

# PDHPE

## Stage 4: Child Protection Education Resources

Using my personal  
power positively

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## Teacher notes

## Types of power

Type	Definition	Examples
Information	Power through knowing things.	<ul style="list-style-type: none"> <li>knowing procedures to appeal against unfair practices</li> <li>knowing effective ways to get a part time job locally</li> </ul>
Charisma	Power through being attractive.	<ul style="list-style-type: none"> <li>being lead singer in a well known band</li> <li>being voted the person most students would like to meet</li> </ul>
Expertise	Power through knowledge, understanding, skills or experience in a particular area.	<ul style="list-style-type: none"> <li>being able to use first aid in an emergency</li> <li>being able to manage a difficult task</li> </ul>
Position	Power through authority or status.	<ul style="list-style-type: none"> <li>being the Prime Minister</li> <li>being the president of the school SRC</li> </ul>
Reward	Power through ability to reward others.	<ul style="list-style-type: none"> <li>people responsible for selecting teams or members of performances</li> <li>teachers awarding special prizes</li> </ul>
Connection	Power through knowing someone who has another type of power.	<ul style="list-style-type: none"> <li>being best friends with a 'gold medal' athlete</li> <li>being family friends with someone who is an expert in an area in which you want to become involved</li> </ul>
Strength	Power through being emotionally or physically strong.	<ul style="list-style-type: none"> <li>being an older child in a family where the children are young</li> <li>being able to manage your own feelings and to seek support from others when it will help</li> </ul>
Convention	Power through social customs.	<ul style="list-style-type: none"> <li>being an Aboriginal elder</li> <li>being on a jury and having to keep discussions confidential</li> </ul>

Cards

# Types of power

## Information

**Power through knowing things**

Who?

Where?

How?

## Information

**Power through knowing things**

Who?

Where?

How?

## Information

**Power through knowing things**

Who?

Where?

How?

## Information

**Power through knowing things**

Who?

Where?

How?

## Information

**Power through knowing things**

Who?

Where?

How?

## Information

**Power through knowing things**

Who?

Where?

How?



## **Charisma**

**Power through being attractive**

Who?

Where?

How?

## **Charisma**

**Power through being attractive**

Who?

Where?

How?

## **Charisma**

**Power through being attractive**

Who?

Where?

How?

## **Charisma**

**Power through being attractive**

Who?

Where?

How?

## **Charisma**

**Power through being attractive**

Who?

Where?

How?

## **Charisma**

**Power through being attractive**

Who?

Where?

How?



## **Expertise**

**Power through knowledge, understanding, skills or experience in a particular area**

Who?

Where?

How?

## **Expertise**

**Power through knowledge, understanding, skills or experience in a particular area**

Who?

Where?

How?

## **Expertise**

**Power through knowledge, understanding, skills or experience in a particular area**

Who?

Where?

How?

## **Expertise**

**Power through knowledge, understanding, skills or experience in a particular area**

Who?

Where?

How?

## **Expertise**

**Power through knowledge, understanding, skills or experience in a particular area**

Who?

Where?

How?

## **Expertise**

**Power through knowledge, understanding, skills or experience in a particular area**

Who?

Where?

How?



## **Position**

**Power through authority or status**

Who?

Where?

How?

## **Position**

**Power through authority or status**

Who?

Where?

How?

## **Position**

**Power through authority or status**

Who?

Where?

How?

## **Position**

**Power through authority or status**

Who?

Where?

How?

## **Position**

**Power through authority or status**

Who?

Where?

How?

## **Position**

**Power through authority or status**

Who?

Where?

How?





## Reward

**Power through ability to reward others**

Who?

Where?

How?

## Reward

**Power through ability to reward others**

Who?

Where?

How?

## Reward

**Power through ability to reward others**

Who?

Where?

How?

## Reward

**Power through ability to reward others**

Who?

Where?

How?

## Reward

**Power through ability to reward others**

Who?

Where?

How?

## Reward

**Power through ability to reward others**

Who?

Where?

How?



## **Connection**

**Power through knowing  
someone who has another  
type of power**

Who?

