NSW Department of Education

Child Protection Education

NSW GOVERNMENT

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Introduction

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

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

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

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

Aim

Child protection education aims to assist students to:

- develop skills in recognising and responding to unsafe situations
- seek assistance effectively
- establish and maintain respectful and equal relationships
- strengthen attitudes and values related to equality, respect and responsibility.

Rationale

Schools are places where children and young people should feel safe and supported by both their teachers and peers.

Child protection education is the responsibility of the whole school community and is most effective as part of a whole school approach.

The development of a school environment and culture that models safe and respectful practices and is consistent in dealing with incidents of bullying and violence is as important a teaching tool as the formal curriculum.

The security of the school environment provides the opportunity to equip students with the skills and strategies to enable them to build respectful and equal relationships and recognise and avoid potentially unsafe and abusive situations.

Students should be taught ways to protect themselves from abuse. They can be 'enlightened without being frightened'. They can be taught to network with trusted adults and to be aware that there are people and services to help them within their community. It is important to give students enough information so that, if faced with a situation of potential abuse, they can react quickly and seek protection effectively.

All children and young people have a right to:

- be treated with respect and to be protected from harm
- be asked for their opinions about things that affect their lives and to be listened to
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible what is meant by 'feeling and being safe'.

It is important that students learn:

- about feeling safe and their right to be safe
- to recognise appropriate touching and inappropriate touching

- that appropriate touching is an important part of positive relationships
- that they have a right to say no to a person who touches them inappropriately or threatens their safety
- that it is important to tell trusted adults about such situations
- that they may have to keep on telling people until they are believed
- that help is available to them within their communities.

Acknowledging and addressing the issue of child abuse can help to remove the secrecy that protects the offender and can help prevent the lasting emotional damage caused to the victims by silence.

It has been recognised for several decades now that interventions are required to help children keep themselves safe from potentially abusive situations. The Council of Australian Governments' National Framework for Protecting Australia's Children (Council of Australian Governments, 2009b) endorsed the need to raise children's awareness about the risks of child sexual abuse and knowledge to foster protective behaviours which may in turn help to increase detection of abuse.

The importance of teaching child sexual abuse prevention education is endorsed in international guidelines from UNICEF and the World Health Organisation amongst others.

Program structure and planning

Through PDHPE students learn about rights and responsibilities in relationships and how to develop and maintain respectful relationships. Students learn to recognise and respond to abuse and violence and develop help-seeking skills and strategies to access support for themselves and others.

In primary school, students learn about the roles and responsibilities in positive relationships and the effects of actions such as bullying and violence on the disruption of relationships. Students learn to form and maintain relationships through developing skills in communication, conflict resolution and strategies for coping with changes in relationships.

In secondary schools, there is a significant focus on teaching about gender stereotypes and developing in students a commitment to, and skills for, challenging the abuse of power. This is central to the development of students' attitudes and behaviours that are based on equity, respect and responsibility.

The Child Protection Education curriculum materials address three main themes.

Recognising abuse

Protective skills cannot be used unless children recognise situations of potential abuse or when abuse is occurring. It is important that students develop knowledge and skills, appropriate to their age and stage, about what constitutes abuse.

Power in relationships

When discussing power in relationships, particular attention is given to building confidence in relationships which are positive and caring. Skills in establishing and maintaining positive relationships, including accepted cultural practices related to caring touch, are reinforced.

Protective strategies

With knowledge about positive relationships and about child abuse, children can take appropriate actions if they are in threatening situations. When learning about protective strategies, students are given the opportunity to analyse situations, to identify feelings, and to explore alternative courses of action and their consequences.

The summary below identifies the content taught in each stage of learning from Kindergarten to Year 10.

Primary: Kindergarten – Year 6

Early Stage 1

- Feelings and body reactions
- Relationships with others
- How people care for each other
- Body parts (private and non-private)
- Changes in body and abilities since birth
- Rights and responsibilities
- Family structures
- Recognising and responding to safe and unsafe situations
- Positive relationships and support networks
- Strategies to stay safe and seek help
- Appropriate and inappropriate touching
- Ways to show respect to others
- Making safe decisions

Stage 1

- Feelings and body reactions
- Relationships with others
- How people care for each other
- Body parts (private and non-private)
- Changes in body and abilities since birth
- Rights and responsibilities
- Groups students belong to
- Bullying
- Recognising and responding to safe and unsafe situations
- Positive relationships and support networks
- Strategies to stay safe and seek help
- Appropriate and inappropriate touching
- Communicating and cooperating with others in a respectful way
- Making safe decisions

Stage 2

- Rights and responsibilities
- Rights and responsibilities in relationships
- Emotions and warning signs in different situations
- Power in relationships
- Male and female body parts and puberty-related changes
- Positive relationships and support networks to manage change
- Gender stereotypes and expectations
- Types of abuse
- Bullying behaviour and strategies to seek help
- Recognising and responding to safe and unsafe situations
- Strategies to stay safe and seek help
- Communicating and cooperating with others in a respectful way
- Making informed and safe decisions

Stage 3

- Rights and responsibilities
- Rights and responsibilities in relationships
- Emotions related to feeling unsafe and ways to manage these
- Different types of relationships and why they change
- Abuse of power in relationships
- Gender stereotypes and expectations
- Different types of abuse including physical, emotional and sexual abuse
- Bullying behaviour, including harassment
- Support networks to seek advice and support
- Strategies to stay safe and seek help
- Actions and behaviours that show respect and inclusion of others
- Strategies to stay safe and seek help including No-Go-Tell
- Actions and behaviours that show respect to and inclusion of others

Secondary: Years 7–10

Stage 4

- Caring and respectful relationships
- Rights and responsibilities in different relationships
- Abuse and power
- Gender stereotypes
- Trusting your body's response to safe and unsafe situations
- Influence of family, media and peers on power and relationships
- How to access help
- Support networks
- Bullying and harassment, including homophobic bullying and racism
- Protective strategies to stay safe
- Acknowledging and understanding consent in intimate relationships

Stage 5

- Norms, stereotypes and expectations in relation to identity
- Valuing diversity and inclusivity
- Developing equal and respectful relationships
- Assessing behaviours and situations as safe or unsafe
- Positive and negative power in relationships
- Abuse and neglect
- Recognising and responding to abusive situations
- Gender and violence
- Discrimination, harassment and vilification
- Skills and strategies to manage unsafe, abusive and violent situations in relationships
- Communication, connections and seeking help
- Sexual choices and the importance of consent
- Accessing networks and services to seek advice and support

Secondary: Years 11–12

Stage 6 Life Ready
• Establishing and managing relationships • Forming, evaluating and ending relationships in online and offline environments • Responding to change, eg family roles, work roles and relationships • Applying relationship skills, eg effective communication, active listening, conflict resolution, assertiveness, negotiation and mediation • Understanding rights and responsibilities in different relationships • Developing dependence, independence, interdependence • Bullying and harassment • Valuing and advocating for the rights of self and others • Changing perspectives and challenging stereotypes • Respecting others • Asserting a stance on a situation or decision • Challenging discrimination based on race, sex, age, disability, religion, culture, gender and sexuality • Upstander behaviour (online and offline) • Power and influence in relationships, eg positive use of power and situational power • Expectations of partners and others • Coercion • Challenging and changing attitudes and beliefs about power, assault and relationship violence • Promoting equality and respect in relationships • Changing roles • Preventing relationship violence and sexual assault • Challenging and changing attitudes to violence, including domestic violence

Please note: Resources to support the Life Ready program delivery are located on the Department's Life Ready website.

Programming advice

When planning and programming for effective child protection and respectful relationships education programs it is important to:

- review the content of sensitive or controversial material to ensure it is appropriate to the development, experiences and cultural values of students
- allow for progressive learning that is reinforced over the school years
- deliver this sensitive content at a time in the school year when respect and trust has been developed between students and with the teacher. If the unit includes content regarding abuse and signs of abuse, it is advised this content is not taught in mid to late term 4. If the delivery of this content resulted in a student disclosure, teaching it late in the year prevents adequate follow-up
- integrate content within the related content areas of PDHPE rather than teach in isolation
- select activities, teaching and learning strategies and resources that best meet the needs of students and match the school's PDHPE program.

Key questions to focus the process of programming include:

- What do the students currently know and can do?
- What do students need to know and be able to do?
- How will students learn this?
- How will students demonstrate their learning?

Setting up the learning environment

Each unit of work begins with advice about creating a supportive learning environment to enable students to feel safe to learn and ask questions. There are a number of strategies that can be used to create a supportive learning environment which include:

- Being aware that some parts of PDHPE can be confronting and sensitive for some students.
- Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.
- Making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.

Access more information on how to create a supportive learning environment on the Department's PDHPE website.

Teaching strategies

Programs should provide students with the tools to think critically about real-life situations, and assess and adapt their own values, attitudes and behaviours. Opportunities to address issues in the playground and programs to promote positive and respectful behaviours in the school environment will enhance the child protection education curriculum delivery. These programs could include activities focused on skill development, such as conflict resolution, negotiation and interpersonal skills to empower students to negotiate personal relationships. Modelling and promoting supportive interactions, such as group work, cooperative learning, discussions, role-plays and behavioural rehearsal are also viewed as effective.

Programs that involve active participation and interactive learning approaches are considered to be most effective when teaching PDHPE. Access more information on the teaching strategies most suited to child protection education on the Department's Child protection and respectful relationships education website. It is important to assess any physical or psychological risks associated with an activity before following these teaching strategies.

Strategies to prevent public disclosures, such as using a global not personal perspective, students talking in the third person, protective interrupting and the one step removed strategy should be embedded within a child protection education program and lesson. It is important to also be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

Communication with the school community

Some aspects of child protection education as part of PDHPE may be viewed as sensitive or controversial.

Informing parents and carers before delivering content which may be considered controversial is part of the Department's Controversial Issues in Schools policy. In accordance with the Controversial Issues in Schools policy procedures:

> 3. Parent information/consent
>
> It is essential that principals maintain communication with parents and carers on teaching and learning programs, visiting speakers, external providers and other school activities, including student organised activities, in which controversial issues may be addressed. Parents and carers need to be advised of the specific details of school activities, programs or events addressing controversial issues and the relevance to the curriculum and school programs and activities. Where advice is appropriate, it must be given prior to the occasion so parents and carers can provide consent or withdraw their child from a particular session(s) on controversial issues. The parental right to withdraw their child must be respected.
>
> Alternative learning must be provided to children who have been withdrawn from a particular session. The principal makes the decision to use opt-out or opt-in consent forms in obtaining consent from parents.
>
> Factors to consider when using opt-out consent forms include the link to the curriculum and school programs, learning objectives and outcomes and the number of students participating. If a parent or carer calls the school to provide or deny consent to the particular activity, a written record of the call (including, date, time, caller, recipient and consent) must be kept accordance with section 6 of these procedures.

Establishing how parents will be informed about programs and involved in consultation is a school-based decision. Access sample stage based child protection education information letters on the Department's Translated documents website to communicate with your school community about your teaching and learning program.

Child Protection Policy

The Child Protection Policy: Responding to and reporting students at risk of harm sets out the roles and responsibilities of staff in relation to child protection including training, reporting on safety, and supporting children and young people, as well as monitoring, evaluation and reporting requirements.

All staff have a responsibility to recognise and respond to safety, welfare or wellbeing concerns for children and young people and inform their principal or workplace manager. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. It is the responsibility of principals and workplace managers to report suspected risk of significant harm concerns to the Family and Community Services (FACS) Child Protection Helpline.

More information is available on the Department's Child Protection website.

Using the Child Protection Education curriculum materials

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

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

The Child Protection Education curriculum support materials include stage based units of work which include:

- child protection (and respectful relationship 7–10) content
- opportunities to teach other concepts from the PDHPE K–10 syllabus which link to the child protection and/or respectful relationships content
- a consistent structure
  - switch on – short activity based around the theme of the lesson to ignite thinking
  - understand – core essential learning of the focus area
  - act and apply – activities which enable students to put their learning into practice
- formative assessment strategies
- teaching notes and teaching considerations that are consistent across all stages
- clear themes that are evident and consistent across K–10
- links to resources to support the teaching of each unit of work.

Each unit of work is designed as a sequence of learning. They can be used in their entirety, or teachers may select some sections of the unit to insert into their existing units to complement learning for their student and school context. It is recommended that the learning is of an adequate duration to allow students the opportunity to build in-depth knowledge, understanding and skills.

The units are centred around the key themes of recognising abuse, power in relationships and protective strategies to provide the opportunity for students to revisit, consolidate and reinforce their learning and skills as they progress through Stages.

NSW Department of Education

PDHPE

Early Stage 1:
Child Protection Education

Unit of work

Keeping myself safe

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Unit description

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

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

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

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

Skills in focus

Self-management

Self-awareness

- awareness of rights and responsibilities

Emotion and stress management

- recognising emotions

Help-seeking

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

Interpersonal skills

Social awareness

- respecting difference and diversity.

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

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

Strengths-based approach

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

Develop health literacy

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

Critical inquiry

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

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PDe-1 identifies who they are and how people grow and change	• Identify different parts of the body • Identify parts of the body including those which are private • Recognise the term 'private' is associated with certain parts of the body	Students will: • use correct names for body parts, including male and female anatomy • identify and name body parts which are private
PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe	• Recognise that everyone has the right to say yes or no to touch, including affection • Recognise appropriate touch and explore how to respond to inappropriate touch • Recognise reactions and body signals to safe and unsafe situations • Recognise people they trust, who keep them safe and how they make them feel supported. • Identify and describe different families • Share ideas about people who care for them, for example parents/carers • Identify people that can help in different situations, for example when injured, hurt, upset, sad or worried about a family member or friend	Students will: • name ways they don't like to be touched • recognise that people may say yes or no to different types of touch • record situations where they feel safe and unsafe and the body signals they feel • acknowledge that families can look different to theirs • name people that care for them and keep them safe • name up to 5 people for their support network

Outcomes	Unit learning goals	Evidence of learning
PDe-3 communicates ways to be caring, inclusive and respectful of others	• Identify different emotions • Share emotional responses to different situations • Identify and describe body signals for different emotions • Recognise emotional responses that could indicate unsafe situations • Recognise that being respectful to others can support class safety and wellbeing • Express ways of showing respect to others	Students will: • name different yes and no feelings • share how they would feel in a given situation • identify some body reactions or body signals, for example, yes/ no feelings • sort images into safe and unsafe according to body language • identify how being respectful has helped the class • identify behaviours which show respect
PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces	• Identify skills and strategies to stay safe and be supported	Students will: • recognise a number of possible actions for safety for example, No-Go-Tell
PDe-9 practises self-management skills in familiar and unfamiliar scenarios	• Practise ways of seeking help in a range of different scenarios, for example, use No-Go-Tell when feeling unsafe	Students will: • practise using No-Go-Tell in given scenarios • practise ways to respond to unwanted touch
PDe-10 uses interpersonal skills to effectively interact with others	• Practise interpersonal skills to be an effective group member	Students will: • demonstrate active listening, sharing, taking turns and helping others

PDHPE Syllabus content

Key inquiry questions	Syllabus content
What makes me unique?	• Identify personal strengths and qualities, for example (ACPPS001): – recognise that people have different thoughts, feelings and responses to different situations **I**
How do we grow?	• Identify how people grow and change, for example: – identify parts of the body which are private – recognise the terms 'private' and 'public' are associated to parts of the body **S**
How can we care for and include each other?	• Identify and describe emotional responses people may experience in different situations, for example (ACPPS005): – identify and describe different emotions, eg people who are happy, sad, anxious, excited, tired, angry or confused **S** – recognise emotional responses and experiences that can indicate unsafe situations, eg scared, worried **S** – communicate in appropriate ways, eg use verbal and nonverbal communication to demonstrate understanding **I** – recall and share emotional responses to different situations **S** • Practise interpersonal skills to interact positively with others, for example (ACPPS004): – recognise that being kind, fair and respectful to others can support class health, safety and wellbeing **I** – practise interpersonal skills to be an effective group member, eg express needs, wants and feelings appropriately, active listening, self-control, sharing and helping **I** – identify and describe different families **I** – share ideas about people who care for them, eg parents/carers **S I** – identify people that can help in different situations, eg when injured, hurt, upset, sad or worried about a family member or a friend **S**
What choices can help me feel safe, supported and active?	• Make connections between feelings, thoughts, body reactions and body language, for example: – discuss the concept of privacy and recognise reactions and body signs to safe and unsafe situations **S** – recognise that all people have the right to give consent and tell others not to touch their body when they do not want to be touched **S** – communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel and react in different situations **S**

Key inquiry questions	Syllabus content
What helps us to stay healthy and safe?	• Describe how individuals help one another to stay healthy and safe in various environments, for example: – recognise people they trust, who keep them safe and how they make them feel supported – express ways of showing kindness and care to others **S I** • Practise interpersonal skills when participating in various activities, for example: – demonstrate a number of skills and actions for safety, eg assertiveness, refusal skills, telling, persistence **I**
How do we make healthy and safe choices in different situations?	• Identify a number of possible skills and strategies to stay safe and be supportive, for example: – recognise that everyone has a right to say yes or no to affection, eg tickles, hugs, kisses – recognise appropriate touch and explore how to respond to inappropriate touch **S** – practise ways of seeking help in a range of different scenarios, eg use No-Go-Tell when feeling unsafe **S** – identify contextual factors that influence safety, eg family, peers, media, environment **S**

1 Being respectful

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the concept of respect.

As a class discuss:

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

Understand

Watch a short clip or read a book that explains respect or has characters being respectful/disrespectful. For example short clips such as Sesame Street's Word on the Street: Respect and For the Birds or books such as 'The Rainbow Fish' by Marcus Pfister and 'It's Mine!' a fable by Leo Lionni or many of the traditional fairy tales.

Ask questions such as:

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

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

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

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

Act and apply

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

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

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

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

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

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

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

2 I have people who keep me safe

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

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

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

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

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

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

Additional questions:

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

Understand

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

Role play

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

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

Act and apply

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

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

True/false

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

Statements could include:

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

3 Who do I trust?

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

Play a trust building game such as:

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

Debrief of activity with students.

Ask questions such as:

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

3 Who do I trust?

Understand

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

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

Act and apply

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

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

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

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

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

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

4 Body parts

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

Understand

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

- What is the difference between private property and public property? Emphasise that private property is only for the people who own it and they can give permission for others to use it. Public property is for everyone to use.
- What is the difference between a public toilet and a private toilet? Emphasise that public toilets are for everyone, private toilets are only for certain people to use.

Define the meanings of public and private.

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

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

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

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

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

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

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

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

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

- Who can touch the private parts of our body?

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

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

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

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

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

Act and apply

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

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

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

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

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

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

Fruit salad

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

Number guess

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

5 Yes and no feelings

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

- Feelings cards
- Inside Out clip

Switch on

Introduce the learning goals and discuss them with the class.

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

Brainstorm different feelings.

Understand

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

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

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

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

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

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

Act and apply

Sharing feelings

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

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

Exit ticket

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

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

6 Body signals and warning signs

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

- demonstrate assertive behaviour

Resources

- Feelings and emotions cards
- Body signals images

Switch on

Introduce the learning goals and discuss them with the class.

Individual and class role play

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

Provide various scenarios where students would experience a feeling.

Example scenarios could include:

- you have fallen off your bike and scraped your knee.
- your device went flat and turned off just as you were about to win your game.
- you got a new puppy at home.
- you thought you were getting ice-cream after dinner but there was none in the freezer.
- you missed the bus and are all alone.
- you were asked to join in a playground game at lunch break.
- your brother or sister took your toy and broke it.
- you weren't invited to a party and everyone else was.
- your parents made you do your homework when you really wanted to watch your favourite television show.
- your dinner was the food you dislike the most.
- you were given a surprise birthday party.

For each scenario:

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

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

Understand

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

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

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

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

Act and apply

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

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

Switch roles and repeat several times.

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

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

7 Safe or unsafe

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

- Vocal Ease MORE – modules 1 and 2: short snippets of different music

Switch on

Introduce the learning goals and discuss them with the class.

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

Understand

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

Brainstorm places or times that students feel unsafe. Ask students what body signals they might feel in these places and add to the brainstorm. If students can't identify places, they feel safe and unsafe provide them with a list of scenarios. These scenarios could include:

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

Act and apply

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

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

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

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

8 Wanted and unwanted touch

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

Understand

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

- everyone is different and may not like the same touches.
- it is never ok for someone to hurt someone else on purpose.
- it is never ok for someone to touch someone else in a way that makes them scared or confused.

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

Discuss tickling and who likes to be tickled.

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

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

Discussion:

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

Act and apply

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

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

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

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

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

9 No-Go-Tell

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

- practise using No-Go-Tell in given scenarios

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

These may have included:

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

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

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

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

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

Understand

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

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

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

NO

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

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

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

Give the following examples to practise saying no.

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

GO

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

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

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

TELL

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

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

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

Act and apply

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

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

Scenarios could include:

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

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

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

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

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

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

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

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

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

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

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

Do this, do that

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

10 Strategies for staying safe

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Learning goals

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

Success criteria

Students will:

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

Understand

Display the headings: yes or no feelings, body signals and warning signs, safe and unsafe situations, No-Go-Tell, personal support networks. Ask students to recall what they know about each concept and how it helps keep them safe. Record student ideas under appropriate headings.

Act and apply

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

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

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

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

Evaluation

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

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

NSW Department of Education

PDHPE

Early Stage 1: Child Protection Education

Resources

Keeping myself safe

NSW GOVERNMENT

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Images

Different types of families









Images: **Different types of families**









Images: **Different types of families**







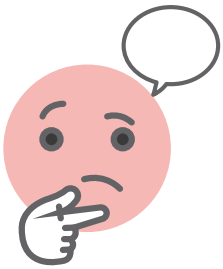
Worksheet

See, think, wonder template



See

What do you see?



Think

What do you think is going on?



Wonder

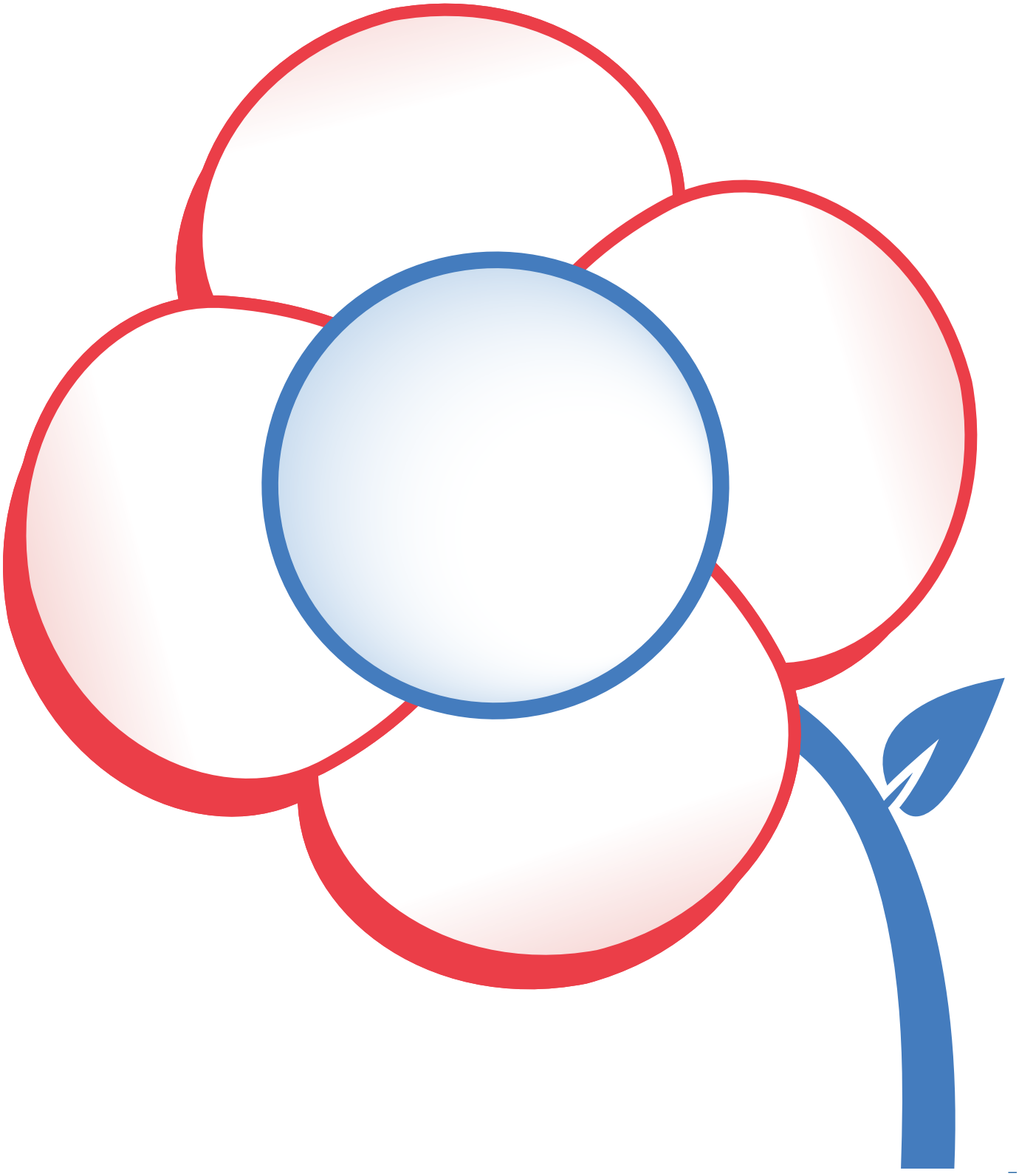
What does it make you wonder?

Images

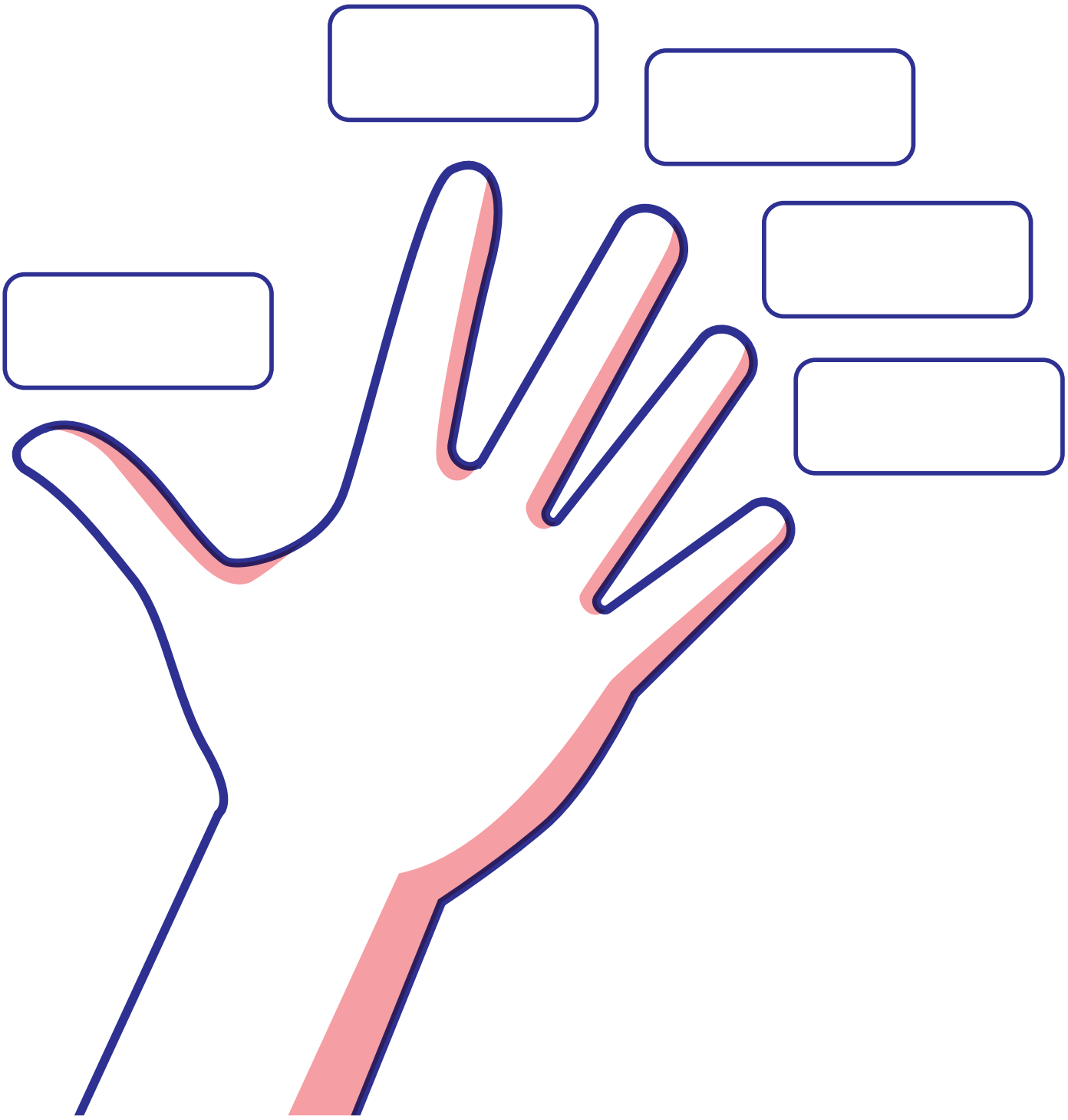
Visual representation of a support network



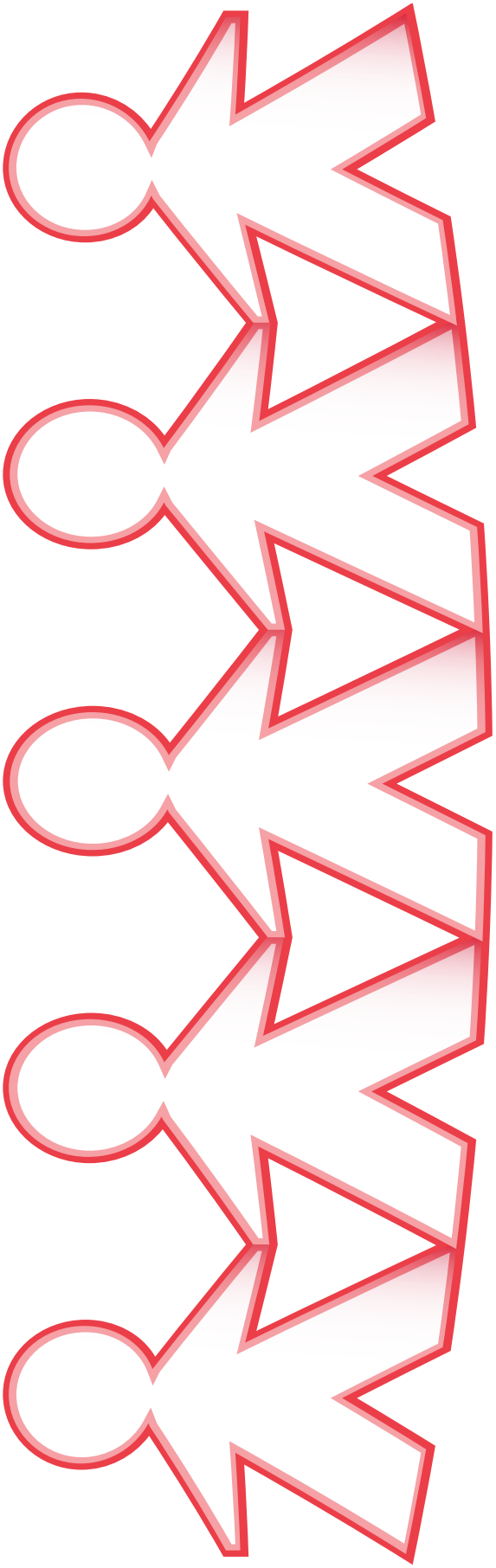
Images: **Visual representation of a support network**



Images: **Visual representation of a support network**



Images: **Visual representation of a support network**



Images

Body parts



Arms



Ear



Elbows



Eyes



Face



Feet



Fingers



Hands



Head

Images: **Body parts**



Knee



Legs



Lips



Mouth



Nose



Shoulder



Toes

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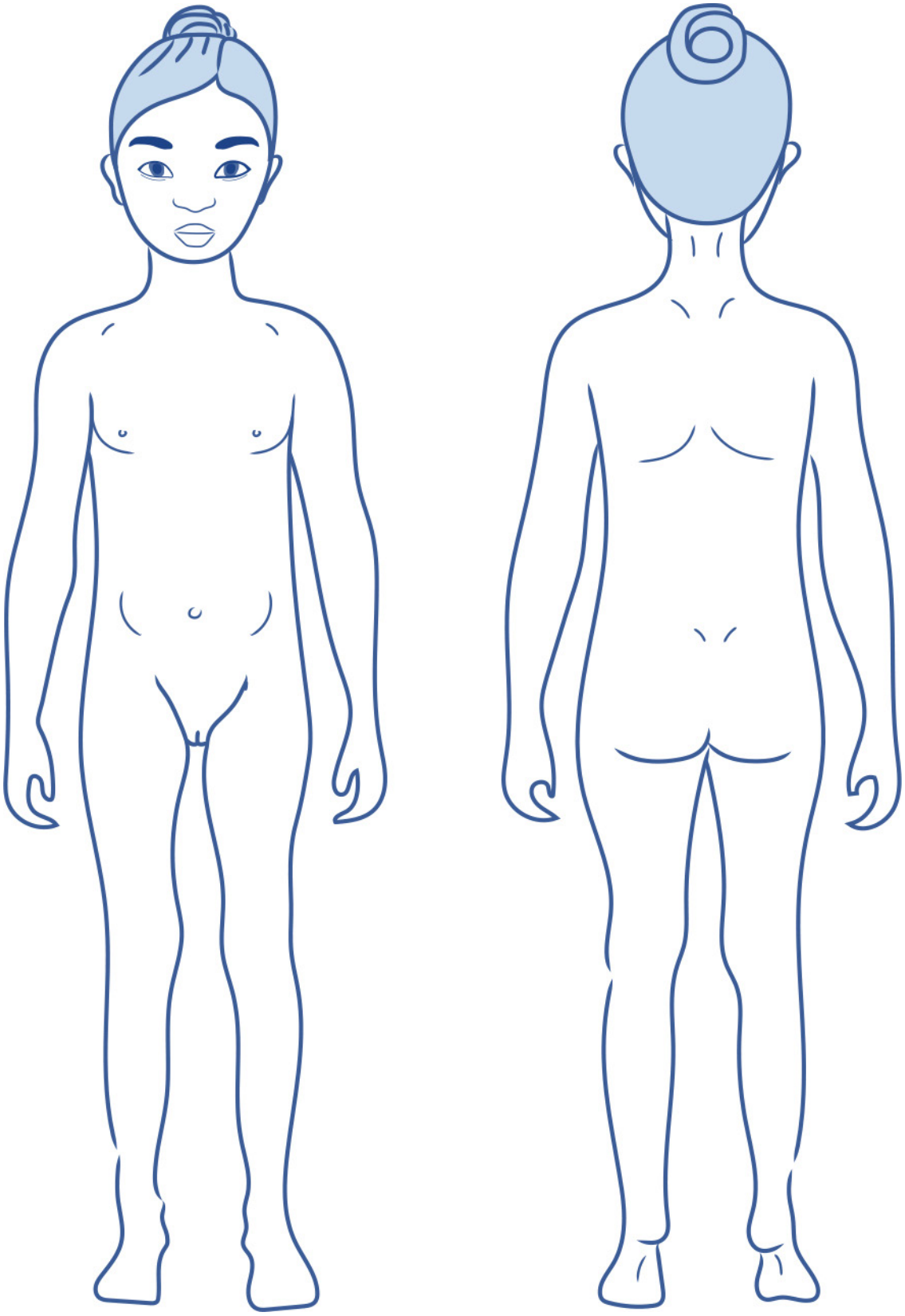
Cards

Body parts

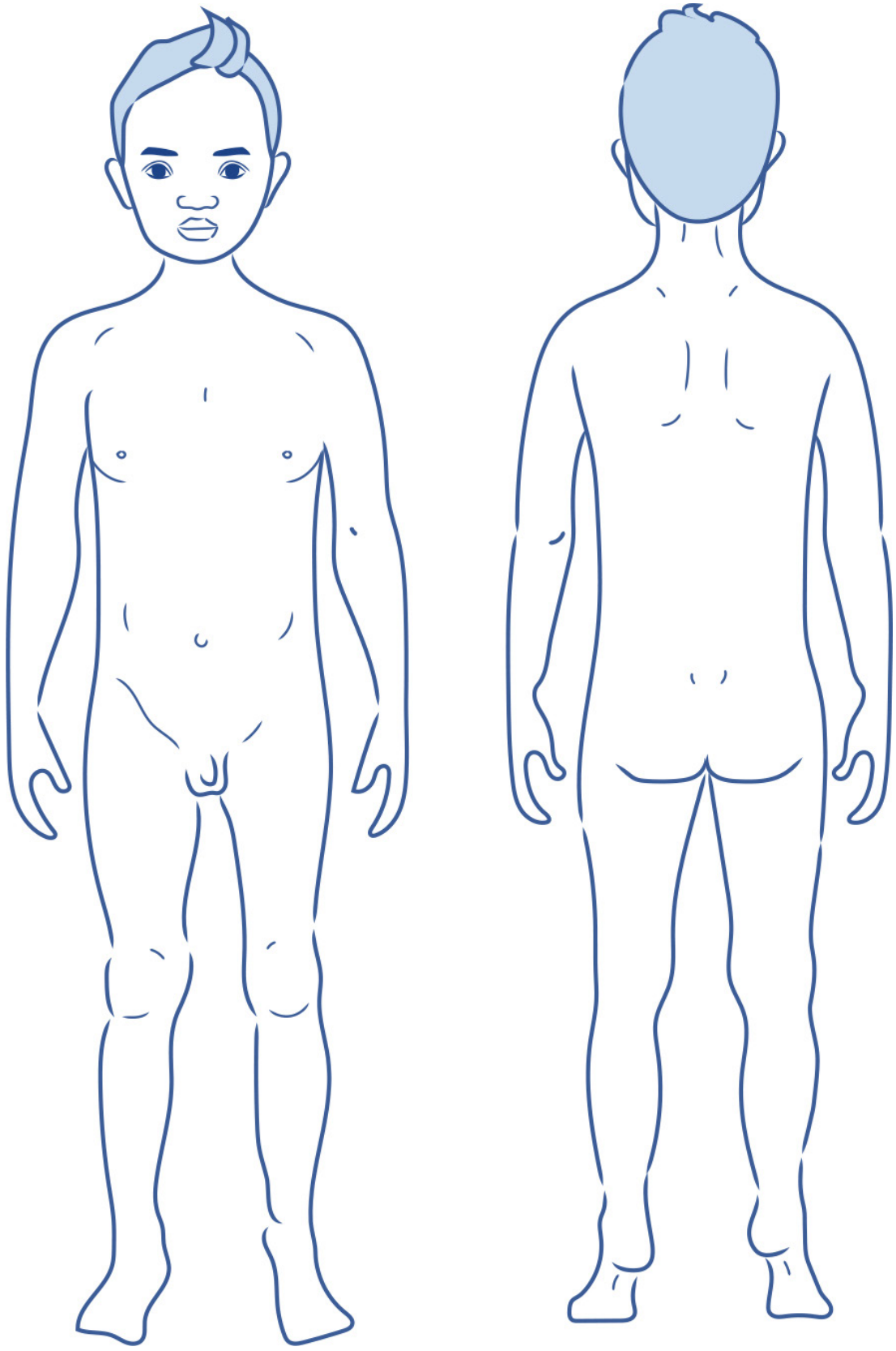
arms	ear	neck
elbows	eyes	thighs
face	feet	nipples
fingers	hands	breasts
head	knee	bottom
legs	lips	testicles
mouth	nose	penis
shoulder	toes	vagina

Worksheet

Body outlines



Worksheet: **Body outlines**



Cards

Yes, sometimes, no and uncertain



1

Yes



2

Sometimes

Cards: **Yes, sometimes, no and uncertain**



3

No



4

Uncertain

Cards

Feelings and emotions

No feelings



5

Angry



6

Confused



7

Disgusted



8

Frightened, afraid, scared



9

Frustrated



10

Grumpy

Cards: **Feelings and emotions**



11

Hurt



12

Lonely



13

Nervous



14

Shocked



15

Unhappy, sad



16

Worried

Yes feelings



17

Peaceful, calm



18

Excited



19

Happy

Cards: **Feelings and emotions**



20

Loved, safe



21

Proud



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Shy



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Surprised

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Quick breathing



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Racing heart



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Shaky knees

Images: **Body signals**



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Cold-shivery body



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Squirmy tummy



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Sweaty hands



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Warm body

Images

Wanted and unwanted touch



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Wanted kissing



45

Unwanted kissing



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Wanted holding hands



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Unwanted holding hands

Images: **Wanted and unwanted touch**



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Wanted hug



47

Unwanted hug



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Wanted tickling



48

Unwanted tickling

Images

Soft animal toy



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Images: **Soft animal toy**



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Cards

No-go-tell scenarios



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Going to the movies



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Being in the dark



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Having a picnic with family



27

Playing a game online with people you don't know

Cards: **No-go-tell scenarios**



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Being in a paddock with a bull



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Lost in a shopping centre



30

Lost in the bush



31

Missing the bus home

Cards: **No-go-tell scenarios**



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Going on a bush walk



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Playing with a pet



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Reading a book at night with a torch



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Riding on a roller coaster

Cards: **No-go-tell scenarios**



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Swinging on the swings at the park



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Walking into a spider web



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Walking to school with friends

Cards: **No-go-tell scenarios**



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Watching television at home

Images

No-Go-Tell



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NSW Department of Education

PDHPE

Stage 1: Child Protection Education

Unit of work

Staying safe

NSW GOVERNMENT

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Unit description

Through this unit, students will describe their unique qualities and strengths and consider how these can be used to help themselves and others stay safe when responding to situations. They will understand that everyone has the right to be safe and to tell others not to touch their body when they do not want to be touched. Students will practise a range of protective strategies for responding to various situations.

