

# Child Protection Education Stage 3

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



NEW SOUTH WALES  
DEPARTMENT  
OF EDUCATION  
AND TRAINING

# Child Protection Education Stage 3

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



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Student Services and Equity Programs Directorate

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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 Education and Training, as an agency responsible for the care and welfare of students in schools, 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 schools in child protection
- protect students in schools 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
	Touching	Kinds of touch	Effects of abuse
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 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 3

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 3 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 3 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 3 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 3 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, 2, 4 and 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 3 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"> <li>• describe how personal growth follows a predictable sequence of change with rates varying among individuals</li> <li>• describe the effects of life changes on self-esteem</li> <li>• identify how feelings and the ways they are communicated can change</li> <li>• explain how positive relationships can be developed and maintained</li> <li>• describe how relationships can change</li> <li>• describe roles and responsibilities of members within different groups</li> <li>• describe the factors that can influence communication</li> <li>• identify individuals and services in the community that help protect their well-being</li> <li>• explain the responsibility they have for contributing to safe environments</li> <li>• explain basic first aid and emergency procedures in a variety of situations</li> </ul>

## Skills

Objectives	Stage 3 outcomes
<p>Students will develop knowledge and understanding about:</p> <p>communicating effectively with others</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• use communication skills appropriate to a variety of situations</li> <li>• present an argument with confidence</li> <li>• express how they feel when change occurs</li> <li>• use assertiveness skills when communicating</li> <li>• use negotiation skills in a range of contexts</li> </ul>
<p>interacting positively with others and the environment</p>	<ul style="list-style-type: none"> <li>• generate and abide by rules regarding safety and group conduct</li> <li>• use equipment and materials responsibly and safely alone and with others</li> <li>• respond to the ideas, feelings and values of others</li> <li>• offer assistance and encouragement to others</li> </ul>
<p>decision-making in the context of developing healthy lifestyles</p>	<ul style="list-style-type: none"> <li>• accept and act on personal or group decisions</li> <li>• accept responsibility for their decisions and resulting consequences</li> <li>• apply the decision-making process to a variety of situations</li> </ul>
<p>problem solving as an individual and with others</p>	<ul style="list-style-type: none"> <li>• clarify the nature of a problem, issue or challenge</li> <li>• form opinions based on an examination of relevant information</li> <li>• select the most appropriate solution to a health related problem</li> <li>• use a range of problem solving strategies</li> </ul>
<p>esteem building for self and others</p>	<ul style="list-style-type: none"> <li>• differentiate between components of self-esteem</li> <li>• select strategies to maintain positive self-esteem</li> <li>• respond to the self-esteem of others</li> </ul>

## Values and attitudes

Objectives	Stage 3 outcomes
<p>Students will develop knowledge and understanding about:</p> <p>a sense of their own worth and dignity as individuals</p> <p>respect for the rights of others to hold different values and attitudes from their own</p> <p>a sense of belonging</p> <p>a sense of responsibility for personal and community health</p> <p>a commitment to realising their full potential</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• value themselves as they grow and change</li> <li>• appreciate that their physical, social, emotional and intellectual development are unique</li> <li>• value the qualities which make them unique</li> <li>• appreciate the need for developing a personal value system</li> <li>• appreciate the similarities and differences between themselves and others</li> <li>• be sensitive to the needs, rights, feelings and efforts of others</li> <li>• accept that different people, groups and cultures will have both common and different values</li> <li>• reject forms of racism, sexism and prejudice</li> <li>• appreciate the importance of family life</li> <li>• value positive relationships</li> <li>• appreciate the need to belong to various groups</li> <li>• value the need to work cooperatively</li> <li>• value the health and safety of themselves and others</li> <li>• defend the need for making personal decisions that enhance health</li> <li>• appreciate the need for shared responsibility and decision making</li> <li>• appreciate the need for safe practices in unsafe situations and environments</li> <li>• accept change as part of growth and development</li> <li>• appreciate and accept that effort is needed to achieve results</li> <li>• value the need to pursue healthy lifestyles</li> </ul>

# Overview of content

## Growth and Development

### Self esteem

- basic needs
- similarities and differences
- strengths and limitations
- likes and dislikes
- feelings
- self-concept, self-confidence
- influences on self esteem
- body image and stereotyping
- setting goals
- 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
- grief/loss/death
- coping with change

### Values

- personal/family/school/community/cultural values
- changing 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

- qualities of friends
- communicating with friends
- developing/maintaining/changing friendships
- peer influence

### Groups

- types of groups
- leadership/membership
- working with others
- cooperation and sharing
- changing groups
- peer support

### Qualities of positive relationships

- recognising individual needs
- 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
- negotiation

## Personal Health Choices

### Making decisions

- decision-making process
- influence on decision-making
- reasons for choices/decisions
- risk taking and decision
- responsibility for consequences of 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

**A**ctivities to  
develop skills  
in recognising unsafe  
or potentially abusive  
situations

STAGE 3

# 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  
Physical abuse and sexual abuse  
Emotional abuse and neglect  
Indicators of risk  
Identifying risk situations, people and places  
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 3

#### Protection

Can students:

- identify community organisations where adults have a responsibility to protect and care for children?
- describe the roles and responsibilities of adults who work in schools and who contribute to a safe environment?
- identify factors that may cause accidents?

#### Body parts

Can students:

- identify private and sexual parts of the body using precise anatomical terms?
- identify some cultural differences regarding parts of the body which are considered private?
- explain why personal information needs to be kept private?

## Stage 3

### Physical abuse and sexual abuse

Can students:

- identify injuries or actions that constitute physical abuse of children?
- differentiate between situations which are sexual abuse and those which are not sexual abuse?
- give some reasons why the physical or sexual abuse of children is not their fault?

### Emotional abuse and neglect

Can students:

- discuss some needs of children which adult carers have a responsibility to meet?
- identify situations which can cause harm to a child's feelings and thinking?

### Indicators of risk

Can students:

- identify some warning signs and external signals which indicate that a child's safety might be at risk?

### Identifying risk situations, people and places

Can students:

- discuss some factors which may promote or threaten safety?
- recognise familiar situations which have the potential to cause harm?
- describe some indicators of risk?

### Effects of abuse

Can students:

- discuss how abuse can affect self-concept negatively?
- discuss why it might be difficult to talk about abuse?
- give positive feedback to others?

**main idea**

All adults are responsible for protecting children from harm and abuse. Adults who are parents or carers, and adults who work in organisations and services that look after children have a special responsibility to care for, as well as protect, children.

**Protection**

**field building**

- ❖ A number of protective items are presented to students eg a bicycle helmet, an eye shield, kitchen mitt or pot holder, sunscreen cream, sports knee pads, an umbrella, ear muffs, a life jacket, a smoke alarm. The teacher poses the questions:
  - What do these things have in common? (They protect people from harm.)
  - What might happen if you didn't use a pot holder (an umbrella)? Discuss how each of the items may protect people from harm.
  - Can you think of any other protective items and their uses?
- ❖ The teacher has prepared a number of strips of paper. The activity is introduced by writing the sentence stem on the board: *Protection is...* Students form small groups, each receiving paper strips. Group members discuss and agree on some definitions of *protection* and record them on their paper strips. Groups present their definitions to the class group and attach them below the sentence stem. Common words and phrases are highlighted. Create a shared definition for the term *protection* and record on a chart.
- ❖ Pose the following questions for discussion:
  - What are some things that people can do to protect each other that objects such as helmets, signs and rules can't do? (People can care for others. They can comfort other people by touching, talking and listening to them. People can love and care about others and show this in ways that bring happiness to them. People can learn skills and carry out special caring and protective jobs such as being doctors, nurses, police and firefighters.)
  - What are some things that people have done to protect and care for you this week? (Looking after you if you were sick, taking notice of how you were feeling, helping you if you were hurt, making sure that safety rules were kept, providing food, listening to you if you had a problem, making sure you had enough clothes.)
  - What are some things you have done to show care for others this week?
- ❖ Discuss and agree on a definition for the word *care*. (Care is having a liking or fondness for someone or something, showing attention to or looking after someone or something. Care is being concerned about or providing for the well-being and safety of someone or something.) Create a wall of caring images using 'wall tiles' provided at appendix 1. These may be photocopied onto card or coloured paper. Students individually draw images or cut and paste magazine pictures onto the wall tiles. A sentence is written to describe each image eg *This boy is helping his little brother learn a new game*. Arrange and display in brick formation.

### core learning

- ❖ Revise the *right* that children have to be safe and the *responsibility* of all adults to protect children. Some adults have a responsibility to care for as well as protect the children they look after.

Inform students that:

- people who are caregivers to children (such as parents, foster parents, grandparents, step parents or guardians) have the *responsibility* to protect and to care for their children
- adults who work at community organisations which have children in their care (such as child-care centres, activity or sports clubs, vacation care centres and foster centres) also have a *responsibility* to protect and care for the children who spend time there
- adults who work in organisations which have children in their care (such as schools, pre-schools, group homes, hospitals and family or community services and youth centres) also have a *responsibility* to protect and care for the children who spend time there.

List some of the examples given above on the board or a chart under the heading: *People and places with a responsibility to always care for and protect the children they look after.*

Add additional relevant local organisations, centres and services as appropriate.

- ❖ Revise the ways that children might be harmed if care is not provided, and the name of each form of harm:
  - their bodies may be harmed - physical harm
  - their feelings may be harmed - emotional harm
  - their thinking may be harmed - mental harm.

Remind students that if harm is not accidental it is abuse.

Consolidate understandings using the worksheet *Physical, emotional and mental harm* (appendix 2). As a whole class in small groups or individually, students classify each statement as true or false.

Share responses and discuss to clarify any uncertainties.

- *The correct responses to statements in appendix 2 (down each column) are true, false, false, true, true, false, true, true, true, true, false; false, false, true, false, true, true, false, false, true, false, false.*

- ❖ Revise the definition of accidental harm. (Accidental harm is not planned, not done on purpose and is often difficult to avoid. An accident happens by chance and is not usually repeated in the same way to the same person.)

Read the following scenario about accidental harm and ask students to imagine themselves in the role of the teacher in the scenario.

The names and sex of the students may need to be changed to suit the classroom context.





*Telia strolled into the playground chatting to her classmate Brad. They started talking about their new class project. The next minute Brad fell to the ground. He was in pain. A cricket ball had hit him on the leg.*

*A cricketer ran from the nets where she was training.*

*"I'm really sorry. Are you all right? I'll go and get a teacher to help you."*

*The cricketer ran to tell a teacher what had happened and to get some ice for the bruise coming up on Brad's leg.*

*She later explained to the teacher who had helped Brad, that she was getting in some early practice before their cricket coach arrived.*

Discussion based on the following questions:

- What harm did Brad experience? (Physical harm.)
  - What factors could help you (as the teacher) decide this was accidental harm? (It was not planned and was not done on purpose. Brad had no warning signals before the accident. The person who caused the harm told someone exactly what had happened. Brad probably won't be hurt again in the same way by the same person.)
  - Is this same event likely to happen again and again? (No. Not involving the same people. Not if the coach and cricketers take steps to stop similar accidents.)
  - What are some steps that could reduce the chance of a similar accident happening again? (Students don't start training until the coach arrives. Students use tennis balls for practice. They decide to change practice time until after school. All students agree to set up a boundary using markers, while cricketers are training, so other students can be safer.)
  - What might you (as the teacher) decide if you found out that:
    - The cricketer had aimed for Brad.
    - The cricketer threatened Brad and Telia not to tell anyone about the accident.
    - The cricketer was very upset that she had hurt Brad.
    - The cricketer hit Brad again the next day and said it was an accident.
- ❖ The teacher poses the question: What do we call harm that is not accidental? (Abuse.)

Teachers and students decide upon and display a definition for the term *abuse*. (Abuse is actions or behaviours that cause harm or injury. Abuse is not accidental. Any kind of abuse is not OK.)

- ❖ The teacher informs students that all adults who work in a place where children spend time have a responsibility to care for those children and to protect them from abuse. All the adults who work in schools have this responsibility.

As a whole class, brainstorm the things that happen in a school which help make sure that students are safe and cared for.

Record these on cards. eg

- *School rules about safe and unsafe behaviour and places in the school; consequences when safety rules are not kept; school staff being 'on duty' in the playground; school staff not using physical punishment with students; students not being left alone at school; first aid equipment; a place where sick students can rest and be looked after; 'no-hat-play-in-the-shade' rule.*
- *Staff and students with particular roles such as the principal, the deputy or assistant principal, the school counsellor, community language teachers, the Aboriginal education assistant, the school captain, student leaders or the SRC, peer support group leader, the road crossing supervisor, excursion supervisors, school camp supervisors.)*

Each student receives a blank card and paints or draws to illustrate a provision, role or action. Cards and illustrations can be displayed as a mural.

- ❖ Display appendix 3, as an overhead or enlarged as a chart, and inform students that adults who work in schools also have particular responsibilities in protecting students from abuse. Clarify with students the role of school staff in child protection. Discuss how the government has asked teachers and other school staff to do these things and that they must do them.

Inform students that if a teacher believes that a student is experiencing abuse, or if a student tells a teacher that he or she is being abused, teachers are not allowed to keep it a secret. They *must* tell people at the Department of Community Services about it so the student and his or her family can receive help and the abuse can be addressed.

### conclusion

- ❖ Using the example of a job advertisement, appendix 4, as a model, students in small groups write their own advertisement for the job of a parent or a carer (a person who looks after children). Share advertisements with the class group and discuss. Incorporating feedback from the class group and the teacher, students publish and display their work. A brief explanation about the responsibilities of adults who work with children might be displayed as a caption.





**main idea**

*Everyone has body parts which are private. Most people believe that the sexual parts of the body are private. It is not OK for anyone to look at or touch these parts unless help is needed and permission has been given.*

**Body parts**

**field building**

- ❖ Explore resources that give information about the human body such as encyclopaedias, CD roms, internet sites. Display muscular and skeletal charts if relevant.
  - *It is important that the teacher previews resources to check their suitability for students. Resources that realistically depict the sexual anatomy of adults or give information about human sexuality may be considered inappropriate by school communities. Parental consent is required before information about human reproduction or sexuality is presented in the classroom.*
  - *Students may use inappropriate terms to refer to sexual parts of the body. It is important to remind students that these words are often derogatory and offensive to others. Other parts of the body are rarely given derogatory names. Respect should be given to all parts of the human body, and correct or inoffensive words used to refer to all body parts.*
- ❖ Involve students in body awareness activities. eg
  - Students find a full length body picture of a person of the same gender as themselves. Students cut their picture in half, lengthwise. They paste it on to a sheet of paper and sketch to complete the missing half of the body.
  - Create silhouette portraits in small groups. A strong light source such as an overhead projector or lamp is needed for each group. A sheet of art paper is attached to a wall (at head level of a seated student) and the light source directed towards it. Individual students position themselves so the shadow of their profile falls on the paper. In pairs one student traces in pencil the outline of the partner’s silhouette on the paper. Roles are reversed.
 

Students have the right to make slight modifications to their own profiles if necessary. Using coloured pencils, crayons or paints, students colour their profiles to represent the thought waves inside their heads when they are feeling safe and happy. As a stimulus for their artwork, students in groups might list words which describe happy and safe feelings.
  - Students with limited motor skills may build up body images using computer graphics. Flip books where body parts are mixed and matched may also be used.

### core learning

- ❖ Define or revise the term *private*. Brainstorm a list of private objects or things (eg diaries, wallets, bedrooms, prescription medications). If the names of private body parts are suggested it may be more appropriate to record general terms for these, such as private parts or genitals.

Inform students that personal information about themselves (such as names, photographs, addresses and telephone numbers) is also private and should not be made public or shared with strangers, unless there is a special reason to do so.

Discussion based on the following questions:

- What are some times when you need to be careful about giving personal information about yourself? (When talking to a stranger. On the telephone when your parents or carers are not at home with you. When you communicate by e-mail, internet or another public communication system.)
- Why is it safer to keep personal information about yourself private? (Strangers may find out your name and address and send you junk mail or try to sell you things. They might bother you by visiting or telephoning your home. They might pressure you to be their friend or to join their group or club when you don't want to.)

Include the term *personal information* on the brainstorm list.

- ❖ The teacher informs students that:
  - Everyone's body is individual and unique.
  - Your body is special and it belongs to you.
  - Some parts of your body are private and you usually keep them covered up when other people are around.
  - You don't have to show them to anyone else unless you want to, or if you need help to look after these parts.

Brainstorm some private parts of the body (parts which are covered in public and not freely shared with others). Suggestions should include other body parts as well as sexual body parts.

- ❖ Remind students that:
  - There are no right or wrong answers because different people consider different body parts private. For some people the hair of women and young girls is considered private. The mouth and lips are also considered as private or special, although they are not covered\*. If appropriate, discuss how some cultural groups do cover the mouth and lips in public.
  - In special situations it might be considered OK to uncover some private parts of the body. eg At the swimming pool or beach, with your family or friends, it is usually considered OK to wear a swimming costume. It would usually not be OK to wear a





swimming costume to, say, the cinema. (The terms *appropriate* and *inappropriate* may be used instead of OK and not OK.)

As a part of some cultural activities it is OK to uncover some private parts of the body, such as the breasts as part of Aboriginal dancing or the stomach as part of belly dancing in some Eastern cultures.

- At a party with your friends it might be considered OK to wear ripped jeans. It would usually not be OK to do this at church or in your religious centre. Some people believe that it is never OK to do this. All these views represent different values in our community.

Discuss other examples of situations where it might be considered OK to uncover parts of the body and situations where this might not be OK.

Acknowledge and affirm the range of attitudes about privacy of the human body. After the discussion, state that most people agree that the sexual parts of the body are considered private and should be covered in public.

- \* *The mouth and lips should be included as private body parts and included in discussion about the privacy of sexual body parts – not be shared with another person unless the owner chooses to do so. Research shows that oral contact with sexual body parts is frequently a component of sexual abuse of children and young people.*
- *Explain that kissing can be a special part of a close relationship but is only enjoyable and OK if both people give permission to be kissed and to share their mouth and lips. If people are not happy to share, they should say NO, if possible, and take action so the kissing will stop. Children have the right to have their bodies respected and to feel safe.*

- ❖ The teacher displays the body outlines of a girl and a boy (appendices 5 and 6). Remind students that the *sexual parts* of the body are those private parts which are different for girls and boys and indicate their gender or whether they are female or male.

Call upon students to identify and name the sexual parts of the body outlines. Label the sexual parts of each body outline (breasts, chest, vulva, vagina, penis, testicles, scrotum, bottom, anus).

The teacher poses the following questions to assess students' understandings:

- When might it be OK for another person to touch a child's sexual parts? (If they need help to clean them or if they are sore or injured.)

The teacher informs students that the sexual parts of the body are special parts which should be kept safe and private until they are older and choose to share those special parts with another person

in a private and loving relationship. Both people will want this touching to take place and will have given permission.)

- What should you do if someone touches or tries to touch the sexual parts of your body for the wrong reasons? (Say “NO”, “Stop that” or GO away, if you can. Take action or TELL a trusted adult about the touch so it will stop.)

- *Where Stage 3 activities are used with students who are post-pubescent, alternative body outlines, provided at appendices 49 and 50, should be used.*

### conclusion

- ❖ Choose an appropriate short story from the four short stories in the book *No More Secrets for Me* by Oralee Wachter, such as *Talking Helps, What If.* or *Promise Not to Tell.*

Discussion based on the questions:

- Which kinds of touching in the story were inappropriate or not OK? Why?
- What were some feelings or body signals that the character experienced in response to this touching?
- What did the child in the story do?
- How did this help the child feel safer?

### extension

- ❖ Remind students that in many families it is common to see the private or sexual body parts of babies and young children when bathing, cleaning or dressing them. These children are too young to be able to look after these parts themselves and they need this care.

In some homes, children and adults sometimes bathe and dress in places where it is not private and other family members may see the private or sexual parts of their bodies. Some groups of adults and children like to swim and sun-bathe without wearing swimming costumes or without tops. Where this happens, the members of the family or the group have usually given permission (verbally or non-verbally) for people to see their private or sexual body parts and everyone feels OK about it. If a member of the family or group feels uncomfortable about seeing the private parts of another person's body or about another person seeing his or her private body parts, then doing this is not OK and they need to say so, or to talk to someone about it.

- ❖ Discussion based on the following questions:
  - What should you do if another person shows you the private or sexual parts of his or her body when you feel uncomfortable about it? (Say NO, I don't want to watch that or leave, if you can. TELL a trusted adult about it so the behaviour will stop.)





**main idea**

*I can recognise abuse.  
Physical abuse is any non-accidental harm or injury to a child by a parent, carer or other person. Sexual abuse is any unwanted sexual behaviour made towards a child.*

- What should you do if someone shows you photographs, magazines or videos of the sexual parts of a person’s body and you feel uncomfortable about it? (Say NO, I don’t want to watch that or leave, if you can. TELL a trusted adult about it so the behaviour will stop.)
- Why is it OK to see diagrams or pictures of the sexual parts of the body in child protection (and human sexuality) lessons at school? (It is important to learn about the sexual body parts so children will be safer. Parents and carers know that this will happen in these lessons and have given permission for their children to take part. (If appropriate, it may be useful to discuss some parents’ reactions to child protection lessons.)
- Why do teachers, parents and carers have to give permission before photographs of students are taken at school and given to people outside the school? (Teachers, parents and carers need to know who is taking the photos, exactly how they will be used and who will see them. Photographs can give personal information about students, eg what they look like, how old they are and what school they go to. It is not safe to give personal information to strangers.)
- What are some other times when it is not OK to let someone take a photograph of you? (If the person is a stranger. If your parents don’t know that the photo is being taken. If you do not know who will see the photo. If the photo will show private parts of your body.)
- What should you do in this situation? (Say NO, if you can. GO away if you can. TELL a trusted adult about it so your photo can be taken back or destroyed.)