Where?

How?

## **Connection**

**Power through knowing  
someone who has another  
type of power**

Who?

Where?

How?

## **Connection**

**Power through knowing  
someone who has another  
type of power**

Who?

Where?

How?

## **Connection**

**Power through knowing  
someone who has another  
type of power**

Who?

Where?

How?

## **Connection**

**Power through knowing  
someone who has another  
type of power**

Who?

Where?

How?

## **Connection**

**Power through knowing  
someone who has another  
type of power**

Who?

Where?

How?



## **Strength**

**Power through being emotionally or physically strong**

Who?

Where?

How?

## **Strength**

**Power through being emotionally or physically strong**

Who?

Where?

How?

## **Strength**

**Power through being emotionally or physically strong**

Who?

Where?

How?

## **Strength**

**Power through being emotionally or physically strong**

Who?

Where?

How?

## **Strength**

**Power through being emotionally or physically strong**

Who?

Where?

How?

## **Strength**

**Power through being emotionally or physically strong**

Who?

Where?

How?



## **Convention**

**Power through social customs**

Who?

Where?

How?

## **Convention**

**Power through social customs**

Who?

Where?

How?

## **Convention**

**Power through social customs**

Who?

Where?

How?

## **Convention**

**Power through social customs**

Who?

Where?

How?

## **Convention**

**Power through social customs**

Who?

Where?

How?

## **Convention**

**Power through social customs**

Who?

Where?

How?

## Cards

# Meet Jane and Jim

Pretend you are the character you have been allocated. Read each of the cards, place in a pile **family**, **media** or **peers**, after you decide where the influence on power in relationships is coming from.

### Family

Dad has a full-time job and Mum has a part-time job.

### Family

My parents want me to find a partner who will love and care for me.

### Family

Mum does the washing because she is the only one who knows how to use the washing machine.

### Family

At parties, all the women hang out in the kitchen and the men sit around in the yard.

### Family

My brother won't show me how to play the latest game she bought so I just have to watch.

### Family

My sister hits me if she finds out I borrow her stuff without asking.



## **Family**

My parents only let my brother sit in the front seat of the car.

## **Family**

My grandparents expect my Mum to cook for them but not her brothers.

## **Media**

The two guys who liked the same girl in the show had a punch up to show her how much they cared.

## **Media**

The hot guy saved the beautiful girl from danger in the movie.

## **Media**

In the movie, the big boss of the company told everyone that they'd lose their jobs if they didn't do overtime.

## **Media**

The ads on TV always show the Mum looking after the kids.



## **Media**

The words in the song talked about how “he owned her”.

## **Media**

The guy is always driving and the girl is in the passenger seat in car advertisements.

## **Media**

Some guys ask girls out when they post photos on socials-they don't even know them!

## **Media**

I read in an article in a magazine title ‘How to please your partner’.

## **Peers**

My friends told me I should have sex with my partner or otherwise they'll break up with me.

## **Peers**

My partner asked me to send them a sexy photo because their fiends dared them to.



## Peers

Everyone wants to be friends with Jenny because she has her P's and is allowed to borrow her Dad's car.

## Peers

Joe is a great mate to have as he gives me free food when I visit him at work.

## Peers

Mel always encourages people in our class to muck up when we have a casual teacher.

## Peers

There are some seniors who always push in on the canteen line at school.

## Peers

My friends and I encourage each other to study so we can get a good job and be independent.

## Peers

The guys always get to pick the movie we watch when we hang out at someone's place.



Worksheet

# Jane and Jim Step Inside thinking routine

1. What can Jane/Jim see, observe, or notice?
2. What might Jane/Jim know, understand, hold true or believe? What makes you say that?
3. What might Jane/Jim care deeply about? Provide reasons why.
4. What might Jane/Jim wonder about or question? Justify your answer.

## Images

People make choices about using the power they have



Positive use of power involves acting or influencing others in ways which show respect for yourself and for others. It also involves protecting your own and others' rights to safety.

Abuse of power occurs when people do not respect the rights of others or themselves.


