RESPECTFUL RELATIONSHIPS EDUCATION

Department *for* Education, Children and Young People

Tasmanian Government

2

Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal people as the traditional custodians of this land, and we pay respect to Elders past and present, for they hold the memories, traditions, culture and hope of First Nations people in Tasmania.

3

Acknowledgements

Publication Details

For the latest version of this document and additional support materials go to: www.respectfulrelationships.education.tas.gov.au

4

Respectful Relationships Education ensures that all Tasmanian communities value a culture of respect.

CONTENTS

6

INTRODUCTION

Schools are places where children learn how to interact with others and work together in a respectful way. Schools model respectful relationships and can help students to understand that no one should be abused. For some students, schools may provide the only safe haven they have for coping with family violence and abuse. Going to school for these students provides the stability and support they require.

Schools are also important settings for challenging stereotypes and addressing attitudes and beliefs about gender and power that perpetuate family violence and abuse. Schools can be catalysts for generational and cultural change, as they are both places of learning for students and places of work for adults. By explicitly examining power relations and challenging traditional gender roles and stereotypes in classrooms and in policies and processes within the school workplace, cultural change can be shaped.

Peers are a key source of support for all students, regardless of their experiences of family violence. Young people often find it easier talk to their friends about the issues and problems they may be having. These teaching and learning materials have been developed to provide students with the knowledge and skills required to support their peers.

HOW TO USE THIS RESOURCE

The *Respectful Relationships Teaching and Learning package* has been designed to help all schools address the issue of family and gender-based violence. Tackling abusive behaviour and narrow attitudes towards gender, power and violence should be embedded in the culture of the school and addressed continually, rather than as stand alone programs that are implemented in isolation.

The activities in this resource provide explicit opportunities for developmentally appropriate learning about permission, consent, gender stereotypes and roles, keeping safe, respectful relationships and how to seek help when safety is threatened.

Each activity is designed to be interactive, participatory and engaging, but also challenging. Not all of the activities raise family violence and abuse directly, but they have been planned using themes found to be effective in addressing family violence, including:

* teaching students how to seek, gain, give and deny permission and consent through age-appropriate scenarios
* challenging assumptions about gender, power and equality
* changing beliefs and attitudes about men and women
* creating a culture of respectful relationships
* managing feelings and accepting responsibility for one's own emotions and behaviour
* strategies to resolve conflict
* knowing the difference between abusive and non-abusive relationships
* promoting the consistent message that violence is not acceptable
* highlighting the role of peers and adults in providing support
* giving information about where to get help.

The teaching and learning activities have been mapped to Health and Physical Education and the general capabilities within the Australian Curriculum v9.0.

The mapping for Health and Physical Education is included at the beginning of each module and at the start of each concept and identifies the elements of the Achievement standard and the content descriptions that are addressed.

MAPPING OF THE GENERAL CAPABILITIES

The Personal and Social Capability, Ethical Understanding, Critical and Creative Thinking and Literacy capabilities are all mapped throughout the resource.

For the Personal and Social Capability and Ethical Understanding the activities have been mapped to the elements and sub-elements from the Australian Curriculum v9.0 to provide more guidance for teachers of how they should be addressed. The descriptions are provided at the start of each learning module.

Personal and social capability

Self-awareness

* Emotional awareness (PSC-EA)

Self-management

* Emotional regulation (PSC-ER)
* Perseverance and adaptability (PSC-PA)

Social awareness

* Empathy (PSC-E)
* Community awareness (PSC-CA)
* Relational awareness (PSC-RA)

Social management

* Communication (PSC-C)
* Conflict resolution (PSC-CR)

Ethical understanding

Understanding ethical concepts and perspectives

* Explore ethical concepts (EU-EEC)
* Examine values (EU-EV) rights and responsibilities and ethical norms (EU-RRE)

Responding to ethical issues

* Exploring ethical perspectives and frameworks (EU-EEPF)

* Explore ethical issues (EU-EEI)

* Making and reflecting on ethical decisions (EU-MED) (EU-MR)

Achpernsw.com.au For the Critical and creative thinking and Literacy capabilities the mapping is to the elements and sub-elements.

Literacy

Speaking and listening

* Interacting (LIT-LI-I)

Reading and viewing

* Understanding texts (LIT-RV-UT)

Writing

* Creating texts (LIT-W-CT)

Critical and creative thinking

Inquiring

* Identify, process and evaluate information (CCT-INQ)

Generating

* Consider alternatives (CCT-CA)

* Put ideas into action (CCT-IDEAS)

Analysing

* Draw conclusions and provide reasons (CCT-DCR)

* Evaluate actions and outcomes (CCT-EAO)

Reflecting

* Thinking about thinking (metacognition) (CCT-TT)

* Transfer knowledge (CCT-TK)

Intercultural understanding

Navigating intercultural contexts

* Respond to biases, stereotypes, prejudices and discrimination (IU-BSPD)

Reflecting on culture and cultural diversity

* Reflect on the relationship between cultures and identities (IU-RCI)

* Explore the influence of cultures on interactions (IU-ICI)

Digital literacy

Practising digital safety and wellbeing (DL-DSW)

* Manage online safety (DL-DSW-OS)

* Manage digital privacy and identity (DL-DSW-PI)

* Manage digital wellbeing (DL-DSW-DW)

CREATING A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

A climate of trust is essential if students are to discuss their opinions and beliefs openly. Engaging in activities to develop trust and build communication and cooperation is a necessary prerequisite for the implementation of specific components in this resource.

Students need to feel supported, respected and comfortable when they are participating in the learning activities. Purposeful, respectful discussion which avoids unpleasant experiences for students can be established by:

* establishing and maintaining consistent lesson routines
* establishing and upholding group or class rules, examples of which are outlined below
* expecting and modelling positive and respectful behaviours
* promoting a classroom environment free from harassment
* demonstrating that teachers respect and care about what happens to all students
* affirming diversity in the classroom, school and wider community
* respecting students' right to remain silent.

SETTING GROUND RULES

Before any teaching about family violence or respectful relationships can begin, it is important to establish some agreed ground rules to ensure that lessons run smoothly, that students feel safe contributing to activities and that interactions are respectful.

Suggested grounds rules include all students' right to:

* privacy
* not be asked private questions
* speak without being interrupted
* be listened to
* express their own opinions, ideas and feelings
* respect
* their own personal space
* make mistakes without being ridiculed or laughed at.

All class members should try to:

* join in and make a positive contribution to the lesson
* support other people who are less confident
* listen to and respect what others have to say
* ensure that they don't disclose personal information about themselves or others.

PROTECTIVE INTERRUPTING

Protective interrupting is a strategy that can be used to prevent students from disclosing in front of their peers while providing them with the opportunity to disclose safely and confidentially.

Class discussions are closely supervised so that students who begin to disclose private information can be interrupted quickly and sensitively, using interjections such as "it sounds as though you want to talk about this. Why don't we talk about it after class?" After interrupting the student, the discussion is guided back to the original conversation. If necessary, the students can be reminded of the group rule of not sharing personal information in class discussions.

CLOSING THE LESSON AND DEBRIEFING STUDENTS

Closing a lesson in a positive way is critical when teaching about sensitive issues such as family violence and abuse. Discussion points and key learnings need to be summarised. Case studies, unfinished stories or moral dilemmas should be brought to some point of resolution. Selection of activities for a lesson needs to be carefully thought through so that there is time to complete the lesson with an appropriate closure. Students who participate in scenarios, or who express a strong point of view about an issue, may need to be debriefed individually. Provide opportunities for the expression of strong feelings and then return students to the present situation.

10

TEACHER NOTES

The Teacher notes throughout this resource identify supporting practices for teachers. In most instances these are short but critical directions for teachers working with difficult concepts or situations that may arise in the teaching of respectful relationships.

MANAGING DISCLOSURES

If a child or young person begins to disclose potential abuse or family violence, listen and let them know they are believed and that it is not their fault. Whilst you must not 'interview' them, you can ask clarifying questions if required. It is important to let the student know as quickly as possible that if the information causes concern it will be passed on to others who can help.

Under no circumstances agree to keep it a secret and remain aware that family violence and abuse thrives on secrecy. It is essential to be familiar with the Department's policies and procedures and to follow them.

Office of Safeguarding Children and Young People

Advice for school staff

When listening, use the following cues to guide thinking about the disclosure:

* is the student currently being harmed?
* is the student likely to be harmed in the future?
* is anyone else being harmed?
* does the student need medical attention?
* what are the student's overall needs?

REFERRAL PATHWAYS AND MANDATORY REPORTING

Referring students for support must comply with the Department's procedures.

Mandatory Reporting Training is compulsory for all DECYP staff. Further information regarding mandatory reporting and training is available:

Mandatory Reporting Procedures (DECYP access only)

Office of Safeguarding Children and Young People (External Access)

Office of Safeguarding Children and Young People (Internal DECYP access only)

Respectful Relationships resources developed by other state education departments

The Respectful Relationships initiative is part of a national campaign to reduce the prevalence of family and gender-based violence. This national focus means that other state education departments have developed teaching and learning resources to support teachers in addressing respectful relationships concepts. When planning their learning programs, teachers can expand the learning activities in this resource with additional activities from resources from other states. These resources can be accessed through the following sites:

Resilience, Rights and Respectful Relationships learning resources – Victoria

Building Respectful Relationships – Victoria

Child protection and respectful relationships – NSW

Growing and developing healthy relationships – WA

SCOPE AND SEQUENCE

The Respectful Relationships scope and sequence documents underpin planning at each level from Foundation* to Year 6.

* Please note: In Tasmanian government schools, first year of compulsory education is called preparatory (Prep). However, to align with the Australian Curriculum our Respectful Relationships Education resources refer to the preparatory (Prep) year as Foundation.

Respectful Relationships Education in the Early Years is addressed through the Respectful Relationships Birth to Kindergarten education package. This has been specifically structured to support the Early Years Learning Framework (EYLF). Kindergarten teachers will determine the sequencing of concepts and understanding within their specific contexts.

11

RESPECTFUL RELATIONSHIPS – SCOPE AND SEQUENCE (FOUNDATION – YEAR 6)

Overview	Students learn to describe a wide range of emotions in appropriate ways and recognise feelings that can be warning signals of unsafe or uncomfortable situations. They learn how to take responsibility for their own safety at school and at home, with a particular focus on protective strategies. Students learn to interact with others with care, empathy and respect and practise key social skills, such as asking permission, co-operative and inclusive behaviours, sharing, expressing needs and feelings appropriately, negotiating, respecting others and making decisions. Students apply strategies for managing the changing nature of their relationships and learn to identify the people at school and in their community who can help them in a range of situations. Students practise strategies for seeking help and support when they need it.
Curriculum links	Health and Physical Education (F–Year 6); General capabilities (Ethical understanding, Personal and social capability, Literacy, Critical and creative thinking, Intercultural understanding, Digital literacy.

12

MODULE 1: RESPECTFUL RELATIONSHIPS

		FOUNDATION	YEAR 1 – 2	YEAR 3 – 4		YEAR 5 – 6
	Module 1 learning goals	**Know:** The different types of relationships they have with different people. **Understand:** They have relationships with different people and some relationships are more significant than others. **Do:** Practise a range of personal and social skills to interact with their peers. Identify people in their local community they trust. *(AC9HPFP01, AC9HPFP02, AC9HPFP03, AC9HPFP04, AC9HPFP05)*	**Know:** The characteristics of positive and caring relationships. **Understand:** Respect is an important part of interacting positively with others. **Do:** Practise ways to show respect for their peers and teachers. *(AC9HP2P02, AC9HP2P04)*	**Know:** The changes that relationships can go through as they get older. **Understand:** If respect or trust is lost it can negatively impact on relationships. **Do:** Describe strategies to manage changing relationships. *(AC9HP4P04, AC9HP4P07, AC9HP2P02, AC9HP4P06)*	**Module 1 learning goals**	**Know:** The characteristics of respectful relationships. The nature of stereotypes. **Understand:** Stereotypes are socially constructed. Respect is the basis for positive relationships. **Do:** Demonstrate respectful behaviours in their interactions with staff and peers. Identify how stereotypes are created. Describe the influence of stereotypes on relationships. *(AC9HPFP01, AC9HP6P03, AC9HP6P04, AC9HP6P07)*
KEY CONCEPTS						
My relationships		Who are the people that I have relationships with? Learners explore the different relationships they have. *(AC9HPFP01, AC9HPFP02, AC9HPFP03)*	What makes a positive relationship? Learners identify the characteristics of positive friendships and the difference between friendly and unfriendly behaviours. *(AC9HP2P02)*	How do my relationships change as I grow older? Learners identify signs of conflict and explore different ways of managing conflicts. *(AC9HP4P04, AC9HP4P06)*	**Understanding respectful relationships**	What are the factors that contribute to respectful relationships? Learners explore the key qualities of positive and respectful relationships. *(AC9HP6P04)*
Respect and trust		Who are the people I can trust? Learners understand what trust means and identify the people in their local community that they can trust. *(AC9HPFP05)*	How do I show respect for other people? Learners will identify their friendships strengths and how to be a respectful friend. *(AC9HP2P02)*	What happens to relationships if respect or trust is broken? Learners explore what happens to a relationship if trust or respect is broken. *(AC9HP2P02, AC9HP4P04)*	**Respect and power**	How are gender stereotypes created and what are the implications? Learners explore the nature of gender stereotypes and how they are constructed. *(AC9HP6P03)*
Permission and consent		What do permission and consent mean and how and when do I need to seek or give my permission or consent? Learners explore the concepts of permission and consent and recognise everyday situations where they are needed. *(AC9HPFP02, AC9HPFP04)*	What are my personal boundaries and how can I respect others' personal space? Learners will discuss the importance of asking permission before doing certain things. They will identify their personal space and recognise that the size of this space may change depending on where they are, who they are with and what they are doing. *(AC9HP2P02, AC9HP2P04)*	When do I need to ask permission or consent and how can I do it respectfully? Learners explore a range of scenarios where they need to ask someone else's permission to do something. They practise different ways they can ask permission and get the other person's consent for each situation. *(AC9HP4P07)*	**Communicating and managing conflict**	What does respectful communication look like in relationships? Learners explore qualities of respectful communication and learn how to manage conflict situations. *(AC9HP6P04)*
					Permission and consent	How can I respectfully ask for, give, deny and react when seeking consent from someone else? Learners will explore the continuum of consent and practise and refine how to seek, give and deny consent respectfully. *(AC9HPFP04, AC9HP6P07)*

		FOUNDATION	YEAR 1 – 2	YEAR 3 – 4		YEAR 5 – 6
MODULE 2: PROTECTIVE BEHAVIOURS	**Module 2 learning goals**	**Know:** The public and private body parts. The situations that feel unsafe. **Understand:** The contexts when body parts should be kept private. Our feelings and emotions can warn us when we might be in danger. **Do:** Identify appropriate responses to a range of situations where their safety may be at risk. *(AC9HPFP05)*	**Know:** The warning signals that tell them they are in a situation that is unsafe. The ways to respond to unsafe situations. **Understand:** Parts of their body are private and we use proper names to describe them. **Do:** Identify the parts of their body that are private. Practise ways to respond to situations when they feel uncomfortable or unsafe. *(AC9HP2P05)*	**Know:** The factors that influence personal safety. The range of strategies to respond to unsafe situations. **Understand:** Strategies they can use to respond to unsafe or uncomfortable situations. In some situations they may not be able to respond quickly. **Do:** Describe ways they can stay safe in different situations. Practise strategies they can use to respond to unsafe situations. *(AC9HP4P03, AC9HP4P04, AC9HP4P08)*	**Module 2 learning goals**	**Know:** The characteristics of unsafe situations. The strategies to respond to unsafe situations. **Understand:** They can take actions to protect their personal safety. **Do:** Describe strategies that they can use to respond to unsafe situations. Identify cues or warning signals that help them recognise when a situation is potentially unsafe. *(AC9HP6P08, AC9HP6P10)*
	KEY CONCEPTS					
	Personal safety	What are the proper names for my public and private body parts? Learners identify the proper names for different body parts and understand that some parts are public and some parts are private. They will also describe the contexts when body parts should be kept private. *(AC9HPFP05)*	What are the different types of touches? Learners identify the difference between good touches, bad touches and confusing touches. *(AC9HP2P05)*	What factors influence my level of safety? Learners identify what constitutes abuse and violence. *(AC9HP4P08)*	**Personal safety**	How can I take responsibility for my personal safety? Learners explore appropriate and safe responses in situations where their personal safety could be at risk. *(AC9HP6P08, AC9HP4P10)*
	Recognising safe and unsafe situations	How can I tell if a situation is unsafe? Learners will understand the warning signals from the body that indicate situations may be unsafe. *(AC9HPFP05)*	When don't you keep a secret? Learners will identify the different types of secrets and understand when a secret shouldn't be kept. *(AC9HP2P05)*	How might my body respond in different situations? Learners identify body signs and responses that provide cues they may be unsafe or uncomfortable. *(AC9HP4P04, AC9HP4P08)*	**Recognising safe and unsafe situations**	How can I recognise situations where my safety may be at risk? Learners explore how to recognise and assess risk and how to know when to leave a situation. *(AC9HP6P08)*
	Responding to unsafe situations	How can I respond to a situation I feel is unsafe? Learners understand and practise strategies to respond to situations that are potentially unsafe. *(AC9HPFP05)*	How can I react and respond when I feel uncomfortable or unsafe? Learners practise identifying unsafe situations and responding in an assertive manner. *(AC9HP2P05)*	What strategies can I use to stay safe and healthy at school and at home? Learners revise and practise the steps in the Response Framework. *(AC9HP4P04, AC9HP4P08)*	**Responding to unsafe situations**	What strategies can I use to respond to unsafe situations? Learners explore practical strategies for responding to situations that reduce the potential risk of harm. *(AC9HP6P08, AC9HP6P10)*
	Staying safe online			How can I set boundaries online and follow rules to keep myself safe? Learners explore a range of strategies for staying safe online and apply them to different scenarios they may experience when interacting online. *(AC9HP4P04, AC9HP4P08)*	**Managing online relationships**	How can I manage my online relationships to ensure the safety of myself and others? Learners investigate how setting boundaries and practising safety and help seeking strategies can keep their relationships safe and respectful online. *(AC9HP6P08, AC9HP6P10)*
	Stereotypes			How can gender stereotypes influence choices and actions? Learners will understand the nature of gender stereotypes and the impact they can have on individuals. *(AC9HP4P03, AC9HP4P04)*		

13

14

MODULE 3: HELP-SEEKING SKILLS

		FOUNDATION	YEAR 1 – 2	YEAR 3 – 4		YEAR 5 – 6
	Module 3 learning goals	**Know:** The people who take care of them and keep them safe. **Understand:** There are trusted adults they can ask for help when they need it. **Do:** Identify a support network of people who they can talk to when they need help. Practise asking an adult for help when they need it. *(AC9HPFP05)*	**Know:** The people who can help them when they feel unsafe or uncomfortable. **Understand:** They might have to ask a number of people before they get the help they need. **Do:** Identify the trusted adults they could ask for help. Practise telling an adult about an unsafe or uncomfortable situation. *(AC9HP2P05)*	**Know:** The people they can go to when they are feeling uncomfortable or unsafe. **Understand:** If they feel uncomfortable or unsafe in a situation they need to tell a trusted adult about how they feel. **Do:** Practise strategies they can use to tell a trusted adult about a situation that has made them feel uncomfortable or unsafe. *(AC9HP4P04, AC9HP4P08)*	**Module 3 learning goals**	**Know**: The people and support services that they can go to for help. **Understand**: That they may need to ask a number of different people before they get the help they need. **Do**: Investigate the range of support services and people in their community who can provide help. *(AC9HP6P08, AC9HP4P09, AC9HP6P10)*
KEY CONCEPTS						
	Support networks	**Who are the people who take care of me and help keep me safe?** Learners identify trusted adults who form their support networks within the school. *(AC9HPFP05)*	**Who are the people who can help when I feel unsafe or uncomfortable?** Learners identify a support network of trusted adults. *(AC9HP2P05)*	**Who will help me if I feel unsafe or uncomfortable in a situation?** Learners review their support network of trusted adults. *(AC9HP4P04, AC9HP4P08)*	**Accessing support**	**Who can I talk to when I need help and support?** Learners explore indicators of risk and propose strategies for seeking support from a trusted adult. *(AC9HP6P08, AC9HP4P10)*
	Accessing help	**How can I ask for help when I feel unsafe?** Learners practise how to start a conversation when they are asking for help. *(AC9HPFP05)*	**How can I get help with a problem or situation?** Learners practise strategies for telling adults they need help or have a problem. *(AC9HP2P05)*	**What strategies can I use to ask for help from a trusted adult?** Learners identify the reasons it might be difficult to approach an adult when they have a problem and will practise how to start a conversation when they need help. *(AC9HP4P04, AC9HP4P08)*	**Advocacy and action**	**Where can I go to seek help?** Learners explore sources of support and information for children that are in the local area and online. *(AC9HP6P08, AC9HP4P09, AC9HP4P10)*

FOUNDATION YEAR

FOUNDATION YEAR

SCOPE AND SEQUENCE

MODULE 1

Learning goals
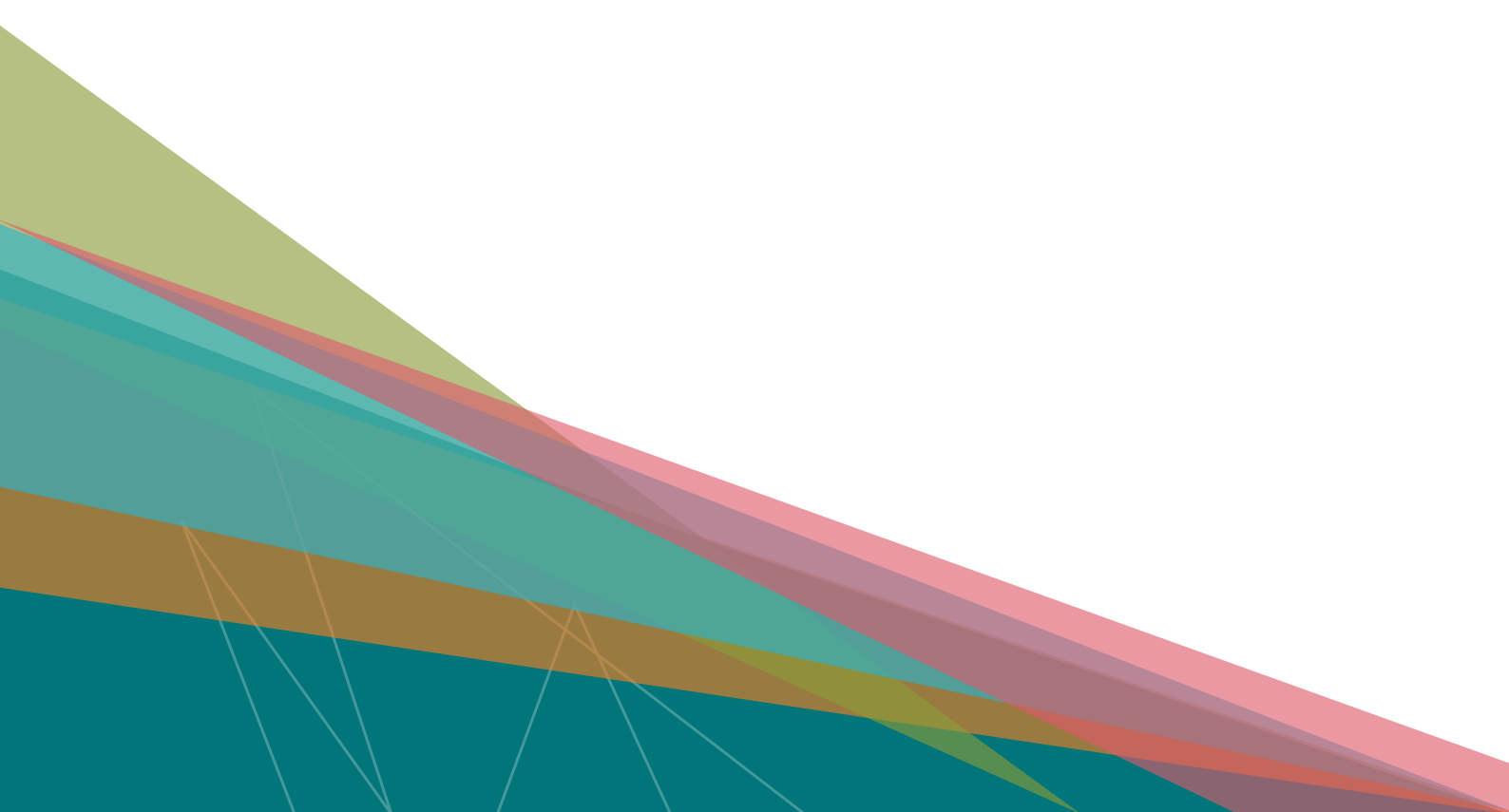
Know: The different types of relationships they have with different people.

Understand: They have relationships with different people and some relationships are more significant than others.

Do: Practise a range of personal and social skills to interact with their peers. Identify people in their local community they trust.

Key concepts

Who are the people that I have relationships with?
Learners explore the different relationships they have.

Who are the people I can trust?
Learners understand what trust means and identify the people they can trust in their local community.

What do permission and consent mean and how and when do I need to seek or give my permission or consent?
Learners explore the concepts of permission and consent and recognise everyday situations where they are needed.

MODULE 2

Learning goals

Know: The public and private body parts. The situations that feel unsafe.

Understand: The contexts when body parts should be kept private. Feelings and emotions can warn them of possible danger.

Do: Identify appropriate responses to a range of situations where their safety may be at risk.

Key concepts

What are the proper names for my public and private body parts?
Learners identify the anatomically correct names for different body parts and understand that some parts are public and some parts are private. They will describe the contexts when body parts should be kept private.

How can I tell if a situation is unsafe?
Learners will understand the warning signals from the body that indicate situations may be unsafe.

How can I respond to a situation I feel is unsafe?
Learners understand and practise strategies to respond to situations that are potentially unsafe.

MODULE 3

Learning goals

Know: The people who take care of them and keep them safe.

Understand: There are trusted adults they can ask for help when they need it.

Do: Identify a support network of people who they can talk to when they need help. Practise asking an adult for help when they need it.

Key concepts

Who are the people who take care of me and help keep me safe?
Learners identify trusted adults who form their support networks within the school.

How can I ask for help when I feel unsafe?
Learners practise how to start a conversation when they are asking for help.

MODULE 1:
RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The different types of relationships they have with different people.

Understand: They have relationships with different people and some relationships are more significant than others.

Do: Practise a range of personal and social skills to interact with their peers. Identify the people they can trust in their local community.

Health and Physical Education

Relevant aspects of Achievement standard

Students describe similarities and differences between themselves and others, and different emotions people experience.

Students demonstrate personal and social skills to interact respectfully with others.

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Relevant content descriptions

Investigate who they are and the people in their world (AC9HPFP01)

Practise personal and social skills to interact respectfully with others (AC9HPFP02)

Express and describe emotions they experience (AC9HPFP03)

Explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04)

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Personal and social capability

Share feelings, needs and interests with others through play and working within diverse groups (PSC-Relational awareness)

Develop positive communication skills by initiating, joining or contributing to conversations (PSC-Communication)

Ethical understanding

Identify examples of values, rights and responsibilities (EU-Examine values)

Literacy

Reading and viewing – Understanding texts
Writing – Creating texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?

* What concepts within the module will I need to revisit to ensure understanding?

* When will I/ can I revisit these concepts?

* Did the learning sequence provide enough 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?

CONCEPT 1.1 MY RELATIONSHIPS

FOCUS QUESTION: WHO ARE THE PEOPLE THAT I HAVE RELATIONSHIPS WITH?

* *Activity overview*

Learners explore the different relationships they have.

* *Relevant curriculum links*

Health and Physical Education

Achievement standards

Students describe similarities and differences between themselves and others, and different emotions people experience.

Students demonstrate personal and social skills to interact respectfully with others.

Content Descriptors

Investigate who they are and the people in their world (AC9HPFP01)

Practise personal and social skills to interact respectfully with others (AC9HPFP02)

Express and describe emotions they experience (AC9HPFP03)

General capabilities

Personal and social capability

Share feelings, needs and interests with others through play and working within diverse groups (PSC-Relational awareness)

Develop positive communication skills by initiating, joining or contributing to conversations (PSC-Communication)

Ethical understanding

Identify examples of values, rights and responsibilities (EU-Examine values)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about relationships and how to get along with others. During this activity they will identify the different people in their lives that they have a connection with and how they interact with those people. By the end of the activity they will have practised skills to help them get along with others and work better in a group.

Explain to students that they have relationships with people who they know. They can be connected to people in different ways such as family members, friends, sporting team members, neighbours, local doctor, police officer etc.

Pre-assessment activity: Where are they at?

(LIT) Ask students to draw pictures of people that they are connected to in the local community. Encourage students to include important people they live with as well as people who they interact with in their lives (e.g. soccer coach, babysitter, grandparents, best friend, best friend's mum, teacher, church minister).

(CCT) Explain that some of these people are more important in their lives than others. Ask students to identify what things might make some people more important e.g. if they take care of us each day, if they help us learn important things, if they make us feel happy, if they do fun things with us.

Criteria for success: What to look for?

* Are students able to identify a range of different people that they have connections with?
* Can students identify what makes people more important in their lives?

Exploring the concept

(LIT) Explain to students that some of the people they have important relationships with are their friends. Read a story to the class about friendships and being kind to each other – see resource list for suggested texts or use a powerpoint presentation such as this one about I can be a super friend.

(EU) Discuss all of the things that make someone a good friend such as playing together, sharing, taking turns, talking nicely, listening to each other, not calling names. Ask students to share things that they do to be a good friend.

(EU) Discuss some of the things that people might do if they weren't being a good friend or they were being mean to others such as calling people names, not letting them play with the toys, hitting other people, shouting at them, not listening to others.

Ask students to share how they might feel if someone was being mean to them.

Putting it into practice

Check for understanding

(PSC) Lead students in a minor game that requires cooperation and teamwork such as Hoop Pass or Balloon Bop.

Hoop Pass: Divide class into groups of up to 8 students. Groups form a circle, holding hands. A hula hoop is placed over the arms of two students in each group. The group's challenge is to see how quickly their group can move the hula hoop around the circle without letting go of each other's hands.

Discuss:

* What things helped your group to be successful in this activity? e.g. working together, listening to each other, moving in the same direction, paying attention to what others were doing.
* What could you do differently to help make the challenge easier for your group?

Play a second game with the groups so they can try out their ideas of how to work better together.

Balloon Bop: In small groups again students stand in a circle. Throw a balloon up in the air in the middle of each of the circles and students see how many times they can tap the balloon into the air without it hitting the ground.

To increase the challenge, group members can join hands, and keep the balloon in the air while they continue to hold hands. This will require that the circle move and players work cooperatively to keep the balloon in the air. Students can hit the balloon in the air with any part of their body. If the balloon falls to the ground, start the count from zero.

Discuss:

* Was it easier in the second game?
* What made this activity harder to complete? e.g. people weren't listening to each other, when everyone tried to hit the balloon at the same time.
* Did your group work better together? What did they do to work together and cooperate?
* How can you use what you learnt in these games in other class activities we do?

Criteria for success: What to look for?

Can students:

* cooperate with others to keep the balloon up or pass the hoop around the circle?
* listen to others in order to be successful in the task?
* identify what things made the tasks easier or more difficult?
* identify what they might do differently the second time to be more successful as a team?

Resources

I can share by Karen Katz

Join in and Play by Cheri Meiners

Talk and Work It Out by Cheri Meiners, illustrated by Meredith Johnson

Two Mice by Sergio Ruzzier

Pumpkin soup by Helen Cooper

CONCEPT 1.2 RESPECT AND TRUST

FOCUS QUESTION: WHO ARE THE PEOPLE I CAN TRUST?

* *Activity overview*

Learners understand what trust means and identify the people they can trust in their local community.

* *Relevant curriculum links*

Health and Physical Education

Achievement standards

Students identify and demonstrate protective behaviours and help seeking strategies to keep themselves safe.

Content Descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Personal and social capability

Share feelings, needs and interests with others through play and working within diverse groups (PSC-Relational awareness)

Develop positive communication skills by initiating, joining or contributing to conversations (PSC-Communication)

Ethical understanding

Identify examples of values, rights and responsibilities (EU-Examine values)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about trust. During the activity they will learn what trust means and who they trust. By the end of the lesson they will have practised trusting someone to look after them and not let them get hurt.

Pre-assessment activity: Where are they at?

(LIT) Ask students to describe what they think the word trust means e.g. trust is believing another person will do the right thing. Explain to students that they can trust other people when they know them and they believe they will do the right thing and look after them and keep them safe.

(EU) Discuss with students whether they think they can trust everyone. Ask them for reasons why or why not? Explain that in order to trust someone they need to know them well. Explain that for this reason they cannot trust strangers as they do not know them and can't be sure that they will keep them safe.

(EU) Explain to students that sometimes people that they think they trust may do something that is not right. If this happens it can make them no longer trust that person. Ask students what sorts of things someone might do to make them stop trusting them e.g. take a toy from their house when they are visiting and not tell them about it, take money out of the teacher's desk, ask them to do something that they know is wrong.

Criteria for success: What to look for?

Can students:

* describe what trust means?
* identify why they can't trust everyone?
* identify situations where trust might be broken?

Exploring the concept

(LIT) Read the class a story that explores the concept of trust. The Resources section provides a list of suggested texts. Revise what the word trust means. Ask students to identify things in the story that related to trust or how trust might have been broken.

Draw 3 concentric circles on the board similar to the one below and introduce it as the *Relationship circle.*

Explain to the class that:

* the inner circle represents **our family**. The people we have known the longest and who are meant to look after us and keep us safe.
* the second circle represents **our friends**.
* the third circle represents **people who help us**.

Brainstorm and record people who would fit into the three categories:

* family (mother, father, brother, aunty, step family, foster mum)
* friends (same age, same sport, same interests/hobbies/likes, same school)
* people who help us (teacher, doctor, shop keeper, neighbour, coach, police officer)

Explain to students that the closer that someone is to the centre of our circle, the more time they have spent with them and the more responsible they are for looking after them, keeping us safe and doing the right thing. These are usually the people that they can trust to help them and keep them safe. Explain that sometimes though, someone in their family may not do the right thing, and they may not be able to keep them safe or be trusted.

Teacher note: In the majority of cases of child sexual abuse the perpetrator is known to the child and their family and in many instances is a close family member or other adult. It is therefore important to emphasise that for some children not all family members or trusted adults will make them feel safe and not all will have the child's trust and this a healthy response.

(LIT) Ask students if they know what the word "stranger" means. Ask students to describe what a stranger looks like. Explain that strangers look just like just like the rest of us. They are only strangers because they don't know them and don't have a relationship with them. Ask students to think about some people in their local community who they don't know but who they see in the area (mail deliverer, man waiting at the bus stop, lady in a shopping centre). Record these people on the outside of the circle and explain that they should not trust these people as they don't have a relationship with them.

Check for understanding

Give each student a blank handout of the concentric circles and ask them to write the names of the people that they trust from their family, their friends and people who help them. Ask students to share their answers with the rest of the class.

Adjustment strategies

Process: Allow thinking time before the brainstorm to ensure students have responses to contribute.

Product: Use pictures of different people such as family members, other children, people in the community and ask students to place them in the appropriate circle.

Criteria for success: What to look for?

Can students:

* identify people that they can trust?
* provide reasons for placing people in the various circles of trust?

Putting it into practice

Trust walk

(PSC) Take the students out into an open area of the playground with minimal obstacles. Ask students to line up holding hands, or use skipping ropes. Explain to the class that this activity is going to show them the things that make it easier or harder to trust someone. Ask all students to close their eyes and try to keep them closed during the entire activity. Hold the free hand of the student at the front of the line. Lead the group around the playground giving verbal cues when the group comes to obstacles such as steps, trees, posts, etc. Spend about 5 minutes moving around the area.

Discuss:

* Were you able to keep your eyes closed for entire time? Why? Why not?
* What made it possible to keep your eyes closed?
* What made it hard to keep your eyes closed for the whole time?
* How did people help you? How did you help other people?
* What could people do next time to help you feel more comfortable keeping your eyes closed?
* What other people would you trust to lead you around an obstacle course with your eyes closed? Why would you trust them?

Criteria for success: What to look for?

Can students:

* identify what other people did to help increase their trust?
* identify what could be done to increase their trust?
* identify other people they would trust and why?

Handouts

Concentric circles handout

Resources

Chicken Chickens By Valeri Gorbachev

The Lion and The Mouse by Gail Herman and Lisa McCue

Howard B. Wigglebottom On Yes or No: A Fable About Trust by Howard Binkow and Taillefer Long

The Promise: The Island of Commitment by Suzy Liebermann

CONCEPT 1.3
PERMISSION AND CONSENT

FOCUS QUESTION: WHAT DO PERMISSION AND CONSENT MEAN AND HOW AND WHEN DO I NEED TO SEEK OR GIVE MY PERMISSION OR CONSENT?

* *Activity overview*

Learners explore the concepts of permission and consent and recognise everyday situations where they are needed.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students demonstrate personal and social skills to interact respectfully with others.

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Relevant content descriptions

Explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04)

Practise personal and social skills to interact respectfully with others (AC9HPFP02)

General capabilities

Personal and social capability

Develop positive communication skills by initiating, joining or contributing to conversations (PSC-Communication)

Ethical understanding

Identify examples of ethical concepts such as right and wrong (EU-Ethical concepts and perspectives)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about permission and consent - what they mean, when we need to give or get permission and different ways we can ask for permission to do something. During this activity they will learn to identify different situations where they need to ask permission from someone to do something and the ways that we can say yes or no when asked for permission.