**Physical abuse and sexual abuse**

- Before participating in activities from this focus area students need to have participated in activities which have established understandings about OK and not OK touching, feelings, warning signals and signs, accidental harm, intentional harm, sexual abuse and physical abuse. Examples of these activities are provided in *Child Protection Education: Stage 2*.
- It may be appropriate for teachers to consider team teaching activities from this and the following focus area with a support teacher (eg ESL teachers, Aboriginal education assistants or community language teachers).

**field building**

- ❖ Revise what is meant when we talk about OK and not OK touching. Divide the board or chart paper into two columns with the headings *OK touch* and *Not OK touch*. Ask students to think about some ways they have been touched in the playground during

the week. Brainstorm these ways of touching, classifying each form of touch as it is suggested and recording it in the appropriate column.

Inform students that the words OK and *not OK* are also referred to as *appropriate* and *inappropriate*. Record these words alongside the headings.

- *The terms 'OK' and 'not OK' can continue to be used if students prefer these terms. However, include references to the terms 'appropriate' and 'inappropriate' from time to time to ensure students have an understanding of these words.*

Discuss how inappropriate (or not OK) behaviour of others can be a warning sign that harm to a person might follow.

- ❖ Revise the five factors which can help decide whether touch is appropriate or inappropriate: WHO? WHAT? WHERE? WHEN? HOW?

Using some examples of touch, examine how the factors can help decide if it is appropriate or inappropriate (OK or not OK).

Ask students for examples of situations of touching that would be OK and not OK according to one or more factors. eg

A hug: WHO? from your mum (OK); from a taxi driver you don't know (not OK)

A tickle: WHAT? your sides (OK); your private parts (not OK)

A massage: WHERE? with your family or a physiotherapist (OK); with a stranger (not OK)

A kick: WHEN? practising karate (OK); playing in the playground (not OK)

A squeeze: HOW? gently (OK); painfully (not OK).

- ❖ View the performance of the song on the video *Tell a Friend - It's Never Too Late*. If appropriate, students revise or learn the rap song *Body Parts are Cool* using appendix 7 as a chart or a handout which is collected after the activity. The words of this song should be dealt with in context with the rap music and dance.

### core learning

- *The following activities may be confronting to some students, particularly those who have experienced abuse. Appropriate teaching strategies should be incorporated. Examples of these can be found in the Introduction, page 6. They include*
- *respecting students' right not to participate, encouraging*
- *supportive acceptance of individual student's contributions (where they are appropriate), protective interrupting (when necessary) and monitoring of students who appear to have a*
- ▼ *high level of information about abusive behaviours. If there is*

### main idea cont.

*Physical abuse and sexual abuse are not OK and are never the child's fault.*



- concern about the safety of a student this should be reported to the principal.
- If a student displays negative reactions to these activities (such as withdrawal or disruptive behaviour) an alternative activity which will provide space and distancing for the student should be provided. Later, sensitive discussion with the student may clarify some difficulties and assist the teacher to modify future activities involving the student.

- ❖ Teacher displays the definition for physical abuse (appendix 8) as an overhead projection.

*Physical abuse is non-accidental harm or injury to a child by a carer or other person. Physical abuse harms a child physically. It can also harm a child's emotions and thinking.*

Students, in small groups, create a list of physical injuries, harm or actions that could be classified as abuse. Remind students that the actions must be non-accidental and cause harm to a child. Also remind students to keep their lists to general examples and not to use the names of any people in discussion.

- *It may be necessary to remind students that actions such as smacking or slapping by parents or carers may not necessarily be physical abuse. If smacking or slapping do not cause injuries or do not harm a child's emotions or thoughts, this is probably not abuse. However if a child is smacked or slapped every day, even if there are no injuries, a child might begin to feel frightened and unsafe. A child might also start thinking that he or she is no good and is not loved or cared for. This could then be considered abuse.*
- *The teacher may need to be aware of individual reactions to this task and be prepared to positively interrupt any personal disclosures of physical abuse. See the Introduction, page 9.*

A reporter from each group shares the group's responses with the class. Discuss to clarify whether suggestions constitute abuse.

- *Information for teachers (not appropriate for presentation to students):*
- *Examples of physical abuse of children include: shaking; pushing; throwing; drowning; holding a child underwater; beatings; cuts and lacerations; stab wounds; welts; cord, belt or buckle marks; burns; strangulation; choking; poisoning; being tied up; suffocation; broken, fractured or dislocated bones; bruising; internal injuries; administering of unnecessary drugs or alcohol to a child.*

After discussion reinforce that none of these behaviours are ever OK. Every child has the right to be safe and to be protected from harm and abuse.

Discussion based on the following questions:

- If young children are difficult and their parents or caregivers physically harm or injure them as punishment, is this abuse? (Yes it is abuse. It is never OK for children to be harmed on purpose no matter how difficult they are.)  
Remind students that smacking or slapping by parents or carers may not necessarily be abuse. If smacking or slapping do not cause injuries or harm they are probably not abuse.
- If children do something wrong which causes their parents or caregivers to become so angry that they harm the child, is it the child's fault? (No. It is never the child's fault. No child deserves to be hurt on purpose. Even if a person is out of control his or her actions are not 'accidents'. Parents and carers have a responsibility to care for and to protect children – not to harm them.)
- What if a relative or neighbour who is looking after a child harms or injures that child on purpose? (This is abuse. The relative or neighbour has a responsibility to care for and protect the child.)
- What if an older child or teenager is looking after a child and he or she harms or injures the child on purpose? (This is abuse. If an older child or teenager takes the responsibility to look after a child he or she also has the responsibility to keep the child safe.)
- What should you do if you are physically harmed or injured on purpose by an adult or older child? (GO from the situation, if you can. Decide what you want to happen next. Talk to a friend if you feel unsure or confused. TELL a trusted adult so that the abuse can be dealt with. It 's never too late to TELL.)

❖ Read the story *Don't Hurt Me Mama* by Muriel Stanek.

- *NB. This story should be read first by the teacher to ascertain its suitability for students. It presents an accurate but detailed account of a loving relationship between a girl and her mother which involves physical abuse. Although the story has a very positive ending, debriefing may be required. Careful monitoring of students' reactions is necessary and support should be provided if individual students have strong responses to the story. Protective interrupting may be required in discussion following the story. Refer to page 9 of the Introduction.*

▼ *When working with students who have experienced abuse it is very powerful and reassuring when others discuss similar abusive situations in a general way, naming the abuse and*







- *declaring it as not OK and not the child's fault. It is always*
- *important that the teacher keeps discussion general so that*
- *individual students do not disclose sensitive information in*
- *the classroom as it is not a safe or appropriate place for*
- *such disclosure.*
- *Appropriate ways to discuss personal or sensitive issues*
- *should have been conveyed to students prior to teaching about*
- *sensitive issues eg with the teacher after the lesson, with the*
- *school counsellor, a trusted friend or adult network member.*

Discussion and debriefing based on the following questions:

- How did the physical abuse affect the girl in the story? (She felt sad and lonely. She felt confused and didn't know what to do. She would hide in her room because she was scared that her mother would hurt her again. She had injuries on her legs and arms.)
- Why was it difficult for the girl to tell someone about her situation? (Her mother had told her not to tell. She didn't want to cause problems for her mother because she loved her. The girl might have known that the school nurse would have to tell other people about the abuse.)

- *Remind students about the responsibility of adults who work*
- *in a school to always tell people at the Department of*
- *Community Services if a student tells them they are being*
- *abused. School staff are not allowed to keep abuse a secret.*
- *They must help the student.*

Discuss how, when adults physically abuse their children, it is often because the adults have problems. Even though they abuse their children, they may love them very much. They might need help to manage difficult things in their lives in appropriate or OK ways, or to understand more about the effects on children of parents' behaviour.

- What happened after the girl told her secret? (Her mother received help from special people in the community who work with families where there are problems, so children can be safe. She was helped with some of her problems. The girl and her mother started to have a better relationship with each other.)

- *If discussion leads to questions about the people in the*
- *community who work with families where there are problems,*
- *these should be addressed. It may be helpful to use a local*
- *telephone book to locate the numbers of services which are*
- *available to help families where parents and caregivers are*
- *having difficulties in caring for their children.*

- ❖ The teacher reminds students that it is very hard for children to talk about abuse. It can be even more difficult for children to talk

about *sexual abuse* because it involves talking about private body parts and activities which are often not talked about.

Review with students, the definition of sexual abuse by reading the following:

*Sexual abuse involves the touching of the sexual parts of a person's body when that person does not want to be touched, or need to be touched. Touching might be by the hand, the mouth, another part of a person's body or by an object. The touching might not be uncomfortable - like tickling, but it usually gets less comfortable over time.*

*Adults, teenagers and other children can sexually abuse others.*

*Sexual abuse can also involve looking at someone's sexual body parts or making a child look at another person's sexual body parts when they don't want to. Sexual abuse also includes pressuring someone to look at pictures or videos which show sexual body parts.*

The teacher may wish to invite questions or discussion about the definition of child sexual abuse.

- *Information for teachers (not appropriate for presentation to students):*
- *Behaviours which constitute sexual abuse include: sexually suggestive behaviours, suggestive comments, exposing of genitals, exposure to pornography, fondling or touching private or sexual body parts, masturbating in front of a child, oral sex, penetrating the anus or vagina with any object and prostitution.*
- *It should be reinforced that none of these behaviours are OK and they are never the child's fault. Even if the child didn't say NO or even participated willingly, engaging in sexual activity with a child is a crime. All adults have a responsibility to protect children and keep them safe from abuse.*

- ❖ In small groups students play the card game (appendix 9). The cards are placed face down in the middle of the group. Each group member takes turns to select a card and to read it to the group. Students decide if the suggested situation is an example of sexual abuse or is not sexual abuse. The card is placed on Pile A (sexual abuse) or Pile B (not sexual abuse). A group member records group responses to share with the class.  
The teacher guides discussion about each situation by calling on responses from students, clarifying any misunderstandings and providing information where it will be helpful.
- ❖ Inform students that the government has made rules about classifying television programs, movies, films, videos and computer games so children will not be exposed to programs which are frightening or harmful. No one should be forced to watch, or



**main idea**

*I can recognise abuse. Emotional abuse is words and actions which hurt children's feelings and harm the way they think about themselves. Neglect occurs when children are harmed because they do not receive enough food, care and attention or medical care. Emotional abuse and neglect are not OK and are never the child's fault.*

accidentally find themselves watching, programs they feel uncomfortable about.

Ask students about the various classifications and what they mean. (eg PG - parental guidance, M - mature viewers 15 years and over, A - adult themes, L - some unsuitable language, V - violence, S - sexual references, D - drugs, N - nudity.)

Remind students that if children feel uncomfortable about looking at any pictures or programs which show sexual body parts and are forced to look at them, this is abuse. Even if children do not feel uncomfortable about such pictures or videos, it is still abuse.

**conclusion**

- ❖ Engage students in a favourite class game to dispel any tensions.

**Emotional abuse and neglect**

**field building**

- ❖ Revise what is meant by the word *care*. (Care is having a liking or fondness for someone or something, showing attention to or looking after someone or something. Care is being concerned about or providing for the well-being of someone or something.)
- ❖ Examine the term *needs* and compare it with *wants*.

In pairs, students brainstorm a list of things they *need* to have when they go to the park to play with their friends. Students then make a separate list of things they might *want* to have when they go to the park to play with their friends.

- ❖ In groups, students find a picture from a magazine of a baby or young toddler.

Students paste the picture in the centre of a large sheet of paper and record around it what the baby would need to be safe and healthy. Encourage students to consider the baby's body, feelings and thinking. If appropriate, students may record their responses in three sections on the page.

Share responses and display sheets or retain for core learning. The activity may be taken further by doing the same with a picture of a child about the same age as students. Compare both sheets.

- ❖ Inform students that one opposite of *care* is *neglect*. Read the story, *A Secret Place*, by Julia Draper and discuss how the garden was neglected at the beginning of the story, how it changed and the reason for its change.

Create a shared definition for *neglect*. (Neglect is not paying attention to, or showing no care for, something or someone.) Discuss examples of objects or things that could be neglected eg shoes, clothes, a room, a fish tank, a fence, a vacant block of land, a house or a building, pets, plants, a car, a tractor.

On one half of a folded sheet of paper students individually draw one of these objects as it would look if it were neglected. On the other half students draw the object as it would look if it was being cared for. Display.

### core learning

- ❖ The teacher informs students that children have certain basic needs in order to be safe and healthy in body and mind. These needs are based on children's rights. Revise the rights that children have. (To be safe, to have their bodies respected, to have their thoughts and feelings respected and to be treated fairly.) Children's needs which are based on their rights are called *basic* needs.

Remind students that these needs can be different in different situations. For example, in some places children do not need to wear shoes to be safe and well. In some places children do not need food from shops because in their area enough food can be grown for them to eat. Some children live in very large families and are happy to share a bed with other children. Some children need to have medication every day so they can stay well.

Students form groups to make a list in response to one of the following:

- children's *basic* food needs
- children's *basic* clothing needs
- children's *basic* housing needs
- children's *basic* medical needs
- children's *basic* emotional needs.

Share and discuss responses.

- *This may be a sensitive area for discussion where there are students who have experienced hardship, trauma, abuse or neglect and their basic needs for safety and well-being have not been met. Special sensitivity is also needed where there are students who have experienced separation from, or loss of their main caregivers. Strategies for talking about sensitive issues, such as maintaining confidentiality within the classroom, and protective interrupting may be necessary. Refer to page 9 of the Introduction.*
- *Private discussion with these students, if appropriate, may assist the teacher to decide how the student may best be supported within the school.*

- ❖ The teacher informs students that adults have a responsibility to ensure that children's basic needs are met. Sometimes it can be difficult for adults to provide for the needs of their children. Often other adult members of the family or close adult friends will look after children when their parents need help.





If this doesn't happen, and carers cannot provide for the children's basic needs, there are people and services in the community whose job it is to help these carers. The government has a special responsibility to make sure these services are there and that people can use them.

Discuss:

- Who are some people who care for children? (Include relevant people and services in the community such as The Smith Family, The Benevolent Society, The Society of St Vincent de Paul, Community Services Centres, The Salvation Army, health centres, schools, homework centres, after-school care and church and youth groups.)

Remind students that in some situations, parents and carers may not know about some of these places, or how to seek help from them. They may need support from others to do so.

Reinforce the definition of *neglect* by reading the following:

*Where adults and carers refuse to provide for the needs of their children and refuse to seek help, this is called neglect. Neglect which causes harm to children is not OK. It is abuse.*

- *It may be useful to clarify that, although older children may provide care for younger children, they are never responsible for making sure that younger children are not harmed by neglect. Adult carers should ensure that there is enough food for their children and that they are not in situations where they might be harmed. When older children babysit younger children, they may take on the responsibilities for caring for them and making sure that they are safe, but this is only for the time that they are babysitting.*

- ❖ Inform students that you are going to read a story about a child called Mardi who is neglected. It is not a true story, but sometimes children are neglected by their adult carers as Mardi is.

*Mardi lives with her mother and father. Her Dad is rarely home. His work requires a lot of travel so he is away from home for many days at a time. Sometimes Mardi's Mum doesn't get out of bed all day. Mardi's Mum is sad most of the time. Mardi tries to be a help to her as much as she can.*

*Mardi looks after herself. She makes her own lunch if she can find any food in the house but often she can't find enough food. Mardi gets herself ready for school each day. Often her Mum doesn't even say goodbye to her.*

*At school Mardi's friends sometimes tease her for always being hungry and eating other students' leftovers. Mardi makes jokes*

*about her 'big appetite' to cover up her embarrassment. Her friends often ask Mardi when her parents will come to school so she makes up stories about how her parents are always being involved in important business. After a while her stories don't sound very believable.*

*When Mardi gets home she is happy just to see that her Mum is still OK. Sometimes her Mum is up and in a good mood. When she is, Mardi tells her about her schoolwork and they tidy up the house together. Mardi likes these times. However, most of the time no one is interested in Mardi's school work or even if she is happy or OK.*

*One afternoon Mardi is cutting an orange and she cuts her hand very deeply with the knife. It won't stop bleeding. Mardi tries to get her Mum out of bed so she can help her. Her Mum just mumbles and goes back to sleep. Mardi feels sad, scared and very alone.*

*Mardi ties up her hand with a cloth. Her Dad doesn't come home that night. Her hand never heals properly. It keeps getting infected. Mardi doesn't know how to look after the cut and her Dad won't take her to the doctor. Mardi stays away from school for a long time because she is ashamed of the injury. She feels sad and empty inside.*



Students form pairs and summarise the story together. The teacher poses the following questions:

- What were some important points about Mardi's story?
  - Was Mardi neglected? (Yes.) How? (Mardi did not have enough food. She didn't receive enough care or attention from her Mum or her Dad so she would be safe and feel loved. She did not get necessary medical treatment when she was injured.)
  - How did Mardi try to cover up her neglect? (She made up stories and stayed away from school to hide her injury.)
  - Why do you think Mardi covered up the neglect? (Mardi might have thought she was to blame and she didn't deserve to be safe and protected. Mardi might have wanted to avoid causing trouble for her family. She might have been afraid that she would be taken away from her family. Mardi didn't know that there are people in the community who could help her mother and father so they could take better care of Mardi. These people rarely take children away from their families.)
  - Did Mardi have the right to be safe, cared for and protected? (Yes. This is the right of all children. Adults have the responsibility to make sure all children are protected. Adult carers also have the responsibility to take care of their children. Neglect is not OK.)
- ❖ The teacher informs students that sometimes a child's emotions and thinking can be harmed even though they look healthy on the outside. Words or actions that continually hurt children's feelings can change the way they think about themselves and children can think that they are no good and that no one likes them. They can



believe that they don't deserve to be cared for or to have their rights respected. This is never true. All children deserve to be cared for and to have their rights respected.

Remind students about some of the scenarios or stories, such as *Don't hurt me, Mama* or Mardi's story, that have been read previously. Discuss the following questions where relevant:

- How did Mardi's situation influence the way she felt?
- In the story, *Don't hurt me, Mama*, why was it hard for the girl to make friends with Mrs Hawkins, the lady upstairs?
- How did the girl's situation influence her feelings and thoughts?

Inform students that part of caring for children is showing them attention and being concerned about the way they feel. Children need to have love and attention.

Define *emotional abuse* by reading the following:

*When people who are supposed to be caring for a child continually use words and actions that hurt that child's feelings and thoughts, this is called emotional abuse. Emotional abuse of children is never OK. Children have the right to be cared for and to have their feelings and thoughts respected.*

*Emotional abuse*, like neglect, happens when *adults* who have a responsibility to care for their children don't do so and harm is caused to the child's feelings and thinking. When children and young people hurt each other's feelings and thoughts this is harmful and also abusive, but it has other names like bullying, teasing, threatening and harassing.

- ❖ Display as an overhead or chart, scenarios which might constitute emotional abuse (appendix 10). Unmask statements one at a time for discussion by students.
  - *The teacher may need to monitor discussion by students to gauge understandings. Students who have learned to solve problems by being 'tough' are likely to minimise the impact of emotional abuse on people.*

### extension

#### Domestic violence

- ❖ Read the story *A Family That Fights* by Sharon Chesler Bernstein. On the board, using a web diagram record the names of the children in the family. (Henry, Claire and Joe.) Brainstorm and record the feelings and thoughts that the children had in response to their father's behaviour. Some positive responses should be included.

Discussion based on the following questions:

- Were the children experiencing abuse? (Yes.)
- What type of abuse were they experiencing? (Emotional abuse.) Why? (Their father did not hit them but they felt sad, angry, scared and helpless because of his behaviour.)
- If the children were good all the time, would it stop the fighting in their home? (No. The children were not to blame for the fighting. Even if children are difficult they do not deserve abuse.)
- Why do you think their father fights in their home? (The children's father might have a problem. He might not be able to express his anger in OK ways. He is to blame for the emotional abuse. He has a responsibility to behave in an OK way and not harm his children.)
- What could the children do to be safer? (Refer to the information section at the end of the story.)

In pairs, students write or draw how the family situation might change if the father goes to get help from special people in the community. If relevant it may be necessary to discuss situations where the mother and the children go to stay with friends, relatives or at a shelter. Police intervention, including Apprehended Violence Orders, may also need to be discussed.

It may be helpful to conclude with an activity where students use a local telephone book to locate the telephone numbers of services which are available to help families when there is domestic violence. Include services that help parents who are having difficulties as well as children's services.

It is important that the activity is closed with positive solutions.