Students will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. They will develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate effectively and respectfully in the class and small groups.

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

Students will investigate the essential question: How can I use my strengths to keep myself safe?

Skills in focus

Self-management

Strengthening personal identity

- perseverance

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours

Emotion and stress management

- recognising emotions

Decision-making and problem-solving

- finding solutions to problems.

Interpersonal skills

Collaboration, inclusion and relationship-building

- recognising and using their own abilities and strengths and those of others.

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

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

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to keep themselves and others safe. This is achieved by encouraging students to draw on their strengths to help them make decisions around staying safe and reacting to unsafe situations.

Develop health literacy

Students are provided with opportunities to develop knowledge and understanding that supports them to express their emotions, recognise their personal strengths, seek help and report abuse. Opportunities are provided for students to apply the skills and knowledge they have developed to recognise and respond when their environment becomes unsafe.

Critical inquiry

Students are supported to question and challenge the actions of others when they impact on their health and safety. They have opportunities to develop skills to recognise respectful relationships, question disrespectful interactions with others and make choices to respond to these interactions in a safe and positive way.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD1-1 describes the qualities and characteristics that make them similar and different to others	• Describe their unique strengths • Identify parts of the body • Understand that their own and others' bodies are private	Students will: • identify strengths they have • identify ways their strengths help themselves and others • identify male and female parts of the body that are private
PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations	• Recognise safe choices for a variety of situations • Describe feelings and body signals that can help them recognise safe or unsafe situations • Demonstrate protective strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance	Students will: • recognise that people need permission to touch someone else's body • identify choices that help keep them safe • name feelings and body signals they might feel in safe and unsafe situations • identify a range of options for actions based on the No-Go-Tell strategy
PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships	• Demonstrate an understanding of what it means to be respectful of others • Demonstrate cooperation and observe rules in class activities, for example, taking turns, sharing, communicating and responding appropriately • Identify groups people belong to and why they are important • Recognise how people feel when they are included and excluded from groups and activities • Recognise own emotions and demonstrate positive ways to react in different situations	Students will: • contribute ways to show respect in the classroom • demonstrate active listening, sharing, turn taking and appropriate communication • name different groups they belong to and what they like about each group • share ideas on how characters might feel when being left out or included in groups • identify a positive way to respond to an emotion • demonstrate assertive behaviour
PD1-9 demonstrates self-management skills in taking responsibility for their own actions	• Practise a range of protective strategies for responding to various situations	Students will: • demonstrate persistence when seeking help from trusted adults • demonstrate actions and help-seeking strategies to stay safe

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness shape who I am?	• describe their own and others' strengths and achievements and identify how these contribute to personal identity, for example (ACPPS015): – recognise characteristics that make them both similar and different to others – describe their unique qualities and strengths
How do we grow and change over time?	• describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community, for example (ACPPS016): – identify body systems and parts, eg male and female anatomy **I** – describe the meaning of 'private' and understand their own and others' bodies are private, eg distinguish between appropriate and inappropriate touching, consent **S I** – understand the contexts when body parts should be kept private – understand basic needs and rights of a child – identify and describe significant relationships in their lives, eg family **I**
How can we be inclusive and respectful?	• describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example (ACPPS019): – identify groups people belong to and why they are important, eg support from family, friends and cultural groups **I** – recognise how family and community may have diverse stereotypical expectations for girls and boys, eg expressing different emotions, interests, characteristics, personality, physical appearance, abilities **S** – demonstrate cooperation and observe rules in group activities, eg taking turns, communicate and respond to others appropriately, express appreciation to others **I** – recognise how people feel when they are included and excluded from groups and activities **S** – demonstrate an understanding of what it means to be inclusive and respectful to others, eg peers, people with disability **I** • identify and practise physical and emotional responses that account for their own and others' feelings, for example (ACPPS020): – recognise own emotions and demonstrate positive ways to respond to different situations, eg kinds of touch, assertiveness, seeking help, loss of a family pet **S** – identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses **S**

Key inquiry questions	Syllabus content
How can I be responsible for my own, and others' health, safety and wellbeing?	• describe situations where they are required to make healthy and/or safe decisions, for example (ACPPS018): – recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road – describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear **I**
How can I act to help make my environments healthy, safe and active?	• practise strategies they can use to support their own and others' health, safety and wellbeing, for example (ACPMP030): – recall people they can contact to support themselves and others, eg phone numbers of organisations, emergency organisations **S I** – demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell **S I** – demonstrate actions they can use to seek help for or support others in different situations, eg bullying **I**

1 Respecting others

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Demonstrate an understanding of what it means to be respectful of others (PD1-3)
- Demonstrate cooperation and observe rules in class activities, for example, taking turns, sharing, communicating, and responding appropriately (PD1-3)

Success criteria

Students will:

- contribute ways to show respect in the classroom
- demonstrate active listening, sharing, turn taking and appropriate communication

Resources

- Y Chart

Switch on

Introduce the learning goals and discuss them with the class.

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

Introduce students to the characters Sam, Ali, and Jack using the scenario below.

Sam, Ali, and Jack are in the same class at school. Sometimes they need help to learn what is expected of them at school. Today Sam, Ali, and Jack upset some students but didn't understand why. Can you help them? Sam was excited about the weekend and wanted to tell everyone what happened but didn't listen to anyone else, Ali wanted to sit near the teacher and bumped into other students in the rush to get to the front, Jack was upset about something that happened at home that morning and yelled at other students.

Understand

Ask students questions such as:

- Do you think Sam, Ali or Jack were being respectful?
- What behaviours from Sam, Ali, and Jack were not respectful?
- How do you think the other students in the class felt when they were not respected?

In small groups have students brainstorm different ways that they show respect in the classroom. Students then use a Y chart to record what respect feels like, sounds like, and looks like in the classroom.

Ask groups to present their ideas to the class. Use the ideas to develop a class display that demonstrates ways of showing respect during child protection education lessons. Explain that showing respect will help make the classroom a happy and safe place for everyone. The display might include taking turns to talk, listening to others' ideas, no put downs or teasing, using kind words, including others, being fair, being kind, helping others, and sharing ideas. This could be contextualised to school values.

Act and apply

Stick together

Arrange students into four groups. Each group forms a circle and agrees on a way to remain stuck together. This could be by touching feet, holding hands, linking arms, or any way the group comes up with. Have students complete challenges without coming unstuck. When there is a break in the group circle they must start again. Challenges could include moving around an area in the room, moving through obstacles, or the Hula Hoop Challenge.

After students have attempted a challenge ask questions such as:

- How did you help each other to complete the challenge?
- What made it harder for the group to complete the challenge?
- How did you feel when you got through the challenge?
- How did you feel when there was a break in your circle and you had to start again?
- How could you make sure everyone felt safe, respected and included during the activity? Refer students to the list made in the previous activity outlining ways to show each other respect.

If time permits, have students repeat the challenge activity but with a focus on using what they have learnt about helping others to feel safe, respected and included.

2 Groups I belong to

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Identify groups people belong to and why they are important (PD1-3)
- Recognise how people feel when they are included and excluded from groups and activities (PD1-3)

Success criteria

Students will:

- name different groups they belong to and what they like about each group
- share ideas on how characters might feel when being left out or included in groups

Resources

- Images of different types of groups

Switch on

Introduce the learning goals and discuss them with the class.

Show students images of different types of groups people may belong to. Images could include family, extended family, peer groups, cultural groups, close family friends, classrooms, sports teams, work groups, music groups, and hobby groups.

Ask students questions such as:

- How do you think these people are connected?
- Why is it good to have connections with people? Suggested responses should include, connections with other people can make us feel good about ourselves and can offer us support.

Understand

Brainstorm different types of groups students belong to.

Students identify and record the different groups they belong to. They also include something they like about being in the group or something that makes the group special.

Ask students questions such as:

- How do the people in your groups show that they care about each other?
- How would you feel if you couldn't be in the group anymore?

Act and apply

Read students the scenarios below one at a time. Ask them to decide if Sam, Ali, or Jack are being included or left out and how they might be feeling. As a group:

- discuss whether students would like to be a part of each group and why.
- discuss whether students would change anything about the group.

> **Formative assessment opportunity.** Observing this activity allows students to demonstrate evidence towards outcome PD1-3, demonstrating knowledge of qualities of respectful relationships.

Scenarios

Jack loves to play soccer and has started playing in a soccer group at school. Some of the other players don't think Jack is very good at soccer so they don't pass the ball to Jack.

The choir club at school welcomes anyone to weekly practise whether they are in the choir or not. Sam decides to go to practise and makes a few new friends, and they all enjoy singing together.

Ali has found a new friendship group. One of the group members seems to be in charge, and gets to choose who can and can't join in the activities. Ali is sometimes not allowed to join in.

Sam, Ali, and Jack have all joined an after-school sports group. They are so excited because they all receive a free ball. The boys are given blue balls and the girls are given pink balls, but everyone trains together. Sam, Ali, and Jack received their balls. Sam wanted a different colour ball, Ali wanted two balls and Jack didn't care what colour the ball was.

3 My strengths

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Describe their unique strengths (PD1-1)

Success criteria

Students will:

- identify strengths they have
- identify ways their strengths help themselves and others

Resources

- Individual copies of strengths cards

Switch on

Introduce the learning goals and discuss them with the class.

Use the strengths cards to introduce the concept of strengths.

Read through the cards and explain what each of them mean using examples.

Ask students to record 3 strengths they think are their most important strengths.

Ask students if there are any strengths that are only for boys or strengths that are only for girls. The key messages are that strengths aren't gendered and are for everyone to use.

Understand

Explain to students that we all have strengths and that different people can have different strengths. Some people find it very easy to be kind to others, some are better at being brave and trying new things, whilst others find it easy to come up with new and interesting ideas. We can all use our strengths to help each other.

Students look at the strengths they identified about themselves and think about whether they have used those strengths in the last couple of days.

Complete a think, pair, square with the class using the prompts below.

Think: Ask students to think about how they could show one of the strengths they have identified.

Pair: Ask students to form pairs and discuss how they could show the strength they have identified.

Square: One pair joins another pair to form a square. Ask each student to share one of their partner's strengths, a way they could show it, and why it is important.

Act and apply

Read each scenario below to the class. After each scenario ask students if any of their strengths could help Sam, Ali, or Jack and how it would help them.

Scenarios

Jack loves to play soccer and has started playing in a soccer group at school. Some of the other players don't think Jack is very good at soccer so they don't pass the ball to Jack. One day Jack heard one player tell his friend 'Don't pass it to Jack, he can't even kick, and we'll lose the game because of him.' Jack was upset.

Ali has found a new friendship group. One of the group members seems to be in charge and gets to choose who can and can't join in the activities. Ali is sometimes not allowed to join in.

Sam, Ali, and Jack have all joined an after-school sports group. They are so excited because they all receive a free ball. The boys are given blue balls and the girls are given pink balls, but everyone trains together. Sam, Ali, and Jack received their balls. Sam wanted a different colour ball, Ali wanted two balls, and Jack didn't care what colour the ball was.

Display strengths cards in the classroom for students to refer to in future lessons.

4 Emotions

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Recognise own emotions and demonstrate positive ways to react in different situations (PD1-3)

Success criteria

Students will:

- identify a positive way to respond to an emotion

Resources

- Emotion cards

Switch on

Introduce the learning goals and discuss them with the class.

Listen to or sing a song about emotions, for example, 'If you're happy and you know it'

Have students brainstorm different emotions.

Ask students to demonstrate what a range of emotions could look like and sound like.

Discuss body signals for each emotion: What does your body feel like inside and outside when you experience different emotions?

Understand

Display the emotions from the previous activity. These might include happy, sad, worried, proud, excited, scared, angry. You may wish to use the emotion cards in support resources.

Ask students to identify the emotions that don't feel very good or feel uncomfortable, and circle them as they name them.

Ask students: What body signals do you get when you feel these emotions?

Brainstorm ways to respond to uncomfortable emotions. Suggested responses could include talk to someone, draw a picture of how you feel, sit with someone, play with a pet, play a favourite game, hug a favourite toy, squeeze a stress ball, find a quiet space, ask a friend to play, run around in a safe place, do some star jumps, skip or dance, listen to music, close your eyes or find a happy place.

Sam, Ali, and Jack scenarios

Read the scenarios below to the class. Ask students to identify the emotions that the characters are feeling and to suggest positive ways that they could respond.

Sam has joined a new soccer team and the first training session is tomorrow after school. Sam is very nervous to meet everyone as no one on the team goes to the same school. What could Sam do?

Ali loved her pet dog Oscar. They had grown up together. One day Oscar got sick. Ali looked after Oscar and couldn't wait for Oscar to get better so they could run and play together again. But Oscar didn't get better and Ali's parents said Oscar was too sick and they had to take him to the vet. Ali's dog died not long after. Ali cried and cried. Ali felt sad and lonely without Oscar. What could Ali do?

Jack had been watching a movie and saw something that was scary. That night Jack couldn't sleep and just kept thinking about the movie. Jack kept hearing noises and worrying that something was going to happen. Jack's parents told Jack that there was nothing to be scared about and to go back to bed. Jack was still very scared. What could Jack do?

Act and apply

Ask students to choose one emotion and describe a time when they felt that emotion. Students create a picture of the situation and construct a sentence to explain it. A sentence starter such as 'I felt... when...' can be provided to encourage the use of I statements and allow students' ownership of their emotions.

Students then add how they reacted to that emotion, and how they could have responded in a more positive way.

> **Formative assessment opportunity.** Collecting student work allows students to demonstrate evidence towards outcome PD1-3, demonstrating knowledge of emotions and how to respond to these emotions in a positive way to enhance relationships.

Have volunteers share their work.

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

5 Safe or unsafe?

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Recognise safe choices for a variety of situations (PD1-2)
- Describe feelings and body signals that can help them recognise safe or unsafe situations (PD1-2)

Success criteria

Students will:

- identify choices that help keep them safe
- name feelings and body signals they might feel in safe and unsafe

Resources

- Images of safe and unsafe situations
- Episode 1: Details, details... from Hector's World

Switch on

Introduce the learning goals and discuss them with the class.

- Watch episode 1: Details, details... from Hector's World

Discuss the following questions:

- What information was Ranjeet going to send?
- Why was this unsafe?
- What are some of the choices Ranjeet could make to stay safe?

Show images of the situations listed below or ask students to act them out. For each situation ask students to identify some of the choices they could make to stay safe.

- Swimming at the beach or in a pool. Safe choices include, swimming between the flags, not swimming alone, having an adult watch you.
- Crossing a road. Safe choices include, crossing at the crossing, crossing at the lights, holding an adult's hand, walking across the road, Stop, Look, Listen, Think before crossing the road.
- Being driven in a car or bus. Safe choices include, wearing a seatbelt, staying in your seat, not distracting the driver, getting in and out of the car or bus on the footpath side.
- Cooking dinner. Safe choices include, cooking with an adult, getting adults to do the cutting, wearing oven mitts, not touching the stove.
- Playing a game online. Safe choices include, not accepting people you don't know as friends, not sharing personal information, keeping your profile private, not sharing your password, not opening messages from people you don't know.
- Riding a bike. Safe choices include wearing a helmet, riding on the footpath, riding with two hands.

- Walking to school. Safe choices include, walking straight to school, walking on the footpath away from the road and holding an adult's hand.

Explain that sometimes these safe choices aren't enough to keep us safe. Sometimes the situation can change from safe to unsafe and our feelings and body signals might change. Our feelings and body signals can be warning signs that we are unsafe.

Understand

Read through the scenarios below and discuss the questions.

Scenario 1

Ali is riding a bike to the park. Ali made sure to wear a helmet and take a drink bottle. Ali rides along the path to the park and sees some friends from school are there riding their bikes too.

- How might Ali be feeling?
- What body signals might Ali have?
- What do you think these body signals are telling Ali?
- Do you think Ali is safe or unsafe?
- What should Ali do?

Ali rides over to everyone else and they ride their bikes up and over jumps, in and out of trees, and race around the track. Not long after a group of bigger kids come to the park. They don't have bikes and they are being loud and some of them are swearing. One of the kids looks at Ali and says 'I want your bike! Let me have a turn'.

- How might Ali be feeling?
- What body signals might Ali have?
- What do you think these body signals are telling Ali?
- Do you think Ali is safe or unsafe?
- What safe choice could Ali make?
- What if the person that wanted the bike was a girl? Would it make a difference? The key message is if Ali feels unsafe it doesn't matter what the person's gender is.

Ali decides that it is better to go home and tell someone what happened.

Scenario 2

Sam was online playing one of his favourite games. Some of Sam's friends from school were online too. They were all chatting and enjoying the game. Sam was at the highest level out of everyone. Sam's friends were all sending messages saying how good Sam was at playing the game and some were asking for tips.

- How might Sam be feeling?
- What body signals might Sam have?
- What do you think these body signals are telling Sam?
- Do you think Sam is safe or unsafe?
- What should Sam do?

One of Sam's friends' messages Sam and says that one of their cousins is going to send a friend request because they've been talking about how good Sam is at the game. Sam's friend says that this cousin, JK10, is a bit older but isn't as good at the game as Sam is. Sam feels pretty good and accepts the friend request. Suddenly Sam gets 5 new friend requests from JK10's friends. Sam accepts the friend requests but soon starts getting really mean messages. These messages say, 'You can't play', 'You are useless'.

- How might Sam be feeling?
- What body signals might Sam have?
- What do you think these body signals are telling Sam?
- Do you think Sam is safe or unsafe?
- What safe choice could Sam make?

Sam decides that it would be a good idea to tell a parent and get help to block these new friends.

Scenario 3

Jack always walked to and from school. Jack didn't live far from school but sometimes it was tiring. One day Jack was walking to school along the path. There was only one road to cross between Jack's house and school. At the road Jack walked down a bit further to the crossing, looked both ways, and crossed when the cars had stopped. On the other side of the road Jack's best friend was waiting.

- How might Jack be feeling?
- What body signals might Jack have?
- What do you think these body signals are telling Jack?
- Do you think Jack is safe or unsafe?
- What should Jack do?

On the way home from school Jack said goodbye to friends and crossed at the crossing. It had just started to rain, and Jack was going to get wet. Then Jack heard a big clap of thunder. Jack started to run when a car started driving slow beside Jack. The driver told Jack that they were sent to pick Jack up. Jack was getting wet and was really worried about the thunder. Jack didn't know the driver of the car and didn't know what to do.

- How might Jack be feeling?
- What body signals might Jack have?
- What do you think these body signals are telling Jack?
- Do you think Jack is safe or unsafe?
- What safe choice could Jack make?

Jack decides that it was safer to just run home than get in the car with a stranger.

Act and apply

> **Formative assessment opportunity.** Observing this activity allows students to demonstrate evidence towards outcome PD1-2, demonstrating knowledge of safe choices.

Read one of the unfinished stories below to students.

You are riding your bike at the bike track and meet up with some friends. Your friends are going to the big drop and want you to come but you haven't ridden down such a high, steep hill.

You are playing online and one of the best players wants to start a chat with you. You start chatting and they seem really friendly. They want to know how old you are and what school you go to.

You go to the beach with your family. You are swimming between the flags. Your uncle asks you to go out deeper with him.

You are at a sports game and really need to go to the toilet. The toilets are close, and your parents let you go on your own. When you get there, you see an adult you don't know standing near the toilets.

You are playing with your cousins at their house in the backyard. Your older cousin is looking after you all. The next-door neighbour asks you if you want to see their new puppy, but they say it's a secret and no one else is allowed to know.

Discuss with students:

- The feelings and body signals they might feel in that situation.
- Whether they would feel safe or unsafe.
- What they could do to avoid the situation.
- The safe choice they will make and why.
- How their unfinished story will end.

Ask students to record, present or act out the ending to the unfinished story. Ask students to explain the actions they took.

Discuss how students are feeling. If anyone has any uncomfortable feelings it might be necessary to play an active, fun class game such as River, Bank, Bridge. Students line up along a line or a rope. The side they stand on is the bank, over the line is the river and bridge is when they have one foot in the river and one foot on the bank. Start students on the bank and call out river, bank, or bridge in any order. Students must jump to the correct spot that was called. If students miss a jump or jump to the wrong spot, have them complete a physical activity such as 5 star jumps or running to a designated place and back before joining in the game again.

6 Standing strong

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Recognise own emotions and demonstrate positive ways to respond to different situations (PD1-3)

Success criteria

Students will:

- demonstrate assertive behaviour

Switch on

Introduce the learning goals and discuss them with the class.

Play the game Kitten, Cat, Lion. Choose students to role play how each says NO.

The lion stands arrogantly and says NO with a roaring voice.

The kitten stands timidly and says NO softly.

The cat stands proudly and says NO in a clear, strong way.

Introduce the words assertive and non-assertive. Explain that the cat says NO in an assertive way and the kitten says NO in a non-assertive way. Explain that the lion says NO in an aggressive way.

Create a shared meaning for assertive, non-assertive, and aggressive. An example of a shared meaning might be, assertive is strong and clear, non-assertive can be unclear, and aggressive is fierce and angry.

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

Understand

Read the following scenario to students:

> Ali is walking to school. A Year 6 student comes up and asks for Ali's lunch money.

Brainstorm actions Ali could take. Actions could include, say no in a confident way, start crying, run away or tell an adult. Students may suggest aggressive options such as "I'd punch them". It is important to explore the likely consequences of this option.

Discuss each option and the possible consequences.

Categorise each option into assertive and non-assertive behaviour.

Discuss reasons for placement in each category.

Act and apply

Refer students to the definition of assertiveness that was developed at the beginning of the lesson.

Students role play being assertive in pairs. Provide students with a situation and have each person practise saying no in an assertive way. Situations could include:

- a bigger kid says, “give me your money!”
- your friends tell you to jump off the top of the climbing equipment.
- your brother tells you to let the dog out of the backyard.
- your cousin tells you to go and pat a big growling dog.
- someone asks you to show them your private parts.
- a person you don’t know asks you to get in their car with them.

Ask students:

- Do you think it would be hard to say no in an assertive way to someone bigger or older than you? Why?
- What strengths would help you to say no? Examples include being brave, assertive, and determined.

7 Persistence

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Practise a range of protective strategies for responding to various situations (PD1-9)

Success criteria

Students will:

- demonstrate persistence when seeking help from trusted adults

Resources

- Images or links to videos showing persistence
- Videos showing persistence including:
  - Spiders making a web video
  - Learning to dribble a soccer ball video

Switch on

Introduce the learning goals and discuss them with the class.

Ask students to attempt a body-brain teaser that would be quite challenging for them such as tap your head while you rub your belly then swap arms.

Discuss the following questions:

- How did you feel doing the body-brain teaser?
- What did you do if you were finding it hard to do?
- If you were able to do it, how did it feel?
- What strength would help you when doing the challenge? Examples could include not giving up, being patient, being determined.
- Show images or videos of activities that require persistence for both creatures and people, for example, spiders making a web, learning to dribble a soccer ball or learning to ride a bike.
- Ask students: How do you think these creatures/people do what they are trying to do?
- Tell students this is called persistence. Create a shared meaning for the word persistence, for example, trying again and again until you have success.

Understand

Ask students to think of possible reasons why people don't listen or act when we tell them something, for example, they are in a hurry, they are busy, tired, doing something else, don't believe you, or don't understand what you mean.

Imagine you have an important message to tell. Ask students to suggest situations where they have important messages that they have to tell someone. Role play some of these situations, for example, the door of the canary's cage won't close properly, and the canary might fly away.

Choose a student to play the main role of trying to tell. Choose four other students to play the roles of other people who might be involved in the situation. The first three people do not listen or act upon what the first student tries to tell them. Have the fourth person listen and act on the important message.

Repeat the role play for another situation with different students.

Discuss the following questions:

- Is being persistent easy?
- How can being persistent help?

Act and apply

Read the following unfinished story. Do not use class students' names in this story.

Len's mother is a doctor who works two nights a week at the local hospital. Uncle Kim always comes over on Sunday and Tuesday nights to cook dinner and look after Len while his mother is at work. Tonight, after eating dinner, Len goes to the bathroom, showers, and puts on his pyjamas. When he is ready for bed, he goes into the living room to kiss Uncle Kim goodnight.

'Sit down Len, I've got a big surprise for you,' says Uncle Kim smiling. Len is very excited and wonders what surprise his uncle has for him. 'I'm going to buy you a skateboard' says Uncle Kim.

'Uncle Kim, thank you, thank you,' cries Len and gives his uncle a big hug.

Uncle Kim gives him a hug. He rubs his hand over Len's back and slips his hand inside Len's pants.

'If you keep this a secret, I'll buy you a skateboard,' he whispers to Len. Len feels confused and sick in the stomach, but he really wants a skateboard.

It is important during the discussion to remind students that Uncle Kim's behaviour is wrong and that Len did nothing wrong.

Discuss the following questions.

- How did Len know he was in danger?
- How does your body react to frightening situations?
- What did Uncle Kim do that was wrong?
- Did Len do anything wrong?
- What could Len do to stop Uncle Kim touching him? Examples include, Say NO or DON'T assertively, remove himself from the situation if he can.
- Should Len tell his mother? Why? Why not?
- Would it be hard to tell his mother about the touching? Why? Why not?
- What might happen if Len does tell but his mother is too tired or doesn't believe him?
- How could Len be persistent? A suggested response could include, telling his mother again in the morning when she's not tired. If she still doesn't believe him Len should tell other trusted adults until someone does believe him
- What strengths could Len use to tell his mother about what his uncle did to him? Examples may include, being persistent, brave, honest or determined.

8 No-go-tell

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Identify parts of the body (PD1-1)
- Understand that their own and others' bodies are private (PD1-1)
- Demonstrate protective strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance (PD1-2)

Success criteria

Students will:

- identify male and female parts of the body that are private
- identify a range of options for actions based on the No-Go-Tell strategy

Resources

- Body outlines
- Body parts cards
- Body parts images
- No-Go-Tell images

Switch on

Introduce the learning goals and discuss them with the class.

Display a large copy of the male and female body outlines using a front and back view. Read each body part card and ask a student to place the card on the matching body part on the body outline. After all cards are on the body outline point to the body parts and read the names together, including the correct anatomical name for private parts of the body.

Revise the meaning of public and private body parts. Public parts are ok for anyone to see, private body parts are for those that they belong to and only those people can give other people permission to look at or touch.

Ask students to name which parts are private parts of our bodies. These parts include the penis, testicles, vagina, vulva, breasts, anus and bottom.

Discuss the following questions:

- Why are these body parts private? An example is that they are personal and covered by clothing when we are with other people.

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

- When don't we need to cover the private parts of the body? Examples include, when we are alone and when we are washing or dressing.

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

Who can look at or touch the private parts of our bodies?

We can touch our own private parts in private. Parents and caregivers, carers, and support workers need to touch the private parts of babies and small children when they care for them. As children get older, they can look after their bodies themselves. If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies. When working with some students with disabilities it will be important to discuss the need for other people such as a School Learning Support Officer (SLSO) to touch the private parts of students' bodies. Teachers and SLSOs should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them. Emphasise that this should only happen at the time of need, for example, when toileting or bathing. Teachers should consider their context and the appropriate information they need to discuss with their class.

Understand

Ask students what they can do if someone or something is making them feel uncomfortable or scared, or if a person wants to hurt their body or touch the private parts of their body.

Remind students that they can say No, they can Go, and they can Tell.

Explain that they are going to learn about No-Go-Tell and display the No-Go-Tell images.

No

Display the word No.

Remind students that we can say no if someone wants us to do something that makes us feel uncomfortable.

Use the following statements for students to practise saying no in an assertive way:

- A friend wants you to cross a busy road. There is no pedestrian crossing.
- Some friends want you to go to their house to play. Your parents told you to come straight home.
- Your brother wants you to bike ride in the school grounds on the weekend, but the Principal has said you do not have permission.
- Your uncle wants you to sit on his lap and cuddle him. You don't like his rough beard.
- Your older sister wants you to watch a scary movie. You don't want to.
- Your friend wants you to catch tadpoles, but you know that it is unsafe, and you don't have your parents' permission.

Remind students that if an older or bigger person makes them feel confused or unsafe it is all right to say no or refuse a request made by them.

Go

Display the word Go.

Ask students what they can do if they don't feel safe saying no, or if saying no doesn't change what is happening. An example is that they can go.

Go means you can move away from the situation to a safe place.

Discuss the following questions:

- When might you need to go from a situation? Examples include, when you need to get away from someone or something scary, to get away from someone who might hurt you, when you are feeling uncomfortable about someone.
- Is it always possible to go? Remind students that sometimes we can't go from a situation.
- Ask students to suggest times when it isn't possible to go from a situation or give the examples below and ask students if it is possible to go:
  - Ali was at her uncle's place in an unfamiliar suburb. Ali began to feel warning signs and felt uncomfortable.
  - Jack was at a babysitter's house. The babysitter showed Jack their private parts.
  - Sam was in a car with someone. This person wanted Sam to touch their private parts. The doors were locked.

Reinforce the concept that children are never to blame if they can't say no or go from a situation, but they should always tell someone as soon as they can.

Tell

Display the word Tell.

Discuss the following questions.

- What can you do if someone has made you feel uncomfortable? Remind students that they should tell someone.
- What can you do if someone has hurt you? Remind students that they should tell someone.
- What can you do if someone tries to touch or touches the private parts of your body? Remind students that they should tell someone.
- Who should you tell? Remind students to tell a person they trust.
- What if you said no or if you could go, and the problem stops, do you need to tell someone? Remind students that even if no or go work and it is very important that you still tell someone about what happened.
- What could you do if you tell an adult and they don't listen or don't believe you? Remind students to tell another trusted adult and keep telling until someone listens.

Remind students that sometimes it can be hard to tell. Ask: What strengths might help you to tell someone? Examples may include, being brave, determined or assertive.

Act and apply

Using the male and female body outlines, point to different parts of the body that are private. Ask students questions such as:

- What could you do if someone wants to touch you here? Examples include, saying no, pushing them away, going to a safe place, telling a trusted adult
- What are some different ways you could say no?
- What could you do if your trusted adult doesn't help you? Remind students to tell another trusted adult and keep telling until someone listens.

Provide students with a copy of the male and female body outlines and have them label as many parts of the body as they can. They should use one colour for the parts they consider to be private and a different colour for parts that are not private.

> **Formative assessment opportunity.** Collecting this work allows students to demonstrate evidence towards outcome PD1-1, demonstrating knowledge of male and female body parts and how some body parts are private.

9 Permission

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Demonstrate protective strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance (PD1-2)

Success criteria

Students will:

- recognise that people need permission to touch someone else's body
- identify a range of options for action based on the No-Go-Tell strategy

Switch on

Introduce the learning goals and discuss them with the class.

Read the following scenario:

> Sam had a special toy and brought it to school one day. Sam showed it to the class. They really liked it. Jack thought it was really great. When the class was going outside to play Jack decided to touch Sam's toy and have a turn. Jack took the toy outside and ran to show it to some friends. Jack tripped and fell on the way and broke the toy. Jack didn't know that the toy was a special present from Sam's grandparents who had come to visit from a long way away.

Discuss the following questions with students:

- What body signals might Sam get when he sees the toy is broken?
- What feelings might Sam have? How is Sam being hurt? Examples include, Sam's feelings and thoughts are being hurt.

In pairs students take turns to describe to their partner how they might feel if someone touched something of theirs without permission.

What could you do? An example is to say no – you can't touch it, go and tell someone so the person might stop. The person might also learn to ask permission next time.

What if the person is someone you have a relationship with, like a friend or family member?

Inform students this can be confusing because you don't want to damage the relationship.

However, it is always important to tell a trusted adult about the situation so your thoughts and feelings aren't hurt, and you will feel safe.

Acknowledge that it can be difficult to tell about another person especially when it someone you have a relationship with.

Understand

- Discuss the following questions with students:
- What does permission mean?
- Who can give permission for you to use your friend's toy?
- Who can give permission for you to use a school ball?
- Who can give permission for you or your family to use the public park?
- Who can give permission for you or your family to use a public bus?
- If someone wants to touch you, do they need permission? Who can give them permission?

Read the unfinished story below:

> After school, Nadia enjoys playing with her Lego in her cubby house at the back of the garage. Bill, a friend of the family, is visiting. Nadia is in her cubby house. Bill goes to the cubby house. Nadia is pleased to see Bill because he is much older than she is and very good at building Lego. "Will you help me build a tower for this castle, Bill?" asks Nadia. "Yes, sure," Bill says. When they have finished building their first model Bill gets up, walks over to Nadia, and cuddles her. Bill often gives Nadia a hug. "Let's make some furniture for the castle," Nadia suggests. Bill starts to touch Nadia in a different way. He begins rubbing her bottom. Nadia doesn't like Bill touching her private parts and is confused.

Ask students the questions below one at a time and allow them time to discuss with a partner:

- How do you think Nadia felt at the beginning of the story?
- How do you think Nadia felt at the end of the story?
- Why do you think she feels this way?

Discuss the following questions as a class:

- What did Bill do that was wrong? Bill touched a private part of Nadia's body and she felt confused. Bill did not get permission to touch Nadia.
- Would it still be wrong if Bill was a girl and Nadia was a boy? Yes, it doesn't make a difference if someone is a girl or a boy, our body parts are private, and no one should touch our private parts without permission.
- Did Nadia do anything wrong? Nothing (Emphasise that Nadia did nothing wrong.)
- What could Nadia do? Say no, go and tell a trusted adult.
- Why do you think it would be hard for Nadia to tell someone about Bill's behaviour? Nadia is friends with Bill and doesn't want to get Bill in trouble. Nadia wants to stay friends with Bill. Nadia is confused.

Act and apply

Students work in groups to answer the following questions:

- What should Nadia do?
- What might happen when she does this?

Groups record or act out their responses for the class.

> **Formative assessment opportunity.** Observing this activity allows students to demonstrate evidence towards outcome PD1-2, demonstrating knowledge of protective strategies people can use when feeling unsafe.

