

PDHPE

Early Stage 1:
Child Protection Education

Unit of work

Keeping myself safe

© State of New South Wales (Department of Education), 2020

The copyright material published on this website is subject to the Copyright Act 1968 (Cth), and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education.

Copyright material available on this website is licensed under a [Creative Commons Attribution 4.0 International \(CC BY 4.0\) licence](#).



This licence allows you to:

- share - copy and redistribute the material in any medium or format
- adapt - remix, transform and build upon the material

for any purpose, even commercially.

Attribution should be given to:

© State of New South Wales (Department of Education), 2019.

Material on this website not available under a Creative Commons licence includes:

- the Department of Education logo, other logos and trademark-protected material
- material owned by a third party that has been reproduced with permission. Permission will need to be obtained from the third party to re-use its material.

If this website contains your work and you have any objection to such content, please contact legal@det.nsw.edu.au.

Links to third-party websites

If you use the links provided on this website to access a third party's website, you acknowledge that the terms of use, including licence terms set out on the third party's website apply to the use which may be made of the materials on that third party's website or where permitted by the Copyright Act 1968 (Cth).

The department accepts no responsibility for content on third-party websites.

Contents

Introduction.....	4
Lesson 1. Being respectful.....	10
Lesson 2. I have people who keep me safe	12
Lesson 3. Who do I trust?.....	14
Lesson 4. Body parts.....	16
Lesson 5. Yes and no feelings.....	19
Lesson 6. Body signals and warning signs.....	21
Lesson 7. Safe or unsafe.....	23
Lesson 8. Wanted and unwanted touch.....	25
Lesson 9. No-Go-Tell.....	27
Lesson 10. Strategies for staying safe	30
Evaluation.....	31

Introduction

It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) [Personal Development, Health and Physical Education \(PDHPE\) K-10 syllabus](#).

Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence as part of the mandatory 25 hour [Life Ready](#) course.

The Child Protection Education curriculum support materials are designed to guide teachers through syllabus implementation using effective teaching and learning approaches for sensitive content. The teaching and learning units provided are optional support materials for the implementation of child protection and respectful relationships education as part of the mandatory PDHPE K-10 syllabus.

Materials should be reviewed in full and endorsed by the school principal before use.

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures](#).

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

Unit description

Through this unit, students will identify different parts of the body, including those which are private. Students will understand that everyone has a right to be safe and those rights include saying yes or no to touch, including affection. Students will recognise that their body is their own and they have strengths and skills to keep themselves safe.

Students will develop their understanding of appropriate touch and explore how to respond to inappropriate touch. They will recognise reactions and body signals to safe and unsafe situations. Students will develop their help seeking and interpersonal skills, specifically they will express ways to show respect to others, practise ways of seeking help in a range of different scenarios, for example using No-Go-Tell and practising interpersonal skills to be an effective group member.

This unit provides teaching and learning activities around child protection education.

Students will investigate the essential question: How can I keep myself safe?

Skills in focus

Self-management

Self-awareness

- awareness of rights and responsibilities

Emotion and stress management

- recognising emotions

Help-seeking

- recognising when help is needed
- accessing support and support networks.

Interpersonal skills

Social awareness

- respecting difference and diversity.

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise unsafe situations. They will create, apply, practise and evaluate strategies to keep themselves safe.

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities to make safe choices about their bodies. This is achieved through the use of questioning, scenarios and role plays around feelings and body signals, safe and unsafe situations and help seeking strategies.

Develop health literacy

Students are provided with opportunities to develop knowledge and understanding of vocabulary that supports them to express their emotions, seek help and report abuse.

Critical inquiry

Students are supported to question and challenge the actions of others when they impact on their health and safety.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p>PDe-1</p> <p>identifies who they are and how people grow and change</p>	<ul style="list-style-type: none"> Identify different parts of the body Identify parts of the body including those which are private Recognise the term 'private' is associated with certain parts of the body 	<p>Students will:</p> <ul style="list-style-type: none"> use correct names for body parts, including male and female anatomy identify and name body parts which are private
<p>PDe-2</p> <p>identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe</p>	<ul style="list-style-type: none"> Recognise that everyone has the right to say yes or no to touch, including affection Recognise appropriate touch and explore how to respond to inappropriate touch Recognise reactions and body signals to safe and unsafe situations Recognise people they trust, who keep them safe and how they make them feel supported. Identify and describe different families Share ideas about people who care for them, for example parents/carers Identify people that can help in different situations, for example when injured, hurt, upset, sad or worried about a family member or friend 	<p>Students will:</p> <ul style="list-style-type: none"> name ways they don't like to be touched recognise that people may say yes or no to different types of touch record situations where they feel safe and unsafe and the body signals they feel acknowledge that families can look different to theirs name people that care for them and keep them safe name up to 5 people for their support network

