

Child Protection Education Stage 2

Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education



REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF EDUCATION
AND TRAINING

Child Protection Education ^{Stage 2}

Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education



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Student Services

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Introduction

Child protection is a sensitive, challenging area for school communities. Because children and young people are relatively powerless in abusive relationships they rely on responsible adults to intervene and to assist them.

The New South Wales Department of School Education, as an agency responsible for the care and welfare of students, has a charter to protect the young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature.

It is the role of the Department of School Education to:

- provide educational programs in child protection
- protect students from abuse and neglect and to assist in the recognition of suspected child abuse and neglect
- provide ongoing support to students within the normal duties of school staff.

Many schools have already developed child protection curriculum initiatives as part of Personal Development, Health and Physical Education (PDHPE) programs using *Child Protection: Preventing Child Sexual Assault - Curriculum Statement K-12 and Support Materials 1989*, *Early Childhood Curriculum Ideas 1989 (NSW Department of Education)*, *A Fair Go For All (NSW Department of School Education, 1996)* and other child protection resources.

This document, *Child Protection Education*, will assist teachers to implement child protection education within the framework of the NSW Board of Studies *Personal Development, Health and Physical Education (PDHPE) K-6 Syllabus and Support Document*, Formal Consultation Draft (NSW Board of Studies, 1992) syllabus.



Child protection education

Aim

Child protection education aims to assist students to develop skills in:

- recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Rationale

Even young children can be taught ways to protect themselves from abuse. They can be 'enlightened without being frightened'. They can be taught to network with trusted adults and to be aware that there are people and services to help them within their community.

In the past, many children and young people have received little or no information about what constitutes abuse or when, how and where abuse occurs. It is important to give students enough information so that, if faced with a situation of potential abuse, they can react quickly and seek protection effectively.

It is important that students learn:

- about feeling safe and their right to be safe
- to recognise appropriate and inappropriate behaviours
- that appropriate touching is an important part of positive relationships
- that they have a right to say NO to a person who touches them inappropriately or threatens their safety
- that it is important to tell trusted adults about such situations
- that they may have to keep on telling people until they are believed
- that help is available to them within their communities.

Acknowledging and addressing the issue of child abuse can help to remove the secrecy that protects the offender and can help prevent the lasting emotional damage caused to the victims by silence.

The approach adopted in these support materials is widely supported by experts in the field of child abuse prevention. According to research (Daro 1993, Briggs and Hawkins 1997) school programs will be most effective if they:

- begin at the point of entry to school
- deal directly with relevant aspects of sexuality
- include practice scenarios dealing appropriately and specifically with child abuse
- enhance students' support systems
- are integrated into ongoing curriculum



- raise awareness that
 - boys too are at risk
 - children are at greater risk of abuse by known, liked and trusted people than strangers
 - adolescents and children can also be abusive
 - tricks and bribes may be used by abusers
 - protective strategies need to be practised as they can be difficult to use in abusive situations.

This approach is firmly grounded in theories of child development. Children and young people are constantly involved in building up their understanding of the world by observing the way that other people deal with situations. This social constructionist perspective is reflected in child protection education through its emphasis on social interactions and its encouragement of the involvement of the school community.



Scope and sequence

Balanced child protection education incorporates teaching and learning in three broad themes.

Recognising abuse

Protective skills cannot be used unless children recognise situations of potential abuse or when abuse is occurring. It is important that students develop knowledge and skills, appropriate to their age and stage, about what constitutes abuse.

Power in relationships

When discussing power in relationships, particular attention is given to building confidence in relationships which are positive and caring. Skills in establishing and maintaining positive relationships, including accepted cultural practices related to caring touch, are reinforced.

Protective strategies

With knowledge about positive relationships and about child abuse, children can take appropriate actions if they are in threatening situations. When learning about protective strategies, students are given the opportunity to analyse situations, to identify feelings, and to explore alternative courses of action and their consequences.

The diagram on the next page outlines the scope and sequence of child protection education from Kindergarten to Year 10. The three themes are divided into specific focus areas appropriate to each stage of learning.

Child protection education K–10 scope and sequence

THEME	FOCUS AREAS		
	Early Stage 1	Stage 1	Stage 2
1. RECOGNISING ABUSE	Protection Body parts YES and NO feelings Warning signals Safe and unsafe situations	Protection Body parts Comfortable and uncomfortable feelings Warning signals Safe and unsafe situations	Protection Body parts Feelings and warning signals Identifying safe and unsafe situations Physical abuse Sexual abuse Effects of abuse
	Touching	Kinds of touch	
2. POWER IN RELATIONSHIPS	Relationships Trust Rights and responsibilities	Relationships Rights and responsibilities Caring for others Privacy	Relationships Bullying Trust Rights and responsibilities
	Wanted and unwanted touching	Wanted and unwanted touch - permission Unwanted touch - saying NO	Abuse of power Bribes and threats
3. PROTECTIVE STRATEGIES	Safety strategies NO GO TELL Networks	Safety rules Networks	Safety strategies: NO GO TELL Networks
	Standing strong-saying NO	Saying NO Assertiveness	Feel - think - act NO GO-assertiveness
	Prepared to GO	Prepared to GO	NO GO- other strategies
	Happy and unhappy secrets Telling – persistence	Happy and unhappy secrets Telling – persistence	Secrets Skills for telling Seeking help
	My strategies	My strategies	My strategies

Stage 3	Stage 4	Stage 5
Protection Body parts Physical abuse and sexual abuse Emotional abuse and neglect Indicators of risk Identifying risk situations-people and places Effects of abuse	Recognising that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected Feelings and warning signals Violence at home places children at risk of harm	Child abuse: the extent of the problem The effects of abuse Domestic violence Sexual assault
Different types of relationships Expectations of gender roles Personal rights Rights and responsibilities	Sources and types of power in relationships Rights and responsibilities in different relationships	Constructing equal and respectful relationships Rights and responsibilities in sexual relationships
Sources of power Abuse of power Coercion Harassment	Right not to be bullied: responsibility not to bully	Abuse of power: sexual harassment, sexual assault and coercion
NO GO TELL Networks	TRUST, TALK, TAKE CONTROL Networks	TRUST, TALK, TAKE CONTROL Networks
Planning for safety Responding to risk situations	Recognising, assessing and responding to risk situations Reducing the risk Assertiveness	Personal safety strategies Recognising situations where it can be difficult to act
Talking about it Using personal networks Community support My strategies	School and community support	School support and community support services

Teaching strategies for child protection education

Creating the learning environment

Many of the strategies and activities in child protection education can arouse strong feelings in students. Teaching and learning activities are, therefore, designed to emphasise and build on students' strengths and positive feelings, rather than to arouse fear.

An atmosphere of trust needs to be developed if students are being asked to discuss feelings and personal experiences openly. Activities that help the group get to know one another better, develop trust and build communication and cooperation may therefore be needed before implementing specific components of child protection education.

Students need to feel positive about themselves and the activities in which they are participating. They should each feel supported and respected. Teachers can help generate purposeful, respectful discussion and avoid unpleasant experiences for students by:

- establishing and maintaining consistent classroom routines
- establishing and upholding group or class rules
- encouraging discussion and reconciliation if group rules are broken
- expecting and reinforcing positive behaviours
- being patient and persevering through difficult times
- promoting a classroom environment free from harassment
- being consistent when dealing with students
- demonstrating to all students that teachers respect them and care about what happens to them
- modelling expected behaviours, for example, careful and active listening
- acknowledging the strengths and abilities in each student
- affirming diversity in the responses of individual students
- maintaining the expectation that students can choose their own level of personal disclosure in discussion, unless information is too private
- respecting students' right to remain silent.

Teachers need to be sensitive to the fact that students in their class may have experienced abusive situations, directly and indirectly (refer to the booklet *Child Protection: Supporting Students Department of School Education 1997*).



When discussing situations that deal specifically with recognising child abuse it is important that teachers use fictitious examples (such as *What if...?*) and pose questions (such as *Suppose...*) which allow students to consider potentially threatening situations or issues without confrontation or personal involvement.

When students explore consequences of actions it is important to use conditional language such as *...might happen* or *...could happen* to avoid raising anxiety or reinforcing unnecessary fears.

Unfinished stories

In these support materials unfinished stories and case studies are used for problem solving based on questions such as “What should this child do?” Unresolved stories involve a child (similar to the students in age and experience) in a potentially threatening situation.

Stories should accurately reflect the relevant characteristics and dynamics of child abuse. They should provide opportunities for students to consider and discuss possible actions the child or young person could take and the implications of those actions. If not provided by students, the teacher should indicate responsible actions which could be taken for safety and acknowledge the difficulty of carrying out many of these actions.

- *Teachers are strongly advised against devising their own*
- *unfinished stories or case studies involving child abuse. It is*
- *important that the names of children in those provided in*
- *these materials are changed if they are the same as*
- *students’ names. Although it is not always possible to know,*
- *abusive situations which are similar to those which have*
- *been experienced by students should not be used.*

Role plays

Role plays allow interaction between students which requires them to seek solutions to real-life problems within a safe situation. Role plays involve practising communication skills and discovering what works personally for an individual and what does not work. There are many different levels of role play, and an appropriate level needs to be chosen for sensitive situations.

- *Teachers are strongly advised against devising their own*
- *role plays about child sexual abuse. In role plays which*
- *involve other forms of abuse, it is advisable that no student*
- *is placed in the situation of role playing an assault, as either*
- *the victim or the perpetrator.*



Debriefing

It is also important for teachers to monitor the impact of child protection activities on students.

Debriefing of students may be necessary after activities which could evoke strong emotions, such as discussion of values, personal experiences, unfinished stories or case studies.

Debriefing aims to dissipate the strong feelings a student may experience while discussing or role playing another person, or remembering and relating a past event, and return the student to his or her own identity or present situation. Debriefing students is critical after participation in role plays. The following is an example of debriefing after an activity (a) and after a role play (b):



a) *State that the activity (or lesson) is over and ask students the following:*

- *How do you feel after that activity/ discussion? Is there anything else that you want to say?*
- *Tell the person next to you how you felt when we talked about... Now tell them how you feel about going on the excursion tomorrow.*

b) *State that the role play is finished and ask the role player or players such questions as:*

- *Who are you now?*
- *How did you feel about playing that role? Is there anything else that you want to say?*

After using role play activities the teacher must be alert in case individual students remain affected by their participation in a role play. This is usually demonstrated by withdrawn behaviour, but some students may become restless or aggressive. The teacher needs to ensure that the student receives additional individual debriefing as soon as possible. This may involve asking such questions as:

- *How did you feel about playing that role?*
- *How could we have changed the role play to make it better for you?*
- *What are you doing after school today?*

Closing the session

It is important to finish each session in a positive way. Teachers must ensure time is allowed for sensitive discussion to be completed before the end of each lesson. Refocussing or relaxation exercises can help release any tensions that may result from discussing sensitive issues. They are also beneficial in refocussing students on a session to follow, reducing behaviour problems and assisting students to think more clearly.

Similarly an active game can help release energy, dispel feelings of discomfort and reinforce positive relationships within the class.

Talking about sensitive issues

Consideration of personal issues is important for the success of this program, but it may be a delicate area for students experiencing problems. It is important to discourage students' public disclosure of any sensitive personal information which they may later regret. This can be done by gently and tactfully cutting off *specific discussion* and returning to *general* discussion. For example:

"Sometimes parents may lose their tempers. Let's discuss general situations now, without using any specific names of people we know."

When sensitive information is disclosed, do not suggest that what the student has said is of no importance. Show respect for any experiences and emotions which students want to share. If you feel the student needs help, you can privately suggest that you would be happy to talk with him or her about the particular situation after the lesson. A referral to the school counsellor or other support person may also be appropriate. When sensitive information is disclosed it is also important to be aware of how other members of the class respond. Strong reactions may occur in other students and support may be required.



What can I do if a student tells me of abuse?

It is possible that while participating in child protection activities a student will disclose, or start to disclose, experiences of abuse. If this happens in the presence of other class members it is important to use the strategy of *positive interrupting* to interrupt the disclosure and thereby protect the student's privacy. This is done by:

- acknowledging that you have heard the student and stopping him or her from disclosing any further
- being supportive and gently indicating that he or she may want to tell you about it at a later time
- quietly arranging to see the student as soon as possible.

One strategy is to withdraw the student from the group discussion and encourage the student to draw or write about their experience. Invite the student to show you their drawing or writing at the end of the lesson, or at another convenient time that day.

After interrupting a disclosure the teacher should talk individually with the student as soon as possible. The student's drawings or writings (if this strategy is used) may assist in the discussion and could be referred to the school counsellor for further discussion.

Child protection concepts about the right of children to be safe and the importance of talking about children's feelings of being unsafe should be reinforced. Where situations are described which give the teacher reasonable grounds for concern about the safety of a student relating to possible abuse or neglect, these should be reported to the principal for notification. If other concerns arise about a student's safety, they need to be followed up within the established practices in the school.

In cases of sexual abuse it is not easy for children or young people to disclose abuse. It may have been occurring for some time, and strong feelings of shame and helplessness may be present. The student may have been threatened into secrecy and may need repeated assurances that you believe him or her and that it was right to tell you about the abuse.



Sometimes a student will try to elicit a promise that you will keep the secret. If this happens, it is important to be honest with the student and to explain that you have to report the disclosure. All school staff are required to report sexual, physical and emotional abuse and neglect where they have reasonable grounds to suspect it may be experienced by students at the school.

To affirm the supportive role of school staff it can be helpful to explain to the student that you need to seek help from another adult who is experienced in these matters, to help you to help the student.

Teachers from non-Aboriginal backgrounds need to be aware that it is even more difficult for Aboriginal children to disclose to non-Aboriginal people even if trust has been established. It is more likely that an Aboriginal child will disclose to another Aboriginal person such as an Aboriginal teacher or the Aboriginal Education Assistant (AEA).

Similarly students from non-English speaking backgrounds may disclose to teachers or members of school staff from similar or the same non-English speaking backgrounds. Frequently students disclose to school staff members who are not teachers because they may be seen to be more easily approached.

All staff members must be cognisant of their requirement to report to the school principal, or notify to the Department of Community Services, any disclosures by students as well as any concerns they have formed which relate to suspected child abuse.

Hearing a student's disclosure is often overwhelming and may arouse strong feelings of shock, anger, revulsion, fear, disbelief, helplessness, protectiveness or sadness in the listener. Such feelings are natural but it is important that they are not conveyed to the child and that calm, positive support is given instead.

You can help a student making a disclosure by:

- 9 listening
- 9 saying that you believe what the student has said
- 9 emphasising that, no matter what happened, it was not the student's fault
- 9 doing everything you can to provide help and comfort.

You will not be helping the student if you:

- (question the student to gain further information when you have reasonable grounds to believe abuse is occurring. (Do not seek details beyond those which the student freely wants to tell you.)
- (make promises you cannot keep, such as promising that you won't tell anyone or promising the student that the abuse will stop.



Who can offer advice and support to me?

The feelings evoked by dealing with a disclosure need to be acknowledged and dealt with. This is particularly important for those adults who have experienced abuse.

In their role in protecting children it is important that staff “look after themselves” and seek support. It will be hard for staff members to support others appropriately if their own responses are clouded by a build-up of personal reactions. It is important to consider seeking support as part of a natural debriefing process after experiencing a difficult event.

There is a range of sources of advice and support for school staff dealing with issues surrounding child abuse. Sources include:

- the school counsellor, who can advise you about departmental and local community resources
- the staff welfare officer at the district office
- the Employee Assistance Program (EAP)
- sexual abuse counsellors (who can be contacted through major hospitals, sexual assault centres, medical and health centres)
- agencies which offer specialised services for specific groups within their communities.

Community involvement

Community involvement is fundamental to effective child protection education. Evaluation of child protection programs indicates that where the family has an understanding of the program, students' learning outcomes are improved.

It is essential to maintain communication between the school and the community in relation to child protection education. The school has a responsibility to inform parents, prior to implementation, of the specific details of the program so that parents have time to exercise their right to withdraw their child from a particular session or sessions.



Decisions about planning and implementing child protection education should be made in consultation with school communities so that PDHPE programs reflect local needs. Letters that will assist teachers to involve their communities have been translated into 20 community languages. Translated notes seeking active permission for students to participate in child protection education are included in the Child Protection 1997 folder sent to schools.

Schools should aim to establish and maintain clear communication with parents, caregivers and community representatives, so that all members of the school community including school staff and students feel safe, comfortable and confident when dealing with child protection issues.

Child protection within PDHPE

These curriculum materials have been developed to support the implementation of child protection education within school PDHPE programs. The key learning area of PDHPE provides the main curriculum context for teaching and learning about child protection.

A core focus of any PDHPE K-6 program is to provide experiences that develop students' knowledge and understandings, skills, and values and attitudes in relation to:

- growth and development
- interpersonal relationships
- personal health choices
- safe living.

Effective PDHPE K-6 programs will assist students to demonstrate an ability to recognise abuse, maintain positive relationships and keep themselves and others safe. These outcomes are consistent with the aims of child protection education.

Child protection education should not be taught as an isolated component. It should be integrated within related content areas in PDHPE, and reinforced by teaching and learning within other learning areas, where appropriate.

Implementation

It is expected that child protection education will be taught as part of PDHPE programs in each stage.

Decisions about the implementation of child protection teaching and learning activities across the school need to be made to ensure balance, sequencing and comprehensiveness.

Stage 2

Teachers should select the activities most suitable for their students. Individual students within the group have differing needs and teachers should modify or extend some aspects of suggested activities accordingly.

Students with disabilities, particularly those with verbal or communication disorders, are at much higher risk of all forms of abuse than non-disabled students. It is important that activities be adapted to maximise their participation in child protection activities. Teachers may need to consider using one-to-one withdrawal for preliminary activities or small group activities where there are several students with special needs within the school.

Suggested teaching and learning activities for the three themes within Stage 2 are grouped into a number of focus areas. Components within each focus area include:

- **main ideas** which precede each focus area, summarise the common understanding which students will work towards as they take part in following suggested activities.

Main ideas may be presented to students as a focus for work to follow, they may be incorporated into class displays as an organiser of students' work or they may be recorded in a class book



accompanied by examples of students' work, as an overview of child protection concepts.

- **field building activities** which assist in introducing main ideas and ensuring that necessary concepts and understandings are established. These may be implemented with the whole class or with groups of students.
- **core learning activities** which are specific activities aiming to provide essential learning in the focus area. Participation in one or more core activities is integral to the achievement of learning outcomes for a focus area.
- **concluding activities** which can be implemented if previous core learning activities have involved discussion of personal or confronting issues.
- **extension activities** which are designed to take the theme further, if appropriate. They may be implemented with the whole class or with groups of students.



Focus areas are selected according to the needs of students. The overview page for each theme provides teachers with *Things to look for*. *Things to look for* suggest ways that students may demonstrate achievement of the outcomes at that stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Students with disabilities working towards achieving Stage 2 outcomes, may not be able to take part in some suggested activities because they have difficulties with mobility, communication or fine motor skills. Activities can be modified by asking students to sort pictures as a way of analysing or organising information, to record responses to questions on computer or use Compics to respond and to move equipment about on their desks rather than move themselves. Stick-on labels may be prepared to assist students complete worksheet activities.

Syllabus objectives and outcomes

This document suggests activities to assist students to work towards achieving Stage 2 outcomes from the PDHPE K-6 syllabus for each of the three child protection education themes.

The following pages outline the relevant objectives and Stage 2 outcomes from the PDHPE K-6 syllabus on which the child protection education activities in this document are based.

The overview pages for each theme provide more information about the place of child protection education within the PDHPE syllabus.

Other documents have been developed for Stages 1 and 3-5. If students are not yet ready to work towards achieving outcomes for a particular stage, or have already displayed competency at that stage, it may be necessary for teachers to plan activities from these other documents.

Knowledge and understandings

Objectives	Stage 2 outcomes
<p>Students will develop knowledge and understanding about:</p> <p>ways in which individuals grow, change and develop</p> <p>how individuals develop and maintain positive relationships with others</p> <p>safe practices and responsibilities in relation to personal and community well-being</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">• identify how they and aspects of their world will change• identify feelings that they have about life changes• describe how people communicate with each other in different circumstances• identify how families and friends can change throughout their lives• identify people from whom they can seek advice and support• identify appropriate and inappropriate behaviour in given situations• explain the need for rules and laws made for the protection of themselves and others• describe things others may do that place them at risk• identify ways in which they can protect themselves from harm• identify emergency procedures that can protect themselves and others

Skills

Objectives	Stage 2 outcomes
<p>Students will develop knowledge and understanding about:</p> <p><i>communicating</i> effectively with others</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">• use a variety of ways to communicate with and within groups• listen to others and respond appropriately• share ideas, feelings and opinions with others• express opinions or ideas with confidence at appropriate times• give and receive praise for achievement• apply strategies to resolve conflict
<p><i>interacting</i> positively with others and the environment</p>	<ul style="list-style-type: none">• work cooperatively as a member of a group• identify the effect of their behaviour on others and the environment• participate in the development of rules• help others to achieve set tasks• develop friendships and support networks
<p><i>decision-making</i> in the context of developing healthy lifestyles</p>	<ul style="list-style-type: none">• identify a problem or situation in which a decision is required• make decisions as an individual and as a group member• demonstrate ways of protecting themselves and others from unsafe situations and practices• distinguish between fact and opinion in relation to health matters
<p><i>problem solving</i> as an individual and with others</p>	<ul style="list-style-type: none">• recognising the need to solve a problem• generate ways of resolving problems by exploring alternatives• modify behaviour to solve problems when appropriate• contribute to group problem solving
<p><i>esteem building</i> for self and others</p>	<ul style="list-style-type: none">• set short term goals• give positive feedback to others• manage common fears• distinguish between positive and negative influences on self-esteem

Values and attitudes

Objectives	Stage 2 outcomes
<p>Students will develop knowledge and understanding about:</p> <p>a sense of their own worth and dignity as individuals</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">• value themselves as they grow and change• appreciate that their physical, social, emotional and intellectual development are unique• value the qualities which make them unique
<p>respect for the rights of others to hold different values and attitudes from their own</p>	<ul style="list-style-type: none">• appreciate the similarities and differences between themselves and others• be sensitive to the needs, rights, feelings and efforts of others• accept that different people, groups and cultures will have both common and different values
<p>a sense of belonging</p>	<ul style="list-style-type: none">• appreciate the importance of family life• value positive relationships• value the need to work cooperatively
<p>a sense of responsibility for personal and community health</p>	<ul style="list-style-type: none">• value the health and safety of themselves and others• defend the need for making personal decisions that enhance health• appreciate the need for safe practices in unsafe situations and environments
<p>a commitment to realising their full potential</p>	<ul style="list-style-type: none">• accept change as part of growth and development• appreciate and accept that effort is needed to achieve results

Overview of content

Growth and Development

Self esteem

- basic needs
- similarities and differences
- likes and dislikes
- feelings
- self-concept, self-confidence
- influences on self esteem
- confronting problems
- assertiveness

The body

- body parts
- senses
- caring for the body

Changes

- stages of the life cycle
- physical/social/emotional changes
- feelings about change
- changing friendships/relationships/feelings/
environments/needs
- coping with change

Values

- personal/family/school/community/cultural values

Interpersonal Relationships

Types of relationships

- special people and things
- relating to people of different ages
- support networks
- recognising and accepting differences
- roles, rights and responsibilities

Families

- different types
- family importance
- family members/carers
- family changes
- roles and responsibilities

Friends

- communicating with friends
- developing/maintaining/changing friendships



Groups

- types of groups
- working with others
- cooperation and sharing

Qualities of positive relationships

- expression of feelings
- caring and sharing
- liking and loving
- trust and love
- respect
- the role of power in relationships
- importance of non-violent relationships

Communication

- in different ways
- listening skills
- communicating within family/groups
- expressing feelings
- barriers to communication
- assertiveness



Personal Health Choices

Making decisions

- decision-making process
- influences on decision-making
- reasons for choices/decisions
- risk taking and decisions

Safe Living

Personal safety skills

- physical, social and emotional safety
- need to stay safe
- identifying hazards, safe/unsafe situations
- reducing and eliminating hazards
- identifying personal limitations
- developing support networks
- responding to unsafe situations
- assertiveness (NO GO TELL)
- rights and responsibilities
- influences on safety choices
- identifying safety organisations
- promoting safety awareness
- risk taking



Theme 1: Recognising abuse

Activities to
develop skills
in recognising unsafe
or potentially abusive
situations

STAGE 2

Overview

Protective skills cannot be used unless children recognise situations of potential abuse or when abuse is occurring. It is important that students develop knowledge and skills, appropriate to their age and stage, about what constitutes abuse.

Focus Areas

Protection
Body parts
Feelings and warning signals
Identifying safe and unsafe situations
Physical abuse
Sexual abuse
Effects of abuse

Things to look for

Things to look for suggest ways that students may demonstrate achievement of the outcomes at the relevant stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Stage 2

Protection

Can students:

- recognise that adults have a responsibility to protect children from harm?
- identify adults who have particular responsibilities to protect children?
- identify forms of harm that children might experience?
- differentiate between accidental and intentional injuries?

Body parts

Can students:

- use anatomical terms to name the male and female genitalia?
- identify private and sexual parts of the body?
- explain some situations when it might be necessary for others to look at or touch the private parts of their bodies?

Stage 2

Feelings and warning signals

Can students:

- use a range of words (or Compics) to describe feelings?
- describe how they and others might respond to specific feelings?
- recognise that feelings may change or be mixed when in safe and unsafe situations?

Identify safe and unsafe situations

Can students:

- recognise situations and behaviours which may promote or threaten safety?
- identify situations where harm is accidental?
- identify safe behaviours, safety devices and protective equipment for relevant situations?
- discuss or identify safe and unsafe risks?

Physical abuse

Can students:

- identify behaviours that intentionally cause physical harm or injury?

- recognise how their bodies react and how they might feel in safe and unsafe situations?
- compare ways of touching that cause accidental harm and those that cause intentional harm?

Sexual abuse

Can students:

- recognise situations where touching of body parts is OK and not OK?
- identify some behaviours that constitute sexual abuse?
- identify some factors which could assist in recognising unsafe situations and possible sexual abuse?

Effects of abuse

Can students:

- describe or depict things others may do that place them at risk?
- describe some consequences for children of harmful and abusive behaviours?

main idea

My body, my emotions and my thoughts can be harmed. Adults are responsible for protecting children from harm. As I grow older I can help protect myself.

Protection

field building

- ❖ Play a sports activity or game such as softball, teeball or cricket using the protective clothing and equipment suggested for the activity. Alternatively undertake a cooking activity which requires the use of gloves, pot holders and wooden handled equipment. Discuss before and after the activity why the protective clothing and equipment is used. (Protective items are designed to prevent or minimise harm or injury.)
- ❖ Read a story about protection from the booklist such as *The Hunter* by Paul Geraghty.
- ❖ Revise what is meant by *protection* and create a shared meaning (eg protection is being kept as safe as possible from harm or danger).
- ❖ Read some of the books from the *Making a Difference* series by Jillian Powell such as *Caring For Others*, *Caring for Your Environment*, *Caring For Your Pets* or *Caring For Yourself*.
- ❖ Divide the class into groups. Each group discusses and records their responses to one of the following questions:
 - What *items or equipment* help protect our health and safety? (Toothpaste, medicines, hats, sunscreen, cricket pads, life jackets, bicycle helmets, or raincoats.)
 - Who are some *people* that help protect our health and safety? (Parents, caregivers, teachers, senior students, dentists, nurses, life savers or road crossing supervisors.)
 - What *rules, laws and information* help to protect our health and safety? (Stop at red lights, cross at crossings, ride safely on bicycles, don't swim in irrigation channels, it is illegal to break into people's homes, seat belts save lives or swim between the flags.)

Share responses as a class group.

- *It may be more appropriate to carry out this group activity by dividing the class into three groups, with groups led by adults or older students.*

core learning

- ❖ The teacher writes the following question on the board: What are some things that children need protection from? List students' responses.
 - *Students may need to be reminded that protection means being as safe as possible from harm or danger. Encourage students to consider specific sources of possible harm eg sun, illness, snakes, cricket bats and balls, deep water, cars, nightmares, being threatened with harm, accidents, being bullied or teased.*

- *Include all suggestions where harm is caused including emotional and mental harm.*
- *If students' responses do not include ways that children's feelings and confidence (emotional well-being and mental health) may be harmed it is important that the teacher suggests some examples for inclusion on the list.*

❖ The teacher explains the different ways that children can be hurt.

physically - their bodies may be hurt

emotionally - their feelings may be hurt

mentally - their thinking/thoughts may be hurt

- *The concept of mental harm may require further explanation. It may be helpful to use the word 'invisible' hurt and provide examples such as not being able to sleep, having nightmares or headaches, not being able to stop the same thoughts from going over and over in your mind, believing bad things about yourself.*
- *It is possible that students might confuse mental hurt with brain damage. Explain to students that brain damage is an example of physical hurt or injury. It involves harm to nerves and tissue in the brain. Mental hurt would be invisible even if a doctor saw inside a person in an operation. It involves the way a person thinks.*

Identify examples of each of the different ways that children can be hurt using the list from the previous activity. Use markers to highlight examples of each eg:

- band-aids (physical hurt)
- heart stickers (emotional hurt)
- face stickers (mental hurt).

Some examples may involve more than one way of being hurt eg bullying might hurt you physically by pushing you over but it may also hurt the way you think about yourself.

The teacher poses the following:

- Most of the examples in the list are of ways children could be *physically* hurt. Why do you think this is? (It is easier to see physical harm and the hurt is more obvious.)