9 Permission

It is important to address all responses and to identify the consequences of inappropriate options. If a student suggests that Nadia shouldn't tell a trusted adult, you should reinforce that it is very important to report the incident. You should also stress that Nadia is not responsible for Bill's wrong behaviour.

Discuss the following questions:

- Who can give permission for someone to touch or look at the private parts of your body? You.
- Who might you give permission to? Doctor, nurse, parents, caregiver.
- Why might you give someone permission to look at or touch your private parts? If you are sick, hurt or need help to look after yourself.
- What can you do if someone doesn't ask for permission to touch you? Use the No-Go-Tell strategy.

10 My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Practise a range of protective strategies for responding to various situations (PD1-9)

Success criteria

Students will:

- demonstrate actions and help-seeking strategies to stay safe

Switch on

Introduce the learning goals and discuss them with the class.

Read the story Little Red Riding Hood to students.

While the story is being read, have students indicate when they think Little Red Riding Hood is unsafe. Examples could include, waving, holding up a whiteboard with the word unsafe or holding their knees to their chest. Stop at each point students indicate an unsafe situation and ask what Red Riding Hood could do to stay safe.

Understand

Display the headings: Strengths, body signals, No-Go-Tell, permission, being assertive, and persistence.

For each heading ask students the following questions and record responses:

- What do you know about this topic?
- How does this help to keep you safe?

Act and apply

Read the following unfinished story to students. Do not use the names of students in the class in this story.

Every afternoon after school, Therese's big brother, Joe, takes care of her. Therese is a girl about your age. Most afternoons Therese and Joe watch television together. Sometimes Joe's friend Glen comes over. This afternoon, Therese is in her bedroom looking through her books. Joe and Glen are in the lounge-room watching television. Joe calls out to Therese, 'I'm going to the shop to get the bread. Glen will stay here to mind you.'

'All right', calls Therese and continues playing.

'You go and change into your pyjamas while I'm gone because Mum and Dad will be home soon. You know they like you to be ready for bed when they get home,' Joe calls out.

'Oh, all right', answers Therese and goes into the bathroom closing the door behind her. Therese begins to wash and get changed when she hears a noise at the bathroom door. She turns around with a towel wrapped around her. Glen is standing at the door and is staring at Therese. Therese feels very uncomfortable.

She walks out past Glen and goes to her room. Glen follows her and offers to brush her hair. Therese allows him to do it because she gets a nice feeling when someone brushes her hair. But she becomes scared and confused when Glen pulls away her towel and stares at the private parts of her body.

As a class, discuss what happened in the story.

Discuss the following questions:

- How did Therese feel when Glen was looking at her and when he pulled her towel away?
- What body signals might Therese have had?
- What did Glen do that was wrong? Emphasise that Therese did nothing wrong.
- What could Therese do now? Tell Glen "No I don't like it" and go out of her bedroom.
- What could she do later? Tell someone in her support network what Glen did.

Use the Typewriter Strategy from teaching strategies in the Department of Education's Act Ease resource

Remind students of the child protection concepts they have been learning about including, strengths, body signals, No-Go-Tell, permission, being assertive, and persistence.

Explain to students that you are going to re-read the scenario from Act and Apply about Therese. Students are to call out words or actions that Therese could use in that situation to keep herself safe.

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 1: Child Protection Education

Resources

Staying safe

NSW GOVERNMENT

Contents

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Worksheet

Y-chart



Sounds like

Looks like

Feels like

Cards

Groups I belong to



Classrooms



1

Close family friends



2

Cultural groups



3

Extended family

Teacher notes: **Strengths cards**



4

Hobby groups



5

Family



6

Music groups



Peer groups

Teacher notes: **Strengths cards**



7

Sports teams



8

Work groups

Teacher notes

Strengths cards

Strengths	Definition
Honest	You tell the truth even when it is not easy.
Funny	You try to cheer people up by making them laugh.
Forgiving	You accept others' apologies.
Kind	You help others and use kind words.
A leader	You help your group work well together.
Brave	You are able to do what is important even when you feel scared.
Self-control	You can do what is important even if you don't want to.
Notice others	You think of how others might be feeling.
Assertive	You are able to say things in a strong, clear and fair way.
Fair	You include everyone and you follow the rules.
Determined	You keep trying even when it gets hard.
Curious	You like to learn new things and ask questions.
Patient	You can wait for your turn even if it takes a while.
Generous	You are good at sharing and giving.
Creative	You like to come up with new ideas and new ways of doing things.

Teacher notes: **Strengths cards**

Persistent	You keep trying even if you fail.
Notice myself	You notice how you are feeling and how that makes you behave.
Good listener	You listen to others ideas and how they feel.

Cards
Strengths

Honest	Fair
Funny	Determined
Forgiving	Curious
Kind	Patient
A leader	Generous

Cards: **Strengths**

Brave	Creative
Self-control	Persistent
Notice others	Notice myself
Assertive	Good listener
Honest You tell the truth even when it is not easy.	**Fair** You include everyone and you follow the rules.

Cards: **Strengths**

Funny

You try to cheer people up by making them laugh.

Determined

You keep trying even when it gets hard.

Forgiving

You accept others' apologies.

Curious

You like to learn new things and ask questions.

Kind

You help others and use kind words.

Patient

You can wait for your turn even if it takes a while.

A leader

You help your group work well together.

Generous

You are good at sharing and giving.

Cards: **Strengths**

Brave

You are able to do what is important even when you feel scared.

Creative

You like to come up with new ideas and new ways of doing things.

Self-control

You can do what is important even if you don't want to.

Persistent

You keep trying even if you fail.

Notice others

You think of how others might be feeling.

Notice myself

You notice how you are feeling and how that makes you behave.

Assertive

You are able to say things in a strong, clear and fair way.

Good listener

You listen to others ideas and how they feel.

Cards
Emotions

No feelings


36

Angry


37

Confused


38

Disgusted


39

Frightened, afraid, scared


40

Frustrated


41

Grumpy

Cards: **Emotions**



42

Hurt



43

Lonely



44

Nervous



45

Shocked



46

Unhappy, sad



47

Worried

Yes feelings



48

Peaceful, calm



49

Excited



50

Happy

Cards: **Emotions**



51

Loved, safe



52

Proud



53

Shy



54

Surprised

Images

Safe and unsafe situations



9

Walk on the footpath away from the road and hold an adult's hand



9



10

Walk straight to school

Images: **Safe and unsafe situations**

Riding a bike



11



9

Always wear a helmet



13

Find a safe place to ride



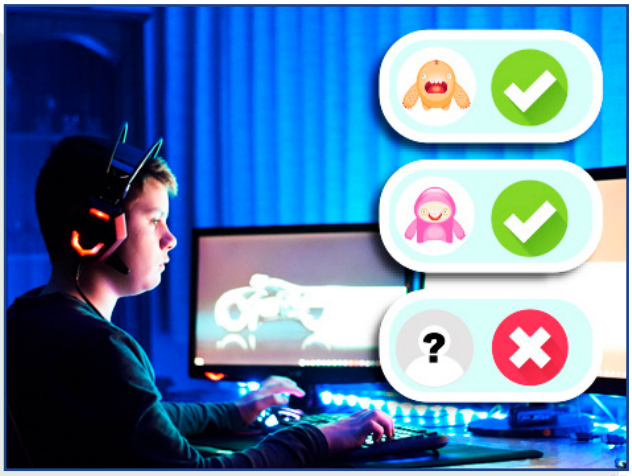
12

Ride your bike away from the road

Images: **Safe and unsafe situations**



14



15

Don't accept people you don't know as friends



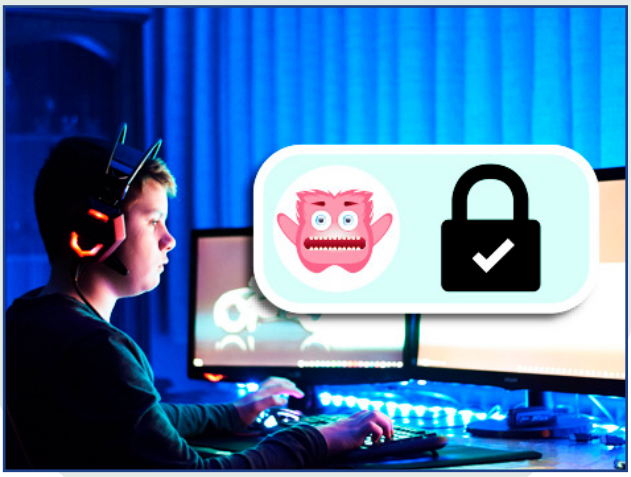
16

Don't open messages from people you don't know



17

Don't share your password or personal information



18

Keep your profile private

Images: **Safe and unsafe situations**



20

Get adults to do the cutting



22

Stay out of the way



23

Don't touch the stove



19



20

Cook with an adult



21

Wear oven mitts

Images: **Safe and unsafe situations**

In a car or bus



9



24

Always buckle up safely



9

Don't distract the driver



25

Get in and out of the car on the footpath side



26

Stay in your seat

Crossing a road



9



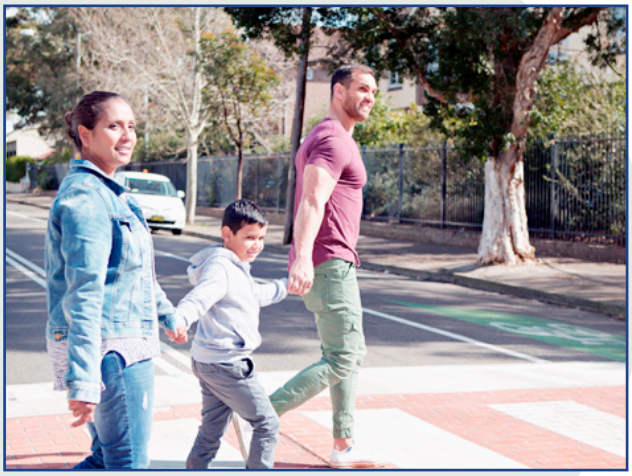
27

Hold an adult's hand when you cross the road



28

Stop! Look! Listen! Think! before crossing the road



9

Cross at the crossing



9

Use a safe place to walk across the road with an adult

Images: **Safe and unsafe situations**



29



30

Swim between the flags



32

Swim with an adult



31

Have an adult watching you

Images
Persistence



33

Try



34

Persist and succeed



35

Cards

Body parts

arms	ear	neck
elbows	eyes	thighs
face	feet	nipples
fingers	hands	breasts
head	knee	anus
legs	lips	bottom
mouth	nose	testicles
shoulder	toes	penis
vulva	vagina	

Images

Body parts



Arms



Ear



Elbows



Eyes



Face



Feet



Fingers



Hands



Head

Images: **Body parts**



Knee



Legs



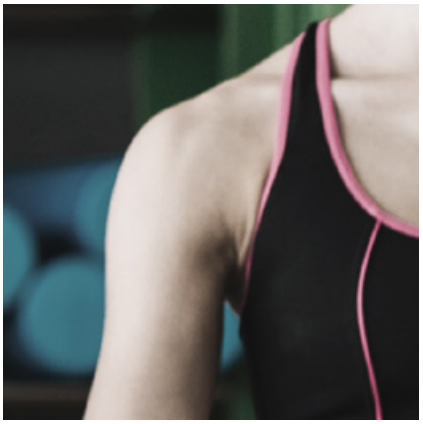
Lips



Mouth



Nose



Shoulder

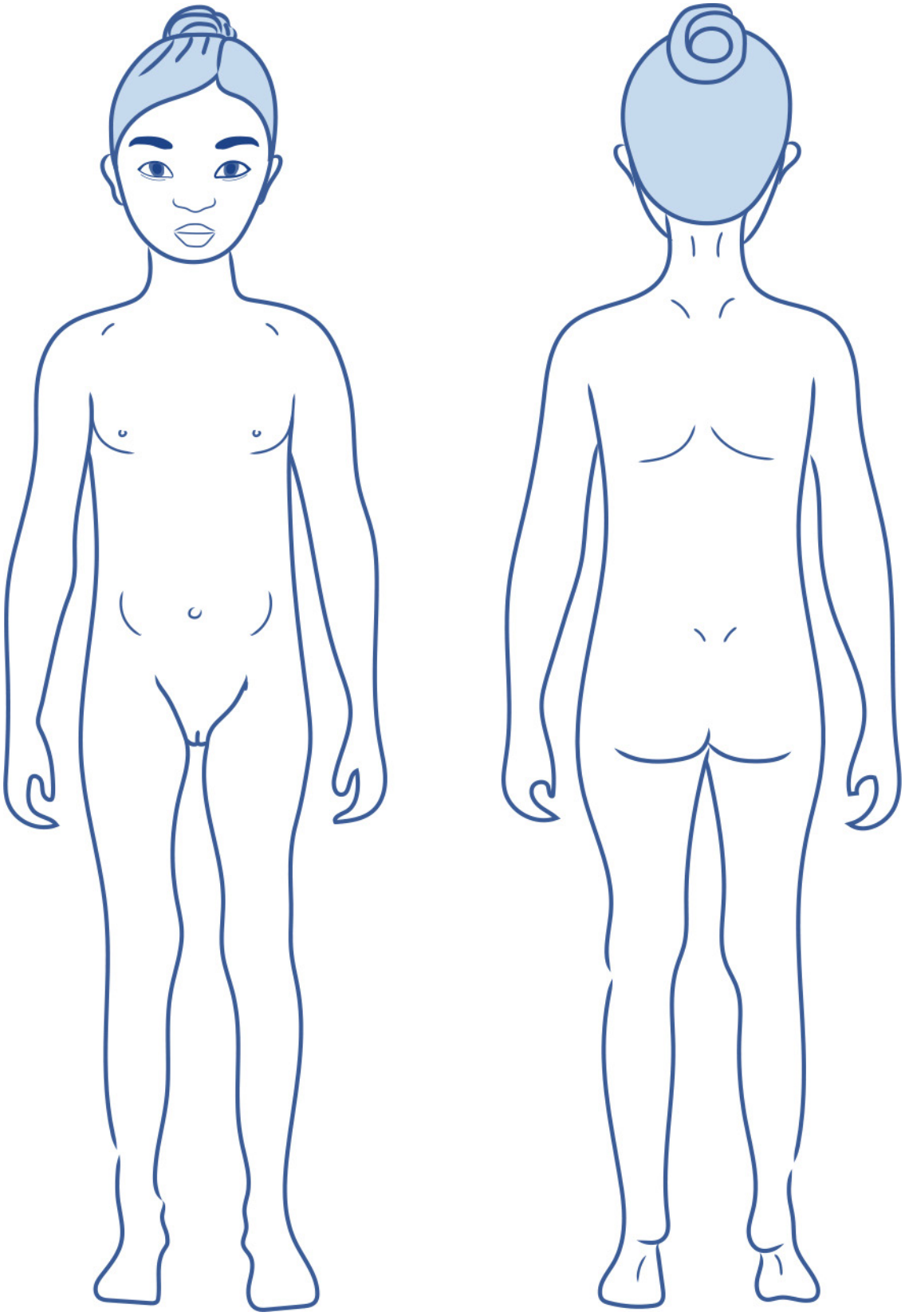


Toes

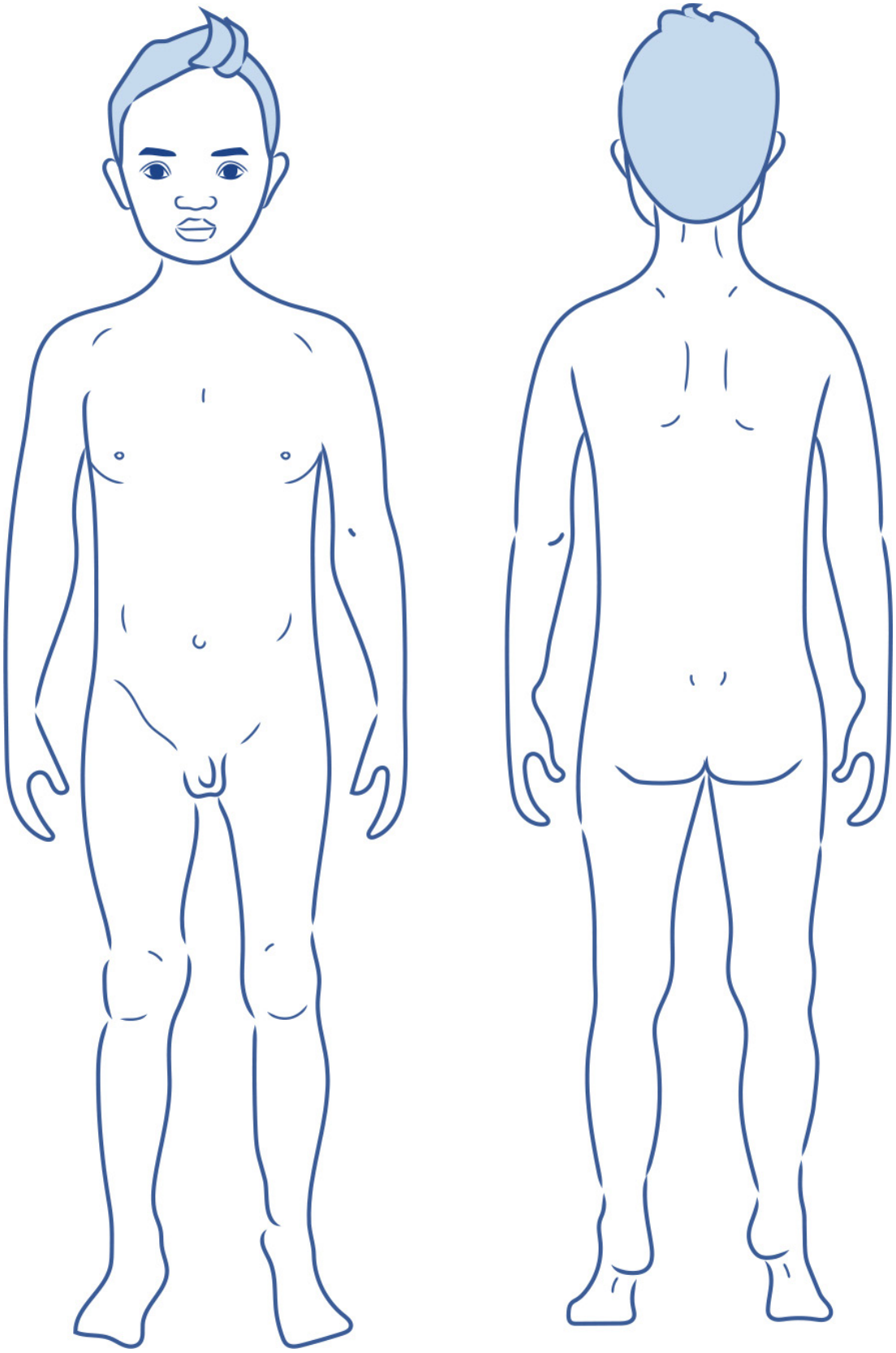
1

Worksheet

Body outlines



Worksheet: **Body outlines**



Images

No-Go-Tell



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1. Close family friends: School photo created by senivpetro – www.freepik.com
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22. Stay out of the way: Book photo created by freepik – www.freepik.com
23. Don't touch stove: Mum cooking: Food photo created by freepik – www.freepik.com
    Back of child's head: School photo created by pressfoto – www.freepik.com
24. Use a seatbelt: Designed by rawpixel.com – www.freepik.com
25. Girl closing car door: Designed by Freepik – www.freepik.com
26. Stay in your seat: By Transport for NSW, Safety Town resource – https://www.safetytown.com.au/book-content/es1/image-gallery/pedestrian-safety-image-gallery/
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33. Try: Designed by pch.vector – www.freepik.com
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    Weather icons: Designed by Titusurya – www.freepik.com
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39. Frightened: Kids photo created by freepik – www.freepik.com
40. Frustrated: Girl photo created by freepik – www.freepik.com
41. Grumpy: Designed by Freepik – www.freepik.com
42. Sad/hurt: Girl photo created by freepik – www.freepik.com
43. Lonely: People photo created by jcomp – www.freepik.com
44. Nervous: Designed by pressfoto – www.freepik.com
45. Shocked Designed by Freepik – www.freepik.com
46. Unhappy: Designed by jcomp – www.freepik.com
47. Worried: Designed by jcomp – www.freepik.com
48. Peaceful/calm: Woman photo created by cookie_studio – www.freepik.com
49. Excited: People photo created by jcomp – www.freepik.com
50. Happy: For websites: Designed by Asier_Relampagoestudio – www.freepik.com
51. Loved/safe: Family photo created by master1305 – www.freepik.com
52. Proud: Designed by jcomp – www.freepik.com
53. Shy: For websites: Designed by cookie_studio – www.freepik.com
54. Surprised: People photo created by drobotdean – www.freepik.com
55. Body parts: Kids photo created by freepik – www.freepik.com
56. No girl: People photo created by master1305 – www.freepik.com
57. Go footprints: Background vector created by macrovector_official – www.freepik.com
58. Tell girl: People photo created by master1305 – www.freepik.com
    Trusted people headshots: People vector created by freepik – www.freepik.com
59. In a car or bus: By Transport for NSW, Safety Town resource – https://www.safetytown.com.au/book-content/es1/image-gallery/pedestrian-safety-image-gallery/

NSW Department of Education

PDHPE

Stage 1: Child Protection Education

Unit of work

Strengths and strategies for safety

NSW GOVERNMENT

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Unit description

Through this unit, students will demonstrate positive ways of interacting with others and identify how strengths can be used to demonstrate respectful behaviour. They will explore differences between themselves and their classmates and the benefits of diversity. Students will recognise how their body tells them when they are unsafe by investigating how body signals and inappropriate touch are warning signals. Students will identify and describe significant relationships in their lives and how these have changed over time. They will examine bullying behaviours and ways to respond to bullying from different perspectives.

Students will recognise they have a right to be safe and can use their strengths and strategies to keep themselves and others safe.

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

Students will investigate the essential question: What strategies and strengths can I draw on to keep myself and others safe?

Skills in focus

Self-management

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours

Emotion and stress management

- recognising emotions

Help-seeking

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

Interpersonal skills

Social awareness

- respecting difference and diversity

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to further develop the knowledge and skills required to recognise unsafe actions and behaviours and react in safe and positive ways. They will create, apply, practise and evaluate strategies to promote the safety of themselves and others.

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to keep their environments safe and responding to unsafe situations.

Develop health literacy

Students are provided with opportunities to further develop knowledge and understanding of inappropriate touch and behaviours that intend to harm. Opportunities are provided for students to apply this knowledge to recognise and respond to various unsafe situations.

Critical inquiry

Students are supported to question and challenge the actions of others that impact on their own health and safety. They have opportunities to develop skills to recognise behaviours that indicate unsafe situations, question actions that make them feel uncomfortable and evaluate safe choices to respond to abuse.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD1-1 describes the qualities and characteristics that make them similar and different to others	• Describes characteristics that make them both similar to others and unique • Understand that their own and others' bodies are private	Students will: • share examples of a similarity and difference between them and a partner
PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations	• Recognise situations when it is appropriate and inappropriate for others to touch the private parts of the body • Identify body signals that help them recognise safe and unsafe situations • Identify types of safe and unsafe touch • Distinguish between appropriate and inappropriate touch	Students will: • identify situations when it is appropriate and inappropriate for others to touch the private parts of the body • suggest ways to respond to bullying from different perspectives • suggest body signals that might come with YES and NO feelings • identify whether situations involve safe or unsafe touch • describe a safe touch and an unsafe touch
PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships	• Identify and describe significant relationships in their lives and how these have changed over time • Recall people they can talk to when they need help • Understand how bullying can promote certain feelings and actions	Students will: • describe how their relationships with people change over time • identify up to 5 people for their support network • create and distribute a poster describing how bullying makes people feel and why it is important to stop
PD1-7 explores actions that help make home and school healthy, safe and physically active spaces	• Recognise safe choices for a variety of situations related to secrets • Describe actions they can use to seek help • Demonstrate actions they can use to seek help for or support others in different situations, eg bullying	Students will: • identify secrets that they should tell • describe actions they can take when they have been asked to keep a secret but should seek help

Outcomes	Unit learning goals	Evidence of learning
PD1-9 demonstrates self-management skills in taking responsibility for their own actions	• Identify effective ways in which they could respond when they or someone else is being bullied or hurt • Practise a range of protective strategies for responding to various situations	Students will: • demonstrate strategies based on No-Go-Tell to respond to a bullying situation through role play • demonstrate actions and help-seeking strategies they would use to stay safe in a given scenario
PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong	• Demonstrate cooperation and observe rules in class activities • Identify positive ways to interact with others which show respect	Students will: • listen to instructions, takes turns and share with others • contribute to a class poem which outlines ways to show respect

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness shape who I am?	• Describe their own and others' strengths and achievements and identify how these contribute to personal identity, for example (ACPPS015): – recognise characteristics that make them both similar and different to others
How do we grow and change over time?	• Describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community, for example (ACPPS016): – describe the meaning of 'private' and understand their own and others' bodies are private, eg distinguish between appropriate and inappropriate touching, consent **S I** – understand the contexts when body parts should be kept private – identify and describe significant relationships in their lives and how these have changed over time, eg family **I**
How can we be inclusive and respectful?	• Identify and practise physical and emotional responses that account for their own and others' feelings, for example (ACPPS020): – recognise own emotions and demonstrate positive ways to respond to different situations, eg kinds of touch, assertiveness, seeking help, loss of a family pet **S** – identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses **S**
How can I be responsible for my own, and others' health, safety and wellbeing?	• Describe situations where they are required to make healthy and/or safe decisions, for example (ACPPS018): – recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road – describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear **I** – predict outcomes of personal choices in order to make safe decisions **S**
How can I act to help make my environments healthy, safe and active?	• Practise strategies they can use to support their own and others' health, safety and wellbeing, for example (ACPMP030): – demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell **S I** – demonstrate actions they can use to seek help for or support others in different situations, eg bullying **I**
What influences my decisions and actions to be healthy, safe and physically active?	• Examine contextual factors that influence their own and others' decisions and behaviours, for example (ACPPS021): – recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, eg parents/carers, family, peers, people in their community **S I**

1 Showing respect

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Demonstrate cooperation and observe rules in class activities (PD1-10)
- Identify positive ways to interact with others which show respect (PD1-10)

Success criteria

Students will:

- listen to instructions, takes turns, and share with others
- contribute to a class poem which outlines ways to show respect

Resources

- Strengths cards

Switch on

Introduce the learning goals and discuss them with the class.

Choose 5 students to participate in an activity in front of the class.

Provide each student with the same number and size of blocks.

Tell students that they are each going to try to build one or more towers before the timer goes off. The rules are that their towers must be eight blocks high and they must use all their blocks. Set a timer or give students enough blocks so that the task is unachievable individually but achievable if the group was working together. For example, give students 40 blocks each and give them 10 seconds to build.

Have students attempt the task then ask the following questions:

- How did you feel about the challenge? Why?
- How would things change if everyone worked together? Why?

Have students attempt the task again but allow them to all work together with the same rules, the same number of blocks and the same time limit. For example, all 5 students work together to build towers 8 blocks high and use all 40 blocks in 10 seconds.

Ask students the following questions:

- Was it easier to achieve the task when you worked together?
- Was there anything about working together that made it harder?

- What might happen if one person didn't help?
- What might happen if one person took all the blocks and wouldn't let anyone help?
- What might happen if two people were fighting over one block?
- What might happen if someone threw a block at someone else?
- What might happen if someone blamed another person if they didn't complete the task?

Explain to students that they will be looking at things they can do to help people work together and to make sure that everyone feels safe and included in the classroom.

Understand

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

Display and read through the Strengths cards.

Ask students to identify which strengths will help to show respect to other people in the class.

These strengths cards are then used in group discussions.

In groups, students are given one of the strengths cards that has been discussed. Students share an example of how that strength might be used to show respect in the classroom. For example, the strength of leadership could be used to make sure others are included and have a chance to be heard.

Each group shares their strength and how it could be used.

Discuss whether any of the strengths are just for girls or just for boys? Emphasise that we all have different strengths as people. Anyone, whether they are a girl or a boy, can have or develop any of the strengths.

Act and apply

As a class create an acrostic poem using the letters of the word Respect by identifying strengths and respectful behaviours for each one of the seven letters. Examples could include:

- realise being fair helps include others; ears are for listening to other's ideas, sharing helps people feel respected; patience helps us wait for our turn; everyone can be kind by helping others; care about others; talk in a friendly way.
- reply with kindness; everyone takes turns listening; show fairness and follow the rules; patience helps when taking turns; each person helping others; communicating calmly; thinking of how others feel.

Display the poem for students to refer to.

Exit ticket: An exit ticket requires students to respond to questions posed at the end of a class. Exit tickets help students reflect on what they have learned and may assist teachers to review student learning and inform teaching and learning practices for future lessons. Question: What is one strength you could use to show respect to others in the classroom?

2 Same but different

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Describes characteristics that make them both similar to others and unique (PD1-1)

Success criteria

Students will:

- share examples of a similarity and difference between them and a partner

Resources

- How does it rate? Labels
- Item images
- See, Think, Wonder template

Switch on

Introduce the learning goals and discuss them with the class.

Create a continuum within the classroom using the labels: love it, like it, unsure and don't like it.

Explain to students that you will call something out and they have to move to the label that shows how they feel about it. Alternatively provide students with the labels and ask them to indicate their position. With each item that you call out, allow time for students to think about how they feel, show their position, look at others position, and then ask some students to explain their position.

Call out items that are relevant to your students' lives or choose from the list below and use the Item images:

- swimming at the beach
- eating ice cream
- patting a dog
- going to the movies
- broccoli
- stuffed toys
- school
- homework
- chocolate
- Lego
- cleaning bedrooms
- playing online
- 'latest toy craze'.

Use a See, Think, Wonder template to discuss the positioning activity.

- **See:** ask students what they noticed about other people's responses.
- **Think:** ask students what they think about people having different feelings to them.
- **Wonder:** ask students what they wonder about other people's responses. An example is I wonder what it would be like if we were all the same.

Explain to students that because we are all individuals, we can sometimes feel the same way as our classmates about something and at other times feel completely different. Explain that this is ok and completely normal to be both the same and different to other people and that we don't have to like the same things to be friends.

Understand

Ask students to find and stand with one person in the room that has something that is the same as them. Explain that this could be a trait such as hair colour, gender, height, how they look, or anything else they can think of.

Ask students to find someone else in the room that has something about them that is different to them and stand with them.

Have students stay with their partner and form two circles, one inside the other. One person stands in the inside circle and their partner stands in the outside circle opposite them. If there is an odd number of students, you could join in.

Partners should face each other for this activity.

Explain to students that they are to ask their partner a question to find out more about them. Students must discuss their answer with their partner.

After each question, the inside circle must move to the right to a new partner.

If students need prompting, examples of questions could include:

- What is your favourite food?
- What colour are your eyes?
- Do you like Summer or Winter?
- What month is your birthday?
- How old are you?
- What do you like doing at school?
- What do you like to do on the weekend?
- What is one of your strengths?
- What do you like to do during the lunch break?
- Are you left-handed or right-handed or both?
- Would you rather eat a fruit or a vegetable?

At the completion of this activity discuss the following questions.

- What did you notice about your answers and your partners?
- Why is it ok to have different opinions and responses to your friends?
- How might boys and girls be the same in some ways?
- How might boys and girls be different in some ways?
- Why is it ok for girls and boys to like doing the same things? Emphasise that being a boy or a girl doesn't change what we do and don't like. It is our interests that decide what we enjoy, not our gender.
- What would happen if everyone in the class was exactly the same? Examples include, it would be boring, and we wouldn't come up with new ideas or new ways of doing things. We wouldn't learn new things from each other like ways to do things, games to play, or different foods to eat.
- In what way does it make our class better to be different from each other?

Act and apply

Provide students with a piece of paper and have them draw a line down the middle (or close to). If resources and time permit, students could create this using computer software or apps on a device.

2 Same but different

Students create a picture on one side to show how they are similar to someone in the class and create a picture on the other side to show how they are different to someone in the class. This could include traits such as height, gender, or hair colour; interests such as playing sport or playing with certain toys; strengths they share; number of people they live with.

> **Formative assessment opportunity.** Collecting this work allows students to demonstrate evidence towards outcome PD1-1, demonstrating knowledge of characteristics that make them similar and different to others.

Display student work for others to see.

3 My support network

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Identify and describe significant relationships in their lives and how these have changed over time (PD1-3)
- Recall people they can talk to when they need help (PD1-3)

Success criteria

Students will:

- describe how their relationships with people change over time
- identify up to 5 people for their support network

Resources

- Number cards
- Images of families
- Support network templates

Switch on

Prior to this lesson place clearly identified cards that represent the numbers 1-10 (or more if required) around the room.

Introduce the learning goals and discuss them with the class.

Display the word family and an image of a family. Brainstorm words related to family. If time and resources allow, create this using a word cloud tool.

Introduce students to the numbered cards around the room and ask students to move to the card that shows how many people are in their family. This does not have to be people that live at home together, students can choose how to interpret the definition of their family.

What did you notice? What do you think families look like?

Ask volunteers to describe who makes up their family.

If students can think of a time when there were less or more people in their family, ask them to move to that number.

Ask all students: Why do you think the number of people in your family might change? Examples might include a new baby being born, death of a family member, other family members coming to live with them, children being adopted, new relationships bringing new family members.

Ask students to find a partner who has a different number of people in their family and ask them to sit together.

Understand

Read each of the following questions for students to discuss with their partner.

- How many people live at your house?
- Do you have brothers or sisters?
- What does your family like to do together?
- What languages does your family speak?
- What jobs do you do at home to help your family?
- How do people in your family help each other?
- What is something you needed help with when you were younger but now you can do it yourself?

Ask students to give examples of what they no longer need help with and record on the board. Examples include brushing hair, brushing teeth, getting dressed, tying shoe laces, making the bed, eating food, bathing.

How did you know you didn't need help with these things anymore? Examples include, they just started doing it, parents didn't have time to help so they had to do it, kept practising until they got it, parents told them they could do it themselves, they saw other kids my age doing it.

Ask students to give examples of things they still need or want help with. Examples include doing homework, cleaning their rooms, packing lunch, cooking, resolving arguments with siblings or friends, reading, riding a bike, getting to places.

Remind students that the people we trust to help us when we need it are our support network.

Ask students to name some people that would have been their support network when they were babies. How did they help?

Explain to students that the people that help us as we get older can often change. As we start to grow older and do more things without our parents/carers we have more people we have connections with.

Explain to students that it is important to have people around us that we can ask for help when we need it. As we grow older, we can do more things for ourselves and by ourselves but there will always be things we want or need help with.

Display the heading 'Who helps me now?' on the board. Have students brainstorm people that help them now. Examples include parents, carers, older siblings, other family, friends, teachers, coaches, support workers.

Tell students that it is important to think of up to 5 trusted adults they could go to for help now that they are older.

Act and apply

Ask students the following questions to help them think about the people who could be a part of their support network.

- Who would you want to help you if you hurt yourself or you were feeling sick?
- Who would you tell if you felt unsafe?
- Who would you tell if you felt something was wrong with you, but you didn't know what?
- Who would you tell if you learnt something new?
- Who could you tell if you got in trouble for something?
- Who could you tell if you had a fight with your friend?
- Who would you tell if you had a happy secret?
- Who do you think could help you if you were being bullied or someone hurt you?
- Who would you tell if someone tried to touch the private parts of your body?
- Who else do you trust and feel safe with?

Have students record up to 5 people they have chosen to be part of their support network using the templates provided.

Exit ticket: How has your support network changed since you were a baby?

4 My body is private, and I can look after it myself

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Understand that their own and others' bodies are private (PD1-1)
- Recognise situations when it is appropriate and inappropriate for others to touch the private parts of the body (PD1-2)

Success criteria

Students will:

- identify situations when it is appropriate and inappropriate for others to touch the private parts of the body

Resources

- Yes, sometimes, no, and uncertain cards
- Doll or picture of a baby

Switch on

Introduce the learning goals and discuss them with the class.

Set up a continuum within the classroom. Label each corner with one of the following: yes, sometimes, no, uncertain.

Pose the following questions and have students move to the corner that reflects their response. Alternatively provide students with the labels and ask them to indicate their position. After each response, choose volunteers to explain their response.

- Do you need help to wash yourself?
- Do you need help to dry yourself?
- Do you need help to dress yourself?
- Do you think another person needs to bath and dry a baby?
- Do you think another person needs to dress a baby?
- Do you think it is ok for another person to look at or touch the private parts of your body if you are not sick and you don't need help?
- Do you think it is all right for an older or bigger person to look at or touch the private parts of your body if they are sore?

Understand

Show students a doll or a picture of a baby.

Ask students the following questions:

- What might a baby need help doing? Examples include, most things, such as eating, dressing, washing/bathing, having its nappy changed.
- Who might care for the baby and help them with these things? Examples include parents/carers, relatives.

- What are the names of the private parts of our bodies? Emphasise that the vagina, penis, testicles, vulva, bottom, anus are private parts of the body.
- Why are these parts private? Emphasise that they are personal and we do not allow most people to see or touch them. We often cover these parts with clothes when we are with other people.

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

- When might a parent or carer need to touch the private parts of a baby? Examples include, when they need to be washed or when a nappy is changed.
- Is it necessary for your parents or carers to touch the private parts of your body? Why? Why not? Explain that as children get older, they can look after their bodies themselves. If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies.

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

- Is it ok for an adult to look at the private parts of your body? Why? Why not? Emphasise that if the private parts of your body are injured or sore, a parent, carer or doctor may need to look at the private parts of your body.

Remind students that the adults they have relationships with will care for them in different ways as they get older.

Inform students that the care they get should respect their rights and make them feel safe, protected, and comfortable.

Act and apply

Ask students what they can do if someone or something is making them feel uncomfortable or scared, or if a person wants to hurt their body or touch the private parts of their body.

Remind students that they can say No, they can Go, and they can Tell.