Outcomes	Unit learning goals	Evidence of learning
<p>PDe-3</p> <p>communicates ways to be caring, inclusive and respectful of others</p>	<ul style="list-style-type: none"> Identify different emotions Share emotional responses to different situations Identify and describe body signals for different emotions Recognise emotional responses that could indicate unsafe situations Recognise that being respectful to others can support class safety and wellbeing Express ways of showing respect to others 	<p>Students will:</p> <ul style="list-style-type: none"> name different yes and no feelings share how they would feel in a given situation identify some body reactions or body signals, for example, yes/ no feelings sort images into safe and unsafe according to body language identify how being respectful has helped the class identify behaviours which show respect
<p>PDe-7</p> <p>identifies actions that promote health, safety, wellbeing and physically active spaces</p>	<ul style="list-style-type: none"> Identify skills and strategies to stay safe and be supported 	<p>Students will:</p> <ul style="list-style-type: none"> recognise a number of possible actions for safety for example, No-Go-Tell
<p>PDe-9</p> <p>practises self-management skills in familiar and unfamiliar scenarios</p>	<ul style="list-style-type: none"> Practise ways of seeking help in a range of different scenarios, for example, use No-Go-Tell when feeling unsafe 	<p>Students will:</p> <ul style="list-style-type: none"> practise using No-Go-Tell in given scenarios practise ways to respond to unwanted touch
<p>PDe-10</p> <p>uses interpersonal skills to effectively interact with others</p>	<ul style="list-style-type: none"> Practise interpersonal skills to be an effective group member 	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate active listening, sharing, taking turns and helping others

PDHPE Syllabus content

Key inquiry questions	Syllabus content
What makes me unique?	<ul style="list-style-type: none"> • Identify personal strengths and qualities, for example (ACPPS001): <ul style="list-style-type: none"> – recognise that people have different thoughts, feelings and responses to different situations I
How do we grow?	<ul style="list-style-type: none"> • Identify how people grow and change, for example: <ul style="list-style-type: none"> – identify parts of the body which are private – recognise the terms 'private' and 'public' are associated to parts of the body S
How can we care for and include each other?	<ul style="list-style-type: none"> • Identify and describe emotional responses people may experience in different situations, for example (ACPPS005): <ul style="list-style-type: none"> – identify and describe different emotions, eg people who are happy, sad, anxious, excited, tired, angry or confused S – recognise emotional responses and experiences that can indicate unsafe situations, eg scared, worried S – communicate in appropriate ways, eg use verbal and nonverbal communication to demonstrate understanding I – recall and share emotional responses to different situations S • Practise interpersonal skills to interact positively with others, for example (ACPPS004): <ul style="list-style-type: none"> – recognise that being kind, fair and respectful to others can support class health, safety and wellbeing I – practise interpersonal skills to be an effective group member, eg express needs, wants and feelings appropriately, active listening, self-control, sharing and helping I – identify and describe different families I – share ideas about people who care for them, eg parents/carers S I – identify people that can help in different situations, eg when injured, hurt, upset, sad or worried about a family member or a friend S
What choices can help me feel safe, supported and active?	<ul style="list-style-type: none"> • Make connections between feelings, thoughts, body reactions and body language, for example: <ul style="list-style-type: none"> – discuss the concept of privacy and recognise reactions and body signs to safe and unsafe situations S – recognise that all people have the right to give consent and tell others not to touch their body when they do not want to be touched S – communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel and react in different situations S

Key inquiry questions	Syllabus content
<p>What helps us to stay healthy and safe?</p>	<ul style="list-style-type: none"> • Describe how individuals help one another to stay healthy and safe in various environments, for example: <ul style="list-style-type: none"> – recognise people they trust, who keep them safe and how they make them feel supported – express ways of showing kindness and care to others SI • Practise interpersonal skills when participating in various activities, for example: <ul style="list-style-type: none"> – demonstrate a number of skills and actions for safety, eg assertiveness, refusal skills, telling, persistence I
<p>How do we make healthy and safe choices in different situations?</p>	<ul style="list-style-type: none"> • Identify a number of possible skills and strategies to stay safe and be supportive, for example: <ul style="list-style-type: none"> – recognise that everyone has a right to say yes or no to affection, eg tickles, hugs, kisses – recognise appropriate touch and explore how to respond to inappropriate touch S – practise ways of seeking help in a range of different scenarios, eg use No-Go-Tell when feeling unsafe S – identify contextual factors that influence safety, eg family, peers, media, environment S

1

Being respectful

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Recognise that being respectful to others can support class safety and wellbeing (PDe-3)
- Express ways of showing respect to others (PDe-3)
- Practise interpersonal skills to be an effective group member (PDe-10)



Success criteria

- Students will:
- identify how being respectful has helped the class
 - identify behaviours which show respect
 - demonstrate active listening, sharing, taking turns, and helping others



Resources

- Video clip or book explaining or demonstrating respect such as:
 - [Sesame Street's Word on the Street: Respect video](#)
 - [For the Birds video](#)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the concept of respect.

