

# PDHPE

Stage 2: Child Protection Education

Unit of work

My right to be safe

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# 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 and support the rights of themselves and others and use this knowledge to question any behaviours or actions that impact on their right to be safe. They will recognise the importance of trust in relationships and identify sources of support to manage the changes associated with puberty. Students will build health literacy through identifying people and sources of information to learn about change and to seek help and advice.

Students will build their understanding of emotional and behavioural warning signs associated with unsafe situations. They will consider the impact abuse and bullying can have on someone and explore positive ways to respond when abuse has occurred. Students will apply interpersonal and self-management skills to practise responses and strategies that promote personal health, safety and wellbeing.

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

Students will investigate the essential question: How can I support my right to be safe?

## Skills in focus

### Self-management

Strengthening personal identity

- perseverance

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.

## 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 emotional and behavioural warning signs of unsafe situations and react in safe and positive ways. 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 when exploring ways to respond to unsafe situations. This is achieved by encouraging students to draw on their knowledge and understanding of feelings and body signs to help them make decisions around staying safe and reacting to unsafe situations.

### Develop health literacy

Students are provided with opportunities to develop knowledge and understanding of the rights of a child and to apply this knowledge to their own lives to recognise abuse and seek help when needed. Opportunities are provided for students to apply the skills and knowledge they have developed to recognise and respond when rights are being abused.

### Critical inquiry

Students are supported to question and challenge the actions of others that impact on their own health and safety. They have opportunities to develop skills to recognise their rights, question unsafe secrets and make choices to respond to these interactions in assertive ways.

## PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p><b>PD2-1</b> explores strategies to manage physical, social and emotional change</p>	<ul style="list-style-type: none"> <li>Identify people and places they could seek help and advice from</li> <li>Explore strategies to manage physical change</li> <li>Identify people or sources of information to learn about change and to seek help and advice</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>choose up to 5 trusted adults to add to a support network and add additional places to seek support</li> <li>describe changes associated with puberty</li> <li>record help-seeking information</li> </ul>
<p><b>PD2-2</b> explains and uses strategies to develop resilience and to make them feel comfortable and safe</p>	<ul style="list-style-type: none"> <li>Recognise emotional and behavioural warning signs associated with unsafe situations</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>choose an action based on changing or mixed feelings</li> <li>identify the difference between a secret they should keep and a secret they should not keep</li> </ul>
<p><b>PD2-3</b> explains how empathy, inclusion and respect can positively influence relationships</p>	<ul style="list-style-type: none"> <li>Describe behaviours that show empathy and respect for the rights of others</li> <li>Identify rights and responsibilities in different relationships</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>share ways to show respect</li> <li>record rights and responsibilities in relationships at school and at home</li> </ul>
<p><b>PD2-9</b> demonstrates self-management skills to respond to their own and others' actions</p>	<ul style="list-style-type: none"> <li>practise responses and strategies that promote personal safety in unsafe situations</li> <li>recognise bullying behaviour and identify protective strategies</li> <li>identify and practise a range of strategies to promote health, safety and wellbeing</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>practise assertive behaviour using unsafe scenarios</li> <li>demonstrate actions and help-seeking strategies to stay safe</li> <li>practise asking for help in different situations</li> <li>demonstrate how to respond to bullying in a positive way</li> </ul>
<p><b>PD2-10</b> demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p>	<ul style="list-style-type: none"> <li>demonstrates actions that support the rights and feelings of others</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>practise a way of showing respect during a game</li> </ul>

# PDHPE Syllabus content

Key inquiry questions	Syllabus content
<p>How can we manage change?</p>	<ul style="list-style-type: none"> <li>• Explore strategies to manage physical, social and emotional change, for example (ACPPS034):               <ul style="list-style-type: none"> <li>– identify people or sources of information to learn about change and to seek help and advice, eg family members, a trusted adult <b>S</b></li> <li>– describe changes associated with puberty, eg menstruation, body hair, feelings, attraction to others and identify strategies to manage these changes, eg talking to parents/carers <b>I</b></li> </ul> </li> </ul>
<p>Why are empathy, inclusion and respect important in our relationships?</p>	<ul style="list-style-type: none"> <li>• Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example (ACPPS037):               <ul style="list-style-type: none"> <li>– identify roles, rights and responsibilities in different relationships <b>S</b></li> <li>– describe behaviours that show empathy and respect for the rights of others <b>S</b></li> </ul> </li> </ul>
<p>How can I contribute to promote healthy, safe and active communities?</p>	<ul style="list-style-type: none"> <li>• Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:               <ul style="list-style-type: none"> <li>– research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, eg online collaboration tools, multimedia presentations <b>S I</b></li> </ul> </li> </ul>
<p>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</p>	<ul style="list-style-type: none"> <li>• Identify and practise strategies to promote health, safety and wellbeing, for example (ACPPS036):               <ul style="list-style-type: none"> <li>– practise responses and strategies that promote personal safety in unsafe situations, eg No-Go-Tell, seek assistance <b>I</b></li> </ul> </li> </ul>
<p>What skills and strategies do we need to be healthy, safe and empowered?</p>	<ul style="list-style-type: none"> <li>• Analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example:               <ul style="list-style-type: none"> <li>– compare feelings they experience in a variety of safe and unsafe situations <b>S I</b></li> <li>– recognise emotional and behavioural warning signs associated with unsafe situations, eg secrets, bribes, threats, jealousy, power and control, negative feelings <b>I</b></li> <li>– predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered <b>S I</b></li> </ul> </li> </ul>