Read the following scenario to students and discuss the questions that follow:

Jack was 7 years old and was having a sleepover at a friend's house. Jack and Dash were excited about the sleepover and had been looking forward to it all week. Jack and Dash had played lots of games, run around in the park next door, and played with Dash's dog. They were happy, dirty, and hungry.

After dinner Jack and Dash were sent to have a bath. While they were in the bath one of Dash's parents came to help Dash wash. Dash's parent then started washing Jack's body including his private parts.

- What might Jack be feeling when Dash's parent started to touch him?
- What do you think about Dash's parent coming into the bathroom while Jack and

Dash were in the bath? Emphasise that it was ok for Dash's parent to check on them, but it would not be ok for Dash's parent to touch the private parts of their bodies.

- Did Dash or Jack need help washing the private parts of their body? Emphasise that they are old enough to wash their own bodies and they weren't sick or injured.
- Was it ok that Dash's parent washed Jack's private parts? Emphasise that it wasn't ok.
- How might you feel if this happened to you?
- What body signals might you get?
- Did Jack do anything wrong? Emphasise that Jack did nothing wrong.
- What could Jack do? Examples include, say no, tell Jack's parent to stop, tell a trusted adult about what happened.
- Do you think you could go from this situation? Emphasise that it might not be safe to go from a sleepover but if you are feeling uncomfortable or unsafe you could ask your friend's parents if you could go home or if you could call your parents or carers and you could ask them to pick you up. It is still important to tell a trusted adult about what happened and how you felt.

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

- Question: How well do you think you can recognise when it is ok or not ok for someone to touch the private parts of your body?

Ask students how they are feeling after the lesson. A feelings or mood meter or a thumbs up/thumbs down method could be used to allow students to respond silently.

5 Safe and unsafe touch

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Identify body signals that help them recognise safe and unsafe situations (PD1-2)
- Identify types of safe and unsafe touch (PD1-2)

Success criteria

Students will:

- suggest body signals that might come with Yes and No feelings
- identify whether situations involve safe or unsafe touch

Resources

- Body signals cards
- Soft animal toy or images provided
- Safe and Unsafe touch situation cards

Switch on

Introduce the learning goals and discuss them with the class.

Brainstorm different feelings. For example, happy, sad, worried, scared, excited, surprised.

Revise body signals and yes/no feelings.

- What are Yes feelings? Feelings we get when we feel safe and comfortable.
- What types of body signals might we get when we feel safe? Examples include, a smiley face, light body, relaxed muscles, open eyes, butterflies, and anything else students have identified.
- What are No feelings? Feelings that we get when we feel uncomfortable or unsafe.
- What types of body signals might we get when we feel unsafe? Examples include, butterflies in the tummy, squirmy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, shaky knees and anything else students have identified.

Emphasise that different people will feel different body signals when they feel safe and unsafe. We feel things differently because we are all unique. It is important to recognise the body signals that you have when you feel safe and unsafe.

Understand

Have students sit in a circle and introduce them to a soft toy or use the images provided.

Ask students how they could touch the toy in a way that wouldn't damage it. Examples include softly, calmly, gently, carefully, pat, hug.

Pass the toy around for all students to touch.

Ask students what it felt like to touch the toy. Examples include nice, happy, loving, caring, kind, safe, comfortable.

Explain to students that touches that make you feel safe, comfortable, or cared for are called a safe touch.

Display the heading 'safe touch'.

Brainstorm ways of touching or being touched that would be a safe touch. Examples include, a hug, high five, fist bump, handshake, tickle, kiss, massage.

Explain to students that touches that hurt our bodies or make us feel upset, uncomfortable, unsafe or give us a No feeling are unsafe touches.

Display the heading 'unsafe touches'.

Brainstorm kinds of touch that would make them feel unsafe or uncomfortable or give them No feelings. Examples include, punch, hit, slap, squeeze, kick, pinch.

If students identify touches such as hug, kiss, or massage, acknowledge them and include them on the list. Explain that sometimes a hug, kiss or massage could make you feel uncomfortable. This will be addressed further in the following lesson.

Explain to students that unsafe touch is a type of abuse. Abuse is when someone does something on purpose to make someone else feel hurt or harm or to put them in danger.

What can you do if someone touches you in a way that makes you feel unsafe? Examples include, say no by asking them to stop, go somewhere else if you can, and tell a trusted adult.

Act and apply

Read through the safe and unsafe situation cards.

As a class discuss each situation and work together to sort the situations into safe and unsafe piles.

For each situation ask students what body signals the people involved might have.

Read through the unsafe touch situations and ask students to suggest what someone could do if that happens to them or if there was a way to avoid the unsafe touch. Strategies should be related to No-Go-Tell. Examples for each situation are below.

Georgie likes to stay at her cousin's house with her little cousins. Georgie's older cousin loves playing soccer. When Georgie plays too, her cousin kicks the ball really hard at her. Georgie asks her cousin to kick it softer, but her cousin keeps doing it and says, "It's part of the game and she has to get used to it".

Answer: Georgie has said no to the touch by asking her cousin to kick it softer, when her cousin didn't listen, she could have stopped playing and told an adult. To try to avoid the same touch, the next time Georgie's cousin wants her to play soccer, she could say she will only play if the ball is kicked softer.

Jesse catches the bus home from school every day. When Jesse is waiting in line to catch the bus another student stands in the line in front of him. When Jesse asks this student not to push in, they push Jesse.

Answer: Jesse could say no by telling the student not to push him, Jesse could move away from the student, Jesse could go and tell a teacher on duty.

Zane's uncle visits often. He makes Zane sit on his lap and read his home reader. Zane doesn't like sitting on his uncle's lap to read.

Answer: Zane could say no by telling his uncle he wants to sit somewhere else; Zane could tell his parents or carers he doesn't feel comfortable sitting on his uncle's lap. To try to avoid the same touch, the next time Zane's uncle comes over and asks him to sit on his lap, Zane could say 'No, thank you. I'd like to sit on the floor or chair next to you.'

Shaun's sister is younger than him. They were playing a game together but when Shaun won the game his sister got angry at him. She started kicking and punching him.

Answer: Shaun could say no to his sister and tell her to stop, Shaun could go by moving away from his sister, Shaun could tell a trusted adult. To avoid the same touch, the next time Shaun wants to play a game with his sister he could play near an adult.

Carly's parents have their friends over for parties and barbecues all the time. She doesn't like one of her parent's friends that comes over. He makes her give him a kiss goodnight. Carly only likes kissing her Mum and Dad goodnight.

Answer: Carly could yell out no next time he comes in, Carly could tell her parents that she doesn't like their friend kissing her. To try to avoid the same touch, Carly could say 'I want to give you a high five instead.' if she was comfortable with a high five.

Sienna was playing with her friends at school. Her friend Josie wanted Sienna to only play with her and no one else. Josie grabbed Sienna's arm, squeezed it really tight and tried to pull Sienna away from the group.

Answer: Sienna could say no to Josie by asking her to stop or let go of her arm, Sienna could tell a teacher what happened. To try to avoid the same touch Sienna could ask Josie not to squeeze her arm like that again.

Conclude with a discussion using the following questions:

- Why do you think it is important to listen to our body signals? Emphasise that they can be warning signs of whether we are safe or unsafe.
- Do we all have the same body signals for the same feelings? Emphasise that because we are all individuals sometimes we will feel the same as others and sometimes we will feel different.
- What should you do if you experience unsafe touch? Emphasise the message to say no, go if you can and always tell a trusted adult.

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly.

If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

6 Confusing touch

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Distinguish between appropriate and inappropriate touch (PD1-2)

Success criteria

Students will:

- describe a safe touch and an unsafe touch

Resources

- Soft animal toy or images provided
- Touch flashcards – who, touch, what, how and when

Switch on

Introduce the learning goals and discuss them with the class.

Revise the types of safe and unsafe touch from the previous lesson and record on the board.

Have students demonstrate a safe touch on the soft toy or image used in the previous lesson.

Understand

Explain to students that sometimes touch can be confusing. Ask students: Why might the same type of touch be both a safe touch and an unsafe touch? Emphasise with students that sometimes safe touches start to give us no feelings because of how the touch is given, where it is given or who is giving it.

Display the words how, what and who.

Explain that sometimes a safe touch feels good to start with but might start to feel uncomfortable.

Discuss the following 'what if' situations:

- Someone is tickling you on your feet. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if this person kept tickling your feet and it tickled so much you couldn't breathe properly, and they wouldn't stop? Emphasise that this is unsafe. What made this touch become unsafe? How it was given. Highlight the heading how.
- Your parents give you a kiss goodnight. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if a stranger tried to kiss you? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that it is who it was given by. Highlight the heading who.
- You and your friend give each other a high five when you see each other. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if your friend gave you a really hard high five and it hurt your hand? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that it is how it was given. Highlight the heading how.

- Someone you know is massaging your feet and it feels really good. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if they start to massage the private parts of your body? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that this is unsafe because of what was touched. Highlight the heading what.
- Your uncle always picks you up and spins you around when you see him. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if your uncle touches the private parts of your body when he does this? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that it is what was touched. Highlight the heading what.

Remind students that an unsafe touch that hurts them, harms them, or puts them in danger on purpose is called abuse.

Explain to students that when someone is touching them and they feel confused, unsafe, or uncomfortable they should say no by asking the person to stop touching them. If they won't stop, they should try to go somewhere safe if they can and always tell a trusted adult about what happened.

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly.

If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

Act and apply

Display the Touch Flashcards. These include who, touch, what, how and when.

Demonstrate how to create a sentence about a safe touch using these cards. For example, Mum (who) kisses (touch) my cheek (what) softly when she says goodnight to me.

Demonstrate how to create a sentence about an unsafe touch using the cards. Someone at school (who) punches (touch) my arm (what) very hard (how).

Build a word bank for some of the cards. For example, who: Mum, Dad, brother, sister, stranger, friend, uncle, aunty, cousin, someone, Grandad, Grandma; Touch: Hug, high five, fist bump, handshake, tickle, kiss, massage, punch, hit, slap, squeeze, kick, pinch; What: feet, arm, head, legs, chest, penis, vagina, private parts, tummy; How: gently, softy, hard, strong, light, roughly.

Explain to students that they are going to create a sentence about safe touch and a sentence about unsafe touch using the Touch cards. Explain that they don't have to use all the cards, but the sentences must describe a safe and unsafe touch.

Observe or collect student work to check for understanding of safe and unsafe touch but avoid sharing with other students.

> **Formative assessment opportunity.** Observing or collecting this work allows students to demonstrate evidence towards outcome PD1-2, demonstrating knowledge of appropriate and inappropriate touch.

Exit ticket: If you started feeling confused or uncomfortable about a touch, what could you do?

7 Happy and unhappy secrets

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Recognise safe choices for a variety of situations related to secrets (PD1-7)
- Describe actions they can use to seek help (PD1-7)

Success criteria

Students will:

- identify secrets that they should tell
- describe actions they can take when they have been asked to keep a secret but should seek help

Resources

- Secrets cards

Switch on

Introduce the learning goals and discuss them with the class.

Play secret leader

Students form a circle and 1 person is chosen to be the guesser and stands in the middle of the circle with their eyes closed. Without speaking, choose a secret leader in a way that everyone knows who it is except the guesser. The guesser must not know who the chosen person was, everyone is to keep it a secret. The secret leader is to perform movements that the rest of the class must copy. Once the secret leader gets started the guesser can open their eyes. The guesser has 3 guesses to pick who the secret leader is. The people following the leader must not give away the identity of the leader on purpose. Once the guesser has had three guesses the game is over, and the secret leader is identified. The game can be replayed with a new guesser and leader if time permits.

After the game ask students the following questions:

- What were we keeping secret in that game? Answer is the identity of the leader.
- How did you feel when you had to keep the secret?
- How did you feel when the secret was told?
- What is a happy secret? Answer is a secret that gives you a happy feeling.
- What types of body signals do you get with a happy secret?
- Was it a happy secret or an unhappy secret in our game? Answer is happy.

Understand

Explain a happy secret to students.

> One that gives us happy feelings when we keep it. Happy secrets are secrets that other people are meant to find out about eventually and they'll usually feel happy about them.

Ask students for examples of a happy secret. Examples include a surprise party or birthday presents.

Explain an unhappy secret to students.

> One that gives us an unhappy, uncomfortable or no feeling. An unhappy secret is one that you might be threatened to never tell. Emphasise that a secret which makes them feel sad, unhappy, confused or a no feeling, is an unhappy secret and should not be kept. It is important to tell a trusted adult about an unhappy secret.

Read the following situations to students and ask them to indicate whether the secret is happy (for example, smile and put a finger on their lips) or unhappy (for example, wave hands around, shake their head).

- Two students stay in for recess to help decorate the classroom for a surprise party in the afternoon. The teacher asked the students to keep the surprise a secret. Answer is happy.
- Dad's present is a nice, woolly jumper. Don't tell him. Answer is happy.
- Someone has filled the toilet with toilet paper and it's flooding. Don't tell. Answer is unhappy.
- You put snails in someone's lunch box this morning. Don't tell anyone. Answer is unhappy.
- My sister is dressing up as a clown for the party. Don't tell anyone. Answer is happy.
- I bought a vase for Mother's Day. Don't tell my Mum. Answer is happy.
- You're going to get hit after school. Don't tell anyone. Answer is unhappy.

Ask students which secrets they would keep and which ones they would tell.

Act and apply

As a class, read the Secrets cards and sort them into either a secret you should keep or a secret you shouldn't keep pile.

Discuss the body signals and warning signs they might have with each secret and why each secret should or should not be kept.

Points to highlight during the discussion:

- Card 1: Everyone will find out about the baby soon. They will probably be happy and surprised when they know.
- Card 2: A lot of people know about the party. The teacher will probably be surprised and happy when he finds out.
- Card 3: This is abuse. You have been told never to tell anyone. You should tell a trusted adult about it.
- Card 4: The lady next door is not making anyone unhappy or hurting anyone. Your whole family know about it. Your friends might think it was a bit unusual, but they would not be upset if they found out.
- Card 5: Your friend will receive the card soon and be surprised and happy.
- Card 6: Your Grandad's favourite drink is not hurting anyone or making anyone unhappy. Your whole family know about it. Other people might think it was funny, but they would not be angry or upset if they knew.

- Card 7: This is physical abuse. You have been threatened not to tell. You should tell a trusted adult about it so the abuse can stop.
- Card 8: This is abuse. You and your friends have been threatened not to tell. Even though a number of children are involved in this secret it is still not ok. Someone should tell a trusted adult.

Ask students to describe actions they could take if they have been asked to keep an unhappy secret.

Exit ticket: When should you tell a secret? Examples include, when it is an unhappy secret, gives you no feelings, makes you feel unsafe or uncomfortable.

8 What is bullying?

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Understand how bullying can promote certain feelings and actions (PD1-3)

Success criteria

Students will:

- create and distribute a poster describing how bullying makes people feel and why it is important to stop

Resources

- The Tank Gang – A say no to bullies story
- Yes and no feelings cards

Switch on

Introduce the learning goals and discuss them with the class.

Watch The Tank Gang – A Say No to Bullies Story from the Bullying. No Way! website.

Brainstorm some examples of bullying.

Have students draw, record, or create a scenario that shows bullying. Explain to students that they are not to include anyone in the class in their scenario.

Select volunteers to share their scenarios. Ensure students understand not to use anyone's name when sharing.

Understand

Ask students to recall emotions that don't feel very good or feel uncomfortable. You could use the yes and no feelings images to support this. The emotions could include sad, worried, scared, angry and confused.

Have students recall emotions that feel good or safe. You could use the yes and no feelings images to support this. The emotions could include happy, excited, calm, and peaceful.

Explain to students that words and actions of others can make us feel different emotions and cause us to act in different ways because of those emotions.

Ask the following questions:

- When you watched The Tank Gang, how do you think Sam felt when Jack told him to go away?
- How do you think Sam felt when Isabel and the other fish stood up for him?
- How do you feel when someone shares something with you?
- What might you do or say when this happens?

8 What is bullying?

- How do you feel if someone always takes something in the classroom and won't let you have a turn? Items could include: a favourite classroom book, a popular chair or space in the classroom, sports equipment.
- What might you do or say when this happens?
- How might you feel when someone tells you they think you're good at something?
- What might you do or say when this happens?
- How might you feel when someone says they don't like you or that you're bad at something?
- What might you do or say when this happens?

Explain to students that all feelings are normal and acceptable, and that different people feel different things in the same situation, and this is also normal. However, how we behave and act because of those feelings is important. Some actions and behaviours are not acceptable.

Ask students what they think bullying is. This may include definitions of bullying, examples of bullying or opinions on bullying.

Explain to students that bullying isn't when you have a fight with someone. Bullying isn't when you get angry with someone and call them a name. Bullying is something that someone does to someone else on purpose to make them feel bad and does it over and over again. It's when someone picks on the same person all the time or when someone is always leaving another person out of the group or when someone is always trying to hurt another person.

Create a shared definition of bullying.

> Bullying is when someone's behaviour hurts or harms someone on purpose and it keeps happening. It can include hurt to our bodies and hurt to our thoughts and feelings.

Brainstorm behaviours that could be bullying. Examples include, hitting, punching, pinching, slapping, pushing, threatening, name calling, leaving someone out, teasing, telling lies about someone, stealing things from someone, saying things that make someone feel unimportant, texting or typing horrible messages.

Ask students whether bullying is acceptable behaviour. Emphasise that it is not.

Ask students: How do you think someone might feel if they are bullied? Examples include, sad, angry, scared, upset.

Ask students: How might someone react when they are bullied? Examples include, cry, get angry, hurt someone, feel sad, and have bad thoughts about themselves.

Discuss places that bullying can happen. Examples include, at school, at home, during sport, in the playground, on the way to or from school, online, on the phone, on the bus, at the shops, almost anywhere.

Ask students to explain why bullying is wrong.

Explain that bullying can hurt or harm people's bodies, the way people feel and the way they think, and it doesn't respect their right to be safe. Bullying can continue to hurt people for a long time after it has happened.

Ask students to suggest what they could do if they were being bullied. Examples include: say no by asking the person to stop what they are doing, go by moving away from the person who is bullying, find a teacher or an adult and tell them what has happened.

Act and apply

Students work in pairs to design and create a poster to distribute throughout the school promoting how bullying makes people feel and why it is important to stop bullying. Where appropriate, students could use their pictures from the Switch on activity and just add words and images to create their poster. Students could create this using a device which could include images and animation.

> **Formative assessment opportunity.** Collecting this work allows students to demonstrate evidence towards outcome PD1-3, demonstrating knowledge of the effects of bullying.

Provide opportunity for students to share their work with the class.

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

- How well do you think you know how bullying affects others?

9 What can I do about bullying?

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Identify effective ways in which they could respond when they or someone else is being bullied or hurt (PD1-9)
- Demonstrate actions they can use to seek help for or support others in different situations, for example, bullying (PD1-7)

Success criteria

Students will:

- suggest ways to respond to bullying from different perspectives
- demonstrate strategies based on No-Go-Tell to respond to a bullying situation through role play

Switch on

Introduce the learning goals and discuss them with the class.

Read the following scenario to students:

Jack was playing basketball after school with Sam. They had been playing one on one when Jack's friend, Ali, turned up with some friends. Ali asked if they could all play together and Jack and Sam said yes. As they were playing Ali bumped into Sam and Sam fell to the ground. Ali's friends laughed. The game continued and Jack noticed that Ali wouldn't pass the ball to Sam. When Sam did get the ball, Ali teased Sam about not being good at passing. Ali said things like 'Do you call that a pass?' and 'You're too slow, give me the ball'. Ali would pretend to throw the ball to Sam really hard and really close, which seemed to frighten Sam. Jack noticed Sam wasn't smiling anymore. It didn't look like Sam was having a good time. When Sam started to leave the basketball courts, Ali ran over and took Sam's hat. Ali put the hat on and ran off when Sam tried to get it back. Ali then threw Sam's hat up in a tree where it got stuck.

Discuss the following questions:

- Who was being bullied and how do you know?
- How do you think the person being bullied was feeling?
- What body signals might they be having?
- How would you feel?

Understand

Revise the definition of bullying created in the previous lesson.

> Bullying is when someone's behaviour hurts or harms someone on purpose and it keeps happening. It can include hurt to our bodies and hurt to our thoughts and feelings.

Split the class into 6 groups.

Give each group one of the following characters: Person being bullied, Person doing the bullying, and Person who sees or knows about the bullying.

Explain to students that they are to discuss how their character in the scenario above might be feeling and record those feelings. They may even wish to draw something to show body signals.

Ask students to identify things that their character could do to respond to the bullying.

Allow time for groups to present to the class and suggest ways to respond to bullying.

Emphasise to students that it is important to use safe strategies such as No-Go-Tell when responding to bullying. Anyone who feels safe enough can stand up to bullying and say no. People being bullied can try to go from the situation and people who see the bullying can go to the person being bullied to support them or go and find an adult to help. Anyone who is bullied or who sees or knows about bullying can tell someone about it.

Act and apply

Give each student in each group a number starting from 1. Students then form new groups based on their number, all 1s are together, 2s together and so on. This aims to ensure that all groups have members that have looked at bullying from different perspectives.

In their new groups, students role play, or present ways that the characters in the scenario above could respond to bullying in a way that helps.

Ask volunteers from the audience to give feedback to each group on the strategies they used to respond to the bullying.

10 My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Practise a range of protective strategies for responding to various situations (PD1-9)

Success criteria

Students will:

- demonstrate actions and help-seeking strategies they would use to stay safe in a given scenario

Resources

- Definition match
- What would you do? Cards

Switch on

Introduce the learning goals and discuss them with the class.

Definition match

- As a class use the Definition match cards to match the words to their definitions.

Understand

List the following child protection concepts on the board.

- Support networks
- Safe and unsafe touch
- Body signals
- Happy and unhappy secrets
- Seeking help
- Bullying and abuse
- Ways to respond to bullying.

Ask students to recall what they know about each concept.

Revise the No-go-tell strategy.

> When we are feeling unsafe or have warning signs that we are unsafe we can say no in a strong way if we feel safe to do so, we can go if we are able to and we should always tell someone about what happened.

Act and apply

Organise students into groups of 2 or 3.

Read the scenario on each What would you do? Card. After each card, ask students to think about the strategies they have learnt, that could help them to respond in each situation.

In their groups, students present a scenario and how they would respond to the scenario.

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 1: Child Protection Education

Resources

Strengths and strategies for safety

NSW GOVERNMENT

Contents

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Teacher notes

Strengths cards

Strengths	Definition
Honest	You tell the truth even when it is not easy.
Funny	You try to cheer people up by making them laugh.
Forgiving	You accept your friends' apologies.
Kind	You help others and use kind words.
A leader	You help your group work well together.
Brave	You are able to do what is important even when you feel scared.
Self-control	You can do what is important even if you don't want to.
Notice others	You think of how others might be feeling.
Assertive	You are able to say things in a strong, clear and fair way.
Fair	You include everyone and you follow the rules.
Determined	You keep trying even when it gets hard.
Curious	You like to learn new things and ask questions.
Patient	You can wait for your turn even if it takes a while.
Generous	You are good at sharing and giving.
Creative	You like to come up with new ideas and new ways of doing things.
Persistent	You keep trying even if you fail.
Notice myself	You notice how you are feeling and how that makes you behave.
Good listener	You listen to others ideas and how they feel.

Cards
Strengths

Honest	Fair
Funny	Determined
Forgiving	Curious
Kind	Patient
A leader	Generous

Cards: **Strengths**

Brave	Creative
Self-control	Persistent
Notice others	Notice myself
Assertive	Good listener
Honest You tell the truth even when it is not easy.	**Fair** You include everyone and you follow the rules.

Cards: **Strengths**

Funny

You try to cheer people up by making them laugh.

Determined

You keep trying even when it gets hard.

Forgiving

You accept others' apologies.

Curious

You like to learn new things and ask questions.

Kind

You help others and use kind words.

Patient

You can wait for your turn even if it takes a while.

A leader

You help your group work well together.

Generous

You are good at sharing and giving.

Cards: **Strengths**

Brave

You are able to do what is important even when you feel scared.

Creative

You like to come up with new ideas and new ways of doing things.

Self-control

You can do what is important even if you don't want to.

Persistent

You keep trying even if you fail.

Notice others

You think of how others might be feeling.

Notice myself

You notice how you are feeling and how that makes you behave.

Assertive

You are able to say things in a strong, clear and fair way.

Good listener

You listen to others ideas and how they feel.

Cards

How does it rate? (Labels)



1

Love it



2

Like it

Cards: **How does it rate? (Labels)**



3

Unsure



4

Don’t like it

Images

Same but different



27

Going to the movies



28

Broccoli



Chocolate



29

Cleaning

Images: **Same but different**



30

Eating ice cream



31

Homework



32

Lego



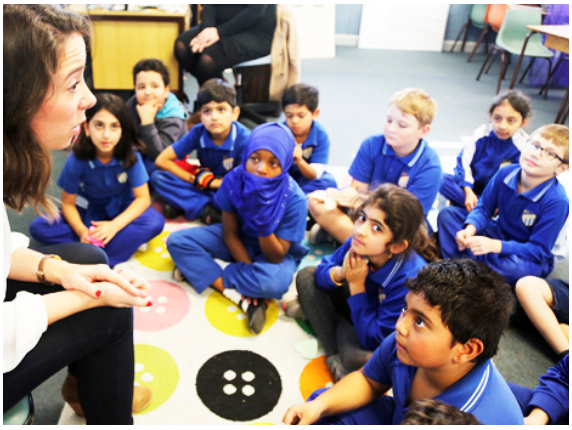
33

Patting a dog



34

Playing online



School

Images: **Same but different**



26

Stuffed toys



35

Swimming at the pool

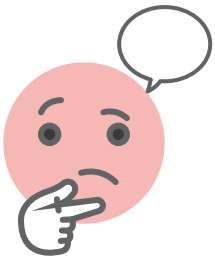
Worksheet

See, Think, Wonder



See

What do you see?



Think

What do you think is going on?



Wonder

What does it make you wonder?

Worksheet

Number cards (1 – 10)



5

1 bike



6

2 pets



7

3 shoes



8

4 balls

Cards: **Number cards (1 – 10)**



9

5 hoodies



10

6 beanies



7 family members



11

8 awards

Cards: **Number cards (1 – 10)**



12

9 toys



13

10 books

Images

Different types of families









Images: **Different types of families**









Images: **Different types of families**





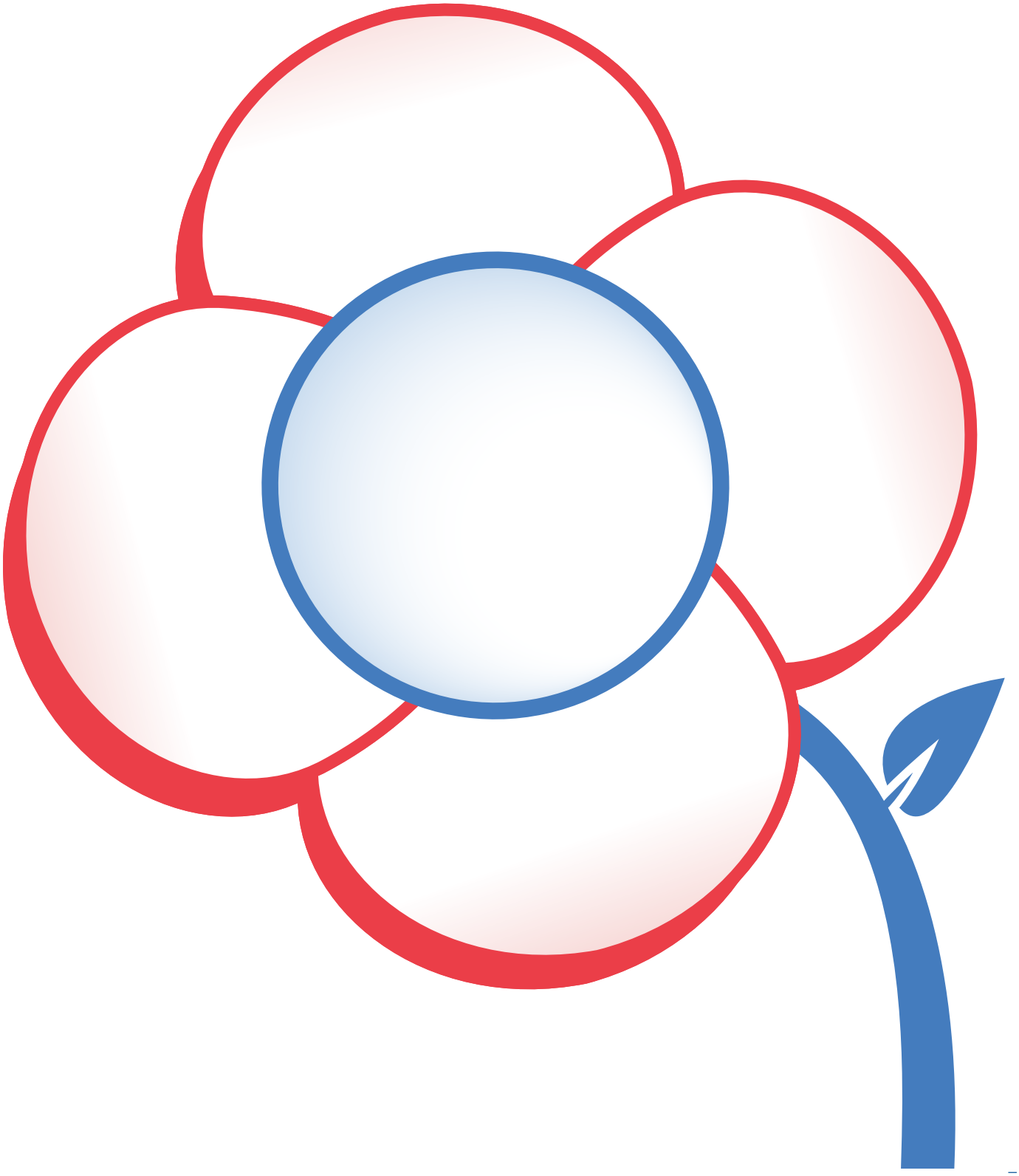


Images

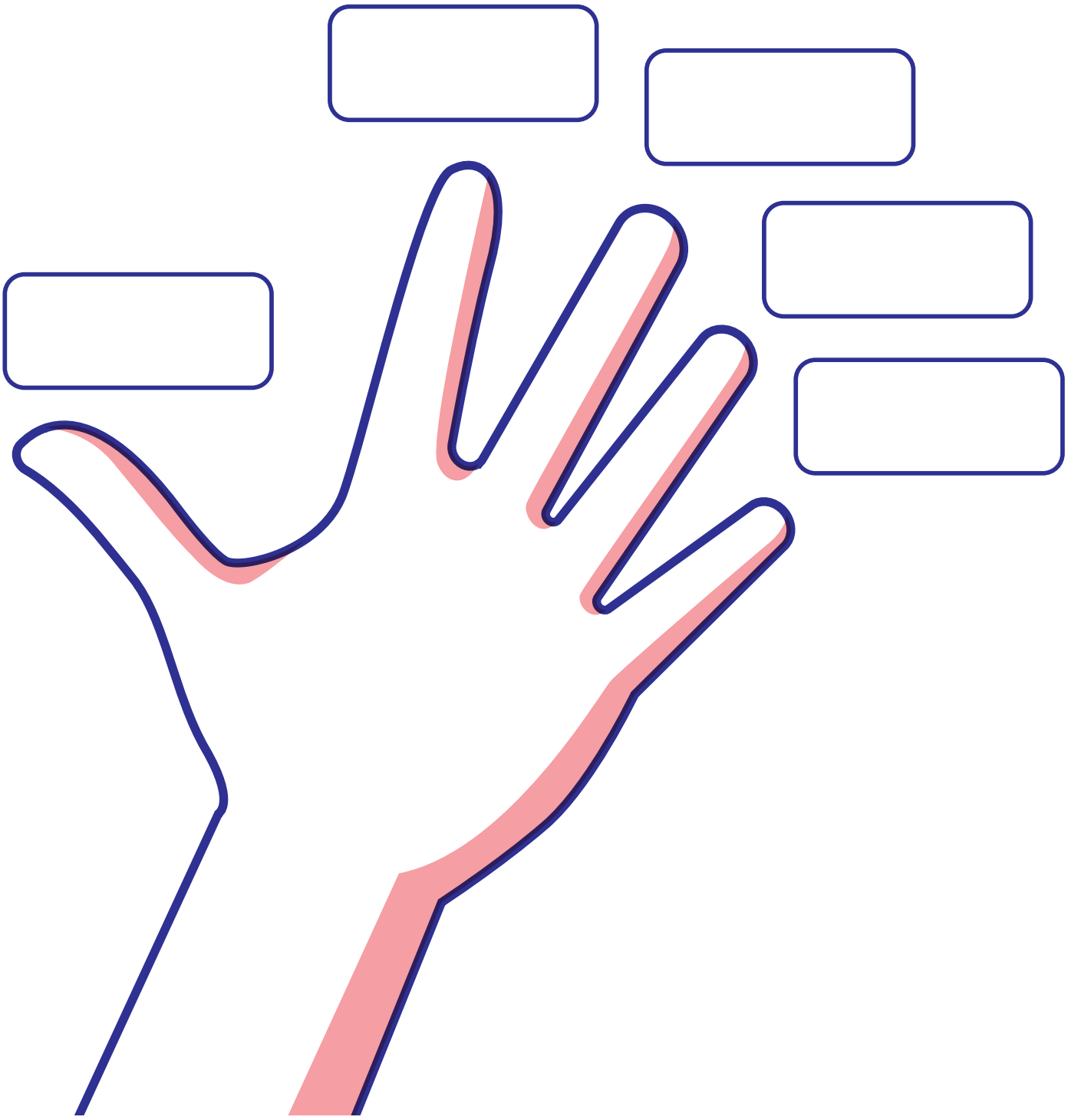
Support network templates



Images: **Support network templates**



Images: **Support network templates**



Cards

Yes, sometimes, no and uncertain



2

Yes



14

Sometimes

Cards: **Yes, sometimes, no and uncertain**



4

No



3

Uncertain

Images
Babies



15

Images: **Babies**



16

Cards
Body signals



3

Butterflies in your tummy



4

Quick breathing



5

Racing heart



6

Shaky knees

Cards: **Body signals**



7

Cold-shivery body



8

Squirmy tummy



9

Sweaty hands



10

Warm body

Images

Soft animal toy



25

Images: **Soft animal toy**



26

Cards

Safe and unsafe touch situations

As a class read through the safe and unsafe situation touch cards. Work together to sort the situations into safe and unsafe.

Georgie likes to stay at her cousin's house with her little cousins. Georgie's older cousin loves playing soccer. When Georgie plays too, her cousin kicks the ball really hard at her. Georgie asks her cousin to kick it softer but her cousin keeps doing it and says it's part of the game and she has to get used to it.

Jenson loves reading books. Every night he reads to his Dad. He sits on his Dad's lap as he reads, and his Dad puts his arm around him. Jenson loves reading time.

Jesse catches the bus home from school every day. When Jesse is waiting in line to catch the bus another student stands in the line in front of him. When Jesse asks this student not to push in, they push Jesse.

Zane's uncle visits often. He makes Zane sit on his lap and read his home reader. Zane doesn't like sitting on his uncle's lap to read but his uncle won't let him go.

Cards: **Safe and unsafe touch situations**

Shontelle fell over in the playground and hit her head. Her friends help her to the sick bay. The teacher there checks Shontelle's head and applies an icepack.

Maya goes to tennis coaching. Her coach shows her how to hold her tennis racquet. Sometimes her hands are in the wrong place on the racquet and her coach needs to move them.

Shaun's sister is younger than him. They were playing a game together but when Shaun won the game his sister got angry at him. She started kicking and punching him.

Xavier's friends have a special greeting they use when they see each other. It includes a high five, fist pump and a pat on the back.

Sebastion and his Mum are playing together. His Mum grabs him and starts tickling him. He laughs and tries to tickle her back.

Carly's parents have their friends over for parties and barbeques all the time. She doesn't like one of her parent's friends that comes over. He comes into her room and makes her give him a kiss goodnight. Carly only likes kissing her Mum and Dad goodnight.

Cards: **Safe and unsafe touch situations**

Sienna was playing with her friends at school. Her friend Josie wanted Sienna to only play with her and no one else. Josie grabbed Sienna's arm, squeezed it really tight and tried to pull Sienna away from the group.

Meeka goes to her Dad's three nights a week. She misses her Dad when she doesn't see him. When she's there she gets as many hugs from her Dad as she can.



Cards

Touch flashcards

who

touch

what

how

when

Cards

Secrets

As a class read the secrets cards and sort them into either a secret you should keep or a secret you shouldn't keep.

Card 1

Mum and Dad find out that Mum is going to have a baby. Everyone is very happy. They don't want you to tell anyone yet. They have told you not to tell anyone until just before the baby is born.

Card 2

The music teacher at school is leaving. Everyone will miss him. Your class is planning a farewell party for him. They don't want him to find out yet.

Card 3

You stay at your friend's house. The older brother asks you to take your clothes off and have a bath with him. He tells you that you must never tell anyone or you'll be in trouble.

Card 4

Everyone in your family likes the lady next door. She is kind and gives your family lemons from her tree. Mum and Dad say that she is a bit strange because she talks to her tree. They have told you not to tell your friends about this.

Cards: **Secrets**

Card 5

Your friend from school is sick. You all make a card and the teacher sends it in the mail. If you see your friend before he gets it, you can't tell him about the card.

Card 6

Your Grandad's favourite drink is pink lemonade. Everyone in your family thinks this is funny. Your Grandad laughs about it too. When it is 'pink' day at school your family asks you not to talk about it at news time.

Card 7

When your Dad gets angry, he often hits you. Mum and Dad have told you never to tell.

Card 8

Your coach often touches the private parts of your body when you are training. The coach does this to your friends too. The coach has threatened to stop coaching your team if anyone ever tells about this.