As a class discuss:

- What does respect mean?
- What do you do that shows respect to other students in the class?

Understand

Watch a short clip or read a book that explains respect or has characters being respectful/disrespectful. For example short clips such as [Sesame Street's Word on the Street: Respect](#) and [For the Birds](#) or books such as 'The

Rainbow Fish' by Marcus Pfister and 'It's Mine!' a fable by Leo Lionni or many of the traditional fairy tales.

Ask questions such as:

- What behaviours showed the characters being respectful/disrespectful?
- How do you think the characters felt when they were being respected/disrespected?

Share ideas on what respect is and what it looks like and develop a definition.

Respect is treating people the way you want to be treated. It means being caring and kind and thinking and acting in a way that shows others you care about them and their feelings.

1 Being respectful

As a class, ask students to identify ways that they could show each other respect during child protection lessons that will help make the classroom a happy and safe place for everyone. Examples could include taking turns to talk, listening to others' ideas, no put downs or teasing, using kind words, including others, being fair, being kind, helping others, and sharing ideas.

Act and apply

Students line up in two lines to form pairs. Each pair is to carry an object (book, ball, stuffed toy, or block) around a designated course. The pair must hold the object between them (for example, palm to palm, finger to finger, back to back, or elbow to elbow) through the entire course without dropping the object. If the object is dropped the pair returns to the beginning and starts again. The goal is for the whole class to complete the course as quickly as possible.

After students have attempted to complete the course ask questions such as:

- How did you help each other to complete the course?
- What made it harder to complete the course?
- What made it easier to complete the course?
- How did you feel when you got to the end of the course?
- How did you feel if you dropped your object?
- How would you feel if other people in the class said unkind things if you dropped the object or were very slow?
- How would you feel if other people in the class said helpful, kind things if you dropped the object or were very slow?
- How could you make sure that everyone felt safe, respected, and included during the activity? Refer students to the list made in the previous activity about ways of showing each other respect.

Ask students to repeat the relay using what they have learnt about helping others to feel safe, respected and included.

Use the fist to five strategy to gain feedback from all students. It's simple. It's silent. It's safe. Ask the questions below and students use their fist or another method of communication to show their level of understanding or contribution to an activity or lesson. Students demonstrate a closed fist for 0 (the lowest level) through to 5 open fingers (the highest level).

Ask students the following questions, using Fist to Five to indicate responses to the questions:

- How well do you think we kept ourselves safe because we were being respectful to each other?
- How well do you think we showed respect to others when doing the relay?
- How well do you think the class has met our learning goals?

2

I have people who keep me safe

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Identify and describe different families (PDe-2)
- Share ideas about people who care for them, for example parents/carers (PDe-2)



Success criteria

- Students will:
- acknowledge that families can look different to theirs
 - name people that care for and keep them safe



Resources

- Images of different types of families
- See, think, wonder template

Switch on

Introduce the learning goals and discuss them with the class.

Show students images of different types of families. Access images from the support resources or use images that include families from popular television programs or movies.

It is important that the pictures provided are inclusive of many different types of families and also take into account the family structures of students in the class. This could include families with same-sex parents, extended families, multicultural families, step families, grandparent families, single-parent families, foster or adopted families, families where a member has a disability.

Use a See, Think, Wonder template to allow students to observe and interpret the images of different families.

When looking at the images of families guide and record student thoughts using the following headings and questions as support:

- **See:** What do you see in these images? What do you notice about the people?
- **Think:** How do you think these people are connected? Which images do you think are of families? The answer is all of them.
- **Wonder:** What do these pictures make you wonder? An example could be given if students need prompting, such as 'I wonder what your families look like.'

Have students tell a partner about who makes up their family.

Ask volunteers to share information about their partner's family.

Additional questions:

- What makes these people a family?
- What do you think families do to show they care for each other?

2 I have people who keep me safe

Understand

Explain to students that part of caring for each other includes keeping each other safe. A special word for keeping each other safe is protection. Ask students when they need protection, for example when they are hurt. Explain to students that they can be hurt in different ways: their body, their feelings, and their thinking. There are people and things that can help to keep us safe and stop us from getting hurt.

Role play

Have various students role play situations where they might need protection. Have the rest of the class suggest who and what could help to keep them safe in these situations and record suggestions. Examples of who could include parents, teachers, carers, relatives, siblings, friends, police, neighbours and what could include helmets, seatbelts, pedestrian crossings, safety fences, red and yellow flags, signs, safety rules, parental restrictions using online games.

Role plays could include riding a bike, crossing the road, travelling home from school, cooking, playing a game on the internet, swimming at the beach or in a pool, and playing at the park.