**Teacher notes**

# Guess my category Types of abuse

Source: <https://www.loveisrespect.org/is-this-abuse/types-of-abuse/>

## Physical abuse

- Scratching, punching, biting, strangling or kicking.
- Throwing something at you such as a phone, book, shoe or plate.
- Pulling your hair.
- Pushing or pulling you.
- Grabbing your clothing.
- Using a gun, knife, box cutter, bat, mace or other weapon.
- Smacking your bottom without your permission or consent.
- Forcing you to have sex or perform a sexual act.
- Grabbing your face to make you look at them.
- Grabbing you to prevent you from leaving or to force you to go somewhere.

## Emotional abuse

- Calling you names and putting you down.
- Yelling and screaming at you.
- Intentionally embarrassing you in public.
- Preventing you from seeing or talking with friends and family.
- Telling you what to do and wear.
- Damaging your property when they're angry (throwing objects, punching walls, kicking doors, etc.)

- Using online communities or cell phones to control, intimidate or humiliate you.
- Blaming your actions for their abusive or unhealthy behavior.
- Accusing you of cheating and often being jealous of your outside relationships.
- Stalking you.
- Threatening to commit suicide to keep you from breaking up with them.
- Threatening to harm you, your pet or people you care about.
- Using gaslighting techniques to confuse or manipulate you.
- Making you feel guilty or immature when you don't consent to sexual activity.
- Threatening to expose your secrets such as your sexual orientation or immigration status.
- Starting rumours about you.
- Threatening to have your children taken away.

## Sexual abuse

- Unwanted kissing or touching.
- Unwanted rough or violent sexual activity.
- Rape or attempted rape.
- Refusing to use condoms or restricting someone's access to birth control.
- Keeping someone from protecting themselves from sexually transmitted infections (STIs).



- Sexual contact with someone who is very drunk, drugged, unconscious or otherwise unable to give a clear and informed “yes” or “no.”
- Threatening someone into unwanted sexual activity.
- Pressuring or forcing someone to have sex or perform sexual acts.
- Using sexual insults toward someone.

## Financial abuse

- Giving you an allowance and closely watching what you buy.
- Placing your pay in their account and denying you access to it.
- Keeping you from seeing shared bank accounts or records.
- Forbidding you to work or limiting the hours you do.
- Preventing you from going to work by taking your car or keys.
- Getting you fired by harassing you, your employer or coworkers on the job.
- Hiding or stealing your student financial aid or outside financial support.
- Using your social security number to obtain bad credit loans without your permission.
- Using your child’s social security number to claim an income tax refund without your permission.
- Maxing out your credit cards without your permission.
- Refusing to give you money, food, rent, medicine or clothing.
- Using funds from your children’s tuition or a joint savings account without your knowledge.

- Spending money on themselves but not allowing you to do the same.
- Giving you presents and/or paying for things like dinner and expecting you to somehow return the favor.
- Using their money to hold power over you because they know you are not in the same financial situation as they are.

## Digital abuse

- Tells you who you can or can’t be friends with on Facebook and other sites.
- Sends you negative, insulting or even threatening emails, Facebook messages, tweets, DMs or other messages online.
- Uses sites like Facebook, Twitter, foursquare and others to keep constant tabs on you.
- Puts you down in their status updates.
- Sends you unwanted, explicit pictures and/or demands you send some in return.
- Pressures you to send explicit video or sexts.
- Steals or insists on being given your passwords.
- Constantly texts you and makes you feel like you can’t be separated from your phone for fear that you will be punished.
- Looks through your phone frequently, checks up on your pictures, texts and outgoing calls.
- Tags you unkindly in pictures on Instagram, Tumblr, etc.
- Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you



## Stalking

- Show up at your home or place of work unannounced or uninvited.
- Send you unwanted text messages, letters, emails and voicemails.
- Leave unwanted items, gifts or flowers.
- Constantly call you and hang up.
- Use social networking sites and technology to track you.
- Spread rumors about you via the internet or word of mouth.
- Make unwanted phone calls to you.
- Call your employer or professor.
- Wait at places you hang out.
- Use other people as resources to investigate your life. For example, looking at your facebook page through someone else's page or befriending your friends in order to get more information about you.
- Damage your home, car or other property.