Cards

Yes and no feelings

No feelings



36

Angry



37

Confused



38

Disgusted



39

Frightened, afraid, scared



40

Frustrated



41

Grumpy

Cards: **Yes and no feelings**



42

Hurt



43

Lonely



44

Nervous



45

Shocked



46

Unhappy, sad



47

Worried

Yes feelings



48

Peaceful, calm



49

Excited



50

Happy

Cards: **Yes and no feelings**



51

Loved, safe



52

Proud



53

Shy



54

Surprised

Teacher notes

Definition match

As a class match the words to their definition.

abuse	When someone does something on purpose to make someone else feel hurt or harm or to put them in danger.
body signals	A message our body gives us when we feel safe or unsafe.
bullying	When someone's behaviour hurts or harms someone on purpose and it keeps happening.
harm	Injury or damage to someone or something.
No-Go-Tell	Steps children can use when they feel No feelings or are feeling unsafe.
No feelings	Feelings we get when we feel unsafe or uncomfortable.
respect	Being caring and kind and thinking and acting in a way that shows others you care about them and their feelings
secrets	Something that not everyone knows.
strengths	Tasks or actions that you do really well and find easy to do.
support network	People that we trust will help us when we need it.
Yes feelings	Feelings we get when we feel safe and comfortable.

Cards

Definition match

Match the word with its meaning.

abuse	no feelings
body signals	respect
bullying	secrets
harm	strengths
no-go-tell	support network
yes feelings	

Cards: **Definition match**

When someone does something on purpose to make someone else feel hurt or harm or to put them in danger.

Steps children can use when they feel No feelings or are feeling unsafe.

A message our body gives us when we feel safe or unsafe.

Feelings we get when we feel unsafe or uncomfortable.

When someone's behaviour hurts or harms some-one on purpose and it keeps happening.

Being caring and kind and thinking and acting in a way that shows others you care about them and their feelings

Injury or damage to someone or something.

Something that not every-one knows.

Cards: **Definition match**

Tasks or actions that you do really well and find easy to do.	**Feelings we get when we feel safe and comfortable.**
People that we trust will help us when we need it.	

Cards

What would you do?

Read the scenario on each card. After each card ask students to think about the strategies they have learnt that could help them to respond in each situation.

Oliver's parents are going out for dinner and Oliver's babysitter is coming over to look after him. Last time his parents went out the babysitter touched Oliver's private parts. What would you do if you were Oliver?

You are staying at your friend's house. After dinner you and your friend go to have a bath. Your friend's older brother comes in and watches you. He tells you that you must never tell anyone or you will be in trouble. What would you do?

Stella was hiding in her room. Her mum was very angry and was screaming bad words. Stella's mum had hit her hard across the face and told her she wished she wasn't there. What would you do if you were Stella?

Bindi and Charli are online gaming friends. They have been chatting for a while. Charli notices that Bindi has been saying really mean things to another online friend. This starts to happen every time they are online. One day Bindi tells their other friend that they can't play the game with them today because they can't play properly. What would you do if you were Charli?

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3. Don't like it girl: Background photo created by freepik – www.freepik.com
4. Unsure boy: Children photo created by freepik – www.freepik.com
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11. Ribbons: Certificate vector created by freepik – www.freepik.com
12. Toys: Kids vector created by freepik – www.freepik.com
    Shelves: Book vector created by freepik – www.freepik.com
13. Books and shelves: Book vector created by freepik – www.freepik.com
14. Sometimes: Camera photo created by drobotdean – www.freepik.com
15. Babies: People photo created by master1305 – www.freepik.com
16. Single baby: Background photo created by freepic.diller – www.freepik.com
17. Butterflies in your tummy butterflies: Background photo created by freepik – www.freepik.com
    butterflies in your tummy girl: Woman vector created by freepik – www.freepik.com
18. Quick breathing boy: Food photo created by diana.grytsku – www.freepik.com
19. Racing heart girl: People photo created by wayhomestudio – www.freepik.com
20. Shaky knees: Shaky knees boy: Cute photo created by drobotdean – www.freepik.com
21. Cold shivery body girl: Winter photo created by freepik – www.freepik.com
22. Squirmy tummy boy: Background photo created by freepik – www.freepik.com
    Worms: Food photo created by freepik – www.freepik.com
23. Sweaty hands boy: School photo created by jcomp – www.freepik.com
    Droplets: Water vector created by pch.vector –www.freepik.com
24. Warm body girl: Designed by jcomp – www.freepik.com
25. Girl hugging bear: Love photo created by drobotdean – www.freepik.com
26. Teddy bear in box: Christmas photo created by Racool_studio – www.freepik.com
27. Kids at movies: Designed by serhii – www.freepik.com
28. Broccoli: Food photo created by jcomp – www.freepik.com
29. Kids cleaning (picking up rubbish): Kids photo created by freepik – www.freepik.com
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32. Lego blocks: Baby photo created by Kireyonok_Yuliya – www.freepik.com
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37. Confused: People photo created by cookie_studio – www.freepik.com
38. Disgusted: Woman photo created by cookie_studio – www.freepik.com
39. Frightened: Kids photo created by freepik – www.freepik.com
40. Frustrated: Girl photo created by freepik – www.freepik.com
41. Grumpy: Designed by Freepik – www.freepik.com
42. Sad/hurt: Girl photo created by freepik – www.freepik.com
43. Lonely: People photo created by jcomp – www.freepik.com
44. Nervous: Designed by pressfoto – www.freepik.com
45. Shocked Designed by Freepik – www.freepik.com
46. Unhappy: Designed by jcomp – www.freepik.com
47. Worried: Designed by jcomp – www.freepik.com
48. Peaceful/calm: Woman photo created by cookie_studio – www.freepik.com
49. Excited: People photo created by jcomp – www.freepik.com
50. Happy: Designed by Asier_Relampagoestudio – www.freepik.com
51. Loved/safe: Family photo created by master1305 – www.freepik.com
52. Proud: Designed by jcomp – www.freepik.com
53. Shy: For websites: Designed by cookie_studio – www.freepik.com
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NSW Department of Education

PDHPE

Stage 2: Child Protection Education

Unit of work

My right to be safe

NSW GOVERNMENT

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Unit description

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

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

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

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

Skills in focus

Self-management

Strengthening personal identity

- perseverance

Self-awareness

- awareness of rights and responsibilities

Emotion and stress management

- recognising emotions

Help-seeking

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

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise emotional and behavioural warning signs of unsafe situations and react in safe and positive ways. They will create, apply, practise and evaluate strategies to keep themselves safe.

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to respond to unsafe situations. This is achieved by encouraging students to draw on their knowledge and understanding of feelings and body signs to help them make decisions around staying safe and reacting to unsafe situations.

Develop health literacy

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

Critical inquiry

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

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD2-1 explores strategies to manage physical, social and emotional change	• Identify people and places they could seek help and advice from • Explore strategies to manage physical change • Identify people or sources of information to learn about change and to seek help and advice	Students will: • choose up to 5 trusted adults to add to a support network and add additional places to seek support • describe changes associated with puberty • record help-seeking information
PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe	• Recognise emotional and behavioural warning signs associated with unsafe situations	Students will: • choose an action based on changing or mixed feelings • identify the difference between a secret they should keep and a secret they should not keep
PD2-3 explains how empathy, inclusion and respect can positively influence relationships	• Describe behaviours that show empathy and respect for the rights of others • Identify rights and responsibilities in different relationships	Students will: • share ways to show respect • record rights and responsibilities in relationships at school and at home
PD2-9 demonstrates self-management skills to respond to their own and others' actions	• practise responses and strategies that promote personal safety in unsafe situations • recognise bullying behaviour and identify protective strategies • identify and practise a range of strategies to promote health, safety and wellbeing	Students will: • practise assertive behaviour using unsafe scenarios • demonstrate actions and help-seeking strategies to stay safe • practise asking for help in different situations • demonstrate how to respond to bullying in a positive way
PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations	• demonstrates actions that support the rights and feelings of others	Students will: • practise a way of showing respect during a game

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How can we manage change?	• Explore strategies to manage physical, social and emotional change, for example (ACPPS034): – identify people or sources of information to learn about change and to seek help and advice, eg family members, a trusted adult **S** – describe changes associated with puberty, eg menstruation, body hair, feelings, attraction to others and identify strategies to manage these changes, eg talking to parents/carers **I**
Why are empathy, inclusion and respect important in our relationships?	• Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example (ACPPS037): – identify roles, rights and responsibilities in different relationships **S** – describe behaviours that show empathy and respect for the rights of others **S**
How can I contribute to promote healthy, safe and active communities?	• Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example: – research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, eg online collaboration tools, multimedia presentations **S I**
How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	• Identify and practise strategies to promote health, safety and wellbeing, for example (ACPPS036): – practise responses and strategies that promote personal safety in unsafe situations, eg No-Go-Tell, seek assistance **I**
What skills and strategies do we need to be healthy, safe and empowered?	• Analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example: – compare feelings they experience in a variety of safe and unsafe situations **S I** – recognise emotional and behavioural warning signs associated with unsafe situations, eg secrets, bribes, threats, jealousy, power and control, negative feelings **I** – predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered **S I**

1 Respect in the classroom

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

- Large sheet of paper or cardboard to create a poster

Switch on

Introduce the learning goals and discuss them with the class.

Helium Stick (or another collaborative activity)

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

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

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

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

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

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

Understand

Display the word respect.

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

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

Read through definitions and create a shared meaning.

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

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

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

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

- taking turns to talk
- listening to others' ideas
- no put downs or teasing
- using kind words
- including others
- being fair
- being kind
- helping others
- sharing ideas

This could be contextualised to school values.

Introduce the Question Box to the class.

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

Explain to students:

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

Act and apply

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

Repeat the Helium Stick activity before asking the following questions:

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

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

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

2 My rights and responsibilities in the classroom and at home

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

- Y Chart
- Willy and Hugh by Anthony Browne
- What are Child Rights? video
- What are Children's Rights? video

Switch on

Introduce the learning goals and discuss them with the class.

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

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

Facilitate a discussion with students to unpack the following:

What is a right?

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

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

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

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

Examples could include:

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

Understand

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

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

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

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

Read the story Willy and Hugh by Anthony Browne.

Discuss the following questions with students:

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

Act and apply

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

Display and read the following story:

> Samira was nine. Many people lived at her house including Samira's Mum, her Mum's friend, her Aunty, and her two younger brothers and sister.
>
> If none of the adults were at home, it was Samira's responsibility to take care of her younger brothers and sister. Samira had to make their breakfast and cook their dinner. Samira was expected to clean up all the mess the children made. On the weekends she had to wash and iron the clothes for all the family. Samira never had time to play and was often hungry.
>
> Samira had no one at home to talk to. Her Mum was never around.
>
> Her Aunty always told Samira that she was 'stupid' or 'lazy' and said she was 'painful to have around'. Samira felt sad, tired, and very alone.

Discuss and record answers to the following questions:

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

Students work in pairs and discuss their responsibilities at home.

Have students share one of their partner's responsibilities.

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

- What is one of your rights as a child?

3 My support network of adults

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

Play a trust building game such as The Zipper.

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

Ask questions such as:

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

Revise the term trust and its meaning.

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

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

Understand

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

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

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

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

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

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

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

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

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

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

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

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

Create a shared meaning for support network people.

> Support network people are adults we see or talk to regularly, we trust, and who listen to us because they care about us.
>
> They should also be in a position where they will be able to help us.

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

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

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

Act and apply

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

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

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

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

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

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

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

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

- Why do we have support network adults?

4 Changes to my body

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

- describe changes associated with puberty
- record help-seeking information

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

Remind students about the importance of showing respect for the private parts of the body – just as we would with the other parts of our bodies. Where relevant it is important to discuss other parts of the body which are considered private for some and not others including for cultural reasons, for example, some Muslim women and young girls choose to cover their hair with a hijab in public. In some countries, people must cover their shoulders and knees when visiting churches and temples.

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

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

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

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

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

Have a class discussion based on the following questions:

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

Understand

Direct students to look at the labelled body outlines.

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

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

Discussion based on the following questions:

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

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

Act and apply

Help seeking information

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

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

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

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

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

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

5 Warning signs

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

- choose an action based on changing or mixed feelings

Resources

- Variety of music with different tempo – Vocal Ease MORE
- Feelings can change activity

Switch on

Introduce the learning goals and discuss them with the class.

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

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

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

Display the heading Warning signs.

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

Understand

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

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

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

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

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

Act and apply

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

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

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

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

- What warning signs might the characters have?
- Do you think they are safe or unsafe?
- What do you think they should do?
- What could another person do to help this character?

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

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

6 No-Go-Tell

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

- practise asking for help in different situations

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

Brainstorm situations where students may feel unsafe, for example:

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

What are some warning signs we might get that might mean we are unsafe? For example, body signals, changing feelings, mixed feelings.

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

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

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

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

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

Understand

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

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

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

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

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

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

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

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

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

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

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

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

Display the following steps:

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

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

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

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

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

Act and apply

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

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

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

Situations include:

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

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

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

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

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

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

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

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

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

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

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

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

7 Secrets

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

- Body signals images
- Secret scenarios
- Secret to keep or secret to tell scenarios
- 'Some secrets should never be kept' by Jayneen Sanders

Switch on

Introduce the learning goals and discuss them with the class.

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

Surprises could include:

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

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

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

Understand

View the reading of the book 'Some secrets should never be kept' by Jayneen Sanders (or read the book if available).

Ask the following questions:

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

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

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

Create a shared definition for the term secret.

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

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

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

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

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

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

Act and apply

Secret scenarios – see resources

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

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

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

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

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

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

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

8 Strength to say no

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

- practise assertive behaviour using unsafe scenarios

Resources

- Partly Cloudy film

Switch on

Introduce the learning goals and discuss them with the class.

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

Discuss how people can communicate without using any words.

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

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

Discuss the message each gesture might communicate.

Watch a short film that uses non-verbal communication such as Partly Cloudy.

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

Understand

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

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

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

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

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

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

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

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

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

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

Discuss the following questions with students:

- What kinds of body language did you use to say no assertively? Examples include, standing straight, looking at the other person's face or eyes, not moving away at first, having a stern facial expression.
- How did using body language affect the message? Emphasise that it made the message stronger and clearer.
- When we say what we mean in a strong, clear way what is this called? Emphasise this is being assertive.
- How is being assertive different to being aggressive? Emphasise that being aggressive is when you act in a forceful or fierce way. Being assertive is when you are strong and firm.

Display the words No-go-tell.

Facilitate whole-class discussion using the following questions.

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

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

Act and apply

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

Students may need to be reminded to give specific feedback – instead of "Good!" or "Well done." Comments such as, "You stood up straight and looked really strong" or "You spoke

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

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

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

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

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

- What does being assertive look like and sound like?

9 What is bullying?

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

- demonstrate how to respond to bullying in a positive way

Resources

- Bullying is NEVER OK! video
- Cyberbullying clip from KidsHelpline
- She's Mean to me clip
- Y-Chart

Switch on

Introduce the learning goals and discuss them with the class.

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

Watch a video on bullying such as Bullying is NEVER OK! on the Bullying. No Way! Website.

Understand

What is bullying?

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

Revise the shared meaning of abuse created in the lesson Types of Abuse.

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

Ask students the following questions:

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

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

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

> Bullying is the use of power in an unfair way.
>
> It is repeated verbal, physical and/or social behaviour that is done on purpose to hurt, harm, or put someone in danger.
>
> Bullying can be done by an individual or a group.
>
> Bullying can occur in person or online.
>
> Single incidents, arguments, or fights, between people (without an imbalance of power) are not considered to be bullying.
>
> For further information refer to the What is bullying? Years 3-4 factsheet from the Bullying.No Way website!

Divide the class into groups.

Provide each group with a Y-Chart.

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

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

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

What can someone do about being bullied?

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

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

Watch the remainder of Cyberbullying from the Kids Helpline.

Ask the following question:

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

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

Act and apply

Show the first 1 minute and 20 seconds of the She's Mean to me clip from the Bullying. No Way! Website.

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

9 What is bullying?

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

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

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

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

10 My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

- demonstrate actions and help-seeking strategies to stay safe

Switch on

Introduce the learning goals and discuss them with the class.

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

Display the following Child Protection concepts on the board:

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

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

Understand

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

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

Act and apply

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

10 My strategies

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

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

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

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 2: Child Protection Education

Resources

My Right to be safe

NSW GOVERNMENT

Contents

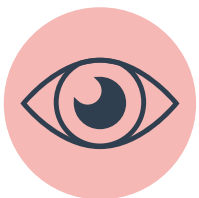
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Worksheet

Y-chart



Sounds like



Looks like

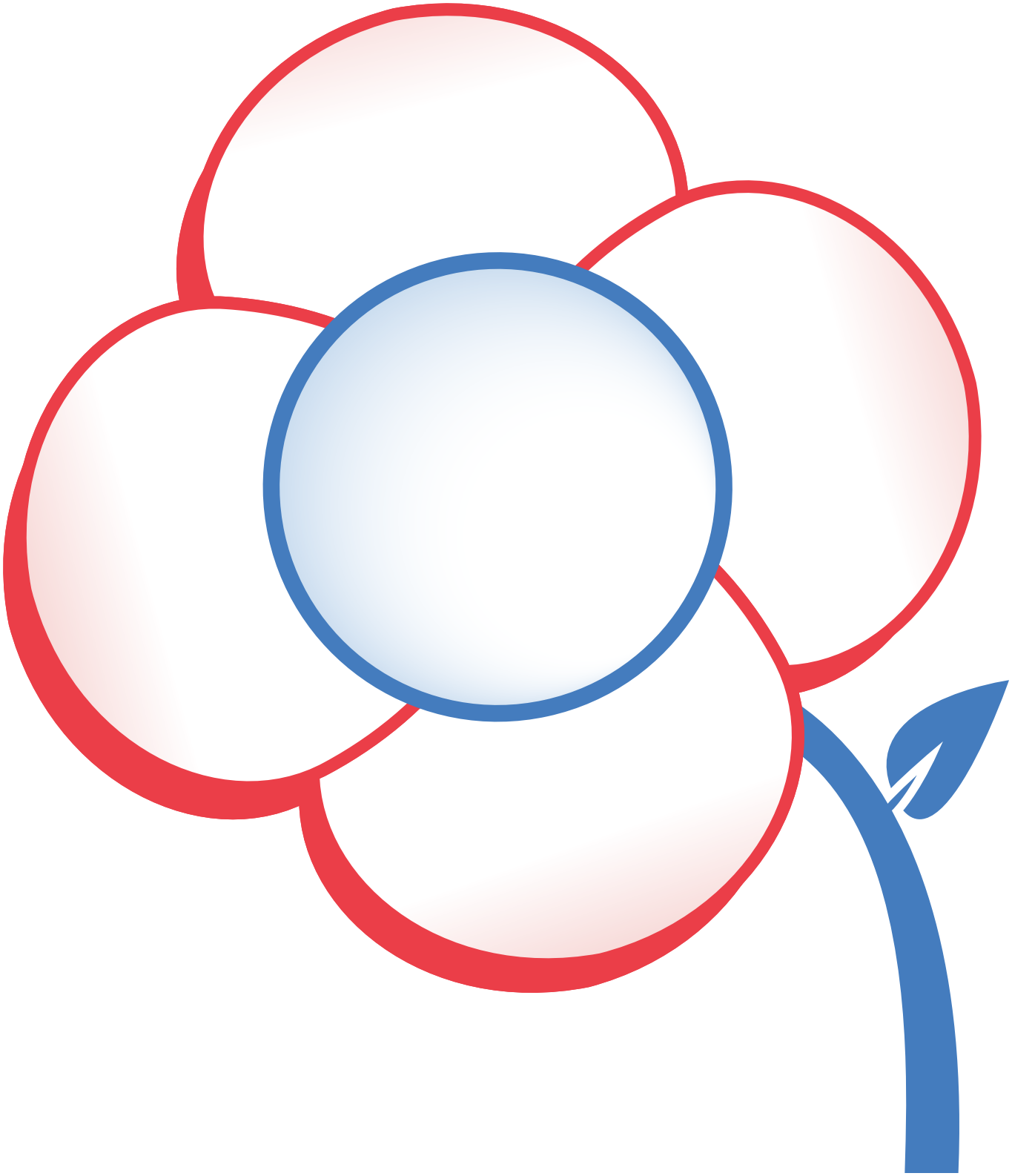


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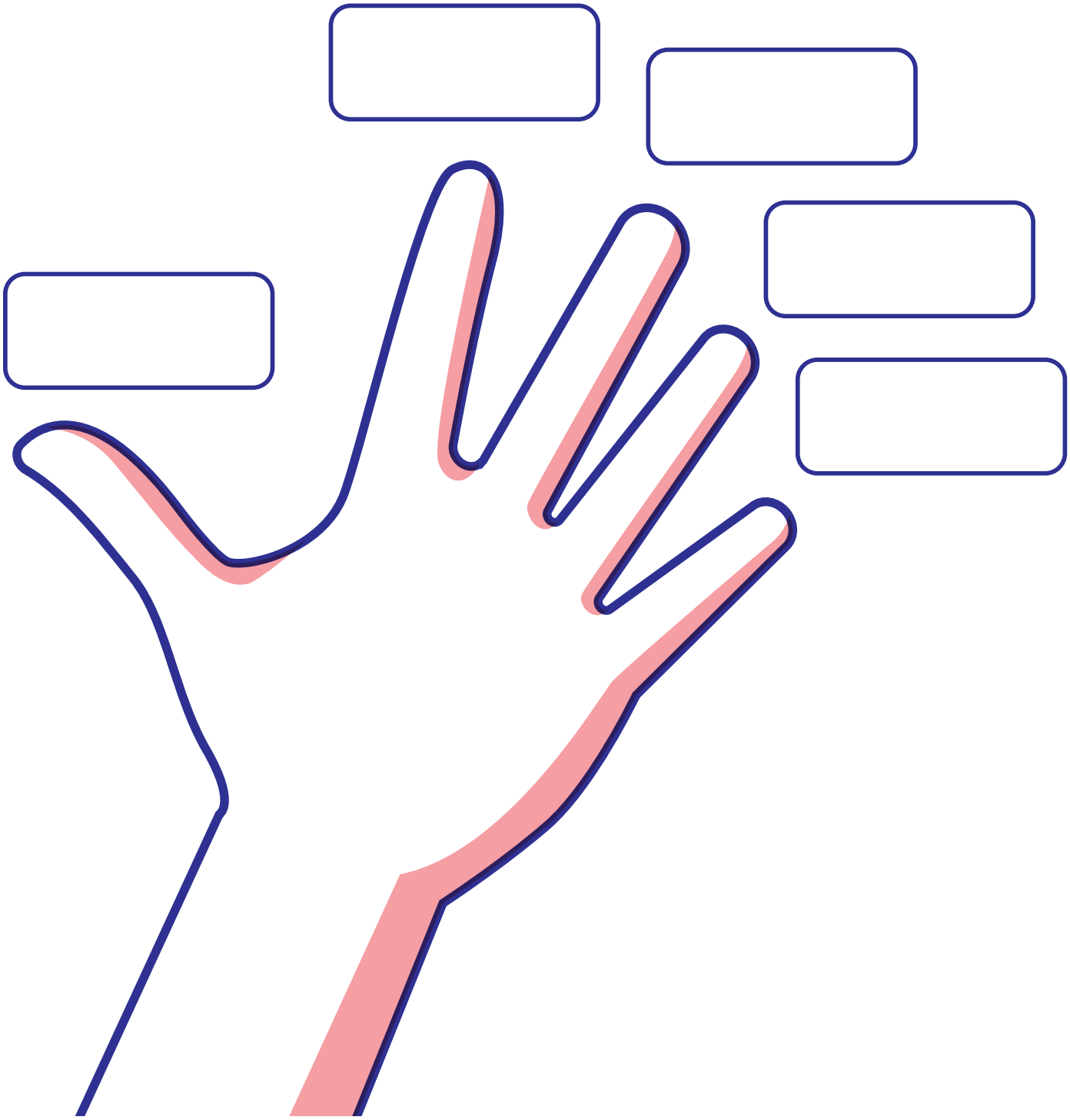
Worksheet

My support network of adults

Flower template



Hand template



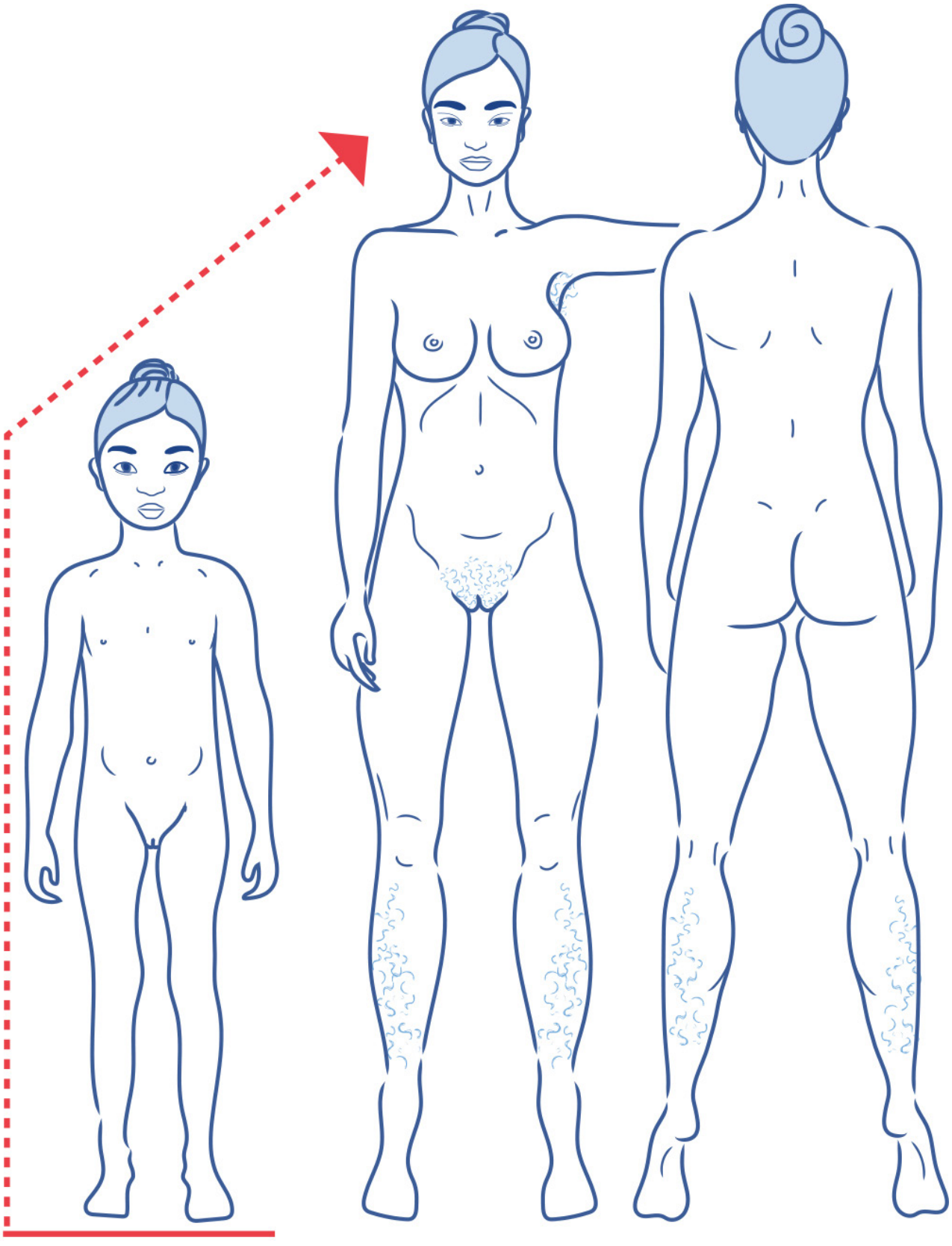
Cards

Body parts

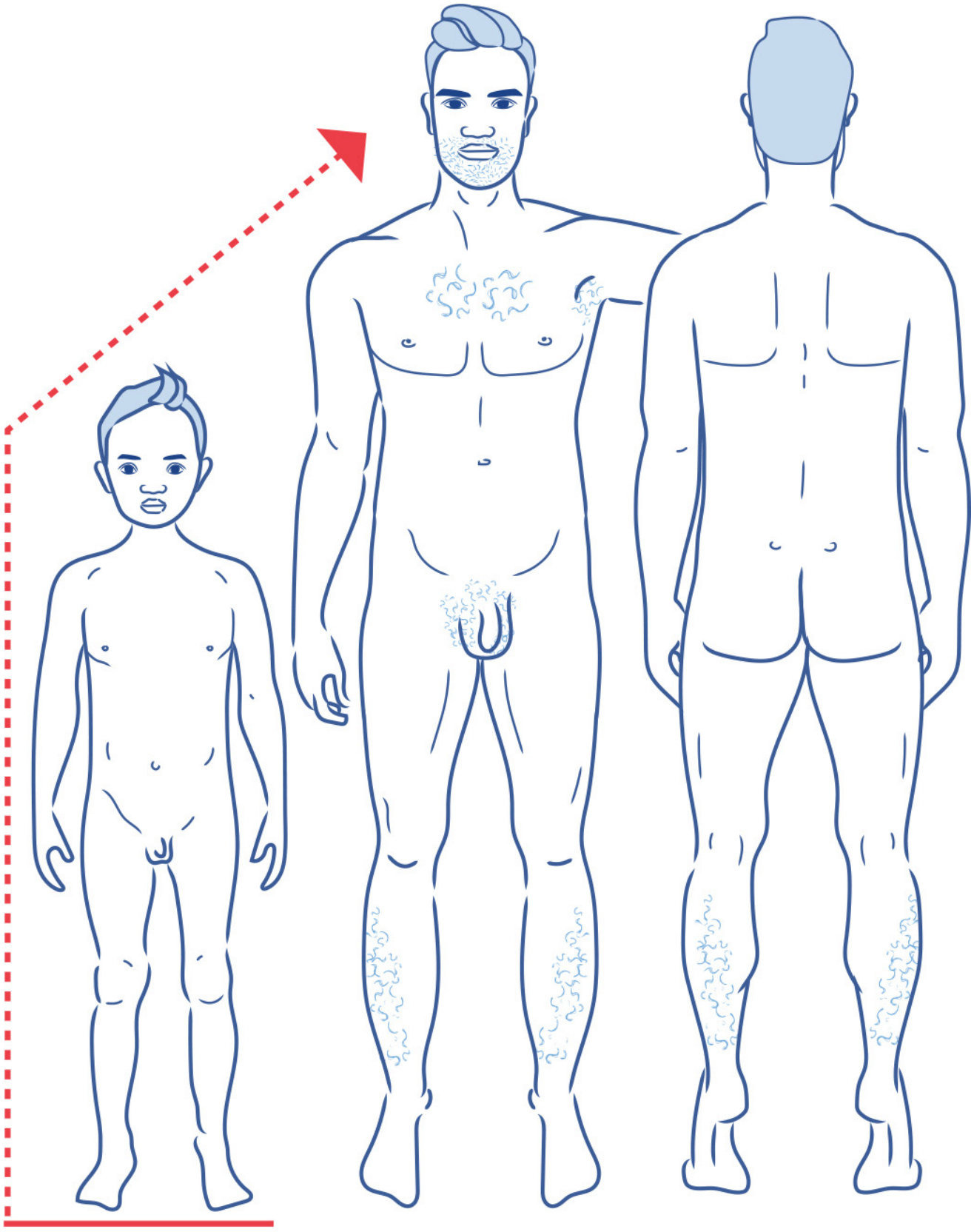
arms	ear	neck
elbows	eyes	thighs
face	feet	nipples
fingers	hands	breasts
head	knee	anus
legs	lips	bottom
mouth	nose	testicles
shoulder	toes	penis
vulva	vagina	

Worksheet

Body outlines



Worksheet: **Body outlines**



Worksheet: **Body outlines**



Arms



Ear



Elbows



Eyes



Face



Feet



Fingers



Hands



Head

Worksheet: **Body outlines**



Knee



Legs



Lips



Mouth



Nose



Shoulder



Toes

1

Worksheet

Feelings can change

Highlight the changing or mixed feelings the character may be feeling in each situation. Next to each situation record whether you think the character is safe or unsafe.

Ellen was at the park with her friends. They were playing a game of soccer. Ellen's team was behind. In the last minute Ellen kicked a goal and her team won. It was time to go home. Ellen was feeling proud. She said goodbye to her friends. She walked across the park. A group of three older kids sitting around the swings whistled and made fun of her.	__ **Safe** __ **Unsafe**
Himal was at home by himself. His Father would be home soon. Himal let himself into the house and phoned his Mother at work to let her know he was home safely. Himal's Mother told him she had a special surprise for him tonight. Himal felt happy and started to do his homework. Someone knocked loudly on the front door. Himal looked outside and saw a neighbour. His parents had told him not to open the door to anyone.	__ **Safe** __ **Unsafe**
Kegan went to stay at his friend's house. They were having a great time playing until his friend had a fight with him and started teasing him.	__ **Safe** __ **Unsafe**
Natasha's Mother is in hospital as she had a baby. Natasha wonders if her Mother is ok and if she will like the baby. When Natasha's Mother brings the new baby home, Natasha holds the baby and the baby seems to smile at her. Natasha likes the new baby but her Mother spends so much time with the baby that she doesn't have time to play with Natasha anymore. Natasha starts to think that her Mother likes the baby more than her.	__ **Safe** __ **Unsafe**

Worksheet: **Feelings can change**

Roland is laughing loudly. His Uncle is tickling him. His Uncle keeps tickling him and starts to wrestle him. Roland starts to feel uncomfortable. He wants the tickling and wrestling to stop. He asks his Uncle to stop but his Uncle ignores him.	__ **Safe** __ **Unsafe**
Tina is starting a new school. She meets the Principal and her new teacher and then she goes to her new class. She sits in her new seat. She sees that she is sitting next to a boy that she has met before. They smile at each other. At lunch time Tina asks if she can play with some girls from her class. One girl says she can't and that she should go and play with her boyfriend. Some of the other girls laugh.	__ **Safe** __ **Unsafe**

Images

No-Go-Tell



Cards

Help-seeking situations

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

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

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

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

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

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

Cards: **Help-seeking situations**

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

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

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

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

Cards

Body signals



3

Butterflies in your tummy



4

Quick breathing



5

Racing heart



6

Shaky knees

Cards: **Body signals**



7

Cold-shivery body



8

Squirmy tummy



9

Sweaty hands



10

Warm body

Cards

Secret scenarios

Read the scenarios and record your answer to the questions.

Dan was riding home from school when an older boy pushed his bike as he rode past. Dan fell off his bike. The older boy laughed and told Dan not to tell anyone or he would get him again.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Zara's Mum was organising a special night out for Zara's Dad for his birthday. Zara's Mum asked her to keep it secret.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do

Cards: **Secret scenarios**

Samuel was playing a game online when someone asked if he could send them some photos of him. They said if Samuel sent a photo they would send him a new game for free.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Freya caught the bus to school every morning. An older kid from another school started to take her hat. When she told them to stop they took her bag as well. When Freya got off the bus the older kid told her if she said anything they wouldn't give her stuff back next time.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Cards: **Secret scenarios**

Zen's neighbour asked him to come inside because he'd bought him a new toy and wanted to give it to him. The neighbour said he couldn't tell his parents that he had bought him a toy because they would be upset that he didn't buy Zen's sisters something as well.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Koa was at the shops with his parents and saw a friend from school. His friend was buying a birthday present for one of their classmates and asked Koa not to tell them what they had bought.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Cards: **Secret scenarios**

Emma's dad is planning a surprise birthday party for her Mum. He told her not to tell her Mum.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Annie was playing with her friend Fran and noticed big bruises on her arm. Fran told Annie that her Dad gets angry sometimes and hurts her. She asked Annie not to tell anyone.

Discussion questions:

1. What body signals might you feel with this secret?
2. Is this a happy secret or an unhappy secret?
3. What might happen if you tell this secret?
4. What might happen if you don't tell this secret?
5. What would you do?

Worksheet

Secret to keep or secret to tell

Read each scenario and mark whether it is a secret that is ok to **keep** or if it is a secret that you should **tell** a trusted adult.

Dan was riding home from school when an older boy pushed his bike as he rode past. Dan fell off his bike. The older boy laughed and told Dan not to tell anyone or he would get him again.	__ **Keep secret** __ **Tell secret**
Zara's Mum was organising a special night out for Zara's Dad for his birthday. Zara's Mum asked her to keep it secret.	__ **Keep secret** __ **Tell secret**
Samuel was playing a game online when someone asked if he could send them some photos of him. They said if Samuel sent a photo they would send him a new game for free.	__ **Keep secret** __ **Tell secret**
Freya caught the bus to school every morning. An older kid from another school started to take her hat. When she told them to stop they took her bag as well. When Freya got off the bus the older kid told her if she said anything they wouldn't give her stuff back next time.	__ **Keep secret** __ **Tell secret**
Zen's neighbour asked him to come inside because he'd bought him a new toy and wanted to give it to him. The neighbour said he couldn't tell his parents that he had bought him a toy because they would be upset that he didn't buy Zen's sisters something as well.	__ **Keep secret** __ **Tell secret**
Koa was at the shops with his parents and saw a friend from school. His friend was buying a birthday present for one of their classmates and asked Koa not to tell them what they had bought.	__ **Keep secret** __ **Tell secret**

Worksheet: **Secret to keep or secret to tell**

Emma's Dad is planning a surprise party for her Mum. He told her not to tell her Mum.	__ **Keep secret** __ **Tell secret**
Annie was playing with her friend Fran and noticed big bruises on her arm. Fran told Annie that her Dad gets angry sometimes and hurts her. She asked Annie not to tell anyone.	__ **Keep secret** __ **Tell secret**

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NSW Department of Education

PDHPE

Stage 2: Child Protection Education

Unit of work

Standing up for the rights of myself and others

NSW GOVERNMENT

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Unit description

Through this unit, students will investigate whether the rights of others are being respected in given scenarios and use this information to identify behaviours that constitute various types of abuse. They will recognise that everyone has the right to be safe and that they can use their personal power and strengths to stand up for their own and others' rights in a safe and positive way.