- *Special sensitivity is required where there are students who have experienced or are experiencing domestic violence.*
- *Strategies for talking about sensitive issues, such as confidentiality within the classroom, returning discussion to general situations and protective interrupting may be necessary. Refer to page 9 of the Introduction.*
- *If concerns are held about the safety of a particular student they should be referred to the principal for notification.*
- *Alternatively, a notification can be made by a school staff member to the local Community Services Centre.*





**main idea**

*There are internal signals and external signs which can help me recognise situations where I might be at risk of harm.*

**Indicators of risk**

**field building**

- *Before commencing activities from this focus area students need to have revised understandings about external warning signs, feelings and body warning signals and the concept of 'being safe'.*
- *Some students who have experienced abuse or trauma may have more difficulties with the concept of being safe and may need additional work in this area and in the area of children's right to be safe. This could be carried out as pre-learning or revision in a one-to-one situation or in small groups. The school counsellor or other appropriate school staff might assist.*
- *These students may then act as 'experts' in revising concepts for introducing the topic.*
- *It is important not to generalise or categorise particular places, people or situations as always being safe. Abuse often occurs in familiar 'safe' locations, with familiar 'trusted' people. Most situations have the potential to be unsafe. Encourage students to describe feelings, body signals and external signs which they relate to feelings of safety. It is important that students talk about "I feel safe when..." rather than "I am safe when..."*

- ❖ *Revise the terms internal (inside) and external (outside). In groups students compile lists of internal and external components of a number of items eg a person, the classroom, the school, a car, a computer, a house.*

a person            (internal - organs, blood, nerves, feelings)  
                           (external - hair, nose, clothes)

the classroom    (internal - students, class members, desks)  
                           (external - playground, toilets, other students)

- ❖ *Examine the term risk. Create a shared definition. (To take a risk means to do something when you are not sure how it will turn out.)*

Remind students how there can be a sense of adventure and fun in taking risks. *Safe risk taking* means thinking about what might happen and acting to lessen the chances of anything going wrong.

Discuss:

- *What are some 'safe' risks? (Riding a horse wearing a helmet. Roller blading down a hill wearing a helmet and kneepads.)*

- *Some monitoring of students' responses may be required to ensure that dangerous risks are not included and the teacher is not seen to be condoning safe risks which are illegal or which involve inappropriate behaviour.*

- Can you take a 'safe' risk where there is danger involved? (No. The word *risk* means there is always a chance things won't turn out as you expect. Where danger is involved, safety cannot be guaranteed. If something goes wrong, harm will often occur.)
- What are some dangerous risks? (Swimming in irrigation canals, smoking, drink driving, playing with a dog that doesn't know you.)

❖ Revise the following kinds of feelings. In groups, students record a definition for one and role play an example of their own:

mixed feelings	experiencing different or opposite feelings at the same time eg – feeling proud that your friend won an award but being envious of his or her success.
changing feelings	when a feeling changes (usually unexpectedly) eg – trusting someone and then seeing that person steal something of yours.
confused feelings	when you are unsure about how you feel and about what to think eg – when you are getting different messages from the same person about whether you are their friend or not.
uncomfortable feelings	when you feel uneasy, surprised, a bit worried or nervous eg – when someone you don't know very well gives you a big hug.

Share responses and role plays as a whole class. Discuss body reactions or signals which might be experienced in the different situations. Identify the signals that could be *warning signals*.

- *Debriefing may be required after each role play. See the Introduction, page 8.*
- *Students who have difficulties in identifying and articulating their feelings may need further examples and discussion of feelings. They may need further work in discussing the feelings of characters in books or videos and relating these to their own experiences and responses. Suggestions of books are provided in the book list.*

### core learning

- ❖ The teacher informs students that when children are hurt or harmed by other people, it is most often by people they know. People known to a child can be more likely to cause harm because they spend time with the child, they can be alone with them, they know how to use power over the child and they can try to influence the child to keep a secret. Strangers can also harm a child but harm often comes from someone a child knows.





Reassure students that most people they know will never harm them, however it is a good idea to be able to recognise when they may be at risk of being harmed. Warning signals, such as body signals or feelings, and external signs can be indicators of risk.

In pairs, the students complete the worksheet *Warning signs and signals* (using appendices 11 and 12). Students consider each warning signal provided, decide whether it is an internal signal or an external sign and paste it in the appropriate column. Share responses as a whole class.

Alternatively, discuss as a whole class and using enlarged copies of each appendix, create a class chart. Charts will be used in a later activity.

- *Ensure that students understand that individual indicators on their own may not necessarily mean risk of harm eg often there are good reasons for adults needing to be alone with children.*
- *When there are a number of indicators or when one indicator gives strong feelings of discomfort or confusion then there may be the risk of harm.*

- ❖ Revise the definition of *trust*. (Trust is believing that another person will be fair to you or do the right thing by you.) Display the definition for reference later in this activity.

Discuss how trust is built. (Trust is built through shared good (or positive) experiences, over time.)

In groups, students record some warning signals (internal and external) that might be experienced if someone's trust was broken (eg feeling let-down, a broken promise, inappropriate behaviour, confusing behaviour, feeling worried or scared about something that is said or done by a person, being forced to keep a secret which should not be kept, a gift given for a favour.)

Inform students that broken trust can be a strong indicator of being at risk of harm.

- ❖ The teacher informs students that the following story describes a child who is at risk of being harmed. It is not a true story, but things like this sometimes really happen.

Ask students to listen carefully to identify any 'risk' indicators or warning signals as the story is told. If they hear something that could be an indicator of risk, students are to raise their hands briefly.

Display the *Warning signs and signals* master chart (appendix 12). All the asterixed segments of the story contain a warning signal which is included on the chart.

*Gabby was nine. Her favourite game was soccer. Gabby and her brother played soccer with the local team every Saturday. The field was a long way from their house so Gabby's Dad or their Step Mum, Fran, would drive them and watch them play.*

*Sometimes they had to miss a game if their parents were too busy to take them. Everyone felt disappointed when this happened.*

*This year a new person came to help the coach. His name was Issy. Issy lived in the same street as Gabby and her family. Issy wore cool clothes. He had nice eyes and a friendly smile. Issy offered to drive Gabby and her brother to and from soccer practice but Gabby's parents said no. They said they didn't know him well enough.*

*On Saturdays Issy started to come and talk with Gabby's Dad or with Fran. He laughed and joked with them. He was friendly with all the parents of the team.*

*One Saturday Gabby's Dad invited some of the soccer people over for lunch after the game. Issy offered to come and help. He started a game of soccer in the backyard with the kids and their parents. It was great fun. When the others left, Issy helped Gabby's Dad and Fran clean up.*

*After that day her parents said they would be happy if Gabby and her brother walked to Issy's house and drove with him to practise on Saturdays. Gabby and her family had started to trust Issy.*

*Everything went well for a while. Then some Saturdays when they arrived, Issy would not be ready and he would get changed in front of Gabby and her brother\*\**(inappropriate behaviour)*.*

*Issy started asking Gabby to come earlier so they could watch some soccer videos before they left\*\**(special attention, trying to be alone)*. One time the video was R-rated and not about soccer\*\**(sexual videos)*. Issy told Gabby that she must not tell anyone about the video\*\**(a secret)*. Gabby didn't tell anyone but she stopped coming early after that. She wondered if she still trusted Issy\*\**(changing feelings)*.*

*The next time, when they arrived, Issy asked Gabby's brother to wait on the front verandah and he closed the front door\*\**(isolation, closed door)*. He told Gabby he would give her ten dollars if she would scrub his back in the shower\*\**(a bribe or a gift for a favour)*. Issy told Gabby that she would have to keep this a secret from her brother and her parents or he would not be their friend anymore\*\**(a threat)*.*

*Issy had never actually touched Gabby but she still felt funny and mixed-up about their relationship\*\**(confused feelings)*.*



Discussion based on the following questions:

- What kind of relationship did Gabby have with Issy? (He was a stranger at first but he became a close family friend.)
- How did Issy build up trust with Gabby and her family? (He was kind and friendly, he talked to her parents, helped them and became a close family friend.)
- How did Issy break the trust? (Issy acted in inappropriate ways. He tried to bribe Gabby. He threatened her to keep secrets which should not be kept.)



- What were some warning signals that might have helped Gabby recognise she was at risk of being harmed? (Refer to examples marked \*\* in the story.)
- Was Gabby wrong not to tell anyone about the video? (No. Although it would have helped Gabby if she had told, it is sometimes very hard for children to talk about things like this.)
- Was Gabby to blame for Issy's behaviour? (No. No child is ever to blame when an adult behaves inappropriately. Issy probably knew what he was doing was wrong. This is probably why he tried to bribe Gabby and made a threat so she might keep his behaviour a secret.)
- What could Gabby do at the end of the story? (Gabby could say NO if she could and GO as soon as she could. She could think about how she would like this problem to be resolved. Gabby could talk to a friend or an adult to get advice and support. If she felt unsafe she should TELL an adult.)

- *Protective strategies are incorporated into this theme but are explored more fully in Theme 3.*

### conclusion

#### Human pretzel

- ❖ All students join hands to form a large circle. Without breaking hand contact, students tangle themselves by going under, over, in and out of each other's arms. Students then, one at a time and maintaining hand contact, try to untangle themselves.

- *This activity is helpful in dispelling tensions at the close of a session involving discussion of sensitive issues.*
- *An alternative activity will be required where there is limited classroom space or with students who have limited mobility.*

### extension

- ❖ The teacher assigns to each student a warning signal or external warning sign from the class chart. Students individually publish a page describing the warning signal or sign, some body reactions which might be involved and what the signal or sign might indicate. Students' work is compiled to form a class book titled *Warning signs and signals*.

## Identifying risk situations, people and places

### field building

- *Before students participate in activities from this focus area*
  - *they need to have established understandings about warning*
  - *signals and signs which can indicate risk of harm.*
- ❖ The teacher poses the following statement and questions for discussion:
- As children grow older, they begin to become more independent. They can do more things for themselves and by themselves.
  - What kinds of things can you do now that you couldn't when you were younger?
  - What kinds of things are you now allowed to do that you weren't allowed to do when you were younger?

Brainstorm a list of activities that students are now allowed (or soon will be allowed) to do independently.

eg Dress selves, prepare meals, look after younger children, go to the park without an adult, catch a train or a bus without a parent or caregiver, go to the movies with friends, be at home alone, spend their own money, go to tutoring or activity classes alone, go fishing without an adult, stay for training after school, go to a camp, sleep over at friends' houses, raise orphan lambs or poddy calves.

- *Where relevant, ensure that the list reflects the expectations and limitations of children from all cultural groups within the school community. Suggestions may be asterisked with 'most students' and 'some students' to accommodate individual differences within the classroom. The teacher should model affirmation and appreciation of the range of responses that represent the views of different groups within the community.*
  - *Ensure that individual students are not singled out as being 'unusual'. This might require the teacher adding statements such as, "There are lots of other children who don't do that either because they are following special rules which are important to their families."*
- ❖ Create an enlarged map of the local suburb, town or neighbourhood. Identify significant locations such as main roads; shops or shopping centres; schools; police, fire and ambulance stations; hospitals; petrol stations; churches, temples or mosque; parks; sports grounds; safety houses; health and community service centres; and child care centres.
- Tag in red, the places where students believe they could go for help if they felt unsafe. Display and retain for further work in core learning activities.

### main idea

*Some situations, people and places might be more likely than others to put me at risk of harm and abuse.*



- ❖ Incorporate some activities about the Safety House program. Teachers will need to check first whether the program is active in the local area. If appropriate, invite a local police officer to talk with students about safety houses.

### core learning

- ❖ Divide a large chart or board into three columns. In the left hand column brainstorm a list of places where students feel safe. Leave a space between each suggestion. In the second column, brainstorm for each place, some characteristics which suggest safety. In the third column, brainstorm for each place, some alternative characteristics which might at times indicate that a person should stop and think about his or her safety.

- *Ensure that the language of possibility is used in recording and discussion eg "...might happen..." "could happen."*
- *Where extreme or explicit examples of risk are suggested these should be sensitively edited with an explanation such as, "This might have happened to some children in the world but it is very rare and is unlikely to happen to you. Most children will never experience this, so let's concentrate on some risks that could occur in our community".*

Inform students that the characteristics in the third column are common indicators that can help you know if different places are likely to be safe or if there might be risks to the safety of a person who is there at the time.

- ❖ The teacher reminds students that, although most places in their community are safe, when they are on their own or with a friend they need to be aware of what is happening around them and think about the safety factors of their situation.

Revise the five factors that can help determine the safety of a situation - WHO? WHAT? HOW? WHERE? WHEN? Record them on the board or a chart.

Refer to the map of the suburb or neighbourhood created in field building.

Take two or three familiar locations and discuss for each some factors that can identify the location as being safe. eg

#### **The shops or the shopping centre:**

WHO? There are lots of people there. Many people work in shops and their job is to help people. These people will usually help children if they feel unsafe. There are security officers in some larger shops. Their job is to protect shoppers.

WHAT? Shopping centres often have security cameras which monitor isolated or risky places in the shops. Shops usually have public phones so you could call someone if you feel at risk. In an emergency you can dial 000 without using money or a phone card.

HOW? If you are alone you are less safe. If you are with friends you are safer. If you are with trusted adults you are safest.

WHERE? Isolated areas in shopping centres may not be safe.

WHEN? Outside normal shopping hours there are not many shoppers or workers around.

#### The local park:

WHO? Parents and caregivers are usually present in the park.

WHAT? Play areas have equipment which is safe to use. Paths and seats are placed so people can view play areas.

HOW? If you are alone you are less safe. If you are with friends you are safer. If you are with trusted adults you are safest.

WHERE? Isolated areas in the park, including the toilets, may not be safe.

WHEN? During the day parks are usually safe. In the evening and at night they might not be safe.

- *As an extension activity, students could be assigned*
- *particular neighbourhood locations to research and to present*
- *information about the safe and risky aspects of their*
- *assigned area.*

- ❖ Students form pairs or small groups to determine the safety of a range of situations using copies of *What if?* scenarios (appendix 13). Encourage students to consider factors which can help determine safety (WHO? WHAT? HOW? WHERE? AND WHEN?). Students consider each situation and determine the levels of safety. Share responses as a class group, discussing some reasons for responses.

- *Levels of safety: scenario 1 - possible risk, 2 - possible risk, 3 - at risk, 4 - possible risk, 5 - possible risk, 6 - at risk, 7 - possible risk, 8 - at risk.*

- ❖ Students generalise to answer the question:
  - What are some situations, people and places where I should trust my feelings and think about my safety?







Record students' suggestions. Group similar responses and combine those which are similar. Publish on a class chart. eg

***Situations, people and places where I should trust my feelings and think about my safety.***

**An absence of people** passing by, or in view of an area can reduce safety.

**Isolated or empty places** can be unsafe because others cannot see what's happening.

The presence of a **gang or group** who want to cause trouble can threaten safety.

**Breaking rules** can put your safety at risk.

Keeping silent about **bribes, threats or secrets** which shouldn't be kept can jeopardise safety.

The presence of **weapons** can threaten safety.

When **illegal drugs or excessive alcohol** is used, the safety of everyone present can be at risk.

**Violence** in any setting, including the school or home, threatens the safety of everyone, even bystanders.

You can be at risk in your **home or a familiar place**.

You can be at risk even from **people you know** and trust.

Having **warning signals** can help you identify when you are at risk.

**Trust your feelings and stop and think.**

NB. Remind students that these situations on their own may not necessarily indicate risk. Safety can depend on different factors (such as WHO? WHAT? HOW? WHERE? WHEN?) which are happening at the same time. For example, you would probably not be at risk being in an isolated place with a trusted adult and you probably are not at risk in a museum or other place where weapons are kept locked away safely.

- ❖ The teacher informs students that each year more children and young people are hurt when they are at *home* than when they are in their neighbourhoods or when they are travelling.

Brainstorm some items in homes which have the potential to cause harm eg cleaning and gardening preparations and farm chemicals which are poisonous; glass objects; knives; hot appliances (such as stoves, heaters, open fires and irons); areas that involve climbing (such as trees, high rocks and roofs); swimming pools and water tanks; old fridges or chests which you could be trapped in; medications which are not meant for you or are not used as directed; tools you are not able to use properly yet; matches and lighters.

Discuss some things that children can do to be safe with these items.

- Although this focus area concentrates on recognising risk situations, strategies for safety can be discussed where relevant (or dealt with in integrated activities). For example,
- “If you are feeling unsafe or at risk because you are on your own and a group of young people you don’t know is hassling you, you need to be ready to act for safety. What are some things you could do?”

### conclusion

- ❖ Students form small groups. The teacher has prepared a set of cards using appendices 14 and 15 for each group. Cards are placed face up in the middle of the group. Students take turns to match a *risk indicator* card with its corresponding *meaning* card. If members of the group agree with the match the cards are placed in pairs on the side. Continue until all cards are matched.

- For some groups of students it might be helpful to discuss both sets of cards before the group activity or before completing as a class activity.

### extension

- ❖ The teacher informs students that many children and young people *live* in situations where they are frequently at risk and their safety is often threatened. Sometimes these children experience harm and injury but they continue to live in the situation. There can be many reasons for this. Often it is the behaviour of a family member that puts children and families at risk or causes harm or injury to them. Situations like this are extremely hard to talk about and it can be difficult to act to be safer.

Pose the following question for discussion:

- Why might it be difficult to take action to be safer? (The child might be at risk of harm in the family home. The child will probably want to keep living there and to stay with the family. There may be no other place for the child to go.)
- What kinds of feelings and thoughts can make it difficult to act for safety when it is a family member who puts your safety at risk? (You might love the person and not want him or her to get into trouble. You don’t want that person to be angry with you. You don’t want to bring shame to the family. The person may be depended upon to support the family. The person may be nice most of the time. The person may promise to change his or her behaviour. You may think all families behave this way.)
- What can children in this situation do to receive help? (They could talk to a trusted adult. Adults have a responsibility to protect children and should intervene so the child will be safe. There are people who work in agencies in the community whose job it is to do this. These people can help the family work out what is best to do so they will be safe.)





- *The following story gives a detailed account of a situation of domestic violence. It accurately represents the feelings and responses of all family members involved. It also provides a model of effective and positive intervention.*
- *However, caution needs to be taken before using this book with students. It is recommended that the teacher reads the book in advance to gauge the response of students in the classroom, as well as their parents, to the detailed nature of the story.*
- *Although the story has a positive ending, the teacher may need to be prepared for strong reactions from some students.*
- *Extra support may be provided by team teaching with a support teacher or the school counsellor.*

❖ Read the story *Hear My Roar* by Dr Ty Hochban. Discussion based on the following questions:

- What is the name of the situation that Lungin and Anna experienced at home? (Domestic violence.)
- What were some things that Orsa did to Lungin and Anna that harmed them or put their safety at risk?
- Is physical harm the only type of harm that might occur in situations of domestic violence? (No. The mother and child could have hurt feelings, hurt thinking and property could be damaged.)

The teacher informs students that domestic violence can involve constant shouting, ongoing insults, refusing to allow family members outside contact with other people and withholding money when it is needed.

- Would this behaviour be OK if you saw it happen outside the home, such as in a park or shopping centre? (No. Any actions which cause harm to another person and are not accidental are not OK. They are forms of abuse.)
- Why do some people try to keep domestic violence a secret? (People do not want to get loved ones into trouble. They may be afraid that telling someone will make things worse. They might be too embarrassed or scared, they might not know who to tell. They might not want to bring shame to themselves or to their family. They may believe nothing can change. They might believe it's their fault.)
- In the story, what did Lungin and Anna do so that they could be safe? (They went to see the doctor, who was also an elder in the community, to ask for help.)
- What can be done about situations of domestic violence? (Helpful and appropriate information is provided at the end of the book *A Family That Fights*.)

- When raising the issue of violence within families, it is important that strategies for safety are discussed in some detail. Inviting discussion about this issue, which is likely to have been experienced by a number of students in any one class, requires offering strategies for safety and opportunities for support.
- Protective interrupting (see the Introduction, page 9), more private discussion as a follow up, if appropriate, and referral to the school counsellor may be required. If concerns are held about the safety of a student these should be reported to the principal for notification or to the local Community Services Centre.

## Effects of abuse

### field building

- Before participating in activities from this focus area students need to have developed skills in identifying and articulating their feelings and the feelings of others. They should also have understandings about physical, sexual, emotional abuse and neglect of children.
- ❖ Briefly revise emotional and mental harm (harm to feelings and thinking). Share some examples. Discuss the similarities between the two (they are internal, the harm is invisible but they affect the way you act).
- ❖ Create shared definitions for the terms *emotional well-being* and *mental well-being*. eg
  - *Emotional well-being* is being comfortable in your feelings most of the time. Some things will still upset you, but you can seek support from trusted people to help you deal with them.
  - *Mental well-being* is being able to think clearly most of the time and make sensible decisions about things for which you are able to take responsibility. You are able to think about a problem and about how it might be solved.
- ❖ Discuss the concept of valuing yourself. Create a shared definition. (When you value yourself, you recognise your strengths and accept your weaknesses.)  
 Discuss the benefits of valuing yourself eg you are more prepared to try new or difficult things, you are not so worried about failing and you are less likely to get into ‘hot water’ for not being able to do something when you thought you could.  
 Inform students that it is important to have an accurate self concept. If you imagine you have more weaknesses than you really do you may not ever try anything new. If you imagine you have more strengths than you really do you may let others down when you can’t do the things you said you could, or put yourself in danger.

