

# PDHPE

Stage 3: Child Protection Education

Unit of work

Power to protect

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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 develop skills to recognise characteristics of respectful relationships and identify emotional abuse, sexual abuse, neglect and forms of harassment. They will explore the impact and limitations of gender stereotypes and how to challenge these stereotypes. Students will also consider contextual factors that influence the safety of a situation and develop safety plans to lower their level of risk. Students will discuss and practise protective strategies that can be used to support and protect themselves and advocate for others.

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

Students will investigate the essential question: How can I enhance my safety and wellbeing?

## Skills in focus

### Self-management skills

Emotion and stress management

- recognising emotions

Decision-making and problem-solving

- finding solutions to problems

Help-seeking

- recognising when help is needed

### Interpersonal skills

Communication

- refusal skills

## 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 various types of abuse and the emotional and behavioural warning signs of potentially unsafe situations. They will create, apply, practise and evaluate strategies that are an extension of the No-Go-Tell strategy.

### Strengths-based approach

Activities in this unit are designed to allow students to recognise their personal power within unsafe situations and explore ways to protect themselves and advocate for others. This is achieved by encouraging students to draw on their knowledge and understanding of bullying, harassment and gender stereotypes, and the skills and strategies they can use to plan for the safety of themselves and others.

### Develop health literacy

Students are provided with opportunities to develop their knowledge and understanding of various types of abuse, harassment and violence. Students apply this knowledge to develop a greater awareness of their right to be safe and respected. Opportunities are provided for students to apply the skills and knowledge they have developed to recognise and respond when their own or others' rights are being abused.

### Critical inquiry

Students are supported to question and challenge the actions of others that do not respect the rights of themselves or others. They have opportunities to develop skills to recognise disrespectful and harmful behaviour, question unsafe actions and challenge these behaviours and actions assertively.

## PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p><b>PD3-3</b> evaluates the impact of empathy, inclusion and respect on themselves and others</p>	<ul style="list-style-type: none"> <li>• Recognise neglect and emotional abuse</li> <li>• Recognise sexual abuse and ways to respond</li> <li>• Understand that no one has the right to touch anyone else in a sexual manner if they do not want to be touched</li> <li>• Recognise physical abuse, the effects of abuse and ways to respond</li> <li>• Identify actions that support caring and respectful relationships</li> <li>• Explore how gender stereotypes influence how individuals interact and the choices they make</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe actions that support caring and respectful relationships</li> <li>• identify and sort situations that describe neglect and emotional abuse</li> <li>• suggest ways to respond to sexual abuse</li> <li>• identify when consent has been given and when it has not</li> <li>• use a continuum to identify examples of physical abuse</li> <li>• demonstrate ways to respond to abuse</li> <li>• contribute to a poster that includes characteristics of positive relationships</li> <li>• create a 'Because why?' script to question and challenge gender stereotypes</li> </ul>
<p><b>PD3-6</b> distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable</p>	<ul style="list-style-type: none"> <li>• Identify behaviours that make a scenario safe or unsafe</li> <li>• Explore how emotions can vary according to context</li> <li>• Recognise level of risk in certain situations</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify actions and behaviours that indicate a situation may be unsafe</li> <li>• identify feelings associated with a safe situation and compare with emotions associated with an unsafe situation</li> <li>• identify whether various situations present a risk, a possible risk or no risk</li> </ul>

## PDHPE Syllabus outcomes and learning focus cont.

Outcomes	Unit learning goals	Evidence of learning
<p><b>PD3-9</b> applies and adapts self-management skills to respond to personal and group situations</p>	<ul style="list-style-type: none"> <li>• Practise skills to establish and manage relationships</li> <li>• Identify personal strategies and responses that model assertiveness in challenging situations</li> <li>• Recognise and demonstrate safe behaviours and actions</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• select and practise appropriate ways to deal with harassment</li> <li>• suggest creative ways of saying no to peer pressure</li> <li>• develop a safety plan based on a scenario</li> </ul>
<p><b>PD3-10</b> selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<ul style="list-style-type: none"> <li>• Identify and demonstrate actions that support caring and respectful relationships</li> <li>• Practise safe and supportive upstander behaviour</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• contribute ideas about characteristics of positive relationships</li> <li>• demonstrate actions that support positive relationships</li> <li>• create a response to an abusive situation</li> </ul>

## PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness change over time?	<ul style="list-style-type: none"> <li>• Examine how identity and behaviour are influenced by people, places and the media, for example: (ACPPS051)               <ul style="list-style-type: none"> <li>– explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships <b>S I</b></li> </ul> </li> </ul>
How do empathy, inclusion and respect have an impact on myself and others?	<ul style="list-style-type: none"> <li>• Examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056)               <ul style="list-style-type: none"> <li>– analyse situations where emotions can influence decision-making <b>S</b></li> <li>– explore how emotions can vary according to context and be unpredictable <b>S</b></li> <li>– explore contextual factors that influence the expression of emotions, eg peer pressure, cultural norms, gender expectations <b>S</b></li> <li>– explore scenarios to identify behaviours which make a scenario safe or unsafe, eg warning signs, secrets, threats, bribes, violence <b>S I</b></li> </ul> </li> <li>• Practise skills to establish and manage relationships, for example: (ACPPS055)               <ul style="list-style-type: none"> <li>– describe actions that support caring and respectful relationships <b>S</b></li> <li>– recognise risk, abuse and neglect in relationships and ways to seek help</li> <li>– select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, eg negotiation, refusal skills <b>S I</b></li> <li>– describe protective actions to develop respectful relationships and identify skills to address the abuse of power in relationships, eg seeking help, persistence, assertive responses, problem-solving <b>I</b></li> </ul> </li> </ul>