Pre-assessment activity: Where are they at?

Ask students what they think it means to ask permission. Explain to students that when we ask permission we are asking someone else if it is OK to do something, for example, we might ask a teacher for permission to move our chair, or we might ask a parent if it is OK to go and play with our friend who lives next door, or we might ask a friend if it is OK to play with one of their toys.

Show an excerpt from the video Sharing is caring where children are asking each other for permission to play too.

Ask students what words were the children using to ask permission e.g. Can I …

Ask students what words did the children use to respond e.g. yes, ok, maybe or no.

Criteria for success: What to look for?

Can students:

* describe what permission and/or consent means?
* identify a situation when they need to seek permission or consent?
* identify a situation when they should be asked for their permission or consent?

Exploring the concept

Explain the importance of asking for permission and giving permission when sharing or negotiating in play. Read Yes! No! A First Conversation About Consent out loud to the class or show the read aloud video.

Ask students to demonstrate different ways they can say or show Yes and No using their voice, different words and non-verbal gestures.

Explain why it is important that if someone says no to us we must respect their right to say no.

How can we show that we are respecting another person's right to say no?

Putting it into practice:

Get students to practise asking if they can play with someone's toy. How would they ask them? What words would they use? What do they need to do after they have asked them the question? E.g. listen for the answer before doing anything else.

Ask students to now imagine they are the person who has the toy. How will they respond when someone asks if they can play with their favourite toy. What can they say? What words could they use to answer the person asking to play with their toy?

Discuss with students some other situations where they need to ask permission from someone to do something. Explain to students that often the reason we have to ask for or give permission to do something is to keep ourselves and others safe. Explain to students that another word we can use for permission is consent. You could show the images on Handout 1: When do I need permission? as a stimulus.

Ask students to share an example of when they have had to ask consent or permission to do something. Ask students if they can think of a situation when they were asked by someone else if they gave consent or permission to do something, for example, your Grandma might have asked if it was OK if she gave you a hug, or your sister might have asked if she could play with your truck.

Check for understanding

Read the book Don't hug Doug by Carrie Finerson or watch the Read aloud book on Youtube.

Discuss with students the different ways that Doug told people he didn't give permission for them to hug him.

Ask students what the different people said when they were happy for someone to give them a hug.

Ask students to practise asking someone if they can give them a hug and then responding to them whether they wanted to hug or not.

Ask students if there are other ways someone can show us that they don't want a hug e.g. body language, facial expressions or other words they might use.

Discuss the concept of personal space and how each individual person gets to decide who is allowed inside their personal space. Show students the video Personal space puppet show (https://www.youtube.com/watch?v=vPf5DEIGl3s) to demonstrate the idea of personal space.

Ask students to make a shape with their hands and arms to show where their personal space was. Ask students to practise what they could say to someone if they went into their personal space or tried to give them a hug without asking permission first.

Criteria for success: What to look for?

Can students:

* identify their personal space?
* identify different ways people can let us know that they don't give permission for us to do something?
* demonstrate what they would say to someone if they did something without permission?

Handouts

Handout 1: When do I need permission?

Resources

Sharing is caring

Yes! No! A First Conversation About Consent or read aloud video

Don't hug Doug by Carrie Finison or Read aloud book on Youtube

Personal space puppet show

Additional resources

No Means No - Read aloud

No Means No - Auslan version

MODULE 2: PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The public and private body parts. The situations that feel unsafe.

Understand: The contexts when body parts should be kept private. Feelings and emotions can warn them of possible danger.

Do: Identify appropriate responses to a range of situations where their safety may be at risk.

Health and Physical Education

Relevant aspects of the Achievement standard

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Personal and social capability

Identify their own emotional responses (PSC– Emotional awareness)

Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed (PSC-Perseverance and adaptability)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?

* What concepts within the module will I need to revisit to ensure understanding?

* When will I/ can I revisit these concepts?

* Did the learning sequence provide enough 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?

30

CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: WHAT ARE THE PROPER NAMES FOR MY PUBLIC AND PRIVATE BODY PARTS?

* *Activity overview*

Learners identify the anatomically correct names for different body parts and understand that some parts are public and some parts are private. They will describe the contexts when body parts should be kept private.

* *Relevant curriculum links*

Health and Physical Education

Achievement standard

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content Descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Literacy

Navigate, read and view learning area texts (LIT-TEXT)

Teacher notes: It is important that parents have been advised that these lessons are going to be taught. Students will have family names and slang names for their sexual body parts. It is acceptable to encourage students to brainstorm family and slang names for genitals to ensure the students understand which parts of the body are being discussed.

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that in this activity they will be learning about the different parts of their bodies. During the activity they will learn that some parts are public while other parts are private. By the end of the lesson they will be able to name the body parts that are public and the body parts that are private.

(LIT) Introduce the concept of body parts by teaching songs that identify different body parts such as Dr KnickerBocker, Knees and Toes and Hokey Pokey.

Pre-assessment activity: Where are they at?

(LIT) Ask students to brainstorm as many parts of the body as they can. Record them on a whiteboard. Encourage students to identify not only the body parts that they can always see but also parts that might be covered by their clothes.

Criteria for success: What to look for?

* use of proper names
* range of body parts named
* coverage of "public" and "private" parts.

Teacher note: Students may giggle during the naming activity. This is a natural reaction and shows that they understand that some body parts are different and not talked about as often as the more public parts.

Explain to students that talking about some parts of the body can sometimes be embarrassing but that this is normal. Explain that this acivity will help them get used to talking about all of their body parts and using the correct names for them so that everyone knows exactly what they are talking about.

Exploring the concept

(LIT) Give each table group an A3 copy of the two body parts handouts and ask groups to identify and label the parts of the body that are the same for boys and girls e.g. mouth, eyes, stomach, nose, hair, toes, arms, legs, nipples, bottom, belly button, hands, feet etc.

Adjustment strategies

Content/Product: Include labels with the handout and ask students to match labels to body parts.

Process: Display the two body outlines and identify and label parts as a class.

(LIT) Read a story to the class that explores different body parts, such as *Everybody Has a Bottom* or *My Underpants Rule*. Now ask students to identify the body parts that are different in boys and girls e.g. penis, testicles, scrotum for boys and vulva and vagina for girls.

If students use their family names or slang names for a body part ask them to point to the body part and provide them with the proper name. Explain to students that it is important that they all use the same proper names for their body parts so that when they talk to someone if they have hurt themselves everyone will recognise the name.

Putting it into practice

Explain to students that they are now going to look at which of their body parts are public and which are private.

Check for understanding

Ask students what they think it means if a body part is private e.g. they are personal and usually covered by clothing when they are with other people.

Teacher note: Depending on the cultural background of your local community you may need to discuss other parts of the body which are considered private for cultural reasons e.g. in some Arabic cultures women and young girls must cover their heads with a hijab in public. In other cultures all of the body except the face, hands and feet may need to be covered in public.

Ask students to use their body outlines to identify those parts of the body that are private and those that are public.

Ask students if they can think of times when they don't need to cover their private parts e.g. when they are alone or when they are having a bath or shower.

(LIT) Explain that private also means that people should not be allowed to look at or touch your private parts. Ask students if they can think of a time when an adult may need to look at or touch their private parts. Explain that the only time that someone should need to look at or touch a private body part is when that private part is sore or if they are injured or sick, when a caregiver or a doctor may need to look at it.

Teacher note: If you are working with students with disability you will also need to explain that some children will need help with bathing, dressing, toileting and in these instances parents or carers may need to touch their private body parts.

Criteria for success: What to look for?

Can students:

* identify different body parts including the private parts of the body?
* explain why some body parts are private?
* identify situations where private parts may need to be looked at or touched by others?

Ask students to recall the different names of body parts as you point to them on the two body outlines. To reinforce the learning ask them to identify which body parts are public and which are private.

Handouts

Body parts – male and female outline – copied as A3 or displayed on whiteboard

Resources

Family Planning Queensland, *Everyone's Got a Bottom* (2007) by Tess Rowley, illustrated by Jodi Edwards (Read aloud)

My Underpants Rule

Dr KnickerBocker

Knees and Toes

Hokey Pokey

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I TELL IF A SITUATION IS UNSAFE?

* Activity overview

Learners will understand the warning signals from the body that indicate situations may be unsafe.

* Relevant curriculum links

Health and Physical Education

Achievement standards

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content Descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Personal and social capability

Identify their own emotional responses (PSC-Emotional awareness)

Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed (PSC-Perseverance and adaptability)

Literacy

Reading and viewing – Understanding texts

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how they feel and how their feelings can tell them about whether something is fun, exciting, safe, scary, interesting or unsafe. During this activity they will learn all about the different emotions they feel. By the end of the lesson they will be able to describe how their body feels when they feel happy, sad, mad, scared and excited.

Pre-assessment activity: Where are they at?

(PSC) Make A4 copies of the *Glad, sad, mad, bad faces* posters.

Show each one of the faces to the class and discuss:

* What feeling or emotion does each represent? Encourage students to think of a range of feelings that could describe each face such as happy, excited, joy for the glad face; scared, confused, worried for the bad face.
* What people, places or things make you feel like this?
* What do you do when you feel like this?

Ask students to make a face that represents each of the four feelings.

Criteria for success: What to look for?

* can students identify a variety of different emotions and feelings?
* are students able to correctly link emotions and feelings to different situations and people?
* can students correctly demonstrate facial expressions that represent each emotion?

Exploring the concept

(LIT + PSC) Read the *Emotion* poem and after each line ask children to act out the feeling and the action described.

(PSC) Brainstorm other emotions or feelings that we might experience and list them on the board along with the actions that correspond. e.g. when I am confused I scratch my head, when I am scared I want to run and hide, when I'm excited I jump and shout.

(PSC) For each of the emotions that students have listed ask them to identify situations, places or people that might make them feel that way e.g. they feel excited when it's their birthday, they feel bored if it's raining and they can't go outside, they feel puzzled if they are trying to do a hard maths problem, they feel scared if they are trying something new for the first time, they feel sad if they have fallen off their bike and hurt their knee.

(PSC) Discuss the sorts of things that might be happening in their bodies that tell them when they are feeling the different emotions. e.g. when they are sad and want to cry, they might feel a lump in their throat, their chin might start to quiver and their eyes will fill with tears.

Putting it into practice

(LIT) Watch the story about Mr Jelly by Roger Hargreaves.

(PSC) Explain to the class that their bodies can give them signals about what is happening around them. List a range of different body signals such as: bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, frozen heart, smiley face, crying eyes, open eyes, shaky knees.

(PSC) Discuss some of the signals that Mr Jelly's body gave him when he was scared and afraid. Ask students if their bodies have ever given them a signal when they were scared or afraid.

36

Check for understanding

(LIT) Ask students to draw a picture of themselves in a situation that might make them feel scared or afraid. In the picture they have to draw some of the signals their body might give when they are scared.

Adjustment strategies

Content: Students could draw pictures of a variety of situations where they experience different emotions.

Process: Students could give a verbal description rather than drawing the situation.

Product: Students could write a description of the situation and the body signals.

Criteria for success: What to look for?

* can students identify situations that would make them feel scared or afraid?
* can students correctly identify the body signals that they might experience?

Review what students have learnt by playing *Simon Says* with feelings/moods e.g. Simon says make a happy face, Simon says pretend you're feeling sad, Simon says act like your scared.

Handouts

Glad, sad, mad, bad faces posters

Emotion poem

Resources

Lots of feelings, Rotner, S

Glad Monster Sad Monster, Ed Emberley & Anne Miranda Little

Taking a Bath With the Dog and Other Things That Make Me Happy, Scott Menchin

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) – Feeling charts

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I RESPOND TO A SITUATION I FEEL IS UNSAFE?

* *Activity overview*

Learners understand and practise strategies to respond to situations that are potentially unsafe.

* *Relevant curriculum links*

Health and Physical Education

Achievement standards

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content Descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Personal and social capability

Identify their own emotional responses (PSC-Emotional awareness)

Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed (PSC-Perseverance and adaptability)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about what they can do when they find themselves in situations where their body signals tell them they feel unsafe. During this activity they will learn how to respond when they feel unsafe. By the end of the lesson they will have practised some ways to respond with a partner.

Pre-assessment activity: Where are they at?

(LIT) Read to the class or view the story of *Little Red Riding Hood.* Discuss the safety rules that Little Red Riding Hood's mother told her as she was leaving for her Grandma's e.g. go straight to Grandma's, don't talk to strangers, don't leave the main path.

(CCT) Brainstorm some safety rules they have at school e.g. don't go out of bounds, don't run in the corridors and at home e.g. don't play with poisons, don't open the door to strangers, don't put anything in a powerpoint. Download, display and discuss the Safety rules handout.

(LIT) Ask students to identify what happened when Little Red Riding Hood did not follow the safety rules. Re-read or re-watch the story and pause to discuss what body signals Little Red Riding Hood may have experienced in the unsafe situations. Ask students what body signals they might have felt in that situation. Ask students to identify how Little Red Riding Hood responded when she felt unsafe.

Criteria for success: What to look for?

Can students:

* identify safety rules that they have at school and at home?
* recall body signals that they may feel in an unsafe situation?
* identify how Little Red Riding Hood responded?

Exploring the concept

(LIT) Handout or display the *Responding to unsafe situations handout* and ask students to describe what each picture is depicting. Ask students to identify what things in the situation might be unsafe and what safety rules there are to keep children safe in these situations.

Introduce the **Response Framework**

* **Say no** if you can
* **Leave** the unsafe situation
* **Get help** from a trusted adult.

Demonstrate how students can say **No** in an assertive way. Allow them to practise saying **No** with a partner.

Ask students to recall some of the trusted adults they identified in the *Relationships Circle* activity in Module 1.

(CCT) For each situation, ask students to identify how they should respond in order to make sure they are safe using the *Response Framework.*

Explain to students that sometimes they might be in a situation that they don't realise is unsafe until their body starts sending them signals. Reinforce that it is very important to take notice of their body signals.

Putting it into practice

Explain to students that if they are in a situation that feels unsafe they should try to leave the situation and tell a trusted adult. Reinforce that sometimes it might be hard for them to leave a situation that makes them feel unsafe but they must always tell an adult about what happened.

Check for understanding

(PSC) Read out a selection of the following "What if ..." statements and discuss whether the situation is safe or unsafe and how students could respond.

* What if you were about to have your first go on the giant slide and you had butterflies in your tummy, what would you do? *(Teacher note: when discussing this scenario explain that sometimes they might get butterflies because they are scared of doing something new and that is normal. If they do have body signals it is always a good idea to check with a trusted before trying a new activity).*

* What if you were waiting for your Mum to pick you up at the school gate and a person you didn't know came up to you and said your Mum had asked them to take you home. What would you do?

* What if you saw someone in the playground hurting another student. What would you do?

* What if someone tried to touch you on a private part of your body and told you not to tell anyone. What would you do?

* What if someone was playing with matches in the playground and setting pieces of paper on fire. What would you do if they offered you a try?

* What if someone offered you some medicines that they had brought from home. What would you do?

* What if your Daddy hit your Mummy and made her cry. What would you do?

Adjustment strategies

Process: Display pictures that depict the scenarios rather than give verbal descriptions.

For each scenario emphasise that students should **say "No"** if they can, **leave the situation** if they can and go and **get help** from a trusted adult who can help them.

Criteria for success: What to look for?

Can students:

* correctly identify those situations that are potentially unsafe?
* provide reasons why those situations might be unsafe?
* describe ways to respond to each situation that reflects the *Response Framework?*

Handouts

Responding to unsafe situations

Response Framework

Safety Rules

Resources

Why obeying the rules is important – Keeping Kids Safe – Daniel Morcombe Foundation

Little Red Riding Hood

39

MODULE 3:
HELP-SEEKING SKILLS

MODULE OVERVIEW

Learning goals

Know: The people who take care of them and keep them safe.

Understand: There are trusted adults they can ask for help when they need it.

Do: Identify a support network of people who they can talk to when they need help. Practise asking an adult for help when they need it.

Health and Physical Education

Relevant aspects of Achievement standard

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?

* What concepts within the module will I need to revisit to ensure understanding?

* When will I/ can I revisit these concepts?

* Did the learning sequence provide enough 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?

41

CONCEPT 3.1 SUPPORT NETWORKS

FOCUS QUESTION: WHO ARE THE PEOPLE WHO TAKE CARE OF ME AND HELP KEEP ME SAFE?

* Activity overview

Learners identify the trusted adults who form their support networks within the school.

* Relevant curriculum links

Health and Physical Education

Achievement standard

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content Descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about identifying the trusted adults they can go to when they have a problem and need help and support. During this activity they will revisit the concept of trust and recall the people in their lives that they trust. By the end of the lesson students will have identified five trusted adults they can go to if they need help with a problem.

Pre-assessment activity: Where are they at?

(LIT) Ask students to recall what the word "trust" means e.g. trust is believing another person will do the right thing. Explain to students that we can trust other people when we know them and we believe they will do the right thing and look after us and keep us safe.

Revise the *Relationships Circle* from *Module 1: Activity 1.2 - Respect and trust.* Ask students to identify people from each of their circles:

* the inner circle represents **our family**
* the second circle represents **our friends**
* the third circle represents **people who help us.**

Criteria for success: What to look for?

Can students:

* describe what trust means?
* identify people they trust in their lives?
* give reasons why they trust each person?

Exploring the concept

Explain to students that everyone needs to know exactly who they can trust, so that when they feel unsafe or something or someone is hurting them, they have a range of trusted adults they can go to and ask for help or advice. Reinforce that the people who are in the inside three circles of their *Relationship Circle* should be people they trust and they could ask for help if they have a problem.

Explain to students that this activity is going to focus on the people that they can go to for help if they have a problem at school.

Display pictures of the following everyday scenarios at school: *(you will need to source these images from stock photos)*

* child forgetting their lunch
* child has lost their school bag
* child being bullied in the playground
* child sitting alone at lunchtime
* child having their lunch taken from them by an older student.

(CCT) For each of the scenarios, ask students to identify people in the school they could go to about their problem. Encourage students to identify a variety of people such as the principal, their classroom teacher, a buddy/mentor student from an older year, administration or support staff member, another teacher. Record students' suggestions on the board to refer to later.

Putting it into practice

Organise to introduce students to each of the people identified within the school who could help with their problems. If possible, take students to the place where each person can usually be found, so that they are familiar not only with the person, but also their location in the school. Encourage students to go and say hello to the person regularly so they feel comfortable talking with them and approaching them. Where possible, encourage the nominated staff to make short visits to the classroom to say hello and remind students that they can always go to them if they have a problem.

44

Check for understanding

(CCT) Distribute the handout – *My Support Network at School* to each student and ask students to identify five people from the list of school people that they could go to if they had a problem, felt scared or felt unsafe. Write the name of each person on each of the fingers (and thumb) of the hand.

Adjustment strategies

Process: Create a school support network as a class that can be displayed in the classroom.

Product: Draw a school map and identify the location of each of the trusted adults.

Criteria for success: What to look for?

Can students:

∗ identify people in the school they can go to if they have a problem?

∗ identify where in the school they can find these people if they have a problem?

Remind students about the definition of trust and explain that although they may not know these people well at the moment, they can trust that they are people who will do the right thing and help keep them safe while they are at school because that is their job.

Handouts

Everyday scenarios at school

My school support network

Map of the school

Resources

Resilience, Rights and Respectful Relationships learning resources – Victoria

CONCEPT 3.2 ACCESSING HELP

FOCUS QUESTION: HOW CAN I ASK FOR HELP WHEN I FEEL UNSAFE?

* *Activity overview*

Learners practise how to start a conversation when they are asking for help.

* *Relevant curriculum links*

Health and Physical Education

Achievement standards

Students identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.

Content Descriptors

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

General capabilities

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to ask for help if they need it. During this activity they will practise how to approach trusted adults and start a conversation with them.

Pre-assessment activity: Where are they at?

Ask students to recall the people at school who will help them if they have a problem or feel scared or unsafe. Ask students to identify where they can find each of these people in the school.

Criteria for success: What to look for?

Can students:

* recall the names of the people in their school support network?

* identify where they can find each person within the school?

Exploring the concept

(CCT) Ask students to identify the types of problems they might need to ask for help to solve. Write each of these problems on the board to refer to later and/or display pictures depicting:

* child forgetting their lunch
* child has lost their school bag
* child being bullied in the playground
* child sitting alone at lunchtime
* child having their lunch taken from them by an older student.

Explain that these are all problems that the people in their school support network can help them with.

(LIT) Read or view the story *Not now Bernard*. Explain that this is a story about Bernard who had a problem. Ask students to identify the problem that Bernard had (*there was a monster in the garden that was going to eat him*).

(LIT) Ask students to identify which trusted adults he went to for help with his problem. Discuss whether they helped him or not. Explain that sometimes adults are very busy doing their jobs and don't pay full attention to what you are telling them. Ask students to share stories of when their parents or carers might have said "Not now …" to them. Ask students whether they think that Bernard's problem was something that he needed help for straight away and why e.g. the monster was going to hurt him and he was scared. Ask the students to identify other problems that they might need help with straight away e.g. if someone is picking on them in the playground, if they have lost their parents in a shopping centre, if someone has touched them in a confusing way, if someone is trying to make them do something that they know is wrong.

(LIT) Re-read or watch the story and pause after Bernard's Dad says "Not now Bernard". Explain to students that when they need help with their problem straight away they need to make sure that the adults are really listening to what they are saying. Introduce students to the concept of persistence and explain that if the first adult that they go to doesn't help them with their problem they need to go to another person in their support network and ask them for help.

(CCT) Ask students to think about what else Bernard could have said to his Dad to make sure he knew what the problem was, such as:

* But, it's really important Dad …
* But I'm scared and need your help …
* But I'm worried that someone is going to get hurt …
* But someone is going to hurt me and I need you to help me stop them ….

(LIT) Distribute the handout – *Not Now Bernard – alternate scenes* and ask students to draw a new picture of Bernard showing persistence in the third column when he is talking to his Dad and his Mum.

Adjustment strategies

Product: Students in pairs could perform a role play of the conversations between Bernard and his parents.

Putting it into practice

Check for understanding

Explain to students that they are now going to think about how they can start a conversation with one of their school support network people if they have a problem at school.

(CCT) Display the list and/or pictures of the scenarios used earlier e.g. child forgetting their lunch, child has lost their school bag, child being bullied in the playground. Ask students to select one of the problems depicted in the pictures and to identify one of their school support people. Ask students to draw a picture depicting them asking the person in their school support network for help with the problem.

Adjustment strategies

Content: Students could identify a problem of their own that they want to solve.

Process: Students could record an audio of the conversation rather than drawing the scenario.

Criteria for success: What to look for?

Can students:

* identify an appropriate support person to go to for help?
* demonstrate persistence in the conversation?
* use appropriate language to make the problem they need help with clear?

Handouts

My school support network (completed from previous activity).

Not Now Bernard – alternate scenes

Resources

Not Now Bernard by David McKee

47

48

YEARS 1–2

YEARS 1–2

49

SCOPE AND SEQUENCE

MODULE 1

Learning goals

Know: The characteristics of positive and caring relationships.

Understand: Respect is an important part of interacting positively with others.

Do: Practise ways to show respect for their peers and teachers.

Key concepts

What makes a positive relationship?
Learners identify the characteristics of positive friendships and the difference between friendly and unfriendly behaviours.

How do I show respect for other people?
Learners will identify their friendship strengths and how to be a respectful friend.

What are my personal boundaries and how can I respect others' personal space?
Learners will discuss the importance of asking permission before doing certain things. They will identify their personal space and recognise that the size of this space may change depending on where they are, who they are with and what they are doing.

MODULE 2

Learning goals

Know: The warning signals that tell them they are in a situation that is unsafe. The ways to respond to unsafe situations.

Understand: Parts of their bodies are private and proper names are used to describe them.

Do: Identify the parts of their bodies that are private. Practise ways to respond to situations when they feel uncomfortable or unsafe.

Key concepts

What are the different types of touches?
Learners identify the difference between good touches, bad touches and confusing touches.

When don't you keep a secret?
Learners will identify different types of secrets and understand when a secret shouldn't be kept.

How can I react and respond when I feel uncomfortable or unsafe?
Learners practise identifying unsafe situations and responding in an assertive manner.

MODULE 3

Learning goals

Know: The people who can help them when they feel unsafe or uncomfortable.

Understand: They might have to ask a number of people before they get the help they need.

Do: Identify the trusted adults they could ask for help. Practise telling an adult about an unsafe or uncomfortable situation.

Key concepts

Who are the people who can help when I feel unsafe or uncomfortable?
Learners identify a support network of trusted adults.

How can I get help with a problem or situation?
Learners practise strategies for telling adults they need help or have a problem.

MODULE 1:
RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The characteristics of positive and caring relationships.

Understand: Respect is an important part of interacting positively with others.

Do: Practise ways to show respect for their peers and teachers.

Health and Physical Education

Relevant aspects of Achievement standard

Students demonstrate skills and describe strategies required to develop respectful relationships.

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)

Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Ethical understanding

Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

52

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the module 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?

CONCEPT 1.1 MY RELATIONSHIPS

FOCUS QUESTION: WHAT MAKES A POSITIVE RELATIONSHIP?

* *Activity overview*

Learners identify the characteristics of positive friendships and the difference between friendly and unfriendly behaviours.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students demonstrate skills and describe strategies required to develop respectful relationships.

Relevant content descriptions

Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about the qualities that make a good friend. During this activity they will identify the things friends do for others and the ways in which they can be good friends.

Pre-assessment activity: Where are they at?

(LIT) Read the story *How to Be a Friend: A Guide to Making Friends and Keeping Them* or a similar story that explores what makes a good friend. Ask students to identify examples from the story of characteristics of a good friend.

Criteria for success: What to look for?

Can students:

* identify characteristics of a good friend?
* identify behaviours that make someone a good friend?

Exploring the concept

Prepare one blank *Friendship chain* from the template for each student.

(PSC) Explain to students that in this activity they will think about the the kinds of things they need to do to be a good friend. Ask students to brainstorm the things that they do as a good friend such as being kind, saying nice things, sharing their toys, playing together nicely, cooperating, being a good loser. Record students' ideas on the board.

(PSC) Distribute the *Friendship chains* to each student and ask them to identify the four most important things you need to do as a good friend. Ask students to copy them onto one of the friends in their friendship chain. On the other side of each friend ask students to draw picture of what this looks like when they are playing with their friend

e.g. being a good loser when they are playing handball, sharing the toys in the sandpit.

Hang the finished *Friendship chains* around the classroom as a reminder of what good friends do for each other.

Putting it into practice

Checking for understanding

Set up a behaviour continuum on the whiteboard with one end representing friendly behaviour and the other end of the continuum representing unfriendly behaviour. Give each table group a numbered dot corresponding to each of the behaviours.

(PSC) Read out each of the behaviours and give each table time to discuss whether they think the behaviour is friendly or unfriendly. Once they have made a decision a representative goes to the board and sticks the corresponding numbered dot along the continuum.

* **Behaviour 1:** Your school bag is different from everyone else's in your class. Some of the students in your class point at your backpack and laugh when you're walking to school.
* **Behaviour 2:** One of the students in your class always sits alone at recess so you ask them if they would like to play handball with you and your friends.
* **Behaviour 3:** Your friend lets you borrow a computer game to play with for the night.
* **Behaviour 4:** A boy in your class always argues about the rules whenever he is playing handball.
* **Behaviour 5:** Your friend is really good at spelling and you're not so great. He always offers to help you in class when you are writing stories.
* **Behaviour 6:** A girl in your class plays in the same soccer team as you on the weekend, but she never says hello to you and only talks to girls from another school.

Adjustment strategies

Process: Set the continuum up along the floor of the classroom locating the friendly and unfriendly ends on either side of the classroom. Read out each of the behaviours and ask students to move to the side of the room that represents the identified of behaviour.

Product: Photograph or video students' movements along the continuum for each behaviour and record their reasons for moving to one side or the other.

(CCT) Discuss each of the behaviours and where they fall along the continuum. Discuss reasons why behaviours are unfriendly and how they would make the other person feel.

(PSC) Identify the skills and behaviours they have learnt to be able to get along with their friends and others e.g. being positive, saying thank you, being a good listener, finding things in common, being a good winner and loser, being interesting, cooperating, sharing your things. Write these on the board in a column headed Friendship Skills.

(PSC) Brainstorm unfriendly behaviours that make it difficult to be friends with someone e.g. being a poor loser or winner, making negative comments, constantly talking about self, scowling and looking grumpy, not saying anything about themselves or how they feel, not sharing, being mean and nasty, starting fights over small things, not being flexible. Record these on the board under the heading *Unfriendly behaviours.*

Criteria for success: What to look for?

Can students:

* correctly identify friendly and unfriendly behaviours?
* identify the skills needed to be able to get along with others?

Handouts

Friendship chains

Resources

How to Be a Friend: A Guide to Making Friends and Keeping Them by Laurie Kransy Brown, illustrated by: *Marc Brown* – Little, Brown Young Readers, 1998

55

CONCEPT 1.2 RESPECT AND TRUST

FOCUS QUESTION: HOW DO I SHOW RESPECT FOR OTHER PEOPLE?

* *Activity overview*

Learners will identify their friendship strengths and how to be a respectful friend.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students demonstrate skills and describe strategies required to develop respectful relationships.

Relevant content descriptions

Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Ethical understanding

Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to be a respectful friend. During this activity they will identify their friendship strengths. By the end of the lesson they will have practised using friendly behaviour with others by giving and receiving compliments.

Pre-assessment activity: Where are they at?

(PSC) Ask students to recall the things that make someone a good friend such as playing together, sharing, taking turns, talking nicely, listening to each other, not calling names. Ask students to share things that they do to be a good friend.

(EU) Discuss some of the things that people might do if they weren't being a good friend or they were being mean to others such as calling people names, not letting them play with the toys, hitting other people, shouting at them, not listening to others. Ask students to share how they might feel if someone was being mean to them e.g. sad, nervous, rejected.

Criteria for success: What to look for?

Can students:

* identify examples of positive interactions?
* identify examples of unfriendly behaviour?
* describe the impact on individuals of mean behaviour?

Exploring the concept

(LIT) Ask students to describe what they think the word respect means e.g. *Respect* is a way of treating or thinking about someone who you like and care about. If you *respect* someone, you admire them and treat them nicely. Ask students to make a list of the people they respect. Share with the class.

Explain that showing respect is part of being a good friend and is important if a friendship is going to last for a long time.

(LIT) As a class create an acrostic poem using the letters of the word RESPECT by identifying respectful behaviours for each one of the seven letters. For example:

Follows the	**R**ules
	Encourages their friends to do well
	Shares their toys
Always	**P**lays nicely with others
Look after	**E**ach other
	Cares for their friends
	Takes turns

Adjustment strategies

Content: Create acrostic poems from different words related to respectful relationships.

Process: Students create their own acrostic poems after brainstorming a range of different words related to respect as a class.

Putting it into practice

(PSC) Revisit the *Friendship chains* from the previous activity and ask students to share examples of their classmates demonstrating one or more of the qualities of being a good friend. Explain to students that part of being a good friend is telling your friends that you appreciate when they have done something nice for you or helped you out. Explain that showing their friends that they are grateful for their friendship is a skill that not only helps them get along with people but also makes them feel happier.

(PSC) Explain to students that they are now going to play a game of *compliment catch.* Give each table group a bean bag and explain that the bean bag is a *compliment cushion.* Whenever they catch the *compliment cushion* they have to give a compliment to another person at their table by telling them something that they are grateful for e.g. "I'm grateful that you tell interesting stories" or "I'm grateful that you let me use your textas". Remind students that they can use the strategies from the Friendly column to give them ideas. The person receiving the compliment must say "thank you" and then the *compliment cushion* is passed to someone else on the table.

When everyone on each table has experienced giving and receiving a compliment ask the class how they felt when they heard a compliment from somebody else at their table. Discuss *why it is important to let their friends know what they appreciate about them.*

Check for understanding

Ask students to complete and illustrate these sentences:

"A friendship strength I have is …........"

"A friendship skill I need to practise is……."

Criteria for success: What to look for?

Can students:

* identify an appropriate personal skill they have to get along with others?
* identify personal skill they need to practise?

Handouts

Friendship chains completed in previous activity

Resources

How to Be a Friend: A Guide to Making Friends and Keeping Them by Laurie Krasny Brown, illustrated by Marc Brown

Say "Hello" by Jack and Michael Foreman

CONCEPT 1.3
PERMISSION AND CONSENT

WHAT ARE MY PERSONAL BOUNDARIES AND HOW CAN I RESPECT OTHERS' PERSONAL SPACE?

* *Activity overview*

Learners will discuss the importance of asking permission before doing certain things. They will identify their personal space and recognise that the size of this space may change depending on where they are, who they are with and what they are doing.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students demonstrate skills and describe strategies required to develop respectful relationships.

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04)

Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)

General capabilities

Personal and social capability

Use a range of skills to enhance verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Identify values, rights and responsibilities and shared expectations, and explain why they are important (EU-Ethical concepts and perspectives)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about giving and gaining permission. We will explore what permission is and when and how we can get and give permission. During this activity they will learn to identify situations where permission is needed and they can model how to ask permission and how to give or deny permission assertively.

Pre-assessment activity: Where are they at?

Using props such as teddies, dolls or sock puppets role play different situations and ask students whether they need to ask for or give permission in each of the following situations:

* hugging a tree
* playing with someone else's toy / someone else playing with your toy
* someone starting to eat your sandwich / going through your lunch box
* going to the toilet / the office during class - why need to ask?
* waving / smiling at someone
* using someone's pencils or crayons

Ask students:

* why don't I have to ask permission to hug a tree?
* why should I ask permission to hug a friend?

Criteria for success: What to look for?

Can students:

* recognise situations where you need to seek permission?

Exploring the concept

Introduce the concept of personal space or personal boundaries.

Watch Personal space puppets video, act it out with a partner, or use puppets to act it out with a partner.

Display the lyrics from the song in the video and discuss with the class. Get students to sing the song

I have boundaries personal boundaries

butter and jelly have boundaries too

You can put your arm out circle all around

or you can take the hula hoop and make a circle too

It's my own space it's my boundary

A circle all around me

A circle all around me.

Teacher note: You could video the class performing the personal boundaries song and share it with parents via your school's website, social media or platforms such as Dojo.

Play an active game where students are moving around a space with a hula hoop such as Hula hoop road trip to reinforce the concept of personal space, spatial awareness and respecting others personal space.

Putting it into practice

Explain to students that people may have different sized personal boundaries or spaces and that is why it is important to ask permission if you want to move into someone's personal space. Discuss how the same person's personal space may expand or contract in different circumstances. Use different sized hula hoops or elastic to demonstrate this for the class.

Give students hoops / string / elastic to use to define their personal space and then discuss what happens when people enter into their hoop / string / elastic.

Check for understanding

Ask students:

* how their body feels when someone comes into your personal space?
* how does their body react?
* what happens to their breathing?
* does their body feel different when their personal space is encroached?
* how did they feel when they thought someone was going to move inside their personal boundary?

Discuss with the class the concept of empathy by examining how other people's actions and behaviours can make students feel unsafe or uncomfortable and explaining that if they behave or act in the same way they will be making other people feel uncomfortable and unsafe.

Ask students to identify situations in the classroom where they need to be aware of other people's personal boundaries. For example, leaning over other students to get to something, sitting on other students laps, giving cuddles, or holding hands in lines.

Criteria for success: What to look for?

Can students:

* recognise situations where there will be variations in the size of personal spaces?
* apply what they have learnt about personal boundaries in classroom situations?

Resources

Props such as teddies, dolls or sock puppets

Hula hoops, string or elastic

Personal space puppets video

Hula hoop road trip video

MODULE 2:
PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The warning signals that tell them they are in a situation that is unsafe. The ways to respond to unsafe situations.

Understand: Parts of their body are private and we use proper names to describe them.

Do: Identify the parts of their body that are private. Practise ways to respond to situations when they feel uncomfortable or unsafe.

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Describe the emotional responses of themselves and others (PSC-Emotional awareness)

Demonstrate perseverance and adaptability with unfamiliar tasks (PSC-Perseverance and adaptability)

Ethical understanding

Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?

* What concepts within the module 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?

CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: WHAT ARE THE DIFFERENT TYPES OF TOUCHES?

* *Activity overview*

Learners will identify the difference between good touches, bad touches and confusing touches.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Describe the emotional responses of themselves and others (PSC-Emotional awareness)

Demonstrate perseverance and adaptability with unfamiliar tasks (PSC-Perseverance and adaptability)

Ethical understanding

Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding different kinds of touches.

Pre-assessment activity: Where are they at?

(PSC) Introduce the class to a soft toy animal and give each student a chance to pat it. Ask students how patting the toy made them feel e.g. good, happy, excited. Explain that touches that make you feel good, comfortable, loved, and safe are called good touches or safe touches. Ask students to think of other examples of good or safe touches e.g. high five, knuckle bump, hand shake.

(PSC + EU) Explain to the class that there is another type of touch, called unsafe or bad touches. A bad touch makes them feel uncomfortable, bad, unsafe or scared. Explain that a bad touch might leave a bruise or cut or hurt someone so badly that they might need to visit a hospital. A bad touch might not leave any bruise but can make them feel funny in the tummy or make them upset or sad. Ask students if they can give an example of a bad touch e.g. punch, kick, slap.

Criteria for success: What to look for?

Can students:

* identify types of good touches?
* identify types of bad touches?