Students will explore how behaviour such as bribes, threats and the misuse of power can indicate safe or unsafe situations. They will consider the impact gender based violence can have on people and explore ways to respond when this occurs. Students will discuss and identify protective strategies that can be used to support and keep themselves and others safe with a focus on upstander behaviour.

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

Students will investigate the essential question: How can I stand up for the rights of myself and others?

Skills in focus

Self-management

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours

Decision-making and problem-solving

- finding solutions to problems

Help-seeking

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

Interpersonal

Social awareness

- respecting difference and diversity

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise emotional and behavioural warning signs of abusive behaviour and react in safe and positive ways. They will create, apply, practise and evaluate strategies to keep themselves and others safe if abuse occurs.

Strengths-based approach

Activities in this unit are designed to allow students to recognise their personal power when exploring ways to respond to different types of abuse. This is achieved by encouraging students to draw on their knowledge and understanding of the skills and strategies they can use to help them respond safely to unsafe situations.

Develop health literacy

Students are provided with opportunities to further develop knowledge and understanding of the rights of a child and to apply this knowledge to recognise behaviours associated with abuse. Opportunities are provided for students to apply the skills and knowledge they have developed to recognise and respond when their own or others' rights are being abused.

Critical inquiry

Students are supported to question and challenge actions that do not respect the rights of themselves or others. They have opportunities to develop skills to recognise their rights, question unsafe bribes and threats and make choices to respond to abusive behaviour in positive and safe ways.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD2-1 explores strategies to manage physical, social and emotional change	• Recognise their own emotional responses to different situations and how these might differ to others	Students will: • discuss different feelings to a given situation with group members
PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe	• Explore ways to respond positively to adversity	Students will: • give examples of positive responses to an accident or abuse
PD2-3 explains how empathy, inclusion and respect can positively influence relationships	• Describe behaviours that show empathy and respect for the rights of others • Demonstrate actions that support the rights and feelings of others • Identify forms of power in different relationships • Predict and reflect on how other students may feel in situations of gender based discrimination	Students will: • suggest ways to show respect and empathy • practise a way of showing respect during a game • name ways people are given power • discuss the feelings of those involved in or witnessing gender based discrimination in a scenario
PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity	• Explore factors that influence the development of personal identity including gender stereotypes and expectations • Recognise when power is being used to hurt or harm themselves or others	Students will: • identify who and what influences their identity • identify how gender stereotypes can affect identity • identify positive and negative uses of power in a given scenario

Outcomes	Unit learning goals	Evidence of learning
PD2-7 describes strategies to make home and school healthy, safe and physically active spaces	• Recognise types of abuse • Define sexual abuse and identify some behaviours that constitute sexual abuse • Recognise bribes and threats are associated with unsafe situations • Recognise different forms of gender based discrimination	Students will: • identify a given situation as an accident or abuse • identify the abuse in a given scenario as sexual abuse • identify bribes and threats as warning signs of unsafe situations. • identify gender based discrimination in a scenario.
PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations	• Demonstrate protective and assertive ways of dealing with bullying • Identify safe and supportive upstander behaviour and protective strategies	Students will: • suggest behaviours that support being an upstander • create a message for a character that has experienced abuse and suggest some protective strategies

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does who I am influence others?	• explore how success, challenge and overcoming adversity strengthens identity, for example (ACPPS033): – explore factors that influence the development of personal identity, eg parents/carers, family, friends, school, gender stereotypes and expectations, disability, culture, religion, emerging world issues **S** – propose ways to respond positively to challenge and overcoming adversity, eg positive self-talk, optimistic thinking and help-seeking behaviours, appropriate expression of feelings **S**
How can we manage change?	• investigate how emotional responses vary in depth and strength, for example (ACPPS038): – recognise their own emotional responses to different situations and how these might differ to others, eg anxious, worried, happy, excited **S**
Why are empathy, inclusion and respect important in our relationships?	• describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example (ACPPS037): – identify roles, rights and responsibilities in different relationships **S** – describe behaviours that show empathy and respect for the rights of others **S** – predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them, eg tell an adult if someone is being bullied **S**
How can I contribute to promote healthy, safe and active communities?	• describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example: – recognise types of abuse and bullying behaviours and identify safe and supportive upstander behaviour and protective strategies **S**
How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	• identify and practise strategies to promote health, safety and wellbeing, for example (ACPPS036): – practise responses and strategies that promote personal safety in unsafe situations, eg No-Go-Tell, seek assistance **I**

Key inquiry questions	Syllabus content
What skills and strategies do we need to be healthy, safe and empowered?	• discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example: – describe strategies to make home and school healthy, safe and physically active spaces • analyse physical and emotional responses that indicate when they and others feel safe or empowered, for example: – compare feelings they experience in a variety of safe and unsafe situations **S I** – recognise emotional and behavioural warning signs associated with unsafe situations, eg secrets, bribes, threats, jealousy, power and control, negative feelings **S** – predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered **S I**

1 Respect and empathy

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

- suggest ways to show respect and empathy
- practise a way of showing respect during a game

Resources

- 1 blown up balloon per group

Switch on

Introduce the Question Box to the class.

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

Explain to students:

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

Questions will be answered in the next lesson.

Explain to students that they are going to practise using the question box but with an answer, not a question. Students are to write an answer to the following question: What sorts of words, actions or behaviours of others make you feel uncomfortable, upset, or unsafe when working in a group activity? For example:

- when someone laughs at my ideas
- when people don't listen
- when someone talks over the top of my ideas
- when I don't get to talk.

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

Understand

Display the headings Respect and Empathy.

Provide students with post it notes and ask them to record a definition of what they think respect is and what they think empathy is. Once recorded each student adds their post it notes under the Respect and Empathy headings.

Read through definitions and create a shared meaning for both respect and empathy.

> Respect is treating people the way you want to be treated. It means being caring, and kind, and thinking, and acting in a way that shows others you care about them and their feelings.
>
> Respect is acknowledging that everyone has different thoughts and feelings and that is ok.
>
> Empathy is being able to put yourself in someone else's shoes and understanding exactly how they are feeling.

Read through answers given in the question box and ask students if any of them are examples of ways of showing respect. If student's names have been used, remind students of the expectation that no names will be included.

Discuss answers and explain that as a class it is not ok to make others feel uncomfortable, upset, or unsafe.

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

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

Have groups share their ideas with the class and record appropriate ideas on the Respect display. Display in the classroom for future reference. Ideas might include:

- taking turns to talk
- listening to others' ideas
- no put downs or teasing
- using kind words
- including others
- being fair
- being kind
- helping others
- and sharing ideas.

This could be contextualised to school values.

Act and apply

Tell students they are going to play a game called Balloon Up, but they need to choose at least one way of showing respect from the Respect display to practise during the activity.

Explain that the object of the game is to keep a balloon from touching the ground but there are a few rules.

Explain the following rules:

- Groups must stay in a circle throughout the entire challenge.
- Groups must count how many touches they have with the balloon, aiming to get as many as possible.
- If the balloon touches the ground or anyone moves out of the circle, the group must start again from zero.
- Not all members of the group need to be part of the circle, but they cannot touch the balloon during the challenge, unless it is to retrieve a balloon, and they must somehow still contribute to the group. Students can use their imagination here, ideas might include:
  - keeping everyone focussed
  - counting the touches
  - calling the names of students to touch the balloon
  - cheering the group on
  - motivating the group to keep going
  - ensuring all students are included
  - collecting the balloon if it touches the ground.
- Each group is not to invade the space of another group.

Give each group a balloon and begin the challenge. Continue the game for a length of time suitable for your class.

Ask the following questions:

- How did your group help each other to complete the challenge?
- How did people in your group show respect to each other?
- What made it harder for the group to complete the challenge?
- How did you feel when you got up to a high number of balloon touches?
- How did you feel when there was a break in your group, or the balloon hit the ground and you had to start again? How did your group react?
- Was there any behaviour you would change to make sure everyone felt safe, respected, and included during the activity?
- How could you make sure everyone felt safe, respected, and included during the activity?

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

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

2 My identity

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Explore factors that influence the development of personal identity including gender stereotypes and expectations (PD2-6)

Success criteria

Students will:

- identify who and what influences their identity
- identify how gender stereotypes can affect identity

Switch on

Introduce the learning goals and discuss them with the class.

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

Guess who?

Play a game of Guess Who? where you describe a student in the class, and everyone tries to guess who you are describing. Descriptions could include characteristics such as:

- hair colour
- height
- gender
- interests
- strengths
- personality.

Reinforce to students that they should only describe people using positive characteristics.

Repeat the game a few times.

Explain to students that all the clues given were ways to identify that person. These characteristics help make up our identity.

Display the heading Identity.

Brainstorm characteristics that make up our identity and record ideas under the Identity heading. Examples might include:

- our family structure
- what we look like
- where we were born
- the things we like to do
- things we are good at
- our strengths
- what we believe in
- how we behave
- groups we belong to
- how we feel about ourselves
- gender
- religion
- cultural background.

Ask students:

- Do you think you can change your identity? Explain that some parts of our identity can change and will change as we grow older. Use the class brainstorm to go through parts of our identity that will, won't, or might change.

Understand

Who or what can influence our identity?

Students work in groups to brainstorm who or what influences different parts of our identity.

Give each group a characteristic such as:

- Sports and hobbies
- clothes we wear
- what we look like
- things we buy
- how we feel about ourselves
- diet
- beliefs
- jobs we have.

Students record who or what they think might influence their choices for the characteristic they have. For example: who or what might influence what clothes we wear? Parents, friends, weather, shops, advertising, our likes, and dislikes.

Have groups present their ideas.

Gender stereotypes

Display the word stereotype. Ask students what they think it means.

Give examples such as:

- old people are slow and weak
- people with tattoos are dangerous
- all people who wear glasses are very smart
- all tall people are good at basketball
- boys like sport
- girls like playing with dolls
- Mums are good at cooking
- Dads are good at building things
- girls are quiet and gentle
- boys are loud and rough.

Define stereotypes.

> Stereotypes are a simple idea about a large group of people that many people think is true, but it is not true for everyone in that group.

Explain that a gender stereotype is an idea that people have about being a boy or a girl or a woman or a man and that these stereotypes can influence what we think we should or shouldn't be or do.

Act and apply

Game: fact or stereotype?

Remind students that a stereotype is an idea people have about a group of people that isn't true for everyone in that group.

Explain to students that they are going to read through each statement, and they are to indicate whether they think each statement is a fact or a stereotype.

Students can indicate by standing up if it's a stereotype and sitting down if it's a fact or use another indicator such as a sign, or hand signal.

After each stereotype, ask students how they think this belief might change how someone acts, choices they make, or how they feel about themselves.

Statements could include:

- Everyone in year 3 is 8 years old.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Girls like to wear dresses.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Some boys like to draw.
- Boys like to play soccer.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Only boys are good at sport.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- All of the good netball players are girls.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Teachers are all girls.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Doctors are men.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Nurses are all girls.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Some of the (students' year level) like playing tag.
- Some boys like to play with trucks.
- Girls like reading.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Girls like dolls.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Some girls like to play with Lego.
- All children like to draw.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Girls like the colour purple.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Boys hate the colour pink.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?
- Some children like the colour yellow.
- Some boys like the colour pink.
- Some (students' year level) like to dance.
- Boys like video games.
  - How might this change how someone acts, the choices they make, or how they feel about themselves?

Explain that sometimes these gender stereotypes make people stop doing an activity they really like, or they make it harder for people to be themselves, and to like what they like. This can influence how someone sees themselves, their identity.

Emphasise that gender should not limit anyone's choices in what they can and can't do.

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

- What is an example of a gender stereotype?

Listen or dance to a song to allow students to dispel any tension after this lesson.

3 Power to help or harm?

Creating a safe, supportive, respectful, and inclusive classroom

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

Prior to this lesson it may be beneficial to brainstorm a list of superheroes and supervillains that are popular amongst your students and create a list more relevant to your class.

Learning goals

- Identify forms of power in different relationships (PD2-3)
- Recognise when power is being used to hurt or harm themselves or others (PD2-6)

Success criteria

Students will:

- name ways people are given power
- identify positive and negative uses of power in a given scenario

Resources

- Superpowers cards
- Scenario: Using Power – Alex and Uncle Danny
- What are Children's Rights? video

Switch on

Introduce the learning goals and discuss them with the class.

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

Watch What are Children's Rights? by the Australian Human Rights Commission.

Display the heading 'Your rights are your superpowers!'

Ask students to recall some of their rights and record. Examples could include:

- right to be safe and healthy
- right to have food
- right to have somewhere safe to live
- right to have their bodies respected
- right to have love
- right to have their thoughts and feelings respected
- right to an education
- right to be heard.

Explain to students that knowing their rights gives them power to keep themselves and others safe and protected.

Understand

Superpowers

Provide Superpowers cards to groups or complete as a whole class. Students match the superpower to the hero or villain. Note: select the superheroes and supervillains from the Superpowers cards that are most relevant to your class if you haven't created your own.

Ask students to identify what superheroes use their powers for. For example, to fight crime, save or help people, protect people from villains.

Ask students to identify what supervillains use their powers for. For example, to take over the world, to hurt or harm innocent people, to control people.

Ask students to identify which characters use their power in a positive way.

Explain that when villains use their power, they are often using it in a way that doesn't respect the rights of others. They are using their power in a negative way.

Ask students 'What is power?' and create a shared meaning.

> Power is being able to do something or make something happen, or to make other people do something.

Role play

Students sit in a circle.

Choose students to create a role play about a person in a position of power using that power.

Role plays could include:

- A music teacher getting students to practise playing their instruments. The teacher has the power because of their position in the school.
- A coach choosing where players will play in a game. The coach has the power because of their knowledge and position in the club.
- A taller student demanding money from a younger student. The taller student has the power because they are bigger.
- A police car racing to an emergency and cars having to move off the road. The police have the power because of the law and their position in society.
- An older sibling helping a younger sibling to cross a road. The older sibling has the power because they are older and maybe stronger.
- Parents taking children to the dentist. Parents have the power because of position in the family.
- A group of students exclude someone because they are different. The group has the power because of the size of the group.
- After each role play ask students to suggest what the role play was about, who had the power in the situation; what gave them that power and did the power respect the rights of others?

Remind students that everyone has power in some way, and that each person also has a responsibility to use power in a way that respects the rights of others.

Act and apply

Scenario

Read through the Using Power – Alex and Uncle Danny scenario, and discuss the questions at the end of the scenario.

Part 1

Alex was eight. Uncle Danny was older and bigger than Alex. Sometimes Uncle Danny looked after Alex when Alex's parents went out, like tonight. Alex liked it when Uncle Danny was around because they had lots of fun together.

Uncle Danny told Alex to go and have a shower because it was close to bedtime. Alex didn't want to shower but Uncle Danny had been left in charge and Alex's parents had said to be good and do what Uncle Danny said.

Uncle Danny said if Alex had a quick shower it would be ok to stay up a little bit later and watch television. Uncle Danny said this would be their little secret because they would both be in trouble if Alex's parents found out.

Alex was excited about staying up past bedtime to watch television and quickly got in the shower.

Questions:

- Who is using their power?
  - Emphasise that Uncle Danny has the power.
- Why does Uncle Danny have power?
  - Emphasise that Uncle Danny is older, and Alex's parents left Uncle Danny in charge.
- What is Uncle Danny using power for?
  - Emphasise that he is using the power to get Alex to shower before bedtime.
- Did Uncle Danny use power to help or harm?
  - Emphasise that Uncle Danny used power to help Alex get ready on time.
- How do you feel about the way Uncle Danny used power?
- What might Alex be feeling?
  - Examples include excited, happy, and special – Uncle Danny is letting Alex stay up later.
- Is the secret about staying up late a secret Alex should keep or tell?
  - Answers may vary but the following explanation should be given: Alex might feel happy about the secret because it means staying up and watching television which is something fun. However, a happy secret is one that other people are supposed to find out about at a special time and it makes them happy. Uncle Danny is asking Alex to keep the secret between them so they won't get into trouble. Alex's parents wouldn't be happy if they found out about it so it isn't a secret that Alex should keep. Alex should tell.

Part 2

While Alex was showering, Uncle Danny walked into the bathroom and was watching Alex. Alex didn't like Uncle Danny watching and asked Uncle Danny to leave. Uncle Danny said it was getting late and Alex needed to hurry up or there would be no television. Uncle Danny started to wash Alex's private parts saying that it would be quicker. Alex got a funny feeling in her tummy and told Uncle Danny to stop (No).

Questions:

- Who is using their power?
  - Emphasise that Uncle Danny and Alex are using their power.

- What is Uncle Danny using power for?
  - Emphasise that Uncle Danny is using power to touch Alex's private parts
- Did Uncle Danny use power in a way that respected Alex's rights?
  - Answers may vary but the following explanation should be given: Uncle Danny used the power of being in charge to wash Alex's private parts so Alex would be ready quicker. Uncle Danny did not respect Alex's rights. Uncle Danny should not have touched Alex's private parts.
- How do you feel about the way Uncle Danny used power?
- How do you think Alex might be feeling?
  - Examples include: uncomfortable, confused, scared, angry and worried.
- Does Alex have power?
  - Emphasise that Alex does have power as she has rights. All children have the right to be safe and to have their body's respected and adults have a responsibility to care for and keep children safe. Children's rights are their superpowers.
- When and how did Alex use part of the No-Go-Tell strategy?
  - Emphasise that Alex told Uncle Danny to leave and then to stop (No).
- What else should Alex do?
  - Answers may vary but the following explanation should be given: Alex should tell a trusted adult about what Uncle Danny did. Even if Uncle Danny listened and stopped touching Alex's private parts, a trusted adult such as a parent, an adult family member or a teacher should always be told.

Extension questions:

- Do you think Alex has mixed or changing feelings? Why?
  - Emphasise that Alex did have mixed and changing feelings. Alex felt happy at first about getting to stay up late and watch television. Alex liked Uncle Danny but got a funny feeling in her tummy when Uncle Danny touched her private parts. This might mean Alex's feelings about Uncle Danny begin to change.
- What behaviours of Uncle Danny's might be a sign that the situation is unsafe?
  - Examples include Uncle Danny asking Alex to keep a secret from his parents, watching Alex in the shower and touching Alex's private parts.
- Would it make a difference if Alex was a girl or a boy?
  - Emphasise that it wouldn't matter if Alex was a girl or a boy. Most children of Alex's age are able to wash their own bodies. Other people need permission to touch private areas whether you are a girl or a boy.
- Why should Alex tell someone about what Uncle Danny did?
  - Emphasise that it is important to always tell a trusted adult if someone looks at or touches your private parts without permission. Telling someone can help to make sure it doesn't happen again.
- What might make it hard for Alex to tell?
  - Examples include, Alex liked Uncle Danny and didn't want to get either of them in trouble.

3 Power to help or harm?

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

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

- What should you do if someone used their power over you in a way that was not fair and ok?

4 Types of abuse

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Recognise types of abuse (PD2-7)

Success criteria

Students will:

- identify a given situation as an accident or abuse

Resources

- Accident or abuse activity

Switch on

Introduce the learning goals and discuss them with the class.

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

Display the heading Protection. Add the subheadings items, safety rules, laws, and people.

Brainstorm items, safety rules, laws and people that help to keep us safe.

Examples include:

Safety rules	Laws	People	Items
• swim between the flags • cross the road at the crossing • riding on the path • don't talk to strangers • don't get in a car with someone you don't know • rules in sports	• wearing seatbelts • obeying traffic signals • small children must sit in car seats • children must attend school	• parents • police • teachers • family • nurses • doctors • lifeguards • paramedics • coaches • referees	• helmets • sunscreen • seatbelts • shoes • clothing • hats • life jackets • oven mitts • shin pads • elbow guards • mouthguards

Discuss: What are these things keeping us safe from? Encourage students to name specific sources of harm such as the sun, drowning, being run over, being threatened, burning ourselves, getting sick, being teased, or bullied.

Create a shared meaning for the word protection.

> Protection is being kept as safe as possible from harm or danger.

Ask students what they think the opposite of protection is. For example, being hurt, harmed, or put in danger.

Understand

Ask students to suggest ways we can see hurt. For example:

- scratches
- bruises
- bumps
- cuts

Ask students what kinds of hurt are invisible (hurt that they can't see). For example:

- broken bones
- internal bleeding
- headaches
- sore stomach
- hurt feelings
- hurt thoughts such as feeling bad about yourself because of what others have said or done

If students have not suggested psychological hurt (such as hurt feelings and thoughts) it is important to include some examples such as:

- feeling sad or upset
- not being able to sleep
- thinking they are to blame for being hurt

Emphasise to students that invisible hurt can be hurt to our bodies, our feelings, or our thoughts.

Explain that sometimes even with items, safety rules, laws, and people around to help to keep us safe we can still have accidents.

Have students share information about an accident they have had and who or what helped them.

Create a shared meaning for the word accident.

> Something unplanned or not expected to happen that causes injury or damage.

Read the following scenario to students and discuss the questions that follow:

> Stephie was walking home from school and tripped on something. Stephie bumped into Jax who then fell over and ended up with a broken arm.

- Do you think Stephie planned on tripping? Emphasise that it was an accident.
- Do you think Stephie meant to knock Jax over? Emphasise that it was an accident.
- What if Stephie pretended to trip just to bump into Jax? Would it still be an accident? Emphasise that it wouldn't be an accident as it was done on purpose. Even if Stephie didn't plan for Jax to break an arm the bump was still planned.

Explain to students that when someone's body, thoughts or feelings are harmed or injured and it is not accidental, this is called abuse.

Create a shared meaning for the word abuse.

> Actions that cause hurt, harm, or put someone in danger that are not accidental.

Ask students what they think physical abuse is.

> Abuse to our bodies. Hitting, kicking, pinching, punching, biting, pushing.

Ask students what they think emotional abuse is.

> Abuse of our thoughts and feelings. Name calling, teasing, excluding, yelling at, put downs.

Act and apply

Accident or abuse?

> **Formative assessment opportunity.** Collecting this work allows students to demonstrate evidence towards outcome PD2-7, demonstrating knowledge of types of abuse.

Students complete the Accident or Abuse activity by sorting situations under the headings: accident or abuse. Read the situations to students.

Situations include:

> Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts. (Abuse)
>
> Sid falls off his bike as his younger sister runs in front of him. (Accident)
>
> Ellen is regularly told she is 'dumb' and 'ugly' by people on social media. (Abuse)
>
> Sam is knocked over by a classmate running past. (Accident)
>
> Ted is often yelled at by his mother and hit with a hairbrush which leaves big welt marks all over his back. (Abuse)
>
> Pat is burnt with a cigarette by an angry adult. (Abuse)
>
> Mick is chased and kicked by an older student on his way home. (Abuse)
>
> May falls over when she is bumped by her father when they are playing a game on a slippery floor. (Accident)
>
> Anne is hit in the face with a basketball thrown from another game. (Accident)
>
> Someone opens the door to the toilet thinking it is empty when Pam is in there. They quickly close the door. (Accident)

Discuss answers and explain to students that even though our bodies might not feel hurt or harm, if our feelings or thoughts are hurt or harmed on purpose, this is still abuse.

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

- What is the difference between an accident and abuse?

5 Gender based discrimination

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Recognise different forms of gender based discrimination (PD2-7)
- Predict and reflect on how other students may feel in situations of gender based discrimination (PD2-3)

Success criteria

Students will:

- identify gender based discrimination in a scenario
- discuss the feelings of those involved in or witnessing gender based discrimination in a scenario

Resources

- Gender stereotype cards
- Gender based discrimination scenarios (adapted from Resilience, Rights and Respectful Relationships Level 3-4 p79)
- Run like a girl commercial

Switch on

Introduce the learning goals and discuss them with the class.

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

Gender stereotypes

- Watch the short commercial Run like a girl.
- Revise the meaning of gender stereotypes.

> An idea that people have about being a boy or a girl or a woman or a man.

- Ask students: What message do you think the commercial was trying to send? For example, gender should not determine how people act or limit how a person does things.
- Have students form a circle and choose one person to select a Gender stereotype card. The student reads the card to the class and provides a response. Choose two or three other students to also respond to the card.
- Use the teacher card to stimulate further discussion if required.

Ask students: How can gender stereotypes affect people? Examples include: they might think they have to act a certain way or dress a certain way. Gender stereotypes might make someone not do something they like or choose a different activity because of what others expect them to do as a girl or as a boy.

Understand

(adapted from Resilience, Rights and Respectful Relationships Level 3-4 p76)

Explain to students that sometimes people will be mean to others because they don't think they are acting, dressing or making choices the same as other girls or boys. For example, a girl might be teased because she dresses 'like a boy' or a boy might be teased because he likes 'dancing like a girl'. When someone targets others and is mean to them, based on a gender stereotype, it is called gender based discrimination. Gender based discrimination can be physical, verbal, or emotional.

Write the headings physical abuse, verbal abuse, and emotional abuse on the board.

Brainstorm behaviour that might fall under each heading.

Physical abuse: when a person slaps, pushes, kicks, throws objects, or uses objects to hurt a person; or when a person damages property or possessions, for example smashing, throwing, stealing, hiding;

Verbal abuse: saying, writing, posting or texting mean, hurtful or untrue things about a person so as to put them down

Emotional abuse: deliberately excluding people, making rude or threatening facial expressions or gestures, stalking people, threatening or scaring people, humiliating, shaming, or embarrassing people.

Explain to students that they will be listening to a scenario about a student who has experienced gender based discrimination. They will think about how this experience might have made the student feel, and about how the people watching might have felt.

Read the following scenario to students:

Kellie and the sports day

It was 'sports day' at school, and the students were asked to come in the clothes they wear to play sports or active games. Many of the girls wore their netball uniforms, and some wore ballet costumes, or karate uniforms. Kellie arrived with her skateboard, wearing her helmet, knee pads, and elbow pads. Several of the boys were talking to Kellie, looking at her skateboard and asking if they could try it out. She showed them a few of the tricks she had perfected. In the playground, Aisha whispered something to Megan while pointing and laughing at Kellie. This continued in class during group work, Aisha kept whispering, 'Boy. Boy. You're a boy. You should go sit with the boys'. When they had to go to the bathrooms to wash hands before snack time, Aisha stood in the doorway, blocking Kellie's entry, and said, 'This toilet is only for girls! Skatey Kellie is a boy! Go and use the boy's toilets!' Megan said nothing, just looked away even when Kellie looked straight at her. Several other younger students who were leaving the toilets witnessed this too.

Ask the following questions:

- Who was being picked on/who was the target? Emphasise that Kellie was the target.
- Who was the perpetrator – the one doing the mean things? Emphasise that Aisha was the perpetrator.
- What were the mean things that were done or said? Examples include, whispering, pointing, and laughing at Kellie, stopping Kellie going into the toilets.
- Who were the observers or witnesses? Examples include, Megan and the younger students.

- What made this gender based discrimination – rather than just discrimination? Emphasise that this is gender based discrimination as the discrimination is directed at Kellie because she doesn't look or act like Aisha thinks a girl should look and act.
- What message might this discrimination send to Kellie? Examples include, that she shouldn't like skating, that she is not accepted as she is, that something is wrong with her, that she doesn't belong.
- What do you think Megan was feeling or thinking about this discrimination?
- How do you think the younger students felt about this discrimination?

Explain to students that gender based discrimination doesn't just affect the people who are targeted, it can also affect the people who witness it or hear about it by scaring them or making them think that they cannot enjoy certain things just because they are a boy or just because they are a girl.

Act and apply

Use a Think, Talk, Open Exchange to allow all students to reflect on gender based discrimination scenarios.

- Inform students that this activity is designed to encourage everyone to contribute to the group discussion and for all group members to be heard. Students will have time to think about a scenario and consider some questions. After a given cue, the students will each have a turn to share their thoughts and answers with the group without being interrupted. Once everyone has had a turn sharing, the group can openly discuss what was shared during the talk time, and make connections between ideas, and ask any questions to clarify meaning. The group will then record answers to the questions to be presented to the class.
- Students form groups of 3-4 students. Read a scenario to students from Gender based discrimination scenarios.
- **Think** (2-3 minutes)

> **Formative assessment opportunity.** Collecting or observing student responses allows students to demonstrate evidence towards outcome PD2-7, demonstrating knowledge of types of gender based discrimination.

Students independently answer the following questions after they are read to the class. The questions could include:

  - What do you notice in this scenario?
  - Who were the perpetrators – the ones doing the mean things?
  - What were the mean things that were said or done?
  - What made this gender based discrimination – rather than just discrimination?
  - How do you think each character in the scenario would feel?
  - What could you do if this happened to you?
  - What could you do if you witnessed this happening?
- **Talk** (1-2 minutes each):
  - Each member of the group discusses their answers to the questions without being interrupted.
- **Open exchange** (5 minutes):
  - Groups discuss the ideas shared in talk time.

Have groups present their answers to the class.

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

- What is an example of gender based discrimination?

6 What is sexual abuse?

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Define sexual abuse and identify some behaviours that constitute sexual abuse (PD2-7)

Success criteria

Students will:

- identify the abuse in a given scenario as sexual abuse

Resources

- Body outlines
- Body part cards
- Alex and Uncle Danny scenario

Switch on

Introduce the learning goals and discuss them with the class.

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

Revise the meaning of the term abuse and display.

> Actions that cause hurt, harm, or put someone in danger that are not accidental.

Display the words physical abuse and emotional abuse under the abuse definition.

Ask students to recall the types of abuse they have learnt about in the last lesson.

> Physical abuse: harm to our bodies.
>
> Emotional abuse: harm to our feelings and thoughts.

Introduce students to an action to indicate physical abuse and emotional abuse. Examples include:

- physical abuse: curl up in a ball.
- emotional abuse: one hand on their heart and one hand on their heads.

Read through the following scenarios and ask students to use the actions to indicate whether the abuse is physical or emotional:

Jan's Mother got very angry after Jan broke a glass. Jan's mother hit her. Answer is physical.

Aria was being chased through the house by her older brother. When Aria's brother caught her, he punched her hard. Answer is physical.

Lulu was getting called mean names by other people playing an online game. Answer is emotional.

Leila's Dad is always telling her she is stupid, and life was better without her. Answer is emotional.

Esha was followed by another student from school every afternoon. One day this student started calling Esha horrible names and would then laugh. Answer is emotional.

Sandy was grabbed by the arm and shaken so hard that it caused a bruise. Sandy's Dad said he was sorry he got so angry. Answer is physical.

Remind students that even if our bodies are not hurt or harmed, if our feelings or thoughts are hurt or harmed on purpose, this is still abuse.

Understand

Display large copies of Body outlines that show a front and back view of a girl and a boy and have students recall and label private areas of the body with correct anatomical terms. These could include:

- vulva
- vagina
- penis
- testicles
- bottom
- anus
- breasts
- nipples
- thighs
- neck.

Most people also consider the mouth to be a private part of the body as it can be used for kissing other people. People have the right to say no to a kiss if they feel uncomfortable or experience No feelings. Oral sexual contact is frequently a component of sexual abuse of young children.

Remind students that:

- Touching or looking at these private parts should occur only when it is appropriate or when permission is given to do so.
- We can touch our own private parts in private.
- Parents and caregivers, carers, and support workers need to touch the private parts of babies and small children when they care for them.
- As children get older, they can look after their bodies themselves.
- If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies.

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

Remind students that some parts of the body will be considered private for some people and not others for various reasons including different cultural expectations. Explain that these differences are normal, and it doesn't mean that one person is right, and one isn't, they are just different and should be respected. Some Muslim women and young girls choose to cover their hair with a hijab in public. In some countries, people must cover their shoulders and knees when visiting churches and temples.

Explain to students that there are some parts of the body that are commonly accepted by all people to be private. These parts can be referred to as our sexual body parts.

Point to, name and highlight, the sexual parts of the body on the body outlines. These should include mouth, vulva, vagina, penis, testicles, scrotum, bottom, anus, breasts and nipples.

Discuss the following questions:

- Who can touch the sexual parts of our body? Emphasise that we can touch our own sexual parts in private. If we have a rash, are sore or injured, or need help to look after ourselves, another person may need to touch the sexual parts of our bodies.
- Can anyone touch the sexual parts of our body without our permission? Emphasise that it is not ok for anyone to touch children in this way – even if it doesn't hurt and it is not uncomfortable. If anyone touches children in this way it is sexual abuse.

Refer students to the meaning of abuse previously recorded.

Display the heading sexual abuse and its definition. Explain to students that sexual abuse includes:

> Looking at, showing, or touching the sexual parts of the body without permission. This includes showing or taking photos, pictures, or videos, and can also be online.

Act and apply

Scenario

As a class read through the Alex and Uncle Danny scenario and discuss the questions at the end of the scenario.

Part 1

Alex's parents owned their own business and they had been really busy lately. It was good that their business was doing well because Alex's parents seemed a lot happier, but it also meant that they had to work late sometimes. On these nights Uncle Danny would come to look after Alex.

Uncle Danny would make Alex something to eat, help with homework, play games, and help get Alex to bed on time.

Alex liked hanging out with Uncle Danny. Often Uncle Danny would bring something special for Alex like a new toy or a movie to watch.

Every night when it was time for bed Uncle Danny would read a book to Alex before saying goodnight. Uncle Danny always gave Alex a kiss goodnight on the forehead, just like Alex's parents did.

One night, instead of reading a book, Uncle Danny showed Alex a magazine with pictures of naked men and women. Uncle Danny said it was ok to show Alex these pictures because they were special friends. Alex hadn't seen a magazine like that before and thought it was funny. That night Uncle Danny kissed Alex goodnight on the lips before saying goodnight. Alex's body felt a funny kind of hot.

Questions:

- How do you think Alex might be feeling about Uncle Danny? Examples include, confused, angry, scared, worried, mixed feelings, happy, special feelings, cared for, loved. Acknowledge that Alex might not have bad feelings about Uncle Danny. Different people will feel different ways in the same situation and that is ok.
- What did Uncle Danny do that was wrong? Emphasise that Uncle Danny showed Alex pictures of naked men and women and kissed Alex on the lips without permission.
- Did Alex do anything wrong? No.
- What were the warning signs that might indicate Alex was in an unsafe situation? Emphasise that a child being shown pictures of naked men and women is sexual abuse. Alex's body also felt 'a funny kind of hot' which is a body signal.
- How could Alex use No-Go-Tell? Emphasise that Alex could say no, I don't want you to kiss me and Alex could tell a trusted adult about the magazine and about the funny feeling from the kiss.

Part 2

Uncle Danny came to look after Alex again the next week. Uncle Danny showed Alex the magazine again, but this time Alex's tummy felt squirmy. Uncle Danny said goodnight and kissed Alex on the lips, but Uncle Danny then reached inside Alex's pyjama pants and touched Alex's bottom. Alex felt uncomfortable about Uncle Danny doing this.

Alex told Uncle Danny to stop. Uncle Danny got angry and told Alex that this game was special, and Alex shouldn't be so selfish. Uncle Danny then said goodnight, kissed Alex on the lips again and got up to leave. Uncle Danny told Alex that the game and the magazine were a secret, and if anyone found out Uncle Danny wouldn't be able to bring Alex special toys anymore.

Questions:

- What type of abuse is this? Emphasise that this is sexual abuse.
- What do you think about Uncle Danny touching Alex's bottom? Emphasise that it is not ok. Even though it didn't hurt Alex, it is never ok for an adult to touch a child's sexual parts this way.
- Did Alex do anything wrong? Emphasise that Alex didn't do anything wrong.
- In what ways could this abuse affect Alex? Emphasise that this could affect Alex emotionally. Alex could feel bad about what happened and worry about it.
- What should someone do if something like this happens to them? Emphasise that people should keep saying no and tell them to stop. Tell their parents or another trusted adult and keep telling until someone listens. Emphasise that even though Uncle Danny stopped and left the room, Alex should still tell someone about what happened.

- Why might it be hard for Alex to tell someone? Emphasise it could be hard as Uncle Danny threatened not to bring Alex special toys anymore. Uncle Danny told Alex it was a secret. Alex still liked Uncle Danny. Alex might have mixed feelings about Uncle Danny and about what happened.

Discuss answers and explain to students that even though our bodies might not feel hurt or harm, if an older person shows sexual body parts to a child or stares at or touches a child's sexual parts, it is sexual abuse.

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

- What could you do if someone made you feel uncomfortable?

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

It is recommended to follow this lesson with a fun and active game to dispel any tension students might be feeling after the discussions about sexual abuse.

7 Responding to accidents and abuse

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Explore ways to respond positively to adversity (PD2-2)
- Recognise their own emotional responses to different situations and how these might differ to others (PD2-1)

Success criteria

Students will:

- give examples of positive responses to an accident or abuse
- discuss different feelings to a given situation with group members

Resources

- Body language charades

Switch on

Introduce the learning goals and discuss them with the class.

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

Body language charades

Have a set of Body language charade cards for students to choose from that list pairs of changing feelings. These could include happy then sad, sad then excited, excited then scared.

Have a student choose a card and demonstrate the two feelings to the class. The rest of the class tries to name the emotions they think were being expressed. Repeat with a different student and a different card.

Acknowledge that some people might show emotions in different ways. For example, someone who is excited might jump up and down but someone else might clench their fists and shake their arms. Also explain that different people might use similar body expressions for different emotions. For example, some people cry when they are sad, and some people cry when they are happy. Reinforce that differences like this are normal and are what make us all special and unique.

Understand

Create and display a table with the headings:

- event
- harm or loss
- emotions
- responses

Brainstorm recent local, state, national or world events where people have experienced loss or harm (these events could include bush fires, floods, extreme weather events or health epidemics). Research a few events prior to this lesson to use as examples in case students are unable to name any). Add these suggestions under the heading 'event'.

For each event listed discuss the following and add suggestions under the appropriate heading:

- What harm or loss have some people experienced in this event?
- What emotions might these people have felt or might still be feeling?
- What things have people done during and after the event to help deal with the harm or loss they or others have experienced? Ideas might include: helping to clean up damage, rebuilding, fundraising, starting support groups, talking to others about their experience, improving safety measures, rescuing wildlife, rescuing people, encouraging change.