Act and apply

Students sit in a circle. Each student uses a sentence to suggest a way that someone cares for or keep them safe. Sentence beginnings could be provided if needed, for example, When I am sick my ... When I play with my friend, he/she ... When I am sad my ... When I cross the road my If I am having trouble at school my ...

Formative assessment opportunity.

Observing this activity allows students to demonstrate evidence towards outcome PDe-2, identifying people that help keep them safe.

True/false

Tell students you will be reading out some statements. Explain they will need to indicate if the answer is true or false. For example, they stand up if they think the statement is true and sit down if they think the answer is false, or show a thumbs up for true, thumbs down for false, or another way of communicating true or false, appropriate to your students. Select some students to offer a brief explanation of their answer.

Statements could include:

- A family must have a Mum, a Dad and children to be a family. Answer: False.
- I can name people who keep me safe and care for me.
- There are many different types of families. Answer: True.
- Keeping people safe from harm shows you care about them. Answer: True.
- Only people in my family can keep me safe. Answer: False.

3

Who do I trust?

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Identify people that can help in different situations, for example, when injured, hurt, upset, sad or worried about a family member or friend (PDe-2)
- Recognise people they trust, who keep them safe and how they make them feel supported (PDe-2)



Success criteria

- Students will:
- name people that care for them and keep them safe
 - name up to 5 people for their support network



Resources

- Resources for visual representation of a support network depending on activity chosen

Switch on

Introduce the learning goals and discuss them with the class.

Play a trust building game such as:

- Pin the tail on the donkey in pairs or play a game similar to pin the tail on the donkey where students hold an item that must be placed in a certain area. They are blindfolded but have a partner to guide them and support them.
- Hidden drawing: students work in pairs to replicate a picture. One person draws a shape or object (or provide students with simple pictures) but keeps it hidden from their partner. Once the picture is finished the drawer gives instructions to their partner who must try to replicate the drawing or picture without seeing it. Swap roles and repeat.

Debrief of activity with students.

Ask questions such as:

- How did you feel when you had to rely on someone else to keep you safe or to complete a task?
- Did you trust the other person to help you? Why/Why not?
- What is trust? Emphasise that trust is believing that a person will always do the right thing.
- How would you feel if someone didn't keep you safe or help you? Would it be easy to trust them again? Why/Why not?
- Would you trust someone you don't know?
- Who are some people you trust when you are hurt, upset, scared, or worried?

3 Who do I trust?

Understand

Explain that it is easier to trust someone we know and have a relationship but sometimes trust can be broken. This can leave us with confused feelings, especially if the person who broke our trust was someone we care about. It is important to talk to other people we trust when we feel this way. A list of people we can trust can be called our support network. It is important that the people we choose to be in our support network are people that we trust, who we like and who we feel safe and comfortable with.

Brainstorm people who might be included in students' support network. Examples could include parents, grandparents, aunties, uncles, older siblings, teachers, family friends, carers and support workers.

Act and apply

Have students select up to five people who they would feel comfortable talking to if they felt unsafe. Explain that these people will form their support network.

Remind students that their support network should be made up of people that they trust to help them if they are hurt, upset, scared, worried or feeling unsafe.

Students record their support network using the support resources provided or any other method. Examples include using:

- a row of houses
- a flower with petals
- a chain of paper dolls
- a support network hand
- a digital collage.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PDe-2, identifying people that help keep them safe.

Ask students to tell the person next to them about two people they can talk to when they are worried or feel unsafe.

4

Body parts

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Identify different parts of the body (PDe-1)
- Identify parts of the body including those which are private (PDe-1)
- Recognise the term 'private' is associated with certain parts of the body (PDe-1)



Success criteria

- Students will:
- use correct names for body parts, including male and female anatomy
 - identify and name body parts which are private



Resources

- Body parts images
- Body parts cards
- Body outlines
- Yes, no, sometimes and uncertain cards

Switch on

Introduce the learning goals and discuss them with the class.

Ask students to sing the song Heads, shoulders, knees, and toes, speeding up the tempo as the song progresses.

Display the body outlines. Conduct a whole class labelling activity, using the Body parts images and Body parts cards to reflect all the body parts students can name.

Understand

Introduce the words 'private' and 'public' and discuss what they mean. Ask questions such as:

- What is the difference between private property and public property? Emphasise that private property is only for the people

who own it and they can give permission for others to use it. Public property is for everyone to use.

- What is the difference between a public toilet and a private toilet? Emphasise that public toilets are for everyone, private toilets are only for certain people to use.

Define the meanings of public and private.

Public is for everyone, private is for those that it belongs to and only those people can give other people permission to touch or use it.

Show students enlarged copies of both male and female body outlines, front and back. Ask students to identify which parts of their bodies are private and record the correct anatomical

4 Body parts

terms on the outlines. The precise anatomical terms for the genital areas - penis, vagina, testicles, and bottom, are stated if necessary, by the teacher and also labelled.