Key inquiry questions	Syllabus content
<p>How responsible am I for my own and others' health, safety and wellbeing?</p>	<ul style="list-style-type: none"> <li>• Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:                             <ul style="list-style-type: none"> <li>– model behaviour that reflects sensitivity to the needs, rights and feelings of others <b>SI</b></li> <li>– explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, eg peer support, modify games or activities to include people with disabilities <b>SI</b></li> </ul> </li> </ul>
<p>What actions positively influence the health, safety and wellbeing of my community?</p>	<ul style="list-style-type: none"> <li>• Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054)                             <ul style="list-style-type: none"> <li>– identify situations where personal choices can influence their own and others' health, eg selecting and preparing healthy food, smoking, recycling, risk-taking <b>SI</b></li> <li>– identify personal strategies and responses that model assertiveness and resilience in challenging situations, eg saying no if offered alcohol or cigarettes <b>SI</b></li> <li>– explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, eg fear, anger, feeling anxious <b>SI</b></li> <li>– recognise and demonstrate safe behaviours and actions, eg developing a personal safety plan, not getting into cars with strangers <b>SI</b></li> <li>– practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and forms of discrimination and harassment <b>SI</b></li> </ul> </li> </ul>

## 1

# Respect in relationships

## 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 demonstrate actions that support caring and respectful relationships (PD3-10)



### Success criteria

Students will:

- contribute ideas about characteristics of positive relationships
- demonstrate actions that support positive relationships



### Resources

- Question box
- Small pieces of paper
- Cardboard
- Tropical island: items for survival sheet

## Switch on

Introduce the learning goals and discuss them with the class.

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.

## 1 Respect in relationships

- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

Explain to students that they are going to practise using the question box but with an answer not a question. Students are to write an answer to the following question:

- When you think about your close relationships, what is it that makes you feel close to these people?

Allow students a few minutes to write their answer and place it in the question box. Remind students that everyone must write down something and put it in the question box. If students can't think of an answer, they can write down what makes a good friend.

### Understand

Display the words positive relationships.

Brainstorm actions, behaviours, and qualities of positive relationships. Suggestions could include:

- trust
- care
- respect
- safety
- fun
- shared views
- communication (talking and listening)
- honesty
- praise or compliments where appropriate
- apologies where appropriate
- loyalty
- support
- having fun together
- sharing activities that both people enjoy
- being kind to each other

- accepting each other's differences
- respecting privacy
- helping each other.

Read through answers given in the question box and ask students if any of them are examples of characteristics of a positive relationship. If students' names have been used, remind students of the expectation that no names will be included.

Discuss answers and explain that as a class it is important to make sure everyone feels comfortable, safe, and supported.

Explain to students that they are all going to contribute to creating a poster on characteristics that show positive interactions with each other in the classroom.

In groups students brainstorm ways to show other people in the class that they care about them, their feelings and their safety when participating in class activities.

Have each member of the class share one of their groups ideas and record appropriate ideas on the positive relationships poster. This poster will be used 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
- not talking about other students

This could be contextualised to school values.

# 1 Respect in relationships

## Act and apply

Tell students they are going to participate in an activity called Tropical Island.

Provide the following scenario:

During school camp you and your classmates have been taken out on a boat to explore an island just off your campgrounds.

During the day the weather suddenly and unexpectedly turns dangerous and fierce winds rip a tear in the sail, rendering the sails useless.

As the captain tries to control the boat a strong current pulls the boat deep into the ocean.

Eventually your boat washes up onto a rocky outcrop, tearing the hull beyond repair.

In the distance you see land, but it looks deserted.

You can swim for it, but you'll need supplies.

Some items have survived the crash, but you can only carry 5 items and still manage to swim to the island.

Which 5 will you choose?

Groups must discuss the items each person chose to take and why they chose them.

Explain to students that on further inspection it is discovered that the boat only has 1 buoyant waterproof container on board and as such the group can only take 5 items in total.

The group must decide which 5 items they will take and why.

Have groups present their lists, why they chose those items, and how the group demonstrated characteristics of positive relationships.

As a class discuss the following:

- How did your group help each other to complete the task?
- What made it hard for the group to complete the task?
- What made it easy for the group to complete the task?
- What behaviours helped to make sure everyone felt safe, respected, and included during the activity?

Display the Tropical island: items for survival sheet.

- Ask students to choose the top 5 items that they would take with them to the island.
- Ask students to form groups of 4 or 5.

Explain to students that they will be working together in their group, but they need to choose at least one characteristic from the positive relationships poster to focus on during the activity.

## 2

# How do gender expectations affect identity?

## 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 how gender stereotypes influence how individuals interact and the choices they make (PD3-3)



### Success criteria

Students will:

- create a 'Because why?' script to question and challenge gender stereotypes



### Resources

- [Gender Roles and Stereotypes video](#)
- [Because why? videos](#)

## 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 the video [Gender Roles and Stereotypes](#) from Amaze.org

Ask the following questions:

- What is a gender stereotype? Emphasise that a gender stereotype is what it is to be a girl or boy. This includes what they do and don't like, how they should act, how they should look and what they can and can't do.
- Do you think gender stereotypes still exist today? Why?

Read out the examples of gender stereotypes and ask students to indicate if they agree or disagree with each statement. You may choose to do this by asking students to stand or raise

their hand or record their answer. Suggested examples include:

- pink is for girls
- blue is for boys
- people asking for 'a couple of strong boys' to do something
- boys are tough
- girls are weak
- boys don't cry
- boys like sport
- girls like dolls
- men are doctors
- girls are nurses
- boys play football
- girls play netball
- men are loud and aggressive
- women are quiet and passive
- girls love shopping for hours
- boys hate shopping.

