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| **Section: What would you do?** | | | |
| **Objective:** | | To introduce boundary setting and personal safe spaces.  Boundaries are essentially about understanding and respecting our own needs (self awareness), and being respectful and understanding of the needs of others (social awareness).  Healthy boundaries often require us to be confident in our own opinions, desires, and needs. In order to build that confidence, children need to learn how to identify what they need, where their limits are, and the types of interactions with which they are comfortable. (Self awareness)  Maintaining our boundaries and personal safe spaces, and dealing with bullies, requires relationship skills like conflct management.  SEL Competency: Self Awareness, Social Awareness, Relationship Skills (conflict resolution)  Developmental level: Advanced  Key message: I can set boundaries  Time: 13 mins | |
|  | **Character name** | | **Content:** *Format*  (TONE OF ADDRESS)/‘Lines from script’/song/sound clip no. |
| **1.** | FX (sound FX) | | *STANDARD INTRODUCTORY JINGLE NO.xx* |
| **2.** | Host | | Today we are going to hear a story about a girl called Aysha who has a problem. We’re going to think about how Aysha can handle her problem and how we could handle the same problem in our own lives.  The story is about bullying. Can anyone tell me what bullying is? |
| **3.** | Child A | | It’s when people are mean |
| **4.** | Host | | Yes. Very good. Bullying is when someone is being hurt on purpose, either by words or actions. Bullying is something that most often happens more than once. Usually bullies are stronger, older or more popular. They pick on people who are weaker, younger or who are less popular.  A simple definition of a bullying is: being mean to children who can’t, or won’t, defend themselves.  Does that make sense? |
| **5.** | All | | Yes |
| **6.** | Host | | The story today is about creating safe spaces for ourselves and setting healthy boundaries.  Boundaries means understanding and respecting our own needs, as well as the needs of others.  It is not always easy to set boundaries, sometimes we have trouble knowing what our own needs are, and sometimes, even when we do know what they are, we have trouble speaking up about them.  In todays story we are going to learn more about how to keep ourselves safe.  How does that sound? |
| **7.** | All | | Good! |
| **8.** | Host | | Good! Ready to begin today’s activity? |
| **9.** | All | | Yes |
| **10.** | Host | | Great! Pay attention as I’m telling the story, because we’re going to stop for discusson and questions. |
| **11.** | FX (sound FX) | | Sound to introduce read aloud story |
| **12.** | Host | | Aysha and her friend Mara were walking home from the market together one day. They were talking about their day and the big wedding coming up over the weekend.  Both girls were excited because Aysha’s older sister Emi was getting married, and they were going to wear their nicest clothes.  “I think I’ll get my hair braided,” Aysha said, “I’m tired of this same old hairstyle.”  Just then, the girls heard laughter behind them. “Look at her hair,” a voice said, “it’s so ugly!”  Aysha and Mara turned around. Behind them, were a group of girls they knew from a neighbouring town. |
| **13.** | FX (sound FX) | | Sound for discussion break |
| **14.** | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  Do you think Aysha is in a safe space right now? (pause)  Again, do you think Aysha is in a safe space right now? |
| **15.** | FX (sound FX) | | 15 seconds of sound to let children think and respond |
|  | Host | | What do you think? Is Aysha in a safe space right now? |
|  | All (at the same time) | | No;  No way;  Nope;  Nuh uh |
|  | Host | | How do you think Aysha feels? (pause)  Again, how do you think Aysha feels? |
|  | FX (sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? How do you think Aysha feels? |
|  | Child A | | Sad |
|  | Child B | | Embarassed |
|  | Child C | | Angry |
|  | Child D | | Scared |
|  | Host | | She’s probably feeling all of these things. When we are in siutations like this we often have lots of feelings at the same time. We can be sad, embarrassed, angry and scared all at once.  We can also feel these feelings in our bodies. Sometimes we start to get hot. Sometimes we can feel our tummies dropping. Sometimes we can start to shake. Sometimes we can’t move at all. We just freeze like statues.  What do you think Aysha could do to protect herself? (pause)  Again, what do you think Aysha could do to protect herself? |
|  | FX (sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think Aysha could do to protect herself? |
|  | Child A | | Um… she could walk away quickly |
|  | Child B | | She could tell the girls to go away or to stop |
|  | Child C | | She could tell on them |
|  | Host | | All good ideas!  Bullying is horrible, but there are things we can do to protect ourselves from bullies.  Try not to react out of fear. Usually, bullies want a reaction. They want to see you upset or crying. Try to be confident, walk tall and hold your head up high! You might not feel like it, but sometimes, when we do the physical action, our feelings catch up! |
|  | Child A | | (SURPRISED/ DISBELIEVING) What?? |
|  | Host | | (AMUSED/ KINDLY) Don’t believe me?!  That’s ok! Lets do an experiment!  Whereever you are, and however you feel right now, I want you to smile. Go on! Give it a go. Put on your biggest, broadest, toothiest smile.  How do you feel? I feel happier everytime I do this. Even when I’m having the worst day, when I smile, I immediately feel a little better.  Did you notice any changes in your feelings when you smiled? |
|  | All | | Yes |