Refer students to the parts of the body that were identified as private. Ask questions such as:

- Why do you think these are called the private parts of the body?

They are personal and we do not allow most people to see or touch them. We often cover these parts with clothes when we are with other people.

Where relevant it is important to discuss other parts of the body which are considered private for some and not others including for cultural reasons for example, some Muslim women and young girls choose to cover their hair with a hijab in public. In some countries, people must cover their shoulders and knees when visiting churches and temples.

- When don't we need to cover the private parts of our body?

When we are alone and when we are washing or dressing. In some areas of Australia and in many other countries it is considered ok for very young children to wear no clothes and for young girls and women to leave their chests or breasts uncovered.

- Who can touch the private parts of our body?

We can touch our own private parts in private. Parents and caregivers, carers and support workers need to touch the private parts of babies and small children when they care for them. As children get older, they can usually look after their bodies themselves. If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies.

When working with some students with disabilities it will be important to discuss the need for other people such as a School Learning Support Officer (SLSO) to touch the private parts of students' bodies. Teachers and SLSOs should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them. Emphasise that this should only happen at the time of need for example, when toileting or bathing. Teachers should consider their context and the appropriate information they need to discuss with their class.

It is important that students recognise that while these body parts are private there is nothing bad about them, they are just private.

Provide each student with a body outline. Students are to draw items of clothing on the body outlines to cover parts of the body that they consider to be private.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PDe-1, demonstrating an understanding that parts of the body are private.

4 Body parts

Act and apply

Set up areas in the classroom with the Yes, no sometimes and uncertain cards.

Provide students with questions related to body parts and privacy. Students choose to respond with yes, no, sometimes or uncertain by moving to the area in the room that indicates their answer or indicating their response using the cards in another way. Some questions will require discussion of why students answered in a particular way. It is important to recognise and acknowledge that some students might consider particular body parts to be private and some won't. Ask questions such as:

- Are there parts of your body that are private?
- Is it ok to take your clothes off at school?
- Is it ok to take your clothes off to wash your body?
- Is it ok for someone to ask for a photo of you with no clothes on?
- Is your bottom a private part of your body?
- Is your knee a private part of your body?
- Is it ok for your parents or carer to touch private parts of your body? Emphasise that it is ok sometimes. When you need help or because you are ill, injured or disabled.
- Are there times when we don't need to cover the private parts of our body?
- Are there parts of your body that anyone can see?
- Are there parts of your body that anyone can touch?

Use the fist to five strategy to gain feedback from all students. It's simple. It's silent. It's safe. Ask the question below and students use their fist or another method of communication to show their level of understanding or

contribution to an activity or lesson. Students demonstrate a closed fist for 0 (the lowest level) through to 5 open fingers (the highest level) for the question below:

- How well do you think you can identify and name body parts that are private?

It may be necessary to play a game similar to the examples below, to bring students back together:

Fruit salad

- Form a circle (seated or standing) and nominate a student to be 'in' and to stand in the centre of the circle.
- Divide all players into three groups of fruit by going around the circle and naming them either apple, orange, or pear.
- The player who is 'in', calls the name of a fruit.
- If they call out apples, everyone who is that fruit must get up quickly and change places.
- Players who are not apples remain still.
- The person who is 'in' tries to move to an empty spot whenever players swap positions.
- If they manage to get to an empty spot, the player not sitting in the circle is then 'in'.
- The person in the middle can also call 'fruit salad' and everyone has to change spots.

Number guess

- Ask a student to think of a number between 1 and 20.
- Other students ask questions to try to work out what the number is.
- After a couple of questions allow students to guess the number.

5

Yes and no feelings

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

- Identify different emotions (PDe-3)
- Share emotional responses to different situations (PDe-3)

**Success criteria**

- Students will:
- name different yes and no feelings
 - share how they would feel in a given situation

**Resources**

- Feelings cards
- [Inside Out clip](#)

Switch on

Introduce the learning goals and discuss them with the class.

Read a book about feelings or watch a YouTube clip that introduces different emotions in a movie such as [Inside Out](#).

Brainstorm different feelings.

Understand

Display the headings yes feelings and no feelings. Ask students to suggest what a yes feeling is and what a no feeling is.

Yes feelings are ways we feel when something happens that we like. No feelings are ways we feel when something happens that we don't like.

Display images of yes and no feelings and ask students to sort them under the appropriate displayed headings.

- **Yes feelings:** happy, excited, surprised, safe, peaceful, calm, loved, and proud.
- **No feelings:** sad, scared, worried, shocked, angry, confused, disgusted, frustrated, grumpy, hurt

Explain to students that different people can feel different things in the same situation and some feelings can be both yes and no feelings. No one's feelings are right or wrong.