- *Students may respond that there are more things to hurt children physically or that children are hurt physically more often. If so, it is important to ask the questions: How many of you were harmed or injured yesterday? How many of you had your feelings hurt in some way yesterday? The teacher comments on students' responses.*





Jigsaw activity

- ❖ Students form groups with four members. (Grouping students with similar language abilities may be helpful.) The teacher has prepared sets of cards using appendix 1 and distributes a set to each group. Each student in the group takes a card. Students form four groups according to the number on their cards. Members of each group discuss the meaning of their statement. After several minutes students re-form into their original groups. Each group member presents his or her statement to the group and comments on what it means.

This activity may be modified for some groups of students by using the statements as discussion starters, or having an adult or older student with each of the four groups.

Statements:

1. It is easier to believe physical harm. It is easier to see physical harm. Sometimes there is even a scar after physical injuries have healed.
2. Emotional and mental harm are inside the body but they affect the way people act.
3. It is important to know about emotional and mental harm because often other people cannot see them and so they do not give help to make them better.
4. Sometimes emotional and mental harm are more painful than physical harm. They can stop a child from wanting to play and being able to sleep.

- ❖ Students form groups to write down different ways children can be hurt and to write examples for each eg:

physical hurt - cuts, bruises, burns, broken bones,
bodies may be harmed scratches, bites, lumps

emotional hurt - hurt feelings, anger, disappointment,
feelings may be harmed loneliness, 'let down', embarrassment,
tears

mental hurt - stressed thoughts, thinking that you are
thoughts about oneself no good, worry, headaches, can't sleep,
may be harmed mind won't turn off.

- ❖ Read the story *I Wish I'd Flown The Atlantic With Amelia Earhart* by L Young and A Janks. Discuss the accidental event where Amelia's plane was struck by lightning.
- ❖ Discuss the word *accident* and record a shared meaning. (An accident is unplanned or not expected to happen.)

Students share examples of accidents they have seen or know about from real life situations.

- *Intervention should occur if students offer violent or gory examples or examples from movies or fiction. The teacher should be prepared to interrupt positively if students volunteer personal examples which involve abuse or violence. Refer to 'Positive Interrupting' on page 9.*

- ❖ Explain to students that when children are harmed or injured - physically, emotionally, or mentally - and it is **not accidental** this is called **abuse**.

Discuss and display a definition of abuse. (Actions that cause harm or injury which are not accidental are called abuse.)

Students complete the worksheet (appendix 2), or discuss in groups, to determine if the suggested situations are accidents or abuse. Students who finish early are encouraged to examine situations and decide whether the hurt in each situation is physical, emotional or mental. The teacher collects students' work to assess their understandings.

- *Although it is difficult to know if students have been the subject of any of the suggested abuse situations, alternative examples should be substituted to avoid similarities with known experiences or to remove the names of students in the class. This activity might alternatively be carried out as a voting exercise. Worksheets should not be sent home unless parents have a good understanding about the context of this activity.*

Accident or abuse?

- Sam is knocked over by a classmate running past. (accident)
- Pat is burnt with a cigarette by an angry parent. (abuse)
- Sid falls off his bike as his younger sister runs in front of him. (accident)
- Mick is chased and kicked by an older student on his way home. (abuse)
- Ellen is regularly told she is 'evil' and locked in her room by an older cousin who babysits her. (abuse)
- May falls over when she is bumped by her father when they are playing a game on a slippery floor. (accident)
- Ted is often yelled at by his mother and hit with a hair brush which leaves big welt marks all over his back. (abuse)
- Anne is hit in the face with a basketball thrown from another game. (accident)
- Someone opens the door to the toilet thinking it is empty, when Pam is in there. They quickly close the door. (accident)
- Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts. (abuse)





· This activity may prompt students to share experiences where they have been physically hurt, both accidentally and intentionally. The teacher should try to return discussion to the given situations but invite students to share their experiences with the teacher after the lesson/ at lunchtime/ the next day. If concerns are held about the safety of a student these should be reported to the principal for notification. Where there is uncertainty about the student's situation this might be discussed with the school counsellor or advice sought by telephoning the local Community Services Centre.

❖ Discussion based on the following questions:

- Who is responsible for protecting children? (eg parents, foster parents, relatives, teachers, principals, day care supervisors, baby sitters, bus and taxi drivers and police.)

· Students may suggest that they have a job to look after younger children or babies. The teacher should indicate that although the student might help adults to do this (and in some cultural groups it is an expectation) no child should ever have full responsibility to provide care to younger children or babies.

- Are these adults always around to protect and care for you? (No.)
- What can you do to be safe when they are not around? (Use information and safety strategies to help keep safe. Ask for help from adults if you feel unsafe.)

Inform students that:

- Adults have a responsibility to care for and protect children.
- School staff have a particular role or duty to care for students. They must keep them safe.
- As children get older and are able to do more things by themselves they should also try to protect themselves as much as possible and to ask for help from adults when they feel unsafe or if they need help.
- Information can also help us to keep safe and healthy. (Knowing home telephone number and address, knowing a parent's work telephone number, knowing how to use a helmet correctly, knowing emergency phone numbers.)

conclusion

- ❖ Inform students that the opposite of abuse is protection and caring. Students individually write about, illustrate or in some other way demonstrate one or more ways that an adult in their life cares for them.

- *The teacher may provide examples for students that involve a range of adults including those within the school such as the Aboriginal education assistant, the ESL teacher, the principal or the school counsellor. Particular care needs to be taken where there are students in substitute care or from families in crisis. Students' rights not to participate and not to share work need to be respected.*

extension

- ❖ Identify something in the school or broader community that requires protection (eg a creek, flora, fauna, a monument, or cultural item such as a cave painting).

Develop a plan of action for protecting the item. Make decisions about how to protect the item. Include strategies for educating others about keeping it safe or protecting it. Relate this process to child protection education.

Body parts

- *Where activities from this focus area are used with students at a later chronological age than the children depicted in the body outlines (appendices 3 and 4) alternative body outlines should be used. These may be found in *Child Protection Education: Stage 3*.*

field building

- ❖ Involve students in body awareness activities. eg
 - Students create a clay or plasticine sculpture of themselves or a partner.
 - Students make *body collages* using full length cut outs of people from magazines or papers. This activity can be carried out individually or in small groups. Paste cut outs on coloured paper interlocking the figures but trying not to overlap any body parts. Collages may be used as covers for class books, or students' folders or books.
 - Roster students, individually or in groups, to access and explore the CD rom *The Ultimate Human Body*.



main idea

I know the correct names for the private parts of my body. It is not OK for another person to touch the private parts of my body unless they are injured or I need help to clean them.



- ❖ Identify what is meant by the term *private* and make a list of private possessions (eg a diary, bank book, letters, the contents of a locket). Create a shared meaning for private. (Private means for our own use.)

core learning

- ❖ View the section *Body Parts Are Cool* (song and rap dance) from the video *Tell a Friend - It's Never Too Late*.

Write the caption *Body parts are cool* on the board and list students' informal responses to the video segment.

- ❖ Group students in pairs. Using copies of the body outlines of both a girl and a boy (appendices 3 and 4) students identify *private* parts of the body using a highlighter, asterisks or by circling or boxing parts of each body outline. Remind students about the importance of showing respect for the private parts of the body - just as we would with the other parts of our bodies.

As a class group compile students' responses on enlarged outlines of appendices 3 and 4 by highlighting suggested body parts. Invite students to give reasons for selecting individual parts of the body.

- *The teacher models acceptance of the range of responses from students and respect for the rights of students not to provide reasons if they do not wish to do so. Responses may be diverse in class situations where students come from various cultural backgrounds. Indicate that all responses are valid and it is helpful to know when people have different attitudes from others. We might offend another person by invading their privacy if we are not aware of what they consider private.*
- *It is important to include the lips and mouth as private parts of the body. Research indicates that oral sexual contact is frequently a component of sexual abuse of young children (Briggs 1997).*

- ❖ The teacher informs students that some parts of the body are commonly accepted by all people to be private. These are the *sexual* parts of the body. Sexual body parts are different for males and females and they identify a person's sex or gender.

Refer to the enlarged body outlines and ask students to identify and name the *sexual* parts of the body by pointing to them and giving their correct anatomical names (vulva, vagina, penis, testicles, scrotum, bottom, anus, breasts and nipples).

Label these parts using a coloured marker. Label other parts of the body which students also consider to be private (eg hair, arms, legs) with a different coloured marker.

Students re-form into pairs as before, and using their highlighted body outlines they label as many parts of the body as they can.

If students do not have fine motor skills this activity could be completed using pre-written self-sticking labels. Encourage students to refer to the displayed outlines and to use correct terminology.

- *Where different community languages are commonly used in the school community it is appropriate to encourage students to also use the correct terminology in these languages for the private parts of the body eg Aboriginal English or Chinese. It will be helpful to check with community elders or members before the activity, to ensure that the correct language is used. Where there are Aboriginal education assistants, community language teachers or ESL teachers in the school it may be appropriate to include them in these activities.*
- *It is important to use correct names for all body parts so that other people will understand what we mean. The teacher may sensitively acknowledge that many families use 'special' terms to refer to private parts of the body and these are OK within families. However, remind students that using inappropriate or 'swear' words for the private parts of the body may offend other people and is not consistent with the way that we refer to the other parts of our bodies.*
- *If inappropriate terms are included the teacher should pose questions such as "Do you think that I would feel comfortable with that word? Do you think that everyone else in our class would feel comfortable with that word? Can you think of another word that shows that we respect these special parts of our bodies?"*

- ❖ The teacher informs students that some people may use inappropriate or 'swear' words instead of using the correct names for private body parts. This is often because they are not familiar with the correct names or they have heard other people use inappropriate names.

Discussion based on the following questions:

- Why is it important to know and use the correct names for the private parts of the body? (People can understand exactly what we mean and these are their correct names. The song *Body Parts Are Cool* says "the words you use will never confuse", "It's cool to talk real and get the sex parts right" and "Let's use the right words with enthusiasm".)
- When is it OK to talk about or name private body parts? (It is always OK to use the correct names. Some people may feel a little embarrassed when they hear these words. The embarrassment is not because of the words we have used – these words are OK.)





- Why are the private parts of our bodies *private*? (They are special parts which belong to us. It is important to keep these parts safe and private until we grow up and we find a special person to share these parts with. We do not need to share the private parts of our bodies until this time.)
- ❖ Read the book *What's Wrong with Bottoms* by Jenny Hessel. Discuss:
 - Why did James feel confused about Uncle Henry's behaviour?
 - When is it OK for some one to look at or touch your private body parts? (It is only OK for your parent or the person who looks after you to look at or touch your private body parts if those parts are sore or injured or if you need help to clean them.)
- ❖ Using computers students create a list of names for parts of the body and reformat the list in alphabetical order. If the program is available, students create *Find-a-Word* puzzles using the words for body parts.
- ❖ Play the popular spelling game of *Hangman* using the words for parts of the body.
- ❖ Include the names of body parts, as appropriate, in class spelling strategies.

conclusion

- ❖ Involve students in a vigorous game or activity inside or outside the classroom to dissipate any tensions.

extension

- ❖ Inform students that each person owns his or her own body and should always try to look after and care for it. As a class group, brainstorm ways that people can do this (eg exercising, bathing, protecting their skin from the sun, caring for their hair, having dental checks, seeing a doctor if they are sick, eating healthy foods and avoiding harmful drugs).

Students individually write or draw about one thing they like about their bodies and how they like to look after their bodies.

- *This activity provides an important opportunity for teachers to support individual student's development of positive body images. The acknowledgment of students' ownership of their individual attributes and positive promotion of self selected physical attributes can contribute to non comparative, and positive self evaluation.*

Feelings and warning signals

field building

It is important in child protection education that students understand about the messages and signals they receive. Students should also have an awareness of a range of feelings and be able to discuss some of their own feelings. If these understandings need further work refer to activities from Stage 1 'Comfortable and uncomfortable feelings' and 'Warning signals'.

- ❖ Read books about feelings such as the *Dealing With* series which includes *Dealing With Anger*, *Dealing With Jealousy*, *Dealing with Insults* and *Dealing With Fighting*. Map the feelings and body signals that the characters in the books might be experiencing.
- ❖ Revise the concept of signals and messages. Go for a walk around the school or local area and sketch all the signals that can be identified. Beside each sketch record the messages that the signals might give. (Flags - nationalities, safe place to cross the road, bell - school recess or lunch starts or finishes, alarm - someone has entered the building without the key, whistle - time is up, traffic lights - stop and wait/safe to go, siren - make way for a police car, fire engine or an ambulance, signs - no smoking, road speed limits, native animal crossings.)
- ❖ List some signals the body might receive. These might include: bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold shivery body, numb body, clapping hands, fidgety hands, sweaty hands, tingling hands, quick breathing, shallow breathing, gaspy breathing, racing heart, frozen heart, heart skips a beat, pounding heart, goose bumps, body hair standing up, nausea, relaxed face, smiling face, tight scrunched up face, shocked face, wide eyes, red hot face, shaky knees, dry mouth, tight throat, can't talk.

Discuss the possible messages being sent by some of these signals eg, sweaty hands: possibly nervous or scared about something.

Identify some signals that could be classified as *warning signals*.

- *Explain to students that body signals do not always mean the same thing. The same body signal can have a different meaning in different situations eg the heart 'skipping a beat' can be happiness, excitement or fear.*

core learning

- ❖ In pairs or small groups students list as many words as they know to describe feelings.

Alternatively students, in small groups, identify at least one feeling word for each letter of the alphabet. Encourage students to discuss the meaning of each feeling word they write.

main idea

Feelings and warning signals give me messages about being safe. I need to understand and act on these messages especially when they are uncomfortable or confusing.



Share and record responses to create a class *feelings vocabulary* chart, bank, display board or reference list.

- *Display the class list and refer to it whenever possible.*
- *Encourage students to identify their own feelings whenever appropriate. Add new words to the list as they arise. A list of suggested feelings is provided at appendix 5.*
- *When discussing feelings in response to situations discourage the use of statements such as "...made me feel..." This is sometimes called victim language. Encourage students to talk about their feelings using the pattern: "I feel...when..."*
- *This approach focuses on feelings as an aspect of ourselves which can be controlled or managed.*

❖ Discuss:

- What are feelings? Record students' responses and create a shared meaning for *feelings*. (Feelings are reactions within our bodies to people, places, experiences or things.)
- What do we call our body reactions to feelings? (Body signals.)
- What do our body signals tell us? (They tell us that our feelings are important and we need to think about what they mean.)
- Can we see feelings? (No, they are internal. Sometimes we can see our external body reactions to feelings eg goose bumps or a red face.)
- What is meant by *internal* and *external*? (Internal refers to something on the inside, which is not seen or is invisible. External refers to something on the outside, which is able to be seen and is visible.)

Identify some body signals that are internal (on the inside) and external (on the outside).

- ❖ Students form pairs or small groups. Each group receives one or two feeling words. Students describe each feeling by recording what the feeling could:
- look like (body language or external body signals)
 - feel like (body signals)
 - sound like (the things a person who felt this way may say)
 - act like (physical gestures or actions)
 - convey as a message.

An example of a feelings analysis grid is provided at appendix 6.

feeling	looks like... (body language)	feels like... (body signals)	sounds like... (words used)	acts like... (gestures/ actions)	message
<i>disappointed</i>	eyes down, droopy mouth, saggy shoulders...	heart sinking, lumpy tummy, tears, deep breathing...	it doesn't matter, I don't care...	walk away alone, lower head down, keep to self...	I am hurt. That was not what I expected or hoped for.
<i>excited</i>	smiling, wide eyes...	heart racing, tingling hands, bouncy tummy...	wow! great!...	jumping up and down, clapping hands...	I am really happy. I can't wait for this to happen!

- *Building up a 'picture' of a feeling can help individual students to establish better discrimination between feelings and to increase their feeling vocabularies. It also helps students to understand how other people may be feeling.*
- *A number of responses are recorded in each category depending on the size of the group. The teacher reminds students that all suggestions are valid and that people experience and express their feelings in many ways.*

Discuss the range of responses for individual feeling words.

Responding to our feelings

- ❖ The teacher has prepared some 'exciting news' (real or imaginary) to tell students. Before disclosing the news, students are informed that they must not respond or react to the news in any way. If they express or show any feelings the news will stop. Explain that this means they cannot change their facial expression, body language, make eye contact with anyone, make any gestures or movements or make any sound.

After the 'exciting news' has been told students find a partner and tell their partner how they might have reacted to the news if they could. Share as a class. Discuss what it was like to keep responses or reactions on the inside.

The exercise may be repeated, this time with some 'disappointing news'. Discuss whether it was easier or harder or no different, not to respond to this news in any way.

- *Students may find their response to disappointment easier to hide as we may be encouraged to repress or hide feelings which are perceived to be negative from an early age. If appropriate, this could be discussed.*



The teacher explains that even though feelings happen on the inside, if they come out or are expressed (externalised) this needs to happen in a responsible way. Remind students that feelings themselves are not good or bad. It is how we respond to feelings and manage our actions that can be OK or not OK, or appropriate or inappropriate. (eg Anger might be expressed by throwing a tantrum. It may also be managed and expressed by counting to ten before responding, by leaving the situation, doing some physical exercise or by writing or talking about the angry feelings.)

- *In some cultures people are expected to express strong feelings loudly. In other cultures, when strong feelings are experienced it is very important that these feelings are kept inside. Specific ways to manage strong feelings are practised. For example, in some cultures when saying goodbye to a loved one in a public place, such as an airport, it is not appropriate to show any sadness. This feeling must be kept hidden or shown only in private.*
- *Where there are a number of students in the class group from cultural backgrounds where skills of keeping feelings inside are practised, if they wish to share their knowledge and skills in this area this should be encouraged.*

- ❖ Students form small groups, each group receiving one of the following feeling words: *angry, nervous, disappointed, scared, frustrated, jealous, shocked, threatened*. Students identify one inappropriate (or not OK) way to express the feeling and a number of OK or responsible ways to express the feeling. (eg Frustration about not being able to read a book can be expressed by throwing the book on the floor. A responsible way to express this frustration might be to ask someone for help or to find another book.) Share and discuss.

Changing feelings

- ❖ The teacher informs students that sometimes feelings and body signals change. Sometimes this change can happen very quickly. It is important to take note of changing feelings. Students form small groups. Each group receives one of the situations from appendix 7.

Students discuss and decide what the character might be feeling at first and if there could be any changes to this feeling in the rest of the situation. Record the feelings and the accompanying body signals which may also change in the situation. Share responses with another group. Discuss as a larger group why it might be important not to ignore the changed feelings in each situation.

- *Changing feelings are an important concept in child protection education. Students need to understand that when feelings change they should not be ignored. Changed feelings can often be more important than the original feelings. Child sexual abuse frequently begins in the context of a trusting relationship with early experiences involving closeness and pleasurable activities. As abuse progresses in type and intensity children usually experience feelings of confusion, revulsion and fear. It is not uncommon for abusers to convince children to discount or ignore their changed feelings and to focus on the original feelings.*

Mixed feelings

- ❖ Read the story *Phoenix* by Nan Hunt and Junko Morimoto. Aromatic scents may be shared with students as a stimulus for the story, such as neroli or petit grain (orange blossom) oil, mixed herbs and spices. Discuss why the senses of touch and smell were particularly important to Roli. Discuss the mixed feelings of Roli and Phoenix (eg persistent but tired, brave but scared, safe but trembling, worried but hopeful).
- ❖ Inform students that when someone has two feelings at the same time it is called *mixed feelings*. This is when two or more opposite or different feelings are experienced at the same time. (eg I am *nervous* that I have to speak at assembly but *proud* to have been asked. I *like* my aunty but I feel *uncomfortable* when she wants me to sit on her lap.)
Students form pairs. The teacher has prepared sheets of paper by writing at the top of each page two feeling words that are different. Each pair receives a sheet of paper. Students create an example of a situation (such as given above) where the two feelings may be experienced at the same time (mixed feelings).
Share responses.

extension

- ❖ Students 'map' their feelings for a specified period of time (eg Half a day, 1 day, 3 days or 1 week) on a timetable, a grid or in a diary (appendix 8). Divide the time up into manageable periods. eg, before school, morning session, lunch time, afternoon, after school, bedtime.
Record the event, the accompanying feelings and any responses they may have made to the feeling.





eg

time	event/s	feelings	response
<i>before school</i>	Breakfast with family, uncle coming to the school concert today.	Happy, excited, nervous. Bored.	Jumped around shouting 'yes', butterflies in stomach.
<i>morning session</i>	Concert practice. Got put out of the class item.	Hurt, disappointed, embarrassed.	Poked two classmates in the back.

- *Inform students that the 'map' or diary is private and it will not have to be shared with other students. Invite students to share part or all of the diary with you, individually. Provide students with feedback about their apparent understanding and management of feelings. Which ones do they manage easily? Which ones are more of a challenge? How could they manage these better? Encourage individual students to develop strategies and to share successes with you. Notice when they are making progress.*

- ❖ In groups students create a puppet play, a shadow play on an overhead projector, or write and perform an advice 'scenario' where one character demonstrates an emotional response to a situation. Students give 'tips' about understanding and managing feelings.
- ❖ Students write a poem based on one or more of the feelings from the vocabulary list. Publish and present to an audience.

Identifying safe and unsafe situations

- This focus area may need some modification for students with physical disabilities
- Students with physical disabilities are often lacking in experience and may have a naivety which would normally be seen in younger children. They may be more inclined to take things literally and not fully understand 'might happen' and 'could happen'. Scenarios used to develop skills in recognising unsafe situations should be those that will not raise undue concern for these students.

field building

- ❖ Read a book where the characters feel safe and unsafe such as *The Green Children* by K Crossley-Holland and A Marks.
- ❖ In groups, brainstorm words and phrases in response to the words *safe* and *unsafe*. A recorder lists students' responses. Lists may include examples of situations or ideas of what the concepts might look like, feel like, sound like and what actions might be associated with them. Not everyone has to agree with each example.

eg *safe* - a group of people you know, being warm, my grandmother, my house, a lullaby, my teacher, a whistle, a lock on the door, holding hands, my pet.

A member of each group reports back to the whole class. Using the responses create shared meaning for the words *safe* and *unsafe*.

- Some students may have difficulty gaining understanding of the concept of being safe. Additional activities may be adapted from the focus areas of 'safe and unsafe' in Early Stage 1 and Stage 1 and carried out in small groups with these students.

- ❖ Using a page divided into two, students draw on one side how a face may look when the person feels safe and on the other how a face may look when the person feels unsafe.

- Discourage students from using overly simple interpretations such as a smile (*safe*) or a frown (*unsafe*).
- Encourage them to consider how their body signals and feelings might be expressed in their faces.

- ❖ Review the meaning of the words *internal* and *external* eg internal means *inside*, external means *outside*.

main idea

I can be scared but safe. If I feel unsafe and have early warning signals I have to stop and think about whether I am unsafe.

External signs can

help me decide

whether I am in a safe or unsafe situation.



Internal signs

- ❖ The teacher writes the large heading *Internal signs* and two subheadings *safe* and *unsafe* on the board or a large chart.

Students form four groups and record their responses to one of the following:

- *feelings* that may accompany being safe
- *body signals* that may accompany being safe
- *feelings* that may accompany being unsafe
- *warning signals* that may accompany being unsafe.

Groups report back to the class and responses are recorded under the headings.

The teacher informs students that internal body signs or signals can often be very helpful in telling you when you are unsafe. However, in some situations people do not experience feelings or warning signals at all. It is a good idea also to take notice of **external** signs and think about what they mean. External signs can also help a person decide whether a situation is unsafe.

External signs

- ❖ Discuss and share examples about external signs based on:

- the location or where the person is
- the time of day (or night)
- the people around (or absence of people)
- what the people (if any) are doing
- what might be happening in the location.

In pairs, students nominate a location and record some times when they might be unsafe. Students then list some people with whom they may not be safe and some unsafe behaviours they might see eg in a park - when it is getting dark (unsafe), with a group of older children you don't know (unsafe), the group is teasing you (unsafe). Share and discuss.

Record some examples under the heading *External signs*.

Repeat for safe external signs for the same location eg in a park - during the day, with parents and friends around, playing with friends. Share and discuss.

core learning

Attitudes to safety

- ❖ The teacher sets up two points of reference (using markers or labels) inside or outside the classroom. One point represents *strongly agree* (or Yes) and the other represents *disagree* (or No). A line may be drawn between the points.

Ask students to think about the following questions and place themselves next to a reference point or between the points to indicate their opinion about each question.

- i) Can children be safe all the time?
- ii) Can children be protected from all harm?
- iii) Is it easy to recognise when you might be unsafe?

Discuss some responses to each statement according to where students have placed themselves on the continuum before posing the next question. The teacher models acceptance of the range of attitudes about children's safety.

- *For students who are not mobile this activity could be*
- *carried out using equipment which allows a sliding scale,*
- *eg moving a piece of adhesive tack along a ruler or edge*
- *of the desk with 'strongly agree' and 'disagree'*
- *clearly marked.*

Risk taking

- ❖ Students remain in their positions from the previous activity. Display one or more stimulus pictures of children or young people taking part in a *risk taking* activity such as abseiling, roller skating or rock climbing. Using the reference points, students reposition themselves in response to the following questions:

- i) Is the child safe in this situation?
- ii) Does the child feel safe?

Discuss some responses to each statement.

The teacher reminds students that *feeling* safe and *being* safe are not necessarily the same thing. You can sometimes feel scared but be safe or you might feel comfortable and relaxed yet be unsafe.

- *It is important that 'safe' risk taking, eg adventure activities*
- *undertaken with care are conveyed in a positive way and*
- *the benefits for personal development in trying new things*
- *are reinforced. Care needed could include trained*
- *supervision or an expert in controlled settings with safety*
- *equipment and access to aid or assistance if required.*
- *The concept can also be linked to academic risk taking.*
- *eg It is good to try to solve a difficult puzzle, even if you*
- *think you can't solve it. You might find that you can do it.*
- *If you still can't you are likely to learn more about it which*
- *will help when you have another try later.*
- *Students need to know that warning signals and feelings will*
- *be experienced in 'risk taking' situations. They are there for us*
- *to take note of. We have to stop, think, decide if we are safe or*
- *unsafe and act so we will be safe. If we are still unsafe or*
- ▼ *feeling unsafe it is best to talk to a trusted adult.*





- When selecting stimulus pictures the teacher needs to
- ensure that they are culturally relevant and that females
- as well as males are represented in challenging and
- adventurous situations.

Safe and unsafe risks

❖ Students form small groups. Allocate one of the following suggested scenarios to each group. Students illustrate, dramatise or write about an *unsafe risk* situation and a *safe risk* situation for their scenario. Examples could include:

- crossing a flooded creek
- going down a rocky cliff
- using matches to light a fire
- watching a scary video
- swimming in the surf (in a pool or waterhole)
- staying with a friend (relative)
- going to an amusement centre with a friend
- riding a farm motor bike.

eg *safe risk*

Crossing a flooded creek using a safety harness or flying fox/ in a four wheel drive/ with experienced trained adults and good equipment.

eg *unsafe risk*

Crossing a flooded creek with friends on foot/on bikes/on a surf board or canoe/using own rope rig/using a safety harness without supervision.

- For students with limited mobility this activity could be
- carried out using pictures or photographs which are
- grouped according to the categories of 'safe risk' or
- 'unsafe risk'.

Deciding about risk

- ❖ Share responses from the previous activity. Discuss possible external signs (or things that might be happening in the location) which might help someone in each situation determine whether the situation was an *unsafe risk* situation eg creek water moving quickly and strongly, no adults around. Pose the questions:
- What internal feelings or warning signals could be the same in both situations? (Heart beating strongly, shaky legs.)
 - Why is it important to stop and think when we feel scared or unsafe? (We may be *unsafe* - although it is possible that we might be scared but *safe*.)

- Why is it important to take notice of external signs? (They can sometimes give a more definite message about whether a situation is safe or unsafe.)
- What are some actions that could be taken in the situations that are unsafe risks? (Stop and think. Take an action for safety. Use the NO, GO, TELL strategy if appropriate. Always tell a trusted adult if you are still unsafe or feel unsafe.)

conclusion

- ❖ Ask students to recall and describe a *safe risk* or adventurous activity they have undertaken in their lives. Some students may need help to identify such a situation or may be encouraged to visualise and describe a *safe risk* that they may take in the future. Students plan their responses by considering the following:

- What was the safe risk?
- How did you feel?
- What made it a risk?
- What made it safe?
- What was the best thing about taking that safe risk?

Responses may be whole class or small group sharing, recorded on cassette tape and available at listening posts. These may take the form of journals, a class register or a class book about adventure to be shared with an audience.

extension

Role play

- ❖ In small groups students choose a situation where one or more characters are taking a risk. Students role play **how** the characters decide whether they are safe or unsafe. Students dramatise the characters' responses to:

- the external signs in their location which indicate risk; and
- their internal feelings and warning signals in the situation.

All role plays end with an action that results in safety or telling a trusted adult about the unsafe situation.



main idea

Physical abuse is where a person's body is harmed or injured on purpose by another person. Physical abuse is never OK.

Physical abuse

- *Students need to have an understanding of OK (appropriate) and not OK (inappropriate) touch. Stage 1 provides relevant activities in 'Kinds of touch'. Students also need to have a good understanding of the meaning of the words 'accident' and 'abuse'. Refer to Stage 2 activities in 'Protection' and 'Feelings and warning signs'.*
- *It may be appropriate for teachers to consider team teaching activities from this focus area with a support teacher (eg the Aboriginal education assistant, ESL teacher or community language teacher). This approach might also be considered for the focus areas of 'Sexual abuse' and 'Effects of abuse'.*

field building

- ❖ The teacher informs students that the word 'physical' means things we can see or touch but is most often used when talking about the human body. The word 'physical' is often used to describe activities involving the body.