## 2 How do gender expectations affect identity?

Explain that while some ideas might be true for some people of a certain gender, they are not true for all people of that gender.

### Understand

Split the class into two groups of boys and two groups of girls.

Each group is to brainstorm ideas around gender. One girl group and one boy group are to brainstorm what it means to be a boy, the other boy group and girl group are to brainstorm what it means to be a girl. Students could consider questions such as:

- How are girls/boys supposed to behave?
- What are girls/boys supposed to like or dislike?
- How are girls/boys supposed to look, think, and feel?
- What are girls/boys supposed to be good at?

Bring the class back together and have the groups that brainstormed ideas on what it means to be a girl present their ideas. Discuss any differences between what the two groups perceived being a girl meant.

Have the groups that brainstormed what it means to be a boy present their ideas and discuss any differences between what the two groups perceived being a boy meant.

Ask students: Where do you think these ideas about being a girl or boy come from? Examples include, parents, family, cultural groups, society, media, friends.

Explain to students that from the day we are born we are often treated differently by people depending on whether they perceive us as a girl or a boy.

Ask students the following questions:

- When a new baby is born what kind of clothes might the girl baby/boy baby be dressed in?

- What kinds of gifts might a baby girl/baby boy receive when they are born? On their first birthday? On their 12th birthday?
- What kinds of hobbies, toys or games might a girl child/boy child be offered by their parents, carers, or family members?
- How might parents, carers, or family members play with a girl child/boy child?

In groups students discuss the following:

- How might people treat girls/boys when they have fallen over and hurt themselves?
- How might the different actions or responses to children based on gender play a part in shaping the identity of the child (or shaping how the child grows up) as a boy or as a girl?
- How might stereotypes be unfair or limiting to children when they are deciding what they like to do, what careers they would like to have, or what sports they want to play?
- How might a boy feel and react if he wears pink clothes or shoes and people make fun of him?
- How might a girl feel if she wants to play soccer and boys tell her she can't?

### Act and apply

Either as a whole class, or if resources allow, in small groups, explore [Because why? videos](#) from Our Watch.

In pairs, ask students to plan their own script for a 'Because why?' role play.

Each pair presents their scripts or role play to the class. This could be recorded or performed. Discuss the messages in each script or role play.

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

- What is an example of a gender stereotype that you have heard and how could you challenge it?

## 3

# How can I recognise physical abuse?

## 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 physical abuse, the effects of abuse and ways to respond (PD3-3)



### Success criteria

Students will:

- use a continuum to identify examples of physical abuse
- demonstrate ways to respond to abuse



### Resources

- Accidental Harm or Abuse cards
- Yes, sometimes, unsure, and no cards
- Physical Abuse 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.

Explain to students that this activity is to revisit their understanding of the difference between accidental harm and abuse.

Organise students into groups and give each group a set of Accidental Harm or Abuse cards.

Students sort cards into whether the situation on the cards is accidental harm, or abuse.

Discuss answers as a class.

Emphasise that if harm is not accidental it is abuse.

Revise the meaning of Abuse. Actions that cause hurt, harm, or put someone in danger that are not accidental.

Revise the effects of harm under the headings:

### Harm to our bodies

- cuts
- scratches
- broken bones
- burns
- bruising
- internal injury

### Harm to thoughts

- believing bad things about yourself
- not being able to stop the same thoughts in your head
- trouble sleeping because of thoughts
- believing you deserve abuse
- believing you are to blame
- poor self-esteem, anxiety
- believing you aren't loved or cared about



### 3 How can I recognise physical abuse?

#### Harm to feelings

- feeling upset, sad, angry, worried, scared

Remind students that abuse to our bodies can be called physical abuse and abuse to our thoughts or feelings can be called emotional abuse.

#### Understand

Display and read the following definition of physical abuse:

- Physical abuse is a non-accidental physical act that causes harm or injury to a person by another person or people.
- Physical abuse harms a person physically. It can also harm a person's thoughts and feelings.

In groups, students brainstorm behaviours or actions that could be classified as physical abuse to a child. Explain to students that they are not writing stories of physical abuse, just the physical act such as punching or pinching. Remind students that they are not to include the names of people.

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](#).

Have one person share their group's responses and other groups mark off any of their responses that are mentioned.

Ask other groups if they have anything extra from their brainstorm that wasn't marked off and to share.

Examples of physical abuse of children could include:

- punching
- hitting
- shaking
- pushing
- throwing
- stabbing
- burning
- choking
- poisoning
- being tied up
- giving unnecessary medicine or alcohol to a child.

Reinforce that none of these behaviours are ever ok. Every child has the right to be safe and to be protected from harm and abuse.

Set up a continuum in the classroom using the Yes, Sometimes, Unsure and No cards provided.

Pose the following questions and have students indicate a space on the continuum that reflects their response. After each question, ask volunteers to explain their thoughts:

- If a stranger strangles a child, is this physical abuse? Emphasis that this is physical abuse.
- If a stranger threatens to hurt a child, is this physical abuse? Emphasis that there is no physical harm to the child.
- If parents or carers physically harm or injure a child as punishment, is this physical abuse? Emphasis that this is physical abuse.
- What if the child was being difficult or hurting their siblings and the parents or carers physically harmed or injured them



### 3 How can I recognise physical abuse?

as punishment, is this physical abuse? Emphasis that this is physical abuse. It is never ok for a child to be harmed on purpose, no matter how they have behaved.