### main idea

*Abuse and neglect can result in emotional and mental harm as well as physical harm.*

*Abuse and neglect can affect the way children value themselves. They can affect the way children feel, think and act. Abuse and neglect are never OK.*

Point out that we do not all have to be 'Michael Jordans' but we will be happier and achieve more when we really understand what we are good at and when we need to have help.

- ❖ Students form groups of three or four members. The teacher has prepared a *self concept wheel* (appendix 16) for each group, using cardboard and pins. Students take turns to spin the wheel twice. The first time they identify a time when they did well on a task associated with the particular category. The second time they identify a time when they did quite poorly on a task associated with the particular category.

Whole class discussion:

- What was it like to tell others about things you did well and not well?
- If you do well in some categories and not in others, what does that mean?
- What would it be like if everyone was good at everything?
- *Small groups could make 'self concept wheels' with their own categories and pass these on to other groups to use.*
- What did you learn from this activity that could help you in this classroom?

### core learning

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

Read the following statements to students, as a class or in pairs, and ask them to decide whether they describe situations which are *abuse* or *not abuse*.

- May slips when she is tagged playing softball. As she lands she fractures her wrist. (*not abuse*)
- Ted can't find his carer after school, one afternoon. After fifteen minutes the carer turns up and explains that he was delayed by traffic. (*not abuse*)
- During an argument, Ellen's friend calls her a nasty name and upsets Ellen. (*not abuse*)
- Someone from Sam's sports team insults and teases Sam every week. (*abuse*)
- Harry's babysitter often tells him that his parents go out a lot because they think Harry is a pain to have around. (*abuse*)
- Pat knocks over something valuable and her parents yell loudly at her and tell her she was being careless. (*not abuse*)
- An angry carer pushes Sid against the heater and holds him there for several minutes. (*abuse*)

Explain that if children experience abuse for a long time it can affect the view they have about themselves and the value they place on themselves. People who abuse sometimes do this by continually insulting, putting down and threatening children, so they develop an incorrect idea of their strengths and weaknesses. It is important that children talk to a trusted adult if they experience abuse, so action can be taken to help stop the abuse.

- ❖ Students form groups of six members. Distribute the unfinished story about Danny (appendix 17), giving each member a different segment. Explain to students that the child in this story is abused. The abuse is affecting Danny's thinking, feelings and behaviour. The story is made up, but similar situations can happen to children. Ask students to read the story segments in their groups and to imagine that the character Danny is their friend. Students determine the correct sequence of the story.

- For some groups of students it may be more appropriate for
- Danny to be a girl or the abuser to be a mother.

Read the story together.

*Danny is a friend of yours. Danny is a great frisbee thrower. He also enjoys playing the guitar and is very talented.*

*After school you often go to the park with friends and play. You often throw the frisbee together for hours. After playing in the park you and Danny usually go home to do homework. Danny practises guitar.*

*Danny is a great friend most of the time but every now and then he acts a bit 'funny'. He often has headaches or stays home from school 'sick'. Or sometimes he comes to school but he's a bit smelly and his clothes aren't washed. Every now and then Danny stops talking to anyone and gets a bit aggressive. One time he smashed his guitar. Later he said it was an accident and his Mum bought him a new one.*

*Another time Danny was nearly falling asleep at lunchtime. When you asked if he was OK, Danny asked if you ever wet the bed or had trouble sleeping. When you looked puzzled he told you to forget it and ran off.*

*In the middle of last summer, Danny had thick, red marks on his neck and wore his jumper all week. He refused to take it off. He got really angry with anyone who gave him a hard time about it and got into a physical fight with a friend.*

*Lately Danny has stopped playing his guitar and the other day he asked if you wanted it. You notice Danny has a bruise under his eye.*

*Yesterday Danny was kind of quiet all day and he stayed in all lunchtime. He said he wanted to finish his project but it looked perfect to you.*

*Today Danny won't throw the frisbee around and he won't talk much. He just says he's really useless and he doesn't know why you bother to be his friend because he's so stupid.*

*Danny doesn't want to go home, even when it gets dark. You tell Danny you have to go or you'll be in big trouble for being unsafe.*





*Then Danny asks if he can come and stay at your house.*

*You feel very funny about this. Danny has never stayed at your house before and you don't stay at his house. It's a school night. You wonder what your parents will say.*

*Danny starts throwing rocks at the light in the park. He tells you he doesn't care if he gets arrested. He tells you he doesn't care about anything much. Then he kicks his foot hard into a wall. It must really hurt.*

*You invite Danny to your place but say you can't promise that he'll be able to stay the night. Danny is walking slowly. Suddenly he stops and tells you that he can't go home. He tells you that his father bashes him every night. He says that his father hates him and it's got so bad lately he's scared his father will kill him.*

*Danny wants you to promise that you will never tell another person what he's told you.*

In their groups students identify some of Danny's feelings, thoughts and behaviours in the story that could show he was affected by abuse and neglect. Students list these under the headings: feelings, thoughts, behaviour, school life/social life and health.) The table at appendix 18 may be used.

- ❖ Class discussion based on the following questions:
  - What were some of Danny's feelings, thoughts and behaviours in the story that could show he was affected by abuse or neglect?
  - How could people easily miss the signs of abuse that Danny showed? (They could mean other things. eg Danny might have bruised his neck falling off his bike. He might have been sad because his dog had died. It is difficult to recognise abuse unless a person tells you about it. Children who experience abuse are often told to keep it a secret or they feel too ashamed to tell.)
  - Is Danny to blame for the abuse? (No. Children are never responsible for abuse. It is the abuser who is responsible. Abusers usually know that their behaviour is wrong which is why they often use threats, put downs and insults which affect a child's idea of his or her self worth. Then a child will be less likely to tell.)
  - Why are children less likely to tell about abuse if they do not value themselves? (Children might believe that they are not good and they deserve to be abused. They might think they are to blame. They might think they are so bad, nobody would believe them.)
  - Why do you think Danny is doing things which would seem to only hurt himself? (Danny probably does not value himself. He may believe he hasn't got any good points or strengths. He may have begun to hate himself and wants to hurt and punish himself. He may not be able to see any way out of the situation.)

- What are some situations in the story which suggest that Danny had a low opinion of himself?
- What thoughts would Danny have to change before he began to feel OK? (Danny has a right to be safe and to be respected. He is a worthwhile person and a good friend. The abuse is not his fault and does not mean that Danny is bad. His father has a problem and needs help so the abuse can stop.)
- Why might Danny find it more difficult to TELL about the abuse because he is a boy? (Boys and young men might think that they should be able to protect themselves or stop the abuse. Boys and young men may falsely worry that their masculinity might be questioned, particularly if they are sexually abused.)

### conclusion

- ❖ Returning to their groups students list the messages that they, as friends of Danny's, could give to help him get his view of himself into perspective. Remind students that the messages should be a true reflection of Danny's strengths, eg telling Danny that he is a brilliant student, if he wasn't, would not be helpful. Share responses as a class.

- *Students may need practice at devising such messages.*
- *The teacher could begin by modelling examples of feedback about students in the class to demonstrate accuracy and sincerity in giving positive and useful message to others.*
- *The teacher could explain that this is part of accepting and respecting others for what they are.*

### extension

- ❖ Read the novel *The Turbulent Term of Tyke Tiler* by Gene Kemp at ongoing intervals with students. Revise and consolidate concepts of abuse and self concept.







# 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 3

# 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

Different types of relationships  
Expectations of gender roles  
Personal rights  
Rights and Responsibilities  
Sources of Power  
Coercion  
Harassment

## Things to look for

*Things to look for* suggest ways that students may demonstrate achievements 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 3

#### Different types of relationships

Can students:

- explain how positive relationships can be developed and maintained?
- describe how relationships can change?
- identify ways of modifying behaviour to make a relationship less close, if appropriate?

#### Expectations of gender roles

Can students:

- explore how expectations of girls and boys and of women and men, can influence their choices and options?
- discuss the roles and responsibilities of adult males and females?
- accept that males and females will have both common and different values?
- value the need for developing a personal identity?

### Stage 3

#### Personal rights

Can students:

- identify a number of rights to which children are entitled?
- identify situations where children's rights are not being met?
- appreciate differences in the ways that a respect for rights may be demonstrated?

#### Rights and responsibilities

Can students:

- identify some rights and responsibilities of children and adults?
- appreciate the need to respect the rights of others?

#### Sources of power

Can students:

- explain how people might have power within a group?
- identify positive and negative uses of power?
- identify their own personal power and ways in which it may be used?

#### Coercion

Can students:

- recognise situations where coercion is used to influence a person?
- discuss the nature of guilt and how it may be used coercively?
- role play responses to coercive behaviours?

#### Harassment

Can students:

- identify some feelings when people refer to their physical appearance, gender, cultural background, language or achievements?
- discuss ways that name calling can be offensive to males and females?
- explain some provisions within the school which deal with incidents of harassment?

**main idea**

*Relationships are connections or links I have with other people. All relationships are different. Relationships can change. Healthy or positive relationships are based on trust and respect.*

**Different types of relationships**

**field building**

- ❖ Revise a definition of relationships. (Relationships are connections or links I have with other people.)
- ❖ Students individually brainstorm a personal list of the names of approximately twenty people with whom they have any link, connection or relationship.

Revise the levels of closeness that exist in relationships. Students examine their lists and decide which relationships are *close*, which are *important* and which are *not close*. Colour codes or symbols placed alongside names may be used to help define these three levels of closeness.

- ❖ Students visually represent their lists of names by creating a relationship tree or web map. Each student places his or her name as the pivot of the branches or web. Names or symbols are positioned around the pivot to correspond to the levels of closeness in relationships.

- *These lists may be retained for further use with activities in this theme and in theme 3.*

- ❖ Revise the definitions of the terms *trust*, *respect* and *care*. Students demonstrate their understandings of these terms by using the words in sentences or by answering questions relating to the words. eg *Trust* is believing that a person will do the right thing. “My friend asked me to look after her most precious possession because she trusts me.”

*Respect* is to treat with dignity and consideration. “My friend doesn’t make fun when I make mistakes because he respects me.”

*Care* is to show concern, affection, attention and protection. “I always watch out for my friend when we play sport because he has asthma and may need help.”

- ❖ The teacher makes a statement which incorporates an extreme opinion on a subject. eg “I think cats are better pets than dogs.” No reason for this opinion is given. Ask students what they think about the statement. This should evoke a lively class discussion which may include some friendly conflict or criticism. When this has concluded the teacher explains that this is an example of *conflict* of opinion.

Focus on the term *conflict*. Create a shared definition. (Conflict is a difference of opinion between people which leads to a clash of feelings, ideas and actions. A conflict can be as small as an argument or as big as a war.)

Create a list of things that two people could have a different opinion about, eg favourite music, the best car, a good job or

occupation, a work of art, suitable clothing, the best time of day, a favourite season, the best way to complete a task, how to spend pocket money. Students suggest what different opinions might be held.

- *If criticism or 'put-downs' of students' suggestions occur,*
- *the teacher should intervene and highlight how such*
- *differences of opinion might lead to conflict.*

Discuss and list factors or events which may cause a difference of opinion to become a conflict eg when one item must be chosen, when both people think the other is wrong, when one or both become angry, when both want the same item, taking sides in someone else's difference of opinion.

### core learning

- ❖ The teacher poses the following questions for discussion:
  - How are relationships started? (Relationships are started through people meeting each other or having something in common which links them, such as being part of a family, being together at school, living close by, playing sport together, coming from the same town.)
  - How do positive personal relationships progress, from just meeting, to becoming friends, to becoming close? (Relationships develop over time, through shared experiences and trust being developed.)
  - If you are related or linked to a person, does that automatically mean that you are close to that person? (No. Sometimes even members of families are not close.)
- ❖ Students identify someone with whom they have been friends for some time. They map this relationship, from when it began until now, identifying steps, stages or events that led to increased closeness.
  - *The teacher may demonstrate the activity by mapping his*
  - *or her own relationship with a friend, such as a neighbour.*
  - *For some groups of students it may be helpful to have a limit*
  - *of four steps in the relationship.*
- ❖ The teacher informs students that a healthy or positive relationship is like a recipe – the right ingredients make it great. There are several ingredients that are important to have in healthy or positive relationships.  
Brainstorm *ingredients* students believe are essential for a healthy or positive relationship. Develop a joint construction in words and pictures, for a *recipe for a positive relationship*.





- *Useful ingredients include – trust, care, respect, safety,*
- *fun, shared views, communication (talking and listening),*
- *honesty, praise or compliments where appropriate,*
- *apologies where appropriate, loyalty, support.*

Inform students that positive relationships will not always be smooth. They will have their ‘ups’ and ‘downs’. They may be frustrating at times, and conflict or arguments may occur. If the foundation remains the same because the good *ingredients* are there, disagreements can usually be sorted out.

- ❖ Discuss with students the place of *conflict* in relationships. Discuss some conflicts that students have had with friends or close family members that have been resolved.

Remind students that no two people are the same, so conflict is a normal part of living with other people.

Conflict is neither good nor bad. It is how people handle conflict that makes the difference. Most conflicts in positive relationships can be resolved.

- *Discussion of conflict in relationships could become*
- *uncomfortable for some students. Teachers need to deal*
- *sensitively with this issue and be prepared to use the*
- *strategy of protective interrupting if necessary. Refer to the*
- *introduction, page 9.*

### Changes in relationships

- ❖ Inform students that personal relationships do not stay exactly the same. Relationships change over time. Some become closer, some less close, some break down, some may finish.

Students brainstorm some factors that can cause a relationship to change (eg growing older, moving house, spending less time together, changing interests, broken trust, dishonesty, lack of respect, use of insults or put-downs, bullying, bossiness, loss of a shared interest, new friends, divorce or separation.)

Remind students that changes in relationships are normal and common. It should be expected that relationships will always change over time, as circumstances change. Discuss relationships between the characters in some popular television serial dramas, where storylines rely on continual changing of relationships.

Pose for discussion:

- How can you tell when a relationship is changing?  
(factors, behaviours)
- What feelings might be experienced when a relationship is changing?

Responses may be mapped to link factors, behaviours and resulting feelings.

- *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..." or "When... I feel..." so the impression is*
- *not conveyed that their feelings are controlled by events or*
- *other people. Feelings are responses to situations. They can*
- *be controlled or managed by individuals.*

Literature which deals with specific changes in relationships from a child or young person's perspective might be provided for students. Some examples are given in the booklist.

### Relationships which may need to end

- ❖ Inform students that when relationships don't have healthy ingredients, or if the ingredients change to become unhealthy, relationships may need to be ended or made less close. This is particularly so if the relationships are negative or involve harm or abuse.

Discuss some changes in relationships which may indicate that a relationship should not continue unless changes are made (bullying, coercion, lying, stealing, violence, abuse, being neglected, ignored, being 'used').

- *Students may offer separation and divorce as examples*
- *of factors which cause a relationship to end. It is important*
- *that these are discussed as relationship 'enders' only*
- *between the two separating people. When children witness*
- *a relationship breaking down or ending between two*
- *important people whom they love and depend upon, they*
- *may start to doubt their own relationship with these people.*
- *It is important to acknowledge that change in families*
- *through a separation, divorce or death will bring changes in*
- *relationships. Over time new ways of relating can be*
- *worked out.*

Ask students to think about how an unhealthy relationship could be ended or made less close in a safe and acceptable way. In pairs, students nominate a relationship, such as with a neighbour, a classmate, a sports team mate, sister's or brother's friend, parent's friend. (Do not include unhealthy relationships with family members as it would not be appropriate to expect a child to change these independently.) Students record some suggestions about:

- What could be said to end a relationship, if it was necessary?
- What could be said to make a relationship less close?







- How could you change the way you act towards a person, in an acceptable way?
- If asked, what are some reasons you could use to explain your changed behaviour?

• *Intervention needs to occur if inappropriate or unrealistic responses are given. For example, it would be very uncommon for a child to end a relationship with a parent although it is possible that the relationship could be changed to make it far less close.*

• *Practice of these skills is important to self protection for children. Abuse frequently begins with small violations which progress to larger violations. Children often find it more difficult to explain and seek help about small violations. Where they can take action themselves to reduce closeness or proximity in a relationship that becomes unhealthy, their safety from abuse is increased.*

• *It is important also to emphasise seeking help from a trusted adult, if necessary, to reduce 'closeness' if abuse is involved.*

• *It may be helpful to discuss that a change to a relationship does not have to be final. In some cases, if the unhealthy behaviour stops and both people wish to be friends or 'close' again, this is possible. If appropriate, revisit the story, 'Don't Hurt Me Mama' by Muriel Stanek, or a story where a target of bullying finally becomes friends with the bully.*

• *Where sexual abuse has occurred this is less possible. However, it is important that children who have been physically or emotionally abused or neglected are reassured of the possibility that relationships may be restored. Often the latter forms of abuse are perpetrated by a caregiver who is loved and depended upon by the child. Abuse is often kept secret and endured because the child fears losing the caregiver.*

• *In situations like this, children need to be reassured that relationships may be restored.*

### conclusion

- ❖ Read a story about relationships where there is conflict or change, which has a positive ending such as *Crash* by Jerry Spinelli.

## Expectations of gender roles

- Vulnerability to abuse and the acceptance of many forms of abusive behaviours can be reinforced, within society and by popular media, by narrow beliefs about the way that girls and boys, and females and males, are expected to be.
- There is a wide range of options about being feminine or masculine which all people, particularly children and young people, should be able to consider.
- 'The fundamental shifts which have occurred this century about what it means to be female and male show quite clearly that femininity and masculinity are not necessarily inherent categories that pre-exist in each individual.'
- 'Research confirms that children do not learn how to be female and male in passive ways. Rather individuals actively develop a sense of themselves as gendered people by interacting with the myriad of messages and practices which they encounter. With each individual some aspects of the dominant social order come to be actively desired, while others may be resisted, reworked or responded to in terms of a need to belong or to feel in control.' (Gender Equity: A Framework for Australian Schools)
- 'Apart from the ways in which parents, educators and popular culture speak and practise gender as binarisms, children themselves can act as agents in the construction and maintenance of gender categories.' (Foundation Stones: The Construction of Gender in Early Childhood.)
- The way in which we view and express our femininity and masculinity impacts on our communication, how we view others and how we deal with conflict. In this way gender has an important bearing on the establishment of positive relationships.
- Further resources in the area of gender construction and on inclusive teaching practice are available in the Department's resource package: 'Girls and Boys at School Gender Equity Strategy: 1996-2001'.
- Some activities from this core learning area may be delivered to students in single sex groupings. This approach is useful when teachers are encouraging girls and boys to explore sensitive issues.

### field building

- ❖ Read texts such as *First Light* by G Crew and P Gouldthorpe or *Miranda The Castaway* by J Mayhew, which present positive images and ideas of male and female characters – not narrow or limited ideas of masculinity and femininity.

### main idea

*I receive different messages about being a girl and being a boy. Society's expectations of masculinity and femininity can affect my actions, behaviour and relationships.*

*I have a wide range of choices, and I have choices about the way I want to be as a girl or a boy.*



- ❖ Ask students to bring to the classroom a collection of birthday cards they and their siblings (including babies) have received over the years. Collect and display the cards which girls have received on one display board and the cards which boys have received on another.

- *Avoid using labels such as 'boys' cards' or 'girls' pictures'.*
- *In using this language narrow and limiting ideas about gender can be reinforced. Describe all images in such terms as, 'cards received by boys' or 'pictures on cards received by girls'.*
- *Ensure that class or group rules are maintained and that students are reminded about respect and privacy issues when looking at the cards. Permission to use cards for the following activities should be sought from students. Students and teachers may need to be selective when choosing cards which will be opened and the text examined.*

- ❖ In pairs, students complete the worksheet *Examining birthday cards* (appendix 19) by looking at the pictures on four cards, two from each display.

As a whole class, examine the cards from each display. Students share responses from their worksheets for the cards they examined. Discuss the general messages which the illustrators of the cards have conveyed about what it is to be a girl or a boy.

Discussion based on the following questions:

- Do the pictures on the cards describe how you live your life as a girl or a boy?
- What kinds of pictures for cards would better describe the way you really are?

Students' suggestions about more realistic pictures for cards for boys and girl may be recorded in two columns on a chart. Alternatively students may design and draw a birthday card illustration for themselves which reflects their own individuality.

Explore the list, or examples of students' work, and discuss the following:

- What do these ideas about girls and boys tell us? (Girls can be similar and different, and like doing the same and different things. Boys can be similar and different, and like doing the same and different things. Girls and boys can both be similar and different, and like doing the same and different things.)
- Which ideas are the same for both girls and boys?

- ❖ In small groups, students examine the language used in some of the cards which girls have received and compare it with the language in some of the cards which boys have received.

Students note any words or phrases which are the same in both groups of cards. They also note words or phrases which are

common in the cards girls have received and those which are common in the cards boys have received (eg *sweet, nice, happy, pretty, beautiful* – *great, exciting, fabulous, handsome*).

Groups share their findings with the class.