Discuss the meaning of the terms *physical activity*, *physical education*, *physical strength*, *physical examination* or *check up*.

- ❖ Students examine stimulus pictures of people engaged in various activities such as playing sports, reading, watching television and walking. These may be culturally relevant pictures from magazines or display posters. Classify the activities as *physical* or *non-physical* activities.

Students draw a picture of:

- a favourite physical activity
- a favourite non-physical activity.
- ❖ Create a class reference chart of words that describe ways that people touch each other such as poke, rub, stroke, slap, hug, bump, push, hold hands, shake, pinch, grab, kiss and scratch.
- ❖ Read the story *A Very Touching Book* by Jan Hindman or another story about touching from the booklist.

core learning**What is physical abuse?**

- ❖ Revise the definition of *abuse* (words or actions that purposely cause harm or injury). The definition of 'accidental' may be discussed to assist in the understanding of 'purposely'.

Discussion based on the following questions:

- When a person touches another person is this always physical touch? (Yes.) Why? (When people touch it always involves making contact with the *body* of another person).

- Can a person touch another person without using a part of his or her own body? (Yes.) How? (A person may touch another person using an object such as a puppet, a brush, a stick or a feather.)
- When a person is touched by another person using an object is this physical? (Yes. The person's body has been touched.)
- When can touching between people be a situation of physical abuse? (When a person purposely touches the body of another person to cause harm or injury. If the harm is caused by an object this is also physical abuse.)

- *If discussion includes purposeful harm to animals or other creatures more complex issues may need to be discussed.*
- *This may involve informing students that such behaviour is acceptable only if the animal or other creature is harmful to the person involved or if the activity is necessary and acceptable within the community. Discussion may also include people touching objects with the intention of harming them. The teacher should explain that even though this is not physical abuse it is unacceptable.*

- ❖ Students form small groups to read and discuss the newspaper example (appendix 9). The teacher explains to students that this is not a 'real' newspaper example but one which has been made up specially for this activity.

Alternatively, according to the reading levels of students, individual articles within the example newspaper may be assigned to groups. Students decide whether the incidents are *physical abuse* or *not physical abuse*. Where groups have been assigned one article they are asked to also focus on reasons for their decision.

A reporter from each group presents responses to the whole class for discussion.

Accident or abuse?

- ❖ The teacher informs students that when accidental harm or injury happens, warning signals (such as unsafe feelings) are often not present. When an accident happens there is also often no time to take notice of external signs. Discuss examples of accidents that students have experienced where they did not know they were unsafe.

The teacher may need to guide discussion to include situations where only minimal harm has been incurred to avoid reinforcing unnecessary anxiety in students.

- ❖ Explain to students that in situations where there is *intentional* harm or injury (or physical abuse) internal warning signals or external signs are often clear. Children who are harmed on purpose can sometimes see or sense the harm coming.





The teacher should emphasise that even if a child has warning signals and signs, he or she may not be able to take actions to ensure safety. It is important to stress that children should talk to trusted adults about such situations so they can be protected if they happen again.

- ❖ In small groups, students select one type of touch (eg pushing). Students write an example where that touch might be accidental. They then write how that touch might be meant to cause physical hurt, harm or injury. Students' work may be organised as:

'A kind of touch'

- a situation where this touch is useful
 - a situation where this touch is accidental
 - a situation where this touch is physical abuse
 - some warning signals or signs that may be experienced when this touch is physical abuse
 - some safety strategies that children might use if they are physically abused in this way.
- ❖ The teacher informs students that some children are physically abused. Children are sometimes hurt or injured on purpose by people they know. Although this is often kept a secret, to avoid causing trouble or a 'fuss', it is not acceptable in our community and there are people in schools and in community agencies whose job it is to help people to stop harming or injuring children. Children have a right to be safe from harm and they should TELL someone if they are being harmed.

- *This is a highly sensitive issue for discussion because of the range of attitudes about the rights of parents to discipline their children physically and the rights of children to be safe from harm or injury. However it is important to provide children with information about the beliefs of the general community - even though they may be different from the beliefs of some groups within the community.*
- *If students wish to discuss the issue of physical abuse further, in relation to their own experience or the experiences of children they know, the teacher needs to listen sensitively. Positive interrupting may be needed if a student begins to publicly disclose information which he or she may later regret. Refer to 'Positive Interrupting' on page 9.*

conclusion

- ❖ Individually students identify a situation of physical touch with an adult or caregiver where they feel safe and happy. Students write about:
 - some internal feelings they might have in response to the touch
 - some external factors about the situation which indicate that the touch is OK.

Sexual abuse

field building

- *Students need to have some knowledge about the five factors that can help them determine OK or not OK touch. See Stage 1 activities from 'Kinds of touch' (page 46) or Stage 2 activities from 'Protection' and 'Body parts'.*
- *It is advisable that parents are aware that talking about sexual body parts is important in child protection education. Parents may need to be reassured that this discussion does not include aspects of sexual development or reproduction. If the concept of children's knowledge about and ownership of their sexual body parts is reinforced at home, outcomes related to children's personal safety can be greatly enhanced.*
- ❖ Create a shared meaning for the term *sexual body parts*. (Private body parts which are different for males and females and identify their gender or sex.)
- ❖ Revise the anatomical terms for the sexual parts of the body. Refer to materials created in the core learning activities from the focus area 'Body parts'.
Remind students that there are additional parts of the body which are *private* and that touching or looking at these private parts should occur only when it is appropriate or when permission is given to do so. Discuss some examples: the mouth and lips; stomach and upper legs; hair, legs and arms of women and older girls (in some cultures).
- ❖ Revise the different ways that people can be hurt. (Physically, emotionally and mentally). Remind students that emotional and mental harm, even though not as obvious as physical harm, can sometimes be more painful and damaging to a person.
- ❖ Revise the different ways that people touch each other. Display an existing list of *touch words* or create a new list.

main idea

Sexual abuse is wrong. If another person touches my sexual body parts in a way that is not OK or asks me to touch their sexual parts this is sexual abuse. Sexual abuse can also occur if a person shows me pictures or talks about sexual body parts in a way that is not OK.



core learning

❖ Brainstorm a list of the different ways that people touch each other. Ensure that the word *tickling* is included in the list. The teacher poses the following questions for discussion:

- Which ways of touching can hurt us? Tick or highlight these words.
- If touching doesn't hurt us does that mean it is always OK touching? (No.)
- How do we know that some ways of touching are not OK or inappropriate?

Refer to the five factors (WHO? HOW? WHAT? WHERE? WHEN?). Using one of the factors for each touch word, record an example where the touch is not OK eg Hug: WHO? Not OK with a stranger. Rub: HOW? Not OK to rub someone roughly. NB. Ensure that one example for WHAT? includes the touching of sexual (or private parts) of the body and another example includes kissing or contact with the mouth.

❖ Focus on the WHAT? factor which relates to body parts which are touched. Inform students that when the private or sexual parts of the body are touched this is an *external warning sign* that should be taken notice of. It is important to stop and think that this touch might be 'not OK'.

- *Although the mouth is not a sexual part of the body it is important to include kissing and contact with the mouth in discussion of the private and sexual parts of the body. Oral sex is commonly part of child sexual abuse and although considered unpleasant, it is not viewed as 'inappropriate touching' by many children who have experienced it.*

Discuss:

- WHO can touch the sexual parts of our body? WHEN? (We can touch our own sexual parts in private. If we have a rash, are sore or injured, or need help to look after ourselves, another person may need to touch the sexual parts of our bodies.)

- *It can be discussed that it is OK for people to touch their own sexual parts in private. This kind of touching can be comforting and reassuring. It is not appropriate for adults and older children to touch children in this way - even though it doesn't hurt and it is not uncomfortable. If adults or older children touch children in this way it is sexual abuse.*

- *When working with students with disabilities it may be necessary to discuss the need for other people such as teachers or teachers aides to touch the private parts of the*

- students' bodies as they care for students. Inform students that it should only be necessary to touch their sexual parts to clean them. Students with special needs have a right to privacy and to be taught to do as much as possible in personal self-care for themselves. Where students are integrated such discussion should take place in small groups of student with similar needs.

❖ Teacher reads the unfinished story.

An unfinished story...

Carol lives with her mother, father and baby brother. Ed, a close family friend, lives nearby with two of his friends. Carol's parents like to play cards with friends every Thursday night and Ed comes to babysit Carol and her baby brother, Tom.

Ed takes good care of Carol and Tom and comes in time to bath the baby. Carol always helps Ed to bathe Tom. Tom loves his bath because they play games like blowing bubbles, sinking the tugboat and having rubber duck races.

'Time to get out, Tom' says Ed as he lifts Tom out of the bath to dry him. 'Here's a towel for Tom, Ed', says Carol. 'We'd better dry you quickly, Tom, before you freeze', Ed says as he vigorously rubs Tom.

He carries Tom into the lounge room and puts him on the floor near the heater. 'Carol, bring the baby lotion please', calls Ed. Carol runs to get it. Ed puts baby lotion on Tom's bottom and penis (his sexual parts), before putting on his nappy in the same way that her mother and father do when they change Tom's nappy 'Would you like to have your bath now Carol, while I put Tom to bed? I'll come and help you wash your little bottom', Ed says.

Carol wonders about this. Her mother and father never talk about washing her bottom. She is nine years old and always washes her own private parts.

❖ Students summarise the unfinished story. Teacher records the summary.

Discussion based on the following questions:

- Why was Carol confused?
- Do you think Carol was safe or unsafe? (Unsafe.)
- Do you think Carol had warning signals? (Maybe not. Tom was a close friend and took good care of Carol and Tom.)
- What were some external signs which Carol might have taken notice of? (Her parents were not at home. Ed suggested





touching Carol's sexual body parts in a way that was not OK because she could wash herself.)

- What could Carol do? (Say NO if she could. GO if she could, or not take a bath. TELL - her parents when they got home (or another trusted adult).)
- Why was it OK (or appropriate) for Ed to touch Tom's bottom and penis? (Ed was putting baby lotion on Tom after changing his nappy to keep him healthy and comfortable. Tom is a baby and too young to look after himself.)
- Why was it not OK (or inappropriate) for Ed to suggest touching Carol's bottom and vulva (sexual body parts)? (Carol is old enough to wash herself.)
- When might it be necessary for an adult to touch Carol's bottom? (If she had a rash or an injury.)
- Did Carol do anything wrong? (No)
- What would it be called if Ed touched Carol's bottom? (Sexual abuse.)

The teacher informs students that not all sexual touching hurts or 'feels bad' so it is very different from physical abuse. Sometimes tickling of the private and the sexual parts can be fun however adults and older children are NOT allowed to touch children in this way. If they do, it is sexual abuse.

Card game

- ❖ Students form small groups of their own choice. Distribute a set of cards, appendix 10, to each group. Students, in turn, take a card and decide if the situation involves *OK touch* or *sexual abuse*. Cards are placed respectively into two piles.

Whole class discussion based on the questions:

- What helped you to decide whether these situations were *OK touch* or *sexual abuse*?
- Were you unsure of some situations? Why?
- If the children in these situations are unsure about the situation what could they do? (Children could use their child protection strategies - say NO (if they can), GO (if they can) and always TELL a trusted adult about a confusing or not OK situation.)
- ❖ Inform students that sexual abuse also includes situations if another person *looks at* a child's sexual body parts or shows a child pictures or videos of these body parts when it is not appropriate. Children might feel confused about these activities or know immediately that they are not OK. Even if the person who does these things is a parent, caregiver or a responsible adult the situation could still be sexual abuse.

The teacher displays the enlarged line drawings, appendices 11-14, and encourages students to determine whether pictures depict safe situations or possible sexual abuse.

Display the situations individually for discussion of the following questions:

- What feelings and warning signals might the child be experiencing in the situation?
- Which of the WHO? HOW? WHAT? WHERE? WHEN? factors (or other external signs) might help the child decide whether the situation is safe or is sexual abuse?

extension

- ❖ The teacher informs students that there are many children in the past and in present times who have been sexually abused. Provide students with correct, current information about the extent of child sexual abuse using appendix 15 as an overhead transparency or as a chart (enlarged photocopy). The teacher or students colour in the appropriate number of adults who have experienced abuse as children.

- *Although these figures are confronting, they are accurate and it is important that students are aware that sexual abuse of children can happen even in their own community.*
- *Informal studies among students of this age group, participating in child protection activities, have shown that most students believe that abuse is a rare occurrence.*
- *When asked about the incidence of child sexual abuse many students suggested that it could only occur in about 1 in 100 000 children.*
- *The issue of child sexual abuse has to be acknowledged as a potential problem before students will learn skills that are effective in situations of potential abuse. Accurate information about the extent of child sexual abuse is also important in assisting students to recognise sexual abuse if it happens to someone they know and to support or speak out on behalf of that person.*
- *Children who experience sexual abuse frequently believe that they are 'somehow different' and alone in their experience. This can make it very difficult for children to disclose.*
- *Information about the extent of sexual abuse of children can reduce feelings of isolation and encourage them to speak out about their experiences.*





main idea

Abuse can hurt me emotionally and mentally as well as physically. Abuse is never OK.

conclusion

- ❖ Informal debriefing in pairs or small groups (of students' choice) can provide an opportunity for students to discuss their reactions after participating in the previous activities.

Suggested questions for discussion might include:

- What were some feelings you experienced during these activities?
- What were some important things you have learned?

Teachers can invite students to discuss any questions or concerns at a nominated time (such as lunchtime).

- ❖ A vigorous game such as *Fruit Bowl* can provide the opportunity to disperse any tension or discomfort which may be present in students.

- *Fruit Bowl: Students sit with their legs crossed, on the floor in a circle. One student, the 'caller', stands in the centre of the circle. There is no space for the caller to sit around the circle.*
- *The teacher designates each student to be an 'apple', 'orange', 'pear' or 'banana' (in that order around the circle). The caller calls one of the fruit names, eg 'oranges'. All the 'oranges' must swap places.*
- *The caller tries to reach an empty place before all the 'oranges' have swapped. The person left without a place becomes the next caller and calls another fruit name.*

Effects of abuse

field building

- ❖ Revise the three ways children can be hurt: their bodies - physically, their feelings - emotionally and their thinking - mentally. Brainstorm and list some actions that can hurt children physically, emotionally and mentally.

I Feel Game

- ❖ The teacher introduces the game by explaining that everyone's feelings are important. Feelings need to be expressed in appropriate ways. It is not always healthy to keep feelings on the inside. The best thing to do when you have a strong feeling is talk to someone about the feeling. It is good to be able to use the right words to say how you feel.

With students seated in a circle, the teacher explains that in the *I Feel Game* he or she will begin a sentence and the student on the right may complete it. The student on the right repeats the sentence beginning and adds his or her own ending.

Encourage each student to participate in turn, but accept a student's wish to pass or to repeat something that has already been said. The teacher models sentence beginnings. Change to a new sentence beginning every fourth or fifth response. Gradually fade the *I Feel* cue but help students to use *I Feel* in their responses.

Suggested sentence beginnings:

- When someone says hello to me, I feel...
- When someone asks me to play with them, I feel...
- When my father gives me a hug, I feel...
- When I get into trouble, I feel...
- When I get new clothes, I feel...
- When I fall over, I feel...
- When it is my birthday...
- When I forget something...
- When someone hurts me...
- When I get an award...
- When no one wants to play...
- When we go out for a special meal...
- When someone uses my pencils without asking...
- When I can share something good with someone...
- When someone shares with me...

- *Alternatively the 'I feel' sentences may be completed using*
- *Compics or a variety of pictures that show a range of*
- *feelings.*

core learning

Physical Abuse

- *It is important that students have some awareness of the*
 - *issues involved in physical and sexual abuse of children.*
 - *Core learning activities from the focus areas of 'Physical*
 - *abuse' and 'Sexual abuse' provide ideas. Debriefing may be*
 - *required after participation in the following activities. (Refer*
 - *to 'Debriefing' on page 8).*
- ❖ The teacher informs students that he or she is going to read a story which is about physical abuse. Although it is not a true story it is similar to the experiences of many children who are harmed by abuse. Read the following unfinished story.





Eric's Story - Physical abuse

Mr Straker handed Eric the note. Eric wished he didn't have to take the note home. Mr Straker was sending a note home because Eric didn't hand in his homework, again. Eric knew his Mum was going to be mad.

He had wanted to hand in his homework but he hadn't finished it. Every night Eric had to look after his little brother and baby sister and put them to bed. His Mum was always busy and she was always tired. If Eric left his brother and sister alone so he could finish his homework they would start to fight and cry. Then Eric's Mum would yell at him, for a long time. Sometimes Eric's Mum got very angry and while she was yelling at him she would throw things around the room. Once she threw a plate at Eric and it hit him on the face and cut him above his eye.

Eric never knew what his mother would do when she got angry. Once she had pushed him out the back door and down the back steps.

That night Eric's mother had just made a cup of hot coffee. He put the note on the table and went to his room. Eric heard his Mum open the note and start shouting. He heard her chair crash backwards on the floor as she stood up very quickly. Eric was worried. She stormed into Eric's room yelling. She told him he was lazy and stupid and that he never did anything right. She said he was an embarrassment and that he made her life very difficult.

Eric tried to explain why he hadn't done his homework. His mother screamed and told him she didn't want to hear his excuses. She threw her cup of coffee at Eric. The hot coffee burnt Eric's arm. He screamed. His mother flew across the room at him and started slapping his face and pulling his hair. She told him to stop whimpering, then she left the room.

The next day Eric's Mum said she was sorry. She told Eric that she'd been having a hard time at work and that he just made her so cross sometimes. She told Eric that if he made breakfast and cleaned it up properly he could go to the park and play with his friends.

Eric didn't feel like seeing his friends.

Students summarise the story.

Discussion based on the following questions:

- What were some of the ways that Eric was hurt by his mother?
- Were these accidents or abuse?



- What kind of abuse was Eric experiencing? (Physical abuse. The teacher acknowledges that Eric's feelings and thinking were also harmed and informs students that harm to feelings and thoughts happens with all kinds of abuse.)
- Do you think that Eric had talked to his teacher or friends about his experiences at home? (No.)
- Why not? (When children are being physically abused it is often very hard to talk about it because they feel ashamed. Sometimes they believe they deserved the physical abuse because this is what they have often been told and they may have done something naughty or wrong. Usually children are also told to keep the abuse a secret.)
- Why do you think Eric's mother hurt Eric like this? (She was always busy and always tired. She was having a hard time at work.) Does this make the abuse OK? (No. She is an adult and should care for Eric. However, if she received some help and felt better, she might stop abusing Eric.)
- What are some of the possible effects on Eric of the physical abuse?

Using an enlarged version of the suggested grid which follows, record students' responses under the four headings - feelings, thinking, school work, social life. Some responses are included as suggestions.

eg Effects of Eric's physical abuse

physical effects	feelings	thinking	school work	social life
burnt (or scalded) arm	angry ashamed bad	think it's his fault	get into trouble	too embarrassed to tell people about his injuries
welt marks	bitter confused	think he's stupid	homework problems	
hair torn out	crushed	dumb	might not be able to do his work	stops going to the park
head injury (headaches)	destructive empty fearful	lazy not special		loses his friends
dislocated shoulders	frightened guilty helpless hurt indifferent insecure lonely miserable mixed up rejected sad stupid tense trapped	no one would want him thinking about it all the time nightmares no sleep scared about what might happen next	get into fights if other students talk about him might fall asleep during class	has no one to play with feels lonely scared to go home wants to go away



Discuss:

- What if Eric's abuse continued for a few months or for more than a year? (The harm might be greater.)
- Did Eric deserve to be abused? (No. Children have a right to be safe. Adults have a responsibility to protect children. Abuse of children is never OK.)
- What could Eric do? (Eric needs to talk to a trusted adult about his situation.)

Sexual abuse

- *It is important that students have participated in core learning activities from 'Sexual abuse' so they have some awareness of the issues. Debriefing may be necessary (refer to 'Debriefing' on page 8).*

- ❖ The teacher informs students that he or she is going to read a story about sexual abuse. Although it is not a true story it is similar to the experiences of some children who are sexually abused. Read the following story.

Lian's Story -Sexual abuse

Since Lian's Mum and Dad had separated, she lived with her Mum most of the time and stayed at her Dad's house on weekends. Today Lian walked home slowly. It was a Tuesday. Every Tuesday Lian's Mum went to a training course after work. The course didn't finish till 10 pm so Lian's mother came home quite late.

Lian's older cousin Mike would come over to look after Lian. Mike was a shift worker. He told Lian's mother that he didn't mind coming over on a week night because he could sleep in the next morning. Mike would make Lian something to eat, help her with her homework and send her to bed on time.

At first Lian really looked forward to Tuesday nights. Mike would often bring Lian and her Mum the latest magazines. Sometimes he would bring Lian something special like a new toy or a computer game. Once Mike bought Lian a picture kit for her school project and they worked on it till bedtime.

On Tuesday nights when it was time for Lian to go to bed she would go upstairs, put on her pyjamas and get into bed. Then Mike would come upstairs and they would read a book or a magazine together. He would always kiss her goodnight on her forehead or face before he turned out the light.

One night Mike sat on Lian's bed and showed her a new magazine. The magazine had pictures of naked men and women.

Mike told Lian it was OK for him to show her these pictures because he was her cousin. Mike stared at Lian in a way that made her feel too embarrassed to say that she didn't like the magazine.

The next Tuesday night after they had finished looking at the magazine Mike kissed Lian on her forehead. The kissing continued to Lian's neck and she felt confused and uncomfortable. Mike kissed Lian's sexual (or private) parts over her pyjamas.

Lian tried to tell him to stop. Mike got angry. He told Lian that this game was special and she was stupid and ungrateful if she didn't play. Mike later told Lian that the new magazines and kissing games were a secret. If Lian ever told anyone about their secret the whole family would be disgraced and her Mum might lose her job. Then they would have no money and Lian would be blamed for bringing trouble to the family.

Lian started having trouble sleeping. She started having nightmares and didn't want Tuesday nights to come around.

Lian asked her Mum if she could stay at her Dad's house on Tuesday nights. Lian's Mum got cross. She told Lian that she was lucky to have such a good and kind cousin as Mike.

Lian started getting into trouble at school. She was angry and tired most of the time. She found it hard to concentrate. Lian stopped playing with her classmates. Lian hated Tuesday nights.



Students summarise the story.

Discussion based on the following questions:

- What type of abuse is this? (Sexual abuse)
- What did Mike do that was wrong?
- Did Lian do anything wrong? (No.)
- How did Mike trick Lian's mother into thinking he was good and kind? (By looking after Lian every Tuesday, making food for her, helping with her homework and buying special gifts for her.)
- How did Mike trick Lian into not telling? (He said that the family would be disgraced, Lian's mother would lose her job, they would have no money and Lian would be blamed.)
- Do you think this would really happen? (No. These are threats. Most threats made to children never come true. Threats are often made so that children will be too scared to tell. Then the person can keep on abusing them. Lian should tell a trusted adult about these threats.)



- In what ways could the abuse affect Lian? (Emotionally, mentally, socially and at school - academically)
- What should Lian do? (Lian should tell her Mum about what Mike was doing. Refer to the NO GO TELL strategies reinforcing how difficult it would be for Lian to carry out each strategy and the reasons why it would be difficult.)
- ❖ The teacher reminds students that the children who were abused in the stories were told that they were stupid, an embarrassment (Eric) or ungrateful and would bring shame (Lian). People who abuse children usually know that what they are doing is not OK. They often say these things (put-downs) to make children feel unsure about themselves so they will be less likely to tell.

Discuss:

- What is a put-down?
- What is the opposite of a put-down? (Praise, encouragement or compliments.)
- What effects can these have on a person's thoughts and feelings?
- Can you think of a time when someone gave you some praise or a compliment? What happened?
- Why are praise, encouragement and compliments important in caring relationships between people?

conclusion

Praise page

- ❖ Instruct students that they are going to have an opportunity to give other students in the class some praise or encouragement. Students write their own name on a blank sheet of paper and with the assistance of classmates, pin it to their backs.

Students move freely around the room and write comments of praise and encouragement on other students' sheets. Limit the number of comments (eg to seven) so students are encouraged to think harder about less popular students and to minimise comparisons between *praise pages*. The teacher also contributes, ensuring that all students have comments on their sheets.

Theme 2: Power in relationships

*A*ctivities to
develop skills
in establishing and
maintaining non-coercive
relationships and reinforcing
attitudes and values related
to equity, respect and
responsibility

STAGE 2

Overview

When discussing power in relationships, particular attention is given to building confidence in relationships which are positive and caring. Skills in establishing and maintaining positive relationships, including accepted cultural practices related to caring touch, are reinforced.

Focus areas include teaching and learning in the areas of rights and responsibilities and power in relationships.

Focus Areas

Relationships
Bullying
Trust
Rights and responsibilities
Abuse of power
Bribes and threats

Things to look for

Things to look for suggest ways that students may demonstrate achievement of the outcomes at the relevant stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Stage 2

Relationships

Can students:

- identify a range of people with whom they have relationships?
- appreciate the need to belong to various groups?
- examine varying levels of closeness in relationships?
- identify people who are strangers?
- recognise that relationships can change?

Bullying

Can students:

- recognise a range of bullying behaviours?
- identify the effects of bullying behaviours?
- identify protective and assertive ways to deal with different types of bullying?

Stage 2

Trust

Can students:

- identify characteristics of a trusting relationship?
- examine some factors that can break trust?

Rights and responsibilities

Can students:

- identify appropriate and inappropriate behaviour in given situations?
- examine some expectations of children which might be unfair or not OK?
- identify or devise a set of classroom responsibilities based upon agreed rights of students?

Abuse of power

Can students:

- identify personal abilities and strengths?
- recognise behaviours which are unfair and may threaten others?
- describe how ideas of fairness and justice can be practised in their behaviour towards others?
- modify behaviour when appropriate?

Bribes and threats

Can students:

- describe some differences between a gift and a bribe?
- identify some behaviours which may lead to unfair and inappropriate expectations in relationships?

main idea

Relationships are connections I have with other people.

There are different kinds of relationships.



Relationships

field building

- ❖ Students form small groups and, using chart paper and coloured markers, create a graffiti page of words and phrases that relate to the term *relationships*. Share briefly and display.
- ❖ Create a shared definition for *relationships* (connections or links with other people).
- ❖ Discuss what is meant by a *close relationship*. Ask students for examples of people with whom they have close relationships and examples of people with whom their relationship is not close. Using a main character from a favourite class story, map the relationships the character has with other characters in the story indicating how close the relationship is by positioning their names appropriately.
- ❖ The teacher informs students that there are usually a number of different groups of people with whom we have relationships. These groups include our family group. With students, decide upon other groups of people where they have relationships eg neighbours, religious groups, sporting groups, school groups, people who help us, parents' friends. Record and display.

Individually students divide a large sheet of paper into a number of sections - one for each group where they have relationships. Within each section students list the names of people from this group with whom they have a relationship. Some names may appear in more than one section.

- *Do not encourage sharing unless students wish to do so informally. Retain students' work for reference in core learning.*

Discuss why it is important to belong to various groups and have relationships with a range of people.

core learning

- ❖ The teacher writes the following questions on the board and lists students' responses:
 - Why do we have relationships? (Relationships can help us. Other people, particularly adults, can help us to be safe and healthy. It can make us happy to have people to share our experiences with.)
 - What makes a good (or positive) relationship? (Trust, caring, respect, safety, talking and listening. No forcing, threatening or confusing behaviour.)

❖ Discuss the varying levels of closeness in relationships:

- people who are close to me
- people who are important (or friends) to me
- people who are not close.

· *At first students may confuse people who are important to them as only those they are closest to. Encourage students to consider for this group, people whom they like and rely upon outside their family circle. This group would also include students' friends, except for their closest friends.*

As a whole class group, or in smaller groups, ask students to identify some examples of people for each level of closeness and reasons for the level of closeness. (If carried out in small groups, students may refer to their lists of group relationships if they engaged in this activity in field building. These groups might include family, school, sport, church or religion, or neighbourhood groups.)

❖ On a sheet of paper each student draws four concentric circles then writes:

- in the centre circle - the word *ME*
- in the second circle - the names of people close to him or her
- in the third circle - the names of people who are important (or friends) to him or her
- in the fourth circle - the names of people who are not close to him or her.

The teacher informs students that people in the *not close* circle might also include family members or relatives who are not close friends. It may include people students are connected with, such as next door neighbours, but are not necessarily liked by the student*.

Students share their sheets with another student if they wish. Students retain their circle diagram for the extension activity, if appropriate.





- **It is important to acknowledge that children may not feel close to people with whom they associate. This activity gives students the opportunity to see that these feelings are normal and common responses.*
- *Reinforce the concept that it is OK to talk about negative responses towards people with whom students have a relationship. When these feelings are discussed with trusted adults, ways to reduce the closeness of contact may be found.*
- *For this significant child protection concept to be consistently maintained between home and school, information about its importance must be conveyed to parents in discussions about child protection education.*

❖ Discussion based on the following questions:

- How should we behave towards people with whom we are connected but with whom we don't feel close? (Everyone has a responsibility to treat others politely provided their right to feel and be safe is respected.)

- *It is important that parents are aware of this important understanding in child protection education. Where children are taught to be obedient to older relatives or family friends regardless of the situation or the person's behaviour, their vulnerability to abuse is increased. This also undermines the teaching of protective strategies.*

- Do relationships always stay the same? (No. Sometimes people might move house. Sometimes a person might change and the relationship may no longer be good (or positive) any more. If trust in a relationship is broken it may not be a close relationship any more.)