Ask students what they think about how people have dealt with the bad things that have happened.

Explain to students that even when bad things happen, we can respond in positive ways that help to make things better. We might feel sad, angry, upset, scared or other emotions, and it is normal to feel these emotions, but we can make a positive choice in how we deal with what has happened.

Brainstorm ways to respond when someone has been harmed, either by accident or on purpose. Ideas could include:

- staying with someone
- telling an adult
- moving away
- standing up to bullies
- saying no
- getting others to help
- telling the harmed person you will help them
- creating safe places to play
- reporting unsafe areas to teachers.

Act and apply

Explain to students that they will be working in groups to discuss a scenario and how they would feel if they were in that situation. Students then suggest ways to respond that might help the person involved. Use one scenario as an example if necessary and have the whole class provide suggestions before completing in small groups.

Scenarios (from previous lesson) include:

Another student pushes the door open when Harry is in the toilet and tries to touch Harry's private parts. Suggestions should include: Harry could tell the student to stop, try to run away, tell a teacher or his parents/carers or talk to a counsellor.

Sid falls off his bike as his younger sister runs in front of him. Suggestions should include: Sid could decide whether he was hurt or not and keep riding if it's not too bad, he could go inside and play a favourite game, tell an adult, ask for help with any injuries, ask his sister if she is alright, Sid's sister could check he is ok, she could go and tell an adult, she could help Sid get back on his bike.

Ellen is regularly told she is 'dumb' and 'ugly' by people on social media. Suggestions should include: Ellen could block people on social media, she could stop using the app, she could turn her device off, she could report the abuse via the app, she could tell an adult, she could talk to her friends.

Sam is knocked over by a classmate running past. Suggestions should include: Sam could check for injuries and get back up if she is ok, she could tell a teacher she was hurt, she could tell a friend to get a teacher if she can't move, she could talk with a friend until she felt better. The classmate could stop and ask if Sam is ok, they could ask Sam if they could help her, they could get help if Sam was badly injured, they could be careful when running near other people from now on.

Ted is often yelled at by his mother and hit with a hairbrush which leaves big welt marks all over his back. Suggestions should include: Ted could tell a trusted adult about what has been happening, he could show a trusted adult the welt marks, he could listen to some music to calm down, he could draw a picture about what happened and give it to an adult.

Pat is burnt with a cigarette by an angry adult. Suggestions should include: Pat could run the burn under some cold water, Pat could tell a trusted adult, Pat could call Kids Helpline.

Mick is chased and kicked by an older student on his way home. Suggestions should include: Mick could try to run away, he could find someone to walk with, he could tell an adult, he could find a different way home if possible.

May falls over when she is bumped by her Father when they are playing a game on a slippery floor. Suggestions should include: May could ask her Dad for a hug if she wanted one, she could play somewhere that isn't slippery, she could stop playing, she could check for injuries and keep playing if she was ok. May's Dad could comfort her, he could tell her a joke to make her laugh again, he could find a different game to play.

Anne is hit in the face with a basketball thrown from another game. Suggestions should include: Anne could get some ice for her face, she could tell an adult around her, she could move from the area to a safer place.

Give each group a different scenario and allow time for discussion and suggestions.

Each group is to present or record their suggestions to their scenario.

> **Formative assessment opportunity.** Observing this activity allows students to demonstrate evidence towards outcome PD2-2, demonstrating skills to respond to accident and abuse in a positive way.

Remind students that if we are hurt or harmed, it is important to seek help and tell a trusted adult.

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

- If you saw someone being bullied what could you do to help?

8 Bribes and threats

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Recognise bribes and threats are associated with unsafe situations (PD2-7)

Success criteria

Students will:

- identify bribes and threats as warning signs of unsafe situations

Resources

- Bribes – Alex and Uncle Danny

Switch on

Introduce the learning goals and discuss them with the class.

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

Ask students to define the terms bribe and threat.

Provide the definition of a bribe and threat:

A bribe is a gift given or promised on the condition that a favour is required in return and often must be kept secret. The favour is often something that you would not normally be expected to do. A bribe is different to an incentive – this is when you are promised a reward for something that you would normally be expected to do – such as a treat for cleaning your bedroom.

A threat is words or actions which are meant to force another person to do, or not do, something. A threat often suggests that something harmful may happen if the person does not obey.

Use the following examples to assist with unpacking the language used in bribes and threats.

Give me your money or I'll hurt you. (Threat)

If you video chat with me, I'll get you through the next level of your game. (Bribe)

If you don't let me take a photo of you, I'll stop buying you presents. (Threat)

If you let me kiss you, I'll take you to the movie you want to see. (Bribe)

- Look at the language of the threat examples (If you don't … I will, you will …) and highlight that a threat will often suggest that if someone doesn't do something, something bad will happen.
- Look at the language of the bribe examples (If you … I will, you will …) and highlight that in these examples it is suggested that if someone does something, they will be given something they want.

Understand

Read through the examples of bribes below and have students identify what feelings and body signals they might have in each situation. Emphasise that different people can have different feelings in the same situation and that this is normal and ok.

> Send me a photo of you and I'll give you some money.
>
> If you video chat with me, I'll get you through the next level of your game.
>
> If you keep what happens when I look after you a secret, I will buy you a new game every month.

Explain to students that threats and bribes are used to make someone act in a way that they don't want to act. Threats and unsafe bribes are often warning signs that a situation is not safe or that a relationship is not safe.

Act and apply

Read the following scenario to students:

> Uncle Danny had bought a gift for Alex. Uncle Danny often bought Alex a gift for no reason and Alex felt excited, happy, and special. Alex couldn't wait to see what it was, but Uncle Danny said they had to wait until after dinner.
>
> When dinner had been eaten and everything was cleaned up Uncle Danny said Alex could watch some television. While Alex was watching a really great show, Uncle Danny came over with the gift. Alex's body was all jumpy with excitement.
>
> Uncle Danny told Alex to come closer and Uncle Danny put an arm around Alex. Uncle Danny asked Alex for a kiss before opening the gift. Alex quickly kissed Uncle Danny on the cheek, but Uncle Danny said the kiss had to be on the lips. Alex had a funny feeling, but they were friends, so Alex kissed Uncle Danny on the lips.
>
> Alex opened the gift and it was a toy that Alex had been wanting for a long time. Alex felt so happy. Uncle Danny said that because Alex had opened the gift they had to kiss again. This time Uncle Danny held Alex tight and kissed Alex for longer. Alex's tummy began to feel all lumpy. Alex pushed away from Uncle Danny and told Uncle Danny to stop. Uncle Danny said that Alex was being selfish, and the gifts would go to someone else if Alex wasn't going to kiss Uncle Danny.

As a whole class students complete the following (these tasks are written at the bottom of the resource Bribes – Alex and Uncle Danny).

Highlight any warning signs in the scenario. These could include behaviours such as:

- threats
- bribes and secrets
- body signals
- emotional warning signs

Discuss the following questions:

- Was Uncle Danny's behaviour ok? No
- What do we call Uncle Danny's request that Alex kiss Uncle Danny on the lips? Why? Emphasise that this is a bribe. Uncle Danny wanted a kiss in return.
- Was this an ok bribe? No.
- What body signs did Alex have that might help her know that this was an unsafe situation? Examples include feeling funny, changing feelings, lumpy tummy.
- What threat did Uncle Danny make? Uncle Danny told Alex that if Alex wasn't going to kiss Uncle Danny the gifts would go to someone else.
- Is this behaviour ok? Emphasise that Uncle Danny is trying to force Alex to do something that is not ok.
- What should Alex do? Emphasise that Alex should tell a trusted adult what happened.

Ask students: What they would do if Alex was their friend and told them what had happened with Uncle Danny? Ensure students recognise that it is important to tell a trusted adult when someone is asking us to do something that is not ok. Friends can be a source of support, but adults are often in a better position to take action on a child's behalf.

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

- What should you do if someone tries to bribe or threaten you?

9 How can I be an upstander?

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Demonstrate protective and assertive ways of dealing with bullying (PD2-10)

Success criteria

Students will:

- suggest behaviours that support being an upstander

Resources

- Bullying cards.
- Upstander cards
- Be an Upstander – Prevent Bullying video
- Our Special Superpower video
- Y chart

Switch on

Introduce the learning goals and discuss them with the class.

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

Revise the meaning of bullying.

Ask students to sit in a circle with the Bullying cards in the middle.

Choose students to select a card and read the bullying situation to the class. Students volunteer explanations of how they would feel if they were the person being bullied, someone witnessing the bullying or the person doing the bullying.

Repeat with more cards.

Ask students the following questions:

- What did you notice about the way different people felt in the same situation?
- Is it ok for different people to feel differently in the same situation? Emphasise that it is normal for people to be affected by the same situation in different ways.

Understand

Explain to students that how we feel in a bullying situation can affect the actions we might take when bullying is occurring. Just like feeling differently, there will be people experiencing the same situation but reacting differently.

Ask students the following questions:

- What is a bystander? Someone who sees or knows that bullying is happening.
- What have some bystanders done when they have seen or have known about

bullying? Examples include: ignored it, joined in with the bullying, gone and told someone about it, stood up to the person doing the bullying, walked away, stood beside the person being bullied, pretended they didn't see it or know about it, laughed, asked the person being bullied if they were ok, filmed the bullying, pushed the person doing the bullying.

- Do all children have a right to safety? Emphasise that they do.
- Do all children have a right to have their feelings and thoughts respected? Emphasise that they do.
- Do all children have a right to be protected? Emphasise that they do.
- How does bullying affect these rights? Emphasise that it takes a person's rights away. It does not respect someone's rights.
- When is bullying ok? Emphasise that it is never ok, even if someone has bullied someone else before, it is not ok to bully them back.

Watch a video about being an upstander such as Be an Upstander – Prevent Bullying by The NED Shows or Our Special Superpower on the Bullying. No Way! Website.

Display the word upstander and a Y chart underneath.

Ask students to suggest what being an upstander looks like, sounds like, and feels like and add suggestions to the Y chart.

- **Looks like:** going over to someone being bullied and standing next to them, finding an adult to tell about the bullying, walking with someone that has been bullied, leaving an online chat space where bullying is happening, taking a screenshot, and reporting online bullying.
- **Sounds like:** telling someone who is bullying to stop or go away, asking the person being bullied if they are ok, saying 'Leave them alone', reporting the bullying to an adult who can help, telling a teacher.
- **Feels like:** support, strength, kindness, respectful, braveness, courageous, caring.

Create a shared definition of the word upstander.

> An upstander is someone who takes action against bullying behaviour to keep someone safe who is being bullied. They stand up to bullying.

Ask students: Why can it be difficult for a bystander to stand up to bullying? For example:

- fear of being bullied themselves
- unsure what to do or how to help
- might be friends with the person doing the bullying
- worried about what others will think
- thinking everyone else agrees with the bullying and they don't want to stand out
- feeling unsafe.

Explain to students that there are some strategies that upstanders use when they see or know about bullying. These strategies include:

- Say things like stop, just go away, that's enough, in a calm way.
- Standing with or walking beside someone that is being or has been bullied.
- Reporting the bullying to a teacher or another adult or reporting online.
- Challenging the person doing the bullying and tell them it is not ok. They might say 'This is bullying, and you need to stop', 'Bullying is not ok', or 'We all have the right to be safe here, just stop'.

- Talking to the person that was being bullied when it is happening or at a later time. Asking them how they are feeling and if they want you to go with them to tell an adult. Telling them they don't agree with what the person bullying said or did.
- Distracting the person doing the bullying by getting them to go somewhere else or do something else. They might say 'Come on, let's go play', 'This isn't fun, do you want to …' or 'Hey, can you help me …' This can stop the person from continuing to bully and take them away from the person they were bullying.

Remind students that they should only use one of these strategies if they feel safe doing so, and bullying should always be reported to a teacher or another adult who can help.

Act and apply

In groups students discuss a strategy that can be used to stand up to bullying and suggest ways to demonstrate being an upstander based on a situation.

Provide each group with an Upstander card.

Students discuss the situation and answer the questions with their group.

Groups present or record their solution to the situation for the class. All students are given a piece of paper for the question box. If students don't have a question, they can write the answer to the following question:

- What action can you take as an upstander?

10 My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Identify safe and supportive upstander behaviour and protective strategies (PD2-10)

Success criteria

Students will:

- create a message for a character that has experienced abuse and suggest some protective strategies

Resources

- Definition match cards and answer sheet

Switch on

Introduce the learning goals and discuss them with the class.

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

Provide small groups with a copy of the Definition match cards. Each group is to match the words with their definitions. Check answers as a whole class.

Understand

Display the following Child Protection concepts:

- Rights of a child
- Ways of using power
- Physical abuse
- Emotional abuse
- Sexual abuse
- Gender based discrimination
- Positive response to abuse
- Bribes and threats
- Upstander behaviour.

Ask students to recall what they know about each concept and record. This could be conducted with post it notes so students can contribute silently. Collate post it notes for each concept and share student ideas with the class.

Revise the No-Go-Tell strategy.

> When we are feeling unsafe or have warning signs that we are unsafe we can say no in a strong way if we feel safe to do so, we can go if we are able to and we should tell someone about what happened.

Act and apply

As a class read through the child protection scenarios and discuss some protective strategies that could be used to keep the characters in the scenario safe.

Students imagine they know the characters in one of the scenarios from school. Ask students to take on an upstander role and explain that they are going to create a message for the

character being bullied in the scenario. The message must include suggestions of some protective strategies the character could use to keep themselves or others safe.

Scenarios include:

Scenario 1: Shandhi is in the toilets at school. There are a small group of students calling out insults and horrible names to Shandhi. Shandhi hears these insults and name calling often and is starting to believe what is being said. Shandhi is very upset.

Scenario 2: Michael has started a new school and doesn't know many people yet. One day he goes to the toilets and an older student is in there. The older student shows Michael his private parts and tells Michael if he doesn't show him his private parts, he will hurt him.

Scenario 3: Denver was walking home from school and two high school students started to follow him. They came up close and one grabbed his arm and twisted it. The older students told Denver to give them some money and threaten to hurt him if he didn't. There was no one else around.

Scenario 4: Mahlia's parents work long hours and Mahlia is often dropped to school late by her babysitter. Mia notices that Mahlia's arms often have bruises on them. One day Mahlia tells Mia that her babysitter hurts her and calls her horrible names.

Scenario 5: May saw one of her friends, Ash, steal a classmate's bag and hide it around the back of a classroom. Ash then starts to tell everyone that the classmate is a nerd and not to play with the classmate.

Scenario 6: Each morning when moving into lines, one student often elbows Zac, takes his hat, and runs off with it. Zac then gets into trouble for being late for lines. Zac never explains to the teacher the reason for being late. Other students see this happen and say nothing.

Scenario 7: Zian loves to play his Xbox and often plays against friends online. Sometimes Zian joins a chat group. One time, Zian was chatting online he noticed that one online friend kept typing mean things to another person in the chat group. Other people started to join in. The next time Zian joined in the same online friend kept telling Zian he was bad at the game and he shouldn't play. Other people agreed. Zian was upset because he loved playing the game.

Scenario 8: Sally is 8 years old and a student in her class always calls her names and makes fun of her when the teacher is not looking. Today this student has written notes about her and they are being passed around the class. The bell has just gone for recess.

Scenario 9: A teenager who lives across the street makes rude signs at Bindi, stares at her if she plays outside, and blocks her way if she tries to walk down the street alone. She is sure that the teenager would hurt her if she tried to stand up for herself.

Have students present their message and protective strategies for the scenario.

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

- What is the most important thing you have learnt about being an upstander?

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 2: Child Protection Education

Resources

Standing up for the rights of myself and others

NSW GOVERNMENT

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Teacher notes

Super powers cards (answers)

Heroes

Superman	He is strong enough to lift almost anything and he can fly. He can run and move faster than a bullet. He has X-ray vision (he can see through walls), and heat vision (he can shoot heat from his eyes). He can freeze things with his frost breath and his super-breath (which allows him to blow super hard). He uses his superpowers to save a lot of people.
Batman	Superpowers aren't his real superpowers but he learned many different ways to fight as he grew up. He wears a costume to scare criminals so that there is less crime in Gotham. He uses many different tools to fight dangerous criminals and villains.
Spiderman	His powers are that of super strength and agility, the ability to cling to almost every surface, the ability to shoot spider-webs using a device that he invented which he calls "web-shooters," and reacting to danger quickly with his "spider-sense". He fights criminals and saves people because he knows it is the right thing to do.
Hulk	He was exposed to Gamma radiation. When he gets mad, he turns into a very strong superhero. He is big and green skinned. When he changes into a superhero all his clothes except his purple shorts rip. He is really, really, strong and is almost invincible. His actions save people and defeat villains.
Iron Man	When he wears his suit he has special superpowers. He can fly and shoot beams from his hands using special technology called "repulsors" in his boots and gloves. There are many versions of his suit, because he keeps making improvements. He often battles to save the world.
Mr Incredible	All this superhero wants to do is save the world but he wants to do it on his own. His superpowers include super strength, super speed, ability to jump to incredible heights, he is not hurt by most things and very sharp senses. He is married to Elastigirl who also has superpowers.
Batgirl	Before she was a superhero she saved Batman from being kidnapped. From then on she helped fight crime as a masked superhero. She helps all the superheroes in Gotham City using her super smartness and her computer hacking skills. She also uses her amazing martial arts skills and her ability to remember and recall anything and everything.
Wonder Woman	She is the one of the first and most famous female superheros. She fights for peace and justice. She can run very fast, is very strong, and she can fly. She also fights crime using special things such as: a lasso of truth that makes people tell the truth; indestructible bracelets that block bullets; a tiara to knock out or trip enemies; and an invisible plane that can fly into outer space.

Teacher notes: **Super powers cards (answers)**

Storm	This superhero has power over the weather, can fly and can see in the dark. She is part of the X-men team and uses her abilities to help fight evil mutants and evil people. She fights for peace and equality between humans and mutants.
Elastigirl	She can stretch any part of her body to great lengths and mould it into different shapes and sizes. She has three children, Violet, Dash and Jack-Jack who all have their own superpowers. At one point it was illegal for her to use her superpowers and she spent this time raising her children. She eventually returned to help defeat a supervillain that planned to destroy all superheroes so he could take over the world as the one and only superhero.

Villains

Lex Luthor	He uses kryptonite capable of injuring Superman. He has no natural superpowers but his suit gives him super strength and makes it hard to injure him. He wanted to defeat Superman and take over the world but never achieved this. He is the biggest enemy of Superman.
Joker	He fell into a vat of chemical waste, which bleached his skin and turned his hair green and his lips bright red, giving him the appearance of a clown. He uses his venom which causes his victims to laugh uncontrollably. He is the main enemy of Batman.
Syndrome	He wanted to be a superhero but was rejected by his idol so decided to become a supervillain instead. He dedicated his life to defeating super-heros and to get revenge on Mr Incredible. His goal was to take over the world as the only superhero. He has no superpowers but uses his intellect and engineering skills to create advanced technologies.
Harley Quinn	She works with the Joker and Poison Ivy. She does whatever she wants. Sometimes she battles Batman and robs jewellery stores and other times she'll battle the bad guys. She is very strong and extremely smart. Her friend Poison Ivy injected her with a toxin that made her immune to poison and gave her healing powers.
Cat Woman	She has mastered Dragon Style Kung Fu and Karate and has used these skills to defeat Batman more than once. She has the ability to befriend cats and train them and on occasion they have come to her defence. She is sometimes called Batman's girlfriend and has worked alongside him but also against him. She is a mysterious burglar and jewel thief.
Poison Ivy	She threatens to suffocate all of Gotham City unless she is given what she wants. She has the physical appearance of a plant with the power to talk plants into doing evil things. Her crime-partner is Harley Quinn. She has a deadly touch and is immune to all toxins and diseases.

Cards
Super powers

Superman

Batman

Spiderman

Hulk

Cards: **Super powers**

Iron man

Lex Luther

Joker

Syndrome

Cards: **Super powers**

Mr Incredible

Batgirl

Wonder Woman

Storm

Cards: **Super powers**

Elastigirl

Harley Quinn

Cat Woman

Poison Ivy

Cards: **Super powers**

He is strong enough to lift almost anything and he can fly. He can run and move faster than a bullet. He has X-ray vision (he can see through walls), and heat vision (he can shoot heat from his eyes). He can freeze things with his frost breath and his super-breath (which allows him to blow super hard).

Superpowers aren't his real superpowers but he learned many different ways to fight as he grew up. He wears a costume to scare criminals so that there would be less crime in Gotham. He uses many different tools to fight criminals.

His powers are that of super strength and agility, the ability to cling to almost every surface, the ability to shoot spider-webs using devices that he invented which he calls "web-shooters," and reacting to danger quickly with his "spider-sense".

He was exposed to Gamma radiation. When he gets mad, he turns into a very strong superhero. He is big and green skinned. When he changes into a superhero all his clothes except his purple shorts rip. He is really, really, strong and is almost invincible.

Cards: **Super powers**

When he wears his suit he has special superpowers. He can fly and shoot beams from his hands using special technology called “repulsors” in his boots and gloves. There are many versions of his suit, because he keeps making improvements.

He uses kryptonite capable of injuring Superman. He has no natural superpowers but his suit gives him super strength and makes it hard to injure him. He wanted to defeat Superman and take over the world but never achieved this. He is the biggest enemy of Superman.

He fell into a vat of chemical waste, which bleached his skin and turned his hair green and his lips bright red, giving him the appearance of a clown. He uses his venom which causes his victims to laugh uncontrollably. He is the main enemy of Batman.

He wanted to be a superhero but was rejected by his idol so decided to become a supervillain instead. He dedicated his life to defeating superheros and to get revenge on Mr Incredible. His goal was to take over the world as the only superhero. He has no superpowers but uses his intellect and engineering skills to create advanced technologies.

Cards: **Super powers**

All this superhero wants to do is save the world but he wants to do it on his own. His superpowers include super strength, super speed, ability to jump to incredible heights, he is not hurt by most things and very sharp senses. He is married to Elastigirl who also has superpowers.

Before she was a superhero she saved Batman from being kidnapped. From then on she helped fight crime as a masked superhero. She helps all the superheroes in Gotham City using her super smartness and her computer hacking skills. She also uses her amazing martial arts skills and her ability to remember and recall anything and everything.

She is the one of the first and most famous female superheros. She fights for peace and justice. She can run very fast, is very strong, and she can fly. She also fights crime using special things such as: the lasso of truth that makes people tell the truth; indestructible bracelets; a tiara to knock out or trip enemies; and an invisible plane that can fly into outer space.

This superhero has power over the weather, can fly and can see in the dark. She is part of the X-men team and uses her abilities against evil mutants and evil people. She would like peace and equality between humans and mutants.

Cards: **Super powers**

She can stretch any part of her body to great lengths and mould it into different shapes and sizes. She has three children, Violet, Dash and Jack-Jack who all have their own superpowers. At one point it was illegal for her to use her superpowers and she spent this time raising her children. She eventually returned to help defeat a supervillain that planned to destroy all superheroes so he could take over the world as the one and only superhero.

She works with the Joker and Poison Ivy. She does whatever she wants. Sometimes she battles Batman and other times she'll battle the bad guys. She is very strong and extremely smart. Her friend Poison Ivy injected her with a toxin that made her immune to poison and gave her healing powers.

She has mastered Dragon Style Kung Fu and Karate and has used these skills to defeat Batman more than once. She has the ability to befriend cats and train them and on occasion they have come to her defence. She is sometimes called Batman's girlfriend and has worked alongside him but also against him.

She threatens to get rid of all of Gotham City unless she is given what she wants. She has the physical appearance of a plant with the power to talk plants into doing evil things. Her partner is Harley Quinn. She is immune to all toxins and diseases.

Worksheet

Using power – Alex and Uncle Danny scenario

Scenario part 1

Alex was eight. Uncle Danny was older and bigger than Alex. Sometimes Uncle Danny looked after Alex when Alex's parents went out, like tonight. Alex liked it when Uncle Danny was around because they had lots of fun together.

Uncle Danny told Alex to go and have a shower because it was close to bedtime. Alex didn't want to shower but Uncle Danny had been left in charge and Alex's parents had said to be good and do what Uncle Danny said.

Uncle Danny said if Alex had a quick shower it would be ok to stay up a little bit later and watch television. Uncle Danny said this would be their little secret because they would both be in trouble if Alex's parents found out.

Alex was excited about staying up past bedtime to watch television and quickly got in the shower.

1. Who is using their power?

2. Why does Uncle Danny have power?

3. What is Uncle Danny using power for?

4. Did Uncle Danny use power to help or harm?

5. How do you feel about the way Uncle Danny used power?

6. What might Alex be feeling?

7. Is the secret about staying up late a secret Alex should keep or tell?

Worksheet: **Using power – Alex and Uncle Danny scenario**

Scenario part 2

While Alex was showering, Uncle Danny walked into the bathroom and was watching Alex. Alex didn't like Uncle Danny watching and asked Uncle Danny to leave. Uncle Danny said it was getting late and Alex needed to hurry up or there would be no television. Uncle Danny started to wash Alex's private parts saying that it would be quicker. Alex got a funny feeling in her tummy and told Uncle Danny to stop (No).

1. Who is using their power?

2. What is Uncle Danny using power for?

3. Did Uncle Danny use power in a way that respected Alex's rights?

4. How do you feel about the way Uncle Danny used Power?

5. How do you think Alex might be feeling?

6. Does Alex have power?

7. When and how did Alex use part of the No-Go-Tell strategy?

8. Alex told Uncle Danny to leave and then to stop. What else should Alex do?

Worksheet

Accident or abuse?

Read the situations below and sort into the correct column in the table.

Accident	Abuse

Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts.

Pat is burnt with a cigarette by an angry adult.

Sid falls off his bike as his younger sister runs in front of him.

Mick is chased and kicked by an older student on his way home.

Ellen is regularly told she is 'dumb' and 'ugly' by people on social media.

May falls over when she is bumped by her father when they are playing a game on a slippery floor.

Sam is knocked over by a classmate running past.

Anne is hit in the face with a basketball thrown from another game.

Ted is often yelled at by his mother and hit with a hairbrush which leaves big welt marks all over his back.

Someone opens the door to the toilet thinking it is empty, when Pam is in there. They quickly close the door.

Teacher notes

Gender stereotype cards

Possible discussion points for **card 1**

1. What do you think it means when someone tells a boy 'you throw like a girl'?

   It is meant as an insult and that girls can't throw as well as boys.
2. Do girls and boys throw differently?

   No, different people might throw differently but it is not determined by what gender you are.
3. What message do you think this is sending girls? They can't throw.
4. What message do you think this is sending boys? They should be able to throw.
5. Do you think these messages are true or fair?

Possible discussion points for **card 2**

1. What message does this send a boy if he likes Lego friends?
2. What message does this send a girl if she prefers original Lego?
3. Why do you think the 5 main Lego friends characters are all girls?

Possible discussion points for **card 3**

1. Who decides which boys are strong and which boys aren't?
2. Why are the 'strong' girls not included?
3. What message might this send to boys?

   That they should be strong and tough enough to do the hard jobs.
4. What message might this send to girls?

   That boys are strong and tough and girls can't lift heavy things.

Possible discussion points for **card 4**

1. Is this meant as an insult?

   Yes, it is said to make the male feel bad about not beating a female at something.
2. What message might this send to a boy or man?

   That they should be better, stronger or faster than a girl or a woman and they should feel bad if they aren't.
3. What message might this send to a girl or woman?

   That their gender determines whether they should be good at something or not.

Cards

Gender stereotype

Card 3

You hear a teacher ask for 4 ‘strong’ boys to carry something. How do you feel about this?

Card 1

Show me how you would ‘Throw like a girl’ and then ‘Throw like a boy’.

Card 4

Someone at a sports carnival is laughing at their friend and says ‘Oh how do you feel, you got beaten by a girl?’ What do you think this means?

Card 2

Lego Friends is often considered as being Lego for girls. Tell us what you think about that.

Worksheet

Gender-based discrimination scenarios

Scenario 1

Some Year 1 students were playing a game in the sandpit which included building sandcastles then destroying them with toy cars. Some Year 1 girls started building a sand sculpture. The boys told them to leave because this was their play space and it was not for girls. When the girls said no, the boys came over and jumped on their sculptures and chased them away.

Scenario 2

Some boys were playing football at lunch time. Two girls decided that they wanted to join in. They both kicked some goals quite quickly. One of the boys got annoyed that the girls were getting lots of kicks. He was getting hardly any. He grabbed a few of his friends and told them not to kick to the girls anymore. When the girls complained, he told them to go and play on the equipment with the other girls. It was his football and he did not want any girls to play.

Scenario 3

John and Matteo were teasing Gavin because he was drawing a picture of rainbows and butterflies with some new sparkly pens that he had. They called him a girl and told him he would not get invited to John's birthday party – because it was only for boys. Some of the other boys thought that Gavin was really good at drawing and they also liked his sparkly pens and the colourful card he was making. But they kept quiet when John and Matteo were teasing Gavin.

Scenario 4

It was Maria's first day at school. She and a new friend went to play on the adventure playground. Some older boys ran up to them yelling, 'This is our fort! Girls can't play here!' Then they grabbed them and pushed them out.

Scenario 5

Jacinta told Melanie that she could not sit with her anymore because she did not wear a dress to school, and never wore anything pretty in her hair. Her group was for proper girls who know how to look pretty.

Scenario 6

When Amira was standing in the canteen queue to buy an icecream, a boy behind her told her it was the boy line and pushed in front of her. Other boys then did the same.

Scenario 7

When the students got a choice during sports to do football or gymnastics, Campbell chose gymnastics straight away. He was the only boy and one of the girls said, 'You can't do gymnastics, it's for girls'.

Scenario 8

Three older girls saw that some Year 2 boys were playing handball on the part of the school ground where the older girls liked to play. They chased them away, saying the place was not for boys. A group of older boys were nearby and saw what had happened.

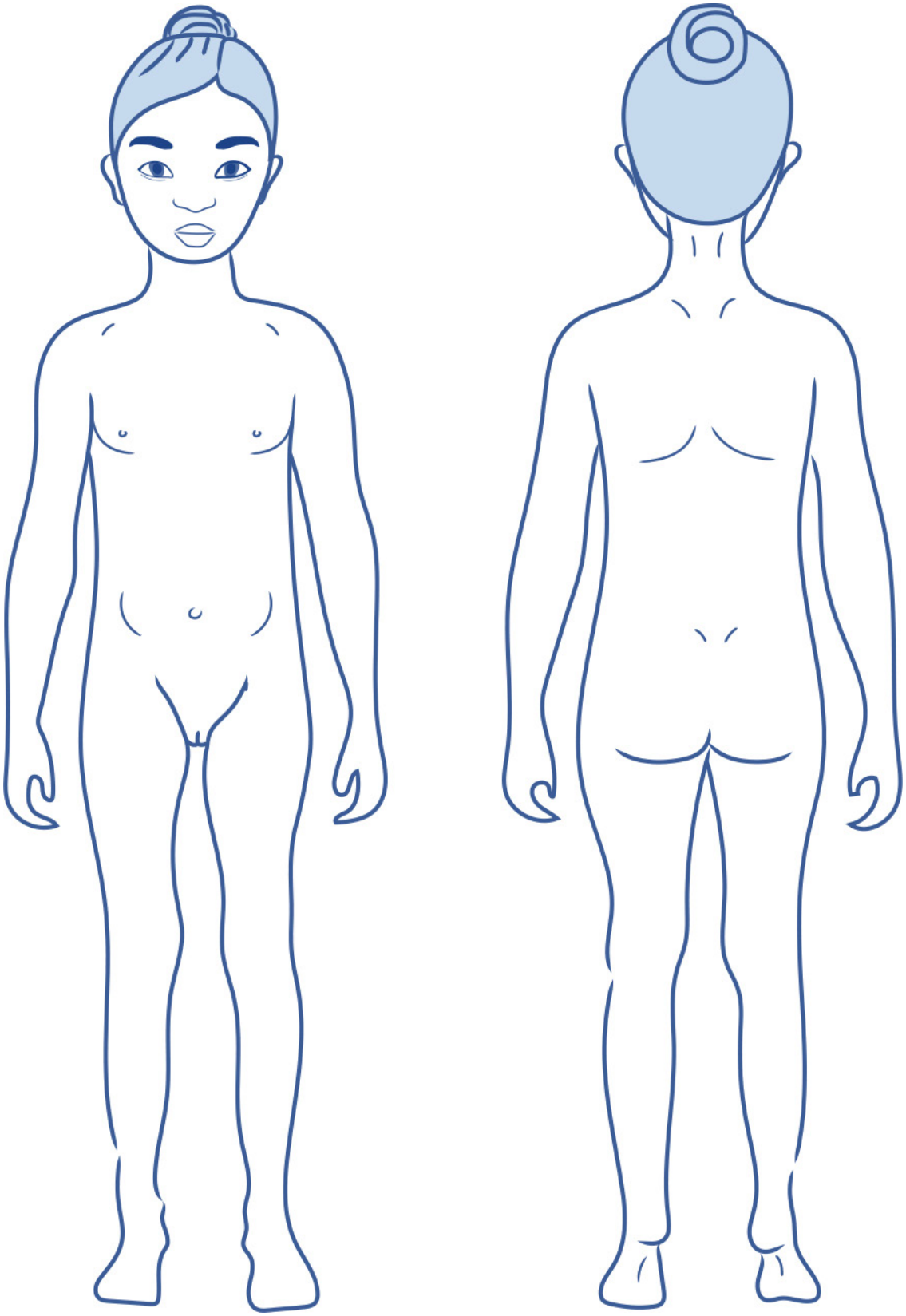
Cards

Body parts

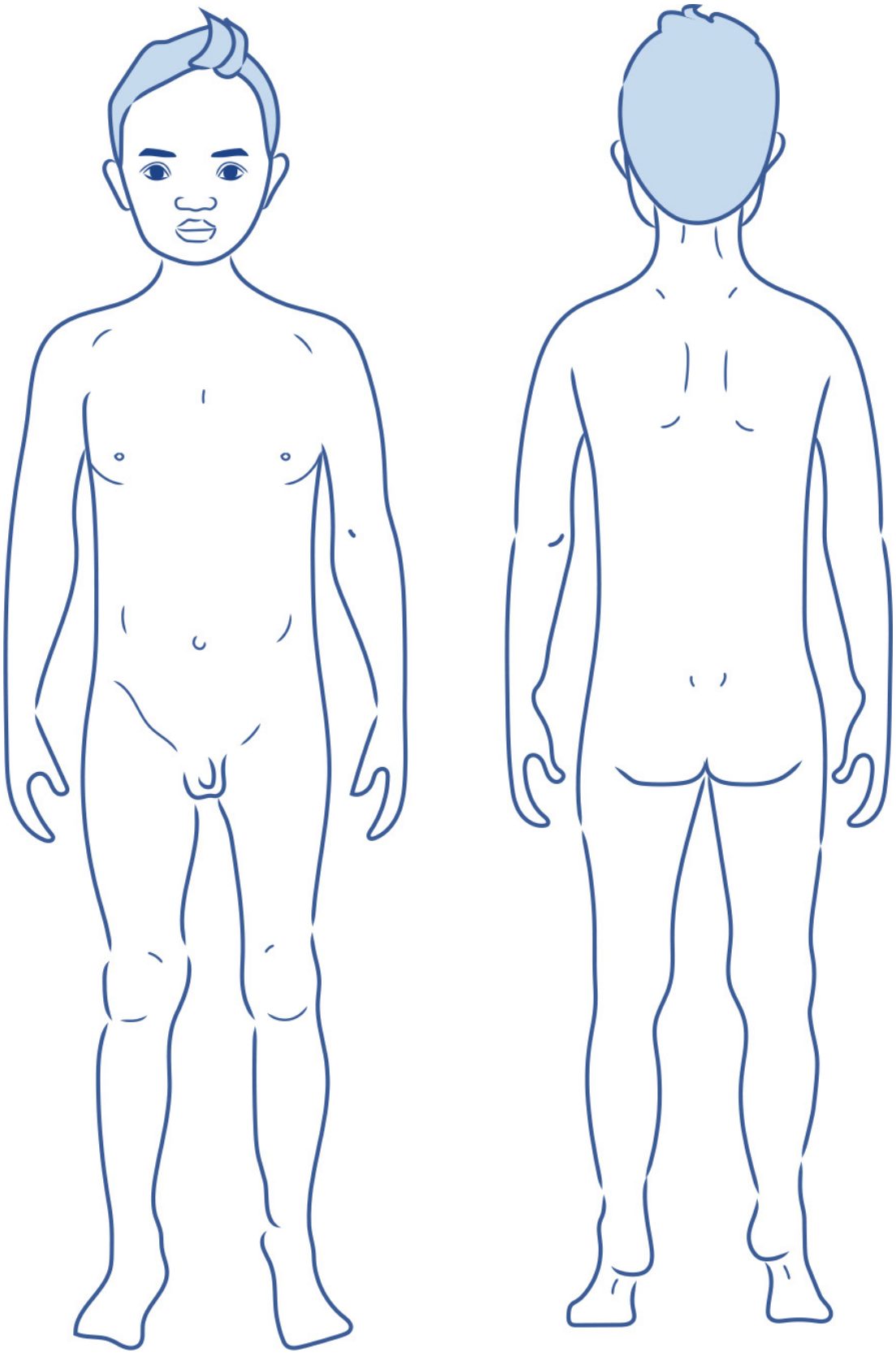
arms	ear	neck
elbows	eyes	thighs
face	feet	nipples
fingers	hands	breasts
head	knee	anus
legs	lips	bottom
mouth	nose	testicles
shoulder	toes	penis
vulva	vagina	

Worksheet

Body outlines



Worksheet: **Body outlines**



Teacher notes

What is sexual abuse? Alex and Uncle Danny scenario

As a class read through the Alex and Uncle Danny scenario and discuss the questions at the end of the scenario.