Exploring the concept

Revise body signals – yes/no signals – identify what they are. If students can't recall this knowledge – re-teach the activity from Module 2 of the Foundation materials – Recognising Safe and Unsafe Situations.

(PSC) Explain that some touches can still make them feel uncomfortable and scared but might not leave any marks. Explain that these touches might give them "NO" body signals such as butterflies in the tummy, lump in their throat, sweaty palms, heart racing, fast breathing.

Explain that they are called "confusing touches" and that they make you feel unsafe, uncomfortable, or mixed up. A confusing touch may seem good at the start, but become uncomfortable or set off body signals.

(PSC) Discuss some examples of confusing touches such as when someone they don't know gives them a hug or when someone keeps tickling them after they have been asked to stop. Ask students if they can give any other examples of confusing touches e.g. a high five that is too hard, touching your leg, pinching your bottom.

(EU) Explain that when someone is touching them and they feel confused or scared that they should ask the person to stop touching them. If they won't stop they should try to get away to somewhere safe and tell an adult about what happened. Explain to students that they will talk more about this in future lessons.

Putting it into practice

(LIT) Read or view the story *Hands are not for hitting* By Martine Agassi. While reading the story, demonstrate the suggestions throughout the book: handshaking, clapping, blowing kisses, pointing, etc. Children can practise what they can do with their hands.

(EU) Discuss with students whether hitting is good touch, bad touch or confusing touch. Explain to students that part of being respectful to each other is only to use good touches. Discuss how they might feel if someone hit them. Explain to students that sometimes someone might do something that makes them very cranky but they should never respond by hitting.

66

Checking for understanding

(PSC + EU) Discuss a range of scenarios with the class where they might get very cranky with another student. Ask them to identify what they could do in the situation rather than hitting.

Some scenarios you could use include:

* Someone took the toy car you were playing with. How would you feel? What could you do?

* Someone knocked your blocks down. How would you feel? What could you do?

* Someone bumped into you in line. How would you feel? What could you do?

* You want to be first in line. How would you feel? What could you do?

* Someone picked up your school bag and everything fell out of it. How would you feel? What could you do?

* You were playing handball and someone took your ball. How would you feel? What could you do?

Criteria for success: What to look for?

Can students:

* identify the emotions they would feel in each situation?

* identify how their emotions might influence the way they respond?

* describe appropriate ways of dealing with the situation?

Resources

Hands are not for hitting By Martine Agassi

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: WHEN DON'T YOU KEEP A SECRET?

* *Activity overview*

Learners will identify different types of secrets and understand when a secret shouldn't be kept.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Ethical understanding

Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that sometimes a person might ask them to keep a secret about something and that during this activity they will learn about when it is all right to keep that secret and when they should tell an adult about the secret.

Pre-assessment activity: Where are they at?

(LIT) Ask students to describe what they think a secret is e.g. a secret is something you share with only one or two people. Ask students to identify some secrets that they might share with a small number of people e.g. what their sister is getting for her birthday, what you've asked Santa to bring you for Christmas, what your friend's favourite TV show is.

Criteria for success: What to look for?

Can students:

* identify correctly what a secret is?
* name a range of things that they would consider secrets?

Exploring the concept

(EU) Explain to the class that just like there are different types of touches, there are also different types of secrets – good secrets and bad secrets.

(EU) Explain that a good secret is a secret that they share with only one or two people that is not hurting them or anyone else. A good secret doesn't make them feel confused or uncomfortable at all. Ask students which of the examples that they gave previously would be good secrets and why.

(EU) Explain that the opposite of a good secret is a bad secret. A bad secret is a secret that makes them feel uncomfortable or confused because it could hurt them or someone else. Explain that a bad secret might be that they know someone has taken their friend's toy without permission or that they know that their friend has bought a lighter to school. Ask students if they can think of other bad secrets.

Ask students how they might be able to know whether a secret someone tells them is a good secret e.g. they might feel good about what is going to happen, excited if it is going to be a nice surprise for someone, it might make them feel happy.

Ask the class how their feelings might be different if someone tells them a bad secret e.g. they might feel scared, uncomfortable or they might get NO body signals. Revisit the different NO body signals that students learnt about in Foundation Module 2.

(LIT) Read a story about good and bad secrets ** such as *The Trouble with Secrets* by Karen Johnson.

*** Note: some books may refer to the different types of secrets as happy and unhappy or safe and unsafe.*

(EU) Ask students to identify the different secrets described in the book. Next, ask students whether they think each of the secrets is a good secret or a bad secret and why.

Putting it into practice

💬 Checking for understanding

(EU) Read out the following "secrets" and ask students to decide whether the secret is a good or bad secret and to explain why.

* keeping it a secret when your Dad tells you he has brought your Mum a bunch of flowers
* keeping your address a secret when an adult you don't know very well asks you where you live
* keeping it a secret when your uncle tells you not to tell anyone he has been taking photos of you
* keeping it a secret when someone tells you something bad about a friend
* keeping it a secret when you know someone has bought a knife to school
* keeping it a secret that you are having a surprise party for your Grandma
* keeping where you hide your pocket money a secret.

Reinforce with students that if a secret makes them feel uncomfortable or confused or if they think someone is in danger or might get hurt, they need to tell an adult about the secret straight away.

⚙ Adjustment strategies

Process: Give each student a happy face and a sad face to hold to indicate whether they feel the secret is good (happy face) or bad (sad face).

Criteria for success: What to look for?

Can students:

* correctly identify good secrets and bad secrets?
* provide appropriate reasons for their decisions?

Remind the class how to decide if a secret is good or bad by how it makes them feel and that even if someone tells them not to tell a bad secret, it is important that they go to a trusted adult and tell them about the secret.

Handouts

Happy face / sad face for adjusted activity

Resources

I Have a Secret by Joanne Nelson and Mary Duarle

The Trouble with Secrets by Karen Johnsen

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I REACT AND RESPOND WHEN I FEEL UNCOMFORTABLE OR UNSAFE?

* *Activity overview*

Learners practise identifying unsafe situations and responding in an assertive manner.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Demonstrate perseverance and adaptability with unfamiliar tasks (PSC-Perseverance and adaptability)

Ethical understanding

Identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

LEARNING SEQUENCE

Activity description

Learning intention

(EU) Revisit the learning about good touches, bad touches and confusing touches and good and bad secrets. Reinforce with students that if someone touches them in a way that makes them feel uncomfortable, it is **not their fault** and they should definitely **not keep it a secret**. Explain to students that during this activity they will learn about what they can do if someone touches them in a way that makes them feel uncomfortable.

Pre-assessment activity: Where are they at?

Display a body outline of a male and female child (see Handouts for Activity 2.1 in the Foundation Module 2). Revise the names of the private parts of the body.

Ask students to recall the body signals that might warn them that something or someone is unsafe e.g. heart beats faster, feel sick in the tummy, sweaty palms. Explain that if someone touches them on the private parts of the body and it makes them feel uncomfortable this is a NO signal.

Criteria for success: What to look for?

Can students:

* identify and name the private parts of the body?
* describe the NO signals that warn them if a situation is unsafe?

Teacher note: If students seem unfamiliar with the private parts of the body or the body's warning signals, consider re-teaching activities from Module 2.1 and Module 2.2 from the Foundation resource.

Exploring the concept

Revise the Response Framework

* **Say no** if you can
* **Leave** the unsafe situation
* **Get help** from a trusted adult.

Teacher note: If students seem unfamiliar with the Response Framework, consider re-teaching Activity 2.3 from Responding to unsafe situations module.

(PSC+LIT) Ask students to demonstrate with a partner how they can say NO with a strong and confident voice. Discuss how the way they stand can influence how strong and confident their NO sounds. Demonstrate for the class how to show strong and confident body language while saying NO. Ask them to practise standing strong and saying NO confidently.

72

Putting it into practice

💬 Checking for understanding

(PSC+EU) Read out the following scenarios and ask students to describe the aspects of the scenario that make them think the situation is unsafe e.g. being asked to keep a bad secret, bad or confusing touches, NO body signals and how the character should respond e.g. using the Response Framework of **SAY, NO, LEAVE, GET HELP.**

Scenario 1: Johan was walking home from school when an older boy walked up behind him and hit him. The older boy told Johan not to tell anyone about it or he would follow him home tomorrow and hurt him again.

Scenario 2: Sean was play wrestling with his friend's older brother on Friday. The brother touched Sean in a way that made him feel uncomfortable. The older brother scared Sean and told him not to tell anyone about it.

Scenario 3: Sophie was playing with her best friend when she saw bruises on her friend's arms and legs. When she asked her friend what happened she told Sophie that her father gets mad sometimes and hits her. She asked Sophie to promise not to tell anyone.

Scenario 4: Josephine's uncle asked her if he could take photographs of her in her swimming costume. He said he would give her lollies and a new toy if she didn't tell her parents about it.

Teacher note: Ensure that you change the names of the characters if you have students with the same name in your class.

Criteria for success: What to look for?

Can students:

* identify the aspects of the scenario that make it unsafe?
* correctly identify how to respond to each scenario?

Handouts

Body outline

Response Framework

MODULE 3:
HELP-SEEKING SKILLS

MODULE OVERVIEW

Learning goals

Know: The people who can help them when they feel unsafe or uncomfortable.

Understand: Sometimes they might have to ask a number of people before they get the help they need.

Do: Identify the trusted adults they could ask for help. Practise telling an adult about an unsafe or uncomfortable situation.

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Describe the emotional responses of themselves and others (PSC-Emotional awareness)

Demonstrate perseverance and adaptability with unfamiliar tasks (PSC-Perseverance and adaptability)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the module 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?

CONCEPT 3.1 SUPPORT NETWORKS

FOCUS QUESTION: WHO ARE THE PEOPLE WHO CAN HELP WHEN I FEEL UNSAFE OR UNCOMFORTABLE?

* *Activity overview*

Learners identify a support network of trusted adults.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that during this activity they will identify the people they trust and who can be included in their support network. By the end of the lesson they will have identified a support network of trusted adults they can go to when they need help with a problem or if they feel unsafe.

Pre-assessment activity: Where are they at?

Ask students to recall what the word trust means e.g. trust is believing another person will do the right thing. Revise the *Relationship Circles* that were completed in Foundation from *Module 1: Activity 1.2 - Respect and trust*, if they are available. If they are not available revisit the activity so that students can identify people for each of the circles:

∗ the inner circle (representing their family)
∗ the middle circle (representing their friends)
∗ the outer circle (representing people who help us)

Criteria for success: What to look for?

Can students:

∗ identify what the word trust means?
∗ correctly identify people in their lives that they can trust?
∗ differentiate between people within their inner, middle and outer circles of trust?

Exploring the concept

Revisit the *School Support Network handouts* that students created last year if they are available and update the school-based people they can go to if they need to ask for help about a problem or if they feel scared or unsafe. If the handouts are not available, ensure students identify school-based people as part of their personal support network during this activity.

Teacher note: See Activity 1.2 – Respect and trust and Activity 2.3 – Responding to unsafe situations from Foundation resources for the learning sequence description and handout to create the School support network.

(CCT) Ask students to revisit their *Relationship Circle* and identify which of these people are easy to get in contact with, easy to talk to, will listen to what they have to say and will help them solve any problems they might have.

Explain to the class that they are now going to create a personal support network of trusted adults that they can go to if they ever need help or support with a problem. Ask students to select five people from their list to include in their personal support networks.

Ask students to trace an outline of their hand or provide them with a template of a hand outline to create their *personal support network*. Ask students to write the name of one of their trusted adults onto each finger and thumb of the hand. Besides each person's name ask students to identify the relationship of the person to them e.g. teacher, soccer coach, parent, grandparent, aunty, best friend's mum.

Adjustment strategies

Process: Provide support to write or scribe each person's name and relationship.

Product: Provide students with a template of a hand outline to create their *personal support network* if they are unable to trace their own hand.

Teacher note: It is important to ensure that the people students have included on their support network are appropriate. You may need to check with parents or carers to ensure that each of the people are contactable and available to be included on their child's support network.

Putting it into practice

Checking for understanding

(CCT) Ask students to imagine that they have a problem that they haven't been able to solve by themselves, such as losing their library book, someone is picking on them when they are on the school bus, their big sister is being mean to them in the afternoon before their parents get home. Ask students to identify which trusted adults from their *personal support network* they could ask for help about this problem.

(CCT) Ask students to identify how they will contact these trusted adults e.g. will they go to their office, home, will they ring them on the phone, what time of the day would be best to go and see each of these people e.g. in the morning, after school, after work, during the lunch break?

(CCT) Explain to students that it is important to think about exactly how they are going to contact any of the trusted adults in their *personal support network* to talk about their problem as well as the best time to talk to them. Ask students to record on their *personal support network* how and when it is best to contact each of their support people. If students are unable to identify how and when to contact one or more of their support people, encourage them to revisit their choices and see if there is a more appropriate person to add to their network.

Criteria for success: What to look for?

Can students:

* identify appropriate people from their support network to talk to about their problem?
* identify an appropriate way to get in touch with each of their support people?
* identify the best time to talk to each of their support people?

Handouts

Relationship Circle handouts (blank + completed ones from Foundation if available)

School Support Network handouts (blank + completed ones from Foundation if available)

Personal Support Network blank templates (if students are unable to trace their hands)

CONCEPT 3.2 ACCESSING HELP

FOCUS QUESTION: HOW CAN I GET HELP WITH A PROBLEM OR SITUATION?

* *Activity overview*

Learners practise strategies for telling adults they need help or have a problem.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.

Relevant content descriptions

Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)

General capabilities

Personal and social capability

Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts (PSC-Relational awareness)

Describe the emotional responses of themselves and others (PSC-Emotional awareness)

Demonstrate perseverance and adaptability with unfamiliar tasks (PSC-Perseverance and adaptability)

Literacy

Reading and viewing – Understanding texts

Writing – Creating texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about persistence. During this activity they will learn how important it is to keep telling trusted adults about their problems or how they are feeling if they are scared or feel unsafe. By the end of the lesson they will have practised ways to keep telling until someone listens to and helps them.

Pre-assessment activity: Where are they at?

(LIT) Ask students if they can recall what the term persistence means from their lessons in Foundation. Create a shared meaning for the word persistence e.g. trying again and again until you are successful at the task.

Discuss some examples of activities that require persistence e.g. hitting a soft ball off a tee, learning how to skip, finishing a difficult jigsaw puzzle, learning how to spell long words, learning how to do a maths problem. Ask students if they can think of any other tasks that require persistence.

Criteria for success: What to look for?

Can students:

* define persistence?
* identify situations and tasks that require persistence?

Exploring the concept

(CCT) Ask students to think of possible reasons why people might not listen or act when they tell them something e.g. they are in a hurry, they are busy or tired, they are concentrating on doing something else, they don't believe you or don't understand what you mean.

(CCT) Ask students to imagine and suggest situations when they have a really important message to tell someone. e.g. if someone rang on the phone while Mum was in the shower and left a message, if the dog got out of the backyard when they opened the gate, if they saw someone take something out of another student's bag without permission.

(LIT) Identify one student to play the role of trying to tell an adult about what has happened. Choose three other students to play the roles of the adults that the main character is going to tell about the situation. For the first role play instruct the three adults not to listen or act upon what the main character tries to tell them.

(PSC) Discuss how the main character felt when none of the adults would listen to them e.g. frustrated, cranky, angry, sad, scared.

(CCT) Ask the class to suggest other ways that the main character might have tried to tell the "adults" about the situation.

(LIT) Repeat the role play for another situation with different students. Change the ending of the role play so that the last person listens and acts on the important message.

Discuss with students whether they think being persistent when telling is easy. Ask students to discuss why they think it is so important to be persistent.

Adjustment strategies

Process: Divide students into small groups and get them to role play the situation.

Product: Draw a storyboard of the situation instead of role playing.

Criteria for success: What to look for?

Can students:

* identify alternative ways to approach adults with their problems?
* understand the importance of persistence when telling adults about problems?

Putting it into practice

Checking for understanding

(LIT + PSC) Read or view the story Huge bag of worries by Virginia Ironside. Discuss the different worries that Jenny was experiencing. Ask students if they think Jenny is the only person who worries. Ask them to identify who else might worry. Emphasise that they will all worry about something at some time and that is normal. Explain that if they do start worrying about things and their bag of worries starts to get full then they can use the trusted adults in their *Personal Support Network* to help them out like Jenny did in the story.

(CCT) Explain that they are now going to play a game where they practise handling worries. Explain that as they play the Monster Worry Game they will be thinking about lots of different types of worries and will have to work out how to best handle them and which of their support people they can talk to about a particular worry. When it is their turn in the game they pick up a worry card. They must identify who they can talk to about their worry and how they could ask that person for help.

Criteria for success: What to look for?

Can students:

* identify different types of worries?
* suggest strategies for dealing with different worries?
* identify which trusted adults they could talk to about their worry?
* identify what they would say to their trusted adult about their worry?

Resources

The Huge Bag of Worries by Virginia Ironside

Monster Worry Game

81

YEARS 3–4

YEARS 3–4
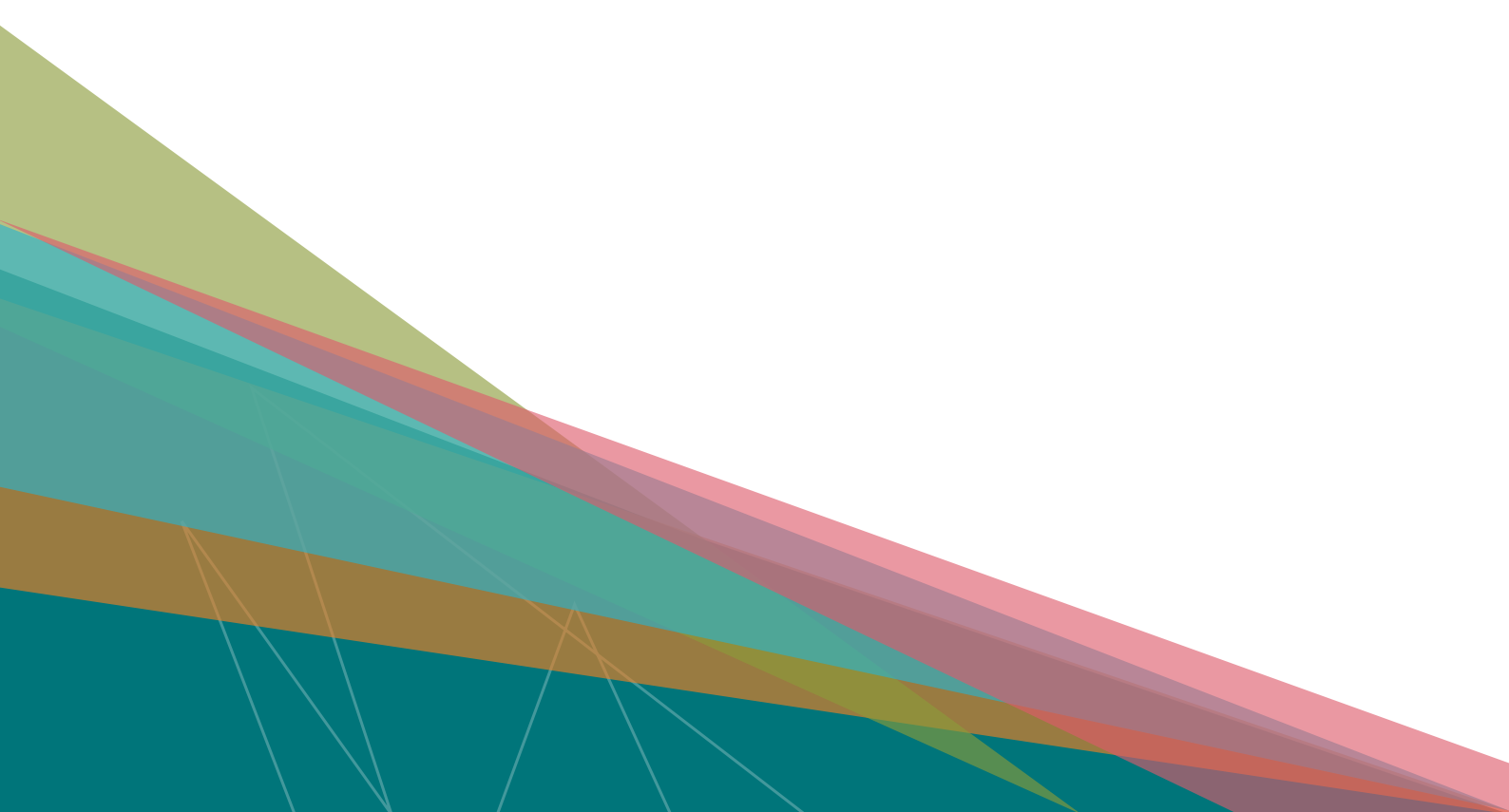
SCOPE AND SEQUENCE

MODULE 1

Learning goals

Know: As they get older relationships change and develop in different ways.

Understand: Loss of respect or trust can impact negatively on relationships.

Do: Describe strategies to manage changing relationships.

Key concepts

How do my relationships change as I grow older?
Learners identify signs of conflict and explore different ways of managing conflicts.

What happens to relationships if respect or trust is broken?
Learners explore what happens to a relationship if trust or respect is broken.

When do I need to ask permission or consent and how can I do it respectfully?
Learners explore a range of scenarios where they need to ask someone else's permission to do something. They practise different ways they can ask permission and get the other person's consent for each situation.

MODULE 2

Learning goals

Know: The factors that influence personal safety. The range of strategies to respond to unsafe situations.

Understand: Strategies they can use to respond to unsafe or uncomfortable situations. In some situations they may not be able to respond quickly.

Do: Describe ways they can stay safe in different situations. Practise strategies they can use to respond to unsafe situations.

Key concepts

What factors influence my level of safety?
Learners identify what constitutes abuse and violence.

How might my body respond in different situations?
Learners identify body signs and responses that provide cues they may be unsafe or uncomfortable.

What strategies can I use to stay safe and healthy at school and at home?
Learners revise and practise the steps in the Response Framework.

How can I set boundaries online and follow rules to keep myself safe?
Learners explore a range of strategies or staying safe online and apply them to different scenarios they may experience when interacting online.

How can gender stereotypes influence choices and actions?
Learners will understand the nature of gender stereotypes and the impact they can have on individuals.

MODULE 3

Learning goals

Know: The people they can go to when they are feeling uncomfortable or unsafe.

Understand: If they feel uncomfortable or unsafe in a situation they need to tell a trusted adult about how they feel.

Do: Practise strategies they can use to tell a trusted adult about a situation that has made them feel uncomfortable or unsafe.

Key concepts

Who will help me if I feel unsafe or uncomfortable in a situation?
Learners review their support network of trusted adults.

What strategies can I use to ask for help from a trusted adult?
Learners identify the reasons it might be difficult to approach an adult when they have a problem and will practise how to start a conversation when they need help.

MODULE I:
RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: As they get older, relationships change and develop in different ways.

Understand: Loss of respect or trust can impact negatively on relationships.

Do: Describe strategies to manage changing relationships.

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Manage and moderate emotions in familiar contexts, using provided strategies (PSC-Emotional regulation)

Ethical understanding

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the module 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?

85

CONCEPT 1.1 MY RELATIONSHIPS

FOCUS QUESTION: HOW DO MY RELATIONSHIPS CHANGE AS I GROW OLDER?

* *Activity overview*

Learners identify signs of conflicts and explore different ways of managing conflicts.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.

Relevant content descriptions

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about identifying signs of conflict. By the end of the lesson they will have explored a range of ways for dealing respectfully with conflict.

Pre-assessment activity: Where are they at?

(LIT) Read or view stories that include examples of conflict or problems e.g. Wombat Stew, Horton Hears a Who!, The Very Cranky Bear.

(LIT) Ask students to identify the signs they saw that conflict with what was developing. Discuss the problem or conflict in each of the stories. Brainstorm suggestions of strategies the characters could have used to prevent the conflicts. Discuss whether the characters involved could have resolved the conflict by themselves or whether they needed help from someone else.

Criteria for success: What to look for?

Can students:

* identify situations of conflict?
* identify the causes of conflict?
* suggest strategies for resolving conflicts?
* identify when help from others is needed to resolve conflicts?

Exploring the concept

(LIT) Brainstorm words or phrases that mean 'disagreement' e.g. fight, argument, problem and decide whether these words or phrases are positive or negative.

(PSC) Explain that a fight is different from a disagreement and usually happens when a conflict has not been resolved and someone feels angry, frustrated or hurt. People usually fight because they do not know how to disagree in a respectful way.

(PSC) Explain that disagreements are a normal part of friendships and are sometimes positive because they find out about the ways they are different and that they can disagree but still like each other.

(PSC) Brainstorm some of the different things people might have disagreements or fights about. Discuss whether the disagreements that they have with their friends are different from disagreements that adults might have. Ask students to suggest how they might be different e.g. students might have disagreements about who to sit next to at lunch, what to watch on TV, who is allowed to play with their toys, what the rules of the handball game are but adults might have disagreements about money, about what they are doing at work.

(PSC) Explain that there are three ways to deal with a disagreement: passively, aggressively or assertively. Distribute the handout – *Conflict Resolution Strategies* to each student and discuss the different ways in which a lion, a meerkat or a giraffe would handle a disagreement.

* The lion (Aggressive): only interested in winning an argument; not worried about hurting others' feelings; threatens or hurts people to get its own way.
* The meerkat (Passive): scared of disagreements; pretends the disagreement is not happening; runs away or leaves; gives in too easily for fear of losing a friend or because it is frightened.
* The giraffe (Assertive): stands tall and stays calm and tries to sort out an argument with solutions where both people win; says sorry when wrong; asks for help to sort things out; says what it thinks or feels without getting angry.

(LIT) Using an example of a disagreement from the previous brainstorm, ask volunteer students to role play a lion response, a meerkat response and a giraffe response. Ask students to join with a partner to practise each of the types of responses.

(PSC) Discuss with students how they think it would feel to solve a disagreement in a passive way, an aggressive way and an assertive way.

Putting it into practice

Checking for understanding

(CCT) Distribute the handout *Conflict scenarios* to each table group and ask them to work through each scenario and identify whether the characters were responding like a lion, a meerkat or a giraffe during the conflict. Ask students what responses they could change to be more like a giraffe.

(CCT) Discuss with students the strategies they used to decide as a group the best giraffe response for each scenario. Ask groups to share any disagreements in their decisions and how they resolved them.

Ask groups to share any alternate strategies and discuss how each of the characters in the scenario would feel if these strategies had been used to resolve the conflict.

(PSC) Ask students to suggest why is it important to consider the feelings of all people involved in a disagreement and be respectful towards each other when choosing conflict resolution strategies.

Adjustment strategies

Content: Provide pictures depicting the conflicts.

Process: Read the conflicts aloud for the class and explore as a class group.

Product: Role play or draw an alternate ending for the conflict.

Criteria for success: What to look for?

Can students:

* identify assertive, aggressive and passive responses to conflict?
* suggest more assertive ways to deal with the conflict?
* propose resolutions to the conflicts that favour both parties and recognise others' feelings?

Handouts

Conflict resolution strategies

Conflict scenarios

Resources

Horton Hears a Who! by Dr Seuss

The Very Cranky Bear by Nick Bland

Wombat Stew by Marcia K Vaughn

CONCEPT 1.2 RESPECT AND TRUST

FOCUS QUESTION: WHAT HAPPENS TO RELATIONSHIPS IF RESPECT OR TRUST IS BROKEN?

* *Activity overview*

Learners explore what happens to a relationship if trust or respect is broken.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.

Relevant content descriptions

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty (AC9HP4P02)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Manage and moderate emotions in familiar contexts, using provided strategies (PSC-Emotional regulation)

Ethical understanding

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about trusting relationships and what happens when trust is broken.

📝 Pre-assessment activity: Where are they at?

(LIT+EU) Read a book about trust from the resources list and discuss why the characters trusted each other and how that made each of the characters feel. Explore how levels of trust may change in the story and reasons why trust changed or was broken.

Create a class definition of the word trust.

Ask students if they can recall the *Relationships Circle* activity they completed earlier. Ask students to identify the trusted people in their inner circle (family), their middle circle (friends) and the outer circle (people they know who help them and keep them safe).

Criteria for success: What to look for?

Can students:

* suggest a definition for the word trust?
* identify elements of trust from the story and how trust impacts on feelings of safety?
* identify the people in their lives they trust?

Exploring the concept

(PSC) Revisit the concept of body warning signals and ask students to identify some of the warning signals that they may notice in their bodies when they are happy and comfortable. Brainstorm the types of body warning signals they might get if they feel scared, confused, unsafe or uncomfortable. Record each of these lists on the board.

(PSC) Ask students to identify the body signals that they would notice if they were with someone that they trusted. Discuss some of the other signs external to their body that will tell them that this person can be trusted e.g. they listen to them when they have a problem and help them to try to solve it, they always take care of anything that they borrow, they make them feel happy again if they are feeling sad.

(PSC) Explain to students that trust is something which is built in a relationship from experiences with a person. When they spend time with a person they learn about how that person behaves in different situations and whether that person is reliable. After spending some time with a person they start to trust the person. Sometimes they might develop trust for a person quickly. At other times it might take longer. Revisit the trust story that the class read at the beginning of the activity. Discuss how the characters built up trust in each other over time.

Putting it into practice

💬 Checking for understanding

(LIT) Read the story *What's Wrong With Bottoms* by Jenny Hessell. Ask students whether they think James trusted his Uncle Henry at the start of the story. Discuss why they think this was the case. Ask students whether they think that trust was broken during the story and if so when. Discuss what James did after his trust had been broken. Ask students how James knew that he could trust his Mum to tell her about what happened.

(CCT) Discuss with students what they could do if someone acts in a way that makes them feel confused or unsure about their trust in that person. Reinforce that if someone hurts or harms them physically, or harms their feelings or thoughts, they are breaking their trust. If this happens to them they should do exactly what James did and tell an adult they do trust such as a parent, teacher or family member, what happened.

Revisit the list of trusted people that students identified at the beginning of the activity. For each of the people ask students to complete the sentence " I trust .... because ....".

Criteria for success: What to look for?

Can students:

* identify incidents where Uncle Henry broke James' trust?

* identify the actions that James took after his trust was broken?

* describe the reasons they trust the adults they have identified?

Handouts

Relationships circle handout (completed from previous years if available)

Resources

Just a little Brown Dog by Sally Morgan

The Berenstain Bears and the Truth, written and illustrated by Stan and Jan Berenstain

The Boy who Cried Wolf

Being Trustworthy: A Book About Trustworthiness by Mary Small and Stacey Previn

The Signmaker's Assistant by Tedd Arnold

What's Wrong With Bottoms by Jenny Hessell

The Lion and The Mouse by Gail Herman and Lisa McCue

Howard B. Wigglebottom On Yes or No: A Fable About Trust by Howard Binkow and Taillefer Long

The Promise: The Island of Commitment by Suzy Liebermann

CONCEPT 1.3
PERMISSION AND CONSENT

FOCUS QUESTION: WHEN DO I NEED TO ASK PERMISSION OR CONSENT AND HOW CAN I DO IT RESPECTFULLY?

* *Activity overview*

Learners explore a range of scenarios where they need to ask someone else's permission to do something. They practise different ways they can ask permission and get the other person's consent for each situation.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07)

General capabilities

Personal and social capability

Apply verbal and non-verbal communication skills when responding to others (PSC-Communication)

Ethical understanding

Describe decision-making processes with reference to ethical perspective and values (EU-Making ethical decisions)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about seeking, giving and denying consent. During this activity they will learn ways they can ask for, give and deny consent and recognise when someone is giving them consent or permission to do something.

TEACHER NOTE: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students should talk to a trusted adult, teacher, school counsellor or access one of the support services such as kidshelpline to talk about how they are feeling.

Pre-assessment activity: Where are they at?

Watch the video Consent for kids

Ask students to think about what they think consent means and then share with a partner to come up with an agreed description or definition.

Combine pairs into small groups and each share their definitions. Discuss any differences between their meanings.

In these groups, list examples of situations when they would need to seek permission in their everyday lives. For each situation, groups record different ways they could ask for permission or consent.

Ask groups to share their list of situations and ways of asking permission with the rest of the class.

Criteria for success: What to look for?

Can students:

* define what consent is and when it is needed?
* demonstrate ways to give consent and ways to deny consent?

Exploring the concept

Explain that the reason we have to ask permission or consent in each of these situations is so that everyone feels safe and in control of what happens around them and to their body.

Reflect back to the Consent for kids video and ask students if they recall hearing the term "Bodily autonomy" used. Ask students to suggest what they think this term might mean.

Explain that Bodily autonomy is a fundamental human right. It's about an individual making choices about what happens to their body. It means you are the boss of your body and people have to ask for consent before they touch you or do anything to your body.

Ask students to share kinds of touches that they like such as:

* I like hugs from my Mum
* I like when I sit on my Pop's knee
* I like when my Uncle holds my hand.

Ask students to elaborate what they like about these kinds of touches. These could include:

* I like hugs from Mum because I miss her when she goes to work
* I like when I sit on my Pop's knee and he reads me a story
* I like when my Uncle holds my hand to cross the road and keep me safe.

Ask students if there are any kinds of touches they think they wouldn't like, such as being tickled, being poked in the back, being punched, being knocked over when playing in the playground.

Ask students to share what it is about these kinds of touches that they don't like, such as the touch hurts, they weren't asked if they wanted to be touched.

Explain to students that whenever they are going to touch someone else or move into their personal space they need to ask permission before they do to ensure the other person is OK for it to happen. This is about asking their consent.

Display the following list of key principles that underpin what respectful and ethical consent is:

* it's about giving or seeking permission
* involves respect and clear communication
* is ongoing agreement and negotiation regarding a shared experience
* feels safe, good, fun and enjoyable for everyone
* is part of all friendships, playing and relationships
* can be given or denied both verbally and non-verbally
* can be withdrawn at any time.

Discuss each of these points and ask students to give examples of what each might look like or sound like in real life.

Putting it into practice

Divide the class into groups of 3 students. Allocate each group one of the Consent scenario cards.

Explain to the class that they are going to put their knowledge about consent into action by role playing and rehearsing how they might ask for, give and deny consent in their allocated scenario. Each group will role play two versions of the scenario - one where consent is given and one where consent is denied or not given.

In each group students need to allocate one group member to each of the following roles:

* the person asking for consent
* the person giving consent
* the person denying consent

Remind groups that as they are rehearsing their responses in the scenario, they need to reflect on the key principles of respectful and ethical consent.

Allow students time to practise their asking and responding before each group acts out their two versions of the scenario to the rest of the class.

After each role play, ask students to suggest how responses met the principles of respectful and ethical consent or how they could be improved if they didn't meet all of the principles.

TEACHER NOTE: When discussing Scenario 4, it is important that students understand that sometimes their non-consent can't be accepted when their health, safety or wellbeing may be at risk. For example, when an adult must grab a child's hand to safely cross the road, or when a doctor or nurse may need to look in a child's mouth or apply medical treatment to parts of their body.

Checking for understanding

As a class, collaboratively create an anchor chart about consent similar to this one created by a Grade 3 teacher.

Criteria for success: What to look for?

Can students:

* define what consent is and when it is needed?
* demonstrate ways to give consent and ways to deny consent?
* recognise how themselves and others might feel if something is done without their consent?

Handouts

Anchor chart for consent

Consent scenario cards

Resources

Consent for kids

Anchor chart example - All about consent (above)

MODULE 2:
PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The factors that influence personal safety. A range of strategies to respond to unsafe situations.

Understand: Strategies they can use to respond to unsafe or uncomfortable situations. In some situations they may not be able to react or respond quickly.

Do: Describe ways they can stay safe in different situations. Practise strategies they can use to respond to unsafe situations.

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students describe the influences that inclusion and stereotypes have on choices and actions.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe how choices and actions can be influenced by stereotypes (AC9HP4P03)

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Manage and moderate emotions in familiar contexts, using provided strategies (PSC-Emotional regulation)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the module 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?

CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: WHAT FACTORS INFLUENCE MY LEVEL OF SAFETY?

* *Activity overview*

Identify what constitutes abuse and violence.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Manage and moderate emotions in familiar contexts, using provided strategies (PSC-Emotional regulation)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about different kinds of touching which can make them feel safe or unsafe.

🖉 **Pre-assessment activity: Where are they at?**

(PSC) Ask students to recall the different types of touches that they have learnt about previously.

* Good touches: make you feel good, comfortable, loved, and safe.
* Bad touches: make you feel uncomfortable, bad, or scared and might leave a bruise or cut or hurt someone so badly that they might need to visit a hospital.
* Confusing touches: make you feel uncomfortable and scared but might not leave any marks. They might give "NO" body signals such as butterflies in the tummy, lump in their throat, sweaty palms, racing heart, fast breathing. These touches might be pleasant initially but then become uncomfortable or confusing.

Ask students to provide examples of each type of touching e.g. good touches might be a handshake, high five, hug from Grandma; bad touches might be a punch or kick, confusing touches might be a high five that is too hard, touching their hair, or pinching their bottom.

Criteria for success: What to look for?

Can students:

* identify the three different types of touches and explain what each is?
* describe how bad touches and confusing touches are different from good touches?
* describe the types of touches that fall into each category?

Teacher note: If students have not previously learnt about good touches, bad touches, confusing touches or seem unfamiliar with the concepts you may need to explain these in greater detail. Activity 2.1 in the Year 1 and 2 module provides some ideas about how to introduce these concepts.

Exploring the concept

(EU) Explain to students that sometimes people can touch them and cause physical harm such as a bruise or cut without meaning to. Discuss the word accident and brainstorm a shared meaning e.g. an accident is unplanned or is not expected to happen.