- *Sensitivity in discussion needs to be encouraged. Agreed upon class rules (such as respecting the feelings of others and keeping confidentiality within the classroom) will need to be reinforced if students wish to discuss their own situations involving change or loss. Where there is a positive and trusting climate children can benefit from discussing these issues and receiving support from their peers.*

❖ Create a shared definition of stranger. (A stranger is someone we do not yet have a relationship or connection with. We do not know where they live, their job, their personality or their family and we do not have any reason to trust them yet - even though they seem friendly.)

❖ The teacher has prepared a collection of pictures of a variety of people from magazines and brochures. Examples include a range of

males and females (from adults to people the same age as students), a variety of ethnic groups and people with disabilities.

- *It is important that pictures used in this activity incorporate*
- *a range of people as children sometimes equate a different*
- *skin colour or a disability with mistrust.*

The teacher asks students to indicate their vote for each picture by:

- hands up if you think the person is a stranger
- hands on head if you are unsure
- hands down if this person is not a stranger.

Show pictures one at a time without commenting on students' responses.

The teacher informs students that every picture shows a person who is a stranger because we do not personally know any of them.

- *Research indicates that children over the age of eight have*
- *a better understanding about what constitutes a stranger*
- *(Briggs and Hawkins 1997). However, if students'*
- *understandings are not strong the following optional*
- *questions could be discussed:*
- *Could a lady who looks like a nice grandmother be*
- *a stranger?*
- *Could a helpful man wearing a suit be a stranger?*
- *Could someone you have seen before be a stranger?*
- *Is a person whom you have seen talking to a teacher at*
- *school still a stranger?*
- *If someone who has been kind and helpful to you still*
- *a stranger?*
- *Could someone who has bought or given you something still*
- *be a stranger?*
- *Can a teenager be a stranger?*
- *If a person tells you their name and address and some other*
- *things about themselves are they still a stranger?*
- *The answer to all these questions is yes. If some students still*
- *believe that people who are kind, helpful, friendly and who look*
- *and sound nice could not possibly be strangers, further work*
- *in this area is required. Refer to 'Relationships' in Stage 1*
- *(page 59).*

Discussion based on the following questions:

- Why are the people in the pictures strangers? (We do not know these people or have relationships with them.)
- Why do we have to be cautious about strangers? (We do not know much about these people, such as their address, their job,





their family or what they are like, so we cannot yet trust them. A trusting relationship takes time and shared experiences. We cannot depend on strangers to do the right thing.)

- What might happen if we trust strangers? (They might not help us. They might not really care about us. They might take our money or possessions. They might hurt us.)
- Are strangers the only people who might hurt children? (No. Most children who get hurt (or abused) are hurt by people they know or with whom they do have a relationship.)
- When might it be OK or safe to start a relationship with a stranger? (When your parents or a responsible adult are with you - not when you are alone or with other children.)

conclusion

- ❖ In class circle or in smaller circles students take turns to describe a CLOSE positive relationship they had when they were younger. The teacher may begin by modelling eg “when I was about six or seven my uncle would sit with me whenever he visited and draw me pictures of everything I asked him to. He was very good at drawing and he taught me how to draw.”

- *It may be preferable to talk about present close relationships although often students feel more self conscious about this. Some students may not have a current positive, close relationship to talk about. Remind students of their right not to participate in this activity.*

extension

- ❖ The teacher informs students that sometimes they may wish someone who is close to them was not so close. For example, you may become close to someone who is a good friend of someone in your family but you do not like that person.

Sometimes relationships can become close because a person is particularly nice to you or buys you special things.

The teacher poses a fictitious example:

A boy I know, called Arthur, used to get a present from his neighbour every time the neighbour visited. At first Arthur thought that this was a very special relationship.

Arthur thought that because he took these gifts he had to show that he had a close and friendly relationship with this neighbour. After a while Arthur decided that he didn't really like this neighbour. However, he knew it was going to be very hard to break the closeness of this relationship, because this person had given him a lot of special things.

Pose the questions:

- Has anyone else ever felt like Arthur felt?
- What could Arthur do? (Arthur could say no politely when his neighbour gave him the next present. Arthur should talk to trusted adults who might help him reduce his closeness of contact with this neighbour.)

• *The teacher needs to be prepared to positively interrupt any disclosures of abuse as abusers sometimes use gifts or bribes to engage children in abusive situations. Refer to 'Positive Interrupting' on page 9.*

- ❖ Using their sheets with lists of close (important) and not close relationships in concentric circles (core learning) students circle the names of any people they wish were not in their present position of closeness. Students place an asterisk beside the names of people with whom they would like to have a closer relationship. Students may share their work with a friend if they wish.

• *This activity may not be suitable for all students. Where students are having difficulty with family relationships or if concerns about abuse have been previously raised or confirmed, this activity may best be carried out individually with the student and the school counsellor. Discussion needs to include strategies to help the student deal with the situation. If abuse is suspected, it should be reported to the principal for notification.*

Bullying

field building

- ❖ View the video about bullying called *Everybody's Business*.
- ❖ Read a book about bullying such as *Willy The Champ* by Anthony Browne, *School Isn't Fair* by Patricia Baehr or another book from the booklist. If reading *School Isn't Fair*, read only part of the book at this time so that the outcome of the bullying situation is not known.

• *It is recommended that teachers present a range of stories about bullying. A number of texts generalise bullying as overtly physical and perpetrated by large and inadequate males. Texts incorporating alternative solutions, other than giving bullies a 'taste of their own medicine' and endings where the bully is not seen as a loveable person who just doesn't know how to make friends, should be presented to increase students' understanding of the complexity of bullying behaviours.*



main idea

Bullying is not OK. It can hurt me physically, emotionally and mentally. If bullying happens to me there are strategies I can use to take action.



- *Research shows that bullies often have average to high self-esteem, can be popular, usually have good verbal skills, can come from stable backgrounds, can be male or female and exercise psychological power more often than physical power.*

- ❖ Students draw a picture of what *bullying* looks like or the images they think of when they hear the word *bullying*. Students are told that this work will not be shared with other students.

- *It can be very useful for the teacher to view students' work to gain a greater understanding of individual understandings and experiences of bullying. This activity may assist teachers to plan later core learning activities.*

- *Some students may reveal experiences of bullying which they otherwise may not disclose. Only a small percentage of children who are bullied tell anyone, including their teachers. Most surveys suggest they are more likely to tell their parents and friends before school staff (Martin and Griffiths, 1994).*

- *Where school staff are aware of bullying they are in a strong position to address it. Findings from the research of Martin and Griffiths are provided in the revised 'Resources for Teaching Against Violence'.*

- *If concerns are raised by students' drawings, teachers should invite individual students to discuss their drawings. It will be helpful to identify the times and locations where bullying occurs within the school.*

- ❖ Create a shared definition for *bullying* by listing activities which may be associated with the term. (*Bullying* is repetitive, ongoing and kept a secret. It hurts or harms a person and includes put-downs, threats, frightening or ignoring (excluding) a person. It is different from disagreements or one-off conflicts.)

- *A clear, agreed upon understanding about behaviours that constitute bullying is an important step in addressing bullying. It can be very helpful if this understanding is also developed with parents and caregivers.*

- *It is not recommended that a definition of 'a bully' is created without guidance by the teacher as this is likely to result in a stereotyped or generalised definition. It may also reinforce bullying behaviours in some students and protect students who use bullying behaviour but do not fit the description. All aspects of bullying situations need to be addressed in school programs.*

- *Research has shown that students who bully are more likely to under-achieve in later life and are four times more likely to end up with a criminal record. Bullying in childhood and adolescence has also been linked to domestic violence in later*



- years (Martin and Griffiths, 1994). Teaching and learning activities which address the needs of both 'bullies' and 'victims' are provided in 'A Fair Go For All'.
- NB. Although the term bully might be used in general discussion, the teacher should discourage the use of this term when referring to actual students. Refer instead to 'bullying behaviour'. Labelling a child as a bully can reinforce these behaviours and limit opportunities for change. Similarly, avoid classifying students as victims. Instead refer to victims as 'targets of bullying behaviour'.

core learning

- ❖ In small groups or as a whole class discuss and record responses to the following questions:
 - What is bullying? (To assist in an accurate definition refer to the previous field building activity.)
 - What might a person who bullies other people look like? (A person who bullies others looks just like anyone else. Bullies can be large or small, boys or girls, have lots of friends or few friends, can feel good about themselves, can be good or weak at school work and sport and can come from any kind of family.)
 - What are some things that a person who bullies does to hurt another person? (These can include physical abuse, threats, put-downs and 'leaving others out' of social activities to hurt their feelings intentionally.)

- *Students frequently suggest a far greater range of hurtful behaviours than would be suggested by adults. In the next step it is important to include as many of the students' suggestions as possible although some grouping or generalising of behaviours may be required.*

As a whole class activity the teacher maps (using a web diagram) students' responses to the last question on a large chart or board leaving space around each response for further recording.

The question is posed for each behaviour:

- What are some effects of this kind of bullying? (Encourage students to consider hurt to the feelings and thoughts of the person experiencing the behaviour as well as physical hurt (or hurt to the body).)

Map students' responses for each behaviour on the chart or board. Sectioning off each behaviour and its associated effects may help to make the map clearer.

- ❖ Inform students that it is easy to take notice of bullying which involves physical harm. Ask students to examine the mind map and highlight any words or phrases that relate to physical harm.





Inform students that bullying may also include using words, threats and non-physical behaviour such as looks, threatening actions or 'leaving a person out'. Ask students to examine the mind map and highlight in a different colour the effects of bullying which are not physical and are not so obvious. Discuss:

- Why is it harder to stop non-physical ways of bullying?
(It is harder to prove that bullying has happened and that it was meant to hurt you. Often a person feels too sad to even talk about what was said or done to them.)
 - What are some messages or insults that bullying gives a person.
(They might say that a person is different or weird in some way or is not good at something.)
 - Why might someone who is being bullied not want to talk about the criticism (or messages) they have received? (They might worry that the insults could be true and that others might find out that they are different in some way or not good at something.)
 - Is it OK to be different? Do people have to be good at everything?
 - Do all children have a right to safety?
 - Do all children have a right to have their feelings and thoughts respected?
 - Do all children have a right to be protected?
- ❖ Students write in response to the question:
- What's wrong with bullying? (Bullying can cause physical harm. In all cases bullying hurts the feelings of others and can harm the way a person feels about himself or herself. Children can become very sad and worried. If there are continued put downs or insults a person might start to believe they are true. Bullying is not an OK or fair way to treat others.)
- ❖ Brief discussion based on the following question:
- If someone bullies you what can you do?

The teacher reminds students that *anyone* can be the target of bullying and people should *not feel ashamed* or think they *deserve it* if they are bullied. Good strategies are ones that help you ignore the bullying and keep you feeling confident in yourself. If you are hurt or worried about bullying you should always talk to someone about it, particularly a trusted adult.

In small groups students list the things you can do if you are being bullied or hassled. Discuss what might happen as a result of each action.

- Explore the consequences of actions such as crying, showing anger or running straight to an adult. These actions can lead to further bullying because the bully might feel successful. Discuss how showing no reaction, standing up to the bully or going to your friends are often better strategies.
- Reinforce the school rules about bullying and harassment and the roles that students, parents and teachers can play to stop bullying.

- ❖ Sitting in a circle, students state what they think would be the best actions to take to stop someone bullying them. Record useful anti-bullying actions on a chart and display in the classroom.

Some suggestions of anti-bullying actions include:

- Ignore the bully. Go and talk to, or stand with other people.
- Don't react.
- Pretend you don't hear or know about what the bully is doing or saying.
- Don't name call back.
- Pretend the bully isn't there. Use the 'turtle' strategy.*
- Be confident and happy with yourself. Then you can ignore what the bully says, and the insults won't matter. They are probably not true.
- Don't show that you are upset and insult the bully back.
- Try to:
 - agree with the bully - "You might think that", "That's your opinion"
 - stand up for yourself - "You're annoying me, stop it"
 - tell the bully to go away.
- Try not to:
 - cry
 - show that you are angry
 - run straight for the teacher
 - think that something is wrong with you.
- Stay with your real friends.
- If these strategies don't work, speak out about the bullying to teachers, friends and parents.





- *NB. These are suggestions. The best class list should be compiled mostly of students' responses. For anti-bullying actions to be of use to students they have to 'own' them .*
- *Actions should be those which students believe they can carry out. Support for students to carry these out should be provided by school staff within a whole school approach.*
- ** The 'turtle' strategy is where a student who is a target of bullying ignores or blocks out bullying comments by imagining that he or she has a turtle shell through which the comments cannot be heard or felt. Imagining an impenetrable 'cloak' is a similar strategy.*

extension

- ❖ Students take turns to role play anti-bullying actions they might take in the following situations. Each situation is *read by the teacher*. A nominated student (taking the role of the bystander or the target of the bullying) demonstrates the action he or she would take in the situation. Role plays could be directed towards a prop, such as a toy or model figure which takes on the role of the 'bully'. Role plays can be carried out with the whole class or in small groups.

- *Some planning may be required so groups consist of students with similar assertion styles and similar assertive skills so these can be practised and strengthened.*

Suggested situations:

- You go into the toilets and you see some other students using insults and put downs to bully a classmate. Your classmate is very upset.
- You are walking home from school and two high school students start to follow you. They come up close and one grabs your arm and twists it. They tell you to give them some money and threaten to hurt you if you don't. There is no one else around.
- You see one of your friends steal a classmate's bag and hide it in a storage cupboard. This friend then starts to tell everyone that the classmate is a nerd and not to play with the classmate.
- You notice that each morning when moving into lines, one student often elbows another student, takes that student's hat and runs off with it. The other student then gets into trouble for being late for lines. The student never explains to the teacher the reason for being late.
- A student in your class always calls you names and makes fun of you when the teacher is not looking. Today the student has written notes about you and they are being passed around the class. The bell has just gone for recess.

- A teenager who lives across the street makes rude signs at you, stares at you if you play outside and blocks your way if you try to walk down the street alone. You are sure that the teenager would hurt you if you tried to stand up for yourself.

Discuss the consequences of each action after it is role played. Allow the student in the role to have the first comment about the consequence he or she might anticipate. The teacher sensitively suggests alternative strategies if those offered are unrealistic or unsafe.

- ❖ As a class or in individual groups, students read the short novel *Bruce The Goose* by Peter McFarlane. Discuss the bullying behaviours in the story and the effects they had on Bruce. Inform students that the ending might be unrealistic. Discuss some alternative endings.

conclusion

- ❖ Play a vigorous game or activity such as *1,2,3,4,5 - TAG* to dispel any tensions and to reinforce positive touch and trust between students. Where students have limited mobility a relaxation exercise may be more appropriate.

- *1,2,3,4,5 - TAG: This game may require students to move into a large area with a softer surface than asphalt. Students sit at arms' width apart in a circle. Each student is numbered in sequence as 1,2,3,4 or 5.*
- *The teacher calls one number and all the students with this number must stand and run clockwise around the outside of the circle to get back to their original positions. This game involves 'tagging' and if a runner is touched (or tagged) by a following runner he or she must sit in the middle of the circle. Students in the middle of the circle act as 'spotters' and confirm if other students have been tagged. The game is repeated when the teacher calls another number. To conclude the game quickly when necessary, the teacher can call two or more numbers at the same time.*



main idea

Trust is developed in relationships. I trust others to care for me, to help keep me safe and to act in an OK and fair way towards me. Trust can be broken.

Trust

- *Trust is a key concept in child protection education both in assisting students to build and reciprocate relationships where there is trust, and in self protection. Because abusive relationships commonly begin in a relationship of trust, students need to be aware that when trust is broken caution is needed.*

field building

- ❖ Play some games which require students to trust each other such as:
 - *Blindfold walk* - Students form pairs. One student is blindfolded and his or her partner guides that student safely along a planned route through school buildings and grounds. Additional adult supervision may be required.
 - *Paint the clown* - Students are provided with lipsticks, face paint, water and brushes or cotton buds. Students form pairs and take turns to pretend to paint their partners' faces with water, explaining what they propose to do. Students then give their partners directions for what and where their partner has permission to apply the paint and lipstick. Provide mirrors for confirmation.
- ❖ Create a shared definition for the term trust. (Trust is believing that another person will do the fair or right thing).
- ❖ Read a book about trust such as *Just a Brown Dog* by Sally Morgan from the booklist. Discuss why Brown Dog did not feel safe in the first part of the story. Discuss some reasons why Brown Dog trusted his new owner at the end of the story.

core learning

- ❖ Revise the definition of trust.
Discussion based on the following questions:
 - How does it feel when you know you can trust someone? Discuss body signals and feelings.
 - What are some external signs that tell you that people can be trusted?
For example:
 - How do they act when you play together?
 - What do they do when *you* need help? What might be said?
 - What do they do when *you* lend them something?
 - How do they act when *you* are feeling sad? What might be said?



- What do they do when *you* have a problem?
What might be said?
 - How do they act *towards you* when they are angry or in a bad mood?
- ❖ The teacher divides the board or large chart into three sections (eg using a 'Y' division). Record in the sections students' responses to *trust looks like*, *trust sounds like* and *trust feels like*.
- ❖ Inform students that trust is something which is developed or built up in a relationships from our experiences with a person. When we spend time with a person we learn about how that person acts in certain situations and whether that person keeps his or her word. After a while we start to trust the person. Sometimes we might feel trust for a person quickly. Other times it might take longer. Building up trust can be like building a wall bit by bit.
- Students think of, and could record, the names of some people they trust (eg friends, parents, carers, relatives, teachers, neighbours.) Each student receives a *Wall of trust* worksheet (appendix 16).
- Students record the name of *one* of these people on the worksheet and write in each brick space on the wall some experiences they have had with that person which have helped to build up trust in their relationship. Students share their work in small groups.
- ❖ The teacher poses the question to the class group:
- How do *people that you trust* act in relationships? (People we trust show us respect and care, help us to be safe, care about how we feel and act towards us in OK and fair ways. They do not trick, force, or threaten us and would not intentionally hurt us.)
- Record students' responses on a chart entitled *Trust is...*
- ❖ Inform students that sometimes we can build up trust with someone and this trust can be broken. When someone acts in a way that is not OK, they don't show care or respect to you, they force or threaten you to do something you don't want to do or they don't help you to be safe, then trust can be broken.
- Read the story *What's Wrong With Bottoms* by Jenny Hessel.
- Discuss the following:
- Was trust broken in this story? (Yes.) When?
 - If someone acts in a way that makes you feel confused or unsure about your trust in that person, what could you do? (Confusion is an important warning signal. You need to stop and think. You should be careful about trusting that person anymore. You need to talk to a trusted adult about your confused feelings.)
 - If someone hurts or harms you physically, or harms your feelings or thoughts, are they keeping your trust? (No.)
 - How did James know he could trust his Mum?

main idea

*I know my rights.
I have a right to be
safe, to have my body,
thoughts and feelings
respected and to be
treated fairly. When
I have rights I also
have responsibilities.*

- *Students need to learn that if they have feelings of confusion about changes in a trusted relationship, caution needs to be taken. Betrayal of trust is a common factor in the onset of child abuse.*
- *Sensitivity may be needed when discussing the breaking of trust. It is often very closely associated with problems in marriages and partnerships and family breakdowns.*
- *It could have a very personal meaning for some students for many reasons.*

conclusion

- ❖ Have students draw a picture of one person they trust and complete the picture with the caption 'I trust ... because ...'

Rights and responsibilities

- *Teaching about children's rights can be a sensitive area for some parents. It is important that parents are aware of how this is dealt with in child protection education. Children's rights are discussed in the context of positive relationships and always in association with children's responsibilities.*
- *Children need to have knowledge about their rights in order to recognise abusive or neglectful situations. They also need to have confidence in their entitlement to these rights to be able to speak out when they feel threatened or unsafe.*

field building

- ❖ Discuss the term *responsibility*. Create a shared meaning. (A responsibility is a job or task which is yours to do.) Display a definition of the term *responsibility* for reference in the following activities.
- Discuss the following:
- What are some responsibilities that students have in the classroom?
 - How does it help others in the classroom when students carry out their responsibilities?
 - What are some responsibilities or jobs that you have at home?
 - How does it help others at home when you carry out your responsibilities?
 - Should people be given jobs they are not able to do? (eg Should a person in a wheelchair be responsible for closing the top classroom windows?)
 - Should a person be responsible for something which he or she cannot control? (eg Should a person be responsible for making sure it never rains during holidays?)



- How does it help children when they have a responsibility they can do and they carry it out well? (They feel good and more confident about themselves. They are more confident to ask that other people carry out their responsibilities towards them.)
- ❖ Reward students who have carried out their responsibilities in the classroom by verbal congratulations or by merit certificates. Revise and redesignate classroom responsibilities.

core learning

- *It will be helpful if students have established understandings about trusting and respectful relationships and about bullying behaviours before taking part in the following activities.*
- ❖ Revise the definition of a *right*. (Rights are things all children should have. There is no 'question' or 'maybe' about it - children should have these things.)
- ❖ The teacher informs students that all children have the right *to be safe, to have their bodies, thoughts and feelings respected and to be treated fairly*. Display these rights in the classroom.

Discuss:

What are some things that children should have so their rights are met? Record children's rights on one side of a chart and list students' responses to the question alongside each right eg:

Children have these rights:	Children should have:
• to be safe	<i>protection, peace</i>
• to have their bodies respected	<i>food, medical care, housing</i>
• to have their thoughts and feelings respected	<i>love, care, friendship</i>
• to be treated fairly.	<i>education, play, equal chance, special care or help if needed.</i>

- ❖ In small groups students discuss and list their responses to the questions:
 - What do these rights mean in the classroom?
 - What needs to be happening in the classroom so students have their rights met?

Groups report back to the class. The teacher records responses on the board grouping some responses to avoid duplication. (This list is kept for the concluding activity.)



The teacher informs students that these things which should be happening in the classroom, are their *responsibilities* which ensure that students' rights are met. Rights are what all students should *have*. Responsibilities are what all students should *do* to ensure that rights are met.

Discuss:

- Do all students have the same rights? (Yes.)
 - Who has the responsibility to make sure that rights are met? (All members of the school community have specific responsibilities, including students.)
 - How do our classroom rules match some of these responsibilities?
 - How does it help everyone when each student carries out his or her responsibilities?
- ❖ Discussion based on the following questions:
- What rights do the students in our classroom have when it comes to bullying?
 - What responsibilities do all students have to ensure everyone is safe from bullying? (If you see bullying, support the person being bullied. Tell the person who is bullying that what they are doing is bullying and ask them to stop. Speak out if the bullying continues.)
 - Should you run straight for an adult every time you are bullied or see bullying? (Not as an initial response. There are other actions students can take by themselves to deal with bullying. It is important to speak out to an adult if bullying is harmful or continues.)
- ❖ The teacher informs students that they have these rights and responsibilities inside and outside school. They also have rights and responsibilities at home. Read the following story:

Dana was nine. Many people lived at her house including Dana's Mum, her Mum's friend, her Aunty and her two younger brothers and sister.

If none of the adults was at home it was Dana's responsibility to take care of her younger brothers and sister. Dana had to make their breakfast and cook their dinner. Dana was expected to clean up all the mess the children made. On the weekends she had to wash and iron the clothes for all the family. Dana never had time to play and was often hungry.

Dana had no one at home to talk to. Her Mum was never around. Her Aunty always told Dana that she was 'stupid' or 'lazy' and said she was 'painful to have around'. Dana felt sad, tired and very alone.

Students summarise the story.

Discussion based on the following questions:

- What were Dana's responsibilities at home?
- Were these responsibilities fair?
- Were Dana's rights respected?
- What actions or behaviours took away Dana's rights?
- Is this a fair or OK way for Dana to be treated?

Students draw, retell or rewrite the story (or one part of the story) to show a situation where Dana's rights are respected by her family and her responsibilities are fair and within her ability as a child.

A story starter, such as appendix 17, may assist some students.

This activity could alternatively be carried out as a jointly constructed text.

conclusion

- ❖ Using the list of responsibilities created in the core learning activity, students vote to decide from the list on the six most important responsibilities for students in their class. Record these on a chart. Each student receives a copy of *Charter of responsibilities for our class* (appendix 18). Students record their agreed upon responsibilities on the charter. These should be written in positive terms wherever possible.

- ❖ Read the story *Willy and Hugh* by Anthony Browne.

Discuss:

- What rights were respected for Willy and Hugh in the story? (The right to be safe and to have their feelings respected.)
- When Willy felt unsafe with Buster Nose how did Hugh carry out his responsibility?
- When Hugh felt unsafe in the library how did Willy carry out his responsibility?
- How did carrying out their responsibilities make Willy and Hugh's relationship better?

extension

- ❖ Explore information about The Convention of Human Rights and the United Nations by reading a book such as *The United Nations* by Anne Armbruster.
- ❖ Create a collage or wall mural depicting the *Rights of the Child*.



main idea

People can have power in different ways. When people use their power they have a responsibility to use it in a fair and OK way which respects the rights of others.

Abuse of power

field building

- ❖ View a short video or read a story or comic about a super hero such as *Superman, Xena, Batgirl* or *Batman*.

Discussion based on the following questions:

- Why was (the hero) powerful?
 - Who in the story thought (the hero) was powerful?
 - What kind of power did he or she have? (Strength, intelligence, weapons, superhuman qualities, fast car, could be trusted.)
 - Did the villain also have power?
 - What kind of power did he or she have?
 - Who was the most powerful? Why?
 - Which one used his or her power in an OK or fair way? Why?
- ❖ What is power? (Power is being able to do something or make something happen. Power can be being able to make others do things.)

The teacher informs students that besides people there are things that have power. Discuss some of these things and the power they have eg

Fire can make objects hot, cook food, destroy objects or land.

Water can wet things, cause floods, make electricity, is needed for life.

An elephant can carry and move things, others may be scared of it, it can damage, hurt or kill.

A motor vehicle can go fast, help people (police car, ambulance, fire engine), or hurt or kill people.

The sun can grow food, provide warmth, burn or damage our skin, make electricity, dry up water.

Ask students to identify some *positive* and *negative* ways power is used.

- ❖ Students choose an example of a powerful thing. Individually they write, draw or describe how the power could be used in a positive way and how the power could be used in a negative way.

core learning

- *Before attempting activities in core learning in this focus area students need to have an understanding of their rights*
- *– as a member of the school community (school and class rules) and their basic rights as a child.*

- ❖ Revise the definition of *power*. Discuss: What gives people power? (Age, size, position in the family, school or in the community.)

Orally brainstorm some names of people who are powerful. On the board or a chart, write the word *power* and mind map some words or phrases associated with the power that people can have.

- ❖ Individually students write about situations where they themselves have power.

Encourage students to think about situations where they are older, bigger, stronger, more clever or have 'better' possessions than another person. Students' work should not be shared but can be kept for a later core learning activity.

- *Particular attention should be given to students who perceive themselves as not being very powerful and efforts made to ensure these students can record some situations where they have power.*
- *This is an important component of building confidence in oneself and an understanding that 'power' is much more than physical size and strength. It is also useful for students to know that some people try to gain power over others by the things they say eg emotional bullying.*

- ❖ The teacher reads the book *Secret of The Peaceful Warrior* by Dan Millman.

Discussion based on the following questions:

- What rights do the children in the story (and all children) have? (The right to be safe, to have their bodies, thoughts and feelings respected and to be treated fairly.)
 - What kind of power did Carl have?
 - How did Carl use his power?
 - Did Carl use his power in a fair and OK way? (No.) Why not? (He did not respect the rights of others.)
 - Did Danny have power at the beginning of the story? (Yes.) Why didn't he use his power? (He didn't know he had the power so he didn't use it.)
 - How did Danny develop his power through the story?
 - How did Danny use his power at the end of the story?
 - Did Danny use his power in a fair and OK way? (Yes.) How? (He respected the rights of others.)
- ❖ The teacher reminds students that everyone has power in some way, and that each person also has a responsibility to use power in a way that respects the rights of others.

If appropriate, students refer to their writings about the power they have as individuals (from the second core learning activity). Each student receives a copy of the worksheet *Situations of power* (appendix 19). Students identify a situation where they have power and write or draw about:





Situations of power:

I have power when

I can use my power in an unfair and not OK way by

This might happen

I can use my power in a fair and OK way by

This might happen

When I use my power in a fair and OK way, I also benefit because

- ❖ Teacher informs students that sometimes it can be very hard for children to know when other people use their power in ways that are not OK and do not respect a child's rights.

Students form small groups. Each group receives a set of discussion cards (appendix 20).

Students discuss:

- Who is using their power in each situation?
- How is the person using it?
- Is this a fair and OK way to use power?
- Which rights are being respected or not respected?

Share responses as a whole class. Discussion cards should not be sent home.

- *Unless information about the context and purpose of this activity is clearly conveyed to parents the discussion cards could be misinterpreted.*

extension

- ❖ Read the novel *My Brother is a Superhero* by Dyan Sheldon at ongoing intervals with students. Revise and consolidate concepts relevant to students' prior learning from the focus areas of *Bullying, Trust, Rights and responsibilities* and *Abuse of power*.