# 1

## Respect in the classroom

### 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

- Describe behaviours that show empathy and respect for the rights of others (PD2-3)
- Demonstrates actions that support the rights and feelings of others (PD2-10)



#### Success criteria

Students will:

- share ways to show respect
- practise a way of showing respect during a game



#### Resources

- Large sheet of paper or cardboard to create a poster

### Switch on

Introduce the learning goals and discuss them with the class.

#### Helium Stick (or another collaborative activity)

In groups of 4 – 6, students stand in two lines opposite each other (it doesn't matter if group numbers are odd.)

Students point their index fingers and hold their arms out towards each other.

Place an object like a long thin rod, broomstick or even a hula-hoop on the group's extended fingers. All group members must always be touching the object.

The group must try to lower the object to the ground without dropping it or losing contact with it. If either of these two things happen, the group must start again.

Stop the class after a few minutes and ask the following questions:

- How did your group help each other to complete the challenge?
- What made it harder for the group to complete the challenge?
- How did you feel when you got through the challenge?
- How did you feel when there was a break in the group, or you dropped the object and you had to start again?
- How could you make sure everyone felt safe, respected, and included during the activity?

### Understand

Display the word respect.

Provide students with post it notes and ask them to write a definition of respect. Once



# 1 Respect in the classroom

written each student adds their post it notes under the word respect.

Read through definitions and create a shared meaning.

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.

Respect is acknowledging that everyone has different thoughts and feelings and that is ok.

Explain to students that they are all going to contribute to creating a poster on how to show respect to each other in the classroom.

In groups students brainstorm ways to show other people in the class that you care about them and their feelings.

Have groups share their ideas with the class and record appropriate ideas on the poster. Display the poster in the classroom for future reference. Ideas might 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
- sharing ideas

This could be contextualised to school values.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for example, last night's dinner to ensure the questions remain anonymous or a drawing.
- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

## 1 Respect in the classroom

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### Act and apply

Tell students that they are going to repeat the Helium Stick activity, but they need to choose at least one way of showing respect from the respect poster to practise during the activity.

Repeat the Helium Stick activity before asking the following questions:

- How did your group help each other to complete the challenge?
- How did people in your group show respect to each other?
- How did people react if there was a break in the group or you dropped the object and you had to start again?
- Was there any behaviour you would change to make sure everyone felt safe, respected, and included during the activity?

All students are given a piece of paper for the question box. If students don't have a question, they can record the answer to the following question:

- How could you show respect to others in your class?

# 2

## My rights and responsibilities in the classroom and at home

### 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 rights and responsibilities in different relationships (PD2-3)



#### Success criteria

Students will:

- record rights and responsibilities in relationships at school and at home



#### Resources

- Y Chart
- Willy and Hugh by Anthony Browne
- [What are Child Rights? video](#)
- [What are Children's Rights? video](#)

### Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Watch a video on children's rights such as [What are Child Rights?](#) produced by UNICEF Australia or [What are Children's Rights?](#) produced by the Australian Human Rights Commission.

Facilitate a discussion with students to unpack the following:

#### What is a right?

Rights are things all children should have. There is no 'question' or 'maybe' about it – children should have these things.

Explain to students that they all have the right to be safe, to have their bodies, thoughts and feelings respected and to be treated fairly.

Construct a two-column chart and record these rights on the left-hand side of a chart.

Ask students to brainstorm examples of things that children should have so their rights are met? List students' responses alongside each right on the chart.

Examples could include:

- Right to be safe/Children should have protection, peace.
- Right to have their bodies respected/Children should have food, medical care, housing
- Right to have their thoughts and feelings respected/Children should have love, care, friendship
- Right to be treated fairly/Children should have education, play, equal chance, help if needed.

## Understand

Brainstorm: What does the right to be safe, the right to have your body respected, and the right to have your thoughts and feelings respected, look like in the classroom? How can we make sure that students have their rights met in the classroom? Responses could be added to the chart created in Switch on.

In small groups students create a Y chart to demonstrate what these rights look like, feel like, and sound like.

Groups report back to the class. Record responses for students to see.

Rights are what all students should have. Explain to students that it is their responsibility to ensure that students' rights are being met in the classroom.

Read the story Willy and Hugh by Anthony Browne.