(EU) Ask students in their table groups to write down examples of accidents that might leave a bruise or a cut e.g. someone bumps into them while walking in the corridor and they fall into the wall, they trip over someone's foot while they are playing soccer and fall and cut their knee. Ask groups to share their examples and decide as a class whether they are accidents or not.

(EU) Explain to students that when anyone is harmed or injured physically and it is not an accident it is called violence. If someone harms somebody emotionally, or mentally and it is not accidental, it is called abuse.

(LIT) Read one of the stories included in the resources list that explores family violence. Discuss with students the types of violence and abuse that were committed in the story.

(PSC+LIT) Discuss how each of the characters might have been feeling at different times during the story. Ask students to identify whether there were different touches involved in the story – were they good touches, bad touches or confusing touches?

(CCT) Discuss how the characters did respond or could have responded to the violence and abuse and whether there were other characters in the story who tried to help.

Putting it into practice

Checking for understanding

Give each table a set of three cards - one for Accident, one for Violence, and one for Abuse.

(CCT) Explain to the class that you will be reading out a series of situations and each table group has to discuss them and decide whether the situation is an accident, abuse or violence. Once groups have had time to discuss their choices ask them to hold up the card that indicates their choice. Discuss each group's reasons for making that choice. If some groups choose a response to a scenario incorrectly, reinforce the aspects of the scenario that determine whether it is an accident, violence or abuse.

Use the following scenarios as examples:

* Chris is hit in the face with the ball while he is running under the basket in a basketball game. (accident)
* Holly is chased and kicked by an older student on her way home from school. (violence)
* Jess falls off her bike when she bumps into her friend who is riding alongside her. (accident)
* Michael is regularly told he is 'stupid' by his Dad and locked in his room. (abuse)
* Carrie's Mum hits her with a hairbrush on the back of her legs when she does something wrong. It leaves bruises. (violence)
* Manny falls over on a slippery floor when his father bumps him while they are playing a game (accident).
* Sam is knocked over by a classmate running past in the corridor. (accident)
* Someone opens the door to the toilet, thinking it is empty, when Chloe is in there. They quickly close the door. (accident)
* Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts. (abuse)
* Daniel's Dad hits him across the face when he gets angry, and this time it has given him a black eye. (violence)

Teacher note: Change the names of the characters to ensure not are the same as children in your class.

Adjustment strategies

Process: Scenarios could be on a worksheet and students could answer individually.

Criteria for success: What to look for?

Can students:

* correctly identify which situations are violence, abuse or an accident?
* provide reasons to justify their choices?

Handouts

Abuse, violence, accident cards

Resources

A Family That Fights Sharon Chesler Bernstein

The Dragon & the Mouse Steven Timm

When Mommy Got Hurt – A Story for Young Children About Domestic Violence Ilene Lee & Kathy Sylvester Charlotte

When Daddy Hits the Table and When Mummy Shouts by Mary Koolhof and Aunty Eva Richardson. Illustrated by Janet Fenton (Aboriginal Children's book series)

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: HOW MIGHT MY BODY RESPOND IN DIFFERENT SITUATIONS?

* *Activity overview*

Learners identify body signs and responses that provide cues they may be unsafe or uncomfortable.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Manage and moderate emotions in familiar contexts, using provided strategies (PSC-Emotional regulation)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding the different signals their bodies can give that tell them when they are in an unsafe situation.

Pre-assessment activity: Where are they at?

(PSC) Revisit the concept of body warning signals. Brainstorm some signals the body might receive e.g. squirmy tummy, lumpy tummy, warm body, shivery body, fidgety hands, sweaty hands, quick breathing, shallow breathing, racing heart beat, pounding heart, goose bumps, body hair standing up, nausea, smiling face, wide eyes, red hot face, shaky knees, dry mouth, tight throat, can't talk. Record suggestions on the board.

(PSC) Discuss the possible messages being sent by some of these signals e.g. sweaty hands could mean you are nervous about doing something for the first time or scared about something.

(PSC) Explain to students that the same body signal can be caused by two different situations e.g. their heart could race because they have just finished running a cross country but it could also be racing if someone were threatening to hurt them. Ask students to identify the same body warning signals that could occur in two different situations and describe them.

(PSC) Ask students to identify the signals from the list that could be warnings that they might be in danger or feeling unsafe or uncomfortable. Explain to students these signals are called "NO" body signals and if they feel any of these signals when they are in a situation or with a particular person they need to try to leave the situation and go somewhere safe.

Criteria for success: What to look for?

Can students:

* recall the different body warning signals?
* correctly identify situations where the body may react with a warning signal?
* correctly identify those reactions that may be warning signals?

Exploring the concept

(PSC) Explain to students that the way they feel about a situation can also give them clues about whether the situation is safe or unsafe, or uncomfortable. Ask students to brainstorm a range of different feelings that they might experience e.g. angry, annoyed, anxious, scared, happy, excited, tired, bored, silly, satisfied, sad, embarrassed, ashamed, miserable, nervous, hurt, calm, cheerful, fascinated, curious, overjoyed, delighted, eager, ecstatic. Create a class list of feeling words that can be displayed and referred to by students when they are asked to describe how they are feeling.

(PSC) Divide students into small groups and give each group one of the following feeling words: angry, nervous, excited, disappointed, frustrated, jealous. Ask each group to identify inappropriate ways of expressing their allocated feeling and appropriate or respectful ways to express the feeling e.g. angry about getting out in handball can be expressed inappropriately by throwing the ball onto the roof of the building so no-one else can play, or can be expressed appropriately by counting to 10 to calm down and going to the end of the line to wait for their next turn. Ask each group to share and discuss their responses.

Adjustment strategies

Content: Be selective in which feeling words are used to ensure students understand what the feeling is and how it can be manifested.

Process: Work through each feeling as a class.

Product: Groups could record their responses rather than provide a verbal report.

102

Putting it into practice

Checking for understanding

(PSC) Distribute the handout – *Feelings diary* to students and ask them to keep a diary of the emotions and feelings that they experience over the next three days. Ask them to record an event or situation that happened at the time, how they felt using one of the words from the class feelings list, and how they responded to that feeling.

Teacher note: Explain to students that their feelings diary is private and it will not be shared with other students. Invite students to share part or all of the diary with you, individually in order to check understanding of the concepts.

(PSC) After the three days, discuss as a class whether their feelings changed during a single day and across the three different days. Ask students to suggest reasons for these changes.

(PSC) Explain to students that some events or situations can cause us to have *mixed feelings*. Ask students to suggest what they think the term mixed feelings is referring to e.g. when you have two or more feelings about the same situation. Explain to students that when they have mixed feelings or when their feelings change from one feeling to another in the same situation, it is important to take notice of those feelings. For example, they may be playing with an older cousin and having fun and feeling happy until the cousin starts to tickle them and refuses stop when asked. Their feelings may change from happy, to frustrated, to uncomfortable or scared. In this case they should listen to their feelings and take notice of any body warning signals.

Criteria for success: What to look for?

Can students:

* correctly identify feelings experienced during different events and how they responded to those feelings?
* describe how their feelings changed over the three days?
* provide reasons why their feelings changed over time?

Handouts

Feelings diary

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO STAY SAFE AT SCHOOL AND AT HOME?

* *Activity overview*

Learners revise and practise the steps in the Response Framework.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Manage and moderate emotions in familiar contexts, using provided strategies (PSC-Emotional regulation)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to respond to situations where they are feeling unsafe or uncomfortable. During this activity they will be revising the steps in the *Response Framework* and using each of the steps to respond to a range of scenarios.

Pre-assessment activity:
Where are they at?

Revise the Response Framework
(Create a handout or classroom poster)

* Say **no** if you can
* **Leave** the unsafe situation
* Get **help** from a trusted adult.

(PSC+LIT) Ask students to demonstrate with a partner how they can say NO with a strong and confident voice. Discuss how the way they stand can influence how strong and confident their NO sounds. Demonstrate how to show strong and confident body language while saying NO. Ask students to practise standing strong and saying NO confidently.

Exploring the concept

Read the following unfinished story to the class.

A large family was having a barbecue together in a park near a new sports centre. Troy needed to go to the toilet and told his parents where he was going. When Troy reached the toilet block he realised it was a long way from the barbecue area. He could hear strange noises coming from inside.

Troy decided to go back to the group and ask some of his cousins to come with him to make sure he was safe. As a result, three children went back to the toilet block with him. Although they all felt a little worried they made loud noises to make sure whoever was inside knew that there were a lot of children coming. The children went inside and saw two possums there. The possums ran away.

(PSC) Ask students to identify some of the safety rules that Troy followed e.g. he told his parents where he was going. Ask students whether there were any external signs which helped Troy realise he might be unsafe if he went into the toilets e.g. he was alone, the toilet block was a long way from where his family was sitting, he heard strange noises coming from inside.

(CCT) Ask students to identify the steps from the *Response Framework* that Troy used when he realised he might be unsafe e.g. he didn't go into the toilet block alone, he left the situation and went to get help. Ask students to give a thumbs up if they think Troy did the right thing, or thumbs down if they think he did the wrong thing.

Continue reading the second part of the unfinished story to the class.

After the barbecue Troy needed to go to the toilet again. His cousins had gone home. He told his parents where he was going and they joked about the possums. Troy laughed too.

When Troy reached the toilet block it was quiet inside. Troy was still a little worried and thought about his safety strategies. He went inside and saw an older boy standing at the wash basin. The older boy at first talked in a friendly way to Troy, but then he tried to touch Troy's private parts.

Troy felt unsafe and he knew his parents were a long way away. He thought about his safety strategies and what he could do.

Source: NSW Child Protection Education materials – Stage 2, p 91.

(CCT) Ask students to use thumbs up and thumbs down again to indicate whether they think Troy was safe (thumbs up) or unsafe (thumbs down). Ask students to suggest what made the situation unsafe for Troy e.g. Troy was by himself and the older boy tried to touch him on his private parts which was not safe. Discuss with the class what Troy could do in the situation using the *Response Framework – Say No, Leave, Get Help.*

Explain to students that the first thing Troy should do is stand up to the older boy and say NO. Ask students to practice with a partner how they would say NO to the older boy.

(CCT) Ask students what the next thing Troy should do in this situation e.g. he needs to LEAVE the toilet block and run back to where his family is waiting and GET HELP by telling a trusted adult like his mum or dad.

Putting it into practice

Checking for understanding

Distribute the handout – *Safety scenarios* to each student. Explain that they need to identify what feelings or body warning signals might they experience and what they could do in response to the situation described in each scenario.

Adjustment strategies

Content: Allocate one scenario to each student or small group as their focus.

Process: Complete the exercise as a class group with the teacher reading the scenarios out loud and the class discussing feelings and responses as a group.

Product: Students could draw a story board of the feelings and responses to the situation or create an audio recording of their responses.

Criteria for success: What to look for?

Can students:

* correctly identify the feelings they might experience in each scenario?

* suggest an appropriate response to each situation that reflects the steps of the *Response Framework*?

Handouts

Response Framework handout or classroom poster

Safety scenarios – What if ....?

CONCEPT 2.4 STAYING SAFE ONLINE

FOCUS QUESTION: HOW CAN I SET BOUNDARIES ONLINE AND FOLLOW RULES TO KEEP MYSELF SAFE?

* *Activity overview*

Learners explore a range of strategies for staying safe online and apply them to different scenarios they may experience when interacting online.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Digital literacy

Report negative or harmful online behaviour by seeking help from trusted adults (DL-Manage online safety)

Follow an agreed code of conduct for the healthy use of digital tools (DL-Manage digital wellbeing)

LEARNING SEQUENCE

TEACHER NOTE: This is an introductory activity to online boundaries and online safety. For activities to extend this learning go to the eSafety Commissioner website. It has extensive resources and lesson ideas for teaching online safety. You can access them at https://www.esafety.gov.au/educators/classroom-resources

Activity description

Learning intention

Explain to students that this activity is about recognising boundaries online and how to respond if someone oversteps those boundaries.

During this activity they will learn how to apply their knowledge of consent to online situations, practise setting personal online safety boundaries and develop help-seeking and reporting strategies.

Pre-assessment activity: Where are they at?

Ask students if they recall what consent means from previous lessons. Reinforce that it is about asking or freely giving permission for someone to do something or for something to happen.

Explain to students that this activity is going to investigate what consent means in an online environment.

Ask students to brainstorm situations where they would be asked or need to ask for consent when they are online. E.g. they may need to agree to terms and conditions for apps they use, they may need to ask permission to share someone's photo with others, they may need to ask a parent's consent to make an online purchase.

List each of the situations suggested and ask students to explain why it is important for them to ask or give permission or consent in these situations.

Criteria for success: What to look for?

Can students:

* transfer their knowledge of consent in face to face situations to online situations?

Exploring the concept

Choose to read, watch or listen to the book Swoosh, Glide and Rule No. 5 by the eSafety Commissioner.

Ask students to recall what were the 5 rules that Swoosh and Glide had to follow when using their device.

1. Be kind, take turns
2. At dinner time no screens
3. Use it only in shared spaces
4. Ask before you use it
5. No taking screens to bed

Discuss with students why each of these rules are important and how they can keep them safe online.

Ask students which of the rules might involve needing to ask for consent or permission. E.g. Rule 1, Rule 3, Rule 4.

Discuss as a class, who might they need to get consent from for each rule and how might they ask that person for permission or consent.

Putting it into practice

Ask students to read the *Being Safe Online* section of the eSafety Commissioners website. Alternatively they could read the *Easy English format* of the information.

Divide students into small groups and allocate each group one of the Online safety scenario cards.

Ask groups to read the scenario and answer each of the questions using the information they read from the eSafty Commissioner about Being safe online.

Ask groups to report back their responses to the class and discuss additional strategies that could be used to stay safe in each of the scenarios.

Checking for understanding

As a class view the Online boundaries and consent video from the eSafety Commissioner and follow the prompts to complete the class discussions and activities.

Criteria for success: What to look for?

Can students:

* understand the meaning of consent and permission, and know how to apply this knowledge online?

* define and practise setting personal online safety boundaries?

* develop help-seeking and reporting strategies?

Handouts

Online safety scenario cards

eSafety Education Online Boundaries Student Worksheet

Resources

Being Safe Online section of the eSafety Commissioners

Being safe online Easy English format

Online boundaries and consent video - eSafety Commissioners website

CONCEPT 2.5 STEREOTYPES

FOCUS QUESTION: HOW CAN GENDER STEREOTYPES INFLUENCE CHOICES AND ACTIONS?

✱ *Activity overview*

Learners will understand the nature of gender stereotypes and the impact they can have on individuals.

✱ *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.

Relevant content descriptions

Describe how choices and actions can be influenced by stereotypes (AC9HP4P03)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Literacy

Reading and viewing - Understanding texts

Ethical understanding

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour (EU-Explore ethical concepts)

Use examples to describe how people may have different values and perspectives that they apply to an ethical issue (EU-Explore ethical issues)

Digital literacy

Report negative or harmful online behaviour by seeking help from trusted adults (DL-Manage online safety)

Follow an agreed code of conduct for the healthy use of digital tools (DL-Manage digital wellbeing)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about stereotypes and how they can influence our choices and our actions.

During this activity they will learn to recognise gender stereotypes in media and texts and describe ways to challenge stereotypes when they see, hear or experience them.

Pre-assessment activity: Where are they at?

As a class, discuss the word "stereotype." Ask students what the word means to them. Brainstorm any examples of stereotypes they know.

Teacher Note: A good way to explore stereotypes is by explaining that stereotypes are statements about groups of people that begin "All…" such as, "All girls like pink," "All Asians are good at math," "All boys can play football".

Criteria for success: What to look for?

Can students:

* explain what a stereotype is?

Exploring the concept

Draw two circles on the board and inside one write BOYS and the other GIRLS. Ask students to brainstorm all of the ways boys are described and the things that boys like and are good at. Add these to the BOYS circle. Now ask students to do the same for GIRLS. Explain to students that the ideas they have added in the circles can be considered stereotypes.

Ask students if they know any girls who like or are good at any of the things in the BOYS circle and any boys that like or are good at things in the GIRLS circle. For example, a boy likes to play with dolls or a girl is really good at sport.

Explain to students that one of the problems with gender stereotypes is that people think girls can only be good at certain things and boys can only like certain things. But, we know that this isn't true and that is why gender stereotypes can stop people doing what they want to or what they are good at.

Blue

Good at sport

Strong

BOYS

Like wearing shorts or trousers

Like Trucks

Like dolls

Cry

Wear makeup

GIRLS

Wear dresses

Wear pink
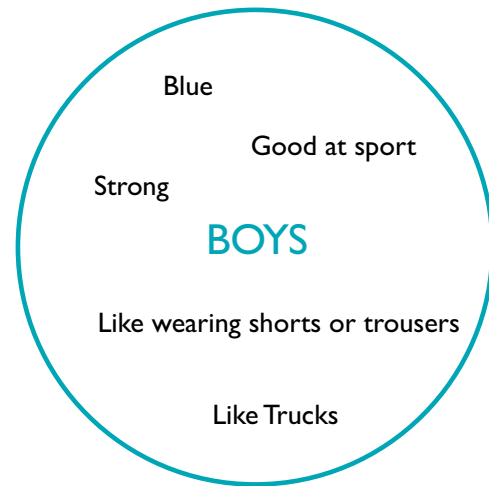
Putting it into practice

Listen or read the David Walliams story The Boy in the Dress. As students explore the story, ask them to record all of the examples of characters either conforming to or challenging gender stereotypes.

Discuss as a class the different examples students have identified and clarify any misunderstandings or incorrect responses.

Checking for understanding

Divide students into small groups and allocate each group one or more of the examples of stereotypes being on the Examples of gender stereotypes handout. Ask students to identify how the stereotype could influence the choices and actions of boys and girls.

Ask each group to come up with ideas about how they could challenge the stereotype if someone told them it must be followed.

Criteria for success: What to look for?

Can students:

* recognise how to challenge a range of different gender stereotypes?

* propose strategies to challenge these gender stereotypes?

Handouts

Examples of gender stereotypes handout

Resources

David Walliams story The Boy in the Dress - Listen or read

MODULE 3:
HELP-SEEKING

MODULE OVERVIEW

Learning goals

Know: The people who they can go to when they are feeling uncomfortable or unsafe.

Understand: If they feel uncomfortable or unsafe in a situation they need to tell a trusted adult about how they feel.

Do: Practise strategies they can use to tell a trusted adult about a situation that made them feel uncomfortable or unsafe.

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Apply verbal and non-verbal communication skills when responding to others (PSC-Communication)

Ethical understanding

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?

* What concepts within the module 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?

CONCEPT 3.1 SUPPORT NETWORKS

114

FOCUS QUESTION: WHO WILL HELP ME IF I FEEL UNSAFE OR UNCOMFORTABLE IN A SITUATION?

* *Activity overview*

Learners review their support network of trusted adults.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Apply verbal and non-verbal communication skills when responding to others (PSC-Communication)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that during this activity they will be revisiting their support network of trusted adults to make sure that all of the people they have identified are still the best people to be included in their network.

Teacher note: If students' completed support network handouts are available from the previous year, distribute them to each student to refer to them during the activity.

Pre-assessment activity: Where are they at?

Explain to students that because relationships change, and our support network list is based on relationships, the trusted adults we include in our network will sometimes need to change. You might need to remove someone from your network because they have moved a long way away from your house or you might want to add a new person in your life who you have a strong trusting relationship with.

(CCT) Discuss with the class some other reasons for removing people from their networks e.g. they might not have listened to them, or didn't believe them when they tried to tell them something important, or they might not have time because they are too busy.

(PSC) Emphasise to students that if a person in their network does not respect them or treat them kindly, having that person in their network does not keep them safe.

Ask students to suggest how they can decide which trusted adults should take the place of anyone they choose to remove.

Criteria for success: What to look for?

Can students:

* identify reasons why they might need to change the adults that they include in their support network?
* describe how they can choose trusted adults to be part of their support network?

Exploring the concept

Distribute handout – *My support network* to each student.

Checking for understanding

Ask students to make a list of all of the trusted adults in their lives under each of the headings: family members, friends, other people. Next to each person they identify ask students to list the reasons they trust that person.

(CCT) Once they have finished the list, ask students to go through the list and circle all of the people they see on a regular basis. Now ask students to go through the list of people that they have circled and put a tick next to the ones they feel comfortable talking to. Finally, ask students to identify those people with a tick and a circle they believe would listen to them and help them if they were in trouble and highlight these people's names.

(CCT) Explain to students that they have now prioritised the trusted adults who they can include in their support network based on three criteria: seeing them regularly, feeling comfortable to talk to them, feeling that they will believe them. Now ask students to select five of the adults from the list of people they have highlighted to include in their support networks by filling in their names on the *My support network* handout.

116

Criteria for success: What to look for?

Can students:

* identify valid reasons for trusting each of the people on their list?
* prioritise their list based on accessibility, comfort levels and whether they would listen to and help them?

Putting it into practice

(LIT) Ask students to write a letter to each of the five adults included in their support networks explaining what a support network is and what someone in a support network should do. (See sample letter at the end of *My support network* handout on page 195)

Handouts

My support network

Resources

Resilience, Rights and Respectful Relationships learning resources – Victoria

CONCEPT 3.2 ACCESSING HELP

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO ASK FOR HELP FROM A TRUSTED ADULT?

* Activity overview

Learners identify the reasons it might be difficult to approach an adult when they have a problem and practise how to start a conversation when they need help.

* Relevant curriculum links

Health and Physical Education

Relevant aspects of Achievement standard

Students apply skills and strategies to interact respectfully with others.

Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.

Relevant content descriptions

Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08)

Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

General capabilities

Personal and social capability

Identify how they can contribute to healthy relationships and manage challenging relationships (PSC-Relational awareness)

Apply verbal and non-verbal communication skills when responding to others (PSC-Communication)

Ethical understanding

Identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour (EU-Explore ethical concepts)

Literacy

Reading and viewing – Understanding texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how they can talk to a trusted adult about a problem or situation they are worried about. During this activity they will practise ways of approaching an adult to have a conversation about a problem.

Pre-assessment activity: Where are they at?

Ask students to recall the adults in their support network. Ask students if they can remember the three steps of the *Response Framework* – Say No, Leave and Get Help.

Criteria for success: What to look for?

Can students:

* correctly identify all people in their support network?
* correctly identify the steps in the *Response Framework?*

Exploring the concept

(LIT) Read the book *Something Happened to Me* by Phyllis E Sweet. Display each of the illustrations of the children in the story. In pairs, students discuss some of the feelings the children may have had before they told an adult about their situation. Share responses as a class.

(EU) Ask students why it might be difficult to tell a trusted adult if someone has touched you on your private parts or done something to you that was unacceptable (sexual abuse). Explain that it can be difficult to talk about sexual things to adults because they may be shocked or think that it is inappropriate for children to talk about these things. Emphasise that it is important for children who have experienced this to tell an adult about it because they need help to make it stop.

(EU) Ask students whether it would also be difficult to tell a trusted adult about violence or abuse and if so why e.g. children might have been told to keep their injuries a secret or they might have a close relationship with the person who hurts them or they may think that they caused the person to be angry with them and to hurt them or they may be worried that people will be upset or make a fuss if the abuse is found out.

Putting it into practice

Checking for understanding

Explain to students that because it is sometimes hard to approach an adult who may even be in their support network, about a problem or an experience that was unsafe or unacceptable, today they are going to practise how to start a conversation with an adult about a problem.

(LIT) Divide students into groups and explain that each group is going to brainstorm as many ways as possible to approach an adult in their network about a problem e.g. "Mum, can I ask you something?" "Grandma, I think I have a problem....." "Aunty, can you help me? I'm confused about..."

(LIT+PSC) In the same groups, invite students to take turns to role play with a partner some of the approaches they like. Share responses as a whole class and create a conversation starters list for future reference when discussing strategies for getting help.

Criteria for success: What to look for?

Can students:

* suggest a range of possible conversation starters to ask for help with a problem?
* demonstrate a range of conversation starters in a confident manner?

Handouts

Response Framework

Resources

Something Happened to Me by Phyllis E Sweet

Keep On Chomping by N Gray and P Duspasquier

120
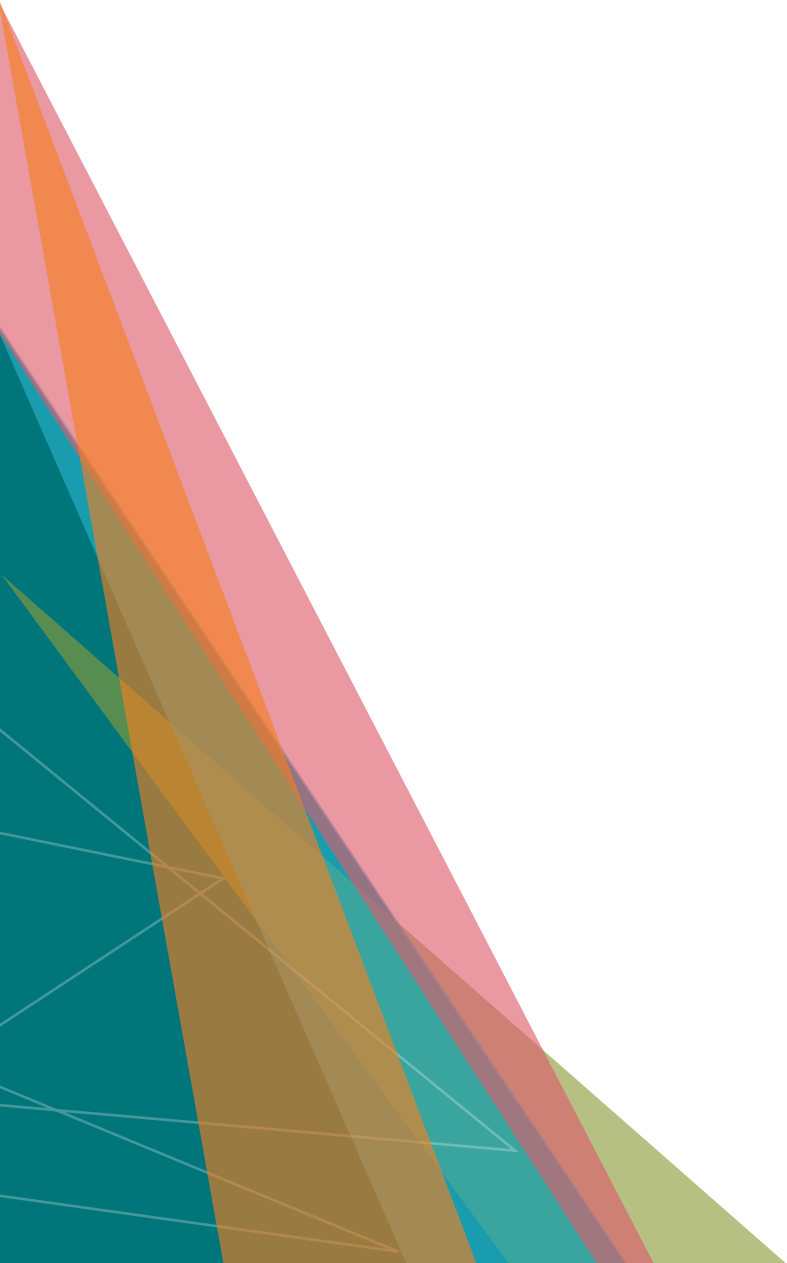
YEARS 5–6

YEARS 5–6

SCOPE AND SEQUENCE

122

MODULE 1

Learning goals

Know: The characteristics of respectful relationships. The nature of stereotypes.

Understand: Stereotypes are socially constructed. Respect is the basis for positive relationships.

Do: Demonstrate respectful behaviours in their interactions with staff and peers. Identify how stereotypes are created. Describe the influence of stereotypes on relationships.

Key concepts

What are the factors that contribute to respectful relationships?
Learners explore the key qualities of positive and respectful relationships.

How are gender stereotypes created and what are the implications?
Learners explore the nature of gender stereotypes and how they are constructed.

What does respectful communication look like in relationships?
Learners explore qualities of respectful communication and learn how to manage conflict situations.

How can I respectfully ask for, give, deny and react when seeking consent from someone else?
Learners will explore the continuum of consent and practise and refine how to seek, give and deny consent respectfully.

MODULE 2

Learning goals

Know: The characteristics of unsafe situations. The strategies to respond to unsafe situations.

Understand: They can take actions to protect their personal safety.

Do: Describe strategies that they can use to respond to unsafe situations. Identify cues or warning signals that help them recognise when a situation is potentially unsafe.

Key concepts

How can I take responsibility for my personal safety?
Learners explore appropriate and safe responses in situations where their personal safety could be at risk.

How can I recognise situations where my safety may be at risk?
Learners explore how to recognise and assess risk and how to know when to leave a situation.

What strategies can I use to respond to unsafe situations?
Learners explore practical strategies for responding to situations that reduce the potential risk of harm.

How can I manage my online relationships to ensure the safety of myself and others?
Learners investigate how setting boundaries and practising safety and help-seeking strategies can keep their relationships safe and respectful online.

MODULE 3

Learning goals

Know: The people and support services that they can go to for help.

Understand: That they may need to ask a number of different people before they get the help they need.

Do: Investigate the range of support services and people in their community who can provide help.

Key concepts

Who can I talk to when I need help and support?
Learners explore indicators of risk and propose strategies for seeking support from a trusted adult.

Where can I go to seek help?
Learners explore sources of support and information for children that are in the local area and online.

MODULE 1:
RESPECTFUL RELATIONSHIPS

MODULE OVERVIEW

Learning goals

Know: The characteristics of respectful relationships. The nature of stereotypes.

Understand: Stereotypes are socially constructed. Respect is the basis for positive relationships.

Do: Demonstrate respectful behaviours in their interactions with staff and peers. Identify how stereotypes are created. Describe the influence of stereotypes on relationships.

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how different factors influence identities.

Students propose strategies to demonstrate respect, empathy and inclusion.

Students explain how stereotypes influence roles and responsibilities.

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Relevant content descriptions

Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03)

Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)

Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07)

Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01)

General capabilities

Personal and social capability

Identify and describe a variety of relationships and the roles and responsibilities of people within them (PSC-Relational awareness)

Analyse the influence of different factors and situations on their emotional responses (PSC-Emotional awareness)

Apply skills to address factors that influence verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making (EU-Exploring ethical perspectives and frameworks)

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

Intercultural understanding

Examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect (ICU-Respond to biases, stereotypes, prejudices and discrimination)

Literacy

Writing – Creating texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?

* What concepts within the module 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?

CONCEPT 1.1 UNDERSTANDING RESPECTFUL RELATIONSHIPS

FOCUS QUESTION: WHAT ARE THE FACTORS THAT CONTRIBUTE TO RESPECTFUL RELATIONSHIPS?

* *Activity overview*

Learners explore the key qualities of positive and respectful relationships.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students propose strategies to demonstrate respect, empathy and inclusion.

Relevant content descriptions

Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)

General capabilities

Personal and social capability

Identify and describe a variety of relationships and the roles and responsibilities of people within them (PSC-Relational awareness)

Ethical understanding

Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making (EU-Exploring ethical perspectives and frameworks)

Literacy

Writing – Creating texts

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about respectful and positive relationships. By the end of the lesson they will have identified the key qualities of respectful relationships and discussed the impact of changes in relationships

Pre-assessment activity: Where are they at?

(LIT) Ask students what they think the word respect means. Construct a class definition of respect and write it up on the board.

Ask students to draw a Y chart in their books and describe what a respectful relationship looks like, sounds like and feels like between each of the arms of the Y.

Criteria for success: What to look for?

Can students:

∗ identify the characteristics of a respectful relationship?

Exploring the concept

(PSC + CCT) Ask groups to brainstorm a list of qualities that are important in positive relationships. Share the group lists with the class and record them on the board. Ask groups to prioritise the list of qualities and come to a shared decision about which seven are the most important for positive and respectful relationships. In prioritising their list, group members should provide reasons for one quality being more important than another.

(PSC + LIT) Distribute one copy of the *Respectful Relationships – Qualities Jigsaw handout* to each table group. To save time the teacher can pre-cut the jigsaw into the seven pieces. Group members write one of the seven most important

qualities on individual pieces of their jigsaw and then re-construct the body. Compare the qualities selected by each group and discuss similarities and differences.

(PSC) Discuss whether the seven qualities that the groups chose would change with different relationships e.g. friends, parent, police officer, or teacher. Ask groups to suggest possible changes and reasons for the change.

Adjustment strategies

Process: Students could brainstorm their own lists rather than creating the class list as a starting point.

Product: Create a Class Top 7 Qualities or students could create individual jigsaws instead of a group response.

Putting it into practice

Checking for understanding

(PSC) Discuss what would happen to the relationship if one or more of the qualities they identified were not present in that relationship. Discuss the impact on the relationship and how the dynamics and nature of the relationship would change if these qulaities were not present.

(PSC) Discuss a range of factors that can lead to changes in relationships such as developmental growth, new interests, family changes, new school. Invite students to share their experiences of change in friendships, such as changing schools or sports groups. Ask students what strategies they used to cope with the changing relationship.

(PSC + CCT + EU) Distribute handout – *Changing Relationships Scenarios* to each student. Explain that each of the scenarios describes a change in a relationship. For each scenario, students need to identify what aspect of the relationship has changed, how that change is impacting on each of the characters and what strategies the characters could use to manage the changes.

Adjustment strategies

Process: Teacher could read scenarios aloud and class could discuss as a whole group.

Product: Students could respond verbally to questions or work in pairs or small groups to create responses.

Criteria for success: What to look for?

Can students:

* describe how relationships can change over time?
* identify appropriate strategies for managing changing relationships?

Handouts

Changing relationships scenarios

Respectful Relationships – Qualities jigsaw

Resources

Resilience, Rights and Respectful Relationships learning resources – Victoria

CONCEPT 1.2 RESPECT AND POWER

FOCUS QUESTION: HOW ARE GENDER STEREOTYPES CREATED AND WHAT ARE THE IMPLICATIONS?

* *Activity overview*

Learners explore the nature of gender stereotypes and how they are constructed.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how different factors influence identities.

Students explain how stereotypes influence roles and responsibilities.

Relevant content descriptions

Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03)

Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01)

General capabilities

Personal and social capability

Identify and describe a variety of relationships and the roles and responsibilities of people within them (PSC-Relational awareness)

Ethical understanding

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

Intercultural understanding

Examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect (ICU-Respond to biases, stereotypes, prejudices and discrimination)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how society portrays what it means to be a girl or boy or a male or female. They will be identifying different stereotypes that exist in society related to gender and will explore how they can challenge the stereotypes.

Pre-assessment activity: Where are they at?

(ICU-CCT) Explain to students that they are going to watch a short clip of a little girl talking to her dad at a toy shop about the messages she sees around her. Show the class the video Riley on marketing and discuss whether students agree with what Riley is saying.

(CCT-ICU) Ask students to suggest other places where there are rules about what girls and boys can do. Explain that we see and hear messages that make us think certain things are exclusively for girls, other things are exclusively for boys and that these messages are not actually rules, but opinions. (ICU-CCT) Explain that these are called stereotypes. Explain that stereotypes are constructed by society about how certain groups of people should behave, dress, act, the jobs they should do, the sports they should play or the colours they should wear. Ask students to suggest other types of messages they have seen or heard about different groups of people e.g. old people are weak and need our help, mothers should do all of the cooking at home, fathers should always mow the lawns, men should not be ballet dancers.

Ask students to suggest the impact this might have on people who do not fit these stereotypes.

Criteria for success: What to look for?

Can students:

* identify stereotypes that exist in society?
* describe some of the impacts of not conforming to stereotypes?

Exploring the concept

(ICU-CCT) Display a picture of a girl on one side of the classroom and a picture of the boy on the other side of the classroom. Ask students to stand in the middle of the room. Read out each of the following statements and ask students to identify whether the statement is describing a girl or a boy by moving to the side of the room with the corresponding picture.

* Plays with insects
* Has a boy as as best friend
* Likes to play dress ups
* Plays with dolls
* Loves football
* Likes to climb trees
* Likes little babies
* Has pink as a favourite colour
* Is scared of spiders
* Likes playing with toy trucks
* Likes super heroes.

(ICU-CCT) After students have moved ask some of them their reasons for moving in the direction they chose. Challenge any gender stereotyping by explaining, for example, that boys like dressing up like super heroes, cowboys or Indians and both girls and boys can like playing football. Invite students to identify which of the descriptions represents them. Discuss where people learn that boys like toy trucks and girls like playing with dolls e.g. from their parents, older siblings, media, books they read, TV advertisements.

Adjustment strategies

Process: The statements could be adapted for use in class debates.

Product: Students could collect a range of advertisements, books or newspaper articles that depict stereotypical views and then re-write these to challenge the stereotypes.

Putting it into practice

Checking for understanding

Teacher note: This activity can be linked to a broader study of the book The Turbulent Term of Tyke Tiler by Gene Kemp.

(LIT-CCT) Read the story *The Turbulent Term of Tyke Tiler* as a class. Half way through the book ask students to identify their favourite characters and why they chose them. Discuss some of the behaviours of the different characters and the impact their behaviour has on their relationships with other characters.

(CCT-LIT) Continue reading the story. Discuss whether students were surprised when they found out that Tyke's real name was Theodora and she was a girl. Discuss the reasons for their surprise. Look back through the book and ask students to identify how the author built a perception that Tyke was a boy e.g. her best friend Danny was a boy, Tyke was always getting into trouble, the author used I instead of he or she.