Whole class discussion:

- What messages do these words give about being a girl or being a boy?
- Are these true for you? Why? Why not?
- How might these messages influence girls and boys about how they think they are expected to act?
- How can the messages limit the options for girls and boys?

### core learning

- ❖ The teacher explains that students will look at some commonly held beliefs about girls and boys. Not all people agree with these but they are often heard.

Students individually complete the worksheet (appendix 20).

Inform students that their worksheets will not be shared.

Students examine each statement and decide whether they accept or challenge it. Remind them that in different situations they may have different opinions about the statements, but they should record their responses as they feel at present. Set a time limit.

Worksheet statements:

*Boys should have more education than girls.*

*Boys are better at maths than girls.*

*Girls are better at reading.*

*Only girls can take care of babies.*

*Boys don't enjoy being touched.*

*Girls should be thin.*

*Only girls can play netball.*

*Girls shouldn't fight.*

*Girls are stronger than boys.*

*Boys are safe when they go out.*

*Boys shouldn't cry.*

*Girls should be neat.*

*Boys are leaders.*

*Girls can stand more pain than boys.*

*Boys are noisier than girls.*

*Boys are great at sport.*

*Boys should be well-built.*

*Girls are better at sorting out relationships.*

*Only boys can play soccer.*

*Girls are not safe when they go out.*





Discuss some of the students' reactions to the statements. Pose the following questions for discussion:

- Are there right and wrong answers to these statements? (No. Children should be free to choose their own ways of being a boy or a girl. However, they should be careful to choose ways that will not limit them, or others, in doing the things they want to do.)
- What are some situations where it may benefit a girl or boy to uphold some of these statements?
- How might the family or cultural background of girls or boys influence their responses to some of these statements?
- Can girls or boys change their opinions about these statements in different situations? (Yes. In a group of friends a boy might uphold the opinion that it is not OK to cry. At home, the situation might be that it is OK to cry. At school, a girl might choose to be quiet. At home, the same girl might be energetic and noisy.)

• *'Individual understandings and personal choices about gender never exist in a vacuum. Normal, acceptable and desirable ways of enacting gender vary among the different groups we belong to and interact within. Therefore positions taken up by individuals can often be contradictory or fluid, as girls and women and boys and men take up a range of different femininities and masculinities depending on the context.'*  
 • (Gender Equity: A Framework for Australian Schools)

- ❖ In small groups students conduct a survey about their favourite male and female characters in their own computer games, magazines and videos\*. Students, individually or in pairs within groups, examine a character, using appendix 21. Ensure that each group examines both male and female characters.

• *\*The teacher might arrange beforehand for students to bring in examples of their favourite computer games, magazines and videos to school.*

Students record:

- name of the character
- physical qualities and skills
- personality
- values
- how the character interacts with others.

Within their small groups students share their worksheets and discuss for each character:

- What behaviours and values are made to seem normal?

- What messages does the character give us about being a girl or boy?
- Does the character represent your experiences of what it is like to be a girl or boy?

Whole class discussion:

- How are some of the characters different from your experiences of being a girl or boy?
- What do we need to be aware of when we view these videos, magazines and games? (The images and ideas of masculinity and femininity shown are very narrow. They can limit our ideas about how we want to be as a girl or a boy.)

- *In popular culture females are often portrayed as weak and relying on the greater capabilities of males. When males are cast as fearless providers and females as needy dependants the result can lead to abuse of power as well as limitations on how individuals can achieve their full potential. It can affect most particularly, the potential for caring and trusting relationships.*

- ❖ Students collect information by surveying two female and two male adults in their immediate or extended family. Each student receives two copies of the worksheet (appendix 22). This could be set as a weekend homework task.

Students share some of the responses they have collected to the survey questions.

*Survey questions:*

- *What are some things that you have to do each day (other than go to work)?*
- *What are your responsibilities in life (other than making money)?*
- *What do you think are the main skills an adult needs in order to have a happy life?*

Record some responses to the third question on the board or a chart.

Discussion based on the following questions:

- Were you surprised by any of the responses?
- What were some responsibilities that women and men had in common?
- What were some skills that both women and men believed were important in order to have a happy life?
- Where do people learn these skills? (At school and at home.)
- What activities do we have at school to practise these skills?





### main idea

*My rights include the right to be safe, to be cared for, to have my body, thoughts and feelings respected and to be treated fairly. These rights can be met for different children in a range of ways.*

(Classroom groupwork, co-operative learning, peer support, buddy systems, SRC.)

Students write a personal reflection in response to the questions:

- What are two things I have learned from the class results of the survey?
- How might this change what I do at school or at home?

### conclusion

- ❖ For this activity, some instructions may need to be recorded on the board.

Students individually write about what they wish to have, when they are 25 years old, in the areas of:

- their family life
- their skills
- their achievements.

When writing is complete, students are asked to examine the *achievements* they wish for.

For each achievement, they record some positive and negative effects that these achievements may have on their family life and the opportunities they have to use their skills.

Students then prioritise the achievements they wish for, in order of importance. Students share their work with a partner, small groups or the class if they wish.

## Personal rights

### field building

- *Teaching about children's rights can be a sensitive area for some parents. It is important that parents are aware that in child protection education children's rights are discussed in the context of positive relationships and in association with corresponding 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 personal rights to be able to speak out when they feel threatened or unsafe.*

- ❖ Revise the rights that all children have (to be safe, to be cared for, to have their bodies, thoughts and feelings respected and to be treated fairly). Display these rights.
- ❖ Examine a list of class rules or school rules. Discuss each rule and the right that is being met when students in the class or the school abide by the rule.
- ❖ Read texts about human rights or the United Nations Declaration

of Human Rights such as sections of the book *Freedom of Speech* by Philip Steele.

### core learning

- ❖ Students form pairs of their own choice. They sit facing their partner, look at and talk directly to them. Each student takes turns in completing the sentence “I have to...” The teacher stops the activity after about two minutes. Students then take turns to complete the following sentences each for about two minutes:

- “I choose to...”
- “I need...”
- “I want...”

Discuss the difference between *needs* and *wants* by calling upon examples that were suggested by students in their pairs and discussed earlier.

- ❖ Revise the definition of a right. (Rights are things that all people should have. There is no ‘question’ or ‘maybe’ about it – they should have these things.)

Brainstorm a list of rights or conditions which students believe all children should expect. Examine the list to ensure it does not contain examples of *wants* (such as a pet, particular clothes, a bicycle).

On a separate chart, group items from the list under the broader rights:

- to be safe
  - to have their bodies respected
  - to have their thoughts and feelings respected and
  - to be treated fairly.
- ❖ View the segment *Papa* or *The Orange* (from the video *Rights From the Heart*). Each segment is about four minutes long. Allow time for discussion and a second viewing.

The teacher informs students that children can play a role in helping each other when they see the rights of other children are not being met. Although they are not responsible for making sure rights are met, they can help other children as did the students in *The Orange* and the rabbit in *Papa*.

Discussion based on the following questions:

- What were some rights that were not met for the child in the video?
- How did the students in *The Orange* (or the rabbit in *Papa*) help the child whose rights were not being met? (They offered support and friendship and helped the child seek help from an adult.)
- How could you help if you saw a child, or children, whose health or well-being was being harmed by their rights not being







met? (Offering support and friendship to the child, encouraging the child to seek help, speaking out and telling an adult.)

- ❖ Students decide which of the following examples respect the rights of the child in the situation by answering yes or no. Discuss which right is being met or not met in each case. This task may be carried out individually using the worksheet at appendix 23.

*A child is allowed to play from 4 to 6pm most afternoons with his neighbour.*

*A child is required to show her parents completed homework before watching television.*

*A child is locked in a car, asleep, for an hour on a hot day.*

*A child is always told he is hopeless and that his brother is better than him.*

*A parent takes a child to buy the right glasses to help her see more clearly so she can learn to read.*

*A child is left with a broken wrist untreated, after physical violence by a parent.*

*A child's parent asks that she baths or showers and changes her dirty clothes.*

*A child's father listens to her reasons for being angry about new travel arrangements to school.*

*A child is reprimanded for breaking a family safety rule.*

*A child has her private body parts touched by a family member and is made to keep it a secret.*

*A child's caregiver allows him to decide how he will spend his pocket money himself.*

- ❖ Facilitate discussion to consider how respect for rights may be demonstrated in different ways in different circumstances. We should not assume that ways of showing respect for children will look the same in different cultures. eg. In some cultures adults show respect for children by giving them a lot of freedom. In other cultures respect is shown by being very strict with children.

### conclusion

- ❖ Students individually select one basic right which is important to them. They draw, write or create a cartoon or collage to express what this right means to them personally.

Students may include specific examples of:

- where this right has and has not been met for them
- instances where this right has benefited them and
- the importance of this right in their day-to-day lives.

## Rights and responsibilities

### field building

- ❖ Define the term *responsibilities*. (Responsibilities are the things that people should do to respect the rights of others and to ensure that their own rights are met. Responsibilities can involve actions and ways of behaving. Responsibilities should be things a person is able to do.)
- ❖ Map the responsibilities held by various individuals within our community.
  - eg students' responsibilities (in the classroom, from grade to grade)
  - responsibilities of school staff
  - shop or business owners' responsibilities
  - police officers' responsibilities
  - the Prime Minister's responsibilities
- ❖ Revise the rights that children have. (To be safe, to be cared for, to have their bodies, thoughts and feelings respected and to be treated fairly.) Are all children entitled to them? (Yes, each child deserves these rights to be met.) What does each right mean?

### core learning

- ❖ The teacher poses the following questions for discussion:
    - What are some of your rights? (To be safe, to have my body, thoughts and feelings respected and to be treated fairly. Rights associated with these may be included.)
    - How can these rights be met?

In groups students create proposals or strategies they believe might meet one or more of the rights that people have. Share and discuss responses.

Guide the discussion to establish that in order for rights to be met *it is essential that others respect those rights*. People can have rights only when others carry out their responsibilities by actions and behaviour which support and guarantee those rights.

eg People have the right to have their feelings respected. Insulting people is not OK. It does not respect their feelings. A way to protect this right is for individuals not to insult others.
  - ❖ Students clarify their understanding of rights and responsibilities by completing the worksheet (appendix 24) in small groups or pairs. When students complete the worksheet ask them to decide who has each right or responsibility within a family – the caregivers (mother/ father), grandparents, adult family members, children, the youngest child or the oldest child.
- Discuss responses as a whole class. (Each of the points listed is a joint right or responsibility.)

### main idea

*I know my rights.  
I am responsible for  
respecting the rights  
of others. All adults  
have a responsibility  
to protect children  
from harm and abuse.*



- ❖ The class forms two groups. One group takes on the role of *adults* in a family. The other group takes on the role of *children* in a family. Roles should be swapped during the exercise so all students experience both perspectives.

The following questions are posed to each group in turn. Members of each group present responses from their allocated perspective. Some points made may be debated by either group, on behalf of adults or children.

- What are some rights of adults in a family?
- How can children act towards adults in a family, to support and respect their rights?
- What are some of the rights of children in a family?
- How can adults in a family act towards children to support their rights?
- How can children act towards other children in a family to support their rights?

The teacher informs students that groups of people function or 'get on' well when the rights and responsibilities of all members are balanced.

Students may wish to comment on how they felt in taking on their allocated perspective in the previous discussion.

- ❖ Discuss the difference in responsibilities between an adult and a child. (All adults have a responsibility to protect children. Many adults have a responsibility to provide care for children. Children are responsible for respecting others and treating others fairly. They can never take on full responsibility for the safety and protection of others.)  
Ask students to provide examples where adults bear *full* responsibility but children bear *some* responsibility. (eg The right to a clean or healthy environment in the home involves some responsibility for children to clean up their own mess or contribute some effort to cleaning up family mess.)
- ❖ Pose the following questions for discussion:
  - If you meet your individual responsibilities does it *guarantee* that your rights will be respected? (No. Meeting your responsibilities guarantees that those around you will have their rights respected. However, meeting your responsibilities will not always protect you from others, including other children, who don't respect your rights.)
  - What could you do if someone acts towards you in a way that does not respect your rights? (You can take action to get your rights respected. If this doesn't work, you may need to seek help from an adult.)
  - What if an adult harms or threatens you? (Adults have particular responsibilities towards children. You are entitled to be protected – not harmed, by adults. There are many other

adults who can help you. These could be family members, neighbours, network people, teachers and other adults whose job it is to look after the safety and well-being of children.)

- Are there times when children are not entitled to be safe from abuse or harm? (No. Adults are always responsible for ensuring children are safe from harm. Adults who abuse children sometimes try to make them think that they don't deserve to be safe or respected so they will keep the abuse a secret. These adults usually know that what they are doing is wrong. Children always have the right to be safe and respected.)

### conclusion

- ❖ Students record for themselves a list of actions and behaviours that represent their *responsibilities* in respecting the rights of others at home and at school.

These can be recorded on a personal shield (appendix 25).

## Sources of power

### field building

- ❖ Revise the definition of power. (Power is being able to do something or make something happen. Power can be the ability to make others do things.)
- ❖ In small groups students brainstorm on large chart paper, a list of one of the following:
  - powerful *things or objects* (fire, water, drill, saw, plane, tractor, rocket, jet boat)
  - powerful *creatures* (lion, shark, buffalo, kangaroo, tiger snake, crocodile, wasp, red-back spider)
  - powerful *people* (Prime Minister, Premier, police officer, judge, religious leader, principal).

A presenter from each group displays and shares the list with the class.

- ❖ Using the displayed lists, students take turns to describe the particular power or ability of some of the items on the lists.
  - eg A drill has the power to make holes in hard, thick objects.
    - A tiger snake can pursue its prey and kill it with poisonous venom.
    - A police officer has the power to charge people with crimes and to arrest them.
- ❖ The teacher has prepared a set of pictures from magazines. The set consists of pairs of complementary images of power eg a large powerful car/a small car, a baby/an older child, an exercise book and pens/a computer, a person in 'street smart' clothes, a similar person in ordinary clothes, a well known rock star/an unknown musician, designer sport shoes/budget sport shoes,

### main idea

*People can have power from different sources. They have choices in the way they can use their power. Power should be used in a fair and OK way that respects the rights of others.*

a sports champion/an ordinary person playing sport, a mansion/a small cottage.

Pictures may be mounted on cardboard and numbers, letters or symbols marked on the reverse to signify pairs.

- *NB. Ensure that each pair of complementary pictures*
- *depicting people shows people of the same sex and similar*
- *cultural backgrounds so identification of sources of power can*
- *be clearer. Power is rarely one-dimensional. Power according*
- *to gender and race is a dynamic within each source of power.*
- *Levels and kinds of power change according to different*
- *situations. This introductory activity aims to establish*
- *understandings about basic sources of power.*

Students sit in a circle, and pictures are randomly placed, face up, in the middle. Students take turns to try to select a pair. If the pair is correct they are asked to identify the kind of power that is present in one picture and absent in the other. Other students and the teacher may offer comments.

### core learning

- ❖ Read the story *The Tiger, The Brahmin and the Jackal* by Kath Lock. Discuss the different powers of each character and how they were used.
- ❖ Display appendix 26 as an overhead or large chart. Inform students that the list contains sources of power and an example of each. Mask the list and examine each item in turn. Students may also suggest names of powerful people and identify the kinds of power they have.

- *Students may need to be reminded of classroom rules about*
- *respect for others. They may be asked not to use the names*
- *of members of the school community but of people in the*
- *broader community. Well known celebrities or characters*
- *from TV or other media may also be used.*

- ❖ Remind students that every person has power. Power may not always be as obvious as the kinds of power discussed in the previous activity.

The amount of power a person has will change according to different situations. In every group of people, from a family to a community to a country, there will be people who always have a lot of power. These people are often the leaders of the group who guide the people and help them to achieve the goals of the group. Other members of the group also use their power within the group.

The teacher reminds students that everyone *has* power. Power in itself is neither good nor bad. It is how it is used that determines that.

How and when people use their power is up to them. Using power is a choice. You can choose to use power or you can choose not to use power.

If you choose to use your power in a way that does not respect the rights of others you *abuse* power. If you use your power in a way that respects the rights of others you are using power in a *responsible* way.

### Card game

- ❖ Students form small groups. Each group receives a set of cards (appendix 27). The cards are placed face down in a pile in the middle of the group. Students take turns to choose a card, to identify the power used in the situation and to decide if the power was used in a *responsible* way or in a *abusive* way. The card is placed on Pile A (*responsible use of power*) or Pile B (*possible abuse of power*).

Discuss responses to each situation based on the question: How did you know the situation was an OK use of power (a not OK use of power)?

- ❖ Students reflect on the power (ability to do things or make others do things) which they have *themselves*, at home or in their neighbourhood with friends and family. Students consider situations where they are bigger, stronger, more clever, know special information, are popular, have better possessions or have been placed in a position of authority. Students map situations of power using appendix 28.
- ❖ As a class, identify one male and one female superhero from a well-known television show, cartoon program or computer game. Brainstorm for each, their sources of power and the ways they use their power.

Discussion based on the following questions:

- What are some messages that these characters give to boys and girls about using power?
  - Are these fair and OK ways of using power?
  - In the show (program or game), which ways of using power are presented to be most valuable? (Aggression, violence, lack of concern for others, ruthlessness, lack of respect for others, males putting females down.)
  - If boys and girls believe these messages about power, how might it affect the way they act?
  - What might result from that? (It may lead to an abuse of power. It may limit individuals in using other skills and achieving their full potential.)
- ❖ View the segment *Door to Door* (from the video *Rights From the Heart*). Discuss the sources of power that the students had and how power was used. Include the sources of size, age, strength,





popularity, group size, position (the teacher) and knowledge (of rights). Discuss how power was used at the end of the story.

- ❖ Examine a map of the school. As a class group students identify places in the school where they might feel unsafe or threatened by students using power.

Discussion based on the following questions:

- What are some situations where you see girls using power in the school?
- What are some situations where you see boys using power in the school?
- How does boys' use of power affect other boys?
- How does boys' use of power affect girls?
- How does girls' use of power affect other girls?
- How does girls' use of power affect boys?
- When is the use of power by boys or girls unfair and not OK?
- How can students' use of power be helpful?

### conclusion

- ❖ Students form up to seven groups and discuss one of the following:
  - responsible uses of *parent* power
  - responsible uses of *adult* power
  - responsible uses of *teacher* power
  - responsible uses of *popular* power
  - responsible uses of *information* or *expert* power
  - responsible uses of the power of *fame*
  - responsible uses of the power of *strength*.

Each group decides on a situation which depicts a way the power can be used which is fair and OK. Members of the group role play the situation for the class. A presenter from each group introduces the role play.

- ❖ Read the book *Bill's New Frock* by Anne Fine at ongoing intervals with students. After each chapter discuss how the characters in the story used their power.

### extension

- ❖ The teacher informs students that sometimes it may be more difficult to see when some people are using their power to persuade or influence others.

Most of us have a strong need to belong. We especially want to be liked by people who are important to us. We also often want to be liked or be friends with people who are popular, who are rich or who have authority. It can make us feel special. We feel that we have to be nicer to these people so they will keep liking us. Pose the questions for discussion:

- Who are some people that you need to be liked by, or want to be liked by?
- Would it be easier or harder to say “NO” or “GO AWAY” to these people? Why?

Explain to students that this means that people who are important to us, who are popular, have money or authority might have more influence over us because it is harder to say NO to them. It might also be harder to see that they are using their power because we already try to please them. Remind students that this does not always happen but we have to be more careful when we are in a situation where we are keen to please another person.

Discussion based on the following questions:

- How might someone who has lots of money try to influence a person who has no money?
- How might a popular student try to influence a less popular student?
- How might a favourite uncle try to influence a niece?
- How might a famous musician try to influence a young fan?
- How might a camp leader try to influence a child she is supervising?
- How might a boss try to influence someone who works for him or her?

## Coercion

### field building

- ❖ Revise the difference between a gift and a bribe. (A gift is given by choice with no conditions or expectations. A gift becomes a bribe when the giver expects a favour or act in return.) If appropriate, swaps or exchanges of items between students may also be discussed. Where a swap or exchange requires a favour in return, seems unfair or involves secrecy, this could also be a bribe.

Inform students that a bribe can also be a gift that is promised – not actually given. Bribes may include money, toys or gadgets, swap items, favours, outings, privileges and use of equipment. Bribes often involve not OK (inappropriate) behaviour in return.

- ❖ Examine the concept of *pressure*. Blow up a balloon and put it under pressure. Find other suitable objects (such as a ruler, the tip of a sharp pencil, a piece of chalk, a tissue, the arm or leg of a toy) and apply pressure to them. Observe the results and reactions of students. (The chalk or the pencil might break. Students may feel uncomfortable.)

Discussion based on the following questions:

- What were some feelings and body signals you experienced when the pressure was being applied to the objects?



### main idea

*Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to do.*

*Coercion can involve guilt, threats, force and bribes. It can be hard to say NO and GO from coercion but I should always talk to*



**main idea** cont.

someone about it or

TELL an adult if

I need help.

(Feeling uncomfortable, stressed, heart beating faster, tight throat, nervous, wanting the pressure to stop).

- When might people be put under pressure by other people? (When other people try to make them do something they don't want to do.)
- Can people be pressured in non-physical ways? (Yes.) How? (Threats or bribes may be made. Non-physical bullying such as looks and gestures may occur.)