## Worksheet

## Guess my category Types of abuse

List the category for each type of abuse. For example, physical, emotional, sexual, financial, digital, stalking.

Types of abuse	Guess my category
Accuses you of cheating or is jealous of your outside relationships.	
Blames your actions for their abusive or unhealthy behaviour.	
Calling you names and putting you down.	
Constantly call you and hang up.	
Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished.	
Damages your phone, room or other property.	
Damages your property when they're angry (throwing objects, punching walls, kicking doors, etc.)	
Forces you to perform a sexual act.	
Gives you an allowance and dictates what you buy.	
Gives you presents and/or pays for things and expects you to somehow return the favour.	
Grabs you to prevent you from leaving or to force you to go somewhere.	
Grabs your clothing.	
Grabs your face to make you look at them.	



Types of abuse	Guess my category
Hides or steals your money.	
Intentionally embarrasses you in public.	
Leaves unwanted items, gifts or flowers.	
Looks through your phone frequently, checks up on your pictures, texts and outgoing calls.	
Shares unwanted images and videos with you.	
Makes you feel guilty or immature when you don't do what they want to do.	
Pressures you to send explicit video or sexts.	
Prevents you from going to sport or friend's houses.	
Prevents you from seeing or talking with friends and family.	
Pulls your hair.	
Pushes or pulls you.	
Puts you down in their status updates.	
Rape or attempted rape.	
Refuses to give you money, food, rent, medicine or clothing.	
Refuses to use condoms or restricts someone's access to birth control.	
Scratches, punches, bites, strangles or kicks you.	


 Worksheet: **Guess my category Types of abuse**

Types of abuse	Guess my category
Sends you unwanted text messages, letters, emails and voicemails.	
Sends you negative, insulting or even threatening emails, videos, tweets, DMs or other messages online.	
Sends you unwanted, explicit pictures and/or demands you send some in return.	
Shows up at your home unannounced or uninvited.	
Smacks your bottom without your permission or consent.	
Spends money on themselves but doesn't allow you to do the same.	
Spreads rumours about you via the internet or word of mouth.	
Stalks you.	
Steals or insists on being given your passwords.	
Tags you unkindly in pictures on Instagram and online apps.	
Tells you what to do and wear.	
Tells you who you can or can't be friends with online.	
Threatens to commit suicide to keep you from breaking up with them.	
Threatens to expose your secrets such as your sexual orientation or immigration status.	
Threatens to harm you, your pet or people you care about.	





Types of abuse	Guess my category
Throws something at you such as a phone, book, shoe or plate.	
Unwanted kissing or touching.	
Uses other people as resources to investigate your life. For example, looking at your Facebook page through someone else's page or befriending your friends in order to get more information about you.	
Uses social networking sites and technology to track you.	
Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you	

 **Worksheet**

# Impact on health, safety and wellbeing

## Scenarios

### **Violence in the home**

Eli's parents were always arguing. It would start with the usual bickering and his mum's partner complaining. After a few drinks his mum's partner would start pushing his mum around. He said she deserved it because she was a 'stupid twit' and a 'lousy cook'.

Sometimes his mum would get really hurt and she couldn't go out because of the bruises. Eli heard her crying a lot and wished there was some way of stopping his mum's partner.

Eli's mum said, 'it was a family matter and not to tell anyone.' Eli's mum worried that if the police were involved that her partner would lose his job or break up the family.

### **Bullying at school**

Jules walks home from school by himself every afternoon. He looks forward to it as it's a chance to stretch his legs after sitting most of the day. Jules is not concerned about people knowing he is gay; he is very comfortable with who he is.

On his walk, he passes by a bus stop where some kids from his school wait for a bus. Recently one of the boys has been calling him a "fag" and "pansy boy" every time he walks past which has started to annoy him and make him feel uncomfortable.