(ICU-CCT) Ask students to identify how they might be following a stereotype at home or at school and the implications for them of trying to fit a stereotype. e.g. stereotypes can make some people feel they do not fit in, or that they should try to be something that they are not, or that stereotypes can encourage people to assume, or believe without question, that there are differences between different groups of people that are fixed and negative.

Criteria for success: What to look for?

Can students:

* identify how the author of *The Turbulent Term of Tyke Tiler* used language to create an assumption for readers?
* identify how stereotypes might play out at home and at school?
* describe some of the implications of trying to "fit into a stereotype?"

Teacher note: The Gender learning sequence for Level 4 in the Catching on early resource can be taught as a follow up lesson if further teaching on this content is required.

Resources

Teaching gender stereotypes to pre-teens – *The Line.org.au*

The Turbulent Term of Tyke Tiler by Gene Kemp

Other literature texts that challenge gender stereotypes

10,000 Dresses (Marcus Ewert – ISBN 978-1583228500)

Amazing Grace (Mary Hoffman – ISBN 978-1845077495)

Bill's New Frock (Anne Fine – ISBN 978-1405233187)

The Boy In A Dress (David Walliams – ISBN 978-0007279036)

The Boy With Pink Hair (Perez Hilton – ISBN 978-0451234209)

The Different Dragon (Jennifer Bryan – ISBN 978-0967446868)

Dogs Don't Do Ballet (Anna Kemp – ISBN 978-1847384744)

Girls Are Best (Sandi Toksvig – ISBN 978-1862304291)

It's a George Thing! (David Bedford – ISBN 978-1405228053)

Man's Work!
(Annie Kubler – ISBN 978-0859535878)

The Odd Egg
(Emily Gravett – ISBN 978-0230531352)

The Paperbag Princess
(Robert Munsch – ISBN 978-0920236161)

Piggybook
(Anthony Browne – ISBN 978-1406313284

Pirate Girl & The Princess Knight (Cornelia Funke – available in A *Princess, A Knight and One Wild Brother* – ISBN 978-0545042413)

Princess Pigsty
(Cornelia Funke – ISBN 978-1905294329)

Red Rockets and Rainbow Jelly
(Sue Heap – ISBN 978-0140567854)

The Sissy Duckling
(Harvey Fierstein – ISBN 978-1416903130)

Super Daisy (Kes Gray – ISBN 978-1862309647)

(List sourced from Breaking the Mold)

131

CONCEPT 1.3 COMMUNICATING AND MANAGING CONFLICT

FOCUS QUESTION: WHAT DOES RESPECTFUL COMMUNICATION LOOK LIKE IN RELATIONSHIPS?

* *Activity overview*

Learners explore the qualities of respectful communication and learn how to manage conflict situations.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students propose strategies to demonstrate respect, empathy and inclusion.

Relevant content descriptions

Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)

General capabilities

Personal and social capability

Identify and describe a variety of relationships and the roles and responsibilities of people within them (PSC-Relational awareness)

Analyse the influence of different factors and situations on their emotional responses (PSC-Emotional awareness)

Apply skills to address factors that influence verbal and non-verbal communication (PSC-Communication)

Literacy

Writing – Creating texts

Intercultural understanding

Empathise with others (ICU-INT)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity will help them explore how they can communicate respectfully and how their responses to conflicts can influence how easily they are resolved.

Pre-assessment activity: Where are they at?

(PSC) Discuss with students the place of conflict in relationships. Remind students that no two people are the same, so conflict is a normal part of living with and interacting with other people. Explain that conflict is neither good nor bad. It is the way people respond to conflict that makes the difference. Emphasise to students that most conflicts in respectful relationships can be resolved.

(PSC) Discuss some conflicts that students have had with friends or close family members that have been resolved e.g. misunderstandings, arguments, jealousies, growing apart, starting to like different things. Invite students to share how they felt when they were in conflict with someone e.g. sad, nervous, rejected.

Teacher note: Be aware of what students' stories might reveal and be ready to use the protective interrupting technique if the situation requires.

Discuss and determine class definitions for the terms conflict, resolution and compromise.

Criteria for success: What to look for?

Can students:

* identify situations where conflict has arisen?
* suggest meanings for the terms conflict, resolution and compromise?

Exploring the concept

Explain to students that when they have a disagreement with someone or when a relationship is changing they may need to have a serious conversation to work out the disagreement or problem. It is important to ensure that the conversation is respectful in order to come to an appropriate resolution or compromise.

(PSC) Ask students to suggest the characteristics of a respectful communicator e.g. maintains eye contact, lets the other person speak without interruption, voices their opinion without undermining the other person, has an open, non-defensive body position, actively listens, respects the other person's point of view even when they disagree.

(PSC-LIT) Discuss the use of aggressive language compared to assertive or "I" language in respectful communication e.g. aggressive language focuses on the person and may feel like a personal attack to the listener. "I" language ensures that you are stating what is going on for you. It focuses on how the problem, situation or disagreement is making you feel and what you would like to see change in order to resolve it.

(PSC-LIT) Display the following examples of aggressive language and the alternative using "I" language and discuss how using "I" language can remove blame and makes the conversation about the issue rather than a personal attack.

Example 1:

"You always talk over the top of me. You are so rude!"

"I don't like it when you talk over the top of me. It makes me feel like you don't care about my opinion."

Example 2:

"It's so unfair. You never let me go anywhere. You think I'm a baby – you don't trust me to do anything!"

"I don't think it's fair that you won't let me go to the movies with my friends. I feel like you don't trust me to do the right thing."

(ICU) Discuss with the class how using "I" language might change the way the other person reacts to the conversation. Ask for suggestions on how the person might respond to both aggressive language and "I" language . Discuss why the responses might be different.

(LIT-PSC) Give students the following two examples and ask them to rewrite the conversation using "I" language.

Example 1:

"You never pass the ball to me when we are playing basketball. You are such a hog!"

Example 2:

"You never let me play the games I want to play on X-box. You are the worst sister in the world!"

Putting it into practice

Checking for understanding

Display the following scenario or provide students with the handout – *Aggressive versus respectful communication.*

Scenario: Rohan often goes to Billy's house after school to play because Rohan's parents are at work. Billy has been getting annoyed with Rohan because he is playing very roughly with his toys and the other day he broke his favourite toy. Rohan wants to play with Billy's brand new remote control car but Billy doesn't want him to because he thinks he might to break it.

(PSC-LIT-ICU) Ask students to script two versions of the conversation that Billy has with Rohan – an aggressive version and an assertive version.

Adjustment strategies

Content: Students could create their own scenarios.

Process: Students could work in pairs or small groups.

Product: Students could use an animation app or comic strip building app to create an animation or storyboard of the scenario and conversation.

Criteria for success: What to look for?

Can students:

* demonstrate an understanding of the difference between aggressive and respectful communication?

* suggest appropriate respectful responses to the scenario?

* script a conversation that results in a compromise or appropriate resolution of the problem?

Remind students that when communicating with another person and when trying to resolve a conflict they should be respectful. This means putting themselves in the other person's shoes, trying to understand the situation from their point of view and behaving in a way that shows they care about the other person.

Handouts

Aggressive versus respectful communication

Resources

Resilience, Rights and Respectful Relationships learning resources – Victoria

CONCEPT 1.4 PERMISSION AND CONSENT

FOCUS QUESTION: HOW CAN I RESPECTFULLY ASK FOR, GIVE, DENY AND REACT WHEN SEEKING CONSENT FROM SOMEONE ELSE?

* *Activity overview*

Learners will explore the continuum of consent and practise and refine how to seek, give and deny consent respectfully.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students propose strategies to demonstrate respect, empathy and inclusion.

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Relevant content descriptions

Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07)

Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)

General capabilities

Personal and social capability

Apply skills to address factors that influence verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about recognising there are different ways of communicating explicit consent. During this activity they will learn different ways consent is communicated and expressed (verbal, non-verbal, written).

TEACHER NOTE: Explain that this learning sequence includes content that may be sensitive or triggering for some and if this is the case students should talk to a trusted adult, teacher, school counsellor or access one of the support services such as kidshelpline or 1800RESPECT to talk about how they are feeling.

Pre-assessment activity: Where are they at?

Ask the class if they know what consent means. Write down key words and phrases shared by students on a whiteboard or butcher's paper.

Consent definition: asking and gaining freely given permission to do something.

Ask the class to brainstorm situations in their everyday lives where people consent to doing something and record these on the whiteboard or butcher's paper. Examples might include:

* parents consenting to their child going on an excursion by signing the permission slip
* letting someone use your pen by passing it to them across the table
* allowing someone to use their phone by giving it to them when they ask
* allowing cookies on your computer by clicking yes when asked
* allowing someone to hold your hand by reaching for their hand when they ask.

Give students the Consent Y charts handout and ask them to describe and record what asking and gaining consent and acting without consent:

* looks like
* sounds like
* feels like

Criteria for success: What to look for?

Can students:

* recognise situations when they require consent?

Exploring the concept

Introduce the concept that consent is more than just saying 'Yes'' if you give permission or ''no'' if you don't give permission. Explain to students that consent actually lies along a continuum.

Draw the following continuum on the board.

Consent — Compliance — Pressure — Coercion — Force
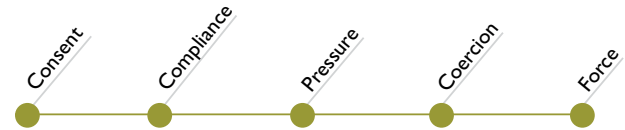
Break students into groups and allocate each group one of the words on the continuum. Ask groups to find dictionary definitions for their allocated word.

Discuss each group's descriptions for their words and ask them to give examples of what the word might mean when it comes to asking for and giving consent.

Share the Consent continuum with students and discuss whether the statements included for each word on the continuum match the definitions groups have come up with.

Hand out new Y chart sheets and ask groups to write down what their allocated continuum word looks like, sounds like, feels like when someone is seeking, giving or denying consent.

Discuss similarities and differences between each of the Y charts.

Highlight the differences in how each of the levels might sound. Are there words that are different across the different levels? Are there body cues, gestures or facial expressions that are different across each of the levels?

How do each of the levels make each person feel? Do any of the levels make one of the people feel good, whilst the other might feel not so good? Which ones and why?

How do each of the levels look? What might an observer notice if they were witnessing a situation at each level? What things might they see that make them think pressure, coercion or force might be happening?

What might an observer do to stop this situation?

Display the groups Y charts around the room for reference during the next activity.

Putting it into practice

Explain to students that they are now going to explore the steps of seeking, giving or denying consent through some everyday scenarios. Remind students of the definition of consent and explain that any of the levels other than consent (compliance, pressure, coercion and force) do not include freely given permission.

Explain that the process of seeking and being given consent usually involves two people and includes four key steps - asking, responding, listening and reacting. Discuss how when people are asking for or giving consent they will be things they say and things they will be thinking.

Divide the class into small groups and ask them to brainstorm an everyday scenario between two people that involves asking for consent to do something.

Give out or direct students to the Applying the steps of the consent process handout to record their scenario.

Teacher note: Depending on your students' level of understanding of consent and situations requiring consent, you may want to brainstorm situations together as a class and allocate to groups.

Ask students to create the script for the conversation that might happen between the two people when asking for consent in this scenario. Use the speech bubbles to indicate what Person 1 would say to seek consent, what Person 2 might say in response and then what Person 1 might say after listening to Person 2's response.

Teacher note: You could give out 2 or 3 copies of the Applying the steps of the consent process handout and ask groups to write a range of different scripts with different outcomes - some might be asking for and gaining consent, others may fall somewhere along the consent continuum.

In groups, ask students to role play their scripts for another group and then discuss how each person might have been feeling or what they might be thinking as each step of the process was happening. Fill their ideas into the thought bubbles on the handout. Repeat for the other group's script.

Share their responses and ideas with the rest of the class. Discuss what non-verbal cues each person might display in these scenarios. Ask students to demonstrate what these non-verbal cues might look like and have the class guess what the students is trying to communicate through their cues or gestures.

Checking for understanding

Ask students to swap their script with another group and practise strategies for interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations through role playing and refining the script to get an outcome of respectful consent.

Discuss as a class how a person's reaction to being denied permission to do something can affect others' feelings. Discussing different ways that people might respond to and deal with situations when this may occur; for example, feelings of disappointment, shame and anger associated with rejection. How might these sorts of responses affect the situation and what impact could they have on relationships and the individuals.

Criteria for success: What to look for?

Can students:

* recognise when freely given consent is being given?

* identify verbal and non-verbal cues that indicate freely given consent and when consent is being denied?

* recognise situations and conversations that constitute pressure, compliance or coercion?

* practise and refine assertive communication strategies to seek, give or deny consent?

* recognise the impact their response to being denied consent can have on other people?

Handouts

Consent Y charts handout

Applying the steps of the consent process handout

Resources

Consent continuum

MODULE 2:
PROTECTIVE BEHAVIOURS

MODULE OVERVIEW

Learning goals

Know: The characteristics of unsafe situations. The strategies to respond to unsafe situations.

Understand: There are actions that can be taken to protect your personal safety.

Do: Describe strategies they can use to respond to unsafe situations. Identify cues or warning signals that help to recognise when a situation is potentially unsafe.

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

General capabilities

Personal and social capability

Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks (PSC-Perseverance and adaptability)

Ethical understanding

Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making (EU-Exploring ethical perspectives and frameworks)

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

Intercultural understanding

Examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect (ICU-Respond to biases, stereotypes, prejudices and discrimination)

Literacy

Reading and viewing – Understanding texts

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the module 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?

CONCEPT 2.1 PERSONAL SAFETY

FOCUS QUESTION: HOW CAN I TAKE RESPONSIBILITY FOR MY PERSONAL SAFETY?

* *Activity overview*

Learners explore appropriate and safe responses in situations where their personal safety could be at risk.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

General capabilities

Personal and social capability

Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks (PSC-Perseverance and adaptability)

Ethical understanding

Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making (EU-Exploring ethical perspectives and frameworks)

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about understanding situations where their personal safety may be at risk. This activity will help them learn to identify some of the cues that warn them they may be in a risky situation and propose appropriate safe responses.

Pre-assessment activity: Where are they at?

(CCT) Explain to students that part of growing up is gaining greater independence. Ask students to suggest what they think independence means e.g. being able to do things for themselves, and making their own decisions and choices.

(CCT) Brainstorm a list of things that students are allowed to do by themselves or with very little adult supervision now that they are older e.g. riding their bike to school, travelling on the bus to the local pool, going to the movies with friends, babysitting for the next-door neighbour.

Explain to students that if their parents or carers are to trust them to do something on their own they will need to show that they know how to stay safe. Ask students to suggest some things they can do to take responsibility for their safety e.g. follow the rules, tell someone where they are going, make sure they get home on time, not doing anything they don't have permission to do.

Criteria for success: What to look for?

Can students:

* identify activities that they can now do independently?
* identify simple strategies for staying safe?

Exploring the concept

Read Part 1 of the *Personal safety plans – unfinished story* to the class.

(CCT-PSC) Distribute a copy of the *Safety Plan checklist* to each table group. Discuss in groups what plans Carla and Tegan could have made before they went to the dance to make sure they were going to be safe e.g. they could have found out what time the dance finished to make it easy for Tegan's brother to meet them, they could have planned when and where they would ring from, or they could have planned an exact meeting location with Tegan's brother. Share responses with the class.

Read Part 2 of the unfinished story.

(EU-PSC) Discuss the following questions with the class:

* Were they at risk, or in an unsafe or threatening situation? *They could have been.*
* What signs (internal and external) could Carla and Tegan trust to help them know they were unsafe? *Carla had body warning signals and uneasy feelings. The girls were isolated. He was using pressure to get them to get in his car.*
* If the stranger in the car was honest and fair how would he behave? *He would respect Carla's and Tegan's feelings, their right to be safe and their right to say NO. He would understand that they could not risk their safety.*

In groups ask students to write a safe ending to the story.

141

Putting it into practice

Checking for understanding

Divide students into small groups and allocate one of the following situations.

1. Nancy has arranged to meet her aunt in the local park. She is half an hour early so she sits down on a bench to wait. An older girl sits down beside her. The girl is holding an open bottle of whisky.

2. Doug has caught the train into town to meet his friends at the cinema. There are groups of young people hanging around the town centre. He notices someone has a knife.

3. Mimi is at home alone on a Saturday morning. There is a knock at the door.

4. Pete has stayed longer at the homework centre than he planned. He has to walk home in the dark.

5. Van's parents have gone out for the evening. He is at home alone with his younger brother.

6. Marta is first to get home each day because her parents work. She has to walk some distance from the bus stop. When she arrives home one day she notices that the front window is wide open.

7. Adnan is riding his bicycle home from his friend's place. There are not many people around.

SOURCE: Scenarios taken from NSW Child Protection Education materials, Stage 3, Theme 3, page 112.

(PSC-CCT-EU) Ask each group to identify the possible risks involved and share responses as a class. Ask groups to propose how their character should respond to the situation to manage the potential risks.

Adjustment strategies

Process: Discuss each situation as a class group rather than smaller groups.

Product: Groups could role play responses for the class to critique how effective the responses would have been in minimising risk.

Criteria for success: What to look for?

Can students:

* identify the possible risks inherent in each situation?

* propose appropriate responses to each situation that minimise the potential risks to the character?

Handouts

Personal safety plans – unfinished story

Safety Plan Checklist

CONCEPT 2.2 RECOGNISING SAFE AND UNSAFE SITUATIONS

FOCUS QUESTION: HOW CAN I RECOGNISE SITUATIONS WHERE MY SAFETY MAY BE AT RISK?

* *Activity overview*

Learners explore how to recognise and assess risk and how to know when to leave a situation.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

General capabilities

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

Ethical understanding

Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making (EU-Exploring ethical perspectives and frameworks)

144

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about recognising and assessing risk and how to know when to leave a situation.

Teacher note: Before commencing this activity revise understandings about body warning signals and concepts of responsibility for personal safety.

Pre-assessment activity: Where are they at?

Explain to students that when children are hurt or harmed by other people, it is most often by people they know. People known to a child can be more likely to cause harm because they spend time with the child, they can be alone with them, they know how to use power over the child and they can try to influence the child to keep a secret. Strangers can also harm children but usually it is someone they know. Emphasise to students that most people they know will never harm them, however it is a good idea to be able to recognise when they may be at risk of being harmed. Warning signals, such as body signals or feelings, and external signs can be indicators of risk.

Revisit the different body warning signals that can be indicators of an unsafe situation through a class brainstorm. Record the class-generated list and display for future reference.

Criteria for success: What to look for?

Can students:

* correctly identify body warning signals that may indicate that they feel unsafe or uncomfortable?

Exploring the concept

Introduce the *Indicators of risk* checklist to the class.

* WHO are you with? who else is around?
* WHAT are you doing? what are you being asked to do? what are others doing?
* HOW are you feeling about the situation?
* WHERE are you?
* WHEN is this happening?

Explain to students that there are situations when it is helpful to think about these 5 questions in order to work out how safe it is and whether they need to leave or respond. Discuss each of the 5 criteria and give examples such as WHO – if they are with their parents or another trusted adult that may reduce the risk, but if they are by themselves that may increase the risk; WHERE – if they are at home on the computer and their parent is in the next room then that is probably low risk; WHEN – if it is happening at school in the playground that may reduce the risk, but if it is happening after dark on the way home from their friend's house then that may increase the risk.

(CCT-EU) Designate each corner of the classroom as high risk, medium risk, low risk or no risk.

Read out the following scenario and ask students to use the *Indicators of Risk* checklist to determine whether the scenario is high, medium, low, or no risk. Ask them to move to the corresponding corner of the room.

Someone you met on the internet has started asking lots of personal questions about where you live and when your parents get home from work. They want to meet you after school tomorrow.

Ask students to justify their decision on level of risk based on WHO, WHAT, HOW, WHERE and WHEN.

Putting it into practice

Checking for understanding

(CCT-EU) Distribute copies of the *Indicators of Risk* handout to each student. Ask students to read through each of the scenarios and use the *Indicators of Risk* checklist to determine the level of risk for each situation – High, Medium, Low and No. Ask students to share their judgements with the rest of the class and explain the reasons for their decisions.

Adjustment strategies

Process/Product: Read each scenario aloud and ask students to move to designated corner of the room as in previous activity.

Criteria for success: What to look for?

Can students:

* correctly determine the level of risk of each scenario?
* accurately identify the factors that increase the level of risk?
* provide valid reasons for their judgement of the level of risk?

Handouts

Indicators of risk checklist

CONCEPT 2.3 RESPONDING TO UNSAFE SITUATIONS

FOCUS QUESTION: WHAT STRATEGIES CAN I USE TO RESPOND TO UNSAFE SITUATIONS?

* *Activity overview*

Learners explore practical strategies for responding to situations that reduce the risk of potential harm.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

General capabilities

Personal and social capability

Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks (PSC-Perseverance and adaptability)

Ethical understanding

Describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making (EU-Exploring ethical perspectives and frameworks)

Critical and creative thinking

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about how to respond to situations in order to stay safe. During the activity they will propose appropriate strategies for responding to each situation to reduce the risk of potential harm.

Pre-assessment activity: Where are they at?

Ask students to recall the five questions that made up the *Indicators of risk* checklist (Who, What, When, Where, How) from the previous activity. Record them on the board or direct students to their handouts from the previous activity. Ask students to describe how they can use the five elements to make decisions about their personal safety.

Ask students if they can recall the three steps on the *Response Framework* they learnt about previously.

* Say NO
* LEAVE the situation
* GET HELP and tell a trusted adult.

Criteria for success: What to look for?

Can students:

* identify the Who, What, When, Where, How questions to ask for the checklist?
* describe how the answers to the questions can determine the level of risk and safety?
* describe the steps to respond to an unsafe situation?

Exploring the concept

Explain to students that once they have made a decision that the situation they are in has become risky or unsafe they need to take action if possible.

Re-read the scenario used in the previous activity.

Someone you met on the internet has started asking lots of personal questions about where you live and when your parents get home from work. They want to meet you after school tomorrow.

(CCT) Ask students whether they think they could still use the Say NO, Leave and Get help response steps in this situation. Ask them to explain their answers.

(PSC-EU) Ask students to identify how they could Say NO in this scenario e.g. they could type a message back to the person telling them that they want them to stop asking them questions and that No they will not meet them tomorrow.

(PSC-EU) Ask students to identify how they can LEAVE this situation e.g. they could leave the chatroom, shut down the app, block the person from contacting them or close down their account.

(PSC-EU) Ask students to identify how they could GET HELP in this situation e.g. tell a parent or trusted adult, tell a moderator or someone connected with the program they used to contact them.

Putting it into practice

Checking for understanding

(CCT-PSC-EU) Now ask students to go through the same process with the six scenarios on the *Indicators of Risk* handout from the previous activity. For each of the scenarios propose strategies for saying no, leaving the situation and getting help.

(EU-PSC) Ask students to share their responses with their table group and decide as a group which responses would have been most effective in reducing or eliminating the risk of the situation. Share the group's agreed responses with the rest of the class.

Adjustment strategies

Process: Teacher reads scenario aloud and students respond verbally.

Product: Students could select one scenario per group and role play the responses or create a storyboard or animation of the scenario outcomes.

Criteria for success: What to look for?

Can students:

* propose appropriate strategies for responding to each situation to reduce the potential risk of harm?
* select the most effective strategies for reducing risk?
* justify their decisions in relation to their choice of response?

Handouts

Indicators of risk – completed handouts from previous activity

CONCEPT 2.4 MANAGING ONLINE RELATIONSHIPS

FOCUS QUESTION: HOW CAN I MANAGE MY ONLINE RELATIONSHIPS TO ENSURE THE SAFETY OF MYSELF AND OTHERS?

* *Activity overview*

Learners investigate how setting boundaries and practising safety and help-seeking strategies can keep their relationships safe and respectful online.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

General capabilities

Personal and social capability

Apply skills to address factors that influence verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

LEARNING SEQUENCE

TEACHER NOTE: This is an introductory activity to online boundaries and online safety. For activities to extend this learning go to the eSafety Commissioner website. It has extensive resources and lesson ideas for teaching online safety. You can access them at https://www.esafety.gov.au/educators/classroom-resources

Activity description

Learning intention

Explain to students that this activity is about online friendships, and some of the benefits and risks that go with them. During this activity they will learn to describe the benefits and risks of online-only friendships and how to respond to someone online if they ask them to do something that makes them uncomfortable.

✎ Pre-assessment activity: Where are they at?

Ask students to think about who they have relationships with online. Share their thoughts with a partner. Discuss in pairs if they have ever chatted with someone online, for example, through Facebook messenger, WhatsApp, SMS, Snapchat, through an online game's chat functionality. Share who they chat with and how often?

Invite pairs to share their responses with the rest of the class. For each student who shares, ask them whether the people they chat with are online-only friends or if they also know them in person.

Distribute the Online friendships scenarios and ask students in pairs to read through each scenario.

Draw a Venn diagram similar to the one below on the board and ask students to identify aspects of Rani's relationships with Krishna, CoolDude121 and Jacob. For those aspects that are similar across the relationships include them in the overlapping sections.

TEACHER NOTE: If students make statements about CoolDude121's gender or age, emphasise that Rani has never met them so doesn't know this information for sure.

Rani's online friendships - similarities and differences
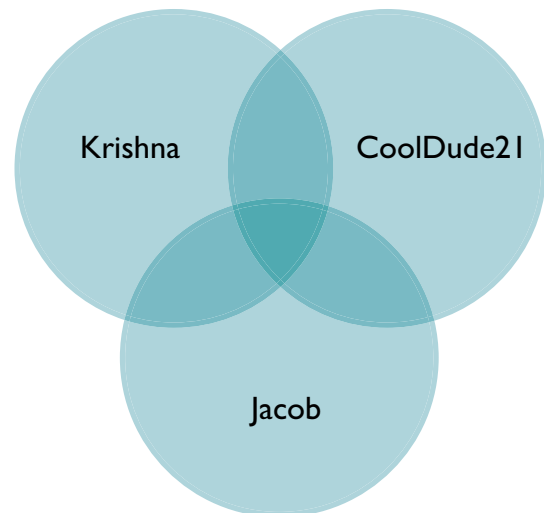
As a class, discuss what happens to Rani in each of the scenarios. Explore how her feelings change in each. As students provide answers, add them to the appropriate place on the Venn diagram.

Criteria for success: What to look for?

Can students:

* identify people they have online relationships with?

* recognise the similarities and difference between different friendships?

Exploring the concept

Explain to the class that all relationships have benefits and some may have risks.

Watch the video Teen Voices: Who you're talking to online from Common Sense Education.

Explain to students that sharing personal information with online-only friends is risky because such friends may have a different age, gender, or personality than they lead you to believe. Their intentions for the friendship might also be different from what they say. They may also want to use your private information in ways that negatively impact you. Students should "play it safe" and always protect private information, especially from online-only friends.

Ask students to suggest what they think personal information might include. Make sure they include the following:

* full name
* address
* phone numbers
* which school you go to
* date of birth
* email address
* usernames and passwords for online accounts or email accounts
* parent or carer's bank or credit card details
* photos that show where you live or your school uniform.

Putting it into practice

Referring back to the three scenarios about Rani, ask students to identify the benefits to Rani of each of the relationships. For example, Rani gets to learn about a different country from Krishna; Rani has a friend to hang out with in Jacob; Rani has someone to talk to and share things with (all friendships).

Ask students whether there are any risks associated with any of these relationships. Ask students what the risks might be and why they believe them to be a risk. For example, Rani has never met CoolDude121 in person, they have only chatted online, Rani's Mum has posted a photo without her consent, and Jacob has commented on it.

Explain that inappropriate behavior and speech online can lead to risky and unsafe situations. These types of situations may raise red flag feelings for you. A red flag feeling is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious.

It is a warning of a possible problem. It is often a feeling in your stomach that something is wrong - for example, that this person shouldn't be asking me this, or this feels like something I shouldn't be doing. Ask students to provide examples of how their body reacts when they have a red flag feeling.

Divide the class into small groups and explain they are going to explore another scenario about an online friendship. Direct students to the Risky chat dilemma handout and ask them to read through the scenario and as a group ask students to discuss and complete each of the questions in Part 1. Discuss each group's responses as a class.

Ask students to go back into their groups and discuss the questions in Part 2 on the handout. These questions are aimed at showing students that the other person's response to your strategies for staying safe online can complicate the scenario.

Checking for understanding

In their small groups, ask students to develop a list of rules they can follow to stay safe online and manage their online relationships. Share each group's list of rules and create a class set of rules that students can follow to stay safe online.

TEACHER NOTE: The eSafety Commissioner's website has some useful information for students about keeping their personal information safe, what to do if someone is contacting them and they don't want them to and being safe online.

Criteria for success: What to look for?

Can students:

* identify what information is safe to share with different types of online friends?
* propose strategies for managing online relationships and maintaining their own safety online?

Handouts

Online friendships scenarios

Risky chat dilemma handout

Resources

Teen Voices: Who you're talking to online from Common Sense Education

MODULE 3:
HELP-SEEKING

MODULE OVERVIEW

Learning goals

Know: The people and support services they can go to for help.

Understand: They may need to ask a number of different people before they get the help they need.

Do: Investigate the range of support services and people in their community who can provide help.

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Investigate different sources and types of health information and how these apply to their own and others' health choices (AC9HP6P09)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

General capabilities

Personal and social capability

Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks (PSC-Perseverance and adaptability)

Apply skills to address factors that influence verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

Critical and creative thinking

Identify, process and evaluate information (CCT-Inquiring)

Consider alternatives (CCT-Generating)

Literacy

Writing – Creating texts

Digital literacy

Report negative or harmful online behaviour to trusted adults and know how to report it in online tools (DL-Manage digital safety)

Recognise when to step away from negative online social interactions (DL-Manage digital safety)

MODULE REFLECTION

After teaching the activities in this module, consider the following questions:

* Did all students demonstrate an understanding of the key concepts?
* What concepts within the module 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?

CONCEPT 3.1 ACCESSING SUPPORT

FOCUS QUESTION: WHO CAN I TALK TO WHEN I NEED HELP AND SUPPORT?

* Activity overview

Learners explore indicators of risk and propose strategies for seeking support from a trusted adult.

* Relevant curriculum links

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

General capabilities

Personal and social capability

Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks (PSC-Perseverance and adaptability)

Apply skills to address factors that influence verbal and non-verbal communication (PSC-Communication)

Ethical understanding

Consider alternative ethical responses to an issue when making and reflecting on ethical decisions (EU-Making and reflecting on ethical decisions)

Literacy

Writing – Creating texts

Critical and creative thinking

Consider alternatives (CCT-Generating)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity is about exploring indicators of risk in situations and how to ask a trusted adult for help in these situations.

🖊 Pre-assessment activity:
Where are they at?

(LIT) Ask students to draw a mind map of their close relationships similar to the one below:
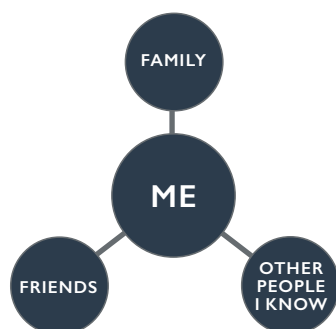
Ask students to circle or highlight the adults who make up their group of *trusted support network adults.* Ask students to change any of the adults they have previously included in their support network if they no longer see them regularly or if their relationship has changed and they would no longer feel comfortable approaching them for help.

(LIT) Now ask students to map the connections within their support network by drawing lines to connect the names of people who know each other, forming a web e.g. if they have their Mum and their Aunty as support network people and they know each other well – they should draw a line between them both.

Criteria for success: What to look for?

Can students:

* identify trusted adults on their support network?
* determine relationships and connections within their support network?

Exploring the concept

(CCT) Explain that as students get older they will turn to their friends for the advice and support they need for some of problems they may face, particularly about things they might be uncomfortable talking to an adult about. Ask students to discuss in their table groups some of the problems or issues they might talk to their friends about, but probably wouldn't talk to an adult about. Invite students to share their responses if they feel comfortable.

Read out the following scenario to the class:

Your family is hosting a family dinner on the weekend and all of your aunties, uncles and cousins will be coming along. Your cousin is older than you and makes you feel a bit uncomfortable. Although they have never touched they stare at you and look at you in a funny way sometimes. It's hard to describe but it makes you feel creeped out and weird. You're getting all worked up worrying about what might happen on the weekend and last night you had a nightmare and your cousin was in it. You think you're just being silly but you can't stop thinking about it.

(CCT) Revisit the *Indicators of risk – Who, What, When, Where, and How* for this scenario. Discuss what level of risk students think this scenario represents. Ask them to explain their reasoning.

(CCT-PSC) Explain to students that although this situation might pose little or no risk at the moment it is obviously causing worry and in these situations it is always good to talk to someone else. Ask students who they would talk to if they were in this situation. Ask students if they think the situation warrants seeking help from an adult. Reinforce the importance of talking to someone about the situation and to getting a second opinion about the situation. This could be a friend initially but it is also important they talk to an adult about how they're feeling.

156

Putting it into practice

Checking for understanding

Direct students to their support network from Activity 3 (Year 3-4) and ask them to select at least three people in their support network who they could talk to about this situation.

(CCT-PSC) Ask them to answer the following questions for each of their selections:

* why this person would be a good choice?
* what he or she might say?
* what he or she might do straight away?
* how he or she might help?

(LIT-PSC) Ask students to write a script of the conversation with their support network person/people. Ask students to swap their completed scripts with a partner for feedback about what they think is good and for suggestions of other ways to tell the adult about what is going on.

Discuss why it is important to have a network of adults as well as a support network of friends.

Adjustment strategies

Process: work in small groups to develop scripts.

Product: record the conversation as a video or audio presentation.

Criteria for success: What to look for?

Can students:

* justify why they have chosen to seek support from the person/people they identified?
* develop a script that is realistic and will be effective in getting the support they need?

Handouts

Support network from Activity 3 (completed)

Indicators of risk

CONCEPT 3.2 ADVOCACY AND ACTION

FOCUS QUESTION: WHERE CAN I GO TO SEEK HELP?

* *Activity overview*

Learners explore sources of support and information for children in the local area and online.

* *Relevant curriculum links*

Health and Physical Education

Relevant aspects of Achievement standard

Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline.

Students analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.

Relevant content descriptions

Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08)

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

Investigate different sources and types of health information and how these apply to their own and others' health choices (AC9HP6P09)

General capabilities

Critical and creative thinking

Consider alternatives (CCT-Generating)

Information and communication technologies

Report negative or harmful online behaviour to trusted adults and know how to report it in online tools (DL-Manage digital safety)

Recognise when to step away from negative online social interactions (DL-Manage digital safety)

LEARNING SEQUENCE

Activity description

Learning intention

Explain to students that this activity explores the people and places students can go to when they need support with an issue or concern. During the lesson they will be researching organisations in the local area as well as online services that support children and young people and give them advice when they need it.

Pre-assessment activity: Where are they at?

Revise students' personal networks. Include their network adults and their support network of friends.

(CCT) Discuss the following questions:

* Who might help in your family if the main caregiver were sick?
* What might the children in your family do if both parents had to go away for an overnight trip?
* What might your family do if there was no electricity in your house for a few days?

Discuss the different networks that are in place and already used by students' families and how different family members have used them in previous situations.

Criteria for success: What to look for?

Can students:

* recall the people in their support network?
* identify different networks that are in place for their families?

Exploring the concept

(CCT) Revise basic concepts about protection, violence and abuse. Violence and abuse occur when somebody deliberately hurts them physically, emotionally, mentally or sexually.

Explain that there are different types of abuse and violence that can occur – physical abuse, emotional and psychological abuse (including being exposed to or involved in family violence), sexual abuse and neglect – and all of these are illegal.

Teacher note: all DECYP employees must complete Mandatory Reporting training annually. This training discusses the behaviours and signs that may indicate that a child has been/is being abused or neglected. You can access the training via Canvas.

(CCT) Ask students to describe the role they think adults should play in the protection of children e.g. all adults have a responsibility to protect children, some adults such as foster carers, caregivers and adults who work in schools, child care centres, hospitals, family, community and health services and youth centres have a responsibility to provide care for children.

Explain the responsibilities of school staff in reporting any concerns about possible violence and abuse to students. Remind students that if they have any concerns about themselves or other students, they can talk to any adult school staff member who will listen to them, believe them and get them help. Tell them that to ensure they and others are kept safe, the staff member cannot keep it a secret, even when a student asks them to, however they will only tell the necessary people about it.

Putting it into practice

Checking for understanding

Divide students into small groups and allow them access to a web-enabled device for research.

(ICT) Ask groups to conduct online research to create a directory of sources of help that young people can access if they need support, information or advice about problems with their relationships such as bullying, fighting at home, not getting on with their siblings, physical abuse or family violence. Ensure that student directories include services such as Strong Families Safe Kids Advice and Referral Line, Kids Helpline, Sexual Assault Support Service, Laurel House, Beyond Blue, ReachOut.com, local police, local youth services and other reputable organisations.

Teacher note: This lesson from Google *provides an excellent revision about identifying cues for the reliability and accuracy of online information.*

(ICT) Groups publish their directories so that the class or broader school community can access it as a resource.

Adjustment strategies

Content: Students could conduct online research to answer a series of specific questions about relationship issues.

Process: Allocate each group a specific topic to research help and support services for e.g. bullying or family violence.

Product: Collate all group responses and create a hard copy directory that becomes a classroom-based resource that students can access.

Criteria for success: What to look for?

Can students:

* locate reliable information online about help and support services for children and young people?
* make judgements about those services that are most appropriate for inclusion in their directory?