**core learning**

❖ Students form pairs. They role play a situation where one student forms a fist and the other student is challenged to try to open his or her partner's fist. The teacher stops the activity after a few minutes as most students will try to use physical strategies to force their partners' fists open. The question is posed:

- What strategies were used to try to open the fists of partners?  
There is no discussion of responses.

Students change roles and the other partner now makes a fist.

The teacher instructs students that they are now to try to open the fists of their partners without touching their partners.

As a whole class, students respond to the following question:

- What strategies were used to try to open the fists of your partners?

The teacher has prepared a number of blank cards. As each response is presented a summary of the strategy is recorded on a card. Some responses from the first role play are also recorded. Cards are kept for the next activity.

❖ Introduce the term *coercion*. Create a shared definition. (Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to do. Coercion usually involves pressure.)

The word *coercion* is written as a heading on the board. Below the word *coercion* the following descriptors are written as sub-headings: *force, bribes, threats, guilt*.

Examine the cards from the previous activity. Students take turns to attach, using adhesive tack, a strategies card under its appropriate sub-heading. Discuss reasons for card placement and how each strategy is a form of coercion.

❖ Discuss the concept of *guilt*. Create a shared definition. (Guilt is a feeling of shame or remorse. It can result from a person doing something wrong or not doing something that was expected. eg You might feel guilt if you break a rule, take the last piece of cake and someone else misses out or forget someone's birthday.)

The teacher informs students that guilt can be a natural response, but one that is not always a correct or appropriate response. Feeling guilty does not necessarily mean that a person is guilty. Ask students

to share experiences of feeling guilt or feeling guilty. As students share their experiences, guide them to distinguish between:

- guilt that is appropriate (when you have acted wrongly or not respected someone's rights)
- guilt that is not appropriate (if you feel that you have to do something you don't need to do to make another person happy).

Inform students that guilt can sometimes be used to pressure a person into doing something she or he doesn't want to do.

Sometimes guilt might be used to make a person keep a secret that shouldn't be kept. People can be made to feel guilty if they were part of the secret, or guilty about causing someone they know to get into trouble. Secrets which shouldn't be kept are harmful and should be told.

- *In many situations of abuse, children feel guilty about the abuse. Abusers often try to shift the blame to the person experiencing the abuse because it can reduce their own feelings of guilt. Children are often told that "they deserve the abuse because they are no good," "they (somehow) asked for the abuse to happen," "they should have stopped the abuser, so they are to blame for ongoing abuse" and "they would hurt other people if they told about the abuse."*
- *Guilt can be a powerful reinforcer of secrecy. The story 'Some Secrets are for Sharing' by R Winston-Hillier provides a good example which may be appropriate for use with students.*

❖ Consider one or more of the following examples:

1. *Costa wants to borrow Rob's new jacket. Rob's parents told him he wasn't to lend his clothes to anyone. Costa says that Rob is so lucky because he gets everything he wants from his parents and Costa's parents never buy him anything. Rob feels guilty.*

Discuss the following:

- What did Costa say that was coercive?
- How did Rob feel?
- Was that an appropriate response?
- What should Rob do?

2. *Karlie went shopping with her friend. On the way home her friend showed her two pairs of earrings that she had stolen from a shop. Karlie was shocked. Her friend said that Karlie could have one pair if she never told anyone how she got them. Karlie loved the earrings but later she felt unhappy whenever she wore them.*



Discuss the following:

- What did Karlie's friend say that was coercive?
- How did Karlie feel?
- Was that an appropriate response?
- What should Karlie do?

3. *Brad's Uncle was fun to be with and took Brad to the movies quite often. When they were alone, Brad's Uncle would play a tickling game with him. Lately, Brad had felt uneasy about this game because his Uncle had started tickling his private parts. He said that Brad had let him do it before so now it was too late to stop. Brad felt guilty because he had enjoyed the game before.*

Discuss the following:

- What did Brad's Uncle say that was coercive?
- How did Brad feel?
- Was that an appropriate response?
- What should Brad do?

Discussion of the scenarios should emphasise the points:

- Coercion involving guilt can be harder to resist and harder to talk about.
- Coercion involves lack of caring about and respect for the other person's feelings, safety and personal rights.
- Coercion is not OK. Talking to a friend can help you decide what would be the best thing to do about the situation.
- If coercion involves being unsafe you should TELL a trusted adult who will help you.

### conclusion

- ❖ Students observe a series of scenes (enlarged copies of appendices 29, 30 and 31):
  - Lending your skateboard to someone you know won't look after it.
  - Going to a video shop after school without telling your parents.
  - Lending your favourite poster to someone you know is careless.

The teacher informs students that in each scene a person has been pressured or coerced to do something he or she didn't want to do. Examine the scenes one at a time. Ask students to describe what happens in each. Students identify types of coercion (*force, bribes, threats, guilt*) that might have been used and what might have been said.

Students form groups of five to create a role play in response to the first part of one of the scenes where coercion is used. A script for the scene is written. NB. Students do not practise the role of the coercer.

Students are encouraged to use strategies to resist the coercion (eg ignoring, staring past, 'broken recording', acting confident, refusing a bribe, naming the behaviour, being assertive.) One student from each group performs the role play for the class. The teacher plays the role of the person who is using coercion.

- *More information about some of these strategies may be found in 'Child Protection Education: Stage 2' pages 106 to 111.*

## Harassment

### field building

- *Before participating in the following focus area*
  - *students need to have established understandings about*
  - *personal rights and responsibilities.*
- ❖ Revise personal rights. Discuss who is entitled to them, and how rights can be met, respected and assured.
  - ❖ Revise classroom and school rules which are based on rights and responsibilities. Examine or familiarise students with school rules (or discipline codes), behaviour and welfare policies, grievance procedures and practices.  
Retain and display for reference in core learning.
  - ❖ Create a shared definition for the term *harassment*. (Harassment is any act which is not wanted and offends or humiliates a person. Harassment can be repeated, or continued attacks or disturbance. Harassment is usually directed at a person who is considered different in some way. It may be based on a person's race, sex, age, homosexuality or disability.)
  - ❖ Conduct an informal survey about students' experiences of harassment in the school. Students individually complete a *Personal Reflection* survey (appendix 32), recording their responses to questions and listing strategies they might use if they have experienced harassment.  
Collate responses as appropriate. Ensure anonymity is maintained. Retain for reference in core learning.

### core learning

- ❖ Inform students that sometimes behaviours which cause mental or emotional harm to a person have not been considered 'harmful' or abusive enough to worry about in the past. Now these behaviours are not acceptable because we understand the harm they cause people. Sometimes it might be hard to ask for help if you are the target of these behaviours, because people may not believe the extent of the

### main idea

*Harassment is any act that is not wanted and offends or humiliates a person. It is usually directed at a person who is considered different in some way. Harassment is not acceptable behaviour in the school or community.*

harm or hurt you are experiencing and may not offer help. Sometimes people start to think that they just have to put up with this kind of abusive behaviour and don't ask for help. They may think that they have to get used to this behaviour and that it is part of their everyday life. Sometimes people are scared to ask for help because if they are not helped when they tell, the abuse might get worse. Read the following scenarios which describe the experiences of two individual students. Ask students to think about whether they have experienced this kind of hurtful abuse which is hard to talk about.

*Melanie was in Year 5. She enjoyed school and joined in most activities. Melanie was good at sport and maths.*

*Melanie had a group of close friends and at lunchtime they usually played basketball or went to environment club.*

*There were some boys at Melanie's school who also used the basketball courts. It was always a race at lunchtime to see who could get the best court first.*

*When Melanie and her friends got there first the boys would sit on the side lines watching them play. The boys would mock the way they played and laugh at their passes. They called out comments about the girls' underwear or breasts.*

*This never stopped, even when Melanie told the teacher.*

*Rae had lived in Australia with his family for only one year. He spoke two languages and since coming to Australia he was also learning to speak English.*

*Rae became very friendly with one boy in his class. This boy sometimes did some swimming training after school. He invited Rae to do some training with him. Rae met him down at the local swimming pool. Some other boys that Rae didn't know were there. They laughed at Rae and made him feel very awkward.*

*Whenever Rae went to the swimming pool, these boys always seemed to have a joke about him.*

*They made fun of his accent. They would pretend to be friends and then make jokes about his mother. A couple of times the boys ducked Rae and held him under the water for a long time. They said it was just good fun, nothing to get upset about. Rae felt humiliated and scared.*

Inform students that both examples are situations of harassment. Revise the definition of harassment. (Harassment is any act which is not wanted and offends or humiliates a person. Harassment can be repeated, or continued attacks or disturbance. Harassment is

usually directed at a person who is considered different in some way. It may be based on a person's race, sex, age, homosexuality or disability.)

Discussion based on the following questions:

- How is harassment similar to bullying? (They both involve behaviour which is unwelcome, intimidating, insulting, offensive and repeated. They can be physical, verbal or non-verbal, such as looks and gestures. People who are targeted can be reluctant to talk about it. Harassment on particular bases is against the law under the NSW Anti-Discrimination Act.)

Explain that bullying and harassment involve misuse of power. Bullying and harassment are not OK behaviours. They are unfair and do not respect the rights of others.

- ❖ Present students with the information page about harassment (appendix 33). It may be presented as an overhead projection or copied and distributed to groups.

Read through the information giving students the opportunity to clarify their understandings through questions.

The teacher may need to introduce the following points:

- sex-based harassment includes being called names about being homosexual (whether the person is homosexual or not).
- sex-based harassment has nothing to do with sexual attraction and genuine expressions of interest between a girl and a boy, as long as neither of them find the behaviour offensive.

Discuss the meaning of *equal opportunity* and how this is based on rights.

Complete the brainstorming and discussion activity in groups. Share responses as a whole class.

- ❖ The teacher or students re-read the scenarios to the whole class. Identify behaviours in each story that are forms of harassment.

Students form small groups. Using appendix 34 students examine one scenario and record responses to the following questions.

- What are some behaviours that are harassment?
- What strategies can Melanie (Rae) use when harassment occurs?

Share responses. As a whole class discuss:

- Which strategies would you find easy to use if you were in the same situation?
- Which strategies would you find more difficult? Why?
- Is it OK not to react to harassment? (Yes. However, if the harassment continues and embarrasses, hurts or frightens you, something should be done about it.)
- If someone harasses you, what can you do? (You have a choice in what you might do. You have the right to choose to do what is best for you personally.)





Compile a list of *Strategies to deal with harassment* using students' responses to the last question. Display as a chart in the classroom.

- *Harassment is defined as unwanted behaviour. It is*
- *important to include as a strategy 'tell the harasser that the*
- *behaviour is not wanted or not liked'. As in bullying, it is a*
- *good strategy to name the behaviour and ask for it to stop.*
- *eg "You're harassing me. I don't like it. I want you to stop."*
- *Then the harasser cannot excuse his or her behaviour by*
- *saying it wasn't intended to hurt, it was only fun or that the*
- *other person didn't seem to mind the behaviour. Refer to the*
- *section on bullying in 'Child Protection Education: Stage 2',*
- *page 67, for other related strategies.*

Discuss how some strategies may work better for different people in different situations. (eg Ignoring harassment may work best in the middle of a school assembly. Some people may prefer not to confront the person or people harassing them, but to seek help in other ways.)

The teacher reminds students that *anyone* can be the target of harassment and people should not feel ashamed or think they deserve it. Good strategies to deal with harassment are ones that help you ignore the harasser and keep you feeling confident in yourself. Everyone has a right to be an individual and to be respected. If you are hurt or worried about harassment you should talk to someone about it. Friends can support you and you are less likely to be harassed if you have your friends around you. If your own strategies don't work, you should seek help.

- ❖ Explain to students that harassment is behaviour that is taken seriously. There are laws in our community that make many forms of harassment a crime. Schools have rules and procedures that ensure that, if harassment occurs and is reported, action must take place to stop it.

Discuss how students have the right not to be harassed and they also have the responsibility not to harass others.

Identify the school's discrimination contact officer. Review the grievance procedures and practices within the school. Arrange an interview with the school's discrimination contact officer. Plan some appropriate questions to ask prior to the visit. Write a class report of the interview for publishing in the school newsletter.

Students might create a flow chart or a flyer or pamphlet to raise the awareness of other students about these processes.

- ❖ The teacher introduces some findings from the survey (carried out in field building) that indicate differences between and among girls and boys in their experiences of harassment at school. Discuss as a class group what might be done to change the levels of harassment in the school. Record some suggestions. Present these findings to the SRC.

## extension

- ❖ The teacher reads the following unfinished story:

*John was in Year 6. He enjoyed school and especially liked reading and drama. He had one or two close friends but didn't really belong to a group.*

*John spent lunchtimes in the library. Most of the Year 6 boys played games on the oval. Sometimes they invited him to play and joked and called him a 'sis' when he refused. John didn't mind too much because he knew it was part of a game that had gone on for years.*

*Although now that he thought about it, the jokes about being a 'sis' had changed a bit since he had blonde streaks put in his hair a month or so ago. John's cousin was a hairdresser and she had done them for him. Last week John had decided that the streaks didn't look so good since his hair had grown longer. On the weekend John had asked his cousin to cut the streaks out.*

*This week at school, things had suddenly changed. His hair was really, really short. His close friends seemed to be avoiding him. Other students looked at him as if he was a bit strange. When he was walking to the library a group of boys whistled at him and called him 'sexy legs'. Another boy deliberately bumped into him and then jumped away and said "I don't want to touch you, I might catch something!" John felt embarrassed and intimidated.*

*When he got to the library and opened his book, he saw that someone had written 'gay boy' inside the cover.*

Discussion based on the following questions:

- What are some of the behaviours in the story that are harassment?
- What was the harassment based on? (It is sex-based harassment. The boys assumed that John was homosexual.)
- Why might John find it difficult to take action against this kind of harassment? (He feels embarrassed about the behaviour. He may begin to worry that if he makes a fuss it might get worse. He might worry that other people might start to believe that he is homosexual. He might worry, because they are saying this, that he is homosexual.)
- What could John do? (John should choose a strategy that is best for him personally. He could name the behaviour, say he doesn't like it and ask it to stop. He could ignore the behaviour. If the harassment doesn't stop he should TELL someone about it.)
- Is this behaviour OK? (No. This is another form of harassment that is against the law in NSW. If it happens at school and is reported, schools must take action to stop it.)
- If John was homosexual would this make a difference? (No. It is against the law to harass people because they are homosexual or because you or someone else thinks they are homosexual.)







- *Harassment based on perceived homosexuality includes calling girls and boys 'lesbians' or 'gays'. Students need to know that these words are highly offensive as 'put-downs'.*
- *Teachers have a responsibility to challenge this behaviour if it happens at school.*
- *Sex-based harassment includes calling a boy names such as 'sissy', 'girl' or 'fairy' and calling a girl names such as 'butch' or 'lemon'. Use of such terms as 'put-downs' is against the law in NSW government schools.*

### conclusion

- ❖ Using appendix 35 as an overhead projection or enlarged chart, discuss the statements one at a time. Pose the questions:
  - Do these show fair and OK behaviour? Why not?
  - What effect might this behaviour have?
  - How would you feel if you experienced one of these statements?

Students informally investigate the kinds of play and interaction that take place between boys and girls in the playground during recess or lunch break for a set time daily for one week. Record their observations and discuss. Discuss ways that girls or boys may be picked on or harassed because of their gender.

- ❖ Examine the school discipline code and consider additional rules and consequences that might be strengthened or added. Examine the playground supervision roster and policy and plan how it might be changed to reduce levels of harassment in the school. Present class proposals to the principal and the school community, explaining why these changes might be considered.

- *The effectiveness of these final activities can be enhanced with the involvement of the principal in teaching or team teaching the activities.*

# Theme 3: Protective strategies

**A**ctivities to  
develop skills  
in responding to unsafe or  
potentially abusive situations  
and in seeking assistance  
effectively

STAGE 3

# 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

- NO GO TELL
- Networks
- Planning for safety
- Responding to risk situations
- Talking about it
- Using personal networks
- Community support
- 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 3	
<p><b>NO GO TELL</b></p> <p>Can students:</p> <ul style="list-style-type: none"> <li>describe the components of each step of the NO GO TELL strategies?</li> <li>discuss when NO GO TELL may be difficult to use?</li> </ul>	<p><b>Networks</b></p> <p>Can students:</p> <ul style="list-style-type: none"> <li>form a personal network of trusted adults?</li> <li>identify individuals on their network who might be approached about different issues?</li> </ul>

## Stage 3

### Planning for safety

Can students:

- make plans to improve their own safety when participating in independent activities?
- select courses of action after considering the consequences?

### Responding to risk situations

Can students:

- describe a number of strategies that might be used in a threatening situation?
- identify some possible risks to safety and ways of reducing those risks?

### Talking about it

Can students:

- identify five friends from whom they could obtain support?
- discuss the benefits of talking to support people about problems?

### Using personal networks

Can students:

- discuss why some support people may be more appropriate to approach about specific issues?
- identify a number of ways in which a personal network may be used for help and support?

### Community support

Can students:

- discuss provisions within the school which support the safety and well-being of students?
- identify children's and family services in the local community?

### My strategies

Can students:

- discuss indicators of risk and ways of responding to increase the safety?
- recognise the need for making personal decisions about strategies for safety?

**main idea**

*NO GO TELL are safety strategies I can use in any unsafe or threatening situation. It can be difficult to use these strategies. If I can't say NO or GO from a difficult situation I can always TELL someone about it, even if it is later.*

**NO GO TELL**

**field building**

- ❖ Revise the ways in which people can experience harm (physically, emotionally and mentally). eg
  - physical harm – bruises, cuts, grazes, broken bones
  - emotional harm – feeling sad, depressed
  - mental harm – thinking you are not good enough, you are unwanted or unloved.
- ❖ Revise the feelings, internal warning signals and external warning signs which could indicate that a person may be in an unsafe situation. Brainstorm a list of student responses. Display the list on an outline incorporating a 'caution' signpost, a siren or a 'stop' sign.
- ❖ Restate the definition of power and the kinds of power that can be used by people. (Power is being able to do something or make something happen. Power can be the ability to make others do things.) Identify some ways that power may be abused (threats, bribes, pressure, coercion, harassment, intimidation, bullying). Create a mindmap for some of these, describing the various behaviours that constitute each abuse of power.

**core learning**

- ❖ Discussion based on the following question:
  - What is the difference between a *safety rule* and a *safety strategy*? (A safety rule is designed to help keep people safe from harm. A safety strategy is an action people can take to be safer if they are in unsafe situations). Display these definitions.

Students share with the class some *safety rules* that they use at home or that their family has set up.

Students move around the room to conduct an informal survey about *home safety strategies*. Explain that the names of students interviewed will not be given when reporting back. Students interview up to three other students and record some safety strategies that they might use at home if faced with a potentially unsafe situation eg a stranger at the door, an electrical storm, a snake in the house, a hail storm, a bush fire or a child playing near a funnel web or red-back spider.

- *If students are not already familiar with the videos 'Safe at Home' and 'Getting Home Safely', one of these may be used as a stimulus for the informal survey.*

As a whole class students share some results of their surveys.

- ❖ Record the safety strategies NO GO TELL on the board. Using the responses from the previous activity, discuss the following questions:

- Did any family safety strategies involve the use of one or more of these words? Which ones?
- Why are these three words useful strategies in child protection education? (NO sends a clear message. Every one has the right to be safe and to say NO to any unsafe behaviour. GO enables a person to get away from an unsafe person or situation if it is possible to do so. TELLING provides an opportunity to get help. Often it is easier to talk to a friend. A friend can give you advice and support. If you tell an adult you can gain protection because adults are often in a position where they can take action on your behalf.)

The teacher informs students that each of the NO GO TELL strategies can be difficult to use depending on the situation. eg

- It could be difficult to say NO to an adult because we are taught to be polite and it may seem disrespectful.
- It could be difficult to say NO to a person who is angry or 'out of control'.
- It could be difficult to GO from a situation if you are isolated or feeling pressured to stay.
- It could be difficult to TELL if you have been threatened or if TELLING involves talking about private and personal things.
- It could be difficult to TELL about something that you think you should be able to handle yourself.

Discussion based on the following:

- Is it OK if a child is not able to use the child protection safety strategies? (Yes. It is OK. It might be too hard to say NO or GO from the situation. If a child is threatened or abused, it is the abuser who is responsible for the wrong behaviour, not the child.)
  - There is one strategy that can always be used. Which strategy is that? (TELL. It is never too late to tell about threatening situations or about abuse or harassment. TELLING can help protect you. TELLING a friend can give you relief and support. TELLING an adult can help you to be safe.)
- ❖ Students form small groups. The teacher has prepared a copy of appendix 36 for each group and has written a different situation at the top of each copy.

Suggested situations:

- Ed is being harassed when he is travelling on the train (bus).
- Ray is being bullied at the movies by someone he knows from school.
- Julie is feeling unsafe when staying overnight at a relative's house.
- Rhonda is experiencing physical abuse from a carer.
- Jack is being pressured by his friends to take part in risk taking games on a busy road (train line).





- Another student touched Bill's private body parts when he was in the school playground after school.
- Anna is being targeted by someone she doesn't know with degrading comments about her gender.
- Kerry is promised money to go to an isolated place with an adult she knows well.