Discuss whether there are different feelings for girls and boys. Challenge any stereotypes. Anyone can feel any emotion. The way we feel is individual and different people feel different things at different times whether they are a boy or a girl.

5 Yes and no feelings

Act and apply

Sharing feelings

Write different feelings on cards and place them in the middle of a class sharing circle. One at a time, students select a card and describe a situation where they have or would experience that feeling and whether it is a yes or no feeling. Model this for students first. I feel happy when I play with my dog. This is a yes feeling for me. I feel sad when my dad works away. This is a no feeling for me.

Formative assessment opportunity.

Observing this activity allows students to demonstrate evidence towards outcome PDe-3, demonstrating an understanding of emotional responses to different situations.

Exit ticket

An exit ticket requires students to respond to questions posed at the end of a class. Exit tickets help students reflect on what they have learned and may assist teachers to review student learning and inform teaching and learning practices for future lessons.

Ask students to name a feeling they have felt already that day and why they felt that way.

6

Body signals and warning signs

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

- Identify and describe body signals for different emotions (PDe-3)
- Recognise emotional responses that could indicate unsafe situations (PDe-3)

**Success criteria**

Students will:

- demonstrate assertive behaviour

**Resources**

- Feelings and emotions cards
- Body signals images

Switch on

Introduce the learning goals and discuss them with the class.

Individual and class role play

Display feelings headings such as: happy, sad, angry, scared, excited, surprised, worried.

Provide various scenarios where students would experience a feeling.

Example scenarios could include:

- you have fallen off your bike and scraped your knee.
- your device went flat and turned off just as you were about to win your game.
- you got a new puppy at home.
- you thought you were getting ice-cream after dinner but there was none in the freezer.
- you missed the bus and are all alone.

- you were asked to join in a playground game at lunch break.
- your brother or sister took your toy and broke it.
- you weren't invited to a party and everyone else was.
- your parents made you do your homework when you really wanted to watch your favourite television show.
- your dinner was the food you dislike the most.
- you were given a surprise birthday party.

For each scenario:

- Ask students how they would feel in that scenario and to record the emotion visually.
- Ask students what is happening to their body, inside and outside, when they feel that emotion.
- Record and display these body responses under the feeling's headings.

6 Body signals and warning signs

Acknowledge that it is normal for different people to have different feelings in the same situation. For example, an amusement ride might make one person feel excited whereas another may feel scared. Receiving an award on assembly might make one person feel happy whereas another may feel embarrassed. Similarly, we can have the same body response for different feelings. For example, butterflies in the tummy could mean someone is excited or nervous.

Understand

Display the body responses recorded from previous activity. Explain to students that these can be called body signals. Ask students if they have any more to add to each feeling.

When students are identifying body signals ensure students understand that there are a range of ways that people can express the same feeling. Body signals could include butterflies in the tummy, squirmy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, shaky knees and anything else students have identified.

Ask students to identify body signals that they may have when they have yes feelings and feel safe. Then repeat with body signals that they may have when they have no feelings and don't feel safe.

Explain to students that body signals can give us warning signs when we are unsafe. It is important to listen to our body signals.

Act and apply

Provide the Feelings and emotions cards and the Body signals images. As a whole class, discuss the body signals students think the person is feeling and sort the pictures under the headings safe and unsafe. Discuss as a whole class.

In pairs, have students demonstrate a feeling showing whether they feel safe or unsafe. Partners try to guess the emotion and whether they are feeling safe or unsafe.

Switch roles and repeat several times.

Ask students to name an emotion that their partner demonstrated to show they felt unsafe.

Ask students to name an emotion that their partner demonstrated to show they felt safe.

7

Safe or unsafe

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

Recognise reactions and body signals to safe and unsafe situations (PDe-2)

**Success criteria**

Students will:

- record situations where they feel safe and unsafe and the body signals they feel

**Resources**

- [Vocal Ease MORE – modules 1 and 2: short snippets of different music](#)

Switch on

Introduce the learning goals and discuss them with the class.

Use the [Vocal ease MORE](#) resource or your own resource to play small snippets of different types of music or sound effects that could evoke different emotions in children. Examples could include music that feels scary, happy, excited, sad, worried. Ask students to think about how the music makes them feel. When the music stops, they must show what their feeling looks like. Ask individual students what body signals they might be getting with that feeling.

Understand

Brainstorm places or times that students feel safe. Ask students to identify the body signals they might feel in these places and record.

Brainstorm places or times that students feel unsafe. Ask students what body signals they might feel in these places and add to the

brainstorm. If students can't identify places, they feel safe and unsafe provide them with a list of scenarios. These scenarios could include:

- being in the dark
- reading a book at night with a torch
- lost in the bush
- having a picnic with family
- walking into a spider web
- going on a bush walk
- missing the bus home
- walking to school with friends
- seeing a snake
- watching television at home
- riding on a roller coaster
- swinging on the swings at the park
- lost in a shopping centre
- going to the movies
- being in a paddock with a bull
- playing with their pet
- playing a game online with people you don't know.