- If a child does something wrong which causes their parents or carers to become so angry that they harm the child, is it the child's fault? Emphasis that it is never the child's fault. No child deserves to be hurt on purpose. Even if a person is out of control his or her actions are not 'accidents'. Parents and carers have a responsibility to care for and to protect children – not to harm them.
- What if a relative or neighbour who is looking after a child harms or injures that child on purpose, is this physical abuse? Emphasis that this is physical abuse. The relative or neighbour has a responsibility to care for and protect the child.
- What if an older child or teenager is looking after a child and he or she harms or injures the child on purpose. Is this physical abuse? Emphasis that this is physical abuse. If an older child or teenager takes the responsibility to look after a child, he or she also has the responsibility to keep the child safe.

Ask students: What could you do if you were physically harmed or injured by an adult or an older child on purpose? Reinforce the parts of the No-go-tell strategy. Children have a right to be safe, adults have a responsibility to keep children safe and if a child is being abused it is important for them to tell someone.

## Act and apply

Provide each student with a copy of the Physical Abuse activity

### Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PD3-3, demonstrating knowledge of the impact of physical abuse and ways to respond.

Read through the scenario as a class.

Ask students to complete the following tasks on their copy of the activity. You may choose to read the instructions or questions:

- Highlight any evidence of physical abuse to a character.
- Record the effects the physical abuse might have on the character.
- Record the feelings or body signals the character might be feeling before, during and after the abuse.
- Record how you could respond to the abuse if you were this character.

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 if they would like to share their suggested response before collecting students' work. Remind students that when adults physically abuse children it is often because they have difficulties managing their problems in appropriate ways. Emphasise that this is not an excuse for physically abusing children and that all children have a right to be safe and it is the adult's responsibility to keep children safe.

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

- Who are trusted adults that people could tell about physical abuse?

## 4

## Sexual abuse and consent

**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 sexual abuse and ways to respond (PD3-3)
- Understand that no one has the right to touch anyone else in a sexual manner if they do not want to be touched (PD3-3)

**Success criteria**

- Students will:
- suggest ways to respond to sexual abuse
  - identify when consent has been given and when it has not

**Resources**

- Consent activity
- Practise telling scenarios

**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.

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](#).

Read the following situations and have students suggest what they might do and what might happen if they don't do anything:

**Situation 1:** You were at your friend's house and their parents offered you a peanut butter sandwich, but you are allergic to peanuts.

**Situation 2:** You see a small child about to run out onto the road to get a ball.

**Situation 3:** You were at the park when a big, electrical storm hit.

**Situation 4:** The smoke alarm in your house went off and you could see smoke coming from the kitchen.

**Situation 5:** The toilet in your house has blocked up and overflowed all over the floor.

## 4 Sexual abuse and consent

**Situation 6:** A cricket ball flew over the fence and smashed one of the windows on your house. There was glass all over the lounge room floor.

Explain to students that each one of these situations requires a response or someone could be hurt or harmed. Some situations require you to say no, or stop, some require you to go from the situation, some require you to tell someone else, and some you could fix yourself, but you still need to tell someone.

Identify that the hurt or harm that could have been caused in these situations was most likely accidental.

Ask students: What is it called when hurt or harm is on purpose? Emphasise that this is called abuse.

Ask students to recall different types of abuse. Emphasise that the different forms of abuse are physical, sexual, and emotional.

### Understand

Remind students that it can be very hard for children to tell someone about abuse.

Ask students: Why might it be harder to tell someone about abuse than it is to tell someone about accidental harm? Examples include:

- being scared of what people might do
- feeling embarrassed
- thinking they are to blame
- not wanting to upset someone
- confused feelings about what happened

Explain to students that it can be even harder to tell someone about sexual abuse. This is because sexual abuse involves talking about private body parts and situations that are not talked about often.

Display and read the following definition of sexual abuse:

Sexual abuse includes looking at, showing, or touching the sexual parts of the body without permission. This can include in person, online, using photos, or using objects.

Sexual abuse involving touch can include touch by the hand, the mouth, another part of a person's body, or by an object. Examples could include kissing, someone touching your sexual parts, being asked to touch someone's sexual parts, being asked to touch one's own sexual parts.

Sexual abuse not involving touch can include looking at someone's sexual body parts or making a child look at another person's sexual body parts when they don't want to, pressuring someone to look at pictures or videos which show sexual body parts or sexual acts, pressuring someone to send photos of sexual body parts online, or taking photos or videos of someone's sexual parts.

Inform students that none of these behaviours are ok.

- Sexual abuse is an act of power and control over someone.
- It is never ok for an adult or an older person to engage in sexual activity with a child even if a child doesn't say no or ask them to stop or even willingly participates.
- These behaviours are sexual abuse and it is illegal for an adult or older person to do this.

Ask students:

- Is it ok for an adult to ask a child to touch the adult's sexual parts? Emphasise that this is sexual abuse.

## 4 Sexual abuse and consent

- Is it different if it's a child asking another child to touch their sexual parts? Emphasise that this is still not ok.
- When is it ok for someone to touch your sexual parts? Examples include:
  - When you are sick or injured and need help washing your sexual parts.
  - 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 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, eg when toileting or bathing. Teachers should consider their context and the appropriate information they need to discuss with their class.

- When is it ok for an adult to kiss a child? Emphasise that it is when the child feels comfortable with who is kissing them, how they are kissing them, and where they are kissing them.
- How could an adult know if the child is ok with them kissing them? Emphasise that they could ask them.
- If an adult or older person asks a child to touch them in a sexual way and the child says yes, is this ok? Emphasise that this is still sexual abuse and the adult or older person is committing a crime.

- Is a child at fault if they let an adult or older person touch them in a sexual way? Emphasise that a child is never at fault. The adult or older person is at fault.

