

Unit 8: Staying Safe and Making Choices SEN (Inclusion)



Lesson 1: Staying Safe

This lesson relates to young people and their experience of paramilitaries. It invites them to consider why young people might think about joining a paramilitary group. They also look at the potential consequences, both for those who join and for others in the community.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • what justice is; • what lawfulness is; • what their rights are; and • what democracy is.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • consider risks and consequences of their actions; • play a role and discuss their ideas and opinions with others; and • explore different perspectives on paramilitary-style attacks.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Working with Others</p> <ul style="list-style-type: none"> • respect the views and opinions of others and reach agreements using negotiation and compromise; • give and respond positively to feedback; • take personal responsibility for working with others and evaluating their own contribution to the group; <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • make and justify decisions; • offer solutions and weigh up options; • examine options and weigh up pros and cons; and <p>Being Creative</p> <ul style="list-style-type: none"> • learn from and value other people's ideas.
Resources	<p>Transcript to animation <i>Staying Safe and Making Choices</i> Unit 8: Lesson 1 Resource A – Questionnaire Unit 8: Lesson 1 Resource B – Scenario Unit 8: Lesson 1 Resource C – Paramilitaries – Who, what, where, when, why?</p>

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Active Citizenship

Suggested Teaching and Learning Strategies

Launch

Lead a class discussion, using prompt questions and effective questioning techniques:

1. **What does it mean to be safe?**
2. **What is a risk?**
3. **What is a consequence?**

You may now wish to show the transcript of the animation *Staying Safe and Making Choices*.

Possible answers and discussion points:

1. *To be protected; to be able to walk in your area without feeling worried; not to be at immediate risk of harm.*
2. *Doing something even though there may be a negative consequence; stepping outside your comfort zone.*
3. *The impact of your decisions; what you face if you do not follow the rules.*

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Activities

Make sure your pupils feel secure covering the sensitive issues explored in these activities.

Activity 1: What is paramilitary activity?

Ask your pupils what they already know about paramilitary activity and what it involves. Give out **Resource C – Paramilitaries: who, what, where, when and why?** and ask them to complete it.

Give your pupils time to discuss paramilitary activity. Be aware of the sensitivities and strong feelings that these issues may trigger.

Optional Extension

Ask the class to:

- watch the Channel 4 news clip [The Paramilitaries who Live on in Northern Ireland](#) (This news clip has also been used in Unit 7 lesson 1); and
- complete **Resource C** and share it with the class for discussion.

Activity 2: Yes or No?

Give each pupil a copy of **Resource A – Questionnaire**. Make it clear to the class that they must complete the questionnaire independently and anonymously, without discussion, because of the sensitive nature of some questions. You can adapt or include additional questions that are relevant to your pupils. You could conduct the questionnaire as an online quiz, using a quiz tool such as Kahoot.

- Give your pupils enough time to answer the questions.
- Collect the questionnaires and collate the results.
- Discuss the results as a class.

Reassure the class that the information will be treated with sensitivity. Remind the class that if they have concerns about paramilitary activity, they can report these anonymously through [Crimestoppers](#).

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Active Citizenship



Activity 3: Scenario cards

Read the scenario in **Resource B** to the class. Encourage the pupils to consider the impact that paramilitary-style attacks have on different members of the public, as well as thinking about perspectives other than their own.

Divide the class into groups of three to four.

Give each pupil one of the role cards. Ask them to take on the role they have been allocated. Then, encourage them, in their role, to say how they feel about the situation and argue their point on what should happen to the 16-year-old boy.

Possible answers and discussion points:

16-year-old Joyrider

I have already been charged by the police. I'm not scared of the paramilitaries; who do the paramilitaries think they are to enforce punishment on me? I'm scared of the paramilitaries and haven't slept for weeks. I'm only 16; they should pick on someone their own size.

Paramilitary

He's been joyriding before, so a beating is the only way to teach him. We have been asked by the community to deal with him. He needs to learn some respect – we will teach him.

Parent of 16-year-old boy

He's only 16; he doesn't know any better. He's in with a bad crowd – deal with them, not him.

Police

He has been charged through the democratic system of the courts. Punishment attacks are never okay. We will charge anyone involved in these attacks.

Elderly Resident

The youths of today have no respect. The court systems aren't working. The threat of an attack will put the fear into him and stop him joyriding. This used to be such a safe neighbourhood; I don't feel safe going out anymore. Something needs to be done.

Youth Worker

Let us work with the young lad; we could try to get him on college courses and encourage him away from this lifestyle. Punishment beatings are not the answer. They just mess up our young people.

Activity 4: Why would a young person join a paramilitary group?

- Ask the question: Why would a young person join a paramilitary group?
- Working in groups of 3–4, give the pupils five minutes to write down their answers.
- Ask them to feed back their ideas to the class.

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Debrief

Invite the pupils to record some interviews about what they feel should happen to the 16-year-old boy, then listen back to viewpoints.

Give the pupils the opportunity to volunteer their views in a group discussion at the end, if they feel comfortable to do so.

Ask them to consider whether their scenario role changed their perspective on what they personally thought should happen to the boy.

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Unit 8: Lesson 1 Resource A Questionnaire

Questions	Yes	No
1. Have you ever felt unsafe in your own community?	<input type="radio"/>	<input type="radio"/>
2. Are you aware of paramilitary activity in your community?	<input type="radio"/>	<input type="radio"/>
3. Do you know anyone who has ever been approached to join a paramilitary group?	<input type="radio"/>	<input type="radio"/>
4. Have you ever felt intimidated by paramilitary activity?	<input type="radio"/>	<input type="radio"/>
5. Would you feel comfortable going to the police if you felt unsafe or intimidated?	<input type="radio"/>	<input type="radio"/>
6. Do you know anyone who has suffered a paramilitary-style attack?	<input type="radio"/>	<input type="radio"/>
7. Have you ever witnessed paramilitary activity in your community?	<input type="radio"/>	<input type="radio"/>
8. Do you think the majority of people in your community support paramilitary activity?	<input type="radio"/>	<input type="radio"/>
9. Do you know any young people who are involved in paramilitary activities?	<input type="radio"/>	<input type="radio"/>

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Unit 8: Lesson 1 Resource B Scenario

Scenario card

A 16-year-old boy receives a warning from the paramilitaries that his behaviour is anti-social and he is close to receiving a paramilitary attack. The 16-year-old has already been charged by the police and is currently going through youth courts awaiting his sentence.



16-year-old joyrider

Paramilitary member

Parent of 16-year-old boy

Police

Elderly resident

Youth worker



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Unit 8: Lesson 1 Resource C

Paramilitaries Who, what, where, when, why?

<p>Who? Who are these paramilitary groups made up of?</p>	
<p>What? What activity are the paramilitary groups involved in?</p>	
<p>Where? Where do they operate?</p>	
<p>When? When did they come into existence in the first place?</p>	
<p>Why? Why do they still operate?</p>	