Discuss the following questions with students:

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

## Act and apply

Explain to students that they have these rights and responsibilities inside and outside school. They also have rights and responsibilities at home.

Display and read the following story:

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

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

Samira had no one at home to talk to. Her Mum was never around.

Her Aunty always told Samira that she was 'stupid' or 'lazy' and said she was 'painful to have around'. Samira felt sad, tired, and very alone.

Discuss and record answers to the following questions:

- What were Samira's responsibilities at home?
- How do you feel about Samira's responsibilities?
- What did you notice about Samira's rights?
- What actions or behaviours took away Samira's rights?
- How would you describe the way Samira is being treated?
- What part or parts of the situation would have to change for Samira's rights to be respected?

Students work in pairs and discuss their responsibilities at home.

Have students share one of their partner's responsibilities.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What is one of your rights as a child?

# 3

## My support network of adults

### 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 and places they could seek help and advice from (PD2-1)



#### Success criteria

Students will:

- choose up to 5 trusted adults to add to a support network and add additional places to seek support



#### Resources

- My Support network of adults flower and hand templates
- 'Dan's Grandpa' by Sally Morgan

### Switch on

Introduce the learning goals and discuss them with the class.

Play a trust building game such as The Zipper.

- Students line up in two parallel lines with their arms extended toward the opposite line.
- Choose one student to walk through the path between the two lines.
- The walker yells out "Zipper ready?" with the group responding, "Ready!"
- The walker then chooses to walk slowly or quickly towards the line.
- As they move through the line, each member of the group will drop their arms just before the walker gets there.
- The goal is to get to the end of the line but if a member of the group doesn't drop their arms the walker must stop and that is the end of their turn.

Ask questions such as:

- How did you feel when you had to rely on someone else to drop their arms in time, so you were safe to move through the line?
- Did you trust the other people to help you move through the line safely? Why/Why not?
- How would you feel if someone didn't move their arms in time? Would it be easy to trust them again? Why/Why not?

Revise the term trust and its meaning.

Trust is when you believe that another person will act in a fair way and do the right thing.

Students suggest some examples of the people they trust and give reasons why they trust these people. Ask students how they would feel about trusting someone they didn't know and why.

### 3 My support network of adults

## Understand

Discuss the concept of support networks of trusted adults by posing the following statements and included questions:

From the time you were born you had people around you to care for you and keep you safe. Babies' first support networks are made up of the people who care for them and who are around them such as their mother, father, other family members, friends, or carers.

- Who are some adults that were part of your support network when you were a baby?

As you grew older (and became a toddler) this support network might have also included more people such as babysitters, neighbours, or special carers from day-care or play groups.

- Which other adults might have become part of your support network when you went to school?

When you started school, you met many more adults. You made many new relationships. More adults had a role in looking after you and keeping you safe.

- When you started school who were some new people who looked after you and had a role in keeping you safe?

Now you are older there are more people around you who could be part of your support network?

Which groups of adults could be part of your support network? Examples include:

- parents or carers
- relatives
- neighbours
- parents of friends
- teachers
- elders
- shop keepers
- babysitters
- sports group leaders.

We need to identify up to five adults who are our most important support network people.

- If we feel unsafe, we need to have people we feel we could go to for help.
- If we feel unsafe, we might feel confused or upset at the same time.
- If we have up to five people in our support network, it is easy to remember who they are.
- If we had lots of people in our support network it is more difficult to remember the people and we could go to someone who might not be able to help.

Create a shared meaning for support network people.

Support network people are adults we see or talk to regularly, we trust, and who listen to us because they care about us.

They should also be in a position where they will be able to help us.

Explain to students that in addition to support network people, there are people and places within the community that can also offer support and advice.

### 3 My support network of adults

Brainstorm local community services that students could contact for support or advice. For example:

- doctors
- hospitals
- youth centres
- community centres
- community health centres
- neighbourhood centres.

## Act and apply

Students identify up to five trusted adults that they can go to when they need help (or when they are worried that a friend or family member needs help). Have students record the names of these adults in some way. This could include a support network poster with drawings of their support people, on a bookmark, inside the petals of the flower template provided, along the fingers of the hand template provided or using ICT tools.

Encourage students to identify adults who are from a variety of settings, for example not all living in the same house or from the same family.

Some students may have difficulty nominating up to five support network adults. It may require sensitive support and liaison with parents or carers, the school counsellor, or other members of the school community to ensure a suitable support network can be put in place for the student.

Some students may wish to include adults with whom they feel a very strong link but do not see regularly. These might include adults who live in another country, those family members living separately, or adults who have died. Young children need to be able to access their support network adults independently. People who are difficult

to contact or are not accessible would be inappropriate as support network adults.

It may be very upsetting for students not to include these people on their support networks. In such situations acknowledge students' close links with these people and suggest that they are important people for students' emotional networks. Such people may not be able to take action to keep the student safe, however communicating with them can help keep their emotions and thoughts safe and well.