The other day the boy intentionally tripped Jules up. When he stood up, he said "Hey! What was that for?" and the boy replied, "I wanted to see a gay bounce". All the other boys laughed. Now the same group has started to taunt him at school when they walk past.



### **Abuse in the workplace**

Jia worked in a big hotel and was lucky enough to have her meals provided in the staff canteen on her breaks during a shift. She always sat by herself because the others never invited her to sit with them.

Jia felt like people joked about her sometimes, but she couldn't be sure because they didn't speak in English or the language of her background. She felt very lonely at work and incredibly isolated, but she needed the money badly.

She recently asked her boss for more shifts, but he sat with the others at lunch and Jia had noticed that they were being given extra work.

Jia didn't want to worry her family and friends about her situation.

### **Neglect in the home**

Amy was 10 and she had a little brother who was 5. She didn't see her Dad at all, and she couldn't really remember much about him.

Her Mum had trouble finding work, so they didn't have much money. Lately her Mum started going to visit her friend Bill at night time. She said that Amy was old enough to look after her brother, but Amy didn't really like being at home with him alone at night.

Sometimes she told Amy that she had to make dinner for herself and her brother, or she'd give them \$5 and tell them to walk to the shops to get some hot chips.

Her Mum wasn't very good at doing the washing, so they always had to wear the same school uniform over and over.

Amy's teacher noticed that she didn't have anything for lunch some days, so she'd send her to the canteen to get something to eat.



## Harassment online

Naomi and Ben had been going out for about a year. Things hadn't been great between them for a while, so Naomi decided it was time that she broke up with Ben. She told him as they walked home from school one day and he seemed to take it ok.

Later that night Ben started to message her, and she replied at first but then he started to get weird, so she decided to try to ignore the messages. They kept coming and would not stop even though she told him to stop. Some of the messages were threatening say that he was "going to get back at her".

The next day some of Ben's friends were sending Naomi awful messages, calling her some really nasty things. Ben got his revenge by sharing an image that he had made by imposing a photo of Naomi's face onto a picture of a naked model. She was absolutely devastated and couldn't believe that Ben had done this to her.

## Forced marriage

Ayla is a 17 year old high school student in Australia. Ayla's teacher notices that Ayla seems depressed and has taken a lot of time off school for overseas travel. Her teacher also observes that Ayla's family seem to be very strict and controlling. Ayla always has someone with her outside school hours and the teacher has heard from Ayla's classmates that she isn't allowed to go out with friends without a family member going with her.

When the teacher asks Ayla if she is okay, Ayla says that her parents took her to visit relatives overseas. When they arrived, her parents told Ayla that she would only be able to go back to Australia if she agreed to marry her cousin, whom she had never met. With no passport or money, Ayla was forced to marry her cousin overseas so that she could return to Australia. Ayla's parents have also told her that, when she turns 18, she will have to sign migration papers for her cousin so that he can come to Australia to live with her.

Ayla tells her teacher that she feels like a slave and never wanted to marry her cousin. Ayla says that she feels trapped and is scared about what might happen if she tries to leave. Ayla asks her teacher for help.



## Worksheet

# My People

### Speed chat questions

1. What indicators are there that Eli isn't okay? Include examples of what he may look/sound like online and in face-to-face contexts.
2. What barriers may Eli be facing with sharing his feelings?
3. What qualities and characteristics do people need in order to be part of a network of support?
4. What are the strengths of using text/online chat to ask if Eli is okay?
5. What are the weaknesses of using text/online chat to ask if Eli is okay?
6. What threats arise from using text/online chat as forms of communication to ask if Eli is okay?
7. Discuss a situation where you have asked a friend if they are okay. How did you ask?
8. What immediate supports are available for you and a friend at school and online if you or they are not okay?

**Worksheet**

**My People**

**Support texts**

**Had the most terrible day at school.**

Your support text:

**Failed my maths test. Dad will be so mad.**

Your support text:

**Got dropped from the team.**

Your support text:

**I didn't get an invite to the party!!!!**

Your support text:

**Just got dumped.**

Your support text:

**Mum and dad fighting again. Don't come over.**

Your support text:



## Worksheet

# What's up at home?

### Website exploration

#### **What's up at home?**

What are signs of family violence?