7 Safe or unsafe

Act and apply

Ask students to draw or record a place they would feel safe and a place they might feel unsafe.

Students could add a sentence to show feelings or body signals. Provide sentence starters such as 'I feel safe when...and my body feels..' and 'I feel unsafe when.. and my heart...'

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PDe-2, demonstrating knowledge of body signals and reactions to safe and unsafe situations.

Exit ticket: Ask students to name a body signal they might feel when they are feeling unsafe.

8

Wanted and unwanted touch

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

- Recognise that everyone has the right to say yes or no to touch, including affection (PDe-2)
- Recognise appropriate touch and explore how to respond to inappropriate touch (PDe-2)

**Success criteria**

Students will:

- name ways they don't like to be touched
- recognise that people may say yes or no to different types of touch
- practise ways to respond to unwanted touch

**Resources**

- Wanted and unwanted touch images
- Balloons or toys
- Images of toys

Switch on

Introduce the learning goals and discuss them with the class.

Blow up a balloon and ask students to brainstorm ways they could touch the balloon without popping it. Add to the brainstorm with ways they could touch the balloon that might pop it. If necessary, ask students to add ways of touching the balloon that would definitely pop it.

Understand

Ask students which ways they would like to be touched and not like to be touched. Explain that:

- everyone is different and may not like the same touches.
- it is never ok for someone to hurt someone else on purpose.

- it is never ok for someone to touch someone else in a way that makes them scared or confused.

Explain to students that any kind of touch can be unwanted touch, even if it doesn't hurt. This can include kissing, hugging, and tickling. Explain that everyone has a right to say no to being touched in any way. You may choose to use the Wanted and unwanted touch images to support this.

Discuss tickling and who likes to be tickled.

Ask students to suggest parts of the body where tickling might be fun and where tickling may be unwanted touch.

Ask students what they could do if someone was tickling them and they didn't like it? (Say no, go away from them and tell someone).

8 Wanted and unwanted touch

Discussion:

- What are some body parts that you do not want others to touch? Examples include, private parts and sensitive areas such as the mouth, the eyes, and the stomach.
- Why? Examples include if someone touches these parts it can be uncomfortable, hurt or you can get a no feeling.
- When is it ok for someone to touch the private parts of your body? Examples include you are sick, hurt or need special care.
- What can you do if you experience unwanted touching or touching that gives you a no feeling? Emphasise that they should say no, if they can, go away from the person and tell someone about it.
- Why is it ok to say no and tell about these kinds of touches? Emphasise that all children have a right to feel safe. Children have a right to say no to any kind of touch.

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Act and apply

Form a class circle. Have volunteers tickle a stuffed toy or a balloon or Images of toys and have another student practise saying 'no or 'stop' when they think the tickling might become unwanted. Allow all students to practise.

Ask students: Is it ok to say no to touch that doesn't hurt? Emphasise that children have a right to say no to any kind of touch.

Explain that deciding when the touch becomes unwanted is personal and will be different for different people.

Exit ticket: What can you do if touch is unwanted?

9

No-Go-Tell

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

Practise ways of seeking help in a range of different scenarios, for example use No-Go-Tell when feeling unsafe (PDe-9)

**Success criteria**

Students will:

- practise using No-Go-Tell in given scenarios

**Resources**

- No-Go-Tell scenario cards
- No-Go-Tell images

Switch on

Introduce the learning goals and discuss them with the class.

Display the list of scenarios used in the Safe or Unsafe lesson. You may choose to use the No-Go-Tell scenario cards which include images to support the understanding of each scenario.

These may have included:

- being in the dark
- reading a book at night with a torch
- lost in the bush
- having a picnic with family
- walking into a spider web
- going on a bush walk
- missing the bus home
- walking to school with friends
- seeing a snake
- watching television at home
- riding on a roller coaster
- swinging on the swings at the park

- lost in a shopping centre
- going to the movies
- being in a paddock with a bull
- playing with their pet
- playing a game online with people you don't know.

Read through the scenarios and ask students to indicate if they would feel safe or unsafe in the situation, for example students could stand up if they feel safe or sit down if they would feel safe or do a thumbs up for safe or thumbs down for unsafe. Highlight any scenarios where everyone felt safe or unsafe.

Remind students that it is normal for different people to have different feelings in the same situation. Some people might feel very scared if they walk into a spider web while others might feel ok.

Discuss with students any situations where everyone indicated they would feel unsafe.

Ask students to suggest what they could do in these situations when they feel unsafe.

Understand

Introduce No-Go-Tell as a strategy that can be used when we have no feelings or feel unsafe.

Explain that when we feel unsafe, we can say no, we can go, and we can tell someone we trust.