The story 'Dan's Grandpa' by Sally Morgan deals with this issue and may be useful to read to the class group or to smaller groups of students.

When students have recorded their support network adults, have them research some of the local community services and record information using ICT tools. Information could include the name of service, address, contact details, and a brief description of what the service offers.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- Why do we have support network adults?

# 4

## Changes to my body

### 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

- Explore strategies to manage physical change (PD2-1)
- Identify people or sources of information to learn about change and to seek help and advice (PD2-1)



### Success criteria

- Students will:
- describe changes associated with puberty
  - record help-seeking information



### Resources

- Body outlines
- Body parts cards
- Body parts images
- <https://kidshelpline.com.au/kids/issues>

## Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Display a large copy of body outlines of a front and back view of a girl and a boy. Ask students to identify private parts of the body and highlight them. You may wish to use the body parts cards to label the parts.

Remind students about the importance of showing respect for the private parts of the body – just as we would with the other parts of our bodies. 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.

Once labelled, ask students to give the correct anatomical name each of the body parts highlighted. These should include:

- vagina
- penis
- testicles
- bottom
- breasts
- nipples
- vulva
- anus



## 4 Changes to my body

It is important to include the lips and mouth as private parts of the body. Oral sexual contact is frequently a component of sexual abuse of young children.

If inappropriate terms are included pose questions such as “Do you think that everyone would feel comfortable with that word? Can you think of another word that shows that we respect these special parts of our bodies?”

Inform students that some people may use inappropriate or ‘swear’ words instead of using the correct names for private body parts. This is often because they are not familiar with the correct names or they have heard other people use inappropriate names.

Have a class discussion based on the following questions:

- Why is it important to know and use the correct names for the private parts of the body? Emphasise that it is important that people can understand exactly what we mean, and these are their correct names.
- When is it ok to talk about or name private body parts? Emphasise that it is always ok to use the correct names. Some people may feel a little embarrassed when they hear these words. The embarrassment is not because of the words we have used – these words are ok.

### Understand

Direct students to look at the labelled body outlines.

Ask students to identify changes that might happen to boys and girls as they get older and record changes on the body outlines. Suggestions could include bodies get bigger, grow taller, grow body hair (under arms, legs, face, genitals), breasts grow, get pimples, attraction to other people, menstruation,

penis and vulva become larger, emotions feel stronger.

Explain to students that these changes come with puberty and are a normal part of growing older. Puberty happens at different times, in different ways for different people.

Discussion based on the following questions:

- How might you feel when you experience these changes to your body?
- How would you feel if you were the first one in your group of friends to experience these changes?
- What could you do if you felt worried, scared, confused or unsure of what was happening to your body? Examples include talking to a friend, talking to parents/carers, talking to a trusted adult, talking to a teacher.

Discuss the [Kids Help Line](#) with students.

Explain that it is a free, private and confidential 24/7 phone and online counselling service for young people aged 5-25 and they can access this service any time they need help or support or even have a question about the changes happening to their bodies. As a whole class, or in pairs if resources are available, explore the [FAQ's](#) and the [Kids 5-12](#) pages of the website.

### Act and apply

#### Help seeking information

##### **Formative assessment opportunity.**

Collecting this work allows students to demonstrate evidence towards outcome PD2-1, demonstrating knowledge of strategies for seeking help.

Brainstorm other services that students could access if they need help or support.

Ask students to research some of the services listed to find out more about them. Remind students of the importance of using reputable websites.



## Changes to my body

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Provide students with paper or an ICT tool to record the details of a support service and how they could help them. Ask students to also record people that they feel comfortable talking to about puberty.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What could you do if you had questions about the changes happening to your body?

# 5

## Warning signs

### Creating a safe, supportive, respectful, and inclusive classroom

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#### Learning goals

Recognise emotional and behavioural warning signs associated with unsafe situations (PD2-2)



#### Success criteria

Students will:

- choose an action based on changing or mixed feelings



#### Resources

- Variety of music with different tempo – [Vocal Ease MORE](#)
- Feelings can change activity

### Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Play musical statues with students. Ask students to move within a designated area to the beat of the music.

- Call out an emotion and students must move in a way that reflects their interpretation of that emotion, for example, if sad is called, students might drag their feet, move slowly, and hang their heads.
- When the music stops students must freeze in a position that shows the given emotion.
- Ask students to name some body signals they might feel with that emotion, for example, heavy chest.
- Keep playing until several emotions have been demonstrated.

Display the heading Warning signs.

Ask students: Which body signals could be warnings about being unsafe? Add any suggestions under the heading Warning Signs.

### Understand

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

- What is it called when you are feeling good one minute and then suddenly feel worried and sad? Emphasise that these are changing feelings.
- When you trust someone and suddenly that person does something that isn't ok, what might happen to your feelings? Examples include feeling let down and confused about the relationship. Your feelings may change about that person. Your trust might be broken. Explain to students that changing feelings can be warning signals and add changing feelings under the heading Warning signs.