Groups consider their situation. Under the headings NO GO TELL they record factors that would make using these child protection strategies difficult in the situation. A reporter from each group presents their responses to the class. If it has not been considered by students, the teacher poses the question: What does the person causing the threat, pressure, discomfort or abuse look like?

- *Students may need to be reminded that threatening situations need not involve strangers or people who look or act strangely. Most unsafe situations experienced by adults, young people and children involve a person who is known to them or who appears to be friendly and 'safe'.*

- ❖ As a whole class explore each of the NO GO TELL strategies more closely to identify their useful features.

Students form pairs. Each pair receives one of the information sheets (appendices 37, 38 and 39). Students design a poster to promote their individual strategy incorporating some of the tips in the poster. Display in the classroom and in display areas of the school. Posters may be presented by students to adults attending school community meetings such as Parents and Citizens or School Council meetings.

Alternatively, as a whole class, examine each information sheet as overheads or charts.

- ❖ Work through each strategy with the class. Allow opportunities for students to rehearse, practice or role play each strategy and its associated skills.

### conclusion

- ❖ In a circle format, students describe a situation where they have used NO GO or TELL strategies at school with successful results. Remind students of their right to pass.
- ❖ Students create their own wallet sized NO GO TELL strategy reminder cards. Include helpful tips on the reverse of the card.

### extension

- ❖ Using the information sheets (appendices 37, 38 and 39), students create a simple children's picture book for Stage 1 students that explains, in a way that Stage 1 students can understand, the NO GO TELL strategies.

## Networks

### field building

- ❖ View the *Kidstell Advertisement* from the video *Tell a friend – It's never too late*.
- ❖ Revise or define the term *child protection networks*. (My child protection network consists of about five adults whom I trust and could talk to if I am unsafe, threatened or abused.)
- ❖ Revise the concept of trust. (Trust is when you believe that another person will act in a fair and OK way. Trust is usually built over time through shared experiences. Trust can be broken.)
- ❖ Explore texts about a supportive, trusting relationship between a young person and an adult or between two young people such as *Willy The Wimp* or *Willy The Champ* by A Browne, *Princess Grandma* by J Overend or *Real Sisters* by S Wright from the booklist.

- Retrieve students' relationship lists, trees or webs from activities in the focus area 'Different types of relationships' (theme 2), if appropriate, in preparation for the following activities.

### core learning

- ❖ Discussion based on the following questions:
  - Why is it important in child protection that I have a group of *network adults*? (If I am unsafe, threatened or abused I need to be able to seek help from an adult. Adults have a responsibility to keep me safe. Adults are usually in a position where they will be able to help me.)
    - It may be helpful to discuss why adults are in a position to help children. This could include discussion of the differences in power that are usually held by adults and children. Adults have knowledge, authority and contacts and can take action to change a situation where children are unsafe. It is part of the job of some adults in the community to see that children they are working with or know, are protected, eg school staff, Community Services and Health workers, doctors and police.
  - Why is it important that I have about five adults on my child protection network? (If I have too many adults it is harder to remember my network, especially if I am unsafe and feel confused and upset. I need to have about five network adults in case I cannot find one or two of my network adults, if I am not believed or if an adult on my network is not able to help me. Then I can go to another adult on my network. In different

### main idea

*My child protection network is a group of about five adults whom I trust and could TELL if I am unsafe, threatened or abused. My network can change.*





situations one adult may be more appropriate to talk to than another.)

- What are some characteristics that adults need to have to be good network people? (A good network person is someone who you trust, to whom you can talk easily about personal things\*, who is a good listener and who is able to be contacted easily. Network adults can and will want to take some action to help you. They should come from a range of locations, eg they should not all live in the same house or be part of the same family.)

- *\*Students may need to be assured that some personal things are very difficult to talk about, however a network person should be easier to talk with about these things.*

- *Stage 2 students are encouraged to choose adults whom they see regularly. Stage 3 students may choose adults whom they don't see regularly providing they can contact them easily. Students at Stage 3 are more likely to be able to telephone or to communicate in writing or electronic media to adults independently.*

- *Where students are unable to identify about five network adults it is important that they receive help from the teacher to do so. Some adults who are not close, but have important relationships with students, such as distant friends or relatives, friends' parents or neighbours could be considered as network adults. Individual discussion may be needed to assist some students to carry out this task.*

- *A reliable method of contact needs to be provided for school staff network members. These adults must be prepared to respond with personal support if help is sought by the student.*

- *Where staff are part of a family's personal or social network within the local community, students should be encouraged to discuss with the adult the most appropriate contact details.*

- *Teachers may need to be sensitive if network members have silent phone numbers. Other methods of contact should be included.*

- ❖ Students individually consider their existing networks. Students have the choice to do this privately or to share their networks. Discuss possible reasons why networks might change or why previous network members may no longer be appropriate. Discuss why other adults may now be appropriate network people.

- *Reasons for changing network members may include situations where an adult network member moves away, becomes less close or less important, breaks trust, not believing a student, becomes too busy, becomes ill, develops other interests or has let a student down when help was sought before.*

In the first column of the *Network member – analysis worksheet* (appendix 40), students record the names of their current network members. They add some additional names of adults who are close or important to them.

- *If appropriate, lists of names from the relevant activity in the focus area of 'Different types of relationships' (theme 2) may be referred to. Students focus on adults they are close to or adults who are important to them.*

Beside these names students record appropriate details about each adult and some of their qualities. Students then consider their lists and select about five most appropriate adults as their *network adults*.

- *Students may rate one quality, such as 'can talk to easily about personal things', as being more important than other characteristics and select adults accordingly.*

- ❖ Students examine their list of five *network adults*. They consider the possible responses from each of their network adults if the student told them about some of the following situations which are listed on the board.

1. bullying
2. harassment
3. a secret about stealing
4. emotional abuse
5. domestic violence
6. physical abuse at a camp
7. physical abuse at home
8. sexual abuse.

Students write the numbers of situations next to the names of network adults with whom they could talk to most easily about the situations. Students may list additional situations of their own. Ask students to check whether they have different adults on their network who would respond in helpful ways to a range of situations. Encourage students to adjust their network list, if necessary.

### conclusion

- ❖ Students research the contact details for each of their *network adults* and record them on wallet cards (appendix 41). The appendix could be photocopied onto coloured cardboard and each card laminated when complete. Encourage students to keep their cards in an accessible spot (such as a wallet, diary, pocket of school bag or drawer).



**main idea**

*As I grow up I am more responsible for myself, my actions and my behaviour. I am able to make choices about my life. It is smart to plan ahead to be safer.*

**Planning for safety**

**field building**

❖ Discuss and record the features of a *plan*. (The most important feature of a plan is that it is made in advance or ahead of time. It may be idealistic and may not be met, but it is important for preparation.)

Examine a model of a plan if available. The teacher may discuss a personal plan, such as a plan for an overseas or camping holiday. Other plans may include those for a school sports day, formal assembly or swimming carnival.

❖ In groups, students construct plans for one of the following situations. Situations may be written, in advance, on a chart or on the board.

1. You are staying at a friend's place for a few days. Plan what you'll need to take.
2. You have been chosen to represent the school in the district swimming finals on Monday, a week from today. Plan how you will schedule your training and health program.
3. You are having a theme party. Plan who to invite and what you'll need to do to make sure the decorations, food, drinks and activities are organised.
4. You are going on an early morning fishing trip and are being picked up at 4 am. Plan what you will need to do and take.
5. You are going to be given a pup in a week's time. Plan what you will need to know and do, so that you will be ready.
6. You need to get ready for Year 6 (or Year 7). Plan what you will need to know and be able to do, and what you will need to be ready.

Provide time for each group to present their plans to the whole class. Highlight common features and reinforce where students have anticipated possible needs.

❖ Examine safety plans in the school such as emergency evacuations and procedures where there are sudden storms or impending bushfires.

**core learning**

❖ Students brainstorm a list of activities that some students can do without any, or with very little, adult supervision eg day excursions with friends to the movies, town centre, beach, pool, river or shops; baby sitting for short times; part time jobs; travelling alone on public transport or bicycle; going away to a camp or to a friend's or relative's place.

- *This list can be retained for following core learning activities, and activities in the focus area of 'Responding to risk situations' in this Theme.*

Explain that these activities reflect the independence that students have. Create a shared definition for the word *independence*. (To be able to do things for myself, to make my own decisions and choices.)

Discussion based on the following questions:

- What activities (from the list and others) do students think they should be able to do now or very soon?
  - What stops adults from letting children and young people do these things?
  - How can children and young people prove that they are capable enough to do them?
- ❖ In groups, students create a 'T-chart' of the advantages and the disadvantages of *independence*. Share responses as a whole class.

Discussion based on the following:

- As you become more independent, can parents, carers, friends or safety rules always keep you safe from harm? (No. Parents carers and friends won't be there all the time. You will make your own choices about your actions and behaviour. Other people might not follow safety rules. Accidents can happen.)
  - If your parents are going to trust you to do something on your own without adult supervision, you need to show that you know how to keep yourself safe. What are some things that you can do to be safe when you are independent? (You can follow safety rules, avoid dangerous risks, use safety strategies, be aware of your surroundings, watch out for external warning signs and take notice if you experience warning signals.)
- ❖ Inform students that a good way to show that you are capable of being independent is to plan ahead for safety before undertaking independent activities.

Students form small groups. Each group is allocated two or three of the independent activities brainstormed in the first activity. They list the safety issues that could be considered when planning the excursion, event or activity.

A reporter from each group presents ideas to the class. A class *Safety plan checklist* is compiled.

Check ideas against the checklist provided at appendix 42, which can be displayed as a chart or overhead projection. Additional ideas, from the appendix, which students believe are important and useful may be added to the class list.





- *NB. Appendix 42 provides suggestions. The best class list will be based on students' suggestions. Ideas need to be chosen by students so they are relevant and students have ownership of them.*

- ❖ Students form small groups. Each group receives a scenario card (appendix 43). Using the class *Safety plan checklist* as a guide, group members suggest a plan for the character in their scenario. This may or may not be recorded, although groups are reminded that they will be asked to report back to the whole class.

A representative from each group reads the scenario to the whole class. Another member presents the safety plan. Comments from other groups are encouraged.

The teacher informs students that safety plans do not necessarily have to be written. Discuss some of the advantages and disadvantages of recording a plan.

- ❖ Remind students that no matter what plans they make for safety, unexpected things can happen or we may choose to take risks and end up in an unsafe situation.

This can happen even when we are with our best friends, family members or with people we know. If we have a safety plan it can be easier to become safe again.

Read the following unfinished story to students. The main characters could be changed to be male (Karl and Terry).

*Carla and Tegan were close friends. They were growing up and had started to become quite independent. They were responsible and usually took care to think about their safety. They were both peer support leaders and the younger students looked up to them.*

*This year was Carla and Tegan's final year of primary school and it was the end of the year. Their grade was having a school farewell celebration. The party finished at 8pm but neither of the girls remembered that.*

*Both Carla and Tegan's parents worked late so Carla had arranged to get dressed at Tegan's house. Tegan lived close to the school so they would be able to walk to the dance together. Carla was going to stay at Tegan's over night.*

*Carla and Tegan had showers and got changed. They were feeling excited when they left to walk to school. Tegan's older brother said he would walk up to meet them at the school when the dance finished if they phoned him.*

*The dance was fun but when it was over Carla and Tegan realised they didn't have a phonecard or change to ring Tegan's brother.*

*They decided to walk home although it was late, because it was not far and there were two of them. They had gone a short distance when a well dressed man pulled up in his car beside them. Tegan had seen the man in the neighbourhood before. He told them that his new pup had just run away. He was worried that it might get hit by a car if he didn't find it soon. He begged them to get into his car and help him to find the pup. He said that three sets of eyes were better than one and he had no one else to help him.*

*Carla and Tegan politely said NO. The man seemed annoyed. He promised it would only take a few minutes, then he'd drop them home. He said that he lived in the area and told them where he lived. He promised he was an honest man and was only concerned that his pup might get hurt if he didn't find it soon.*

*Again, they told him that they couldn't go with him in his car. The man said he could hardly believe that they didn't trust him and wouldn't help when a young pup's life was at stake. He seemed disappointed.*

*Carla and Tegan felt confused. They also felt a bit scared. Carla was particularly concerned and she knew that it was getting dark and no one knew where they were or what time they would be home. This man was pressuring them to do something that could be unsafe.*

*Finally he asked them to take his card with his telephone number on it so that they could call him if they saw, or heard news, about the pup later.*



Discussion based on the following questions:

- What was Carla and Tegan's relationship with the man in the car? (He was a stranger. Despite having seen him around and despite the details he told them, neither they nor their families knew the man.)
- Were they at risk, or in an unsafe or threatening situation? (They could have been.)
- What signs (internal and external) could Carla and Tegan trust to help them know they were unsafe? (Carla had warning signals and uneasy feelings. The girls were isolated and the man was being overly familiar. He was taking advantage of their kindness and desire to be helpful. He was using pressure to get them to break safety rules.)
- If the stranger in the car was honest and fair how would he act? (He would respect Carla and Tegan's feelings, their right to be safe and their right to say NO. He would understand that they could not risk their safety and had to follow their safety rules.)
- What could Tegan and Carla do? (They could say NO loudly and firmly. They could have used the broken recording strategy



**main idea**

*I need to trust my feelings if I feel unsafe or at risk in a situation. NO GO TELL strategies can help me. There are other specific strategies that I can*

and started to GO. They could GO to the nearest family house or a safety house or to a shop that was open. If the man followed them they could shout to get attention. They should TELL someone as soon as possible about the situation.)

- What plans could Carla and Tegan have made for their safety before they went to the dance? (They could have found out what time the dance finished to make it easy for Tegan’s brother to meet them. They could have planned where they would ring from, or they could have taken a phone card, change or a mobile phone. They could have planned what to do if they were unsafe or threatened.)
  - If the man in the car had harmed Tegan and Carla would it be their fault? (No. Any intentional harm is not OK behaviour. It is abuse and would be the fault of the abuser. The man in the car is responsible for his behaviour.)
- ❖ Students form small groups to discuss and write a safe ending to the story.

**conclusion**

- ❖ Remind students that in most cases when they are following safety rules, they will be safe. A *safety plan* reminds people to follow safety rules. Safety plans also help people to make good choices if something unexpected happens. Having a safety plan can increase your confidence.

Using spare paper, students assemble, bind and cover small booklets. They decorate and label them as a SAFETY PLANNER. The first half of the book is used for recording tips or checklist details. In the remainder of the booklet students record safety plans for regular or forthcoming independent activities. This booklet can also be used for activities in the next focus area.

**Responding to risk situations**

**field building**

- ❖ Revise the meaning of the term *risk*. (To take a risk means to do something when you are not sure how it will turn out.)

The teacher reminds students that people often take risks. Learning anything new involves risks because we are not sure if we can do it. New experiences are fun and can expand our ideas about what we can do.

For most people, taking risks makes life more exciting. Usually these are *safe risks* where the risk is managed by taking action to limit the chances of anything going wrong. An example might be learning to ice-skate, roller-skate or ride a skate board on a ramp.

- *It is important that 'safe' risk taking activities, eg adventure or academic activities when undertaken with care and supervision, are conveyed in a positive way. The benefits for personal development in trying new things should always be reinforced.*

- ❖ Discuss risks where danger is involved. (Riding an unbroken horse, bungee jumping, white water rafting, rock fishing, car or bike racing.) Discuss how even if there is planning for safety, if danger is involved they are not *safe risks*.

Remind students that wherever there is risk there is the chance, even though it may be small, that something could go wrong.

- ❖ Revise the concept of *trust*. (Trust is believing that another person will do the fair or right thing. Trust is usually built over time.) Explain that having trust in an adult includes believing that he or she will behave in a responsible way and take responsibility for protecting children and young people from harm.

Where risk taking activities are carried out under the supervision of a responsible adult, we trust not only our feelings but that person.

### core learning

- ❖ If appropriate, retrieve the list of activities that students are beginning to do independently (created in the previous core learning activities.) Display for reference.

Ask students to consider how some situations could involve, or have involved, *risks* to their safety or danger. Brainstorm responses.

- *For students at this stage, thoughts about being killed, stabbed or involved in excessively violent incidents may come up. Students may readily recall situations they have seen on television, film, video or computer games. It is important that students are encouraged to consider realistic situations and realistic risks.*

Discuss some strategies that students have used, or could use, in these situations.

- ❖ Inform students that there are a number of more specific strategies that they could use in risk situations which are based on NO GO TELL strategies.

Discussion based on the following questions:

- Why it might it be important to know a variety of specific strategies? (If you know a variety of strategies you can pick one that could work best in a particular situation. Also, the more you know, the more options you can try and the safer you might be.)
- Will knowing a variety of strategies for responding to harmful or abusive situations guarantee your safety? (No. You may still be harmed. Others may use their power or may coerce you into

### main idea cont.

*use to be safer if I am in a risk situation.*







harmful situations. It is hard to predict what will happen in any situation. Sometimes people might do the wrong thing.)

- Whose fault is abuse? (The person who is abusing their power is at fault. They are responsible for their actions. They choose to act in a way that is wrong, that is unfair and doesn't respect rights. However, everyone also has the responsibility not to provoke violence, bullying or harassment by teasing or dares.)

### Avoidance

❖ Discussion based on the following questions:

- What are some situations that you try to avoid? How do you do this?
- Have you ever seen anyone trying to make another person go on a terrifying ride? How did the other person respond?
- What is *avoidance*? (Avoidance is to keep away from or to leave a situation).
- Why do people avoid doing some activities? (The activities may have a high level of risk. People might not want to do the activity.)
- What does avoidance require? (It requires trusting your judgement about a situation and trusting your feelings if you feel unsure or unsafe. It might require giving an excuse or reason for not doing an activity. It requires you not to have a long discussion about the activity and to leave.)
- What are some avoidance strategies you have learned before in child protection? (Saying NO. GOING from a situation. The teacher may remind students about the *broken recording* and the *turtle* and *cloak* strategies from *Child Protection Education: Stage 2*, pages 107 to 111.)

❖ Read the following unfinished story to students:

*Joey has known some of the boys in his neighbourhood area for a long time. When they were younger they all used to play cricket at the local park. Lately two of the boys have started hassling Joey to come over to their backyard shed in the evenings. Joey doesn't want to because he has heard that the boys have tried to get another boy to take part in sexual activities in the shed.*

*The boys often see Joey on the bus or as he walks up the street. Sometimes they come to the skateboard ramp.*

*They say to him, "Come on. We thought you were a friend. You should come around. We don't invite any other kids your age. Come over, we're your mates, we'll take care of you. Come over, we promise you'll have a good time. We'll help you hot up your skateboard. If you don't come around your skateboard might have a little accident."*

In groups, students prepare the following:

- List five ways Joey could avoid this risk situation.
- Write about what Joey could do to stop this problem continuing.

- *Strategies for avoidance should not include Joey engaging in discussion about the boys' invitation. The broken recording and the 'turtle' strategy can be good strategies. These strategies prevent discussion and give the person an opportunity to leave the situation.*
- *Students' responses to how Joey should stop the problem should include talking about it or TELLING an adult. It is important to remind students that avoidance strategies may work well at the time but may not solve a problem in the long term.*

### Confrontation

- ❖ Focus on students' responses to the last task which include Joey saying NO as a strategy or confronting the boys.

Revise the concept of *assertiveness*. (Assertiveness is to say clearly what you feel, think or want. It involves the use of words, tone, eye contact and body language to send the message clearly and show that you mean it.)

- *It is important that the teacher avoids describing assertiveness in terms of eye to eye contact, loud voice and menacing demeanour. In some cultural groups this type of assertiveness would be viewed as aggression. Assertiveness can involve quiet, contained words and gestures. Assertiveness is the spirit which transfers a message that you are firm, calm, strong and definite in your decision.*

Students experiment with tone, words and body language that show they really mean what they say in a whole class, around the floor setting. Ask individual students to demonstrate a range of ways of being assertive for the class. Encourage other students to provide encouragement and feedback after each demonstration.

- *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. Feedback needs to be encouraging and constructive.*
- *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 really firm", should be encouraged. Some constructive suggestions, such as,*





- “Try standing a bit closer next time”, will be helpful.
- Debriefing may be required after this activity. Refer to page 8 of the Introduction.
- Where students are encouraged to practice assertive behaviour in the school and at home, it is important that school staff and parents are informed so support and helpful feedback can be given.

Remind students that this strategy can be used even when a person does not feel totally confident. Acting assertive, or calm and strong, can be very effective even when you are feeling nervous or scared. Acting confident is an important strategy when standing up for your rights.

- ❖ Focus on students’ responses to the unfinished story which suggest that Joey uses the strategy of *naming the behaviour*. If this strategy has not been included in students’ responses revise it with the class. The strategy involves:
  - telling the person exactly what they are doing
  - saying you don’t like it
  - asking for it to stop.

Explain that if students recognise another person’s behaviour as bullying, harassment or a form of coercion (pressuring, bribes or threats) they should use those terms to name the behaviour.

These behaviours are not OK or acceptable within our community and should be named when they happen. People who use bullying, harassment or coercion often deny that this is what they were doing. They often say that it was a joke or ‘a bit of fun’ or ‘they didn’t think you minded so much’. The *naming the behaviour strategy* works well to let people know exactly what they are doing and how you feel about it.