Explain to students that getting permission to do something to someone is called consent. If someone does not get consent to touch, take videos or photos of someone, then they are not respecting that person's rights.

Why is it important to get consent to touch someone? Emphasise that they might not like being touched, you might make them feel uncomfortable, it might upset someone, everyone has a right to have their bodies respected.

Explain to students that the best way to stop sexual abuse is to tell a trusted adult, even if they've been threatened or bribed not to tell. It is not something that is easy to do but sexual abuse is not a problem that children can solve on their own.

Ask students:

- Why is it important to tell someone about sexual abuse? Emphasise that it is important:
  - so you can get help
  - because it is not ok
  - because often people who sexually abuse children do it to more than one child and when a child tells someone about the sexual abuse they are helping to stop themselves being abused but they could also be helping other children who are being abused.
- If the abuse stops before you have told a trusted adult about it, should you still tell? Emphasise that sexual abuse can affect a person's thoughts and feelings, so it is important to still get help. It is also important because this person could sexually abuse someone else.
- What if a child tells a trusted adult about abuse but it doesn't stop? Emphasise the

## 4 Sexual abuse and consent

importance of telling another trusted adult and to keep telling until someone does something about it.

Explain to students that if an adult at school is told about a child being abused, they must, by law, report the abuse. They must make sure the child receives help to stop the abuse. This does not mean they tell everyone; they make a confidential report that will go to only those that can provide support. Other adults that can help include police, doctors, nurses, psychologists, and any adult that you trust.

Remind students that it can be extremely difficult to tell an adult about sexual abuse, but the important thing is to just take the first step and any attempt to tell someone is one step closer to getting help.

Ask students to brainstorm the strategies they could use to try to tell an adult that they have been sexually abused. Ask students to record the strategies which could include:

- Writing a note that says, 'I need to talk' or 'I need to tell you something'
- Writing a note that tells the whole story
- Start by talking about the feelings you have
- Explain the feelings you are having to a trusted adult
- Drawing a picture
- Calling someone on the phone and telling them
- Calling the Kids Helpline
- Telling a trusted adult you have something to tell them but you don't know how
- Turning your back and telling
- Telling a trusted adult from the other side of a closed door, say, 'Something bad has happened to me and I don't know what to do' or say, 'I am scared about something that has happened to me'.

Have students share their ideas if they feel comfortable.

## Act and apply

Have students complete the Consent activity to identify whether or not consent was given in different scenarios. This can be completed individually, or in small groups.

As a class read through situations and discuss whether consent was given.

Ask students: What could you do if someone didn't get consent to touch you or take photos of you? Examples include, using the No-go-tell strategy, saying no, asking them to stop, walking away and telling someone.

As a class read through one of the Practise telling scenarios provided. Discuss ways to tell a trusted adult about what happened.

Put students into pairs. Read the other Practise telling scenarios one at a time. After each scenario, ask students to practise ways of telling a trusted adult.

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

- Who are people in your support network who you could talk to and seek help from if you needed it?

It is advised that this lesson is followed by a fun game such as Riverbank to dispel any tension in students. To play Riverbank Students line up along a line or a rope. The side they stand on is the bank, over the line is the river and when they have one foot in the river and one foot on the bank it is called riverbank. Start students on the bank and call out river, bank, or riverbank in any order. Students must jump to the correct spot that was called. If students miss a jump or jump to the wrong spot, have them complete a physical activity such as 5 squats or run to a designated place and back before joining in the game again.

## 5

## Neglect and emotional abuse

**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 neglect and emotional abuse (PD3-3)

**Success criteria**

Students will:

- identify and sort situations that describe neglect and emotional abuse

**Resources**

- Images of bedrooms
- Emotional abuse and neglect 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.

Show students the two images of the bedrooms provided.

Compare both images and ask students what they think the difference is between the two images. Examples could include, one has been looked after and one hasn't.

In groups, students list ways the tidy bedroom has been looked after.

Share ideas as a class.

Explain to students that one bedroom hasn't been looked after and cared for. Explain that the opposite of being looked after and cared for is neglect.

Create a shared definition for neglect:

Neglect is not paying attention to or caring for something or someone.



## Understand

Read the following scenario to the class:

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

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

At school Mardi's friends sometimes tease her for always being hungry and eating other students' leftovers. Mardi makes jokes about her 'big appetite' to cover up her embarrassment. Her friends often ask Mardi when her parents will come to school so she makes up stories about how her parents are always being involved in important business. After a while, her stories don't sound very believable.

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

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

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

Ask students the following questions:

- Do you think Mardi's rights are being respected? Why/Why not? Emphasise that Mardi's right to be safe, to be cared for, and to be protected are not being respected.
- How would you describe the way Mardi is being treated?
- Do you think Mardi is being abused?
- Do you think Mardi has been cared for?

Explain to students that Mardi has not been cared for in a way that keeps her safe, protected and feeling loved.

Explain that when adults and carers refuse to provide for the needs of their children and refuse to seek help, this is called neglect. Neglect which causes harm to children is not ok, it is abuse.