## 5 Warning signs

- Sometimes you can really like a person but there are things that they do sometimes that you really dislike. When you have feelings of 'like' and 'dislike' about the same person what is this called? Emphasise that these are mixed feelings.
- What are two different feelings you might have at the same time? Excited but nervous, lucky but worried, loving but jealous. When you have two very different feelings at the same time this can be a warning signal to take care. Add mixed feelings under the heading Warning Signs.
- What could another person do to help this character?

Groups explain or act out their situation and include the action taken by the character. All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What could you do if you have changing or mixed feelings?

Ask students to suggest times when they might have changing feelings or mixed feelings.

Explain to students that when we get warning signs, we must decide whether we really are unsafe. If we are unsafe, we need to decide on an action that will help us to become safe.

## Act and apply

Provide each student with a copy of the Feelings can change activity.

Students are to identify the changing or mixed feelings the character may be feeling in each situation and indicate whether they think the character is safe or unsafe.

### **Formative assessment opportunity.**

Collecting this work allows students to demonstrate evidence towards outcome PD2-2, demonstrating knowledge of emotional warning signs that may be associated with unsafe situations.

Sort students into groups and provide each group with a Feelings can change scenario. Groups discuss the following questions:

- What warning signs might the characters have?
- Do you think they are safe or unsafe?
- What do you think they should do?

# 6

## No-Go-Tell

### Creating a safe, supportive, respectful, and inclusive classroom

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#### Learning goals

Practise responses and strategies that promote personal safety in unsafe situations (PD2-9)



#### Success criteria

Students will:

- practise asking for help in different situations



#### Resources

- No-Go-Tell image
- Help-seeking situation cards

### Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Brainstorm situations where students may feel unsafe, for example:

- walking home
- being at home alone
- being online alone
- opening the door when alone
- meeting a stranger
- being threatened by someone
- being expected to give a favour when receiving a gift
- someone touching their private or sexual parts when it is not necessary.

What are some warning signs we might get that might mean we are unsafe? For example,

body signals, changing feelings, mixed feelings.

Revise the No-Go-Tell strategy with students using the image provided

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

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

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

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

## Understand

What might make it hard to tell a trusted adult about something that you have felt uncomfortable or unsafe about? Examples include, you might be worried you could get into trouble; you might be embarrassed; you might have been threatened not to tell.

Create a shared explanation about the purpose of telling a trusted support network adult about abuse. Emphasise that the purpose of telling is to receive protection and help to stop the unsafe or abusive behaviour.

Explain to students that the sooner we tell the better. Although it is difficult, the sooner we tell the easier it can be. When children keep a secret for a long time, they might start to think that they are somehow to blame. This is not true. The person who started the secret is to blame. It is never too late to tell a secret which should not be kept.

Provide each student with a piece of paper to fold in half.

- On one side of the paper students write the heading 'Things I can do without help' and record, for example, ride a bike, dress themselves, feed themselves, walk, tie shoelaces.
- On the other side of the paper students write the heading 'Things I need help with' and record things that they still need help with. Examples might include washing clothes, travel to school, making lunch, walking a pet, reading a book.

Have students share some of the things they can do without help. Ask them how they learnt to do these things and who helped them.

Have students share some of the things they still need help doing. Ask them how they decide if they need to ask for help. Ask students who they would ask for help.

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](#).

- Ask students to share a time when they needed help and they asked for it. What happened?
- Ask students to share a time when they needed help but didn't ask for it. What happened?

Remind students that sometimes it can be hard to ask for help and there are different parts of asking for help that can each be difficult. These parts include:

- Deciding when you need help. When we have uncomfortable, unsafe, or no feelings it's a good idea to ask someone to help you with those feelings.
- Deciding who to ask. Remind students of the trusted adults they identified from the My Support Network of adults' lesson.
- Working out what to say.
- Taking action.

Explain that students will be practising working out what to say and how to take action. They can use the steps below to help them figure out what to say or how to say it. ([Adapted from Resilience, Rights and Respectful Relationships Level 3-4 p88](#))

## 6 No-Go-Tell

Display the following steps:

- Tell the person you need help.
- Tell them the problem.
- Tell them how the problem makes you feel.

Demonstrate how to follow the steps on the board with the following:

Dad, I need help. I can't figure out my homework and it's making me angry  
OR Can you help me Annie? I had a fight with my friends, and I was lonely at school today.

Display the following problem and ask volunteers to demonstrate how to ask for help.

You were playing at the local park and a group of older kids from school turned up and started teasing you. Some of them have been calling you names at school.

### Act and apply

Explain to students that in pairs they are going to practise asking for help using the steps discussed earlier. A situation will be given and one person practises asking their partner for help with that problem. They can pretend their partner is one of their trusted adults. Then they switch roles for the next situation.

Read out each situation or provide students with a copy of the situations from the Help-seeking situation cards and give students time to practise how they are going to ask for help. They can demonstrate their response to the class or record it to share later.