Bribes and Threats

field building

- ❖ Discuss what is meant by the word *threat*. Read the story of *The Three Little Pigs* (or another story where a character makes a threat to other characters in the story). Ask students to raise their hands, whistle or indicate in some way each time a threat is made.
- ❖ View the *Advertisement Break: Skateboard Clip* from the Child Protection Council video *Tell a Friend - It's Never Too Late*. Explain to students that the 'gang of four' assists children in the three scenarios where they are threatened by another person. Identify the threats ("If you tell anyone - I'll sit on you." "If you tell your sister I'll say you sold it to me.")
- ❖ Create a shared meaning for the term threat. (Threats are words or actions which are meant to force another person to do, or not do, something. Threats often suggest that something harmful may happen if the person does not obey.)
- ❖ Brainstorm and record some examples of threats that students have heard. Use a highlighter to identify the language used with threats (If you.....then....; If you don't I'll...; When....they'll....)

core learning

- ❖ Read a story where a gift or gifts are given such as *The Giving Tree* by Shel Silverstein or *The Whales' Song* by Dyan Sheldon and Gary Blythe.
 - *The word 'present' or 'treat' may be used instead or as well as 'gift' where these terms are used more comfortably by students. Ensure that the terms used include non-physical items such as trips, excursions, privileges and favours.*

Discuss the following questions and mind map some key concepts from students' responses.

- What is a gift? (Include examples of toys (objects), favours, privileges, special outings.)
- Why are gifts given? (It is a special occasion, to say thank you, to say good bye, to say welcome, if someone is sick.)
- Do others expect you to do something for them when they give you a gift? If so, what? (Others may expect a polite, positive response.)

The teacher explains that often it is polite to show your thanks when you receive a gift.*

- Sometimes children are expected to say thank you in a way in which they feel uncomfortable. What are some ways that might be uncomfortable? (A kiss on the mouth or a close hug.) What

main idea

I know when I receive a real gift. I need to understand when a gift is used as a bribe. A person might use bribes or threats and expect me to do things which are not OK. I should always TELL if I am bribed or threatened.



should you do if this is expected but you feel uncomfortable or unsafe? ** (Talk to a trusted adult about it. You have a right to be safe and have your body and feelings respected.)

- Is it OK or fair that when you receive a gift that you are expected to give a gift or favour in return? (Real gifts are given freely with no conditions or expectations. It is not OK or fair if another gift or favour is required in return.)
- If someone gives you a gift for no reason at all should you have to do anything in return? (No. That person chose to give you a gift. They did not have to. Real gifts are given freely with no conditions or expectations. It is not OK or fair if a favour is required in return.)
- If someone *promises* that they will give you a gift, but only if you will do something for them in return, is this really a gift? (No. It is *not* a gift because gifts are given freely. There should be no conditions or expectations before you can receive a gift.)

• ** Polite responses vary between cultures. Some people expect a pleased look or smile. Others expect 'thank you' to be said or written. Some expect the receiver to decline the gift or say 'no' several times before accepting. Others expect a kiss and or a hug or hospitality to be returned. Information on different practices relating to gifts could be gathered in meetings or discussions with parents.*

• *** When information is given to parents about child protection education, family practices which could undermine children's right to protection should be discussed. These include the expectation that children should engage in body contacts with adults even when children feel uncomfortable or unsafe. When children are taught to accept unwanted body contacts with known adults as a social requirement, their vulnerability to sexual abuse is increased. At the same time parents should be informed that touching, as an important component of positive relationships, is reinforced in child protection education.*

❖ Recognising a bribe

View part of *Stevie's story* from the Child Protection Council video *Tell a friend - It's never too late to tell*. Stop the video at the end of the bedroom scene.

Discuss:

- Did Uncle Alan give Stevie gifts or were they bribes? Why?
- Did Uncle Alan expect something which was OK in return?

• *The teacher informs students that if a gift is given or promised on the condition that a favour is required in return this is called a bribe. When a gift is given as a bribe the favour expected is often something that is not OK.*

- ❖ Discuss the following *What if?* situations:
 - *What if* someone gave you a gift and expected you to be his or her friend if you took the gift? Would that be fair or OK?
 - *What if* someone who had given you a gift asked you to do something that was not OK or unsafe? Should you have to do what was asked?
 - Can you say NO? (Yes. It is OK to say NO. When you receive a gift you are only expected to do what your parents have taught you, such as say thank you or look pleased. If you are expected to do more, that gift might be called a *bribe*.)
- ❖ (Optional activity)
The teacher reads the following unfinished story:

Brodie had been visiting Norman for as long as she could remember. Brodie and Norman got along well. They both loved to exercise and keep fit. Norman called Brodie his 'special girl'. He had given her expensive exercise shoes and designer label track suits and exercise gear.

All Brodie's friends thought she was very lucky. Sometimes Norman would take her for a long run to exercise with him. Norman had a bad back and often went to the local medical centre to have it massaged by a physiotherapist. For a special treat he would pay for Brodie to have a massage after their long run. Brodie felt safe, secure and very relaxed as she had her back, arms and legs massaged. Norman told her to keep the massages a secret because they were expensive and her Dad might not approve.

When Brodie was ten she started to stay at Norman's house when her Dad had to work late. One day after a long run together they returned to Norman's house. Norman asked Brodie to give him a massage. Norman asked Brodie to massage the sexual parts of his body. Brodie was confused and felt very uncomfortable. She didn't want to do this because she knew it was not OK.

Norman told Brodie that she was his 'special girl' and he had always given her special things. He said that because she had always taken his gifts Brodie should now do what he wanted. Brodie knew she should say NO and TELL about this situation but she was worried.

Norman told Brodie that she couldn't tell anyone because she would be in trouble with her Dad about the other massages she had been having at the medical centre.





Students summarise the story.

Discuss the following questions:

- Was Norman's behaviour OK? (No.)
- What do we call Norman's request that Brodie massage his sexual parts? (Sexual abuse.)
- Were the massages Brodie had from the physiotherapist at the medical centre safe? Why? (Brodie felt safe. The parts of her body that were massaged were not private parts.)
- What bribes did Norman use? (He gave her gifts but expected something that was not OK in return.)
- What threats did Norman make? (He told Brodie that she would be in trouble with her Dad if she told.)
- Was this threat true? (No. Brodie's Dad might be upset but Brodie's safety would be more important to him.)
- What should Brodie do?

conclusion

- ❖ (Optional activity) In small groups students prepare a short letter of advice for Brodie. A representative from each group presents their letter to the whole class.
 - *Letters that include the strategies of NO GO TELL should be reinforced. Responses that include Brodie's right to be safe and have her feelings respected should be promoted.*
- ❖ Students draw a picture of a favourite gift they have received. In a circle students share their picture and explain who gave them the gift, what it was for (birthday, special religious celebration) and how they showed thanks to the person who gave the gift.

Theme 3: Protective strategies

Activities to
develop skills
in responding to unsafe or
potentially abusive situations
and in seeking assistance
effectively

STAGE 2

Overview

With knowledge about positive relationships and about child abuse, children can take appropriate actions if they are in threatening situations.

When learning about protective strategies, students are given the opportunity to analyse situations, to identify feelings, and to explore alternative courses of action and their consequences.

Focus areas include teaching and learning in the areas of safety strategies, assertiveness, and talking about concerns.

Focus Areas

- Safety Strategies: NO GO TELL
- Networks
- Feel-think-act
- NO GO - assertiveness
- No GO - other strategies
- Secrets
- Skills for telling
- Seeking help
- My strategies

Things to look for

Things to look for suggest ways that students may demonstrate achievement of the outcomes at the relevant stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Stage 2

Safety strategies: NO GO TELL

Can students:

- describe rules intended to protect people from harm and injury?
- recognise behaviours and situations which may be threatening and identify safety strategies which could be taken? (NO GO TELL)

Networks

Can students:

- identify five appropriate adults from whom they can seek advice and support?
- record contact details about these people?
- discuss how network members might change over time?

Stage 2

Feel-think-act

Can students:

- identify a situation in which a decision about safety is required?
- describe some steps involved in deciding whether a situation is safe or unsafe?
- make decisions as an individual or group member?

NO GO - assertiveness

Can students:

- practise assertive ways to deal with unsafe situations?

NO GO - other strategies

Can students:

- recognise situations where assertiveness may not be an appropriate action for safety?
- identify ways in which they can protect themselves from harm?
- practise some other strategies to deal with pressures, threats or bribes?

Secrets

Can students:

- examine some reasons why positive or happy secrets are expected to be kept from others?
- recognise secrets which should not be kept?

Skills for telling

Can students:

- recognise some difficulties about TELLING an adult about abuse?
- identify some friends from whom they could gain support to TELL an adult?

Seeking help

Can students:

- identify appropriate times to seek help from an adult?
- discuss some strategies to overcome difficulties in talking about unsafe situations with a trusted adult?
- identify individuals and services in the community that help protect their well-being?

My strategies

Can students:

- discuss ways they can recognise unsafe or potentially unsafe situations?
- demonstrate ways of protecting themselves and others from unsafe situations and practices?

main idea

It is important to follow safety rules but I also need some strategies to use if I am unsafe. If I feel threatened or unsafe I should say NO if I can, GO if I can and TELL a trusted adult.

Safety strategies: NO GO TELL

field building

- ❖ Revise classroom rules and identify the rules that promote safety in the classroom. Discuss why it is important to keep these rules.
- ❖ Students view the video *Getting Home Safe* or *Safe At Home*. Identify some of the safety rules discussed in the video.

On one side of a large chart list some safety rules from the video. On the other side record students' responses about some situations where the safety rule *might* help keep the child in the video safe.

- *Use conditional language such as "If..., ...might happen" to avoid raising unnecessary anxiety in students.*

Individually students choose a safety rule which could be personally useful to them and write about a situation where they might use it.

- ❖ Discuss and list some of the external signs which might indicate an unsafe situation eg walking home, being at home alone, answering the telephone or opening the door when alone, meeting a stranger, being threatened by someone, being expected to give a favour when receiving a gift, someone touching your private or sexual parts when it is not necessary. Pose the question: What safety rules apply to these situations?
- ❖ Revise body signals and feelings that students might experience if they were *safe* and *unsafe*. Role play some safe and unsafe situations eg bush walking with your Dad, exploring some bush undergrowth, demonstrating possible events and the feelings experienced.

core learning

- ❖ Discussion based on the following questions:
 - Why do we have rules? (To help protect our rights eg to be safe, to be treated fairly.) We have a responsibility to keep these rules so the rights of others are respected.
 - Why do we have safety rules? (To help keep people safe from harm or injury.)
 - Can rules by themselves keep you safe? (No. You can never be sure that other people will follow the rules or that they will always act in an OK way. However, having rules *can help everyone be safer*.)
 - If you follow safety rules will you always be safe? (You will be *safer* but something could happen which causes you to be unsafe.)

Inform students that even though it doesn't occur very often, accidents can happen which cause people to be unsafe or injured. If we are being careful and following safety rules accidents are less likely to happen.

Usually people realise when they are in an unsafe situation. Internal body signals and feelings or external signs can help people know when they might be unsafe. There are things we can do to keep ourselves safe in these situations. These are called *safety strategies*. Brainstorm some safety strategies.

- ❖ The teacher reads the following unfinished story:

A large family was having a barbeque together in a park near a new sports centre. Troy needed to go to the toilet and told his parents where he was going. When Troy reached the toilet block he realised it was a long way from the barbeque area. He could hear strange noises coming from inside.

Troy decided to go back to the group and ask some of his cousins to come with him to make sure he was safe. As a result, three children went with him back to the toilet block. Although they all felt a little worried they made loud noises to make sure whoever was inside knew that there were a lot of children coming. The children went inside and saw two possums there. The possums ran away.

Discussion based on the following questions:

- What were some safety rules that Troy followed? (Troy told his parents where he was going.)
- What were some of the external signs which helped Troy realise he might be unsafe? (He was alone, the toilet block was a long way away from his family, strange noises were coming from inside.)
- What were some safety strategies Troy used when he realised he might be unsafe? (Troy didn't go inside the toilet block alone. The children made loud noises so whoever (or whatever) was inside would know that Troy was not alone.)

The teacher continues the unfinished story:

After the barbeque Troy needed to go to the toilet again. His cousins had gone home. He told his parents where he was going and they joked about the possums. Troy laughed too.

When Troy reached the toilet block it was quiet inside. Troy was still a little worried and thought about his safety strategies. He went inside and saw an older boy standing at the wash basin. The older boy at first talked in a friendly way to Troy, but then he tried to touch Troy's private parts.

Troy felt unsafe and he knew his parents were a long way away. He thought about his safety strategies and what he could do.





Discussion based on the following questions:

- Was Troy unsafe? (Yes.) Why? (Troy was by himself. The older boy tried to do something that was not OK.)
 - Did Troy have a right to say NO to the older boy? (Yes. All children have a right to be safe and have their bodies and privacy respected by others.)
 - What the older boy did is not OK. What is this called? (Sexual abuse.)
 - What could Troy do? (Troy needs to say NO if he can, GO from the situation and TELL a trusted adult.)
- ❖ The teacher revises with students the child protection strategies of NO GO TELL.

Discuss each strategy and some suggested ways of using each strategy. Talk about ways of using the strategies for unsafe situations such as being bullied or teased, as well as situations of potential sexual abuse.

NO: If someone acts in a way that does not respect your right to be safe and have your body respected you can say “NO.” “Stop that.” “You shouldn’t do that.” “I don’t want you to do that.”

GO: If you can, you should GO from the situation or plan how you can GO. You should go to a place or to people where you feel safe.

TELL: If you have been harmed or still feel unsafe you should always TELL a trusted adult about the situation. Telling as soon as possible can make telling easier.

- ❖ As a whole class rehearse or chant the strategies repetitively to memorise them. Encourage students to use their thumbs, index and middle fingers as a trigger for each word.

- *The strategies of NO GO TELL are often not easy to carry out particularly when a child is in a situation of potential abuse or actual abuse. It is essential that these strategies are frequently practised or rehearsed so they can become ‘automatic’ responses in stressful situations.*

conclusion

- ❖ Students form small groups and create a poster for each strategy (NO GO TELL). Display posters in the classroom or in other areas of the school.

extension

- ❖ Students write an explanation for each of the safety strategies (NO GO TELL). Examples of these can be published in the school newsletter, school website, shared with students at Stage 1 or sent home to parents with a covering note about child protection education.

- ❖ Students create a *rap* for NO GO TELL eg “Let me hear you say NO, NO-OOO, GO when you can, GO man, GO and TELL. TELL, TELL someone you trust - an ADULT yeah...you must.”

Networks

field building

- ❖ The teacher has prepared a number of stimulus pictures from magazines of different aged people, including children, babies, teenagers, adults (younger and older). Pictures include people from a range of backgrounds relevant to the backgrounds of students in the class group.

Revise the term *adults* and ask students to sort or classify the pictures into two groups: *adults* and *not adults*.

Alternatively students could draw pictures, or bring photos to school of the people with whom they have relationships or are connected. Students identify those people who are adults and those who are not adults. Pictures or photos are displayed in these two groups.

- *Some students may need time and help to differentiate between older teenagers and young adults. In some families older teenagers take on roles (although not full responsibilities) for caring for younger children.*
- *It also may need to be taken into account that in some cultural groups young people are seen as reaching adulthood at earlier ages. For example in some Aboriginal and Jewish cultural groups children are considered to be adults after participating in specific cultural rituals.*

- ❖ Students create a resource list of all the adults they are close to, consider important or are friends.
If appropriate, students refer to their relationship maps or circles diagrams (from ‘Relationships’ Theme 2) and highlight the names of people from their individual lists who are *adults*.
- ❖ Read a book that explores a positive, trusting relationship between an adult and a child such as *Pigs and Honey* by Jeanie Adams from the booklist.
- ❖ Revise the term *trust* and its meaning (*trust* is when you believe that another person will act in a fair and OK way). Students suggest some examples of the people they trust and give reasons why they trust these people.

main idea

My network is a group of adults that I know, see regularly and trust. I can go to these people for help and support. They can help to protect me from harm or abuse. The members of my network may change (over time).



core learning

- ❖ Discuss the concept of *networks of adults*.

The teacher might pose the following *statements* and ask the suggested questions to assist students to understand the concept of adult networks.

- *From the time you were born you had people around you to care for you and protect you. Babies' first networks are made up of the people who care for them and who are around them such as their mother, father or other family members who care for them.*
- Who are some adults that were part of *your* network when you were a baby?
- *As you grew older (and become a toddler) this network might have also included more people such as baby sitters, neighbours or special carers from day care or play groups.*
- Which other adults might have become part of your network when *you* were a toddler?
- *When you started school you met many more adults. You made many new relationships. More adults had a role in looking after you and keeping you safe.*
- When you started school who were some new people who looked after *you* and had a role in keeping you safe?
- *Now you are older there are more people around you who could be part of your network.*
- Which groups of adults could be part of *your* network? (Parents or carers, relatives, neighbours, parents of friends, teachers, elders, shop keepers, baby sitters, sports group leaders.)

We need to identify *five* adults who are our most important network people. If we feel unsafe we need to have people we feel really sure about, to go to for help. If we feel unsafe we might feel confused or upset at the same time. If we have only *five* network people it is easy to remember who they are. If we had lots of people on our network it is more difficult to remember the people we are really sure about and we could go to someone who might not be able to help.

- *Teachers may wish to share with students people from their own personal networks They remind students that although they have many close friends and relatives, they have only five people on their networks. The people on teachers' networks should include males and females from different locations within and outside their families.*

- How can we choose five network people we know will help us? Network people should be adults that you see or talk to *regularly*, you *trust* and who *listen* to you because they care about

you. Network adults also need to be people who will be able to help you.

- ❖ Create a shared meaning for *network adults*. (Network adults are adults we see or talk to regularly, we trust and who listen to us because they care about us. They should also be in a position where they will be able to help us.)
- ❖ Individually students complete the *Adults I know...* worksheet (appendix 21). Students list the adults they know and rate them according to the qualities needed for a network adult. From this list ask students to identify five adults that they feel really sure about and wish to include on their network.

- *Encourage students to identify adults who rate highly and are from a variety of settings eg not all living in the same house or from the same family.*
- *Some students may have difficulty nominating five network adults. It will require sensitive support and liaison with parents or carers, the school counsellor and other members of the school community to ensure a suitable network can be put in place for the student.*
- *Some students may wish to include adults with whom they feel a very strong link but do not see regularly. These might include adults who live in another country, those family members living separately, or adults who have died. Young children need to be able to access their network adults independently. People who are difficult to contact or are not accessible would be inappropriate as network adults.*
- *It may be very upsetting for students not to include these people on their networks. In such situations the teacher should acknowledge students' close links with these people and suggest that they are important people for students' emotional networks. Such people may not be able to take action to protect the student from harm, however communicating with them can help keep their emotions and thoughts safe and well.*
- *The story 'Dan's Grandpa' by Sally Morgan deals with this issue and may be useful to read to the class group or to smaller groups of students.*

- ❖ Students research contact details about each of their network members and record these. Students can make a *Network Brick*, using copy of appendix 22 printed on coloured paper and an empty milk container (for each student). This activity requires students to ask adults to agree to be a network person and to sign a panel. Details about each network adult are recorded on the panels and glued to the side and bottom surfaces of the container. Containers may be filled with pebbles, sand, marbles, rice, dried beans or a mixture of dried substances. Network bricks may be displayed, used as paper weights or as markers for games and sports activities.





- Clarifying network details can also assist the teacher
- ensure appropriate choices for network adults have been
- made by students. It also provides an opportunity for
- network members to be informed about their role.
-
- Where school staff are included it will be important to ensure
- that some method of contact is provided eg the staffroom -
- before school and at lunchtime.

❖ Students write in response to the questions:

- Why do we have network adults?
- What should network adults do?

Students responses may be published and displayed or copied and sent to students' network members.

- Communication needs to take place with the individual
- adults on each students' networks. This can take the form
- of a letter written by students with an accompanying note to
- explain the role of a network adult.
-
- If schools encourage children to rely on trusted adults who are
- part of their networks, efforts also need to be made to ensure
- that parents and network members have an understanding of
- their role as a network person. When the reason for children
- having networks has been explained to parents at information
- meetings, schools report strong support for this strategy.

❖ Remind students that because relationships change, and our network is based on relationships, our network will sometimes change. Sometimes it might be important to take a person off your network and add a new person to take his or her place. Teachers may wish to provide an example of when a person on their network has moved house or their relationship has changed.

Discussion based on the following questions:

- When might we have to take people off our networks? (People might move, they might not have listened to us - or didn't believe us when we tried to tell them something or have let us down in some way. People might not have time for us because they are too busy. If a person on our network acts towards us in a way that is not OK or doesn't respect our rights then having that person on our network does not keep us safe.)
- How can we decide on new network adults to take their place? (Refer to the meaning of the term *network adult*.)

- It is important to allocate time to review networks twice a
- year. As well as ensuring that networks are effective
- because they consist of appropriate adults, this review also
- helps students to remember their networks and use them as
- ▼ a source of support.

- *Networks should be referred to whenever communication about problems, however small, is discussed. This might include individual or class situations.*

conclusion

- ❖ Students respond to one of the following statements:

I think it is good to have a network because....

I could talk to someone on my network about....

A network adult can help protect me by....

extension

- ❖ Inform students that sometimes it can be hard to approach an adult (even if he or she is on your network) about a problem or an experience which was unsafe or not OK.

In groups students record possible ways to approach an adult on their network about a problem. Students record possible things they could say eg “Uncle, can I ask you something?” “Mum, I think I have a problem.....” “Aunty, can you help me? I’m confused about...”

In the same groups, students take turns to role play with a partner some of the approaches they like.

Share responses as a whole class. Lists might be recorded for future reference when discussing TELL strategies.

Feel - think - act

field building

- ❖ The teacher records the heading *Warning signals and signs* on a large chart or board.

Body signals

Revise body signals that could be warnings about being unsafe eg sweaty hands, queasy tummy, shaking. Record some responses.

- *An extensive list of examples of warning signals is provided in field building activities in the Stage 2 focus area of ‘Feelings and warning signals’.*

- ❖ Changing and mixed feelings

Discuss how changing and mixed feelings can be warning signals by posing the following questions:

- What is it called when you are feeling good one minute and then suddenly feel worried and sad? (Changing feelings.)
- When you trust someone and suddenly that person does something that isn’t OK, what might happen to your feelings? (You feel let down and confused about the relationship. Your feelings change about that person. Your trust might be broken.)



main idea

Feel - think - act are steps which can help me decide if I am unsafe. If I think I might be unsafe I have to make a decision about my safety.



The term *changing feelings* is also recorded. Changing feelings can be warning signals.

- Sometimes you can really like a person but there are things that they do sometimes that you really hate. When you have feelings of 'like' and 'hate' about the same person what is this called? (Mixed feelings.)
- What are two different feelings you might have at the same time? (Excited but nervous, lucky but worried, loving but jealous.) When you have two very different feelings at the same time this can be a warning signal - to take care. Add *mixed feelings* to the list of warning signals.

❖ External warning signs

Inform students that signs outside our body can warn us that something unusual is happening or that something is not OK.

Discuss:

- What are these kinds of warnings called? (*External warning signs.*)
- What are some external warning signs that indicate you might be unsafe? (Being alone, being away from your parents or friends, being with or near someone whose behaviour is out of control eg using drugs or extremely angry, being with someone who is not following safety rules or is doing something illegal, if someone breaks your trust, if someone touches you in an inappropriate or not OK way, if you are offered a bribe to keep a secret.)

core learning

❖ Discuss with students how, with everything we do each day, there is usually more than one way that we can do something. This is called *having choices*. When we have choices we have to make decisions.

- What are some choices that you have had to make today? (What to wear, what to eat for breakfast, who to play with.)
- When you have *choices* about the things you can do, you have to make *decisions* about what is the best thing for you to do. How can you decide? (Think about the good and bad - positive and negative - consequences of each.)
- What would happen if you decided to have ice cream on your sandwiches? (You may feel sick. Other people might think you are very strange).
- What would happen if you decided not to wear a jumper today? (You may freeze).

These are called consequences. For each choice you have, there is a consequence.

❖ The teacher informs students that some decisions children have to make can be very important. When children are feeling worried or

unsafe they have to decide whether they really are unsafe. If they are unsafe they should decide on an action that will have the consequence of helping them to be safe.

Discuss with students some incidents where they have had to make a decision that they were unsafe and then decide what to do. Some stimulus questions might include:

- Has anyone come really close to a dangerous animal? What feelings did you experience? How did you decide if you were unsafe?
- Has anyone felt unsafe when they were swimming? Did you have any warning signals or signs? How did you decide you were unsafe? What did you decide to do?
- How were you feeling when you had to decide what to do? (Scared, upset, unsafe.)

Inform students that in a confusing, stressful or emergency situation choosing what to do can be difficult. To help you decide whether you are in danger or unsafe you can use a model to help you think more clearly.

- ❖ Display the *Feel - think - act* decision making steps (appendix 23). Explore the steps displayed using one or more of the incidents discussed by students in the previous activity.

Feel Listen to your feelings and body signals.

think Think about the external signs and risks. Think about the pluses (what is safe about the situation) and the minuses (what is unsafe about the situation).

act Decide on how you should act. Use your strategies (NO, GO and TELL) if you are in danger or unsafe.

- ❖ Students identify the three steps as they are used by Karly in the following unfinished story. The story may be read by the teacher. Alternatively copies may be provided for students to read and highlight key points, in small groups.

Karly was walking home from school. It was windy and raining. She was thinking about tomorrow's excursion to the aquarium. The rain and wind did not bother her. She was busy thinking about the sharks and stingrays she would see face to face - from the safety of being behind a glass window!

Suddenly a loud BEEP from a car horn brought her back to reality. It was Roy driving along slowly next to Karly. Roy lived close to Karly's house. He sometimes watched Karly and her friends play softball at the park and he always waved when he drove past Karly.





Today he stopped and rolled down the car window. He told Karly to hop in and he would drive her home. Karly felt unsure. She looked around. There were other children walking home, some with their parents.

Karly thought that it might be good to get out of the rain and wind. She also thought that no one else in her family knew Roy very well, so he was really a stranger. She was not allowed to accept lifts from strangers.

Karly realised that she was alone and there was no one else in Roy's car. Karly also realised that there would be no one at home yet, so no one would know if anything happened to her.

Karly decided that although she was wet, she was safe right now. There were too many risks that could make her unsafe if she went with Roy. Karly said "NO Roy, I want to walk - but thanks anyway". Karly moved away from the car and kept on walking.

- ❖ Students discuss the incident and map Karly's decision making process eg

Feel Karly felt unsure...
Karly decided to

think about her safety...

Safe (pluses)
Roy lived in Karly's street.

Unsafe/Risk (minuses)
Roy was still a stranger to her family.

Going in Roy's car would break the family rules.

It would be good to be out of the rain.

She would be alone with Roy in the car.

No one at home would know where she would be.

act Karly decided to say "NO thanks" and GO.
If she walked home there were other people around to help keep her safe.

- ❖ Rehearse or chant the key steps for decision making. Add visual or kinaesthetic cues to reinforce the steps eg say: *feel* - (students make a hug with their arms), *think* - (students touch their foreheads), *act* - (students pose their shoulders and fists as if they are ready to run a race).

conclusion

- ❖ As a whole class students brainstorm some situations where they have had to decide whether they were safe or unsafe and act on their decision. The teacher may first provide an example, such as one of the incidents suggested by students in core learning.

Additional situations might include:

- at the movies I got separated from the group, the cinema was dark and I couldn't see anyone I knew
- I was lost in the shopping centre and a stranger offered to help me
- I was walking home (or on the school bus) and I saw someone who had been bullying my group coming towards me
- I got off the school bus and there was no one to meet me and walk home with me
- a relative gave me a present for no reason and asked me to visit him but keep it a secret
- a teenager threatened me.

Students form small groups. Each group is nominated a situation and receives a copy of appendix 24. Students discuss what they might do in the situation based on the decision model *Feel - think - act* eg

In the situation where...

I might *feel*

I would *think* about the pluses (safe signs)....and the minuses (unsafe or risk signs).... to decide about my safety -

I would *act* by....

Responses are shared or published.

extension

What if?

- ❖ Reread the unfinished story from core learning and discuss the following *What if?* situations:
 - *What if Roy told Karly that her mum was very sick and she had asked Roy to come and pick her up from school?* (If Karly's mum was very sick, her mother, her father or another family friend or carer probably would have phoned the school to tell Karly. If Karly's mum was very sick she might have sent a close neighbour or relative to drive her home - not a stranger. Even if Karly's mum was very sick Karly would still be safer to walk home.)
 - *What if Roy tried to bribe Karly to get into the car by saying eg "If you get in, you'll be warm and dry" or "If you get in I'll buy you some nice hot chips and you can dry off at my place."* (Bribes are external warning signs. Karly might be unsafe if someone offers



main idea

It can sometimes be difficult to say NO and GO. If I am assertive and use body language it can make my message stronger.

her a gift and asks her to do something she doesn't want to do in return.)

- *What if Roy got angry and pressured or threatened Karly to get into the car?* (If Roy respected Karly's rights and was a caring, protective adult he would not make threats. Threats and pressure are external warning signs. Karly should say NO and GO quickly to the other students and adults in the street. She could ask to walk with them. Karly should TELL a trusted adult if she feels threatened by Roy's behaviour.)
- *What if Karly's family knew Roy and he was not a stranger?* (Karly would have been alone with Roy so she should think about whether she trusted Roy. If she has been with Roy many times and he had always acted in a fair and OK way then she might get into the car. If Roy later did or said anything to break Karly's trust or Karly experienced changing feelings or warning signals, she should GO if she can and TELL her family about her unsafe feelings.)