## 5 Neglect and emotional abuse

Ask students the following questions:

- How was Mardi neglected? Examples include:
  - Mardi did not have enough food
  - She didn't receive enough care or attention from her Mum or her Dad so she could be safe and feel loved
  - She did not get necessary medical treatment when she was injured.
- How did Mardi try to cover up her neglect? Examples include, she made up stories and stayed away from school to hide her injury.
- Why do you think Mardi covered up the neglect instead of telling someone? Examples include:
  - Mardi might have thought she was to blame, and she didn't deserve to be safe and protected
  - Mardi might have wanted to avoid causing trouble for her family. She might have been afraid that she would be taken away from her family
  - Mardi didn't know that there are people in the community who could help her mother and father so they could take better care of Mardi. These people rarely take children away from their families.
- Did Mardi have the right to be safe, cared for and protected? Emphasise that this is the right of all children. Adults have the responsibility to make sure all children are protected. Adult carers also have the responsibility to take care of their children. Neglect is not ok.
- Was Mardi physically abused? Emphasise that Mardi's parents did not harm her physically even though their neglect led to her injury not getting better.
- How was Mardi harmed? Emphasise that she has been harmed emotionally. Her thoughts and feelings were harmed.

Ask students: What is it called when an adult harms a child's thoughts or feelings on purpose? Emphasise that this is called Emotional abuse.

Explain to students that words or actions that continually hurt children's feelings can change the way they think about themselves and children can think that no one likes them. They can start to believe that they don't deserve to be cared for or to have their rights respected. This is never true. All children deserve to be cared for and to have their rights respected.

Explain that when other children and young people hurt each other's thoughts and feelings it is called things like teasing or bullying.

### Act and apply

Students are given a copy of the Emotional abuse and neglect cards.

After reading each scenario, ask students to place it under the heading that they think the scenario represents. The headings are emotional abuse, neglect, no abuse or unsure.

Read through each scenario again and identify the correct heading. Have the class give a thumbs up or down to agree or disagree with the card's placement.

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

Observing this activity and collecting this work allows students to demonstrate evidence towards outcome PD3-3, demonstrating knowledge of behaviours and actions of emotional abuse and neglect.

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

- What are the different types of abuse that you know of?



## 6

# Identifying risk and associated emotions

## 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 how emotions can vary according to context (PD3-6)
- Recognise level of risk in certain situations (PD3-6)



### Success criteria

- Students will:
- identify feelings associated with a safe situation and compare with emotions associated with an unsafe situation
  - identify whether various situations present a risk, a possible risk, or no risk



### Resources

- Kinds of feelings definition match
- At risk or not at risk scenarios

## 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.

In groups, have students match meaning and definitions from the Kinds of feelings definition match. The definitions include:

- Mixed Feelings: Experiencing different or opposite feelings at the same time.
  - For example, feeling proud that your friend won an award but being envious of his or her success.
- Uncomfortable Feelings: When you feel uneasy, surprised, a bit worried, or nervous.

- For example, when someone you don't know very well gives you a big hug.

- Confused Feelings: When you are unsure about how you feel or about what to think.
  - For example, when you are getting different messages from the same person about whether you are their friend or not.
- Changing Feelings: When a feeling changes (usually unexpectedly or suddenly).
  - For example, trusting someone and then seeing that person steal something of yours.

Read through correct definitions of each kind of feeling.

Discuss body reactions or signals which might be experienced in the different situations.

## 6 Identifying risk and associated emotions

### Understand

Explain to students that when children are hurt or harmed by other people, it is most often by people they know.

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

Remind students that a safe or unsafe situation can depend on how you feel about:

- Who you are with
- What body part someone is touching or what safety items and rules are offering protection
- How someone is touching you or how people are behaving

For example, if we are with a trusted adult and they kiss us gently goodnight on the forehead, we might feel safe, however, if we are with a neighbour and they start massaging us. we might feel unsafe.

Explain to students that there are also other factors such as:

- Where you are
- When you are being touched

Display the factors Who, What, How, Where, and When.

Brainstorm suggestions for each factor such as:

#### Who

- parents
- friend
- neighbour
- stranger
- police officer
- teacher
- doctor

- cousins
- aunty
- uncle
- grandparent
- lots of people

#### What

- body parts
- safety rules for the environment:
  - swim between the flags
  - cross at the crossing
  - wear a helmet
- safety items:
  - life jackets
  - helmets
  - gloves
  - boots
  - sunscreen
  - hats
  - security cameras

#### How

- touch such as kissing
- hitting
- massaging
- tickling
- behaviour such as being rough
- hanging in a group
- being loud
- graffitiing
- dancing

#### Where

- park
- playground
- football
- beach
- sports field

## 6 Identifying risk and associated emotions

- toilet block
- shops
- home
- neighbours house
- community centre
- creek

### When

- being touched:
  - when you are sick or injured
  - when you don't want to be touched
  - when you don't feel comfortable being touched
- when you are somewhere:
  - at night
  - during the day
  - when everything is closed
  - when you shouldn't be there

Read or display the following situation:

You are with your friends at the local shopping centre. It is the middle of the day and you and your friends are walking around shopping. There are safety cameras and security guards on duty.

Ask students how they might feel about this situation.

Read or display the following what if situation:

You are with your friends at the local shopping centre. It is after hours and there are a group of kids yelling and being loud near you? There are security cameras but no security guards around.

Ask students how they might feel about this situation.

Explain to students that where they are and who they are with hasn't changed but other factors have. What were the different feelings associated with each situation?

Explain to students that most places in the community are safe. However, when they are on their own or with a friend, they need to be aware of what is happening around them and think about being safe in each situation. Some people, places or situations may put them more at risk of harm than others. It is important to consider body signals, warning signs and different factors to decide the level of risk of the situation.

### Act and apply

Provide examples of scenarios from At risk or not at risk scenarios and ask students to suggest how they might feel in the situation, any warning signs they might feel and the factors they need to consider to determine if they would be at risk, possible risk or no risk.

Students create and record 3 of their own scenarios that demonstrate:

- risk
- possible risk
- no risk

These scenarios should include the factors of who, what, how, where and when.

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

Collecting this work allows students to demonstrate evidence towards outcome PD3-6, demonstrating knowledge of contextual factors that influence safety.