Resources

Internet-enabled devices

160

HANDOUTS

RESPECTFUL RELATIONSHIPS HANDOUT

CONCENTRIC CIRCLES – WHO SHOULD WE TRUST

Foundation Year: Module 1 – Concept 1.2

RESPECTFUL RELATIONSHIPS HANDOUT
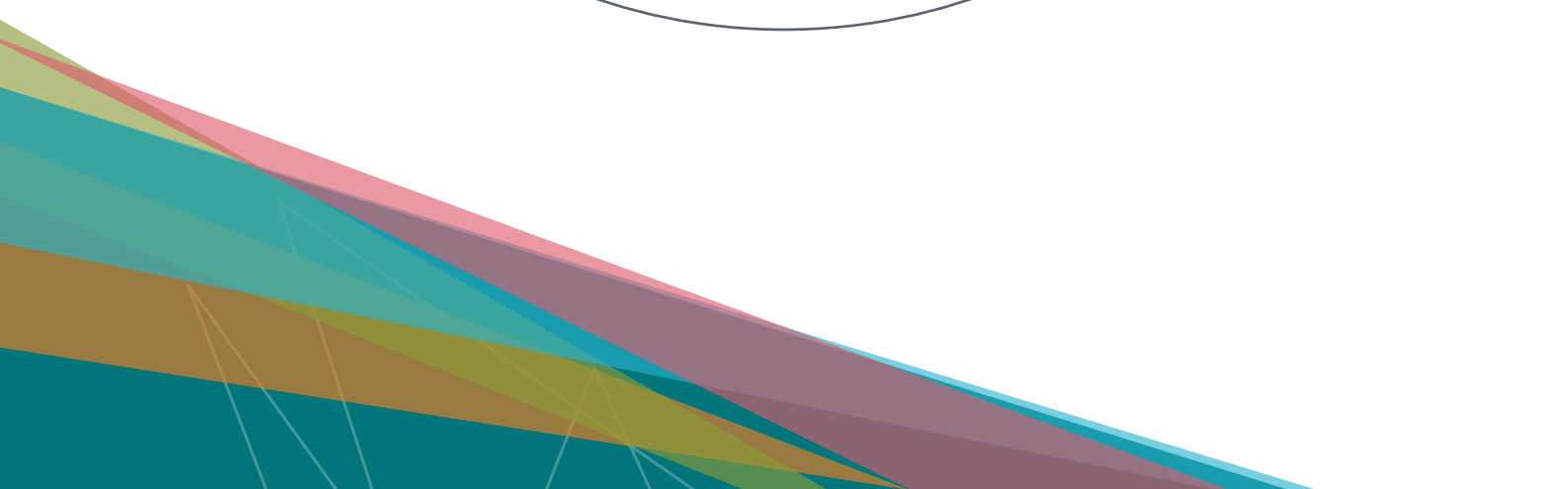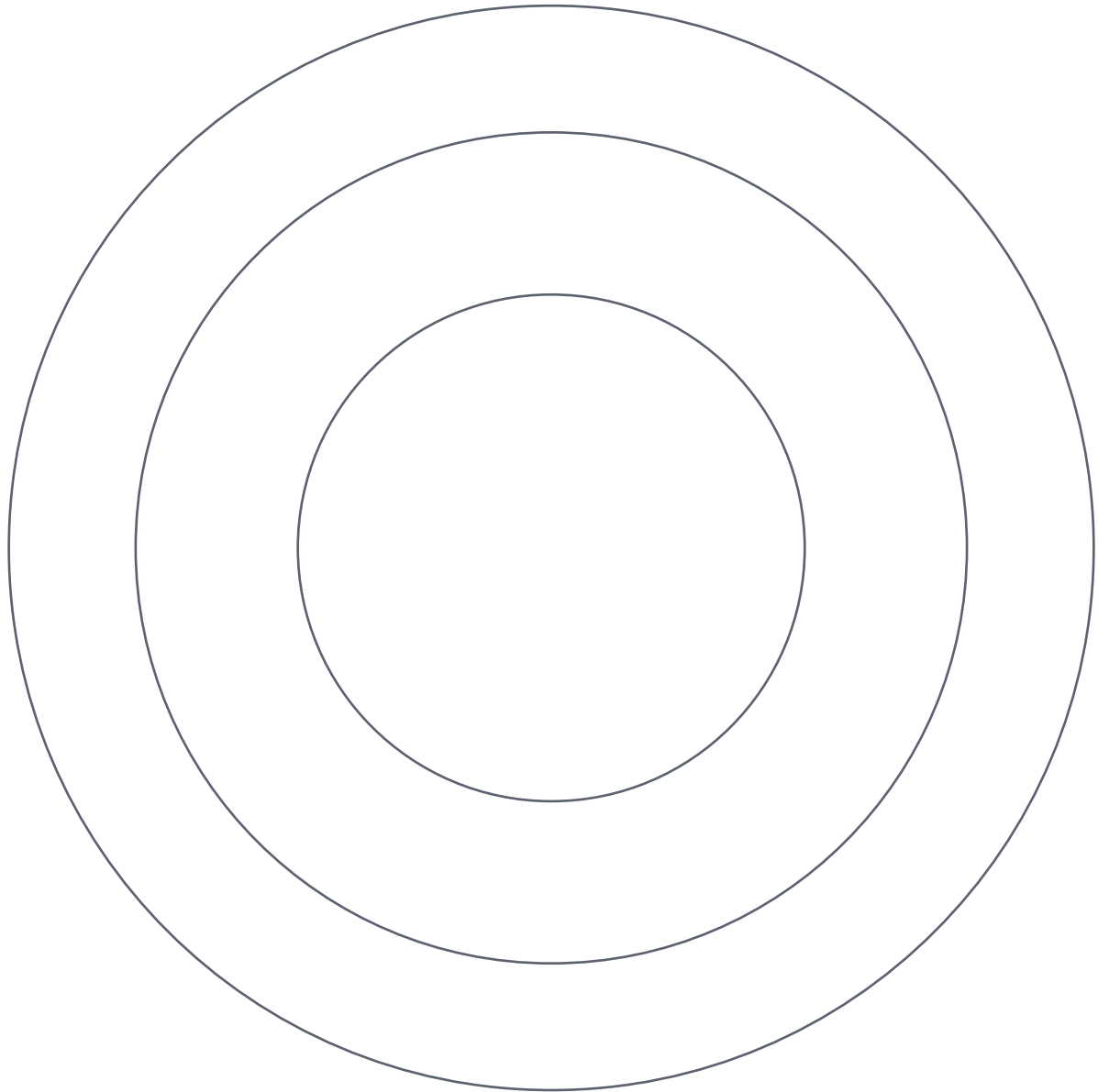
WHEN DO I NEED PERMISSION?

Foundation Year: Module 1 – Concept 1.3

BODY PARTS

Foundation Year: Module 2 – Concept 2.1
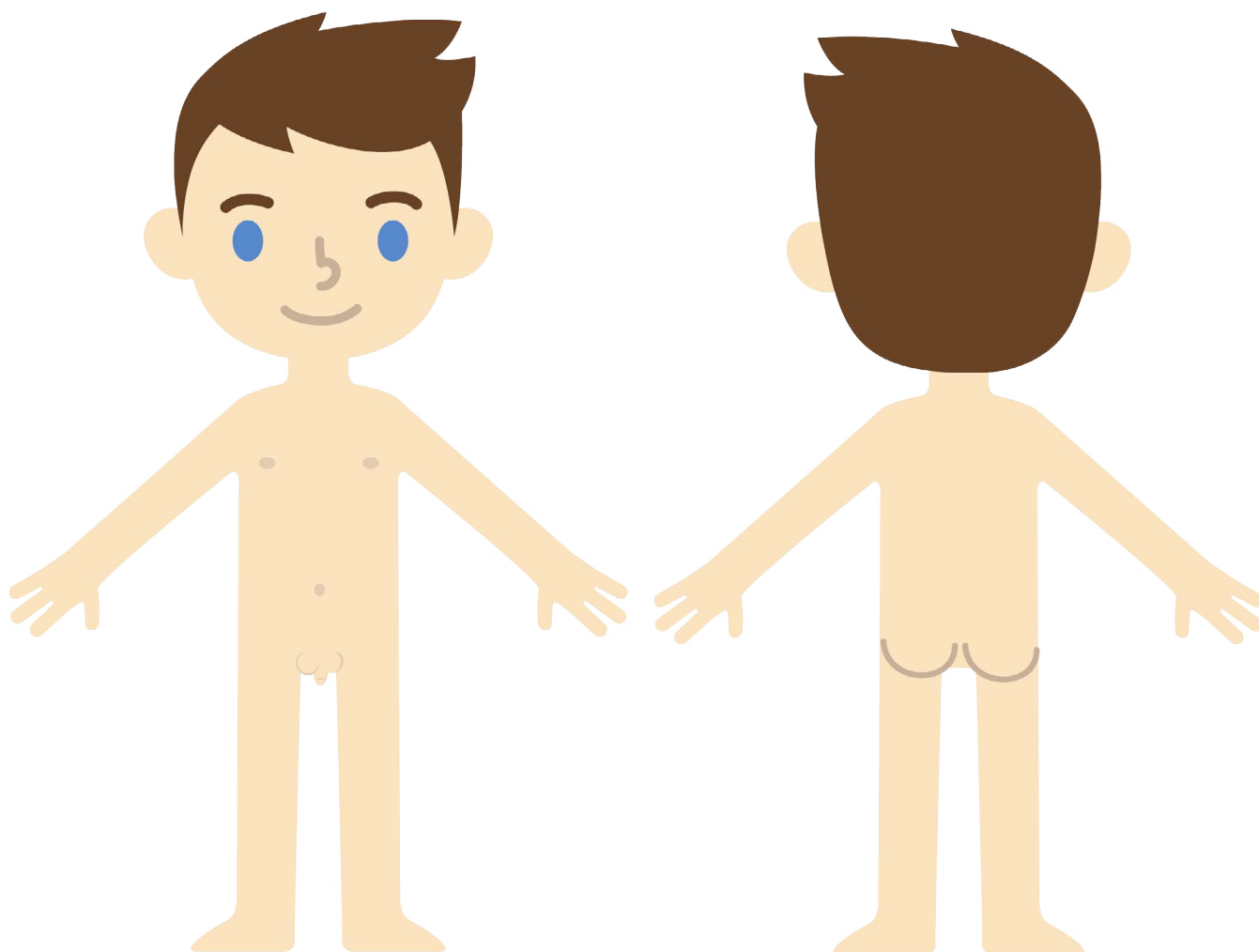
BODY PARTS

Foundation Year: Module 2 – Concept 2.1
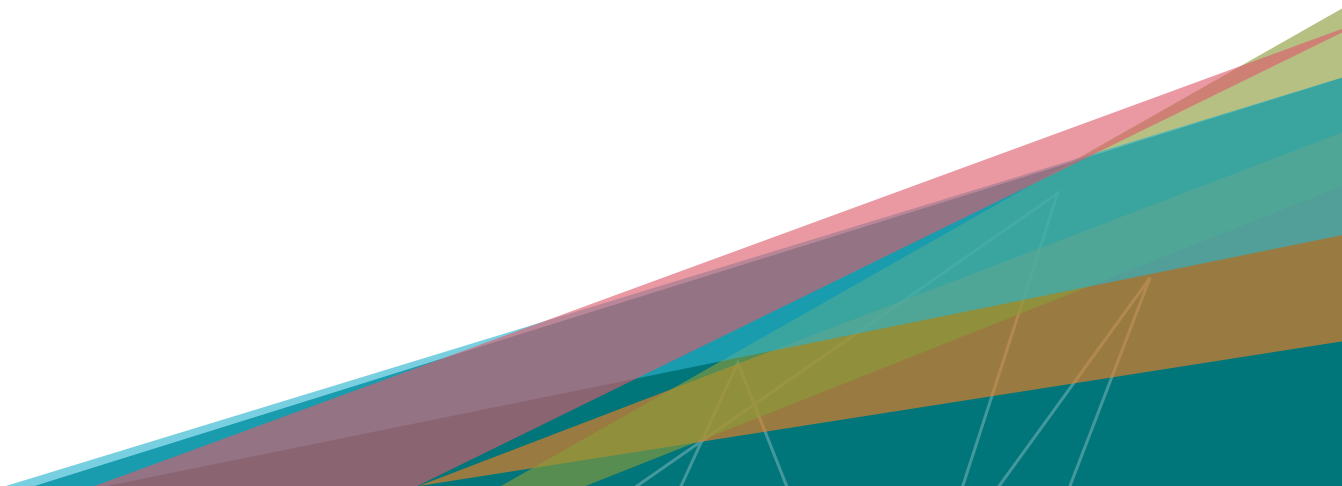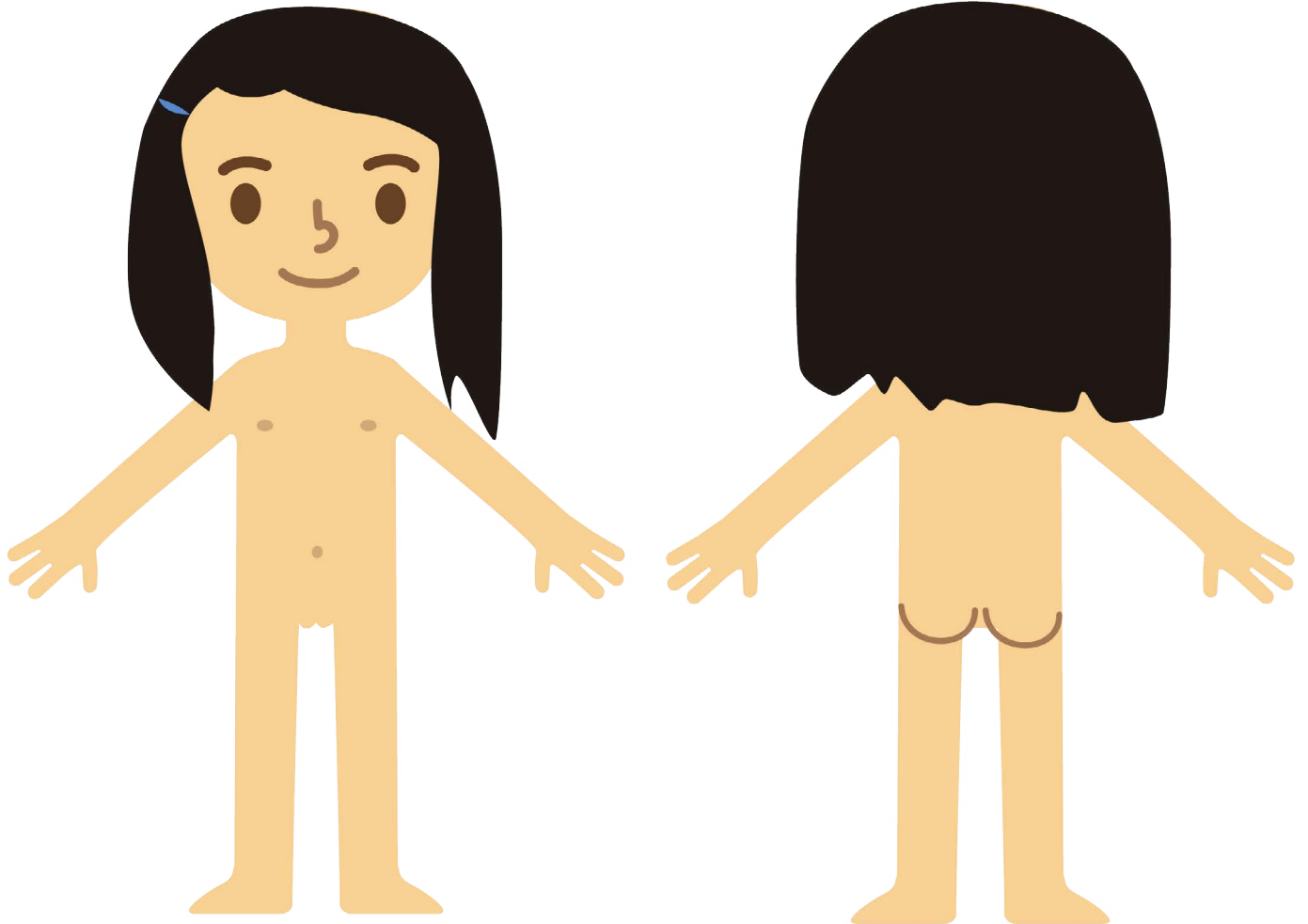
SAD, MAD, GLAD, BAD – FEELINGS CATEGORIES

Foundation Year: Module 2 – Concept 2.2
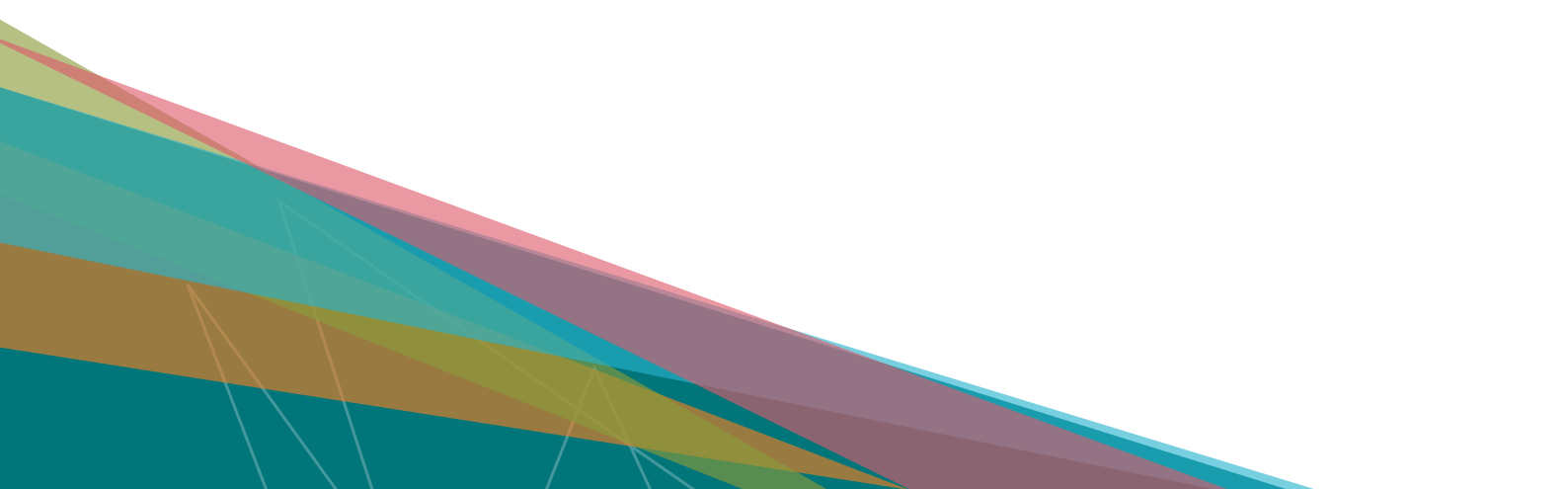
EMOTION POEM

Foundation Year: Module 2 – Concept 2.2

(Author Unknown)

When I am sad I want to cry.

When I am proud I want to fly.

When I am curious I want to know.

When I am impatient I want to go.

When I am bored I want to play.

When I am happy I smile all day.

When I am shy I want to hide.

When I am depressed I stay inside.

When I am puzzled I want to shrug.

When I am loving I kiss and hug.

Source: Centre of the Social and Emotional Foundations for Early Learning www.vanderbilt.edu/csefel
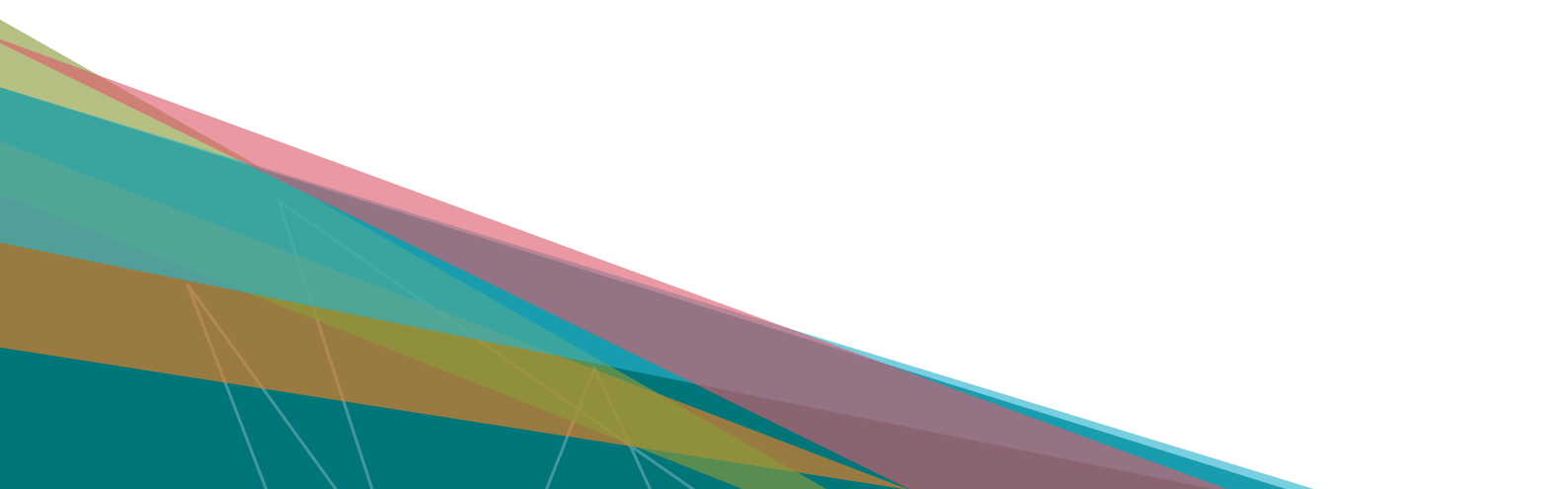
RESPONDING TO UNSAFE SITUATIONS

Foundation Year: Module 2 – Concept 2.3

Playing with matches
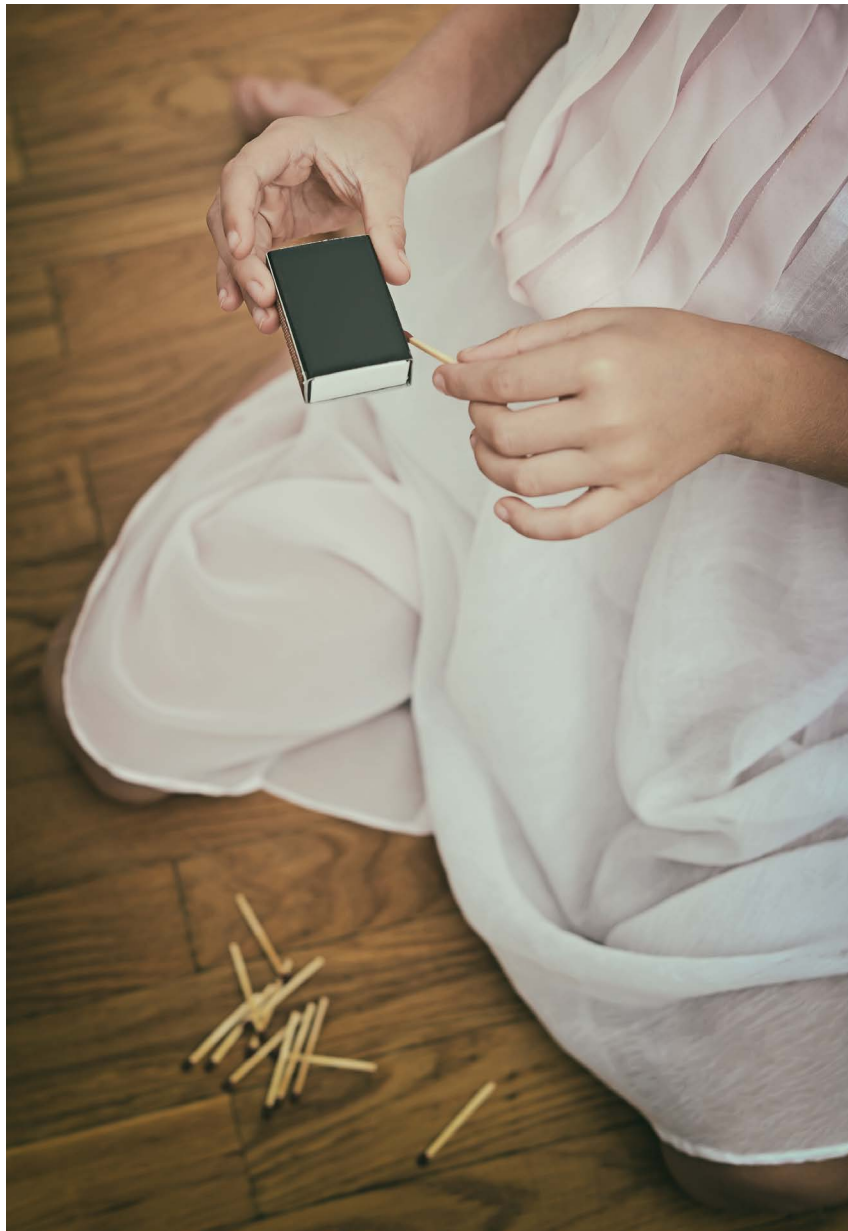
RESPONDING TO UNSAFE SITUATIONS

Foundation Year: Module 2 – Concept 2.3

Swimming in the ocean

Crossing the road

RESPONDING TO UNSAFE SITUATIONS

Foundation Year: Module 2 – Concept 2.3

Accessing the medicine cabinet

A stranger approaching

RESPONSE FRAMEWORK

Foundation Year: Module 2 – Concept 2.3

Say no if you can

Leave the unsafe situation

Get help from a trusted adult

SAFETY RULES

Foundation Year: Module 2 – Concept 2.3

We need rules to protect us, our homes, our friends and our community.

We have rules to cross the road safely

We have rules when playing sport and visiting friends

We have rules about being Sun Smart

We have rules about keeping our bedroom tidy at home

At the beach we know to swim between the flags

This resource has been adapted from the work of the Daniel Morcombe Foundation

EVERYDAY SCENARIOS AT SCHOOL

Foundation Year: Module 3 – Concept 3.1

Source these images from stock photos for this exercise

child forgetting their lunch
child has lost their school bag
child being bullied in the playground
child sitting alone at lunchtime
child having their lunch taken by an older student

MY SUPPORT NETWORK AT SCHOOL

Foundation Year: Module 3 – Concept 3.1
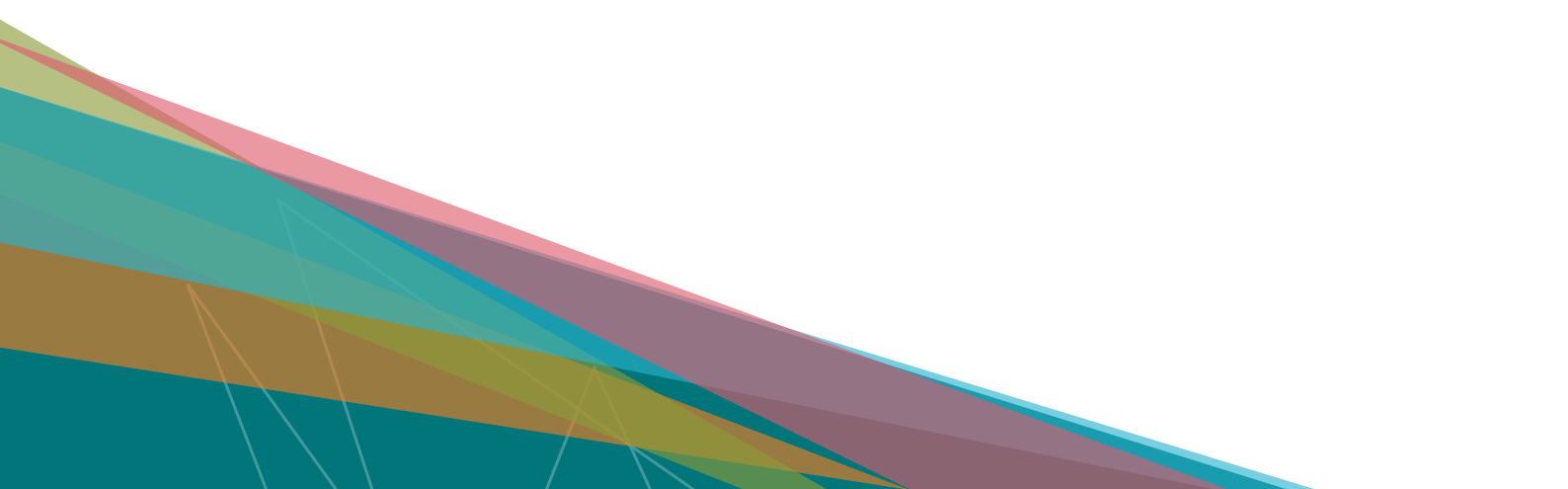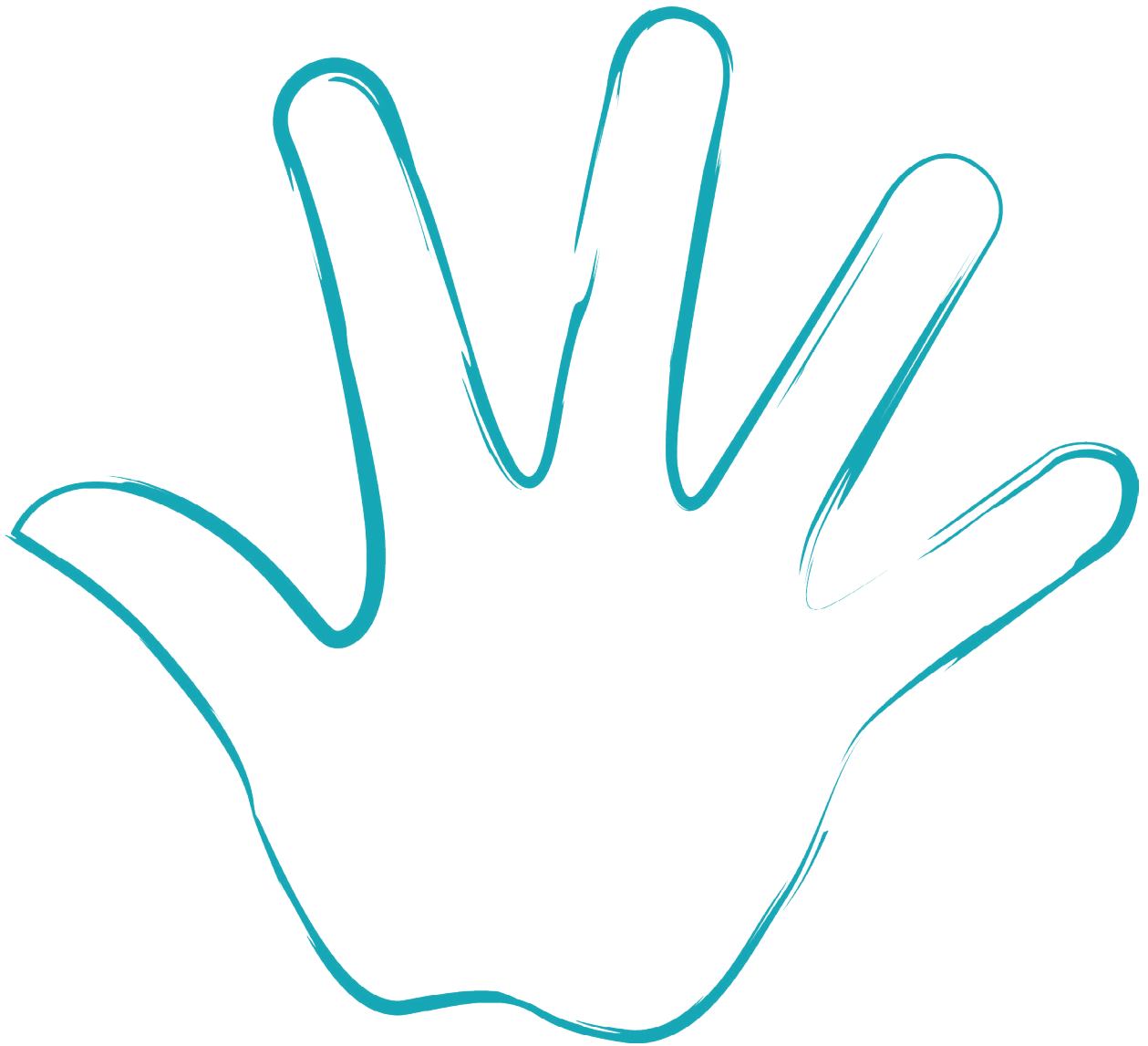
MAP OF THE SCHOOL

Foundation Year: Module 3 – Concept 3.1

Draw a map of your school:
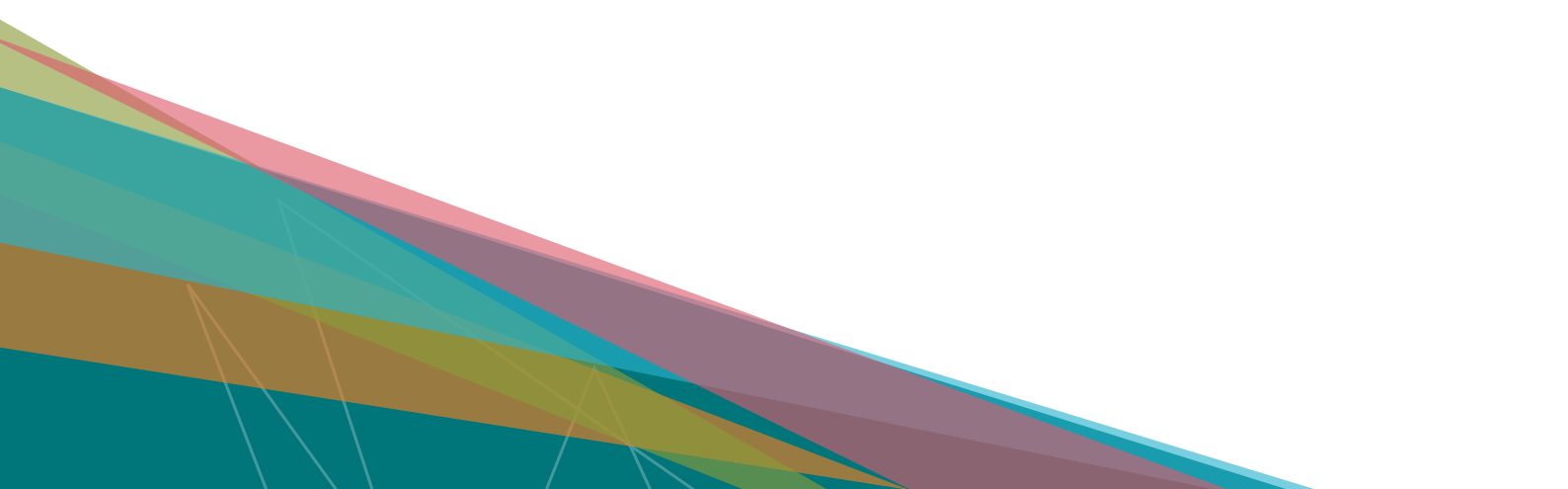
NOT NOW BERNARD
ALTERNATE SCENES
– PERSISTENCE

Foundation Year: Module 3 – Concept 3.2
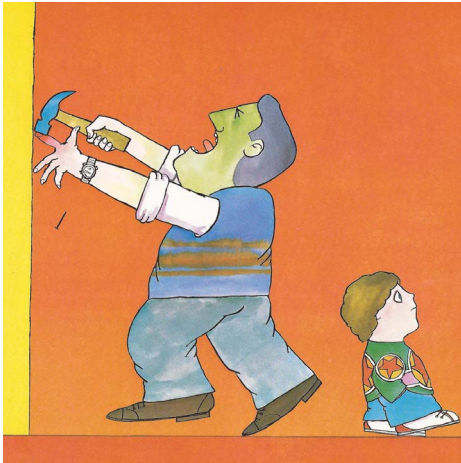
"Not now, Bernard," said his father.

"Not now, Bernard," said his mother.

