat to their personal safety?

Say that you are really pleased with what they have covered but sometimes even people they might trust can let them down. And sometimes they let you down badly. Even though it is not a very happy thing to talk about some adults have done shocking things to young people eg sold drugs to them, beaten them, and abused their bodies.

Just like peer pressure these adults force young people to do things that are wrong or unsafe. They use similar sorts of excuses and reasons to trick young people. Refer Chart 1 and 2 from Week 1.

They will also say things like:

"If you tell anyone, your family will send you away"

"If you tell anyone, I will come back and get you or your family"

What do Scouts think they should do in these instances?

Say No

Tell someone who will listen to his or her complaint.

Identify who these people might be

Remember what has happened is not your fault

Sometimes you might even go along with them for a while and then decide what you are doing is wrong for you. Then what do you do?

Don't be afraid

Say No

Tell someone who will listen and help

Remember what has happened is not your fault

Remind them of their rights:

To say no

To own their body

To feel safe

To speak with someone who will listen and help

Give Scouts the relevant contact numbers for help.
Use phone numbers/addresses of local organisations and offices. Include:

- Leaders:
- Police:
- Department of Families, Youth and Community Care:
- Kids HelpLine:

Scouts must write these into their own notebooks as well as display them in their patrol corner.

Explain that you are proud of the Scouts and that they must always ask for help if there is a threat to their personal safety as every Leader in Queensland is being trained to help Scouts protect their rights and their personal safety.

Game:

Fire! Fire!

Played in teams.

One Scout stands at the end of the parade area with an empty bucket- yelling "Fire! Fire!"

The other team members, in relay form, must transfer the water from one bucket using a paper cup which has a hole in it.

When they have transferred all the water they must carry the Scout in distress to a safe place. However they must all be touching him/her while he/she is being carried. The team decides how to carry the distressed Scout.

The team to reach the safe place first receives 5 points. The team with the most water in their bucket receives 5 points. The winner is the team with the most points.

Letter to Parents

Dear Parents

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

The 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 Scouts so that their rights to a safe learning and personal environment are protected.

During week one, we will concentrate on **Peer Pressure**, helping young people to realize they have a right to say no and how important it is for them to have people who will listen to their problems.

Week Two will focus on **Relationships**, and how violence undermines good relationships.

The third week will cover **Self Image** and the role the media has on negative self image and low self esteem.

In the final week we will work on teamwork and the importance of support networks when a Scout's personal safety is threatened. Our Group Leader will be making a special visit to talk with the Scouts and will raise the issue of abuse and exploitation. Again we will go over the necessary steps a Scout should take when there is threat to their personal safety. These important messages are:

- Its okay to say no
- tell someone who will listen and help

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

However it is vitally important that parents reinforce the messages of our programs to ensure that consistent messages come from both the home and Scouts. We seek your support in questioning your son or daughter about the messages they learnt at Scouts during our personal safety meetings.

Therefore we extend two very important invitations to you:

- 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 flyer for information on this evening.
- 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 support the implementation of our Personal Safety Program.

Yours in Scouting