Have volunteers share examples.

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

- What emotions and body signals might you feel in a situation where you feel possible risk?

## 7

## Judging safety

**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 behaviours that make a scenario safe or unsafe (PD3-6)
- Identify actions that support caring and respectful relationships (PD3-3)

**Success criteria**

- Students will:
- identify actions and behaviours that indicate a situation may be unsafe
  - describe actions that support caring and respectful relationships

**Resources**

- Child protection terms and definitions cards
- Carly's bus trip scenario

**Switch on**

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

Provide each student with the Child protection terms and definitions cards.

Students read the cards and match each term with a definition.

When students have matched the cards together, read through the terms and definitions, and match them as a class.

**Understand**

As a class use the Child protection terms and definitions cards to identify some safe and unsafe behaviours.

Make note that most of the terms are unsafe. The behaviours around these terms are harmful and do not respect the rights of others.

Explain to students that most people are good people and won't hurt or abuse others. It is important to recognise the behaviours that demonstrate how people respect the rights of others.

Ask students to think about someone they have a close relationship with. This person could be a parent, carer, teacher, sibling, friend, or a family member.

Ask students to think about what these people do that makes them feel cared for and respected. Emphasise that they should think about the behaviours of these people, not that they are kind or they are happy. What is it they do? How do they show care? How do they show respect? How do they show kindness?

After a couple of minutes of thinking time, students tell a partner the behaviours that they have thought of. Pairs then discuss how these behaviours make them feel. What emotions do they experience?

## 7 Judging safety

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Have each pair join another pair to make a square. Students each share and record the behaviours they have discussed. Challenge students to think of more behaviours that demonstrate respect and care.

Have groups share their ideas on positive behaviours. Ensure each group only shares the ideas that haven't already been listed. If students haven't named a variety of behaviours, brainstorm others as a class.

Ask students to think about a time in the future where they meet someone new and start a new relationship.

Ask students to share the top 5 most important behaviours they would like this person to demonstrate.

## Act and apply

### Carly's bus trip

Provide each student with a copy of Carly's bus trip and read through it as a whole class.

Students highlight the behaviours in the scenario that are safe in one colour and unsafe in another.

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

Collecting this work allows students to demonstrate evidence towards outcome PD3-6, demonstrating knowledge of behaviours that influence safety.

Have students share their ideas.

Ask students: What should Carly do next?

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

- What is an example of a behaviour or action that makes you feel good about a relationship?

## 8

## Safety strategies

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

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**Learning goals**

- Identify personal strategies and responses that model assertiveness in challenging situations (PD3-9)
- Recognise and demonstrate safe behaviours and actions (PD3-9)

**Success criteria**

Students will:

- suggest creative ways of saying no to peer pressure
- develop a safety plan based on a scenario

**Resources**

- Carly's bus trip scenario
- Tips for saying no

**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 copy of Carly's bus trip scenario and have volunteers read aloud.

Ask students to identify parts of the scenario where Carly could, or did, use protective strategies.

**Understand**

Explain to students that they can use protective strategies as a way of planning personal safety.

Display the heading Saying no to peer pressure.

Explain to students that they can practise saying no to people in different situations

that they might find themselves in. If you find yourself being pressured to do something, it is good to have some responses ready to go. You can say a straight out 'No' in an assertive way or say it in a distracting or even funny way.

Note that children saying no is not a valued behaviour and is not taught or encouraged in many cultures. It may be difficult for some students, but it is important to learn.

In groups students brainstorm different responses to say no to peer pressure. Provide each group with the Tips for saying no resource and read through it as a class. Provide one of the following scenarios to each group:

- You meet a group of kids from your school at the shops. One of them puts a packet of lollies in your pocket and tells you to sneak out and they'll wait outside for you.

## 8 Safety strategies

- Some of your friends are organising to meet at a local park instead of going to school. They've asked you what time you're getting there.
- All your friends have boyfriends or girlfriends. They are all pressuring you to pick someone to be in a relationship with.
- Your friend thinks it would be funny to graffiti the school on the weekend. They want you to go with them.

Have each group present their scenario and explain the different ways they refused peer pressure using their ideas or the Tips for saying no resource.

Display the heading Safety plan.

Explain to students that they can pre-plan ways to leave an unsafe situation with a personal safety plan. When you know you'll be in a situation with some possible risk it can be useful to consider ways to leave in advance, if you need to.

Discuss the following examples:

- You have to walk home from your friend's house on Wednesday afternoon. You will be alone, and it will be getting dark. Is there possible risk and how can you plan for safety?
- You're going to a skate park with your friends. You know some kids that hang out there sometimes and they often tease and bully other kids. Is there possible risk and how can you plan for safety?
- You're going to a birthday party on the weekend and there will be older kids there. You are worried that you might start to feel uncomfortable, but you want to see your friend. Is there possible risk and how can you plan for safety?

Display the heading 'Seeking Help'

Remind students that when they have had to refuse pressure from someone or have had to use a safety plan, they need to follow it up by seeking help or advice. It is important to always talk to a trusted adult about what has

happened, even if refusing or leaving a situation solved the problem.

Ask students: When we decide we need to talk to a trusted adult, what support might we be needing? Examples include that we might need someone to talk to so we can feel relief, someone to understand how we are feeling, someone to help us decide what we want to happen next, someone to help us take action ourselves or someone to take action on our behalf to change the situation.

Why might it be hard to talk about a problem? Examples include, you may have been threatened or it might involve talking about private and personal things, you might think you should be able to handle it yourself, you might not know how to say it, you might be embarrassed or confused, you might think you'll get in trouble or that you won't be believed.