#### Formative assessment opportunity.

Observing this activity or collecting this work allows students to demonstrate evidence towards outcome PD2-9, demonstrating self-management skills by practising responses that promote safety.

Situations include:

**Scenario 1:** Sandi was playing in his room and his older brother keeps throwing things in his room and constantly annoying him. He has asked him to stop but he won't listen, and Sandi is getting really annoyed.

**Scenario 2:** Alex catches the bus home from school every day. In the afternoons some kids from another school share Alex's bus. One of these kids keeps bumping into Alex, pushing Alex, and throwing things at Alex from behind.

**Scenario 3:** Dani's friend has told her that someone in his family touches his private parts. He has asked Dani not to tell anyone.

**Scenario 4:** Milla's Aunty comes over to visit regularly. When she sees Milla she makes her kiss her and she squeezes Milla's bottom.

**Scenario 5:** Patrick lives with his Grandparents and they fight a lot. One day Patrick's Grandfather got so angry he hit Patrick's Grandmother. Patrick's Grandfather told him if he said anything, he would hit him too.

**Scenario 6:** Kane's babysitter has been babysitting him since he was little. His babysitter always gives him special cuddles and touches his private parts.

**Scenario 7:** A neighbour in Mia's street stares at her when they ride past her. They are older than Mia and when they are with their friends they point at Mia and laugh.

**Scenario 8:** Archer got in trouble at school for something he didn't do. One of his friends let him get into trouble for something they did and now it's Archer's word against theirs.

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**Scenario 9:** Two of Suni's friends at school have had an argument and won't talk to each other. They both want Suni to be their friend and not be friends with the other person. Suni feels like she can't play with either of them without the other one getting angry at her.

**Scenario 10:** Essie gets into trouble all the time at home. Sometimes she doesn't even know what she's done wrong, but her Mum always hits her hard with an old broom handle. It hurts so much sometimes she can't sit down properly.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- When might you use the No-Go-Tell strategy?



# 7

## Secrets

### 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 emotional and behavioural warning signs associated with unsafe situations (PD2-2)



#### Success criteria

Students will:

- identify the difference between a secret they should keep and a secret they should not keep



#### Resources

- Body signals images
- Secret scenarios
- Secret to keep or secret to tell scenarios
- [‘Some secrets should never be kept’](#) by Jayneen Sanders

### Switch on

Introduce the learning goals and discuss them with the class.

Students role play giving and receiving a surprise. In pairs students choose a surprise and act it out. The first line of the act is ‘I have a surprise for you!’ The partner must then act surprised and happy when they find out what it is.

Surprises could include:

- a gift
- a surprise party
- a new baby coming
- special news
- a surprise visitor
- unexpected cake or flowers
- a surprise holiday
- a new puppy.

Ask students to explain what a happy secret is. Emphasise that a happy secret is a secret that is fun. A secret that gives you a happy feeling.

Ask students: What types of body signals might you get with a happy surprise?

### Understand

View the reading of the book [‘Some secrets should never be kept’](#) by Jayneen Sanders (or read the book if available).

Ask the following questions:

- How do you think Alfred felt about Sir Henry when they played ‘catch-me-if-you-can’ through the castle gardens? Examples include, Alfred was happy and liked Sir Henry. Alfred enjoyed the game and thought it was fun.

## 7 Secrets

- What body signals did Alfred have when Sir Henry started tickling him in a way that was wrong? Examples include, he felt uncomfortable and sick inside.
- What did Sir Henry say that made Alfred feel like he had to keep the secret? Emphasise that Sir Henry said he must keep the tickling a secret otherwise his mother wouldn't be able to clean his castle anymore and they would have no money and it would be all Alfred's fault.
- How do you think Alfred felt about Sir Henry now? Examples include, his feelings had changed. He didn't want Sir Henry to look after him anymore.
- What body signals told Alfred that the secret he had was not a happy secret? Examples include, he had a heavy heart, he felt sick in his tummy, he was crying, he felt lonely, and frightened.
- Why was it so hard for Alfred to tell his mother the secret? Emphasise that Sir Henry had made Alfred feel like it would be all his fault if his mother lost his job because he told the secret.
- Did Alfred do anything wrong? Emphasise that Alfred did nothing wrong. Sir Henry should not have touched Alfred's private parts.
- How do you think Alfred felt after he told his mother about Sir Henry? Examples include, relieved, safe, loved.

Remind students that sometimes, keeping secrets can cause unhappy or unsafe feelings. These secrets should not be kept and should be shared with a trusted adult.

Create a shared definition for the term secret.

A secret is something that is hidden or concealed from others, so they do not know about it. Some secrets are fun to keep. Other secrets can cause you to feel worried or unsafe and you might be forced or pressured to keep these secrets. These secrets should not be kept.

Ask students: How is a secret which is fun to keep different from a secret which should not be kept? Emphasise that a fun secret is something pleasant and will usually make people happy when they find out.

