

## Peep

**Focus:** Initiating and exploring a community agreement, establishing norms, sharing responsibility

**Materials:** Writing materials (optional)

**Level:** Grades 6 and higher

### Suggested Procedure

1. Teach the class about safety using PEEP as described below:

**Physical:** Be aware of physical limitations; take care of yourself. Watch out for the physical well being of others. When outside, use sunscreen, drink water, and wear appropriate clothing.

**Emotional:** Use and respect Challenge by Choice; only volunteer yourself; no put downs. Be aware of peer pressure.

**Environmental:** Move in a controlled manner; follow safety protocols/directions; be aware of weather, insects, etc. When inside, be aware of furniture. Take care of the environment by cleaning up and being gentle with equipment and natural things.

**Personal:** Take responsibility for one's needs; wear appropriate clothing for the task (e.g., if outside, wear close toed shoes); nothing in mouth, etc. (In some programs this can also focus on refraining from use of drugs or alcohol.)

2. Have small groups address each point with a pi chart and report to the class.

3. Another strategy is to write these on posterboard and ask everyone to sign it to denote agreement to work toward these ideals.

4. Tell students that if they see, feel, or hear a safety issue at any time, they are to "PEEP" it. That way safety issues can be avoided, or the whole class can stop and learn from what has happened.

5. Revisit PEEP periodically to learn more about what each point means.

### Sample Processing Questions

- How would you define each of these four points?
- What are some situations that can be "PEEPED?"
- How should we handle it when a "PEEP" is heard?

**Variations/Modifications:** • For fun, bring in the little marshmallow chickens called Peeps™. Assign a safety point for each one and put them on display in the room. When a "PEEP" is called, choose the little chicken that needs to be talked about.

**Extensions:** • Give each student a chart with PEEP written on it. Have each student label one or two things they would like to remember about each point. For example, someone may write "no put-downs" next to emotional safety. Then post it on their desks or in a notebook where they will see it everyday as a reminder.

### Facilitation Notes

PEEP is a wonderful way to involve everyone in personal and group safety. Explain that, as the teacher, you are ultimately responsible for everyone's safety and will step in when a situation seems unsafe. This applies to emotional as well as physical safety. As one person, however, it is impossible to monitor all situations all of the time. Therefore, it is important that each member of the class take responsibility for safety and not always wait for the teacher to step in. If an unsafe situation presents itself, all one has to do is say "PEEP." At that point everything stops until the matter is dealt with.

Here are three examples:

- 1) Someone in the class calls another student a name. Those who hear it say "PEEP." Action stops, and the students are questioned. One says, "She called me a name!" The other says, "I was just teasing." You ask, "Did you think she was teasing?" "No, it seemed as if she meant it." The first student then says that she won't do it again. Although this may not solve the problem, it is a beginning. Having those around recognize the put down, and then having a short discussion, allows all to learn from the incident.
- 2) Someone in the class calls another student a name. Those who hear it say "PEEP." Continue with the activity. It might be enough just to recognize the put down for this behavior to stop.
- 3) The class has moved the furniture to do the activity Neighbors. There is a table right behind one of the place markers. Just as the activity is about to start someone says "PEEP." Action stops, and that person (who is across the circle from the table) says, "That table is really close to the place marker; I'm concerned that we'll run into it." The table is moved and action continues.

This is all about sharing responsibility. Generally, people are reluctant to "PEEP" others at first. You can model this response to unsafe situations. Later, "PEEPING" becomes more shared as students become more comfortable. A norm has been established.

If "PEEP" is not a word that works for you, make up one that does. Some groups have chosen "freeze." Others have used the timeout signal from basketball. In this case the word used is less important than the concept being taught. Make it work for your situation.