#### **What should I do?**

What are the six steps to deal with family violence?

#### **Staying safe**

Enter your email and complete you own safety plan.

You will need to show your teacher the email in your inbox, not the actual safety plan as this is private.



## Talk to someone

Record the details of your three trusted adults.

## How to deal

Read through the 8 steps. What three things are you good at on the list in Step 7.

## Where to find help?

Write the contact numbers or details for:

- Kidshelpline
- ConnectEDspace
- Headspace

## Frequently asked questions

Is there a question a young person may have that isn't listed?



## True stories

Read each of the True stories and record how the family violence affected the person's health safety and wellbeing.

<p style="text-align: center;"><b>Steph</b></p> <p><b>Health</b></p> <p><b>Safety</b></p> <p><b>Wellbeing</b></p>	<p style="text-align: center;"><b>Pettina</b></p> <p><b>Health</b></p> <p><b>Safety</b></p> <p><b>Wellbeing</b></p>
<p style="text-align: center;"><b>Maya</b></p> <p><b>Health</b></p> <p><b>Safety</b></p> <p><b>Wellbeing</b></p>	<p style="text-align: center;"><b>Jillian</b></p> <p><b>Health</b></p> <p><b>Safety</b></p> <p><b>Wellbeing</b></p>
<p style="text-align: center;"><b>Gary</b></p> <p><b>Health</b></p> <p><b>Safety</b></p> <p><b>Wellbeing</b></p>	<p style="text-align: center;"><b>Arul</b></p> <p><b>Health</b></p> <p><b>Safety</b></p> <p><b>Wellbeing</b></p>

## Worksheet

## Sources of help

Examples of sources of help:

- Close friend
- Parent or carer
- Brother or sister
- Grandparent, aunt or uncle
- Teacher
- Internet
- Family doctor
- Other

Assess the questions then write the names of your sources of help next to each question.

Questions	Your sources of help
Is it easy to use or travel to?	
Can it help if I am in immediate danger?	
Do I feel OK using this source?	
Does it give me personal advice?	
Will I be taken seriously?	
Will I be taken seriously?	
Will I have to say who I am?	
Will what I say be kept confidential?	
How reliable is it?	

## Worksheet

# Time to act

### Scenario:

1. Identify reasons why the character may not be seeking help.
2. Suggest ways they could be encouraged to overcome these barriers.
3. Pretend you are the character in the scenario. Decide on the two people they will ask for help. Why did you choose those people?
4. Draft a script of what they will say using the three-step help-seeking formula.
5. Next pretend you are a friend of the character and draft what you will say in response to them asking for help.
6. Recommend the most appropriate sources of help and draft a timeline of actions for them. Be specific and include websites.

## Worksheet

# Give 3 – Feedback routine

Swap your work with a partner.

## Positive

Record one positive sentence about your partner's piece of work.

Sentence stems include:

- I really like the way \_\_\_\_\_ because \_\_\_\_\_
- I noticed that \_\_\_\_\_. I think this is effective because \_\_\_\_\_
- \_\_\_\_\_ really highlights how you have met the success criteria.
- Your choice of words in \_\_\_\_\_ really made \_\_\_\_\_



## Further explanation

Record one sentence about a part of the work that needs further explaining.

Sentence stems include:

- This part confused me because \_\_\_\_\_
- Can you tell me why \_\_\_\_\_?
- What do you mean by \_\_\_\_\_?
- Tell me more about \_\_\_\_\_
- Why is \_\_\_\_\_
- \_\_\_\_\_ was not clear to me because \_\_\_\_\_



## Improvement

Record one sentence about how your partner might improve their piece of work.

Sentence stems include:

- Moving forward I think this needs \_\_\_\_\_
- To make your work better, I would suggest \_\_\_\_\_

Now share and discuss your feedback with your partner.

Finally, apply the feedback you received to your work before submitting it to your teacher.