Images from Not Now Bernard by David McKee (ISBN: 9781783442904)

FRIENDSHIP CHAIN

Year 1 & 2: Module 1 – Concept 1.1
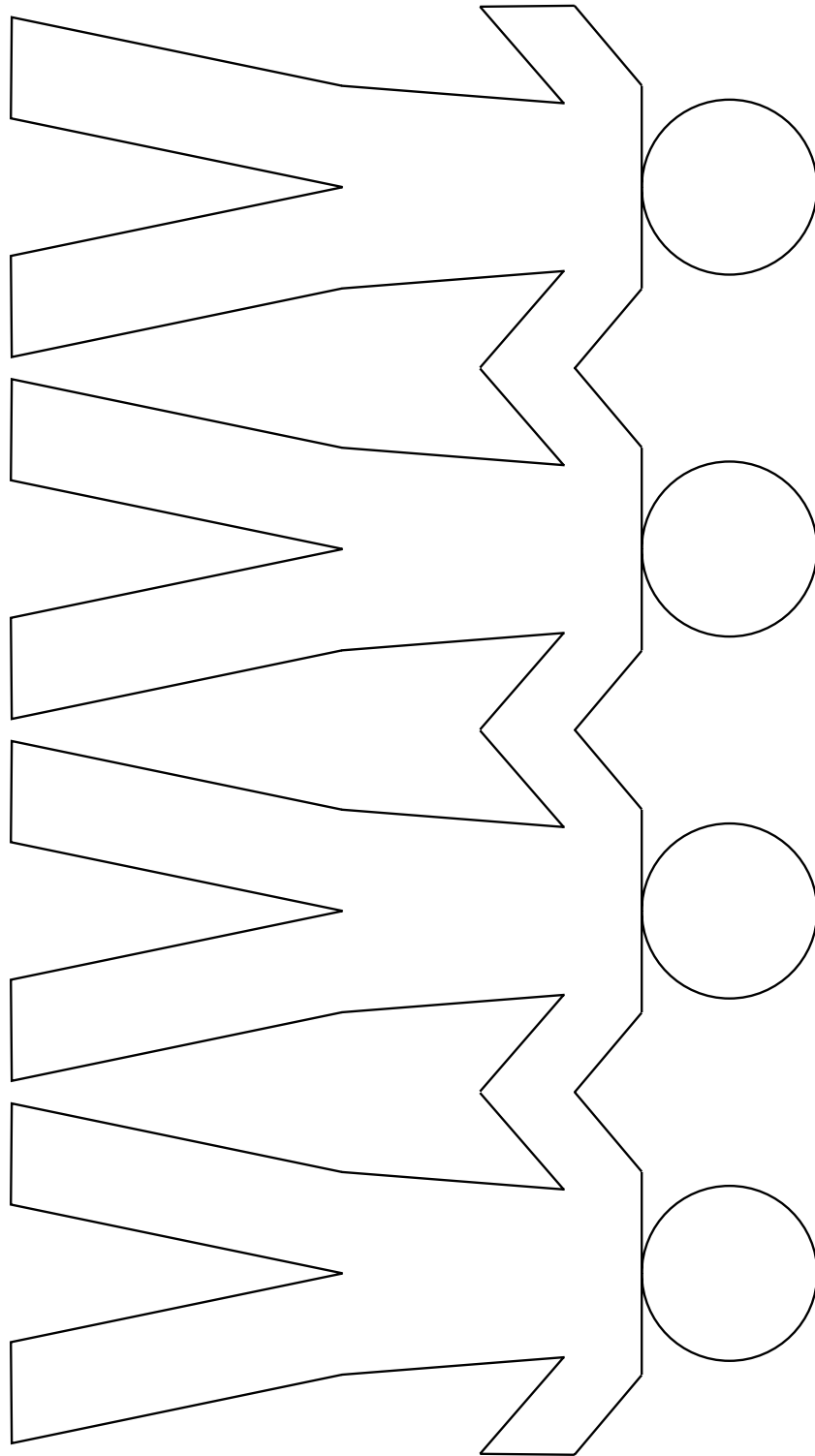
HAPPY / SAD FACE

Years 1 & 2: Module 2 – Concept 2.2
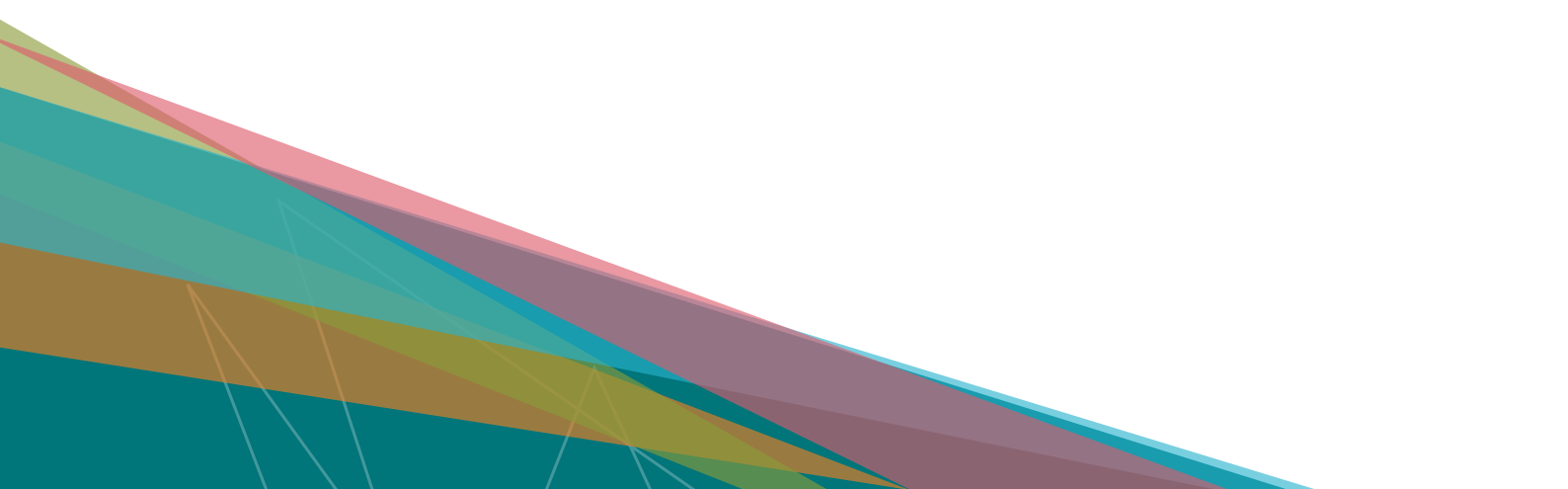
BODY OUTLINES

Years 1 & 2: Module 2 – Concept 2.3
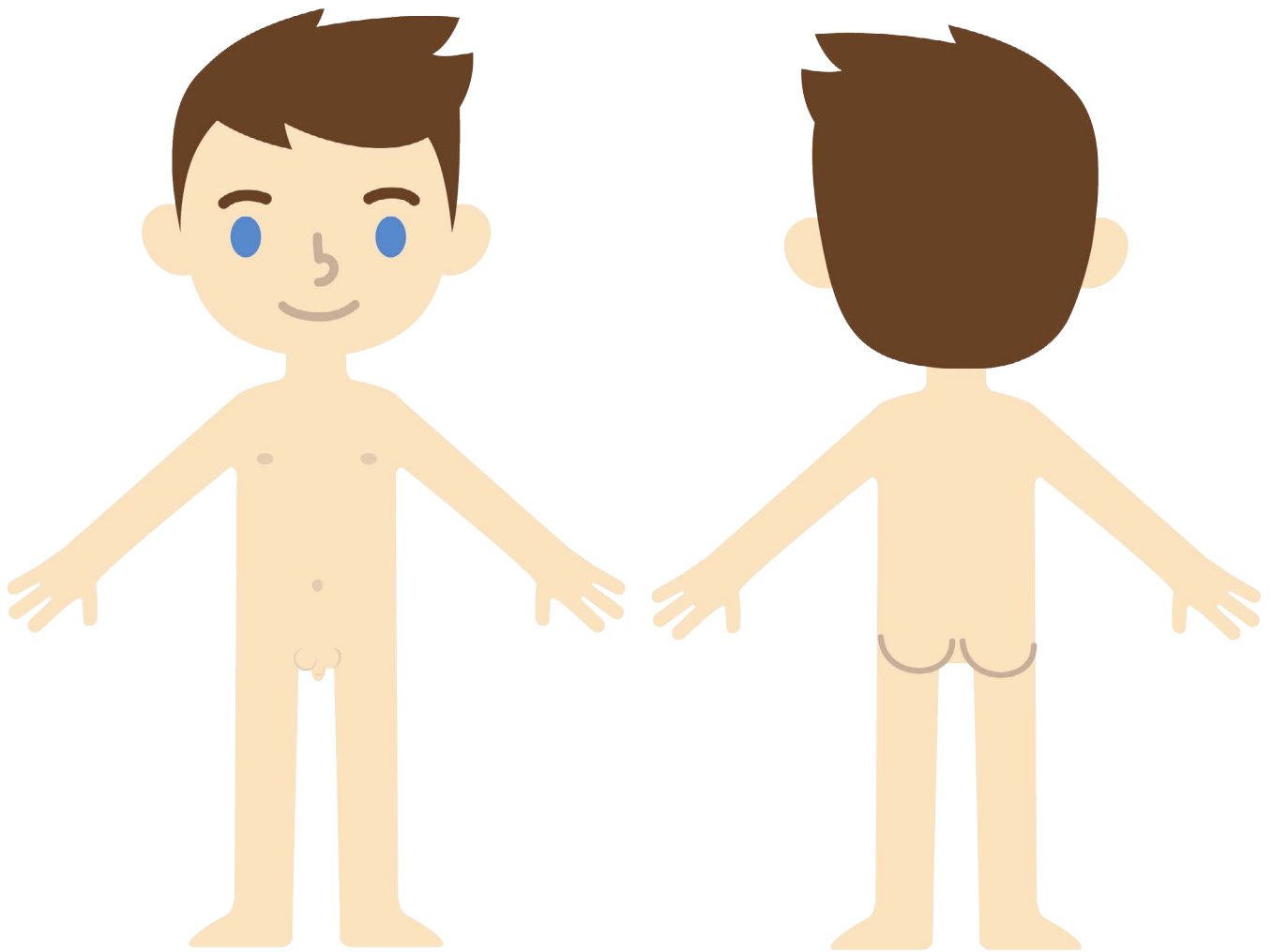
BODY OUTLINES

Years 1 & 2: Module 2 – Concept 2.3
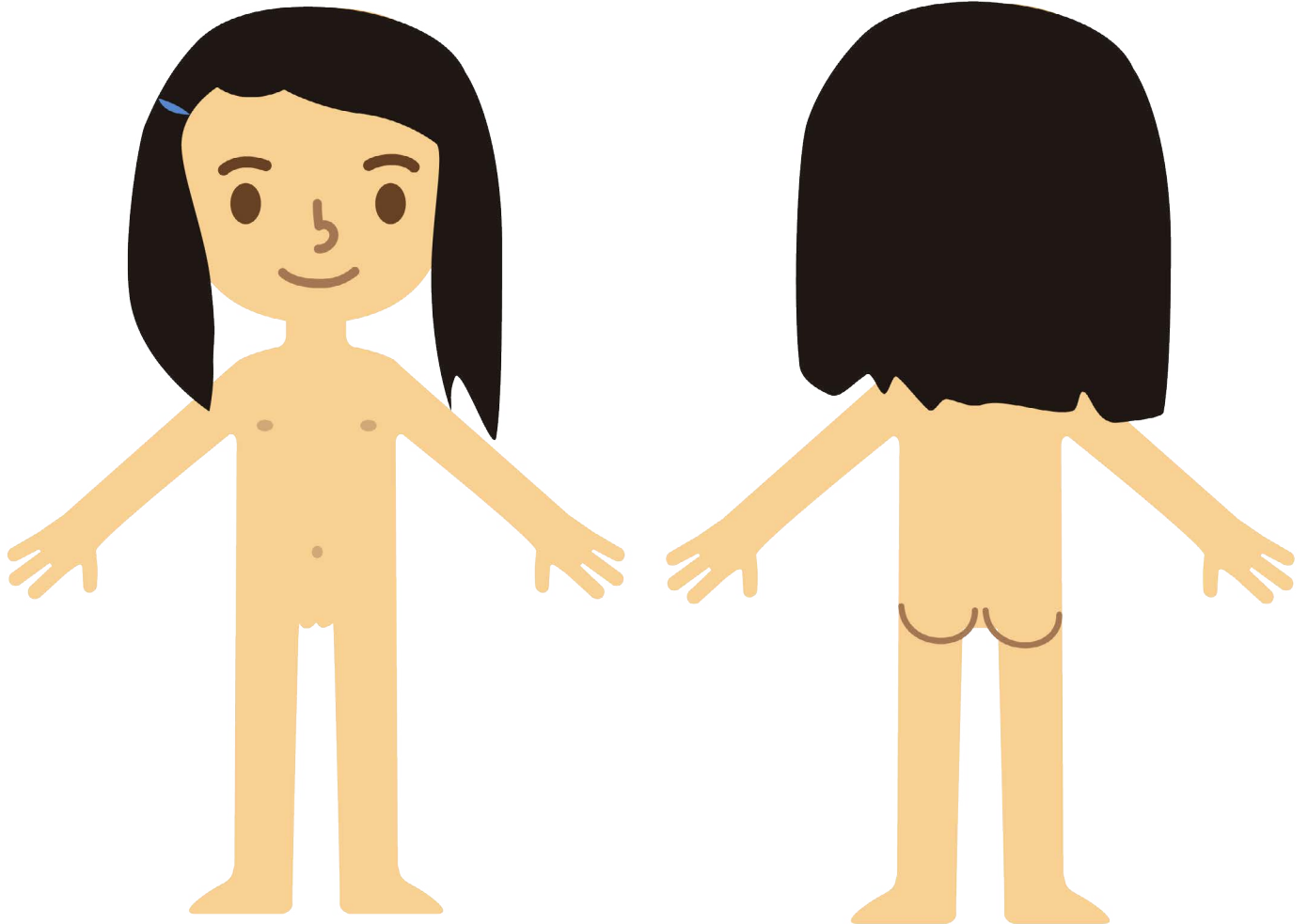
RESPONSE FRAMEWORK

Years 1 & 2: Module 2 – Concept 2.3

Say no if you can

Leave the unsafe situation

Get help from a trusted adult

RELATIONSHIP CIRCLES

Years 1 & 2: Module 3 – Concept 3.1
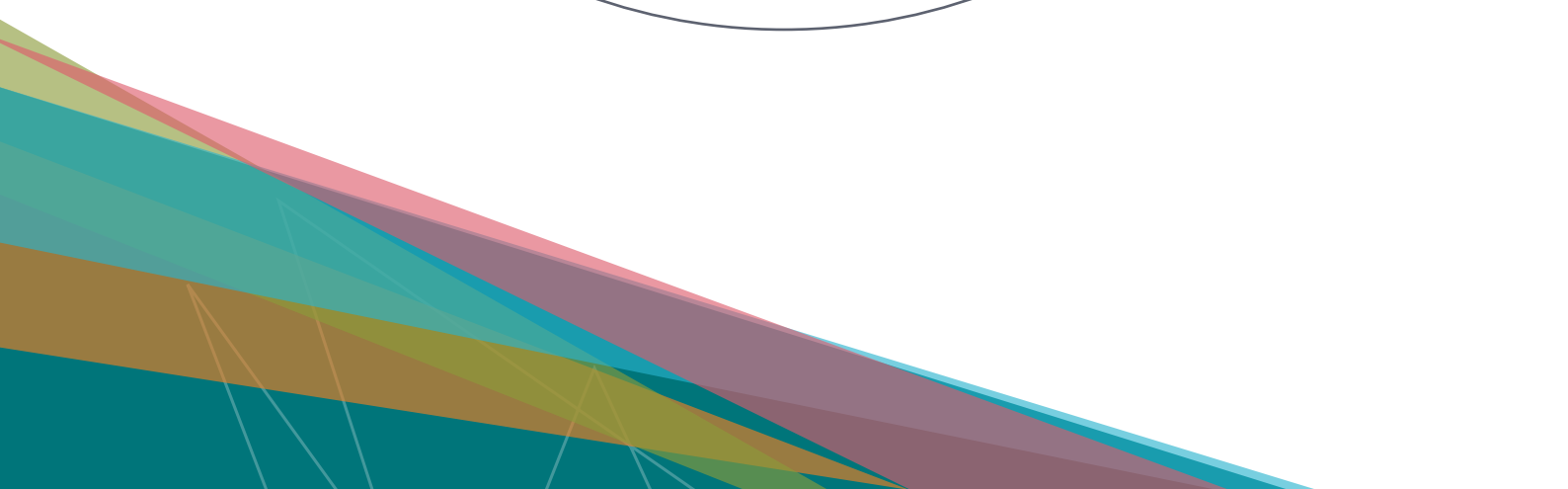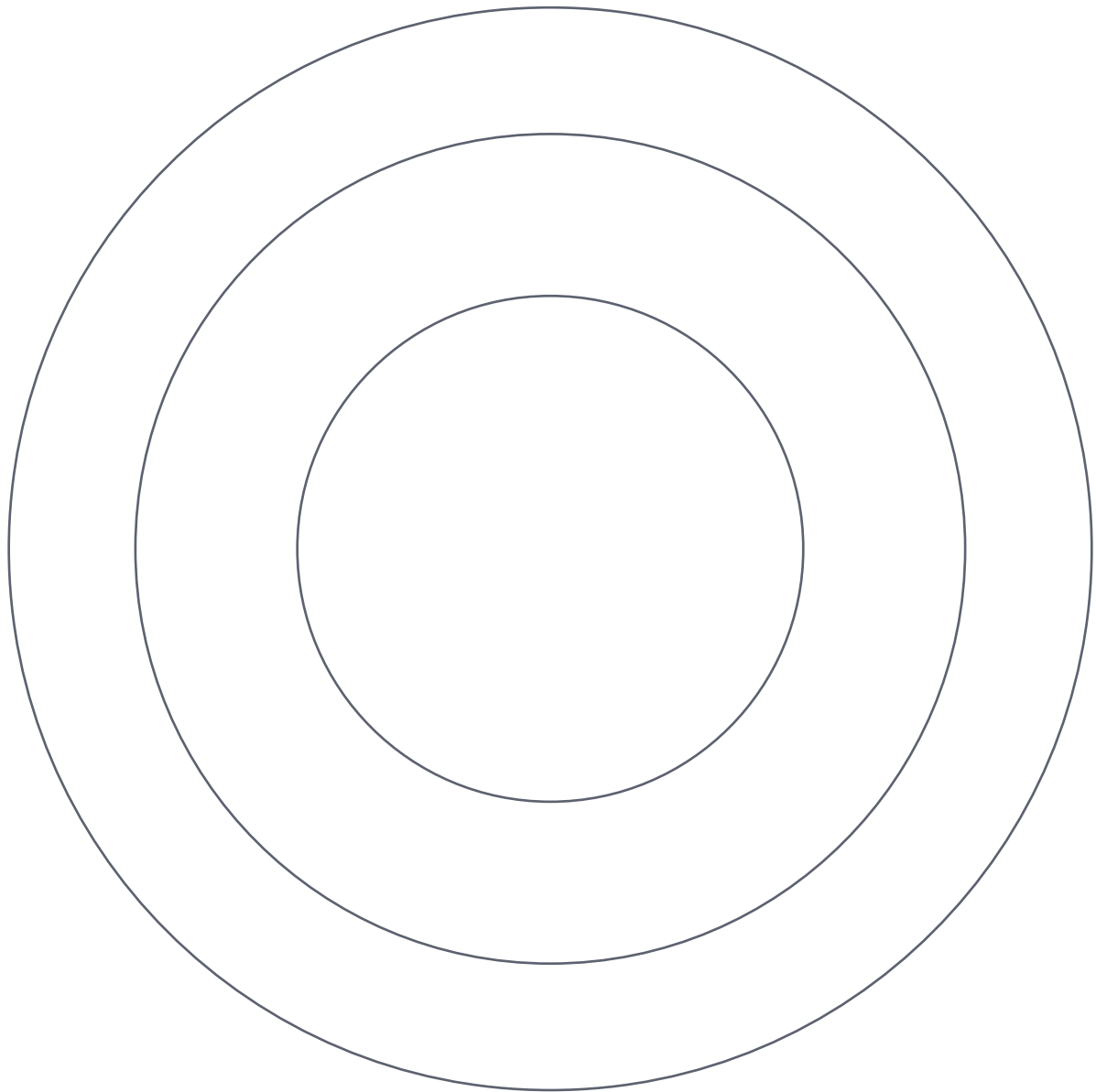
SCHOOL SUPPORT NETWORK

Years 1 & 2: Module 3 – Concept 3.1

PERSONAL SUPPORT NETWORK

Years 1 & 2: Module 3 – Concept 3.1

RESPECTFUL RELATIONSHIPS HANDOUT
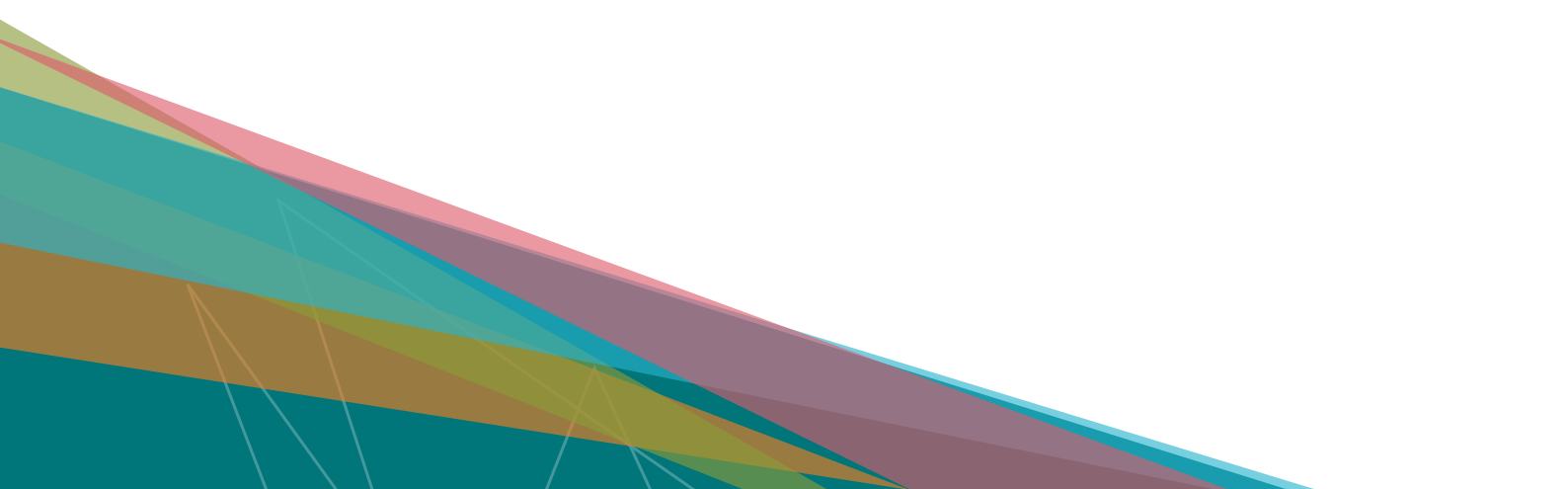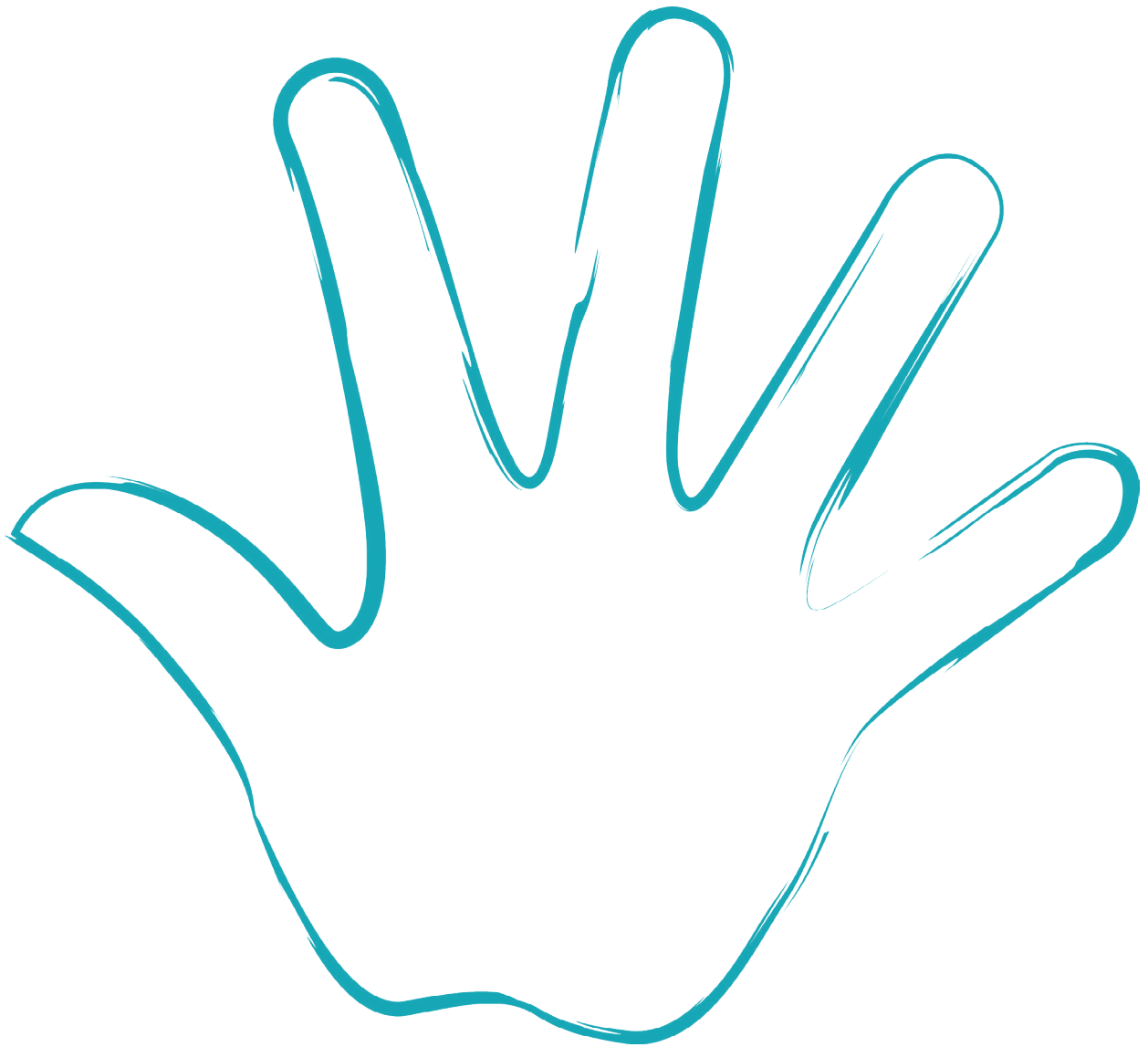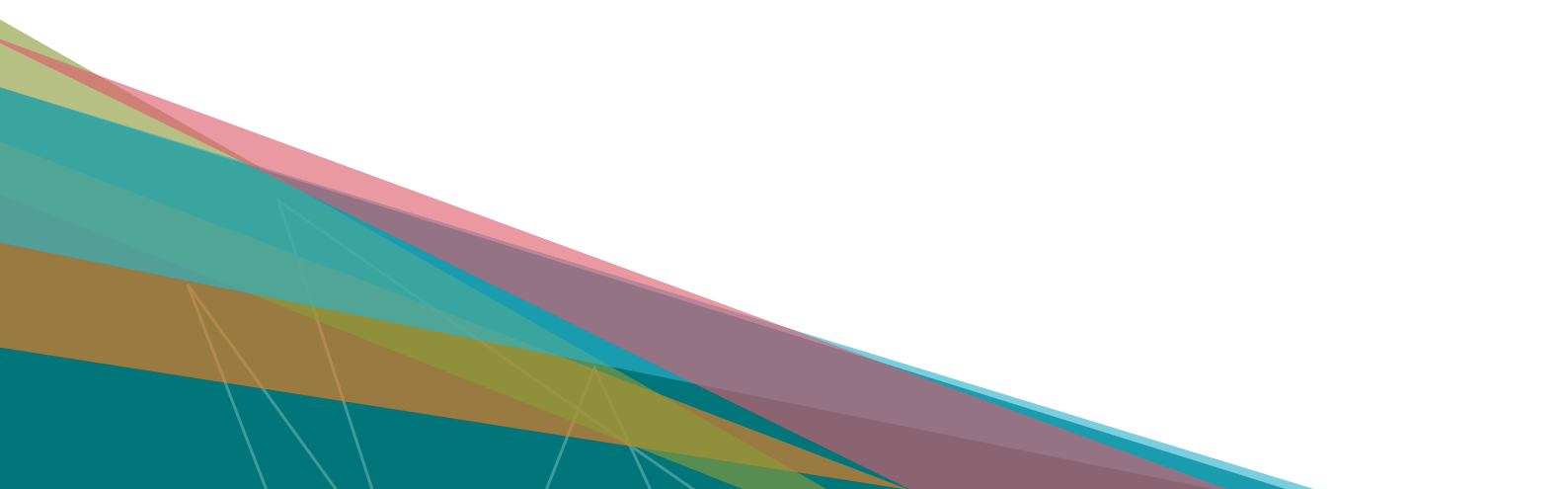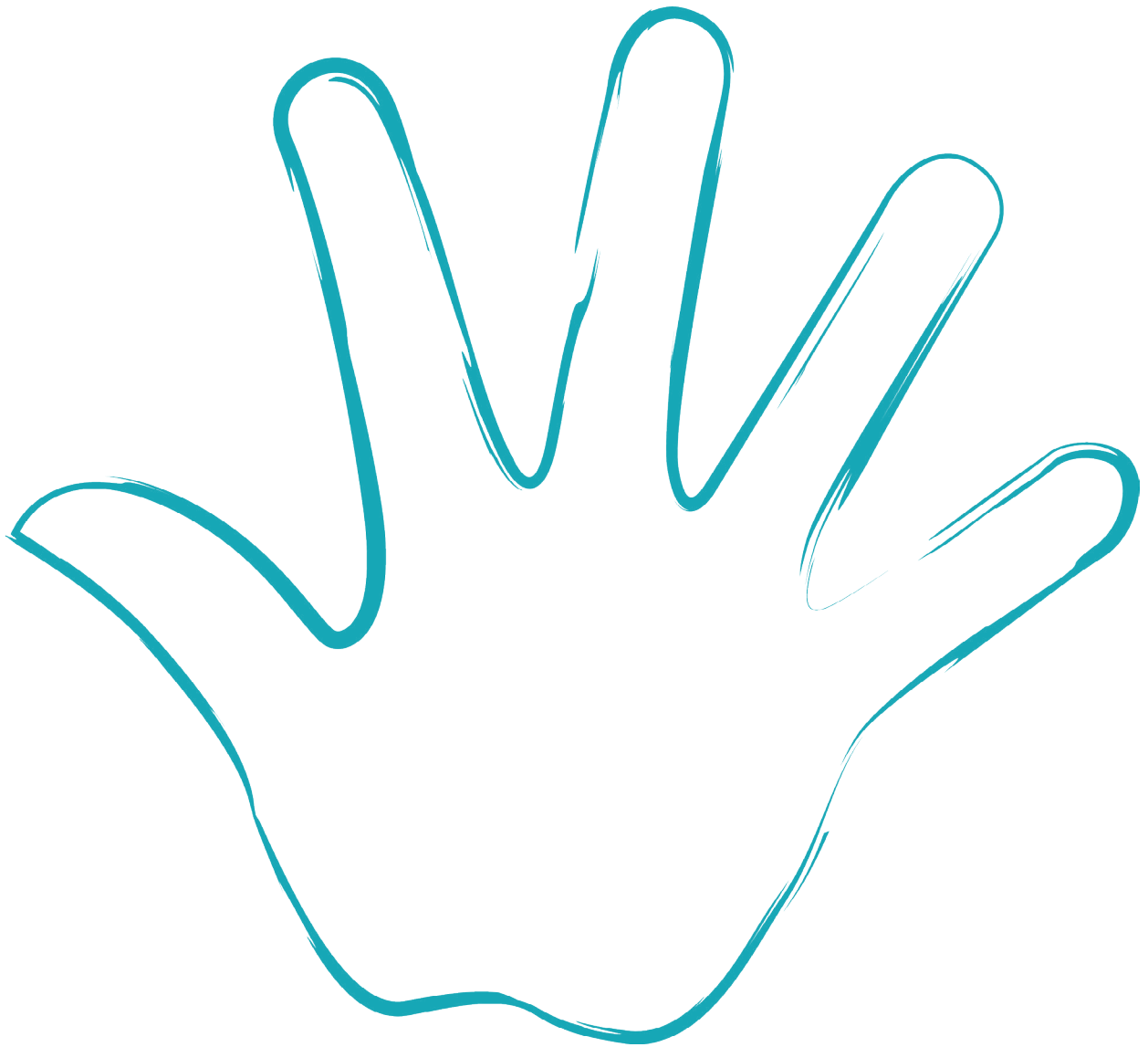
CONFLICT RESOLUTION STRATEGIES

Years 3 & 4: Module 1 – Concept 1.1

Aggressive

* Only interested in winning an argument
* Not worried about hurting other's feelings
* They threaten or hurt people to get their own way
* They get angry and can't stay calm
* They refuse to give in until they get their own way

Passive

* Is scared of disagreements
* Often pretends nothing is wrong to avoid a fight
* Will run away or leave
* Gives in too easily because they fear they might lose a friend or because they are frightened
* Doesn't stand up for what is right or what they want

Assertive
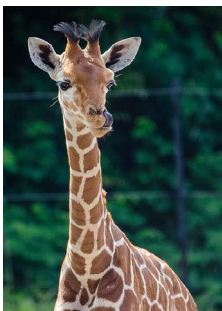
* Stands tall and stays calm
* Tries to sort out an argument with solutions where both people win
* Says sorry when they are wrong
* Asks for help to sort things out
* Says what they think or feel without getting angry
* Asks the other people what they feel and what they want

CONFLICT SCENARIOS

Years 3 & 4: Module 1 – Concept 1.1

Scenario 1: Hannah and Maria are best friends and play every afternoon together. Hannah always decides what they play. Maria sometimes doesn't want to play what Hannah decides but she doesn't argue because she doesn't want to cause a fight.

What strategy has Maria used to deal with this conflict?
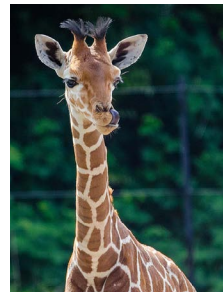
What could she do to deal with it like a giraffe?

Scenario 2: Brett and John are in the same class at school. Brett keeps taking John's coloured pencils to use when they do art so John doesn't get to make the best picture he could. One day when Brett tries to take John's pencils, John stops him and says that they should share the pencils so that they both get to use all of the different colours. Brett says that sounds fair and they take half of the pencils each and then swap over when they are finished with them.

What strategy has John used to deal with this conflict?
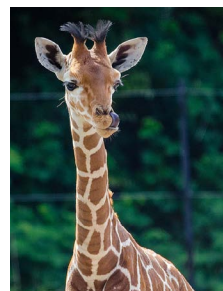
What could Brett have done at the beginning to deal with this like a giraffe?

CONFLICT SCENARIOS

Years 3 & 4: Module 1 – Concept 1.1

Scenario 3: Christie and Shannon always like to watch their favourite TV show when they get home from school, except their older brother Shaun always comes in and says "Give me the remote or I'm gonna bash you". Both Christie and Shannon don't want to get bashed so they give Shaun the remote.

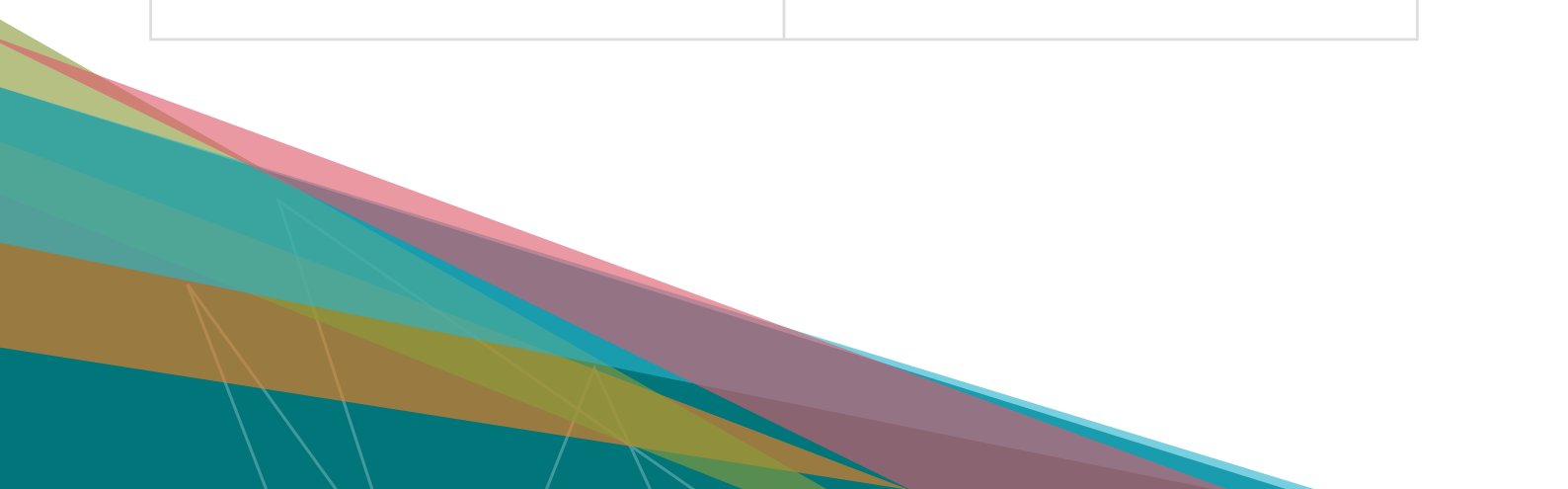*What strategy has Christie and Shannnon used to deal with this conflict? What strategy did Shaun use?*
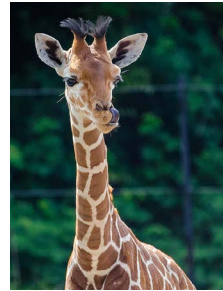
What could Christie and Shannon have done to deal with it like a giraffe?

ANCHOR CHART FOR CONSENT

Years 3 & 4: Module 1 – Concept 1.3

What does consent mean?	
What does consent sound like?	**What does it feel like if someone does something without your consent?**
When do you need to ask for consent?	**What are examples when consent wasn't asked for?**
How can you ask for consent?	**How can you show someone you don't give your consent?**

CONSENT SCENARIO CARDS

Years 3 & 4: Module 1 – Concept 1.3

Scenario 1:

Ben and Markus are having a sleepover at Markus' house. They have set up a tent under the dining table to sleep in. When they go to get into the tent Ben is scared about sleeping when everybody else is upstairs. He wants to sleep upstairs in Markus' bed because it is safer.