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

Display the heading 'If I feel unsafe my body lets me know'. Using the body signal images provided, brainstorm body signals that you might have if a secret makes you feel bad.

Examples might include:

- heavy heart
- sweaty palms
- start crying
- sick in the tummy
- wobbly legs
- shaky body.

Ask students: What should you do if a secret makes you feel sad, scared, or uncomfortable? Emphasise that they should tell a trusted adult.

## Act and apply

Secret scenarios – see resources

Place students into pairs. Provide each pair with a scenario from the Secret scenarios resource and ask them to read through it. Read the following questions to students and allow them time to record an answer:

- What body signals might you feel with this secret?
- Is this a happy secret or an unhappy secret?
- What might happen if you tell this secret?
- What might happen if you don't tell this secret?
- What would you do?

Discuss each pair's scenario and the answers they provided.

Provide each student with a copy of Secret to keep or secret to tell activity. Read the scenarios to students and ask them to record whether each scenario is a secret that is safe to keep or if it is a secret that they should tell a trusted adult.

### **Formative assessment opportunity.**

Collecting this work allows students to demonstrate evidence towards outcome PD2-2, demonstrating knowledge of emotional and behavioural warning signs of unsafe situations.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- How is a happy secret different to an unhappy secret?

# 8

## Strength to say no

### Creating a safe, supportive, respectful, and inclusive classroom

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#### Learning goals

Practise responses and strategies that promote personal safety in unsafe situations (PD2-9)



#### Success criteria

Students will:

- practise assertive behaviour using unsafe scenarios



#### Resources

- [Partly Cloudy film](#)

### Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Discuss how people can communicate without using any words.

Ask students to demonstrate, individually, some gestures or body language which communicate a message, For example:

- waving (goodbye or hello)
- shaking fists (anger)
- nodding (yes)
- shaking head (no)
- stamping foot (anger)
- crying (sadness)
- hugging (glad to see someone)
- frowning (not pleased).

Discuss the message each gesture might communicate.

Watch a short film that uses non-verbal communication such as [Partly Cloudy](#).

Pause the film at significant points to discuss how the characters were feeling and how we could tell. Focus on body language and gestures.

### Understand

In pairs, students take turns to communicate the following suggested messages, first using no body language and then again with body language:

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

## 8 Strength to say no

Discuss how using body language affected the message. Emphasise that body language can strengthen the message and make the meaning clearer and easier to understand. Body language gives you more information about how the person is feeling.

Discuss or revise the term assertiveness and create a shared definition.

Assertiveness is saying what you mean in a strong and clear way.

Create a shared meaning for assertive and an opposite meaning for passive.

Assertive is strong and clear, passive is weak and unclear.

Remind students that being assertive is a strength they can use when they need to say no.

In pairs students practise saying no without any body language and then again using assertive body language. You may need to demonstrate this before students attempt it. Suggested phrases could include:

- No, I don't want you to do that.
- No, stop that.
- No, that's mine. Don't touch it.
- No, I must go home.

Discuss the following questions with students:

- What kinds of body language did you use to say no assertively? Examples include, standing straight, looking at the other person's face or eyes, not moving away at first, having a stern facial expression.
- How did using body language affect the message? Emphasise that it made the message stronger and clearer.

- When we say what we mean in a strong, clear way what is this called? Emphasise this is being assertive.
- How is being assertive different to being aggressive? Emphasise that being aggressive is when you act in a forceful or fierce way. Being assertive is when you are strong and firm.

Display the words No-go-tell.

Facilitate whole-class discussion using the following questions.

- When might it be necessary to say no to others or to go from a situation? Examples include, if you feel threatened or unsafe, if you have mixed up or confused feelings, or experience body signals or external signs that tell you that you could be at risk of abuse. Examples of bullying might be included.
- Why is it helpful to say no in an assertive way? Examples include, saying no assertively can make your message clearer. People are less likely to pressure or threaten you if you respond to them assertively.

Explain to students that they are going to practise saying no and go in an assertive way in response to different situations.

### Act and apply

Students in pairs, take turns to role play assertive or strong and clear no or go responses to the situations listed below. Students are encouraged to reply, then 'go' (for example, walk away) from their partners in a strong and assertive way. After one student has role played a response the other student gives feedback about how they 'looked' and 'sounded', and which gestures and words worked well.

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

## 8 Strength to say no

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slowly. It made your voice sound very firm”, should be encouraged. Some constructive suggestions, such as, “Try standing a bit closer next time”, might be encouraged if appropriate.

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

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).

- Question: How assertive were your 'no' and 'go' responses?

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What does being assertive look like and sound like?

# 9

## What is bullying?

### Creating a safe, supportive, respectful, and inclusive classroom

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#### Learning goals

Recognise bullying behaviour and identify protective strategies (PD2-9)



#### Success criteria

Students will:

- demonstrate how to respond to bullying in a positive way



#### Resources

- [Bullying is NEVER OK! video](#)
- [Cyberbullying clip](#) from [KidsHelpline](#)
- Y-Chart

### Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Watch a video on bullying such as [Bullying is NEVER OK!](#) on the [Bullying. No Way! Website](#).