|  | Host | | I’m glad to hear that! You can use that little trick anytime you want an instant mood booster!  Now back to our discussion about Aysha and what she could do to protect herself!  Sometimes bullies want to start a physical fight. Try very hard not to respond with violence. It will only make the bullying worse and you could get into lots of trouble with your parents, teachers or even the police!  As hard as it is, sometimes the best thing to do can be to try to ignore the bully by either pretending you don’t hear or by keeping a straight face and not reacting to the hurtful things they are saying. This is a good first strategy in situations like Aysha’s because she’s in the street, not a closed space, so she is able to ignore and walk away. Like I said before, bullies usually want a reaction, and if you ignore them they might lose interest in picking on you.  However, sometimes, ignoring does not work – as we’ll see when we get back to Aysha’s story – it can help to have a list of easy responses, ready to go for situations where a bully just wont leave you alone. Simple phrases, like “stop it!”, “that’s enough!” or “not funny!” can be really, really useful. Find one that you feel comfortable saying. You can even practice with yout friends or someone in your family. When you say Your phrase, walk away. Walking away is one of the best ways to protect yourself and stop any further bullying.  Finally, you can tell an adult what is going on. Choose someone who cares about you and who you trust. They can help you handle the bullies.  Ready to continue with Aysha’s story? |
|  | All | | Yes |
|  | FX (sound FX) | | Sound to introduce read aloud story |
|  | Host | | Aysha and Mara turned back around and continued walking. “Let’s just ignore them,” Aysha whispered to Mara, “and maybe they will go away.”  The girls continued walking but they didn’t talk anymore. They both felt sad, and a bit worried. They weren’t sure what the other girls were going to do next. Aysha felt a tug on her headscarf, and then some laughter. One of the girls had snuck up behind her and pulled her scarf down.  “You see!” The girl shouted, “I told you her hair was ugly!” The group of girls burst into laughter and ran away. Aysha and Mara stood silently in the road, looking down at their feet. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | What did you think of the story? Did you like it? |
|  | All | | Yes |
|  | Host | | Are you ready to continue our discussion about the story? |
|  | All | | Yes |
|  | Host | | Ok great! Join in at home by saying your answers to the questions out loud during the pauses!  What are the different ways that the girls violated Aysha’s safe space? (Pause)  Violated here means to break – in other words, how did the girls break into Aysha’s safe space?  Again, What are the different ways that the girls violated Aysha’s safe space? |
|  | FX (sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What are the different ways that the girls violated Aysha’s safe space? What were the different ways they were mean to her? |
|  | Child A | | They pulled her scarf off |
|  | Child B | | They said her hair was ugly |
|  | Child C | | They followed her even when she walked away with Mara |
|  | Child D | | They laughed at her |
|  | Host | | Exactly. The bullies did all these things to Aysha. Even when she tried to ignore them and walk away, they continued to violate her safe space, running after her to pull down her scarf and laugh at her hair.  What would you like to tell those girls about boundaries and safe spaces? (Pause)  Again, What would you like to tell those girls about boundaries and safe spaces? |
|  | FX (sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What would you like to tell those girls about boundaries and safe spaces? |
|  | Child A | | Thay they are not allowed into Aysha’s space |
|  | Child B | | They can’t just run up and pull someone’s scarf off like that |
|  | Child C | | That everybody has the right to feel safe and you can’t just touch people without their permission |
|  | Host | | Good answers!  Everyone has their own personal safe space. We protect our personal safe space by having boundaries.  Many of us think of boundaries as the lines on a football pitch. They mark the line that you don’t cross to avoid going out of bounds, stopping the game, or giving away penalties.  Boundaries with people are basically the same thing! It’s like drawing a line around you that you don’t want some people to cross.  Boundaries are about understanding and respecting our own needs, and being respectful and understanding of the needs of others. Healthy boundaries often require us to be confident in our own opinions, desires, and needs.  Can anyone give me any examples of healthy boundaries? (Pause)  What do you think at home? What are some examples of healthy boundaries?  Again, Can anyone give me any examples of healthy boundaries? |
|  | FX (sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | Can anyone give me any examples of healthy boundaries? |
|  | Child A | | You can’t touch someone if they don’t let you. Like those mean girls shouldn’t have touched Aysha and pulled her scarf off. |
|  | Child B | | You can’t follow someone to be mean if they walk away and want you to stop. |
|  | Host | | Very good examples!  People are in charge of their own bodies, and it’s not okay to touch them if they don’t want you to, just like it’s not okay for someone to touch you in a way you don’t like.  Sometimes things that seem fun to you are not fun for the other person. The girls who were bullying Aysha were having fun. They were laughing. But it wasn’t fun for Aysha and it wasn’t fun for Mara. Ask before you do something that might not be fun for everyone, otherwise someone might end up getting g hurt. If the girls wanted to laugh, they could have read a funny book or watched a funny TV show.  Listening when people are talking, especially when they are asking us to do something, or not do something, is how we stay safe and make sure other people are safe, too. If people aren’t listening to you, they won’t know what you need or want, either. The girls didn’t “listen” to Aysha. Even though she did not say anything to the girls, she walked away. This clearly meant that she wanted them to leave her alone. |
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