Use the No-Go-Tell images to focus on each step.

NO

Have students practise saying “no” in a strong way. Ask students to identify when we might need to say no.

Ask all students to demonstrate saying no in different ways. For example, students might be sitting down, standing up straight, curled in a ball, putting their hands out in front signally a stop, with a smile, while laughing, with a straight face, with a serious face. Ask students: What way of saying no do you think would be the best way?

Remind students that no still means no even if they are laughing but using our body can help others understand us. Standing up with a hand out in front and saying a strong no helps make the message stronger.

Give the following examples to practise saying no.

- Someone wants you to do something that makes you feel uncomfortable. What can you say?
- Someone is hurting you. What can you say?
- Someone is doing something that gives you a sick feeling in your tummy. What can you say?
- Something is happening that gives you a lumpy throat. What can you say?

GO

Explain to students that sometimes saying no isn't possible or isn't enough to keep us safe. Sometimes we have to go from the situation.

Go means that we can move to a safer place away from someone or something that is hurting us, someone or something that is scary or someone or something that is making us feel uncomfortable.

Ask students: Where can you go to be safe? Who could help you?

TELL

Explain to students that sometimes it is hard to say no and go but there is something else we can do. If someone has made us feel no feelings, has hurt us, or touched parts of our bodies that we don't want them to touch we can tell a trusted adult. We can find a trusted adult we feel safe with and tell them what has happened. We can tell them how we feel. If they don't listen or believe us, we can tell them again, or tell another trusted adult.

Explain to students that it is important to keep on telling until someone listens.

Remind students of the support networks they created in the Who do I trust? lesson.

Act and apply

Provide scenarios for students to apply the No-Go-Tell strategy. As a whole class students practise the strategy. Then select several students to demonstrate how they would react to a scenario ensuring every student has a chance to demonstrate their skills. This may be by recording their response or role playing it to the class.

Formative assessment opportunity.

Observing this activity allows students to demonstrate evidence towards outcome PDe-9 practise ways of seeking help in a range of different scenarios, for example use No-Go-Tell when feeling unsafe.

Scenarios could include:

Amarli is playing at the park. An older boy comes over to Amarli and lifts up her skirt.

- What could Amarli say or do? Who could she tell? What if they didn't listen?

Bruno has an Uncle who always wants him to sit on his lap when he comes to visit. Bruno doesn't like sitting on people's laps and he gets an uncomfortable feeling when his Uncle makes him do this.

- What could Bruno say or do? Who could he tell? What if they didn't listen?

Susanna's Mum has a friend that comes to visit sometimes. When he leaves, he always wants to give her a kiss goodbye. Susanna doesn't want to kiss him and it makes her feel uncomfortable.

- What could Susanna say or do? Who could she tell? What if they didn't listen?

Len and Vicki are playing in the playground. Vicki's friend comes over to Len and squeezes Len very hard. Len doesn't like being squeezed so hard and it is hurting. Vicki wants her friend to stop squeezing Len.

- What could Len say or do? What could Vicki say or do? Who could Len or Vicki tell? What if they didn't listen?

Leona is on her device and someone starts asking her where she lives, what school she goes to and other personal questions. Leona doesn't know this person.

- What could Leona say or do? Who should Leona tell? What if they didn't listen?

It may be necessary to play a quick game such as Do This, Do That to bring students back together.

Do this, do that

Use different actions such as patting head, hands on hips/knees, clapping, rolling hands, waving or any other action whilst saying 'Do This' or 'Do That'. Students must copy 'Do This' actions but not 'Do That' actions. The game continues after each 'Do That' action without eliminations.

10

Strategies for staying safe

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

Identify skills and strategies to stay safe and be supported (PDe-7)



Success criteria

Students will:

- recognise a number of possible actions for safety for example, No-Go-Tell

Switch on

Introduce the learning goals and discuss them with the class.

Read a story where at some point the characters are unsafe. Examples could include Jack and the Beanstalk, Hansel and Gretel, Red Riding Hood, Rumpelstiltskin, The Three Little Pigs.

Have students indicate when they think the characters are unsafe with a method suitable to your class. Methods could include waving, holding up a whiteboard with the word unsafe or holding their knees to their chest. Ask students to suggest the body signals the character might have and what the character could do or say when they felt unsafe.

Understand

Display the headings: yes or no feelings, body signals and warning signs, safe and unsafe situations, No-Go-Tell, personal support

networks. Ask students to recall what they know about each concept and how it helps keep them safe. Record student ideas under appropriate headings.

Act and apply

Read the story again from the switch on activity. Brainstorm the scenes in the story when a character felt unsafe.

Have students draw or record these scenes and the safety strategy the character used in the situation.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PDe-7, demonstrating knowledge of skills and strategies to stay safe.

Exit ticket: Name one thing you could do to help keep yourself safe.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/ can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?