### Understand

#### What is bullying?

Explain to students that bullying is more than just physical actions and that it may also include using words, threats, and non-physical behaviour such as looks, threatening actions or 'leaving a person out'. It can happen in person or online.

Revise the shared meaning of abuse created in the lesson [Types of Abuse](#).

Abuse is actions that cause hurt, harm, or put someone in danger that are not accidental.

Ask students the following questions:

- Is bullying a form of abuse? Emphasise that it is.
- What types of ways can we be hurt by abuse? Emphasise that we can be hurt physically and emotionally or, our bodies, thoughts, and feelings can be hurt.
- Can someone be hurt by bullying in the same way? Emphasise that they can be. Bullying is abuse.
- How might bullying harm someone? Examples include, their bodies could be injured, they could feel sad, they might have bad thoughts about themselves, they might believe what the person bullying is saying, they might want to hurt themselves, they

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might not be able to sleep, they might not be able to concentrate at school, they might be embarrassed or ashamed.

Create a shared meaning for the word bullying by incorporating the following facts and student suggestions:

Bullying is the use of power in an unfair way.

It is repeated verbal, physical and/or social behaviour that is done on purpose to hurt, harm, or put someone in danger.

Bullying can be done by an individual or a group.

Bullying can occur in person or online.

Single incidents, arguments, or fights, between people (without an imbalance of power) are not considered to be bullying.

For further information refer to the [What is bullying? Years 3-4 factsheet](#) from the [Bullying.No Way website!](#)

Divide the class into groups.

Provide each group with a Y-Chart.

Watch a clip about online bullying such as: [Cyberbullying](#) from [Kids Helpline](#) (watch the first 55 seconds then pause).

Ask students to think about the online bullying that was occurring in the video that they watched. Explain to students that they are to record words or pictures to show what bullying looked like, sounded like, and felt like in the clip.

Allow students to record their answers and share them with the class.

### What can someone do about being bullied?

Ask students to recall what they know about responding to accidents and abuse in ways that might help.

Remind students that if they are abused or bullied, they can respond in ways that help to make things better. They can make a positive choice in how they deal with what has happened.

Watch the remainder of [Cyberbullying](#) from the [Kids Helpline](#).

Ask the following question:

- If someone bullies you, how could you respond to the bullying in a positive way? Examples include:
  - tell a trusted adult
  - tell the person who is bullying to stop
  - walk away
  - ignore the person who is bullying
  - go and stand with someone
  - go and stand near someone
  - tell the person who is bullying to go away
  - stand up for yourself
  - block the person online
  - report online bullying to the game, site or app you are using.

Remind students that whichever way they choose to respond to the bullying, it is important to always tell a trusted adult about it, even if the bullying stops.

### Act and apply

In pairs or small groups, students create a scene to demonstrate how someone being bullied could respond in a positive way. Emphasise that students are not allowed to physically touch anyone else in demonstrating the bullying scene.



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Allow time for students to present or record their scene and ask the class to identify the protective strategy that was demonstrated. How did the person being bullied respond in a positive way to the bullying behaviour?

**Formative assessment opportunity.**

Observing this activity or collecting this work allows students to demonstrate evidence towards outcome PD2-9, demonstrating protective strategies to respond to bullying actions.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What could you do if someone was bullying you? It is important that if students give unrealistic responses that these be addressed, anonymously and sensitively with the class later that day, or as soon as possible.

# 10

## My strategies

### Creating a safe, supportive, respectful, and inclusive classroom

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### Learning goals

Identify and practise a range of strategies to promote health, safety, and wellbeing (PD2-9)



### Success criteria

Students will:

- demonstrate actions and help-seeking strategies to stay safe

### Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Display the following Child Protection concepts on the board:

Rights and Responsibilities  
Support network of adults  
Warning Signs  
No-Go-Tell  
Secrets  
Being Assertive  
Bullying and what to do

Ask students to recall what they know about each concept and how it helps keep them safe.

### Understand

Read a fairy tale or another well-known story where the characters find themselves in unsafe situations. Examples could include: Jack and the Beanstalk, The Little Mermaid, Rapunzel, Beauty and the Beast, Little Red Riding Hood, and Rumpelstiltskin.

Have students indicate when they think the characters are unsafe with a method suitable to your class. Examples could include waving, holding up a whiteboard with the word unsafe or holding their knees to their chest. Ask students to suggest the warning signs the character might have and how the character could respond to the unsafe situation.

### Act and apply

In groups students choose an unsafe situation from the story and rewrite it to include strategies to enhance the safety of the character.

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Have groups present or record the new scenes. After each scene discuss the strategy that was used.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What is one thing you could do to respond to an unsafe situation?

# 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?