NO GO - assertiveness

- *When working with students with special needs, activities about assertiveness may need significant modification.*
- *Some skills required for this focus area - saying NO assertively and GOING from an unsafe situation could present difficulties for students with physical disabilities or communication disorders. It is important, instead, to focus on activities about networking and communicating concerns, modifying them according to the abilities and needs of students. Activities about body language may assist some students.*

field building

- ❖ Discuss how people can communicate without using any words. Ask students to demonstrate, individually, some gestures or body language which communicate a message, eg waving (goodbye or hello), shaking fists (anger), nodding (yes), shaking head (no), stamping foot (anger), crying (sadness), hugging (glad to see someone), frowning (not pleased). Discuss the message each gesture might communicate.
- ❖ View a segment of an appropriate video or television drama without any sound. Ask students to identify some examples of the gestures or body language used by the characters and the messages they thought were conveyed. View again with sound to confirm the accuracy of students' understandings.
- ❖ In pairs, students verbally communicate suggested messages. Each student has a turn to communicate the message without any body language, and with body language.

Suggested messages:

- I like you.
- I don't want you to do that.
- I'm going to Queensland for the next holidays.
- I forgot my lunch.
- What's that horrible smell?
- Yes, I'd like to play with you.
- I've lost my money.

Discuss how using body language affected the message.
(Body language can strengthen the message and make the meaning clearer and easier to understand.)

core learning

- ❖ Discuss or revise the term *assertiveness* and create a shared definition. (Assertiveness is saying what you mean in a strong and clear way.)
- ❖ In pairs students practise saying NO without body language and again using assertive body language.

Repeat the activity inviting students to add a phrase or sentence after saying NO. Each partner has a turn to repeat his or her partner's example eg "NO, I don't want you to do that." "NO, stop that." "NO, that's mine. Don't touch it." "NO, I have to go home."

- *Avoid generalising assertive behaviours. Cultural and individual differences should be taken into account eg in some cultures direct eye contact, particularly between a child and an adult, can be interpreted as being aggressive.*
- *Different ways in which children can show assertion can be clarified in consultation with parents and community to ensure their acceptability at home as well as at school.*

Discussion based on the following questions:

- What kinds of body language did you use to say NO assertively? (Standing straight, looking at the other person's face or eyes, not moving away at first, having a stern facial expression.)
- How did using body language affect the message? (It made the message stronger and clearer.)
- When we say what we mean in a strong, clear way what is this called? (Being assertive.)
- How is being assertive different to being aggressive? (Being aggressive is when you act in a forceful or fierce way. Being assertive is when you are strong and firm.)
- ❖ Discuss the differences between being passive, assertive and aggressive. Provide symbols of each behaviour - such as *kitten, cat, lion*, to help revise the concepts. Record examples of body language,





words, voice level, eye contact and actions that may accompany each behaviour.

Students draw a picture of themselves saying NO in an assertive way. Students write to describe what they are doing in their pictures.

- ❖ Display NO and GO signs or cue cards. Pose the following question:
 - When might it be necessary to say NO to others or to GO from a situation? (If you feel threatened or unsafe, if you have mixed up or confused feelings, or experience body signals or external signs that tell you that you could be at risk of abuse. Examples of bullying might be included.)
 - Why is it helpful to say NO in an assertive way? (Saying NO assertively can make your message clearer. People are less likely to pressure or threaten you if you respond to them assertively.)
- ❖ Students in pairs, take turns to role play assertive or strong and clear NO GO responses to situations read by the teacher. Students are encouraged to reply, then 'GO' from their partners in a strong and assertive way. After one student has role played a response the other student gives feedback about how they 'looked' and 'sounded' and which gestures and words worked well*.

Suggested situations:

- Your baby sitter wants you to come with her and play in the park. It is getting dark and you feel unsafe about going to the park.
- Someone wants you to keep a secret that you feel uncomfortable about.
- A friend is pressuring you to steal a game from a video shop.
- Your best friend wants to copy your homework and you think this is unfair.
- Your Uncle is insisting that you go outside and play with your cousin. Your cousin always teases you and plays roughly with you when you are alone.
- Your neighbour wants to take you for a ride on his motor bike. He always drives very fast and you are scared he might have an accident.

· * Students may need to be reminded to give specific
 · feedback - instead of "Good!" or "Well done." Comments
 · such as, "You stood up straight and looked really strong"
 · or "You spoke slowly. It made your voice sound very firm",
 · should be encouraged. Some constructive suggestions,
 · such as, "Try standing a bit closer next time", might be
 ▼ encouraged if appropriate.

- *Attention and specific feedback are critical in reinforcing and maintaining new behaviours. Research indicates that assertiveness is best learnt when other people pay attention to and give feedback about new behaviours as they are practised. Ideally, feedback is positive and constructive.*
- *It is important not to promote only assertive behaviours that are overt and physically obvious. True assertiveness is an attitude which conveys a message that a person is 'set' in his or her response and will not be influenced. This attitude comes from strength from within - not necessarily from superficial dramatic responses. It may be apparent only in eye contact or posture. It is possible to be quiet yet strong.*

Discussion based on the following questions:

- What were some of the things you did, that helped you be assertive?
The teacher explains to students that demonstrating assertive behaviour gives a very strong message that we are very firm and confident about what we are saying. *Often, inside, we don't really feel so firm and confident.* If we act assertively we can look more confident than we really feel.
- Did you find it easier or harder to be assertive than you expected?
- Has anyone ever given an assertive message to another person even though they felt nervous or scared inside? How did this work?
- When is it helpful to be assertive?
- Why is it good to be able to *act* assertively? (You can protect yourself even when you feel nervous or scared. The other person probably won't know how nervous or scared you are.)

extension

- ❖ Read with students some excerpts from the *Pippi Longstocking* books by Astrid Lingren. Discuss some situations where Pippi has used assertive behaviour, why it was necessary and the responses other people had to Pippi's assertive behaviour. Record some appropriate examples as excerpts are read.



main idea

It can be difficult to say NO. I can use other strategies to help me be safe.



NO GO - other strategies

field building

- *This focus area extends upon understandings established in the previous focus area. Before participating in core learning activities, students need to have participated in some activities from the previous focus area of 'NO GO - assertiveness'.*

- ❖ Revise the rights that all children should have. (All children have the right to be safe, to have their bodies, thoughts and feelings respected and the right to be treated fairly.) Inform students that these are their rights and there is no 'question' or 'maybe' about them. Children should have these rights.
- ❖ Brainstorm these rights on the board or on a large chart. Responses which include the things that children should have concerning these rights (such as food, protection, love, care, friendship and equal chance) should also be recorded.

core learning

- ❖ The teacher reminds students that sometimes a person might act in a way that doesn't respect the rights of children. This is *not* OK. It is OK for children to be assertive and to say NO or GO from a situation where their rights are not being respected. However, sometimes it can be difficult to be assertive.

Each student receives a copy of the self evaluation sheet (appendix 25). The teacher reads each question. Students respond by colouring the option that best describes how they feel about their confidence to say NO assertively and to GO in an unsafe situation - with a friend, an older or more powerful child, an adult, a close and trusted adult. Students record some barriers that might make it difficult for them to say NO assertively.

- *This activity might be carried out again with students as a personal evaluation tool at the completion of a series of 'Protective strategies' activities.*

- ❖ Brainstorm students' responses to form a list of barriers for assertive behaviour. (Making the other person angry with you, seeming to be impolite or disrespectful, getting into trouble from your parents for behaving in this way.)

The teacher acknowledges that it can be very difficult to say NO especially if the other person is an adult with whom you or your family has a close relationship.

- ❖ The teacher reads the following unfinished story.

"Mira, Mira," yells Mr Jackson from next door. Mira runs into the backyard.

"Yes, what do you want?"

"Do you want to help me work on the car engine today?" he asks.

"Yes, I sure do!" she replies, feeling very excited.

"I'll just go and tell Mum or Dad." Mira runs into the house and tells her mother that she is going to help rebuild the car engine. Mira loves cars. She wants to work in a garage as a mechanic when she grows up. So every Sunday she helps Mr Jackson work on his car engine. Mira's parents don't mind when she does this because Mr Jackson and her Dad are very good friends.

Mira runs into Mr Jackson's garage.

"Going to pass me whatever tools I need?"

"Sure!" she replies. Mira knows the name of every tool that will be needed. She has only made one mistake with the tools, but she always remembers how angry Mr Jackson became. That time he threw a spanner at the garage window and smashed it.

Later in the morning, Mr Jackson suggests that they have a break. He gives Mira a cold drink.

"Come and sit on my knee. I'll give you a big cuddle," says Mr Jackson.

Because Mira likes Mr Jackson she walks over and sits on his knee. She often sits on Mr Jackson's knee.

"Mira" says Mr Jackson. "It's time you started calling me Doug. We're more than just mates, aren't we? I want you to start being my girlfriend."

Mira is shocked. Mr Jackson is much too old to be her boyfriend. She wants to tell him this but she doesn't want to hurt his feelings or make him angry.

Mr Jackson pulls Mira closer to him. "Come on Mira. Where's that cuddle? You're my little lady now, aren't you?"

Mira wants to say NO but she doesn't feel comfortable about being assertive with Mr Jackson. Mira has been assertive with other adults before, but this time she is worried. She says nothing but starts to pull away from Mr Jackson. He looks very angry when Mira stands up. Mr Jackson is breathing strongly. Mira decides that saying NO assertively would not be the best action at this time.





Discussion based on the following questions:

- Why doesn't Mira want to say NO to Mr Jackson? (Mira is embarrassed and worried about her safety if Mr Jackson becomes angry.)
- Does Mira have to say NO assertively to Mr Jackson? (No. Mira can decide on the way she will act. She should choose an action that will have the safest consequence for her.)

The teacher informs students that choosing to *not be assertive* is not being weak or passive. Mira could say NO assertively to Mr Jackson but has decided that this is not the best choice for her safety.

- What else could Mira do? (Mira should GO or plan to go.)

The teacher rereads the unfinished story with the following ending:

Mira's heart was beating very quickly. She said in a small voice "I have to go home now." Mr Jackson frowned and took a step towards her. Mira felt very nervous. She said again "I have to go home now."

Mr Jackson said that helping him was OK with her parents and she had to stay.

Mira stepped away and said "I have to go home now." Mr Jackson moved closer. Mira was scared. She tried not to sound scared and said again "I have to go home now." Mr Jackson looked angry.

Mira walked to the door and said "I have to go home now."

Mira was shaking inside but she walked outside quickly and went straight home.

The teacher informs students that it can be a safe decision to *choose not to be assertive* when the other person is older or more powerful like Mr Jackson. When you are being threatened or bullied it might not always be a safe strategy to say NO assertively. When you are being bullied it may be safest to ignore the person or pretend that you don't hear what they are saying and GO from the situation.

Discuss:

- Did Mira have the right to speak out and to leave? (Yes. What Mr Jackson suggested was not OK because he is an adult and Mira is a child. Mr Jackson was not using his power as an adult in a fair and OK way.)
- Would it be a good idea for Mira to just play along with Mr Jackson? (No. What Mr Jackson was suggesting is wrong. He is using his power in a way that is not OK.)



- Why was it hard for Mira to say NO? (Mr Jackson was her friend and she often sat on his knee. She didn't want to hurt his feelings or make him angry.)
- Instead of saying NO, what did Mira say? (Mira said one thing, "I have to go home now," and she kept on saying it.) This strategy is called the *broken recording* strategy. The meaning of this term might be discussed.
- How did the *broken recording* strategy help Mira? (Mira was scared and couldn't say NO, but the *broken recording* strategy helped her to make an excuse to GO.)
- Do you think Mr Jackson knew how scared Mira was? (No.) Why? (Mira said something. Even though it was the same thing over and over it didn't matter. Mira acted confidently even though she was worried inside.)
- What should Mira do next? (Mira should TELL a trusted network adult.)

The teacher reminds students that sometimes, in a situation where they are unsafe and feeling nervous, they might not be able to say NO assertively. You have to use your own judgement on what would be the best action for you to take. For example: - If you can't say NO assertively, another good strategy is to make an excuse and to keep on saying it, like a broken recording, to give you an excuse to GO. It is important to *act* confident even if you feel nervous or scared.

- ❖ Using two puppets, one a more powerful creature or person (such as a lion, wolf or adult figure) and the other a less powerful creature or person (such as a mouse, rabbit, koala or child) role play some of the suggested situations.

The teacher, in role, acts persuasively (or aggressively) to encourage students, in role, to act confidently, to use the *broken recording* strategy if they wish and to GO from the situation. Ask students about where they planned to GO. If there is time, more than one student has a turn at role playing each scenario.

- *NB. Because these situations involve abuse of power*
- *it is necessary that the teacher always takes the role*
- *of the more powerful character. Refer to Role plays*
- *(Introduction p 7).*
- *It is important that these role plays are kept lighthearted and*
- *ended if they become intense or evoke personal responses*
- *from students. Derole players as they remove their puppet by*
- *stating that they are no longer the 'koala' and using their*
- *names. The teacher deroles in a similar way at the end and*
- *could make a closing comment such as "Wasn't that 'lion'*
- *bossy! I'm glad we encourage friendly behaviour in this*
- *classroom!"*



Suggested roles to be played by the teacher:

- I want you to catch that lizard. (Suggested further role play: “Catch that lizard for me!” “Are you listening? Quick! It’s running away” “Do it!” “Why won’t you? I told you to do it!”)
- Drink this special drink! Now!
- Come for a drive in my car.
- Let’s go and bully that new Kindergarten kid.
- I’ve got a present I’m going to give you. I want you to do something for me first.
- You have to keep this a secret. You have to promise that you will NEVER tell anyone - no matter what.
- Come and play on the new computer. It doesn’t matter if you’re not allowed. No one will ever find out.

- *The teacher provides positive feedback about how confidently each student played their role. Other class members are encouraged to provide feedback also.*
- *Attention and specific feedback are critical in reinforcing and maintaining new behaviours.*
- *When asking students where they would GO encourage them to consider safe places as well as network people. Discuss safety houses, shops where they know the employees, police, familiar places where there are families and friends.*

At the end of the activity the teacher should indicate that if they have been harmed or abused or if they still feel unsafe or threatened they should always TELL a network person or a trusted adult about the situation.

- ❖ The teacher retells the story or shows a picture book of *The Little Red Engine* and poses the following questions. If this book is unavailable, the book *Oh, The Places You’ll Go!* by Dr Seuss may be used instead.
 - Who remembers this story from when you were younger?
 - What was the story about? (If students cannot recall the story the teacher offers to read the story or to go through the pictures in the book and repeat the question.)
 - What were some things that the Little Red Engine did to overcome his feelings of being scared? (He said positive things to himself which helped him believe he could climb up the hill.)

The teacher informs students that this is positive *self-talk*.

You can use positive self-talk any time. You can say positive or encouraging things to yourself in your mind and nobody will know what you are saying or thinking. Positive self-talk can be very helpful. It can give you encouragement to do something that you think you may not be able to do.

The teacher may wish to provide an example from personal experience, such as: *When I was on a bush walk with a group of people I had to cross a narrow bridge. I got to the middle and looked down to the slimy creek water below and suddenly I thought I was going to fall. The person behind me started to laugh at me and jumped on the bridge, making it wobble. The only way I got to the other side without falling in was by saying to myself "GO ON. You can do it. That person is not acting fairly. I'm NOT going to give that person the satisfaction of watching ME fall in. I've done hard things before and I can do this, I can DO IT! Just look straight ahead and keep on walking." And I did.*

- Has anyone used positive self-talk to help them do something that they thought they were too nervous or scared to do? When was this time and what did you say to yourself?
- ❖ Reread the first part of Mira's story and pose the following question for discussion:
 - If Mira had felt really nervous about acting confidently and GOING from the situation with Mr Jackson, what are some things that she could have said to herself to help to overcome her nervous feelings? (I have a right to have my body respected. Mr Jackson is not acting in an OK way. I have a right to be safe. I can GO from this situation. I can keep on walking and go home.)
- ❖ Recall some of the unsafe situations suggested previously by the teacher and students where self-talk was used. Students draw a picture of themselves in a potentially unsafe situation and using 'speech bubbles' write some positive self-talk statements they could say to themselves to give them confidence to GO from the situation.

· *If other 'positive self-talk' strategies have been used with students, such as the 'turtle' or 'cloak' strategies, these should be revised. Additional strategies include imagining a favourite, strengthening colour flowing inside one's body or consciously nurturing an imaginary tree of self confidence growing within. The school counsellor may provide advice on these and other 'positive self-talk' strategies which can be used with students as additional strategies for safety and resilience building.*

conclusion

- ❖ Play the card game *Bluff* (appendix 26). This game is best played in groups of five or six students. A pack of playing cards is needed for each group and additional adult helpers may be required to introduce the game. *Bluff* encourages students to act confidently and to think about the consequences of actions before they take them.



main idea

I feel happy and excited when I keep some secrets. If I have a secret which causes me to feel unhappy or unsafe it should not be kept.

Secrets

- *For learning to be most effective, parents need to be informed about the content of this focus area and the rationale on which it is based.*
- *Sexual abuse of children is rarely a 'one-off' occurrence but is likely to continue over months and often years. Child sexual abuse frequently follows a predictable pattern, increasing in intensity from sexual suggestion to fondling and, over time, to penetration. Abusers rely on ongoing secrecy for abuse to continue. Abusers of children do not want to be found out. Imposing secrecy on a child is often not a difficult task. The longer abuse is kept a secret, the greater is the potential harm to the child.*
- *Maintaining the secrecy of sexual abuse usually involves feelings of worry and concern in children. Child protection education involves teaching children to discriminate between 'happy' and 'unhappy' secrets and always to TELL about 'unhappy' secrets. When children are encouraged by their parents or carers to keep secrets without discrimination, their vulnerability is increased. It is good for families and friends to have positive secrets but these should be distinguished from secrets which involve coercion and disregard for children's rights to safety and respect.*
- *Many parents teach their children to keep secrets and to obey requests from adults. Research shows that parents simultaneously expect children to recognise and to reject demands for secrecy when sexual abuse occurs (Briggs 1993).*

field building

- ❖ Ask students to explain what a *happy secret* is. Brainstorm a list of happy secrets (a surprise party or gift, a new baby coming, special news, a surprise visitor, an unexpected cake or bunch of flowers). Keep the list for further work in core learning.
- ❖ Students draw or write about a happy secret they have kept and how a person has reacted when the secret was eventually revealed. Share with a partner.
- ❖ In small groups students revise *feelings*, *body signals* or *external signs* that may be experienced when a person is worried or unsafe. Students are given two minutes to record as many examples as they can, for each. Share as a whole class.
 - eg *feelings*: nervous, uncomfortable, uneasy, confused;
 - body signals*: lumpy stomach, jumpy heart, tense muscles, nausea;
 - external signs*: shut door, being alone, threats, bribes, not OK behaviour.

- ❖ Read a book about a happy secret such as *Sam's Duck* by Michael Morpurgo. Discuss why Sam's secret was a happy secret. (Sam was excited and happy about keeping the secret. He was planning a surprise for his Grandfather and he knew his Grandfather would be pleased when he found out about the secret.)

core learning

- ❖ Discuss some happy secrets that have been planned within the class or the school. (Surprise birthday celebrations, unexpected awards and surprise assembly items.) Discuss some feelings that students experienced when they were keeping these secrets and the feelings of others when the secrets were found out.
- ❖ The teacher informs students that sometimes keeping secrets can cause unhappy or unsafe feelings. These secrets should not be kept and should be shared with a trusted adult.

Read the following unfinished story about an unhappy secret.

The house next door to Billy's place was old and empty. No one had lived there for years and the windows were boarded up and the doors locked. Billy and his friends had found a way to get into the house through the laundry. They met there after school and had made a secret meeting place in one of the rooms where they kept some comics, games and other things. They had a secret stash of cans of soft drinks, lollies and snack foods. It was fun to meet there with his friends.

Billy thought that if his parents found out they wouldn't be too upset or angry about the secret because the things they did there were OK. They looked after the house because it was their special place. Still, Billy and his friends didn't want to tell anyone about their meeting place because it was more fun to keep it a secret.

One day an older boy joined their group. It was great to have a new member of the group and he had interesting things to talk about. They all liked him a lot. One day the older boy brought them a CD player and a set of CD's. Everyone was really pleased.

The next day he brought another CD player and a laptop computer. He put these in another room. He said that they were not to use them. He just wanted to keep them there for a while. A few days later the older boy brought in a television set and a video player to keep in the other room.

That night Billy heard his parents talk about some house break-ins that had happened in their neighbourhood. They said that a television set and a video player had been stolen from the people across the road and that everyone was very upset about it.

Billy started to feel worried. The next day he told the older boy about the break-ins and asked him where the television set and





the video player had come from. The older boy told Billy and his friends that this had to be kept a secret. If they told anyone they would all be in very serious trouble for being in the empty house.

Billy was really worried. He knew that being in someone else's house without permission was a problem but he and his friends hadn't been doing anything that was unsafe or would upset other people.

When Billy's older friend saw how worried Billy was, he threatened he would hurt Billy if he ever told his parents about the television set and video player. The secret about the meeting place had been fun before but now Billy felt unsure about keeping this secret and also too scared to tell.

Discuss the following:

- How might Billy have felt about keeping the secret at the beginning? (Happy, excited, safe, OK.)
 - How might Billy have felt about keeping the secret after he heard about the house break-ins? (Changing feelings, worried, threatened, unsafe, scared.)
 - How did the secret change? (The secret became an unhappy and unsafe secret.)
 - Why was it difficult for Billy to TELL about the secret? (He was scared of being hurt. He may have believed that he would be in serious trouble if he told. He might be worried that he was also telling his friends' secret.)
 - What should Billy do? (Billy should TELL a trusted adult.)
 - How might Billy feel then? (Relieved, safe, happy, may be a bit disappointed that his meeting place won't be secret any more.)
- ❖ Create a shared definition for the term *secret*. (A secret is something that is hidden or concealed from others so they do not know about it. Some secrets are *fun* to keep. Other secrets can cause you to feel worried or unsafe and you might be forced or pressured to keep these secrets. These secrets should not be kept.)
- ❖ Discuss the following questions and record students' responses in two columns (*Secrets which are fun / Secrets which should not be kept*). If possible, record similarities and differences alongside each other.
- How can a secret which is fun to keep be *similar* to a secret which should not be kept? (They are similar because they both involve hiding or concealing something from others.)
 - What are some secrets that are fun to keep?
 - How is a secret which is fun to keep *different* from a secret which should not be kept? (A fun secret is something pleasant and will usually make people happy when they find out.)

Often there is a special time when people are supposed to find out about the secret. A secret which should not be kept can cause you to feel unhappy or unsafe. You might be pressured or threatened not to tell the secret and to keep it hidden for a long time. Usually, a fun secret is shared by a number of people.

Sometimes an unhappy secret is kept only between two people.)

- How might someone feel when they are keeping a fun secret? (Excited, happy, want to be part of the secret, pleased that another person might be happy at the end.)
- How might someone feel about keeping an unhappy or unsafe secret? (Unhappy, nervous, scared, pressured to be part of the secret, worried that people will be angry or upset if they find out about the secret.)
- ❖ Students form groups of four. Each group receives a set of *Secrets cards* appendix 27. Students take turns to read a card and sort it into either a *should keep* or *shouldn't keep* pile. The teacher writes the correct responses on the board for groups to check their decisions. (*Should keep* - 1, 2, 4, 5,6 ; *shouldn't keep* - 3, 7, 8.) Groups discuss why each secret should or should not be kept and report back to the whole class for discussion.

Points to highlight during the discussion:

- Card 1: Everyone will find out about the baby *soon*. They will probably be happy and surprised when they know.
- Card 2: *A lot of people* know about the party. The teacher will probably be surprised and happy when he finds out.
- Card 3: This is sexual abuse. You have been told *never to tell anyone*. You should TELL a trusted adult about it.
- Card 4: The lady next door is not making anyone unhappy or hurting anyone. Your *whole family* know about it. Your friends might think it was a bit unusual but they would not be upset if they found out.
- Card 5: Your friend will receive the card soon and be surprised and happy.
- Card 6: Your Grandad's favourite drink is not hurting anyone or making anyone unhappy. Your *whole family* know about it. Other people might think it was funny, but they would not be angry or upset if they knew.
- Card 7: This is physical abuse. You have been *threatened not to tell*. You should TELL a trusted adult about it so the abuse can stop.
- Card 8: This is sexual abuse. You and your friends have been *threatened not to tell*. Even though a number of children are involved in this secret it is still not OK. Someone should TELL a trusted adult.





- *When discussing card 8 the teacher should inform students that sometimes, secrets about abuse may involve a number of children. In this kind of situation it might be more difficult to TELL because you are telling for other children as well.*
- *The other children might not understand about abuse and their right to be safe. If a secret involves abuse it should always be told.*

- ❖ The teacher informs students that feelings, body warning signals and external warning signs can help you recognise a secret that should not be kept.

Ask students to think of signs that might help them recognise a secret that should not be kept. List these to form a chart eg:

You can recognise a secret which should not be kept if:

- *you have mixed feelings or changing feelings*
- *you feel unhappy, worried, guilty, scared or unsafe*
- *you have to keep the secret forever*
- *your body gives you warning signals like feeling sick or yukky, shaking, racing heart, lumpy stomach*
- *you are the only one who knows about the secret*
- *the secret hurts your thinking and goes over and over in your head*
- *you really want to tell a trusted adult about it but it seems too hard*
- *someone bribes or threatens you to keep it*
- *you have to tell lies to keep it*
- *it is about something unsafe*
- *it is about something not OK*
- *it is about abuse.*

- ❖ Students form small groups. Small groups are nominated as either a)s or b)s. Each group considers and records responses to one of the following questions:

- a) Why might a person ask you to keep a happy secret from others?
- b) Why might a person ask you to keep a secret which shouldn't be kept?

Share responses as a whole class.

- *Ensure that responses to b) include the fact that secrets are often asked to be kept because they involve behaviour that the person knows is not OK, is unsafe or is abuse. Secrets about abuse are often made to be kept so that the abuse can continue and because it won't be found out. These secrets should not be kept.*

conclusion

- ❖ Read the story *Keeping Secrets* by Jenny Koralek and Steve Cox. Discuss the following questions:
- What were some of the secrets that Rosie and her cousins had?
 - Were they secrets that should not be kept? (No.) Why? (Rosie, Josh and Harry were happy and excited about the secrets. They were not being hurt or feeling unhappy by keeping the secrets. No one would be upset or angry if the secrets were found out. Rosie was not threatened about telling.)
 - *What if* Josh and Harry had hidden some stolen things in the attic?
 - *What if* climbing up to the tree house was very dangerous and Rosie felt scared and unsafe about going there?
 - *What if* Josh and Harry had told Rosie that they would break her doll if she told about the secrets?
 - If Rosie had a secret that should be told what could she do?

Skills for Telling

- *Before taking part in activities from this focus area students need to have an understandings about abuse, of NO GO*
- *TELL strategies and have established a network of five trusted adults. These may have been established in Stage 1.*

field building

- ❖ Revise NO GO TELL strategies by discussing actions that can be taken for each strategy.
- ❖ Play a communication awareness game such as *Are you listening?*
 - *The game 'Are you listening?' reinforces the importance of eye contact, proximity and engagement to communicate a message. It also raises awareness about the barriers that can make communication more difficult. For students with limited verbal communication skills an alternative activity should be substituted.*
 - ***Are you listening?***
 - *Students form pairs. Each pair decides who will be the 'listener' and who will be the 'talker'. 'Talkers' from each pair meet privately with the teacher who nominates a specific topic for discussion, eg a favourite holiday, a favourite television show, a favourite restaurant. 'Talkers' prepare to speak to their partners on this topic for a given time period (1 - 2 minutes). Preparation might include individually listing some things they will talk about during the time period.*

main idea

TELLING a trusted adult about abuse can be difficult. Having support from a friend and using good communication skills can help you to TELL.



- While 'talkers' are preparing their topic the 'listeners' meet privately with the teacher who instructs them that while their partner is talking to them, they must not use any listening skills. They discuss some non-listening behaviours such as avoiding eye contact, fidgeting, singing, whistling or turning away.
- Pairs rejoin to carry out their task of communicating.

After the activity, debrief students by asking the 'talkers' to describe how they felt when their partner was not listening.

If there is time, students change roles and replay the activity using a different topic for discussion.

- ❖ Revise assertiveness. Students suggest some ways that they can be (or act) assertively (standing up straight, looking at the person, using a strong, clear voice). Remind students about the effectiveness of 'acting' assertively or confidently, even when you don't feel like this inside.
- ❖ Revise the names for parts of the body including private and sexual parts. Reinforce the use of anatomically correct names for these body parts. Discuss why it is important and OK to use these correct anatomical terms.

core learning

- ❖ Read the book *Something Happened to Me* by Phyllis E Sweet. Inform students, prior to reading, that the children in the story have experienced either physical or sexual abuse.

- This is an emotive but positive portrayal of children who have told about their experiences of abuse. Reference to abuse is not explicit and the book is appropriate for general classroom use. However, careful observation of students' responses to the story may be necessary. If individual students have strong responses to the story, debriefing is required and referral to the school counsellor is appropriate.

Revisit the first seven illustrations of the children in the story.

In pairs, students discuss some of the feelings the children may have had before they told an adult about their situation. Share responses as a class. The illustrations provide good ideas for making two overhead transparencies for display to trigger discussion.

- ❖ The teacher poses the following questions for discussion:
 - Why might it be difficult to TELL a trusted adult if you have been sexually abused? (It is often difficult to talk about sexual things to adults. They may be shocked or think that it is not OK to talk about these things. They may not *want* to believe you.)