In Joey’s situation, when the boys said that Joey’s skate board might have an accident, he could have told them, “You’re threatening me. I don’t like it.”

Remind students that if being *assertive*, *acting confident* and *naming the behaviour* strategies don’t work, it is important to TELL someone who can help you.

#### Risks and dares

- ❖ The teacher sets up a situation which involves a dare. eg “I dare you to blow up this balloon until it bursts.” Call upon students to participate, without placing pressure on them to do so. Reinforce appropriate assertive behaviours where students say NO. Discuss the meaning of the term *dare*. (A dare is a challenge from one person to another which involves taking a risk. A dare often involves pressure.)

Ask students to describe situations where they have been given a dare. Discuss dares being taken on by people on television, videos or computer games. Discuss how dares can be fun, and sometimes people can even win prizes offered for dare activities in games shows.

Discuss:

- What kinds of risks do these dares involve? (Embarrassment, looking silly.) Are these safe risks? (Yes.)
- Is pressure placed on the people to take on the dare? Can they refuse if they don't want to?
- Would you accept if you were offered some of these dares? When?
- Why do people accept dares?

Discuss how there can be a sense of adventure and fun in taking risks and dares. However dares which involve unsafe risks, and pressure to take on the dare, can be dangerous. It is not fun to be 'made' to take a risk. When this happens there is often no time to check if there is danger or to make plans to lessen the risks.

Discuss how dares are often ways that friends show that they are strong and have courage.

- What makes it hard to resist a dare from a friend?
- What beliefs do some people have about dares?
- What are the consequences of these beliefs for people being dared?
- Is doing something dangerous, because someone tells you to, smart? Is it fair?
- What are some other ways of showing strength and courage, for those who don't want to take on a dare? (Standing up for yourself, being assertive and confident in saying NO are braver actions and can make other people respect you more. You have the right to make your own choices about your safety.) Can you think of examples where this has happened?

Invite students to share how they felt when they were dared to blow up the balloon. Discuss some situations where students have resisted dares which involved danger. Discuss what they said and how they felt afterwards.

- Are there expectations about different ways that boys and girls will react to dares? What are they?
- What beliefs do these reflect?
- Are they supportive or limiting of individual's own judgements?





### extension

#### Managing risks

- ❖ Inform students that sometimes they might find themselves in a situation where their safety could be at risk. It is smart to be aware that you could be vulnerable. In these situations there are things you can do to manage the situation and to reduce the risks.

Students form small groups. Each group receives a copy of the information sheets *Reducing risk – on the street* and *Reducing risk – at home alone* (appendices 44 and 45). Each group is allocated one of the following situations. Students identify and record possible risks involved, and using the information sheets, formulate a plan which might help the young person in the situation to manage the risks.

1. Nancy has arranged to meet her aunt in the local park. She is half an hour early so she sits down on a bench to wait. An older girl sits down beside her. The girl is holding an open bottle of whisky.
2. Doug has caught the train into town to meet his friends at the cinema. There are groups of young people hanging around the town centre. He notices someone has a knife.
3. Mimi is at home alone on a Saturday morning. There is a knock at the door.
4. Pete has stayed longer at the homework centre than he planned. He has to walk home in the dark.
5. Van's parents have gone out for the evening. He is at home alone with his younger brother.
6. Marta is first to get home each day because her parents work. She has to walk some distance from the bus stop. When she arrives home one day she notices that the front window is wide open.
7. Adnan is riding his bicycle home from his friend's place. There are not many people around.

#### conclusion

- ❖ Using the SAFETY PLANNER notebooks, created in the previous focus area, students record additional strategies that could help them if they were in risk situations.

## Talking about it

- Before taking part in activities from this focus area,
- students need to have established understandings about
- using adult networks and have identified their own
- networks of five trusted adults.

### field building

- ❖ Read texts about communication skills such as *Feeling Shy* by Althea or *Communication* by Alik.
- ❖ Discuss feelings, body reactions and the effects of mental tension ('having something on your mind' or 'going over and over in your head'). Revise the concept of *relief*. Role play situations of tension and relief.

Students mime the following actions as the teacher describes them:

- *You are walking with bare feet on hot sand. You come to a pool of water. You test it and step into it, cautiously at first. You then feel a sense of wonderful relief.*
- *You are lying in bed. It is a very dark night. You hear something at the window. It sounds as if an intruder is there. The blind is open and the intruder might be able to see you. You are terrified and lie very still. Suddenly you hear a miaow. It is only the neighbour's cat.*
- *You pick up an orange, feel its texture and peel it with a knife or your fingers. You take a segment and taste it. It is incredibly sour! Your taste buds are in shock. You reach into your pocket and take out a wrapped lolly. You quickly unwrap it and put it into your mouth. It tastes very sweet.*
- *Your writing assignment is due today. You have finished it, after a two week extension. As you approach your classroom door you realise you have left it on your desk at home! When you open the door you see that a casual teacher is there for the day.*

### core learning

- ❖ The teacher poses the following questions for discussion:
  - When might we need to seek help from another person? (If we have a problem we can't solve on our own. If we are feeling unsafe, threatened or abused. If we are being bullied or harassed. If we have been bribed or asked to keep a secret which should not be kept.)
  - When we seek help from another person, what are we hoping will happen? (We are hoping to get support from that person.)

### main idea cont.

*It is important to TELL a trusted adult about situations of harm or abuse. Adults are in a position to provide protection. Talking to a friend can be helpful in gaining relief, support and advice.*



- What support might we need? (Someone to talk to so we can feel relief. Someone to understand how we are feeling. Someone to help us decide what we want to happen next. Someone to help us take action ourselves. Someone, such as an adult, to take action on our behalf to change the situation.)
  - What are some kinds of things that an adult can do to support us?
  - What are some kinds of things that a peer or a friend can do to support us?
- ❖ Watch the segment *Mel's story* from the video *Tell a friend – It's never too late*.
- *It is important that students have taken part in activities from 'Recognising abuse' before viewing this video. The teacher should preview the segment to ascertain its appropriateness for students. Debriefing may be needed, particularly if concluding the session after the discussion questions.*

Discussion based on the following questions:

- What kind of abuse did Mel experience? (Sexual abuse.)
  - How did Mel's step father misuse his power with Mel? (He bribed her and threatened her to keep a secret which shouldn't be kept.)
  - What were the effects of the abuse on Mel? (She was unhappy, worried, confused and didn't know what to do.)
  - Why did Mel tell her friend Sam about her situation? (She needed to talk about it to get relief. She needed help to decide what to do. She needed support so she could seek help from an adult.)
  - What support did Sam give Mel? (She listened to Mel and believed and supported her. Sam suggested an adult who would be a good person to TELL about the abuse.)
  - How do you think Mel felt after talking about her situation?
- *It may be useful to acknowledge the upset and disruption that occurred in Mel's family after talking about her situation. However, ensure that discussion promotes the benefits to Mel of TELLING about abuse.*
- ❖ Enlarge and display the network hand diagram provided at appendix 46. Remind students that they may have done this activity at an earlier stage in child protection education and the names of adult network members were recorded on the fingers and thumbs.

The teacher informs students that as children grow older they can also be supportive to their friends. They can listen and offer advice and support if a friend has a problem. Although they can't take

action in cases of abuse they can support their friends to choose an appropriate adult to talk to and help them to TELL.

- What are some qualities you would look for in a friend you could go to for support? (A good listener, trust, confidentiality (not 'blabbing'), wanting to help you, honesty, being sensible, believing in you.) List these on the board.
- ❖ Students privately write a list of names of about ten young people with whom they are friends. Encourage students to choose people who are both older and younger than them and who come from different locations such as their family, their neighbourhood, sports, clubs or religious groups as well as school.

The teacher repeats each quality from the previous activity, in turn. Students consider the people on their lists in relation to the qualities and mark the names with ticks or asterisks. Ask students to check that they have different people to whom they could talk to about a range of things, from bullying to very private issues. From their lists, students identify five friends for their support network. Ensure that the criteria of different ages and locations is considered.

- ❖ Students individually trace around one of their hands on a sheet of paper or card. Alternatively, the hand outline from appendix 46 may be used. On the fingers and thumb students write the names of their network adults. In the palm of their hand they write the names of the five friends they could go to for support.

The teacher informs students that these two groups of people, their *network adults* and their *support network*, form their *personal network*.

## Using personal networks

- *Before taking part in activities from this focus area,*
- *students need to have participated in activities from the*
- *previous focus area 'Talking about it'.*

### field building

- ❖ Revise concepts of child protection *network adults* and *support networks*. Ensure that each student has established both networks. Students may wish to share or discuss their network members, however if they do not wish to share with other students, this should be respected.
- ❖ Read or re-read *Danny's story* (Theme 1, page 57). Revise the effects that abuse can have by discussing how Danny was affected by abuse.

### main idea

*I have a personal network of trusted adults and supportive friends. If I feel unsafe or threatened I can choose people from this network to go to for support or advice, or to help me be safe.*





### core learning

- ❖ Students map the names of various people with whom they have relationships – close friends and family and people who are important to them. Students position their own name (or portrait) in the centre of the page and then write the names of those people around it.

Using different coloured markers students circle or highlight the adults who make up their group of *network adults*. Using the same colour they draw lines to connect the names of these people to themselves and to each other, forming a web.

In a different colour, students circle or highlight the peers, or friends, who make up their *support network*. Using this colour they draw lines to connect the names of these people to themselves and to each other, forming another web. If they wish to, students share and discuss.

- *For some groups of students, the teacher may prefer to model this activity for students, carrying out each step at a time. When complete, students who do not wish to share could be given another task, such as designing a border or carrying the design of the web further.*

- ❖ In small groups, or as a class, students brainstorm a personal list of issues or situations that students talk to their friends about but they don't, or are less willing, to talk about with adults. Groups share responses with the whole class.

Identify situations where it would be best to seek the support and help of an adult. Discuss how where situations involve harm or abuse, an adult should be told so action can be taken to protect the child or young person. When it is difficult to talk to an adult about harm or abuse it can be helpful to seek support from a friend, as a first step.

- ❖ Ask students to think about the following situation:

*Imagine that you are experiencing a situation of harassment, but it is very hard to talk about. An older boy who lives down the road from you has been staring at you every time you walk past, on your way to and from school. It makes you feel extremely uneasy but you can't explain why. This boy doesn't go to your school but some of your friends know him and think that he's really cool.*

*He is there every time you walk to and from school. It's weird. Even when you leave early he seems to know and he is there, waiting and watching. There is no other route you can take to school. You are upset and worry about it all day. Your school work is suffering. Last night you had a nightmare about him.*

Students individually write down from who they might seek help or support if this was their situation. Referring to network webs or other diagrams may assist students. Students are asked to consider at least three choices. They write about:

- why this person would be a good choice
- what he or she might say
- what he or she might do straight away
- how he or she might help
- what to do if he or she didn't, or couldn't, help.

Students share their responses if they wish to. Responses may be handed to the teacher for individual feedback.

- ❖ As a class, using a 'T-chart,' brainstorm the advantages and disadvantages of sharing problems with your friends. Discuss why it is important to have a network of adults as well as a support network of friends.

### conclusion

- ❖ Encourage students to think as laterally as possible in designing a poster advertising all the ways you can use a personal network (network adults and support network) for help and support.

### extension

- ❖ Read the following situation to students. (It may be helpful to first revise Danny's situation.)

*Imagine you are Danny (Theme 1, page 57). On your personal network you have three close school friends, an older cousin who lives up the road, your school teacher, your next door neighbour and an aunt who lives in a small country town.*

*You have experienced physical abuse in your home. You have sought help from a network adult and things at your house are changing. Your father is now living with a relative in the next suburb and he is going to special counselling to learn how to change his behaviour. Your mother is feeling, looking and acting better but she is working hard and is stressed. She also has to cope with your father phoning her each night asking if he can come home.*

Describe how you, as Danny, would use the people in your personal network over seven days (one week) to deal with or to cope with the things that are happening in your life.



**main idea**

*There are people in my school community and the larger community who I can go to for help or protection if I am bullied, harassed, abused or feeling confused about a personal issue.*

**Community support**

**field building**

- ❖ Revise basic concepts about protection and abuse.
  - What is abuse? (Abuse is harm to a person that is not accidental.)
  - What are some ways that children can be harmed? (Their bodies, thoughts and feelings can be harmed.)
  - What are some forms of abuse? (Sexual abuse, physical abuse, emotional abuse and neglect.)
  - What is protection? (Protection is being kept as safe as possible from harm or abuse.)
  - What is the role of adults in the protection of children? (All adults have a responsibility to protect children. Some adults have a responsibility to also provide care for children. eg parents and caregivers and adults who work in schools, child care centres, group homes, hospitals, family, community and health services and youth centres.)

The teacher informs students that the term *children* refers to all children and young people under the age of 18 years. All children and young people under this age are entitled to rights of care and protection by adults.

- *These rights and responsibilities are outlined under the NSW Children (Care and Protection) Act 1987.*

- ❖ Discuss networks that are in place and used by students' families. Pose the questions:
  - Who might help in your family if the main caregiver was sick?
  - What might the children in your family do if both parents had to go away for an overnight trip?
  - What might your family do if there was no electricity in your house for a few days?
- ❖ Revise students' personal networks. Include their network adults and their support network of friends.

**core learning**

- ❖ The teacher reminds students that the sexual abuse, physical abuse, emotional abuse and neglect of children and young people under the age of 18 years are against the law in NSW. The government has given special responsibilities to departments such as Community Services, NSW Police, NSW Health and the Department of Education and Training to help protect children and young people in their care, from abuse or to provide support if they experience abuse.

Revise the particular responsibilities of school staff in reporting any concerns about possible abuse of students. Remind students that adult school staff cannot keep a secret about abuse even if a student asks them to.

- ❖ Discuss how there are other abusive behaviours that are not acceptable within the community. Although these are not crimes, there are laws to protect people (including children and young people) from these behaviours. In schools there are rules to discourage these behaviours.

Discussion based on the following questions:

- What abusive behaviours are unacceptable in our school? (Bullying, harassment, coercion, pressuring, bribes and threats.)
  - *If students suggest behaviours which constitute physical abuse or sexual abuse, the teacher reminds students that these are more than just unacceptable – they are crimes, within schools as well as within communities. If these crimes occur in schools, the consequences are very serious and people from outside the school will be involved in dealing with them.*
- What are some school rules we have, to try to prevent unacceptable behaviours from happening?
  - *Remind students that even though these rules are in place, these behaviours are sometimes still experienced by students at school. Refer to the results of the 'Personal reflection' survey (from the focus area of 'Harassment' in Theme 2), if appropriate.*
- Why is it, that having rules about unacceptable behaviour, does not always work to prevent them? (School staff don't always know when bullying or harassment is happening. Students don't usually bully or harass when the teacher is looking. Students who are targets of bullying or harassment may be afraid or embarrassed to talk about it. They may not know that it is unacceptable and that they do not have to put up with it.)
- What are some other ways that bullying, harassment and coercion might be prevented? (Speaking out if you see them happening. Making sure that people know that they don't have to put up with bullying, harassment or coercion. Supporting someone who is being targeted. Reporting the behaviours if you can't stop them.)
- What are some procedures and contact people in our school who can help deal with bullying and harassment? (Anti-discrimination and anti-racism procedures and contact officers, school counsellor, principal or deputy principal, SRC, peer mediation processes.)





- Who are some people in our school who can help if a student is feeling confused about a personal issue? (The class teacher, school counsellor, members of the SRC, the Aboriginal education assistant, the ESL teacher, community language teachers, close friends.)
- ❖ Invite the school's discrimination contact officer or anti-racism contact officer to visit the classroom and to give accurate, positive information about the school's anti-discrimination procedures. Facilitate a class discussion about the school's anti-discrimination and anti-racism procedures. Students should be encouraged to raise any concerns they have with the contact officer or other representatives.
- ❖ The teacher photocopies pages from the Community Help and Welfare Services and the Community Help for Young People Indexes which can be found at the beginning of the white pages telephone directory. It may be helpful to enlarge the text. Students form small groups. Each group receives one or more columns of the indexes. They highlight the organisations and agencies that have a responsibility to protect and care for children and young people.
- ❖ Make a list of the people and services in the local community who could provide support for children who need help. Use the names of local community members if they are known eg police officers, doctors, nurses, health care centre workers, community services centre workers, school staff members, school counsellors. Include the telephone numbers of locally available agencies. eg Kids Help Line, Youthline, Salvo Youth Line.  
Develop a list of questions that you could ask to find out what an organisation or agency does. eg
  - Where is your organisation located?
  - Which children or young people does it aim to help?
  - What does the organisation or agency do to help them?
  - How do children and young people get help from the organisation or agency?
  - What are some things that the organisation or agency can't do?

### conclusion

- ❖ Invite a guest speaker who has a role in helping or protecting children and young people in the local community. The guest may be a community services centre district officer or child protection specialist, a health worker or a police youth liaison officer. Child Protection Council Area Committees can give advice about appropriate representatives to speak with students.

Prior to the visit, students prepare appropriate questions to ask the visitor. These questions may be passed on to the guest speaker to assist him or her in planning for the visit.

- ❖ Students complete appendix 47 by writing the names of appropriate people in each category: support network (friends), adult network, community network.
- ❖ In groups, students create posters to raise the awareness of other students that they don't have to put up with bullying, harassment and coercion and what they can do if these behaviours occur. Present the posters at a school assembly. Display the posters in the school.

## My strategies

### core learning

- ❖ 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 understandings about protection and abuse:
  - recognising abusive situations
  - understanding how power can be misused in relationships
  - recognising coercion and harassment
  - using NO GO TELL strategies
  - planning for safety
  - identifying risk situations
  - *avoidance* strategies
  - *naming the behaviour* strategy
  - acting confident
  - being assertive
  - seeking support and advice from friends
  - using adult networks.
- ❖ Set up a class question box. Invite students to post any unanswered questions about child protection, relationships, abuse and protective strategies. Where appropriate these questions are answered with the whole class and students contribute to the answers. Other questions might need to be followed up by individual discussion with students.

### main idea

*I can use a variety of strategies to help protect myself from harm, risk, harassment and abuse. I also have strategies for accessing support from my network of friends and trusted adults and from people in my community.*



### core learning

- ❖ Review the idea that most of the time children and young people will be safe and not be the targets of abuse. However, it is smart to be aware of situations where you may be vulnerable. It is important to plan for safety, to trust your judgement and feelings and to know and use some strategies that work well for you.

Discussion based on the following questions:

- What are some forms of abuse that children and young people might experience? (Physical, sexual, emotional abuse and neglect.)
- What are some other forms of abuse of power in relationships? (Bullying, harassment, coercion.)
- Why is abuse in relationships unacceptable in our community? (It destroys trust in relationships. It causes harm to those who experience it.)
- What are some things we can do if we are the target of abuse? (We can confront the abuser by saying NO, by being assertive, acting confident, naming the behaviour and asking that it stop. We can avoid the abuser, use the 'turtle' strategy, make an excuse or just GO from the situation. We can TELL a friend or a trusted adult about the situation.)
- Is a person expected to use all these strategies if he or she is the target of abusive behaviour? (No.)
- Why not? (It can be very difficult to take action or to talk about a situation of abuse. Everyone has a choice in how they will respond. They have the right to do what is best for them personally.)
- How can we help if we see or know that another person is experiencing abuse? (We can offer support to the person. If the person is being bullied or harassed we can take action on his or her behalf. If the person is being physically or sexually abused we should encourage him or her to seek help from a trusted adult.)

If appropriate, revise the ways that Sam or Marc supported Mel or Stevie in the video *Tell a friend, it's never too late*.

- ❖ The teacher has prepared large sheets of chart paper, each with one of the following headings:
  - Possible abuse at home
  - Possible abuse at school
  - Possible abuse at a friend's house
  - Possible abuse on an organised activity (camp, party, sport)
  - Possible abuse when going out alone or with friends.

Students form six groups. Each group receives a prepared sheet. In their groups, students brainstorm the forms of abuse that might

occur in the situation. They then record strategies that children and young people could use to reduce the risk of abuse or actions that could be taken if abuse occurred.

Display the sheets around the room and allow time for students to consider the responses on the sheets.

- ❖ As a whole class, review the sheets one at a time. Select some personal safety strategies as examples for discussion based on the following questions:
  - When might this strategy not work?
  - What might make this strategy difficult for some people to use?
  - What else could a person do?
  - Are there any suggestions that could have caused unintended problems for any reasons? Why?

Ensure that any unacceptable suggestions are modified and that new positive suggestions are added.

### conclusion

- ❖ Students individually complete an evaluation survey (appendix 48). Responses may be shared with the whole class. Copies of these may be added to student profile work samples.

### extension

- ❖ In groups, students plan, design and produce a board game reflecting understandings about personal safety in one of the following situations:
  - at home
  - at school
  - at a friend's house
  - on an organised activity (camp, party, sport)
  - going out alone or with friends.

The teacher discusses students' plans and designs prior to production. These games are made available for students to use in the classroom. It may be appropriate for them to be made available for school staff at a staff meeting and parent and community members at a parent information meeting, to increase understandings about child protection education.