Ask students: If you are finding it hard to talk to someone about something that has happened to you what are some different ways you could try to seek help? Examples include, writing a letter, telling a trusted adult over the phone, sitting back to back with someone and telling them, telling someone that you have something to say to them, but you don't know how.

Explain to students that as children grow older, they can also be supportive to their friends. They can listen and offer advice and support if a friend has a problem. Although they can't take action in cases of abuse, they can support their friends to choose a trusted adult to talk to and help them to seek help.

Ask students: What are some qualities you would look for in a friend you could go to for support? Examples include, a good listener, trust, confidentiality (not telling), wanting to help you, honesty, being sensible, believing in you.

Have students think of up to 5 friends they could add to their support network. Ask students to indicate when they have thought of the friends.

## Act and apply

In groups, students read through Carly's bus trip scenario and complete the following:

- Identify different ways Carly could refuse pressure or unwanted touch from Rory
- Develop a personal safety plan for Carly for the next time she catches the bus
- Suggest ways Carly could seek help.

Explain to students that Carly may not be able to say no but she should always tell. Explain to students that implementing safety strategies should not put them in a situation of increased risk or danger.

Groups share or record their ideas.

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

- How will a personal safety plan help you?



## 9

## Harassment

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

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**Learning goals**

Practise skills to establish and manage relationships (PD3-9)

**Success criteria**

Students will:

- select and practise appropriate ways to deal with harassment

**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.

Create a shared definition for the term harassment.

Harassment is any act which is not wanted and offends or humiliates a person. Harassment can be repeated, or continued attacks or disturbance. Harassment is usually directed at a person who is considered different in some way. It may be based on a person's race, sex, age, sexuality, or disability. Harassment is against the law. Schools are compelled to take action against harassment.

Ask students: In what ways do you think harassment might harm someone? Examples include, emotionally – the way they feel and think about themselves and physically – injuries from physical attack.

Explain to students that sometimes people start to think that they just have to put up with this kind of abusive behaviour and don't ask for help. They may think that they have to get used to this behaviour and that it is part of their everyday life. Sometimes people are scared to ask for help because if they are not helped when they tell, the abuse might get worse.

## Understand

Read the following example of harassment:

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

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

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

When Melanie and her friends got there first the boys would sit on the sidelines watching them play. The boys would laugh at the way they played and call out comments about how the girls looked.

Ask the students how they think Melanie is being treated. Emphasise that Melanie is being treated unfairly. She is being harassed.

Ask students: How is harassment different to bullying? Emphasise that harassment is usually directed at someone who is different in some way to the person bullying them. This could be based on someone's race, gender, age, disability, or sexuality.

Explain to students that harassment is similar to bullying in that they both involve behaviour, which is unwelcome, intimidating, insulting, offensive, and repeated. They can be physical, verbal, or non-verbal, such as looks and gestures. People who are targeted can be reluctant to talk about it.

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

Display the headings verbal, non-verbal and physical.

Ask students to suggest behaviours for each heading that could deliver bullying or harassment messages. Examples include:

- verbal: put downs, insults, comments about looks
- non-verbal: looks, gestures, graffiti, intimidation, following, text messages, social media comments
- physical: touching, bumping, pushing, violence.

Re-read the scenario about Melanie and have students answer the following questions:

- What are some behaviours in the scenario that are harassment?
- What strategies can Melanie use when harassment occurs?
- Which strategies would you find easy to use if you were in the same situation?
- Which strategies would you find more difficult? Why?
- Is it ok not to react to harassment? Emphasise that it is however, if the harassment continues and embarrasses, hurts, or frightens you, something should be done about it.
- If someone harasses you, what can you do? Emphasise that you have a choice in what you might do. You have the right to choose to do what is best for you personally.

Discuss the following question: Why is it unfair and not ok to use race, gender, age, disability, sexuality or difference to make comments about someone?

## Act and apply

In groups, students select one example from the previous brainstorm list from each of the headings (verbal, non-verbal and physical) and list as many ways to respond to the harassment as they can. Responses should be related to protective strategies.

Have groups present their ideas.

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

- What is an example of harassment?

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## My strategies

**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 safe and supportive upstander behaviour (PD3-10)

**Success criteria**

Students will:

- create a response to an abusive situation

**Resources**

- Definition match cards
- Carly and Rory scenario

**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.

Provide small groups with a copy of the Definition match cards. Each group is to match the words with their definitions.

Check answers as a whole class.

**Understand**

Explain to students that it is important to know about and practise strategies to keep them safe for both unexpected unsafe situations and planned situations involving risks.

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

Display each of the following child protection concepts around the room:

- positive relationships
- harassment
- types of abuse
- gender stereotypes
- protective strategies such as refusal skills, safety plans, and seeking advice.
- bystander/upstander behaviour
- emotions, warning signs, and risk factors
- support networks.

Explain to students that they are to work with a partner to recall what they know about each of the concepts. Students add what they know to at least five concepts. Each pair is only to add new information if someone hasn't already recorded the same idea, they can add a star to the comment to show they agree and move on to another concept. Students can also add a question mark to any comment that they don't understand or don't agree with.

Discuss each concept and the examples that students have provided.

## Act and apply

Revise the definition of an upstander.

An upstander is someone who takes action against bullying behaviour and violence to protect someone who is being bullied. They stand up to bullying and violence.

In pairs, students read the Carly and Rory scenario and write a response to the scenario from the perspective of a bystander/upstander. This could be someone who is friends with Carly, someone who is friends with Rory or someone outside of the group witnessing the scenario.

Have volunteers present their ideas.

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

- Why is it important to be an Upstander if you feel confident to?

# 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?