- Why might you be worried about TELLING? (You may have been threatened. You may have accepted gifts or special things from this person when you shouldn't have. You may have said yes and liked cuddles and other ways of touching before you realised what would happen. You might still like this person for other reasons. Because of these things you might feel that you are part of the problem.)
 - Is it OK for other people to touch your private or sexual parts when there is no reason for them to do so? (NO. Children have a right to have their bodies respected. This includes saying NO to sexual touching at any time. They can say NO the first time, or they can say NO later, because it is their right.)
 - Would it also be difficult to TELL a trusted adult about physical abuse? (Yes.) Why? (Children might have been told to keep their injuries a secret. They might have a close relationship with the person who hurts them. Children may think that they caused the person to be angry with them and to hurt them. They may be worried that people will be upset or make a fuss if the abuse is found out.)
 - Why should children TELL about physical abuse? (They have a right to be safe and have their bodies respected. If physical abuse continues children can be harmed more.)
- ❖ Create a shared explanation about the purpose of TELLING a trusted network adult about abuse. (The purpose of TELLING is to receive protection and help to stop the unsafe or abusive behaviour.)
- Revise some important attributes network people should have eg they are adults, you see them regularly, you trust them, they listen to you, they care about you, they can take action to keep you safe.
- ❖ Students individually list the names of their five network adults and share their lists with a partner.
- ❖ View the segment *Stevie's story* from the video *Tell a Friend – It's Never Too Late*. Immediately after viewing students quietly form pairs and discuss how they felt about Stevie's situation.
- Class discussion based on the following questions:
- How did you feel about Stevie's situation?
 - Why was it difficult for Stevie to TELL his Mum about Uncle Alan touching the private parts of Stevie's body? (Stevie liked Uncle Alan, but not his behaviour. Stevie had accepted bribes from him. Stevie's Mum trusted Uncle Alan. Uncle Alan was her brother. She might find it hard to believe what Stevie said.)
 - Which adult did Stevie choose to TELL about his situation? (Stevie told his teacher.) Do you think his teacher might have been a member of Stevie's network?
 - Why was it a good idea to TELL a trusted adult? (An adult can help to provide protection and help to stop the abuse.)



- What made it easier for Stevie to TELL a trusted adult about his situation? (Stevie talked to his friend Marc first. Although Marc was confused at first he encouraged Stevie to TELL his teacher.)

The teacher informs students that because it can be difficult to talk about sexual or physical abuse it can be helpful to talk to a friend first to get support and encouragement. Talking to a friend can help you to be more confident about TELLING a trusted adult.

- If Marc had still been confused and had not given support, should Stevie have given up? (NO. Stevie has a right to be safe.)
- What could Stevie have done? (Stevie could have talked to another friend or gone to TELL his teacher by himself.)
- ❖ Individually students trace around their hands and write the names of their five network adults on the fingers and thumb of the hand outline. The teacher then asks students to think of some friends they could talk to if they were in a situation of abuse. Students write the names of these friends in the palm of their hand outlines. Display or insert into homework or journal books as appropriate.
- ❖ The teacher informs students that it is often easier to talk to a friend. Talking to an adult and having them listen to you can be more difficult. Using good communication skills can help.

If appropriate, refer to the listening skills game (field building) and brainstorm some skills that can help make communication more effective eg using eye contact, being (or acting) assertive, standing in good proximity (not too far away), planning what you want to say, using a clear, strong voice.

Pose the question:

- How can communication be more effective if you need to talk about the private (or sexual) parts of your body? (It is important to use the correct terminology when referring to the sexual parts of the body. It is OK and not impolite, or rude, to use these terms when you need to.)

conclusion

- ❖ Students create two labelled drawings of themselves TELLING an adult from their network something important. Drawings include:
 1. How they would prepare to TELL (eg talking to a friend, planning what to say).
 2. How they would look using good communication skills to TELL.
 - *Teachers should pay particular attention to students' work which involves talking about abuse or about a secret.*
 - *The teacher might ask the student "Is this situation similar to one you, or someone you know, has experienced?" If the student's response is yes, further questions may be asked such as "Does anyone else know about this situation?"*

- *“Have you, or the person you know, told anyone about this situation?” “Why is it difficult to talk about it?”*
- *NB. If concerns are held about a student’s safety it is not the teacher’s role to find out detailed information but to report the situation to the principal or to personally notify the Department of Community Services. It might also be appropriate to discuss the matter with the school counsellor or to seek advice by telephoning the local community services centre. Identifying details need not be given when seeking advice from the Centre.*

Seeking help

field building

- ❖ Read a story about persistence from the booklist such as *Keep On Chomping* by N Gray and P Duspasquier.
Create a shared definition for the term *persistence* (trying again and again until you have success).
- ❖ Brainstorm some of the things that might be achieved with persistence. (Being able to play a song on a musical instrument, building or making something, playing a higher level computer game, craft skills such as threading a needle, sport skills such as shooting a goal.)
- ❖ Revise the TELL strategy (from NO GO TELL) and discuss some skills that can make communication, or TELLING, more effective.

core learning

- ❖ Create a shared explanation about why it is important to TELL a trusted adult about abuse. (The purpose of TELLING is to get help and protection so that the unsafe or abusive behaviour might stop.)

Record and display responses for reference.

- ❖ The teacher informs students that:
 - The most important factor in TELLING is to TELL. The sooner we TELL the better. Although it is difficult, the sooner we TELL the easier it can be.
 - When children keep a secret for a long time they might start to think that they are part of the secret and they are somehow to blame. This is not true. The person who started the secret is to blame. It is never too late to TELL a secret which should not be kept.

main idea

It is important to seek help when you feel unsafe or have been hurt or abused. It is important that you TELL and that you keep on TELLING until you are protected.



The teacher reads the following unfinished story:

Jared used to feel very lonely. He didn't see much of his Mum because she was very busy. He didn't see much of his Dad because he lived a long way away.

Jared made a new friend who was very important to him. He didn't tell his Mum much about his new friend because he thought she wouldn't really understand about their relationship. His friend was like a dad to him but he was also his best friend. They really liked each other a lot. Jared felt safe when he was with his friend.

One time, his friend touched the private parts of Jared's body. Jared didn't like it, but because the relationship was so important, it didn't seem to matter so much. Jared's friend bought him special things and they went to special places together. Jared started to lie to his Mum about where these special things came from and the places he was going to. Jared took more gifts from his friend.

Jared started to think that his Mum didn't believe the lies he told her, but she only said that he was always a problem and he was probably up to no good. Jared believed that he was basically good. He didn't know how to make his mother understand this. She always seemed too busy to listen when he wanted to talk.

Jared really liked his friend. The next time Jared saw his friend was not a happy time. His friend sexually abused Jared. Jared didn't tell anyone about this and kept going to special places with his friend.

After a while Jared decided that he wanted the friendship to stop. He wanted to talk to someone about what was happening but he was worried about the lies he had told. Jared felt guilty because he thought he must have done something to make the abuse happen. He wondered if he really was no good. Jared began to think that it was too late to TELL.

- ❖ The teacher repeats the information provided before the story. Using markers or labels the teacher sets up two points of reference inside or outside the classroom. One point represents *strongly agree* (or Yes) and the other represents *disagree* (or No). A line may be drawn between the points.

Ask students to think about the following questions and place themselves next to a reference point or between the points to indicate their opinion about the following suggested questions. Discuss some responses to each question according to where students have placed themselves on the continuum.

- i) Jared did nothing wrong.
- ii) Jared's friend was a good friend.

- iii) Jared should have said NO and GONE from the situation.
- iv) Jared's Mum won't believe him if he tells her about the abuse.
- v) Jared helped make the problem he has - because he told lies.
- vi) It is Jared's fault that he was abused.

· *A range of responses to these statements is to be expected and should be accepted. However, important concepts should be reinforced - Jared was not to blame for the abuse and it is OK that he couldn't say NO and GO from his situation. Abusers sometimes encourage children to tell lies about small things so that when they TELL about abuse they might not be believed. Even if Jared has told lies before, it is never too late to TELL a trusted adult about abuse. Jared, and all children, have a right to be safe and not to be abused.*

- ❖ Students form small groups and on one side of a sheet of paper record four things that Jared could choose to do. Students discuss the reasons why each choice might be difficult for Jared. They record these reasons alongside each choice. Students form an agreement about what would be the best choice for Jared to take. Groups report back to the class.
- ❖ The teacher confirms that Jared's best choice is to TELL a trusted adult about his situation. The teacher also acknowledges that talking to an adult about sexual abuse, physical abuse, bullying or being threatened can be very difficult. Using good communication skills can help. However to have a chance to use good communication skills depends on choosing a good *time* to talk. It is important to choose a time when adults are alone, when they will not be interrupted and when they are in a listening mood. In groups students discuss and record when it might be *good* and *bad* times to talk to the following adults:
 - mums
 - dads
 - relatives
 - neighbours
 - teachers.

Share as a class.

· *It is important to acknowledge differences in group and individual responses. Some adults may not like to be interrupted when they are relaxing. When other adults are relaxing, busy cooking or mowing a lawn it can be a good time to approach them.*





- ❖ The teacher continues the unfinished story by telling students that Jared talked to his Mum. He chose a good time (just after dinner) and told her quite clearly about what had happened. She didn't believe him. She said that Jared always told lies and was just making excuses for getting a bad report card.

Inform students that sometimes, even when children TELL an adult something very important, the adult might not hear the message, might not believe what is said or might not take action to help the child. Pose the question:

- What might you do if you TELL a trusted adult about feeling unsafe or about abuse and nothing happens? (You have to be *persistent*.)
- What does it mean to be persistent? (You should try and try again until you feel safe and are protected. You might try the same person again. You might try another trusted adult. You have five people on your network.)

- ❖ Role play: persistence

- *It is recommended that the teacher model this role play, as the adult figure with a student, two or three times before students repeat it independently. Suggested scripted responses are recorded on the board for role players to use. Students do not make up their dialogue.*

Role play persistent behaviour in response to one of the following situations:

- Tell a trusted adult about a school bully who keeps taking your money.
- Tell a trusted adult about a man who follows you on your way home from school sometimes.
- Tell a trusted adult about an older student who says things to you about touching the sexual parts of your body.

Students playing the adult must not actively respond until their partner has had three or four attempts at telling.

At first...

Oh dear, oh really,
don't worry.
Just be brave.
I'm too busy now.
I don't believe you.

Finally...

I know it was hard for you to
tell me this.
You did the right thing.
I will talk to somebody who
can do something about this.

After the teacher has demonstrated the role play students form pairs of their own choice to carry out the role plays. One student takes the role of the adult and the other the role of the child trying to TELL about one of the situations. Role players are labelled with

the role being played (ie *adult, child*). Labels are pinned to the players so they are easily transferred when roles are swapped. De-roling, by removing labels, also assists in debriefing.

Remind students that the first trusted adult they talk to may not listen or may not help. This is why we have *five* trusted adults on our network. We may need to be persistent by going to other network adults and trying to TELL again.

conclusion

- ❖ Students write a note to their network members explaining what they would like them to do if they ever told them about an unsafe, harmful or abuse situation.

Alternatively, students write or draw to complete the sentence: *You can make TELLING easier by...* (eg planning what to say, choosing a good time to talk, speaking clearly and looking at the other person, being persistent, believing that you have a right to be safe).

extension

- ❖ In small groups students create posters advertising some *Tips for TELLING*. Each poster also refers to the NO GO TELL strategy. Display posters in the school.
- ❖ Arrange a visit from an appropriate child protection worker from an agency that works closely with the Department of School Education. These include the Department of Community Services, NSW Health, NSW Police Service and non-government organisations. Local Child Protection Council Area Committees can help school staff identify appropriate workers to visit and speak to students.

The visitor speaks briefly about the services which are available in the community to help children who have been abused. The visitor should inform students about how these services can help and how they can be contacted.

If appropriate, students may be informed about *Kids Helpline* which is a phone-in counselling service for children and young people. The free call number is 1800-55-1800.

National Child Protection Week (early in September each year) and *Operation Paradox* phone-in (held during Child Protection Week) can also be mentioned. The National Association for the Prevention of Child Abuse and Neglect (NAPCAN) can provide information about *National Child Protection Week*.



main idea

I can use a range of strategies to help protect myself if I feel unsafe or have been harmed or abused.



My strategies

field building

- ❖ Revise some of the information, understandings, and skills developed in child protection education by examining students' work and some resources developed by the class. Display some of these and some books and stories that have been read.
Discuss some favourite or memorable activities.
Encourage students to share the learning they value or remember most in child protection education.
- ❖ Revise the NO, GO, TELL safety strategy and relate to other strategies such as:
 - Feel - think - act (decision making)
 - knowing the correct names for body parts
 - knowing about rights and responsibilities in relationships
 - recognising and responding to internal feelings and warning signals
 - recognising and responding to external warning signs
 - being assertive (or acting assertively) in unsafe situations
 - establishing and using a network of trusted adults.

core learning

- ❖ Create a grid with space for some or each of the focus areas covered as part of the lessons on child protection education. Individually or in small groups students list some ideas and concepts that arose from learning activities in the focus area. A grid may be used to help organise ideas (see appendix 28). Groups may be assigned individual focus areas or themes.
- ❖ Revise the concept of protection (eg protection is being safe from harm or danger) and the different ways that children may be hurt (physically, emotionally and mentally - their thinking may be hurt).
In groups students record their responses to the following:
I can help keep myself safe from harm or danger by...
- ❖ Remind students that adults have a responsibility to protect children from harm. However, because trusted adults may not always be around, there are many things that children can do to help protect themselves or to seek help from adults.
Students individually write some strategies they could use in the following *What if?* situations. Students are encouraged to choose strategies that suit them personally and they believe they can carry out.



What if?

- *What if* you were with a group of friends who were planning to do something that you didn't want to do because it was unsafe?
 - *What if* every time you walked to school a group of older students would follow you, call you names and threaten to throw your school bag in the river (down the drain)?
 - *What if* an adult you lived with hit you really hard and told you that you were stupid, hopeless and that no one loved you, and did this every day?
 - *What if* somebody regularly made you look at pictures that showed sexual behaviour and they told you that you had to keep it a secret, always?
 - *What if* someone did something that was not OK and then said it was all your fault and you would be in trouble if you told?
 - *What if* a person whom you knew gave you gifts but then asked for favours (that were not OK) because you took the gifts?
 - *What if* you told a trusted adult about abuse but they didn't believe you and didn't take action to protect you?
 - *Students may suggest aggressive options such as, "I'd bash him". It is important to explore the consequences of these and other unsafe options when they are suggested.*
 - *Students' responses may be used by the teacher to help in assessing their understandings about child protection education.*
- ❖ As a class group students retell or rewrite a popular story where a character is in a number of unsafe situations such as *Jack and the Beanstalk*. Incorporate child protection strategies used by the character. The teacher scribes the story writing those strategies in a different colour from the remainder of the text.

conclusion

- ❖ Students complete a survey or evaluation form (see appendix 29) and share responses.
- *Individual responses may be sent home for parents to sign and add comments. Alternatively a summary of the responses could be communicated to parents in a note or newsletter. Covering notes remind parents of the value of their awareness about child protection education in enhancing the effectiveness of protective strategies.*



extension

- ❖ Students create a puppet play or performance that demonstrates some child protection concepts and strategies. Use an existing story or folk tale about a character in an unsafe or harmful situation, such as *Jack and the Beanstalk*.

- *It may be helpful to focus on just one component of child protection strategies such as TELLING eg Jack telling his mother about the giant and his threats. The performance should be preceded by an introductory talk about child protection strategies eg Jack had learnt about child protection at school. He had learnt some skills that would help him TELL. He knew to choose a good time, to talk in a clear strong voice and to use eye contact.*

Students perform for an audience. Parents and caregivers could be invited.

The performance might also be presented to the Principal and school staff at a staff meeting.

- *Sharing of the outcomes of students' work in child protection is an effective way of increasing understandings about, and support for child protection education within the school community.*

Statements

1 It is easier to believe physical harm. It is easier to see physical harm. Sometimes there is a scar after physical injuries have healed.

2 Emotional and mental harm are inside the body but they affect the way people act.

3 It is important to know about emotional and mental harm because other people often cannot see them and so they do not give help to make them better.

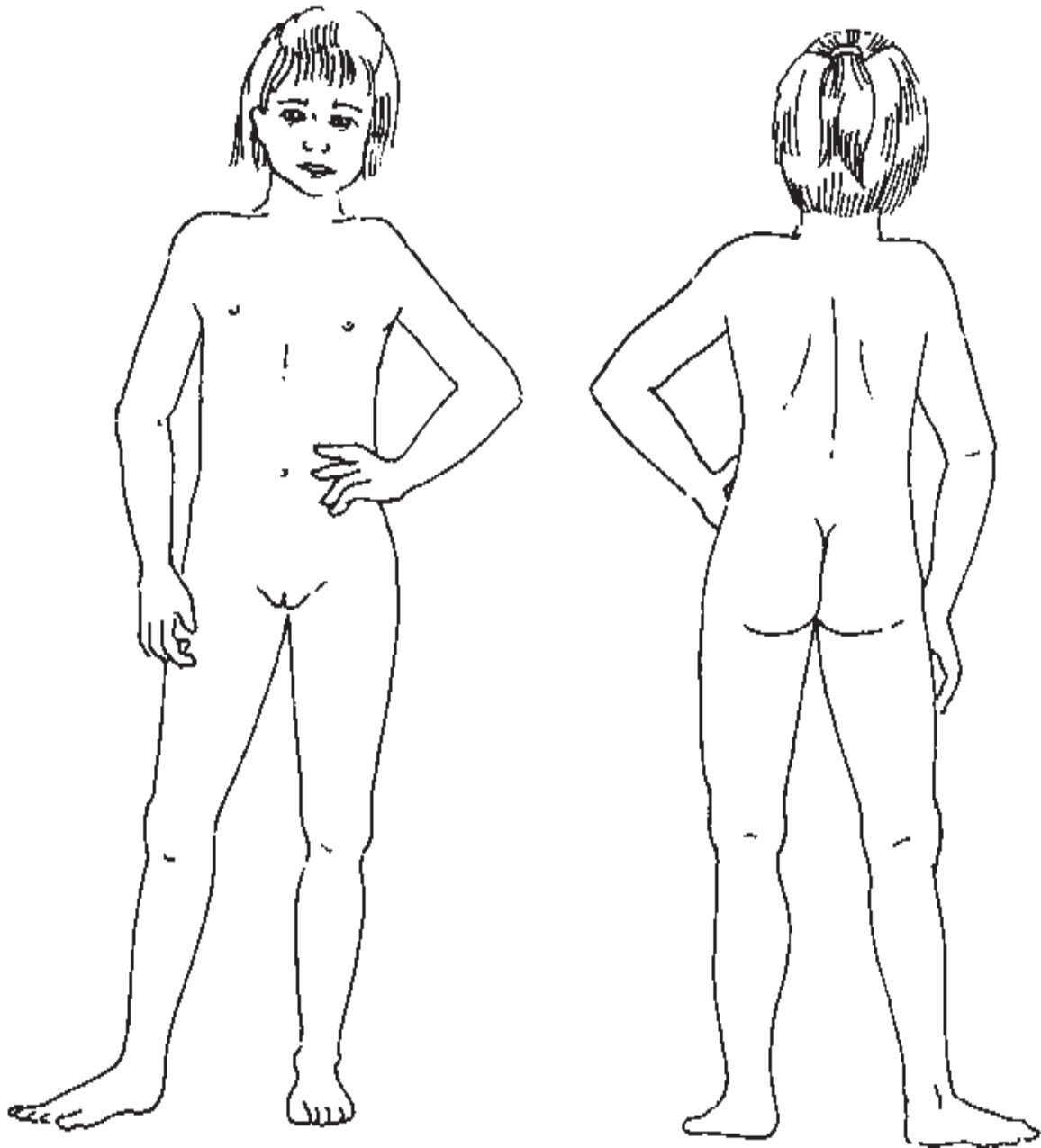
4 Sometimes emotional and mental harm are more painful than physical harm. They can stop a child from wanting to play and being able to sleep.

Accident or Abuse

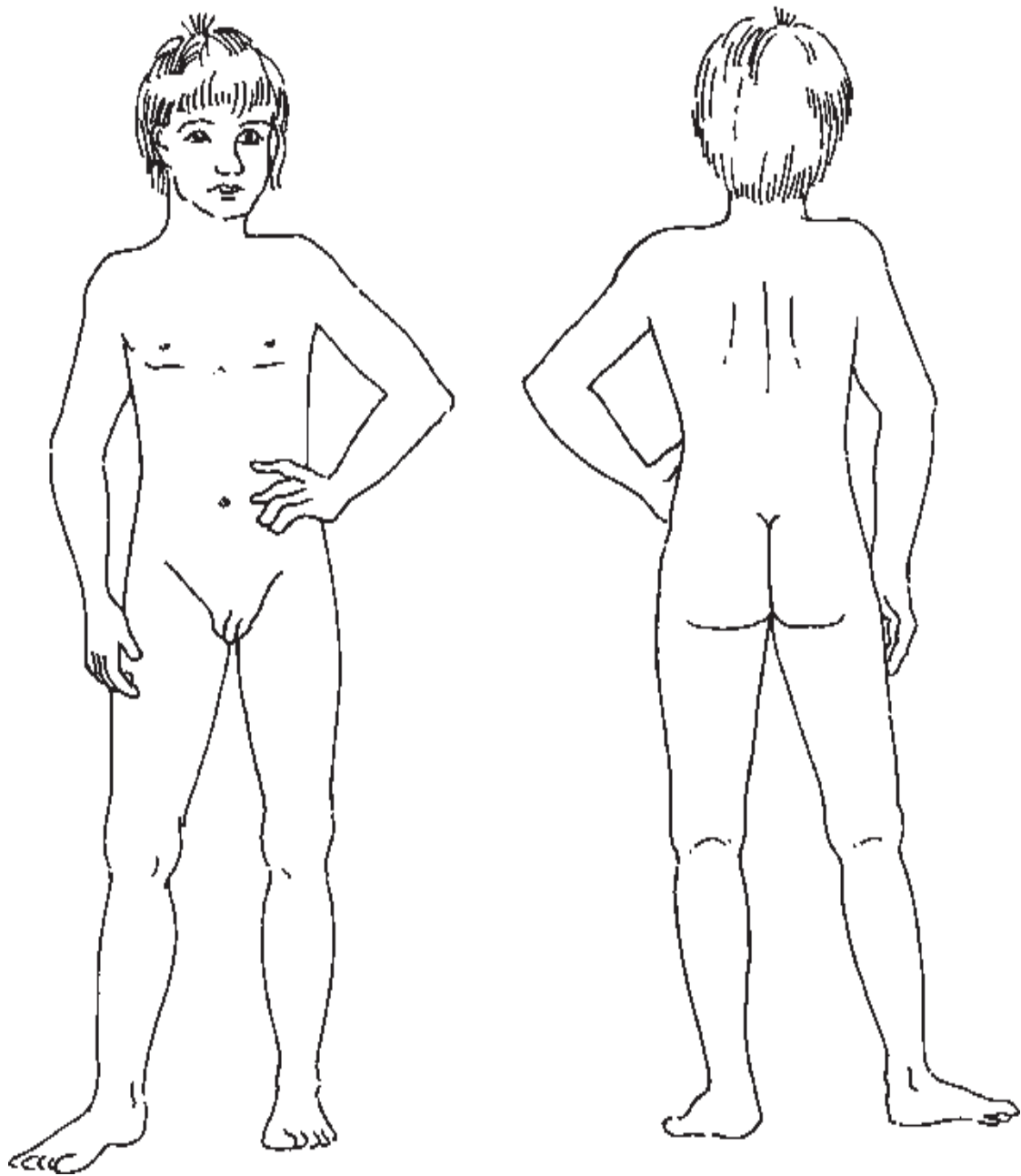
Tick the box which best describes each situation:

	Accident	Abuse
Sam is knocked over by a classmate running past.	<input type="checkbox"/>	<input type="checkbox"/>
Pat is burnt with a cigarette by an angry parent.	<input type="checkbox"/>	<input type="checkbox"/>
Sid falls off his bike as his younger sister runs in front of him.	<input type="checkbox"/>	<input type="checkbox"/>
Mick is chased and kicked by an older student on his way home.	<input type="checkbox"/>	<input type="checkbox"/>
Ellen is regularly told she is 'evil' and locked in her room by an older cousin who babysits her.	<input type="checkbox"/>	<input type="checkbox"/>
May falls over when she is bumped by her father when they are playing a game on a slippery floor.	<input type="checkbox"/>	<input type="checkbox"/>
Ted is often yelled at by his mother and hit with a hair brush which leaves big welt marks all over his back.	<input type="checkbox"/>	<input type="checkbox"/>
Anne is hit in the face with a basketball thrown from another game.	<input type="checkbox"/>	<input type="checkbox"/>
Someone opens the door to the toilet thinking it is empty, when Pam is in there. They quickly close the door.	<input type="checkbox"/>	<input type="checkbox"/>
Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts.	<input type="checkbox"/>	<input type="checkbox"/>

Female body outline



Male body outline



Feelings Vocabulary - List

abandoned	excited	kind	relaxed
affectionate	exhausted	lazy	relieved
agitated	fascinated	left out	reluctant
agonised	fearful	lonely	restless
amused	fed-up	lousy	rewarded
angry	foolish	low	sad
annoyed	free	lucky	satisfied
anxious	frightened	mad	scared
ashamed	frustrated	marvellous	secure
bad	furious	mean	shocked
bitter	glad	miserable	silly
blue	gloomy	moody	sneaky
bored	good	nasty	spiteful
brave	greedy	naughty	startled
calm	guilty	nervous	stupid
capable	happy	nice	talkative
cheated	hateful	numb	tender
cheerful	healthy	nutty	tense
clever	helpful	obsessed	terrible
competitive	helpless	odd	terrified
confused	homesick	outraged	threatened
cruel	horrible	overlooked	trapped
crushed	hurt	pained	troubled
daring	ignored	panicked	uneasy
delighted	impressed	peaceful	unhealthy
destructive	insecure	petrified	upset
determined	inspired	picked on	vain
different	intolerant	pleasant	violent
distracted	isolated	pleased	weary
disturbed	jealous	pressured	weepy
dumb	jittery	proud	wonderful
eager	joyful	pushy	worried
empty	joyous	quarrelsome	yucky
energetic	jumpy	refreshed	zany
envious	keen	rejected	zesty

Feelings analysis grid

feeling		
looks like...		
feels like...		
sounds like...		
acts like...		
message...		
illustration		

1.

2.

Feelings can change - stimulus situations



situation 1

Ellen was at the park with her friends. They were playing a game of soccer. Ellen's team was behind. In the last minute Ellen kicked a goal and her team won. It was time to go home. Ellen was feeling proud. She said goodbye to her friends. She walked across the park. A group of three older kids sitting around the swings whistled and made fun of her.



situation 2

Himal was at home by himself. His father would be home soon. Himal let himself into the house and phoned his mother at work to let her know he was home safely. Himal's mother told him she had a special surprise for him tonight. Himal felt happy and started to do his homework. Someone knocked loudly on the front door. Himal looked outside and saw a neighbour. His parents had told him not to open the door to anyone.



situation 3

Kegan went to stay at his friend's house. They were having a great time playing until his friend had a fight with him and started teasing him.

Feelings can change - stimulus situations



situation 4

Natasha's mother has been in hospital. She has just had a baby. Natasha wonders if her mother is OK and if she will like the baby. When Natasha's mother brings the new baby home, Natasha has turns holding the baby and the baby seems to smile at her.



situation 5

Roland is laughing loudly. His uncle is tickling him. His uncle keeps tickling him and starts to wrestle him. Roland starts to feel uncomfortable. He wants the tickling and wrestling to stop. He asks his uncle to stop but his uncle ignores him.



situation 6

Tina is starting a new school. She meets the Principal and her new teacher and then she goes to her new class. She sits in her new seat. She sees that she is sitting next to a girl that she has met before. They smile at each other.

Feelings diary

day:

time	event/s	feeling/s	response
before school			
morning			
lunchtime			
afternoon			
evening			

Daily Starr

Mother hits out

Oak Hill mother of two, Kerry Daley, hit the home run that brought the Sydney Embers baseball team to victory over long

time Canberra rivals. Kerry's children Sam 8 and Tia 5 were very proud of their mother's sporting success.



Callous coach

A young soccer player has bravely spoken out against her coach's behaviour. The coach's undoing came when he kept Terri behind to 'discipline' her. After pushing her to the ground, the coach then kicked Terri, cracking her rib cage. He then threatened Terri with suspension from the team if she told anybody.

Terri told her father when the pain in her ribs became so bad she had to seek medical attention. Terri's parents immediately contacted the police.

Grandmother's **TERROR**

A 14 year old boy has been charged with physical abuse after police found that he had hit his grandmother, leaving her with severe bruising, during an argument.

Biting back

A couple have removed their child from a local day care centre after finding bite marks on his back.

It was later discovered that a child care worker had bitten the child as punishment when he bit another child.

X-rays tell

X-rays taken when local 7 year old boy was rushed to hospital after a school playground accident, showed tragic facts about the boy's life.

More than 7 fractured or broken bones showed up on x-rays. The boy's father denies excessive discipline but a neighbour has said that he often heard shouting from the house and had seen the boy being hit with a garden tool and his father's fist. Investigations continue.

Rumble rates Okay

9 year old Stephanie spoke for many children at a school debate about violence. She said children had a right to be safe. Stephanie described rumbling games with her uncle and her brother as 'great fun' because they were never rough and both stopped if ever she asked.

Card game



1 An older boy has joined Robert's group of friends. One day after school he shows Robert and his friends a set of pictures. All the people in the pictures are naked.