How could Markus ask Ben for consent to sleep in his bed?

How could Ben respond in a respectful way?

Scenario 2:

Mali and Ricky have been friends since they were toddlers. Their parents always joke about them being boyfriend and girlfriend.

They are both standing in line at the canteen and Ricky wants to hold Mali's hand.

How could Ricky ask Mali for consent to hold her hand?

How could Mali respond in a respectful way?

Scenario 3:

Karina hasn't seen her cousins for a couple of years and they are coming to visit them today. Karina loves her cousins and wants to give them each a big hug when she finally sees them again.

How could Karina ask for consent to hug her cousins?

How could her cousins respond in a respectful way?

Scenario 4:

Priya has to go to the doctors because she has not been feeling well. Priya's Dad is going with her. During the appointment the doctor needs to take Priya's temperature and listen to her heartbeat.

How could the doctor ask for Priya's consent to take her temperature and listen to her heart?
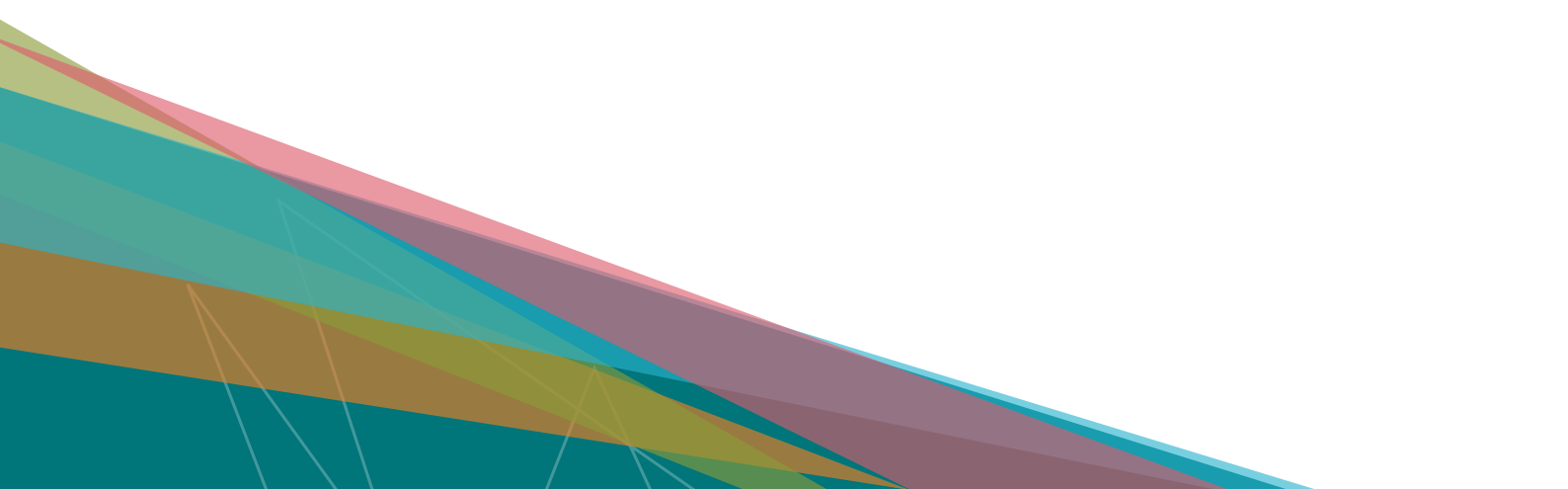
How could Priya respond to the doctor?

ABUSE VIOLENCE ACCIDENT CARDS

Years 3 & 4: Module 2 – Concept 2.1

ABUSE
VIOLENCE
ACCIDENT

FEELINGS DIARY

Years 3 & 4: Module 2 – Concept 2.2

	TIME OF DAY	EVENT	FEELING	RESPONSE
DAY 1	Before school			
	In class			
	Lunch time			
	After school			
DAY 2	Before school			
	In class			
	Lunch time			
	After school			
DAY 3	Before school			
	In class			
	Lunch time			
	After school			

RESPONSE FRAMEWORK

Years 3 & 4: Module 2 – Concept 2.3

Say no if you can

Leave the unsafe situation

Get help from a trusted adult

SAFETY SCENARIOS
WHAT IF...?

Years 3 & 4: Module 2 – Concept 2.3

Scenario 1: What if... you are walking home from school when a car drives up alongside of you. Two strangers from the car begin asking you questions such as "what is your name?", "where do you live?", "what school do you go to?" and "what's your phone number?"

How would you feel? What should you do?

Scenario 2: What if... your parents go out to dinner and you are home with a new babysitter. The babysitter wants to give you a bath and help you wash your body. You are old enough to take a bath or shower by yourself.

How would you feel? What should you do?

Scenario 3: What if... the boy you sit next to in class is always mucking around and playfully punches you in the arm or kicks your legs under the table. You don't like it because it hurts. You want him to stop, but you don't want him to think you're a "sook".

How would you feel? What should you do?

Scenario 4: What if... your best friend tells you that they have brought a lighter to school and they are going to start a fire in the toilet block at lunch time.

How would you feel? What should you do?

Scenario 5: What if... you are playing a game on the computer and someone in the game asks you for your name and wants you to send them a photo of yourself.

How would you feel? What should you do?

ONLINE SAFETY SCENARIOS

Years 3 & 4: Module 2 – Concept 2.4

Scenario 1: A friend asks to borrow your password so they can play Fortnite or another game. You do not want to share your password.

How does this make you feel? Why do you feel this way? What do you think will happen if you say 'no'?

Scenario 2: You are playing Pokémon Go and the app asks to access the location settings on your phone.

What would you do? Why? What are the consequences of this?

Scenario 3: You have sent a picture of yourself to your friend and they put it on Facebook. You do not want this.

How does this make you feel? How do you think your friend feels? What do you need to do or consider?

Scenario 4: You have been chatting to someone online and they ask you to send your photo to them.

How does this make you feel? What do you need to do or consider when you get a request like this? Would it make a difference if you knew the person or not? How? Why?

Scenario 5: You want to join your friends on a website platform. You need to give your name, phone number and home address to join.

What will you do? Why? What might happen if you share this information?

Scenarios originally developed by
eSafety Commissioner:
Online boundaries - Scenarios.pdf (esafety.gov.au)

EXAMPLES OF GENDER STEREOTYPES

Years 3 & 4: Module 2 – Concept 2.5

Girls should play with dolls and boys should play with trucks

Boys should be directed to like blue and green; girls toward red and pink

Boys should not wear dresses or other clothes typically associated with "girl's" clothes

Girls are better at reading and boys are better at math

Girls should be well behaved; boys are expected to act out

Girls are not as interested as boys in science and math

Boys should play sports

Boys should never dance

Boys shouldn't cry or act weak

Boys and men are expected to fight back to show they are strong

A boy that doesn't fight back is a target for bullying

Girls should do what boys tell them

Girls are pretty and should always wear dresses
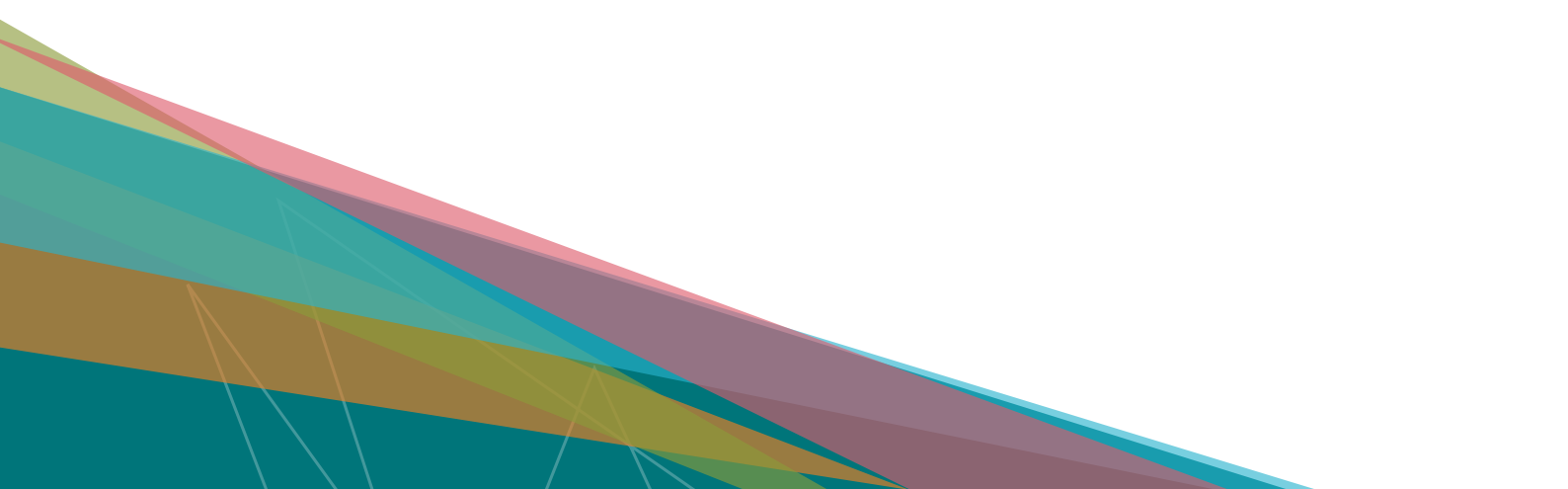
MY SUPPORT NETWORK

Years 3 & 4: Module 3 – Concept 3.1

FAMILY MEMBERS	FRIENDS	OTHER PEOPLE I KNOW

Sample letter to people on your support network

Dear ... ,

We have been learning about personal safety and support networks at school. A support network is a group of adults that we trust who we can talk to when we feel unsafe or if we need help with a problem. I have chosen you to be on my support network to talk to if I feel unsafe or unsure about anything. If I need to talk to you, please take time to listen to me and help me to stay safe.

From ......

RESPONSE FRAMEWORK

Years 3 & 4: Module 3 – Concept 3.2

Say no if you can

Leave the unsafe situation

Get help from a trusted adult

QUALITIES JIGSAW

Years 5 & 6: Module 1 – Concept 1.1

CHANGING RELATIONSHIPS SCENARIOS

Years 5 & 6: Module 1 – Concept 1.1

Scenario 1: Patrick has lived with his Dad for the past six years since his parents were divorced. He likes living with his Dad because they get to spend lots of time together doing fun things. Lately things have started to change a little because Patrick's Dad has got a new girlfriend and they seem to be getting serious. She has an 8 year old daughter and a 6 year old son and Patrick's Dad is always inviting them along to their place for dinner and BBQs and when they go out to the movies and stuff. Patrick feels like he is being left out.

Scenario 2: Khalia has just moved to a new suburb and started at a new school. She doesn't know anyone at the school and she is feeling lonely. At lunchtimes she had no one to sit with or play with as all of the kids in her class have their own groups that they hang out with. Khalia's teacher has noticed she is sitting by herself and she has asked a couple of girls in Khalia's class to play with her.

Scenario 3: Sienna and Charlotte have been best friends since Kindergarten, but lately they have started arguing a lot. Sienna is getting bossy and Charlotte doesn't like always having to do what Sienna tells her to do. Last week Charlotte caught Sienna saying mean things about her to some other girls in their class.

Scenario 4: Sam has always enjoyed going to visit Aunty Sally and Uncle Steve on the weekends. Uncle Steve always has new computer games and they sit in the bedroom playing for hours. Last week when Sam was visiting, Uncle Steve got really angry when his car ran off the road in one of the games and his turn was over. He threw the control across the room and broke it. He'd heard Uncle Steve get angry with Aunty Sally before but he'd never seen him get this angry. This scared Sam a lot and he didn't know what to do.
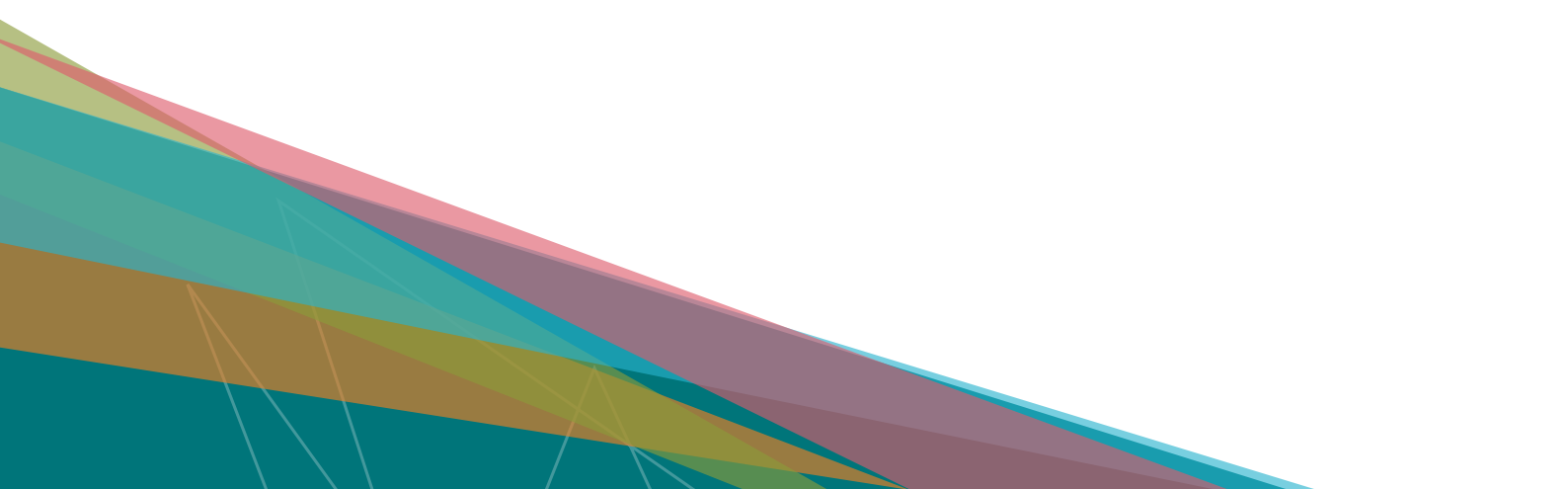
AGGRESSIVE VERSUS RESPECTFUL COMMUNICATION

Years 5 & 6: Module 1 – Concept 1.3

Scenario: Rohan often goes to Billy's house after school to play because Rohan's parents are at work. Billy has been getting annoyed with Rohan because he is playing very roughly with his toys and the other day he broke his favourite toy. Rohan wants to play with Billy's brand new remote control car but Billy doesn't want him to because he thinks he is going to break it.

Aggressive conversation:

Billy:

Rohan:

Billy:

Rohan:

Billy:

Rohan:

AGGRESSIVE VERSUS RESPECTFUL COMMUNICATION

Years 5 & 6: Module 1 – Concept 1.3

Respectful conversation:

Billy:

Rohan:

Billy:

Rohan:

Billy:

Rohan:
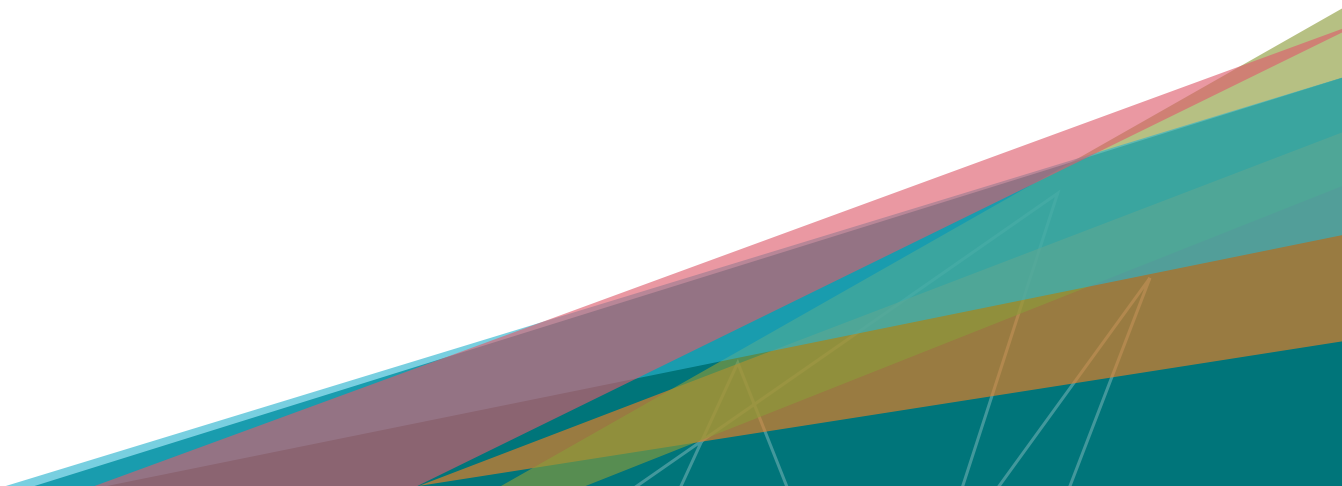
CONSENT Y CHARTS

Years 5 & 6: Module 1 – Concept 1.4

ASKING AND GAINING CONSENT

LOOKS LIKE

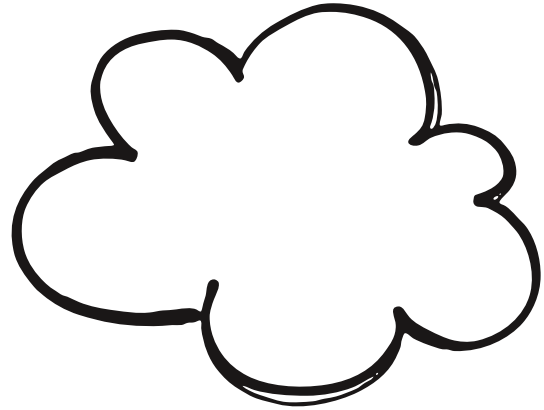SOUNDS LIKE

FEELS LIKE

ACTING WITHOUT CONSENT

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE
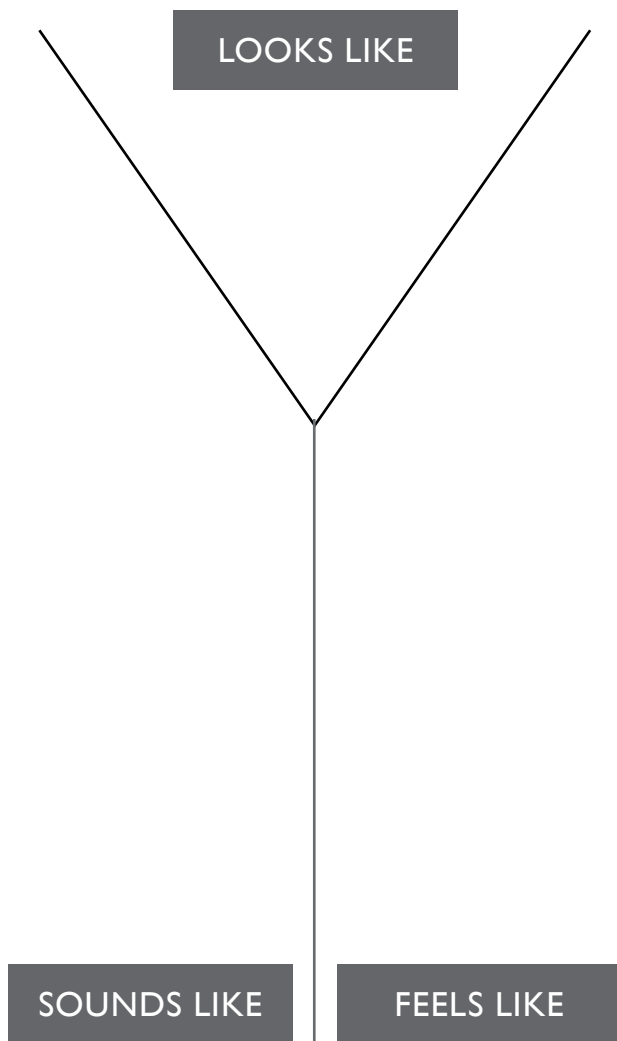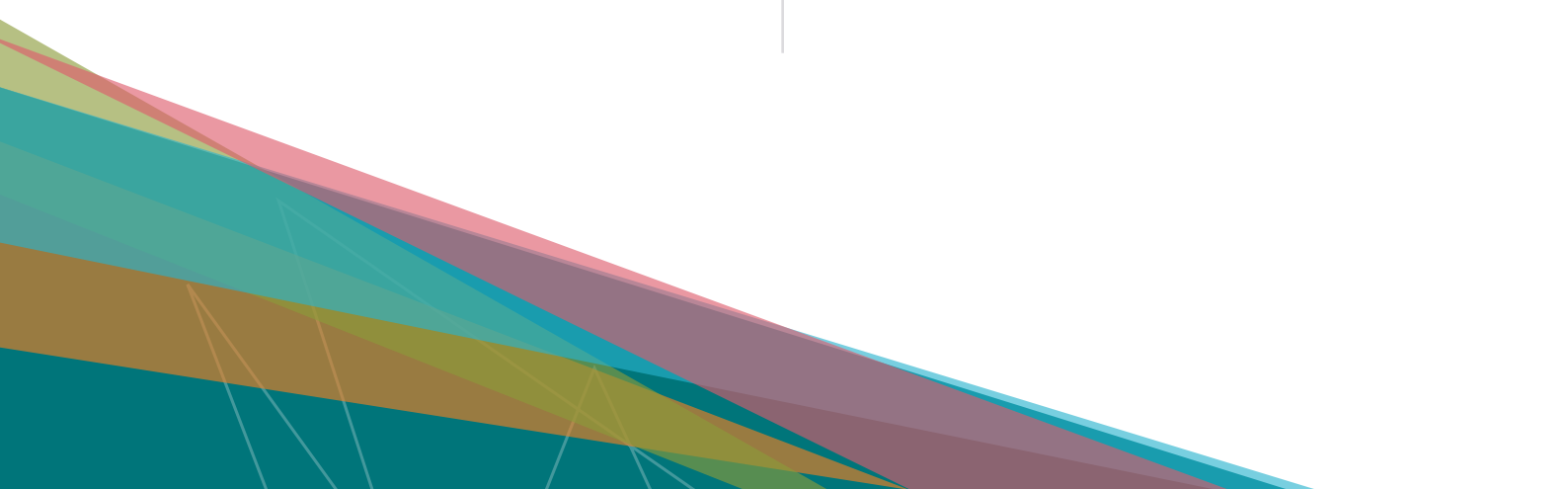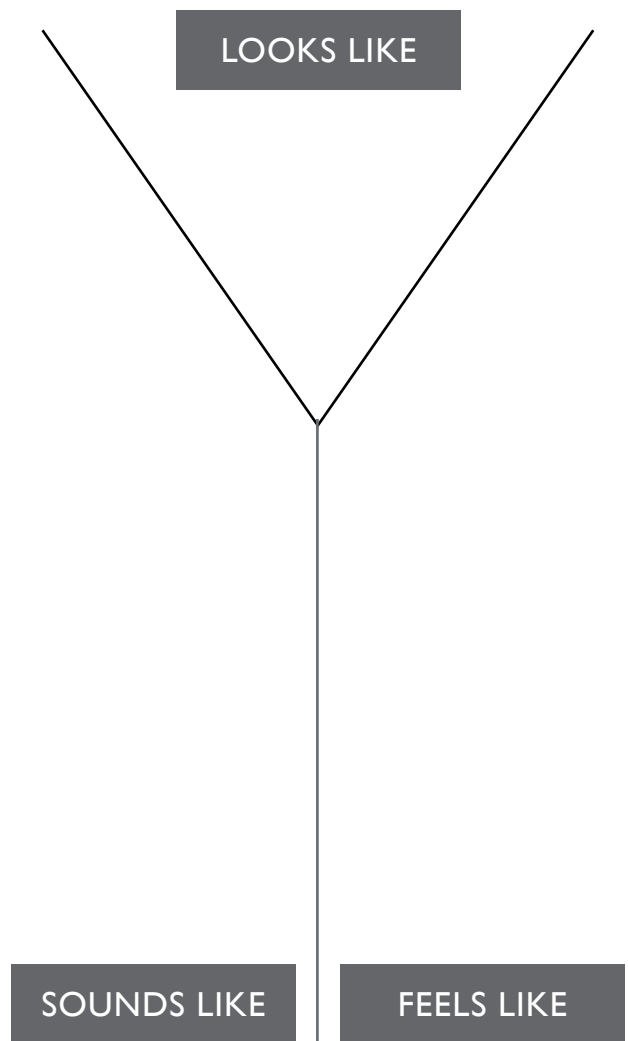
APPLYING THE STEPS OF THE CONSENT PROCESS

Years 5 & 6: Module 1 – Concept 1.4

PERSON 1:
What are they saying?

PERSON 1:
What are they thinking?
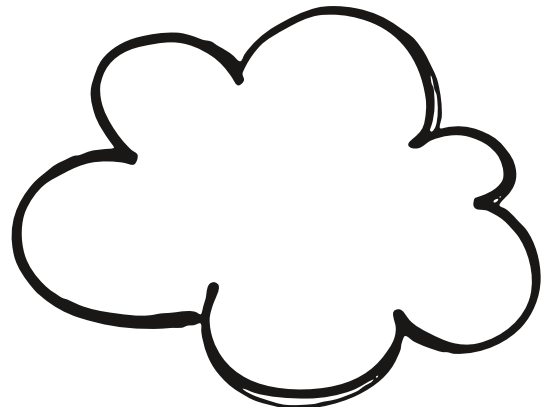
ASKING

RESPONDING/
LISTENING

REACTING

RESPECTFUL RELATIONSHIPS HANDOUT
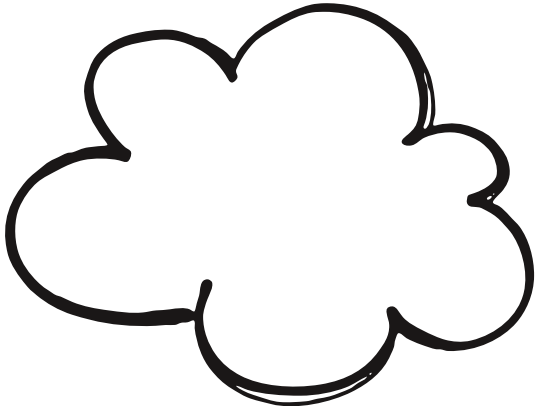
PERSONAL SAFETY PLANS
UNFINISHED STORY
Years 5 & 6: Module 2 – Concept 2.1

Note: Names could be changed to Karl and Terry

Part 1: Carla and Tegan were close friends. They were growing up and had started to become quite independent. They were responsible and usually took care to think about their safety. They were both peer support leaders and the younger students looked up to them.

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

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

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

The dance was fun but when it was over Carla and Tegan realised they didn't have their mobile phone to ring Tegan's brother.

Part 2: They decided to walk home although it was late, because it was not far and there were two of them. They had gone a short distance when a well-dressed man pulled up in his car beside them. Tegan had seen the man in the neighbourhood before.

He told them that his new pup had just run away. He was worried that it might get hit by a car if he didn't find it soon. He begged them to get into his car and help him find the pup. He said that three sets of eyes were better than one and he had no one else to help him.

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

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

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

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

Source: NSW Child Protection Education materials, Stage 3: Theme 3, page 104–105.

SAFETY PLAN CHECKLIST

Years 5 & 6: Module 2 – Concept 2.1

- ☐ Make sure you know exactly where you are going

- ☐ Make sure you know who will be there

- ☐ Make sure you know when the event starts, ends and what time you will be home or need picking up

- ☐ Make sure you know how you will get there and get home

- ☐ Make sure you know what you will do if you are running late or if the person you are meeting doesn't turn up on time

- ☐ Make sure you have all the information you need – bus times, phone numbers, map

- ☐ Make sure you know the nearest safe places in case you need to leave for any reason

- ☐ Make sure you have a plan for what to do if there is an emergency – ring 000, go to the nearest house or find an adult who can help
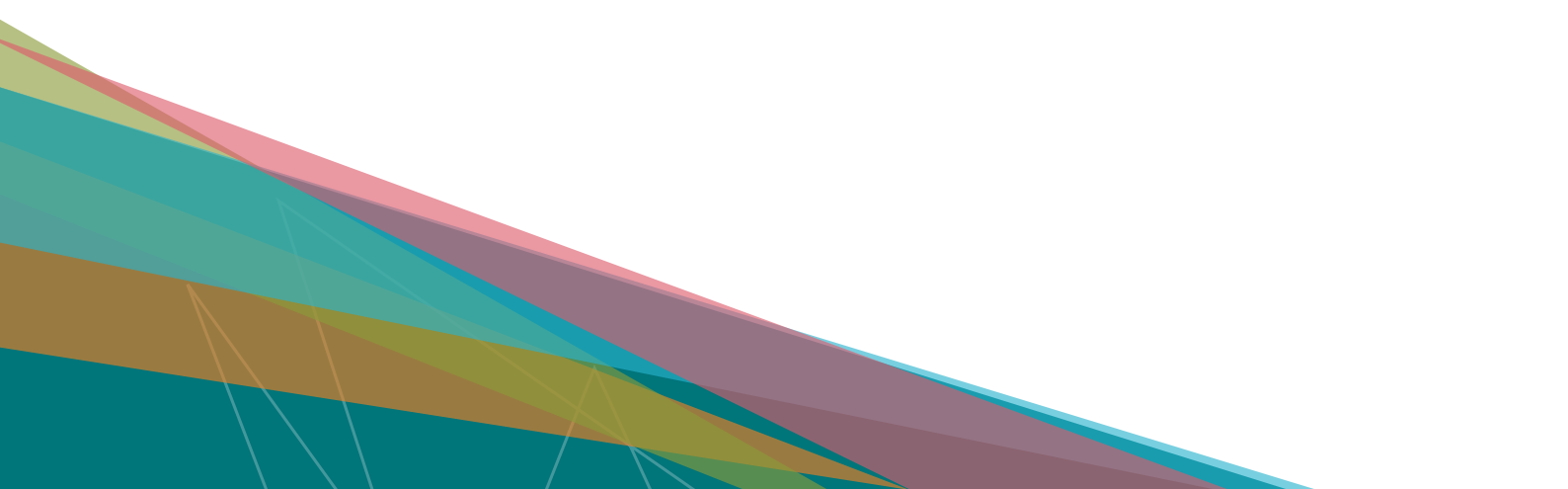
INDICATORS OF RISK

Years 5 & 6: Module 2 – Concept 2.2

WHO	∗ Who are you with? ∗ Who else is around?
WHAT	∗ What are you doing? ∗ What are you being asked to do? ∗ What are others doing?
HOW	∗ How are you feeling about the situation? Body warning signals, feelings.
WHERE	∗ Where are you? ∗ Where are your parents/carers/other trusted adults?
WHEN	∗ When is this happening?

Risk judgement scenarios

Scenario 1: You are going to the movies with some friends and you are waiting at the bus stop. A group of older kids come over and start teasing you.

Scenario 2: You are playing Minecraft online when your friend's older brother comes online. He sends you a message saying he wants to kiss you.

Scenario 3: Your Dad has come home from work in a bad mood. He gets into an argument with your Mum and hits her across the face. You think he might be drunk.

Scenario 4: Your friend told you that the school bully has threatened to bash you up after training. You have to walk home alone because your parents are both at work.

Scenario 5: You know your uncle is coming over for a family lunch. He makes you feel uncomfortable and always wants you to sit on his knee and give him a hug.

Scenario 6: You are on your way home from school when it starts raining. A man who lives on your street drives past and offers to give you a ride home.
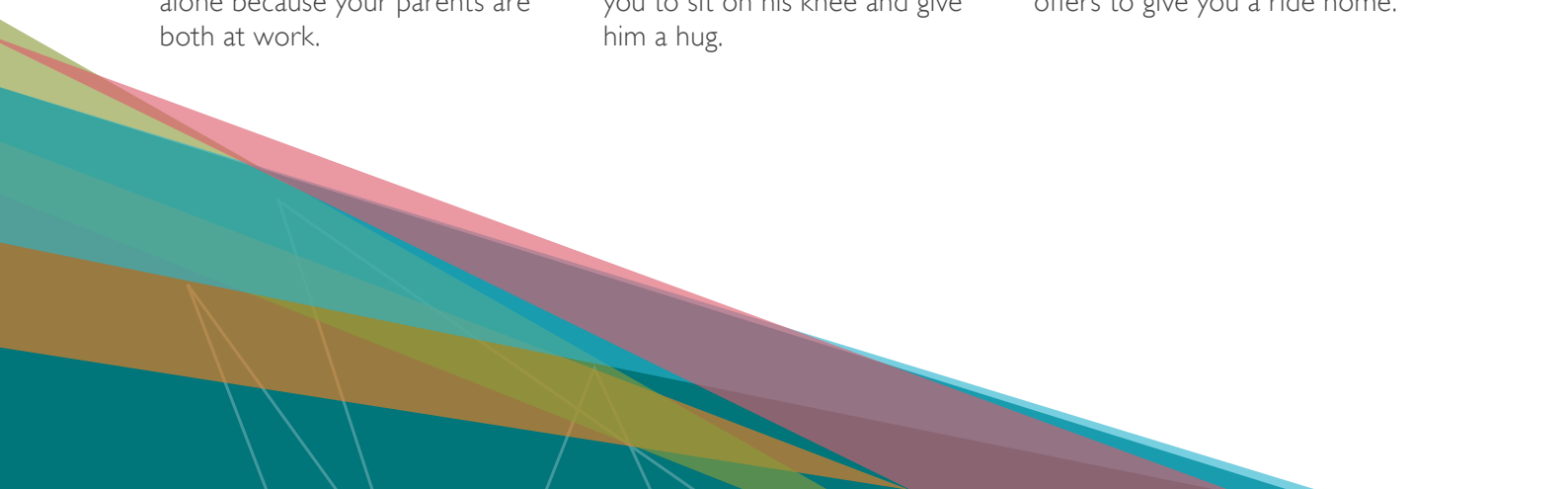
ONLINE FRIENDSHIPS SCENARIOS

Years 5 & 6: Module 2 – Concept 2.4

Scenario 1:

Rani is a Year 7 student who is a little shy about meeting new people. Her class has a project where each student gets to video-chat with a student from their "sister" school in Jaipur, India.

Rani is assigned to video-chat with a girl named Krishna. Rani is nervous about meeting her and wonders if they will have anything in common. When they meet, however, Rani quickly sees that Krishna is very nice and that they have lots in common. For example, they're both on Facebook.

Rani is also excited to meet Krishna because Rani's parents are from India, and she has always wanted to know more about what it's like there. At the end of their chat, Krishna asks Rani if she can follow her on Facebook. Rani smiles and says, "Of course!"

Scenario 2:

Rani gets a message on her phone from her friend CoolDude121. She doesn't know CoolDude121's real name and age, but they've been online friends for a couple of months.

They "met" when he posted a comment on one of her Facebook photos, a photo of her dog, Pepper. She replied, and they shared some funny stories about their dogs.

Now, they talk a lot online. When she shares a problem she has at school, CoolDude121 always has good ideas for handling the problem.

Today, CoolDude121's message reads, "My annoying neighbour never cleans up after his dog."

Rani responds: "That's rude. Everyone on my street always does." After a moment, CoolDude121 answers back, "Really? What street do you live on?"

Rani pauses. This question makes her feel uncomfortable.

Scenario 3:

Rani's neighbour Jacob has been her best friend since they went to kindergarten together. They are in the same class at school and walk to and from school together everyday.

Rani enjoys spending time with Jacob because he is really funny and always makes her laugh. They like playing Minecraft together and both have dogs that they take to the park.

Rani and Jacob's parents always joke that they are like an old married couple. Rani's Mum posted a photo of Jacob and Rani on Facebook and tagged both her and Jacob. Jacob posted a comment on the photo that said "My future wife - ROFL". Rani is not sure what Jacob's comment means.

RISKY CHAT DILEMMA

Years 5 & 6: Module 2 – Concept 2.4

Part 1 - Discussion

Risky Chat
Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex_eastwest13 liked several of her photos and commented "you are so talented!" Sara was flattered. Then she received a private message from alex_eastwest13 asking if she was a professional photographer or if she wanted to be one someday. Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging. Sara also posts comments on alex_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex_eastwest13 asked if she would post more selfies because "i think u r beautiful." Alex_eastwest13 also messaged her a mobile number so she could send more personal pictures. "Just don't tell anyone I gave you this," alex_eastwest13 commented.
Identify: Who are the different people involved in the scenario? What dilemma or challenge are they facing?
Feel: What do you think Sara is feeling? Why might the situation be hard or challenging for her?
Imagine: Imagine how Sara could handle the situation. Come up with as many ideas as possible: There's no "right" answer! Then, circle which option might lead to the most positive outcome.
Say: Thinking more about the idea you chose for handling the situation, what could Sara say or do?
First: What could Sara say or do?

Second: How would Sara say it?

○ In person ○ Call or FaceTime ○ Text

○ Direct/private message ○ Email ○ Other:

Third: What would Sara say? Write out the conversation.

Part 2 - Complicate

Discuss these questions in your group, and share responses. Be sure to hear all perspectives - the more perspectives, the better!

What if Sara tries ignoring alex_eastwest13 but alex_eastwest13 keeps finding ways to communicate with Sara?

What if Sara politely says no to alex_eastwest13's request and alex_eastwest13 gets upset?

What if alex_eastwest13 says he has met some of Sara's friends before?