

Unit 8: Staying safe and making choices

Active Citizenship



Lesson 2: Safety and human rights

This lesson relates to the potential negative consequences of risk-taking behaviour and asks pupils to think about safe alternatives. It requires them to look at their rights as young people and evaluate how these rights can be denied by involvement in paramilitary-style behaviour. It also allows pupils to explore the importance of making good choices.

Planning

Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none">• criminality and paramilitaries in communities;• democracy and the rule of law; and• what justice is.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• discuss the rights of the child;• explain why young people might become involved with paramilitaries;• explain how young people can keep themselves safe within society; and• discuss alternatives to risk-taking behaviour.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Managing Information</p> <ul style="list-style-type: none">• Communicate with a sense of audience and purpose <p>Working with Others</p> <ul style="list-style-type: none">• Listen actively and share ideas and opinions• Understand how actions and words affect others <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none">• Make links between cause and effect• Examine options and weigh up pros and cons.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none">• Personal responsibility• Moral courage.

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Resources

Animation: *Staying Safe and Making Choices*

Unit 8: Lesson 2 Resource A – Looking after yourself

Unit 8: Lesson 2 Resource B – Thinking about why and how

Unicef United Kingdom (PDF):

[A summary of the UN Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf)

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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. **How do we keep ourselves safe within our communities?**
3. **Concerning safety, what are your rights as a young person?**

You may now wish to show 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. *We don't go out late at night without permission; we don't go anywhere with people we don't know; we don't get involved in anti-social behaviour.*
3. *You have the right to be protected from being hurt and mistreated.*

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Activities

Activity 1: Four scenarios

- Ask the pupils to get into groups of four or five and give out copies of **Resource A**. (Alternatively, you may wish to adapt the given scenarios to suit your class better.)
- Allow the pupils to work together to come up with ideas about how they could keep themselves safe in each situation.

Possible answers and discussion points:

It's important to acknowledge that these scenarios include illegal activities. However, the focus of the activity is to stimulate discussion on how young people in these scenarios might immediately keep themselves safe. Pupils' answers will vary greatly depending on their circumstances.

1. *Even though it's the quickest way, don't walk through the park alone. It's much better to ring your parents/guardian for a lift, get a bus or phone a taxi.*
2. *Find a reason to excuse yourself from the group, for example to go to the bathroom or leave. If you can't leave, excuse yourself from the situation and go and sit with others. Say 'no' without making a big deal about it. Talk to someone you trust.*
3. *Talk to your brother about the possible consequences of his actions. Talk to a responsible adult about what your brother has asked you to do and they can help you both.*
4. *Make an excuse to say you are busy that evening so you don't put yourself in harm's way. Talk to a responsible adult, for example a youth worker, teacher, parent or sibling.*

Activity 2: United Nations Convention on the Rights of the Child

- Ask the class 'Between what ages are young people classed as children?'
- Facilitate a quick discussion about pupils' views on the fact that, in Northern Ireland, it is from birth to age 18.
- With the pupils staying in their groups of four or five, give each group [A summary of the UN Convention on the Rights of the Child](#) from www.unicef.org.uk
- Ask the pupils to think about their previous learning on criminality and paramilitaries in communities. Then ask:
 1. Do you think any of these rights might be taken away from young people involved in a paramilitary organisation? If so, highlight them.
 2. Why do you think these rights might be denied?
- Ask the groups to choose one pupil to feed back to the class.
- Facilitate a discussion using effective questioning.

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Possible answers and discussion points:

1. *You have the right to be protected from kidnapping.
You have the right to be protected from being hurt and mistreated, in body or mind.
You have the right to protection from harmful drugs and from the drug trade.*

Activity 3: Exploring why and avoiding risk

- With the pupils remaining in their groups, give out copies of **Resource B**.
- Ask them to suggest as many answers as they can to the two questions, acknowledging the risks involved in joining a paramilitary organisation and the rights that would be denied.

Possible answers and discussion points:

– **How could young people avoid joining a paramilitary group?**

(1) They could talk to someone else that they trust in their family and explain they are feeling pressured. They could contact an organisation like the NSPCC or Childline if they feel particularly scared or vulnerable and talk it over with them.

(2) They could try to find a new friend group to start spending time with so they keep away from paramilitary activities. They could tell a responsible adult how they may feel pressured to join because their friends are, and this adult could help them.

Debrief

Discuss the following:

1. **How does risk-taking behaviour affect a person's (victim's) human rights?**
2. **Why is it important to make good choices in our lives that will keep us safe?**

Possible answers and discussion points:

1. *When a person engages in risk-taking behaviour, they are putting themselves in harm's way and therefore they are putting their right to be safe at risk.*
2. *This will give us the best chance to succeed in life.
We are more likely to be healthier, happier people who will have a better future.*

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Unit 8: Lesson 2 Resource A

Looking after yourself

Scenario	How would you keep yourself safe?
<p>1. You are about to leave your friend's house after a birthday party. It's 10 o'clock at night and the quickest way home is through the park.</p>	
<p>2. You are out with your friends, and someone takes out a bag of ecstasy tablets and offers them around.</p>	
<p>3. Your older brother has been approached by some men who have asked him to come to a meeting on Saturday night about joining their paramilitary group. Your brother has asked you to go with him.</p>	
<p>4. Your friends have asked you to go with them on Friday night. They plan to steal a car and drive it around the local estate.</p>	

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Unit 8: Lesson 2 Resource B

Thinking about why and how

Why would a young person join a paramilitary group

How could a young person avoid the risk of becoming involved in a paramilitary organisation?