2 Nancy is ten and is staying with Aunty Anne. Nancy is having her bath. Aunty Anne dries her and rubs perfumed oil all over Nancy's body. Nancy feels very uncomfortable.



3 Lee is getting dressed. Her uncle comes to her bedroom door. He stops and says that he would like to touch Lee all over her body.

4 Two boys are climbing a tree. One falls down and is hurt. He is crying. The other boy climbs down to his friend. He puts his arm around him and tells him he is all right.



5 The private parts of Jack's body were kicked in a football game. The doctor is looking at Jack to see if he is OK. The coach is with him.

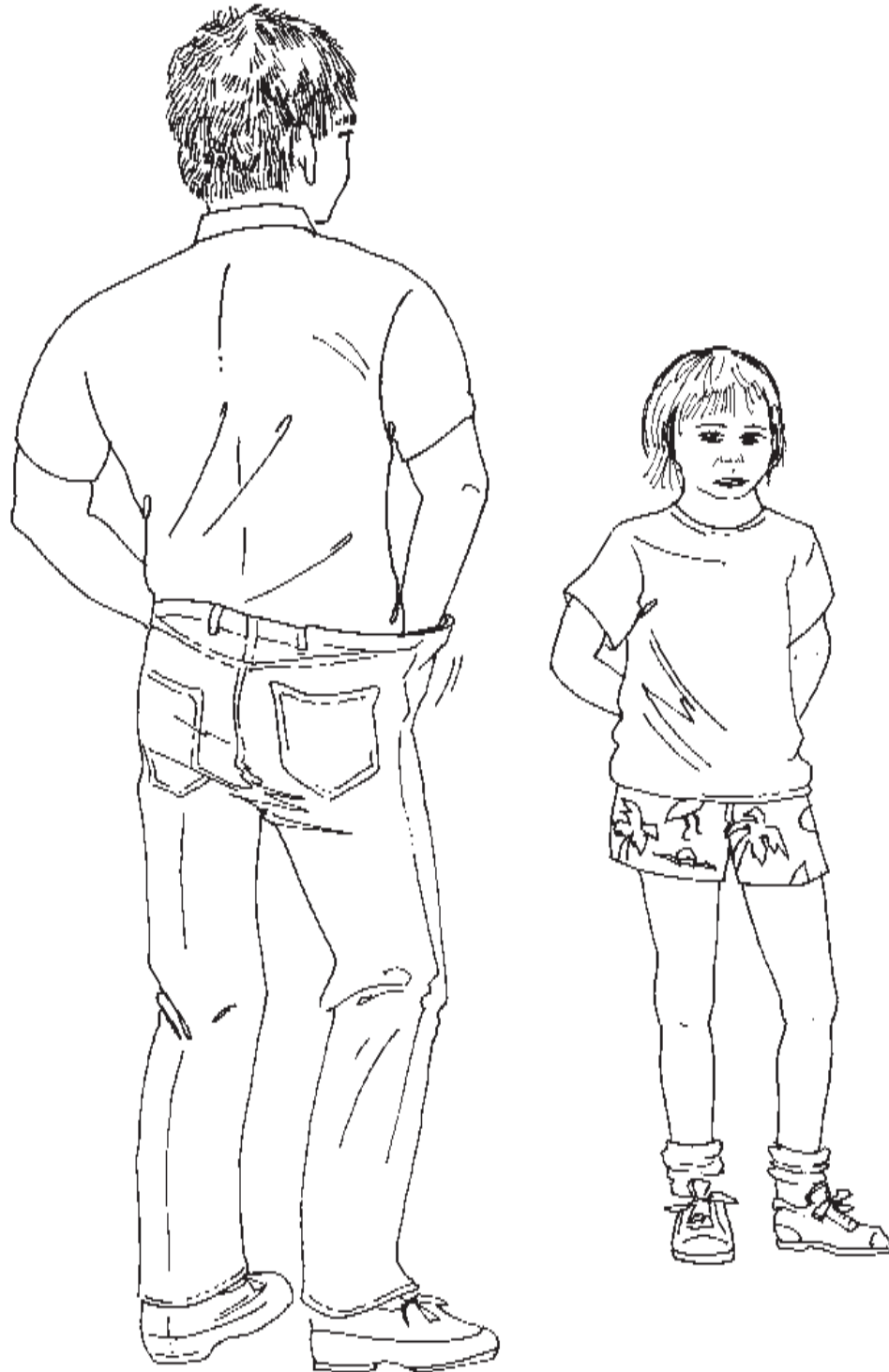
6 Mr Conton, a family friend, wants Bill to undress so he can take a photo of him. Bill feels confused. It is cold and he does not know why Mr Conton wants him to be naked for a photo.



7 Dan feels sick. He is in bed resting. His father gets him some orange juice and reads him a story. He feels cared for and loved.

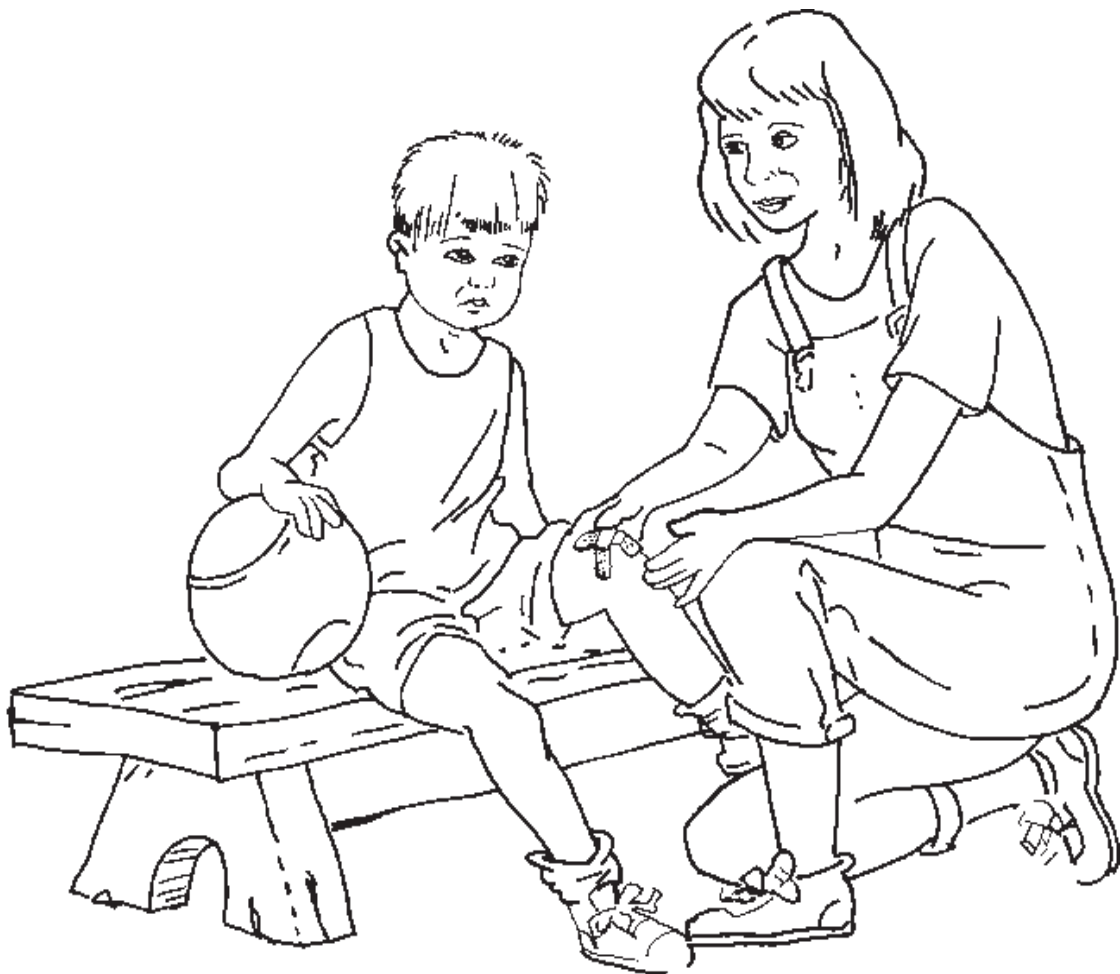
8 When Maggi sees her mother at the school gate at home-time she runs to kiss her. Her mother hugs her. Maggi loves getting a hug from her mother.

James



Mr Raine shows the private parts of his body to James.

Carl



Aunt Robin is putting a bandage on Carl's knee.

Jo



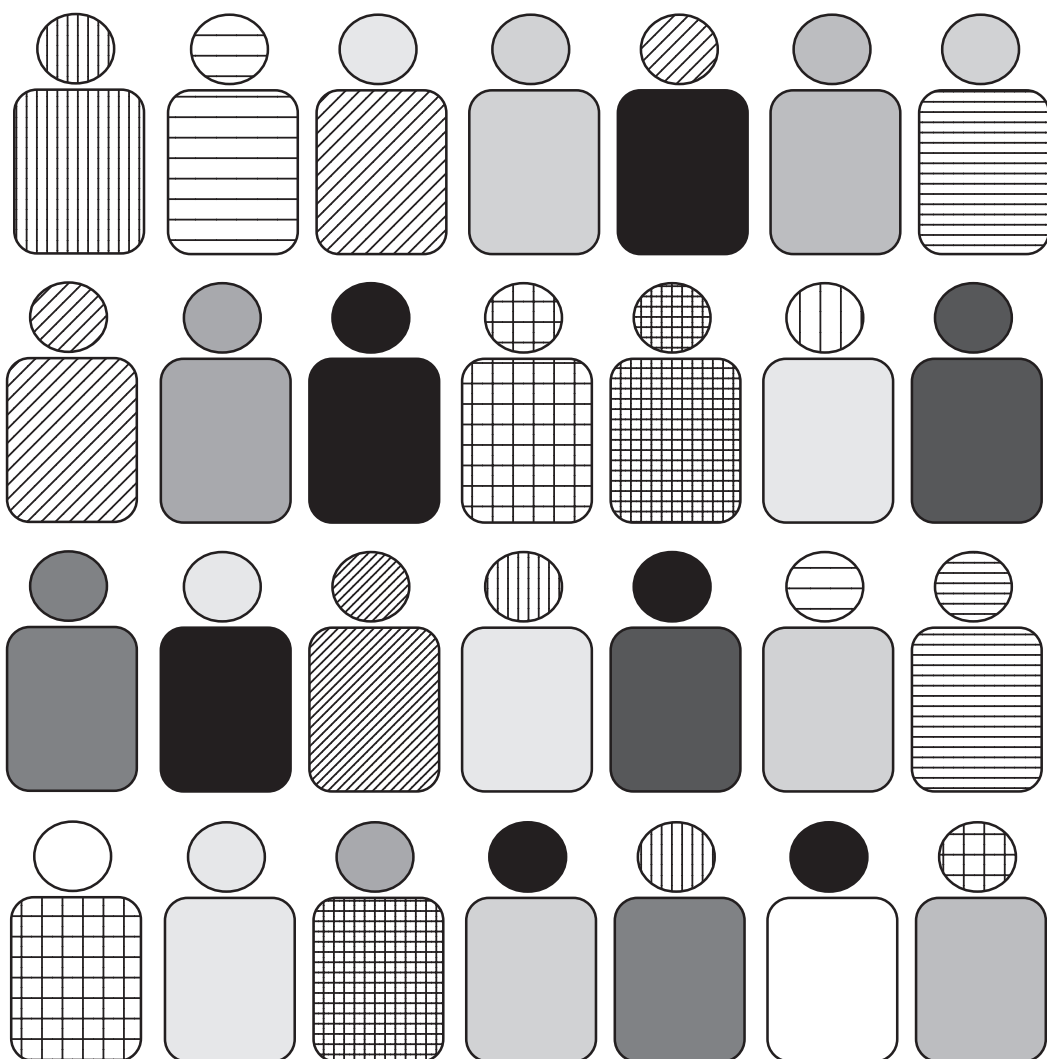
Mr Smith, a friend of the family, takes photographs of Jo without her clothes on.

Rosa



Rosa's big brother always comes into the bathroom when Rosa is having a shower.

Statistics



Many adults have experienced some form of sexual abuse at some time when they were children.

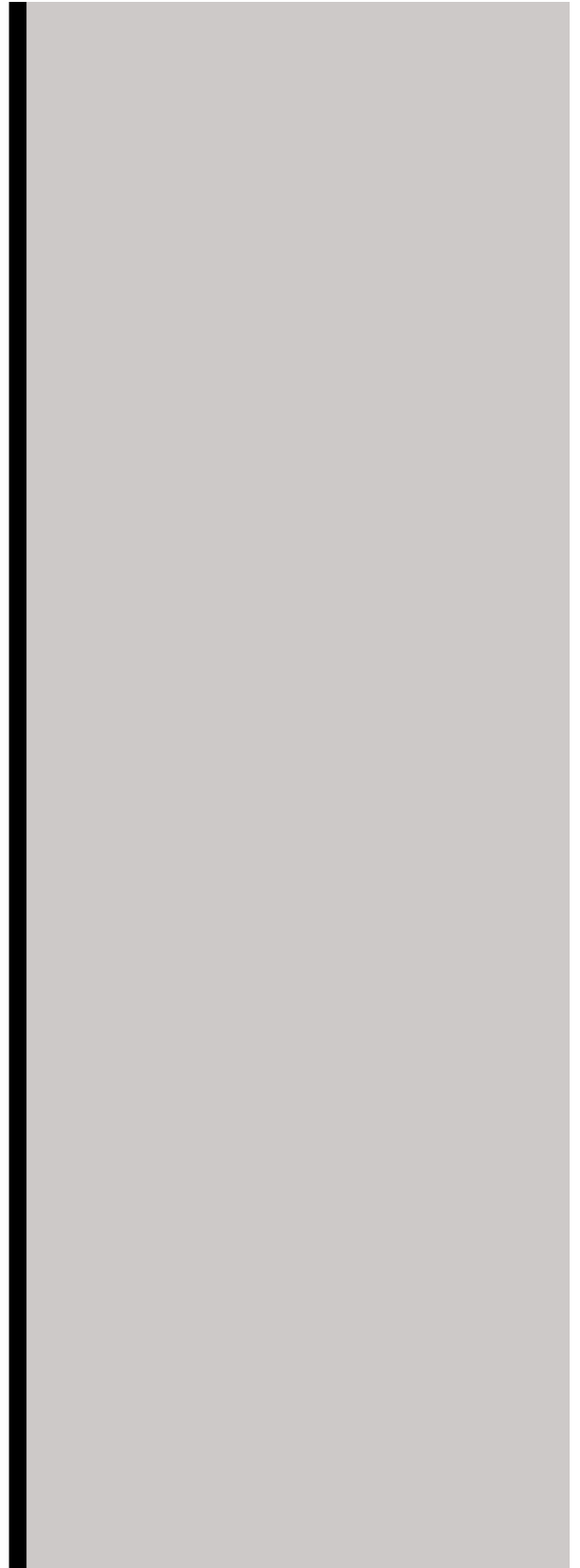
This picture shows some adults watching a movie in a cinema.
One out of each four of these adults has experienced abuse as a child.

Wall of trust

These things have helped build my trust in

Dana's Story...

Dana was nine. Many people lived at her house including Dana's Mum, her Mum's friend, her Aunty, an older cousin and her two younger brothers and sister. Dana used to feel very unhappy at home, but one day things started to change...



Situations of power

I have power when

I can use my power in an unfair and not OK way by

This might happen

I can use my power in a fair and OK way by

This might happen

When I use my power in a fair and OK way, I also benefit because

Use of Power

Story A

Lots of students liked Lezel. She had all the latest toys and she brought her own basketball to school.

If other students wanted to play with Lezel she would make them give her money or do her a favour before she would let them join in.

Story B

Kurt's neighbour looked after him after school and played games with him for about an hour before Kurt's Dad got home.

Kurt's neighbour was a lot bigger than Kurt. One day his neighbour started getting rough with Kurt and hit him.

When Kurt fell to the ground, he kicked him. Two of Kurt's teeth were broken.

Story C

Jan's coach drove her home after training. He started making jokes about sex. He made suggestions about Jan's private body parts. Jan felt really embarrassed and upset. Her coach told her not to tell anyone. He said if she didn't like his jokes she shouldn't be on his team.

Story D

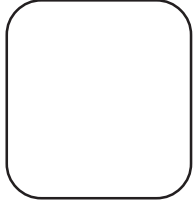
Polly was eight. Daryl was older and bigger than Polly. Sometimes he looked after her when her parents went out. Daryl told Polly that she had to go to bed when he said so because her parents said he was in charge. Polly wanted to stay up till midnight to watch a movie. Daryl said that there is school the next day and sent Polly to bed at 8.30pm.

Adults I know...

Place one, two or three ticks in each box to rate each adult in the following qualities

Name	Male/ female	Relationship	See regularly	Trust	Listening skills	Under- standing	Caring	Other

Network bricks



Name: _____

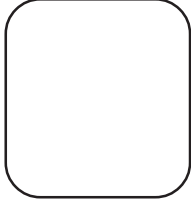
Relationship: _____

Lives at: _____

Contact details, eg - phone...

I know I am _____ 's
network person.

Signed: _____



Name: _____

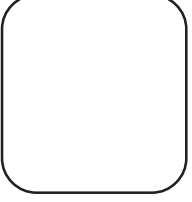
Relationship: _____

Lives at: _____

Contact details, eg - phone...

I know I am _____ 's
network person.

Signed: _____



Name: _____

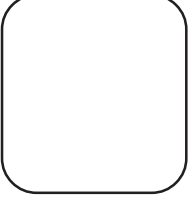
Relationship: _____

Lives at: _____

Contact details, eg - phone...

I know I am _____ 's
network person.

Signed: _____



Name: _____

Relationship: _____

Lives at: _____

Contact details, eg - phone...

I know I am _____ 's
network person.

Signed: _____

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Feel - think - act decision making model



step 1 – **feel**



step 2 – **think** (+ / -)

safe or unsafe



step 3 – **act** (NO, GO, TELL)

Feel - think - act situations

feel

Feel - listen to your feelings and signals.

think

Think - about the external signs and risks.

Think - about













- the pluses (how safe you might be)
- the minuses (how unsafe you might be).

act

Decide how you should act.

Use your strategies (NO, GO, TELL) if you are in danger or unsafe.

Self evaluation sheet

	YES	POSSIBLY	IT MIGHT BE HARD
If I felt UNSAFE...			
<i>I could say NO and GO from a peer.</i>			
<i>I could say NO and GO from an older and more powerful teenager.</i>			
<i>I could say NO and GO from a stranger.</i>			
<i>I could say NO and GO from a known adult.</i>			

Things that might make it harder for me, to say NO and GO from some people would be...

Card game 'Bluff' instructions

This game can assist students to develop skills in:

- risk taking
- 'acting' confident
- thinking about consequences of actions.

You will need:

- A pack of cards, without a joker.

The game

This game can be played with groups of three to six students. The aim of the game is to be the first player to get rid of all their cards.

Each player is dealt seven cards. The remaining cards are placed face down in a pile in the middle. The top card is turned face up.

During each round, players may discard (face downwards) all the cards they have in their hand which have the same *number* or same *suit* as the top card or have a *number which is one more or one less* than the top card.

As each player discards their cards they must state what they have thrown out, eg "I have thrown out 2 sixes and 3 diamonds."

Players attempt to bluff other players by throwing out cards other than those they state they have thrown out.

After a round (when each player has had a turn to discard cards) the dealer asks the players if anyone wants to *call another person's bluff*.

When *bluff* is called that person must show their discarded cards to the rest of the group.

- If the person was bluffing he or she must take the discarded cards back into his or her hand and receive the same number of extra cards that were *bluff* (from the top of the pile in the middle).
- If the player was *not bluffing* the person that called the *bluff* must receive the player's discarded cards and add them to his or her hand.

At the end of each round all successfully discarded cards are added to the bottom of the pile in the middle, and a new card turned over for the next round.

To discourage players from 'over bluffing' other players, a rule may be made that if a player collects a hand of more than 14 cards, he or she is out of the game.

Adapted from *Friendly Kids Friendly Classroom* by Helen McGrath and Shona Francey.

Secrets cards

1 Mum and Dad find out that Mum is going to have a baby. Everyone is very happy. They don't want you to tell anyone yet. They have told you not to tell anyone until just before the baby is born.

5 Your friend from Kids Club is sick. You all make a card and the Kids Club leader sends it in the mail. If you see your friend before he gets it, you can't tell him about the card.

2 The music teacher at school is leaving. Everyone will miss him. Your class is planning a farewell party for him. They don't want him to find out yet.

6 Your Grandad's favourite drink is pink lemonade. Everyone in your family thinks this is funny. Your Grandad laughs about it too. When it is 'pink' day at school your family asks you not to talk about it at newstime.

3 You stay at your friend's house. The older brother asks you to take your clothes off and have a bath alone with him. He tells you that you must never tell anyone or you'll be in trouble.

7 When your Dad gets angry, he often hits you with a stick. Your nose has been broken twice. Mum and Dad have told you never to tell how your nose gets broken.

4 Everyone in your family likes the lady next door. She is kind and gives your family lemons from her tree. Mum and Dad say that she is a bit strange because she talks to her tree. They have told you not to tell your friends about this.

8 Your coach often touches the private parts of your body when you are training. The coach does this to your friends too. The coach has threatened to stop coaching your team if anyone ever tells about this.

Child protection - focus area review

(cut and paste relevant areas)

<p>Skills for telling</p> <ul style="list-style-type: none"> eg, tell a trusted adult from your network 				
<p>Secrets</p> <ul style="list-style-type: none"> eg, never keep a secret if it causes you to feel unhappy 				
<p>NO-GO assertiveness</p> <ul style="list-style-type: none"> eg, be strong and clear with your voice 				
<p>Feel-think-act</p> <ul style="list-style-type: none"> eg, think about how you will act if you have warning signals 				
<p>Bribes and threats</p> <ul style="list-style-type: none"> eg, you do not have to do favours for gifts 				

Child protection - focus area review

(cut and paste relevant areas)

<i>Abuse</i>	
<i>Unsafe situations</i>	
<i>Feelings/ signals</i>	
<i>Body parts</i>	
<i>Protection</i>	

Child protection - focus area review

(cut and paste relevant areas)

<i>Trust</i>	
<i>Relationships</i>	
<i>Bullying</i>	
<i>Abuse of power</i>	
<i>Rights and responsibilities</i>	

Student evaluation - child protection







name: _____

class: _____

date: _____

(Colour the appropriate )

I enjoyed child protection lessons.

I learned useful strategies
to help keep myself safe.

Protection is _____.

Children can be harmed in 3 ways _____,
_____, _____.

Harm that is not accidental is called _____.

The most important thing I learned was _____.

I would like to learn more about _____.

If I were ever unsafe or at risk of abuse, I would...

Book list

Abuse

Freeman, Lory *It's My Body*.

Hessel, Jenny *What's Wrong with Bottoms?*

Hindman, Jan *A Very Touching Book*.

Morgan, Lynda *Katie's Yukky Problem (A story about trusting your feelings and making decisions)*.

Staneck, Muriel *Don't Hurt Me, Mama*.

Sweet, Phillis E. *Something Happened to Me*.

Walvoord Girard, Linda *My Body is Private*.

Accidental harm

Burningham, John *Courtney*.

Denton, Terry *Gasp!*

Young, Leonie & Janks, Avril *I Wish I'd Flown the Atlantic with Amelia Earhart*.

Adventure, risk taking

Brown, Anthony *The Tunnel*.

Lester, Alison *Celeste Sails To Spain*.

Lester, Alison *Yikes! In Seven Wild Adventures Who Would You Be?*

Mayhew, James *Miranda the Castaway*.

Young, Leonie *I Wish I'd stood on Everest with Hillary and Norgay*.

Assertiveness

Aboff, Marcie *Uncle Willy's Tickles*.

Allen, Pamela *The Bear's Lunch*.

Freeman, Lory *It's My Body*.

Grace, James *Jack and the Beanstalk: a traditional family pantomime*.
(Kids' Theatre) *Jack and the Beanstalk*.

Lindgren, Astrid *The Adventures of Pippi Longstocking. The Pippi Longstocking Omnibus. Pippi Longstocking's After-Christmas Party. Pippi Goes On Board. Pippi in the South Seas. Pippi Longstocking*.

Lock, Kath; Kelly, Francis & Woolman, Steven *Kuan Yin*.

Hindman, Jan *A Very Touching Book*.

Palmer, Pat *The Mouse, The Monster and Me: assertiveness for young people*.





Body parts

Brook, Dr John H. R. & Swift, Christine L *My First Book of the Human Body.*

Dixon, Malcolm *The Human Body.*

Hessel, Jenny *What's Wrong with Bottoms?*

Hindman, Jan *A Very Touching Book.*

Williams, Dr Francis *Human Body.*

Bullying

Baehr, Patricia *School Isn't Fair.*

Browne, Anthony *Willy the Champ.*

Browne, Anthony *Willy the Wimp.*

Bryant-Mole, Karen *Bullying.*

Caswell, Brian *Mike.* (83 pages)

Levete, Sarah *Looking After Myself.*

McFarlane, Peter *Bruce the Goose.* (108 pages)

Millman, Dan *Secret of the Peaceful Warrior.*

Sanders, Pete *Feeling Safe.*

Sanders, Pete *What Do You Know About Bullying?*

Sheldon, Dyan *My Brother is a Superhero.* (128 pages)

Wright, Susan *Real Sisters.*

Care and protection

Draper, Julia *A Secret Place.*

Geraghty, Paul *The Hunter.*

Lifton, Betty Jean *Tell Me a Real Adoption Story.*

Wild, Margaret *My Dearest Dinosaur.*

Feelings

Aliki *Feelings.*

Amos, Janine & Green, Gwen *Sad.*

Crary, Elizabeth & Whitney, Jean *I'm Frustrated.*

Crary, Elizabeth & Whitney, Jean *I'm Furious.*

Crary, Elisabeth & Whitney, Jean *I'm Proud.*

Crary, Elizabeth & Whitney, Jean *I'm Scared.*

Hunt, Nan & Morimoto, Junko *Phoenix.*

Lester, Alison *Tessa Snaps Snakes.*

Mayhew, James *Miranda the Castaway.*

Morgan, Sally *Dan's Grandpa.*

Moses, Brian *I Feel Angry*.
Moses, Brian *I Feel Frightened*.
Moses, Brian *I Feel Jealous*.
Moses, Brian *I Feel Sad*.
Palmer, Pat *I Wish I Could Hold Your Hand: a child's guide to grief and loss*.
Polland, Barbara Kay *Feelings: Inside You and Outloud Too*.
Rubin, Susan Goldman *The Rainbow Fields*.
Selway, Martina *I Hate Roland Roberts*.
Weil, Jennifer C. *And Peter Said Goodbye*.
Wilt, Joy *Handling Your Ups and Downs*. (128 pages)

Feeling safe and unsafe

Brown, Anthony *The Tunnel*.
Crossley-Holland, Kevin & Marks, Alan *The Green Children*.
Cummings, Phil *Marty and Mei-Ling*.
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Videos

Everybody's Business tells the story of two students who are the targets of bullying. Child protection concepts of children's right to be safe and TELLING a trusted adult about feeling unsafe or threatened are reinforced. The video runs for 14 minutes. It costs \$18 and can be purchased through:

Protective Behaviours Consultancy Group of NSW Inc

77 Elizabeth Street
WATERLOO NSW 2017
Telephone: (02) 9699 3377
Facsimile: (02) 9318 2561.

Getting Home looks at basic skills children can use to keep themselves safe when they travel to and from school without adult supervision.

Safe at Home shows ways that children can keep safe when they arrive home to an empty house and spend several hours without adult supervision. It shows how to handle commonplace events such as incoming phone calls and visitors.

These videos were developed by the National Association for the Prevention of Child Abuse and Neglect (NAPCAN). Schools may obtain copies of these videos or information on NAPCAN by contacting:

NAPCAN
Level 1
17 Newland Street
BONDI JUNCTION NSW 2022
Telephone (02) 9369 4572
Facsimile (02) 9369 4579.

Tell a Friend, It's Never Too Late, produced for the Child Protection Council, is suitable for primary students (Years 3 - 6). It follows the stories of two children who experience sexual abuse and successfully seek help by talking about their situations.

Concepts of private body parts (and the correct terminology for these body parts), TELLING and networks are included in three 'story breaks' in the form of television advertisements through the video - a *Kidstell* advertisement, a *Gang of Five* scenario and a *Body Parts* rap clip. **The video is not suitable for Stage 1 students.**

A package, which includes the video and a resource book, can be purchased from:

Child Protection Council
Level 14, 447 Kent Street
SYDNEY NSW 2000
Telephone: (02) 9286 7284
Facsimile: (02) 9286 7267.





The Ultimate Human Body takes users on an interactive journey inside the human body. A three-dimensional section allows the body to be rotated, layers peeled away and organs, the circulatory system and the skeleton to be examined. This CD rom for Windows computers (\$30) and Macintosh computers (\$80) can be purchased through:

Direct Educational Solutions
PO Box 144
MEREWETHER NSW 2291
Telephone: 1800 641 676
Facsimile: 1800 641 676.

You Can Stop Bullying is a multi-media experience which explores bullying through games, stories, activities and songs. Participation builds skills in assertiveness, problem solving, decision making and confidence building. Students can gain insight into how it feels to be bullied and learn how to stop bullying. The CD rom is available for Windows or Macintosh computers and comes with a teacher's kit and an audio tape. The package costs \$170 and is available from:

ASG's Educational Products
25-35 Hanover Street
OAKLEIGH VIC 3166
Telephone: 1800 338 297
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