Part 1

Alex's parents owned their own business and they had been really busy lately. It was good that their business was doing well because Alex's parents seemed a lot happier, but it also meant that they had to work late sometimes. On these nights Uncle Danny would come to look after Alex.

Uncle Danny would make Alex something to eat, help with homework, play games, and help get Alex to bed on time.

Alex liked hanging out with Uncle Danny. Often Uncle Danny would bring something special for Alex like a new toy or a movie to watch.

Every night when it was time for bed Uncle Danny would read a book to Alex before saying goodnight. Uncle Danny always gave Alex a kiss goodnight on the forehead, just like Alex's parents did.

One night, instead of reading a book, Uncle Danny showed Alex a magazine with pic-tures of naked men and women. Uncle Danny said it was ok to show Alex these pic-tures because they were special friends. Alex hadn't seen a magazine like that before and thought it was funny. That night Uncle Danny kissed Alex goodnight on the lips before saying goodnight. Alex's body felt a funny kind of hot.

Questions

- How do you think Alex might be feeling about Uncle Danny? Examples include, confused, angry, scared, worried, mixed feelings, happy, special feelings, cared for, loved. Acknowledge that Alex might not have bad feelings about Uncle Dan-ny. Different people will feel different ways in the same situation and that is ok.
- What did Uncle Danny do that was wrong? Emphasise that Uncle Danny showed Alex pictures of naked men and women and kissed Alex on the lips without permission.
- Did Alex do anything wrong? No.

- What were the warning signs that might indicate Alex was in an unsafe situa-tion? Emphasise that a child being shown pictures of naked men and women is sexual abuse. Alex's body also felt 'a funny kind of hot' which is a body signal.
- How could Alex use No-Go-Tell? Emphasise that Alex could say no, I don't want you to kiss me and Alex could tell a trusted adult about the magazine and about the funny feeling from the kiss.

Part 2

Uncle Danny came to look after Alex again the next week. Uncle Danny showed Alex the magazine again, but this time Alex's tummy felt squirmy. Uncle Danny said goodnight and kissed Alex on the lips, but Uncle Danny then reached inside Alex's pyjama pants and touched Alex's bottom. Alex felt uncomfortable about Uncle Danny doing this.

Alex told Uncle Danny to stop. Uncle Danny got angry and told Alex that this game was special, and Alex shouldn't be so selfish. Uncle Danny then said goodnight, kissed Alex on the lips again and got up to leave. Uncle Danny told Alex that the game and the magazine were a secret, and if anyone found out Uncle Danny wouldn't be able to bring Alex special toys anymore.

Questions

- What type of abuse is this? Emphasise that this is sexual abuse.
- What do you think about Uncle Danny touching Alex's bottom? Emphasise that it is not ok. Even though it didn't hurt Alex, it is never ok for an adult to touch a child's sexual parts this way.
- Did Alex do anything wrong? Emphasise that Alex didn't do anything wrong.
- In what ways could this abuse affect Alex? Emphasise that this could affect Alex emotionally. Alex could feel bad about what happened and worry about it.
- What should someone do if something like this happens to them? Emphasise that people should keep saying no and tell them to stop. Tell their parents or an-other trusted adult and keep telling until someone listens. Emphasise that even though Uncle Danny stopped and left the room, Alex should still tell someone about what happened.
- Why might it be hard for Alex to tell someone? Emphasise it could be hard as Uncle Danny threatened not to bring Alex special toys anymore. Uncle Danny told Alex it was a secret. Alex still liked Uncle Danny. Alex might have mixed feelings about Uncle Danny and about what happened.

Worksheet: **What is sexual abuse? Alex and Uncle Danny scenario**

Discuss answers and explain to students that even though our bodies might not feel hurt or harm, if an older person shows sexual body parts to a child or stares at or touches a child's sexual parts, it is sexual abuse.

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

- What could you do if someone made you feel uncomfortable?

Cards

Body language charades

Happy	Sad
Sad	Excited
Excited	Scared
Excited	Disappointed
Angry	Happy
Frustrated	Confident
Calm	Worried
Shocked	Sad
Bored	Excited
Relaxed	Worried

Worksheet

Bribes – Alex and Uncle Danny

Uncle Danny had bought a gift for Alex. Uncle Danny often bought Alex a gift for no reason and Alex felt excited, happy and special. Alex couldn't wait to see what it was but Uncle Danny said they had to wait until after dinner.

When dinner had been eaten and everything was cleaned up Uncle Danny said Alex could watch some television. While Alex was watching a really great show, Uncle Danny came over with the gift. Alex's body was all jumpy with excitement.

Uncle Danny told Alex to come closer and Uncle Danny put an arm around Alex. Uncle Danny asked Alex for a kiss before opening the gift. Alex quickly kissed Uncle Danny on the cheek but Uncle Danny said the kiss had to be on the lips. Alex had a funny feeling but they were friends so Alex kissed Uncle Danny on the lips.

Alex opened the gift and it was a toy that Alex had been wanting for a long time. Alex felt so happy. Uncle Danny said that because Alex had opened the gift they had to kiss again. This time Uncle Danny held Alex tight and kissed Alex for longer. Alex's tummy began to feel all lumpy. Alex pushed away from Uncle Danny and told Uncle Danny to stop. Uncle Danny said that Alex was being selfish and the gifts would go to someone else if Alex wasn't going to kiss Uncle Danny.

1. Highlight any warning signs in the scenario. These could include behaviours such as threats, bribes and secrets, or body signals and emotional warning signs.
2. Discuss the following questions:
   - Was Uncle Danny's behaviour ok?

Worksheet: **Bribes – Alex and Uncle Danny**

- What do we call Uncle Danny's request that Alex kiss Uncle Danny on the lips? Why?

- Was this an ok bribe?

- What body signs did Alex have that might help her know this was an unsafe situation?

- What threat did Uncle Danny make?

- Is this behaviour ok?

- What should Alex do?

Bullying Cards

A group of kids in your class are spreading hurtful rumours about you. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true.

Two of your friends had a fight. One of them found another group of friends to play with. They have all started staring at you, pointing at you and whispering and laughing each time they see you with your other friend.

A group of older kids from another school have been picking on younger students from your school. When they see a child walking home or waiting for the bus alone, they surround them, and take money, food, or toys. They sometimes throw things at them and threaten that they'll hurt them.

Your friends start calling you names and forcing you to give them things. You try to stop them but they just snatch things from you.

Cards: **Bullying**

Your classmates have been teasing you and calling you horrible names ever since you started to wear glasses. You didn't want to wear glasses but you can't see very well without them. Sometimes other kids try to take your glasses and you know you'd be in a lot of trouble if they got broken.

You had a fight with your friend and now none of your friends will include you. You have asked to play with some other kids at school but no one wants to let you join in. This has happened for a week and has only gotten worse.

Every time you and your friends go out to the oval to play, older students steal your ball and kick it away. They keep telling you that it's their oval and to go away.

You're playing an online game and in the chat space you notice a few of your friends are calling someone horrible names. They are telling this person they are useless at the game and they should get off and play a different game. You start a private chat with this person and they tell you these people say these things to them all the time.

Cards: **Bullying**

One of your classmates has been pushing younger students around and telling them they can't play in the handball squares because they are for the Year 3/4S. They always throw the younger students tennis balls away when they come into the squares. You've noticed that this classmate threatens the younger students when they walk past.

Two of your friends have phones. You don't have a phone and really wish you did. At a sleepover, one of your friends took a photo of you getting dressed and sent it to the other friend. You were embarrassed and asked them to delete the photo. They said they did but they really didn't. From then on both of your friends started taking photos of you when you aren't expecting it and send them to each other and laugh.

Cards

Upstander Cards

You see a student being pushed by another student. You heard that this happened the day before too. The person being pushed looks scared and upset.

Answer the following questions:

1. What could you do to help the person being bullied?
2. What if the person doing the bullying was one of your friends? How could you stop the bullying?

A student is teasing a classmate because they have red hair. They call out 'Ranga' anytime they are near this person. When they're in the playground their friends sometimes join in and laugh.

Answer the following questions:

1. What could you do to help the person being bullied?
2. What if you also had red hair and were younger than these students? Would you do anything differently?

Cards: **Upstander Cards**

A group of students play soccer at break times every day. One of the boys is continuously called ‘gay’ and is told they don’t know how to play soccer and to go and play with some dolls.

Answer the following questions:

1. What could you do to help the person being bullied?
2. What if you said something to the group and they started teasing you about being friends with the person being bullied? How could you stop the bullying?

A student is pushed against the wall by another student from an older grade who is much taller. You’ve seen the older student often ‘accidentally’ bump into the younger student. The older student steals the younger student’s bag and throws it up in a tree.

Answer the following questions:

1. What could you do to help the person being bullied?
2. What if the person doing the bullying had bullied you before? Would you do anything differently?

You were using the computers at school and everyone was supposed to be doing a project. You kept getting messages from other students in the class. They were talking about another student and calling them stupid and other names. You could see this person was getting nasty messages sent to them and was looking very upset. Two students were trying to get everyone to ignore this person at lunchtime so they'd have no one to play with.

Answer the following questions:

1. What could you do to help the person being bullied?
2. What if you told an adult about the bullying and nothing was done about it? How could you stop the bullying?

You had ridden to the park to meet some friends. When you got there you saw an older person that you knew from your street. This person started pushing your friend around and took their bike off them and rode away. As they rode past they stared at you.

Answer the following questions:

1. What could you do to help the person being bullied?
2. What if the person doing the bullying threatened you and told you to remember they knew where you lived? How could you stop the bullying?

Worksheet

Y-chart



Sounds like

Looks like

Feels like

Teacher notes

Definition Match cards answer sheet

Match the word with its meaning.

abuse	Actions that cause hurt, harm or put someone in danger that are not accidental
bribes	To try to make someone do something by offering to give a gift, a favour, a special outing or special privileges.
bullying	Repeatedly using power in an unfair way to purposely hurt, harm or put someone in danger.
bystander	Someone who witnesses someone being bullied.
emotional abuse	Hurt or harm to our thoughts and feelings. Can include name calling, teasing, excluding, yelling at, put downs.
favour	Doing something for someone else.
gender stereotypes	An idea about what it means to be a boy or a girl or a woman or a man and how people will act, based on the group to which they belong.
gift	Something that is given to someone often to show appreciation or gratitude.
harm	Injury or damage to someone or something.
identity	Qualities of a person that make them who they are.
physical harm	Injury or damage to the body.
power	Being able to do something or make something happen or to make other people do something.
protection	Being kept as safe as possible from harm or danger.

Teacher notes: **Definition Match cards answer sheet**

respect	It means being caring and kind, and thinking and acting in a way that shows others you care about them and their feelings.
rights	Something you are entitled to have by law and that adults have a responsibility to protect.
safe	Protected from or not exposed to danger or risk.
safety rules	Rules to protect people from harm or injury.
sexual abuse	Looking at, showing or touching the sexual parts of the body without permission.
threats	Words or actions which are meant to force another person to do, or not do, something.
unsafe	In danger of being hurt or harmed.
upstander	Someone who takes action against bullying behaviour to protect someone who is being bullied.

Cards

Definition match

Match the word with its meaning.

abuse	bullying
bribes	bystander
emotional abuse	gender stereotypes
favour	gift
harm	physical harm
identity	power
protection	rights
respect	safe
safety rules	sexual abuse

Cards: **Definition match**

threats	**unsafe**
upstander	
Actions that cause hurt, harm or put someone in danger that are not accidental	Repeatedly using power in an unfair way to purposely hurt, harm or put someone in danger.
To try to make someone do something by offering to give a gift, a favour, a special outing or special privileges.	Someone who witnesses someone being bullied.
Hurt or harm to our thoughts and feelings. Can include name calling, teasing, excluding, yelling at, put downs.	An idea about what it means to be a boy or a girl or a woman or a man and how people will act, based on the group to which they belong.
Doing something for someone else.	Something that is given to someone often to show appreciation or gratitude.
Injury or damage to someone or something.	Being kept as safe as possible from harm or danger.

Cards: **Definition match**

Qualities of a person that make them who they are.	It means being caring and kind, and thinking and acting in a way that shows others you care about them and their feelings.
Injury or damage to the body.	Something you are entitled to have by law and that adults have a responsibility to protect.
Being able to do something or make something happen or to make other people do something.	Protected from or not exposed to danger or risk.
Rules to protect people from harm or injury.	In danger of being hurt or harmed.
Looking at, showing or touching the sexual parts of the body without permission.	Someone who takes action against bullying behaviour to protect someone who is being bullied.
Words or actions which are meant to force another person to do, or not do, something.	

NSW Department of Education

PDHPE

Stage 3: Child Protection Education

Unit of work

Safe and unsafe relationships

NSW GOVERNMENT

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Unit description

Through this unit, students will investigate the diversity of relationships and explore reasons why relationships change. They will develop skills to recognise characteristics of respectful relationships and identify safe and unsafe online behaviour, types of violence, coercion and how power might be abused. Students will consider the effects of emotions on relationships and positive ways to respond to emotions. They will assess the importance of their own support networks as they identify ways to seek help when their rights are not being respected.

Students will develop and apply interpersonal and self-management skills to plan for safety online and offline, protect themselves and promote supportive upstander behaviour.

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

Students will investigate the essential question: What behaviours and actions make a relationship safe or unsafe?

Skills in focus

Self-management skills

Self-awareness

- awareness of rights and responsibilities

Emotion and stress management

- recognising emotions

Decision-making and problem-solving

- finding solutions to problems

Help-seeking

- accessing support and support networks

Interpersonal skills

Empathy building

- understanding others' needs and circumstances

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise safe and unsafe relationships and react in safe and positive ways. They will create, apply, practise and evaluate protective strategies to keep themselves and others safe.

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to respond to unsafe relationships. This is achieved by encouraging students to draw on their knowledge and understanding of their personal rights and characteristics of positive relationships to help them make decisions to protect themselves and others.

Develop health literacy

Students are provided with opportunities to develop knowledge and understanding of the characteristics of positive relationships and actions and behaviours that indicate unsafe relationships. Students apply this knowledge to their own relationships in order to recognise appropriate people to have in their support network, abuse of power in relationships and when they should seek help.

Critical inquiry

Students are supported to question and challenge the actions of others that do not respect the rights of themselves or others. They have opportunities to develop skills to recognise disrespectful and harmful behaviour, question unsafe actions and challenge these behaviours and actions assertively. Students are also supported to explore community resources where they can seek help and question the information and messages they are providing.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD3-1 identifies and applies strengths and strategies to manage life changes and transitions	• Distinguish between different types of relationships and how they are different • Explore reasons why relationships change	Students will: • identify different relationships they have and how they differ • identify why relationships might change in a positive way and a negative way
PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others	• Identify trusted adults in the community who can provide advice and support and how to access these people • Explore the emotions associated with feeling unsafe and propose strategies for managing these feelings	Students will: • identify community and online resources to seek help and support • suggest positive ways of responding to negative emotions in a given scenario
PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others	• Describe actions that support caring and respectful relationships • Examine the influence of emotional responses on behaviour and relationships • Describe protective actions and identify skills to address abuse of power in relationships	Students will: • record actions or behaviours that show respect in the classroom and community • discuss how positive and negative emotions can have an impact on relationships • identify ways power is used responsibly and when it is an abuse of power • describe ways to respond to abuse of power

Outcomes	Unit learning goals	Evidence of learning
PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces	• Propose a support network of trusted adults who could provide advice and support • Recognise and demonstrate safe behaviours and actions online • Plan for safety online and the ethical use of mobile devices and social media • Understand and recognise coercion and select appropriate ways to deal with coercive situations • Plan behaviours and actions that protect and promote health, safety and wellbeing • Understand their rights in order to recognise abuse • Recognise that knowing their rights can assist in knowing when to seek help	Students will: • create a personal support network of up to 5 trusted adults who can provide advice and support • identify safe and unsafe online behaviour in scenarios • record information on how to be safe online • identify examples of coercion in a scenario • suggest strategies to resist coercion • create messages to promote protective strategies or supportive upstander behaviour in abusive situations • identify ways in which rights are not being respected
PD3-9 applies and adapts self-management skills to respond to personal and group situations	• Practise safe and supportive upstander behaviour and discuss how they can prevent or stop bullying	Students will: • create a role play or short video to show when and how to take action when rights are not being respected
PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections	• Demonstrate actions that support the rights and feelings of others	Students will: • demonstrate actions and behaviours that show respect and inclusion of classmates during a group activity or game

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness change over time?	• Examine how identity and behaviour are influenced by people, places and the media, for example: (ACPPS051) – distinguish different types of relationships and their diversity, eg families, friendships – explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships **S I**
How can I manage transitions and challenges?	Investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053) – identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts, eg parents/carers, family, community Elders, community organisations, teachers **S I**
How do empathy, inclusion and respect have an impact on myself and others?	Examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056) – analyse situations where emotions can influence decision-making **S** – discuss how appropriate emotional responses can have an impact on relationships, eg empathy, excitement, happiness **S** – explore scenarios to identify behaviours which make a scenario safe or unsafe, eg warning signs, secrets, threats, bribes, violence **S I** Practise skills to establish and manage relationships, for example: (ACPPS055) – explore reasons why relationships change and devise strategies to manage transitions, eg changing school, joining a new team, changing priorities, family separation **S I** – describe actions that support caring and respectful relationships **S I** – recognise risk, abuse and neglect in relationships and ways to seek help – select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, eg negotiation, refusal skills **S I** – describe protective actions to develop respectful relationships and identify skills to address the abuse of power in relationships, eg seeking help, persistence, assertive responses, problem-solving **I** – plan for responsible and respectful use of mobile devices and social media in relationships **S**

Key inquiry questions	Syllabus content
How responsible am I for my own and others' health, safety and wellbeing?	Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example: – model behaviour that reflects sensitivity to the needs, rights and feelings of others **S I** – discuss the importance of health, safety and wellbeing services in supporting children and share information about local services using ICT tools, eg online collaboration, multimedia presentation **S**
What actions positively influence the health, safety and wellbeing of my community?	Investigate and adopt practices that help promote and maintain health, safety, and wellbeing, for example: – plan for personal safety online and ethical use of mobile devices and social media **I** – propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers **I** Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054) – explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, eg fear, anger, feeling anxious **S I** – practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and forms of discrimination and harassment **S I**

1 Respect in the classroom and community

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Describe actions that support caring and respectful relationships (PD3-3)
- Demonstrate actions that support the rights and feelings of others (PD3-10)

Success criteria

Students will:

- record actions or behaviours that show respect in the classroom and community
- demonstrate actions and behaviours that show respect and inclusion of classmates during a group activity or game

Resources

- Question box
- Tea party question cards
- 5 Y charts
- Word draw instructions

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

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

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for

example, last night's dinner, to ensure the questions remain anonymous or a drawing.

- They must place their own paper into the question box.

Questions will be answered at the next lesson.

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

- What sorts of actions or behaviours of others make you feel uncomfortable, upset, or unsafe when working in a group activity? For example, when someone laughs at my ideas, when people don't listen, when someone talks over the top of my ideas, when I don't get to talk.

Allow students a few minutes to record their answer and place it in the question box. Remind students that everyone must record something and put it in the question box. If students can't think of an answer, they can record something that makes them feel good when working in a group.

Understand

Tea party

Students find a partner.

Have the class form an inner circle and an outer circle with one partner in either circle.

Explain to the class that they will be discussing some questions with their partner and they are to think of actions and behaviours that support each question.

Provide students in the inner circle with a tea party question card. Have the inner circle start with asking the question to their partner in the outer circle. Once students have had a chance to answer, the outer circle moves in a clockwise direction, so they have a new partner.

Provide students in the outer circle with a tea party question card. The outer circle asks the next question to their new partner.

Continue to rotate and ask questions, swapping the role of the question asker each time.

Explain to students that they are going to create respect posters.

Create 5 Y Charts with the sections 'looks like', 'sounds like', 'feels like'. Add the headings below to each one and distribute around the classroom.

- Respect in the classroom ...
- Respect in the playground ...
- Respect at home ...
- Respect at sport ...
- Respect at the shops ...

Students record an example relating to each heading. This can include some of the answers that their partners gave them in the previous activity. Ideas might include:

Looks like

- taking turns to talk
- listening to others' ideas
- including others, asking someone to join in an activity
- helping others, sharing

Sounds like

- using kind words
- not talking about other people's experiences
- no put downs or teasing
- asking people how they feel and what they think
- asking for others ideas

Feels like

- fair
- kind
- safe

- caring
- supportive
- inclusive

When students have finished, or after a set time, have the students present some ideas related to each Y Chart and add them to the Y Charts.

Explain to students that the Y Charts are a reminder of how the class can show respect to each other.

Act and apply

Explain to students that they are going to play a game where they can practise showing respect to others in the class.

Students are to consider what is on the Y Charts to check if they are showing respect during the game.

Have students play a favourite class game or use the game below.

Word draw

Place students into groups. The object of the game is for the group to guess as many words as possible drawn by one of the group members.

Each group is given a different pile of cards with different items to draw so groups can't guess off another team.

The drawer selects the card on top of the pile and attempts to draw the item for the group to guess. Once the word is guessed correctly or passed on, the next card is drawn, and the game continues until one group guesses all words.

After the game ask the class the following questions:

- What ways did your group show respect to each other?
- How did your group help each other to complete the game?
- What behaviour helped to make sure everyone felt safe, respected, and included during the game?
- Were there any behaviours that made it harder or easier to complete the game?

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

- What is an action or behaviour that makes you feel safe and respected in your classroom?

2 Relationships and changes

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Distinguish between different types of relationships and how they are different (PD3-1)
- Explore reasons why relationships change (PD3-1)

Success criteria

Students will:

- identify different relationships they have and how they differ
- identify why relationships might change in a positive way and a negative way

Resources

- A3 paper with questions listed
- Sticky notes
- Different relationships worksheet

Switch on

Introduce the learning goals and discuss them with the class.

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

Brainswarm

Explain to students that a 'brainswarm' is a brainstorm conducted in silence with sticky notes. Explain to students that by using this tool, there is no critiquing of ideas, dominant voices or a reluctance to contribute, which are valuable characteristics of respectful relationships.

Provide students with sticky notes to complete the following brainswarms. Students do not have to contribute to all brainswarms but should contribute to at least 3.

How are relationships started?

Suggested responses could include, relationships are started through people meeting each other or having something in common which links them, such as being part of a family, being at the school or in the same class, living close together, playing sport together, coming from the same town.

How do positive personal relationships progress, from just meeting, to becoming friends, to becoming close?

Suggested responses could include, relationships develop over time, through shared experiences and trust being developed.

Why do some relationships change?

Suggested responses could include, changing schools or moving away, not trusting someone anymore, unresolved arguments, not treating each other respectfully, family separation,

changes to common interests, meeting new people, becoming too busy.

What ingredients do you believe are essential for a healthy or positive relationship?

Emphasise that useful ingredients include – trust, care, respect, safety, fun, empathy, shared views, communication (talking and listening), honesty, praise, or compliments where appropriate, apologies where appropriate, loyalty, support.

Understand

Explain to students that as they grow older and have opportunities to do more things and meet new people, their relationships with others can sometimes change. By the end of primary school, we have often formed strong friendships with our peers but around this age people often begin to grow and change. This might mean that some relationships change.

Brainstorm different types of relationships. Examples may include:

- parent
- carer/child
- siblings
- grandparents/grandchildren
- uncles
- aunty/niece
- nephew
- stepparent/stepchild
- family friends
- cousins
- peer friendships
- online friendships
- teacher/student

Have students complete the Different relationships worksheet to identify people they have relationships with and to describe each relationship.

Ask students to suggest reasons why each type of relationship might change and record their answers. Reasons may include:

- spending more time with someone
- changing schools
- family separation
- playing a new sport or interest in a new hobby
- losing trust in someone
- moving away from family or friends and not seeing them as often
- unresolved conflict
- a new connection with peers on social media/online gaming

Inform students that a healthy or positive relationship is like a recipe – the right ingredients make it great, if the ingredients are missing or if the ingredients change, it might not be as good as it could be.

Explain to students that you are going to read out some ingredients for a healthy or positive relationship that they suggested in brainswarm 4, and while you do that you want them to think of someone they are close to, and whether the relationship includes some of the ingredients mentioned. If students have not suggested many appropriate ingredients the following could be used:

- trust
- care
- respect
- safety
- fun
- empathy
- honesty
- support
- compromise

- kindness
- forgiveness
- communication
- time together
- fairness
- listening
- consideration
- solving problems
- acceptance
- shared activities

Explain to students that each relationship does not need to have all the ingredients for it to be positive, but the more of the healthy ingredients it has, the closer, stronger, and healthier the relationship will be.

Ask students: If you are related or linked to a person, does that automatically mean that you are close to that person? Sometimes even members of families are not close.

Ask students: If a relationship changes and you lose some of the healthy ingredients, how might that affect someone? Examples include, not as close, angry, or sad, upset, lonely, might still be ok but just not as close.

Ask students: What are some unhealthy ingredients in a relationship? Examples include, bullying, teasing, ignoring, leaving out, lying, stealing, abuse, secrets, bribes, threats, being neglected.

What if some unhealthy ingredients found their way into the relationship? How might that affect someone? Examples include, making you feel bad all the time, confused, angry, scared, upset, frightened, uncertain, worried, lonely, you might want to end the relationship.

What could you do if one of your relationships started to change and you weren't sure about it anymore? Emphasise that students should always talk to a trusted adult about it.

Act and apply

In groups, students choose two different types of relationships and list a positive reason for a possible change in that relationship, and a negative reason for a possible change in that relationship.

Have groups present their ideas.

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

- What are 5 healthy ingredients that you want in a relationship?

3 My support network

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Propose a support network of trusted adults who could provide advice and support (PD3-7)
- Identify trusted adults in the community who can provide advice, and support, and how to access these people (PD3-2)

Success criteria

Students will:

- create a personal support network of up to 5 trusted adults who can provide advice and support
- identify community and online resources to seek help and support

Resources

- Community and online support services worksheet
- Kids helpline website
- e-Safetykids website
- Bullying. No Way! website

Switch on

Introduce the learning goals and discuss them with the class.

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

Students work together in pairs to brainstorm what a support network is. Ask students to consider:

- How do support networks help us?
- Why is it important to have a support network?

Allow each pair to share their answers with the class.

Understand

Revise the definition of a support network. A support network is a group of up to 5 adults who you trust and could tell if you were unsafe, threatened, or abused.

Explain to students that it is important that the relationships they have with their support network adults should have lots of healthy ingredients but especially:

- trust
- care
- respect
- support
- communication
- safety

It doesn't matter if you don't see these people often, as long as you have a way of contacting them and you trust that they will listen to you and help you.

Ask students: Why is it important to have up to 5 trusted adults in your support network and not more or less? Emphasise with students that it is easier to remember up to 5 adults, especially if you are unsafe and feel confused and upset. It is important to have up to 5 trusted adults in case you cannot find someone on your support network, if the adult you tell does not believe you, or if an adult is not able to help you. In some situations, one adult might be more appropriate to talk to than another.

Brainstorm a list of potential support network adults under the following headings:

- family
- friends
- online
- school
- community

In pairs, students research a local community resource that could offer support such as PCYCs, Police Stations, Youth Centres, After School Centres, Doctors and Counsellors/ Psychologists. Using the community and online support services worksheet or another method, students record the name of the community resource, any contact details such as phone number, website and address and a brief description of the support provided. Once pairs have researched a local community support they should explore online support services such as Kids helpline, e-Safetykids from the e-Safety Commissioner Website and Bullying. No Way!

Ask students to suggest how they know an online support service is a reliable source.

Explain to students that government and education sites end in .gov and .edu.

These sites are heavily regulated and are checked by experts so are very reliable. Sites that end with .au are Australian sites that are more relevant than sites from other countries. Kids helpline is not a government or educational site but is a well-known Australian website that has been providing support to Australians for a long time.

Ask students to share the information they have found with the class.

Act and apply

Students work independently to record up to 5 personal support network adults. They should include a brief reason for choosing these adults and include ways to contact them.

Students expand their support network options by listing online and community resources that could support them. They should include a brief description of the support the resource provides and the contact details.

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

- What is one of the most important relationship ingredients that you would like your support network adults to have?

4 Effects of emotions

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Examine the influence of emotional responses on behaviour and relationships (PD3-3)
- Explore the emotions associated with feeling unsafe and propose strategies for managing these feelings (PD3-2)

Success criteria

Students will:

- discuss how positive and negative emotions can have an impact on relationships
- suggest positive ways of responding to negative emotions in a given scenario

Resources

- A Joy Story: Joy and Heron film
- 'Someone is being mean to me online' webpage

Switch on

Introduce the learning goals and discuss them with the class.

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

Watch the short film A Joy Story: Joy and Heron

Ask students the following questions:

- What emotions do you think Joy (the dog) was feeling when they first went out on the boat? Examples could include, excited, happy.
- What did you notice about Joy's behaviour or actions? Examples could include, Joy was jumping around, Joy's tail was wagging, it looked like Joy was smiling.
- How did Joy's emotions change when the Heron started taking the worms? Examples could include, Joy was angry, annoyed.
- How did Joy react to angry feelings? Examples could include, Joy growled and chased Heron away. They had a fight over a worm.
- Why do you think Joy offered Heron the worms after seeing Heron's hungry babies? Examples could include, Joy understood how Heron was feeling, and how the babies were feeling, and wanted to help them.
- How did Joy's behaviour and actions change when Joy felt empathy for Heron? Examples could include, tail was wagging again. Joy made a thoughtful, kind gesture offering worms.
- How did Heron's behaviour and actions change when Joy showed empathy? Examples could include, Heron wanted to show appreciation to Joy and gave Joy some fish.

Understand

Display the range of emotions Joy felt, for example, excited, happy, angry, annoyed, and empathetic.

Ask students to identify the positive emotions. Examples could include, excitement, happiness (joy), empathy.

With a partner, students discuss the actions and behaviours they might have when feeling these emotions.

Have volunteers share some of their partner's ideas, for example, jump around, smile, hug people, do kind things for people, help others.

Pairs join another pair and discuss how these actions and behaviours affect the people around them. Examples could include, they might feel happy too, they might feel cared for, they might show kindness back, and some people might get excited with you. If you're too excited people might get annoyed if they don't feel the same way.

Have a group spokesperson share some ideas from each group.

Ask students to identify the negative emotions from the short film, for example, annoyed, angry, some students may mention sad.

In the same groups, students discuss the actions and behaviours they might have when feeling these emotions. Examples could include, hurt people, cry, yell, run, and say mean things.

Ask students how these actions and behaviours affect the people around them. Examples could include, upset others, make others angry, people fight back.

Ask students: What have you noticed about how someone is feeling, the way they behave, and act, and how it affects others? Examples could include, happiness can spread happiness and make people around you feel better, anger can spread anger and make people around you feel bad, angry, or worse.

Remind students that when our feelings change from a positive feeling to a negative feeling, it can sometimes be a warning sign that the situation is becoming unsafe.

Explain that sometimes our negative feelings can build up and intensify.

Explain to students that they are going to explore the building up of intense, stronger, or more deeply felt emotions.

Emotion Statues (Adapted from Resilience, rights & respectful relationships: Teaching for Social and Emotional Learning and Respectful Relationships)

Explain that you will call out a negative emotion and students need to form a mirrored statue with a partner to show that emotion. You will then call out a stronger form of that emotion and in response students need to intensify their statue pose.

Demonstrate an example with the emotions worried and terrified.

Students find a partner and move to a space in the room and stand face to face. Students take it in turns to mirror their partner's statue for each emotion.

Call out the following emotion combinations for students to demonstrate:

- worried or terrified
- angry or furious
- hurt or devastated
- embarrassed or humiliated

Call out the emotions again and have students discuss with their partner the types of events that might lead to the different levels of that emotional intensity. For example,

Worried or terrified

- someone threatens to hurt you
- someone is chasing you to hurt you;

Angry or furious

- someone has taken something of yours without permission
- they don't give it back and they destroy it

Hurt or devastated

- your friend says they don't want to play with you
- your friend spends less and less time with you and then tells you they aren't friends with you anymore

Embarrassed or humiliated

- someone teases you about something that happened to you
- this person spreads it around the school

Ask students to share some experiences that could create intense emotions.

Explain to students that intense emotions may occur with a serious incident; they can build up over time or they can build up depending on the frequency of the experience.

Explain to students that it is normal to feel intense emotions in some situations and that they can also be a warning sign that a situation has become unsafe. What is important is how we respond to these emotions. There are both positive and negative coping strategies that people use to respond to these emotions.

Ask students: Why do you think it might be good to understand how someone else might be feeling? Examples include, it helps us support someone, be kind, caring, and fair. These are all key ingredients in positive relationships.

Ask students: Why do you think it might be important to recognise our own emotions? Emphasise that our emotions help us to recognise whether a situation is safe or unsafe.

We can use our emotions to help us make decisions to keep us safe.

Ask students: When you feel negative emotions or intense negative emotions and you recognise a situation is unsafe, what can you do? Emphasise that they can try to stop the behaviour that is making you feel those emotions, they can remove themself from the situation, and they can tell a trusted adult about how they are feeling.

Explain to students: If you are still feeling negative or intense emotions there are other strategies you might use. Some negative ways some people deal with their negative feelings include: taking it out on others and using violence and aggression. As we discussed before these behaviours often affect others around us and often make things worse.

Ask students: If we have used strategies to change an unsafe situation and we are still feeling negative emotions what things can we do that might make things better?

Explain to students that the following positive coping strategies can help us feel better or help us think clearer to make better decisions:

Physical activity

- includes things like exercise, sport, dance, active play which can help lift your mood.

Self-calming activity

- includes things that calm you down, like drawing, meditation, being in a quiet space, listening to soothing music, taking a shower, mindfulness.

Social activity

- includes things that connect you with others like talking things over, help-seeking or playing with others

(Adapted from the State of Victoria (Department of Education and Training) 2016 Resilience, rights & respectful relationships: Teaching for Social and Emotional Learning and Respectful Relationships)

Act and apply

In pairs, students explore 'Someone is being mean to me online' webpage.

Students choose one example of cyberbullying from the 'Someone is being mean to me online' webpage and create a brief, two or three sentence scenario around this example explaining what happened, who it happened to, and the negative emotions that were felt. View student scenarios as students are working to provide feedback and assistance, where necessary, and to ensure scenarios are appropriate.

Ask students to suggest positive ways the character in their scenario could respond to their negative emotions. This could include ways to stop the cyberbullying, seeking help and positive coping strategies.

> **Formative assessment opportunity.** Collecting this work allows students to demonstrate evidence towards outcome PD3-2, demonstrating knowledge of strategies to respond to negative emotions in order to help themselves and others.

Ask pairs to share their scenarios and positive ways of responding to negative feelings.

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

- What are some positive strategies to deal with negative emotions?

5 Rights in relationships

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Understand their rights in order to recognise abuse (PD3-7)
- Recognise that knowing their rights can assist in knowing when to seek help (PD3-7)
- Practise safe and supportive upstander behaviour and discuss how they can prevent or stop bullying (PD3-9)

Success criteria

Students will:

- identify ways in which rights are not being respected
- create a role play or short video to show when and how to take action when rights are not being respected

Resources

- Rights scenarios worksheet
- 'The Upstander' video

Switch on

Introduce the learning goals and discuss them with the class.

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

Watch the short video 'The Upstander'.

Discuss the following questions:

- Why do you think Belle replaced her headphones when she heard other students bullying Tina? Examples include, she found it easier to ignore the bullying than to stand up to it.
- What do you think Tina is feeling when she is being bullied? Examples include, fear, scared, worried.
- What do you think Belle is feeling when she sees Tina being bullied? Examples include, fear, relief it isn't her, guilt, concern.
- What choice did Belle make about the bullying? Examples include, she chose to be an Upstander and support Tina to stop the bullying.

Understand

Revise: What is a right? Emphasise that rights are things that all people should have.

Brainstorm a list of rights or conditions which students believe all children should expect.

Use the following headings for the brainstorm and to record students' responses:

- to be safe
- to be cared for
- to have their bodies respected
- to have their thoughts and feelings respected
- to be treated fairly

Address any suggestions by students that are wants by explaining that they represent wants, not needs.

Ask students the following questions:

- Do you think any of the behaviour in the film 'The Upstander' respected the rights of others? Examples include, no in the beginning and yes in the end.
- What rights were not being respected? Examples include, the right to be safe, the right to have feelings respected.
- Who was not respecting these rights? The students that were bullying.
- Who could have protected the student that didn't have her rights respected? Examples include, teachers, parents, and other students.
- How could these rights have been met? Examples include, students not bullying, other people standing up to the bullying.
- What is empathy? Emphasise that empathy is the ability to understand what someone is feeling and feel it with them.
- How did Belle show empathy for Tina? Examples include, she supported her and stood up for her rights.

Explain to students that for rights to be met other people have to respect those rights. People must demonstrate actions and behaviour that support and protect the rights of others.

Who has a responsibility to make sure the rights of children are being protected? Emphasise that adults have this responsibility.

Do children have a responsibility to protect the rights of others? Emphasise that children are responsible for respecting the rights of others and treating others fairly, but they never have the full responsibility for the safety and protection of others.

In pairs, students read through the scenarios on the rights scenarios worksheet and answer the questions.

Discuss the scenarios as a whole class.

Discuss the following questions:

- What could you do if someone acts towards you in a way that does not respect your rights? Emphasise that students can take action to get their rights respected. If this doesn't work, they may need to seek help from an adult.
- What if an adult harms or threatens you? Emphasis that adults have particular responsibilities towards children. Children are entitled to be protected – not harmed, by adults. There are people who can help. These could be family members, neighbours, support network adults, teachers, and other adults whose job it is to look after the safety and wellbeing of children.
- Are there times when children are not entitled to be safe from abuse or harm? Emphasise that adults are always responsible for ensuring children are safe from harm. Adults who abuse children sometimes try to make them think that they don't deserve to be safe or respected so they will keep the abuse a secret. These adults usually know that what they are doing is wrong. Children always have the right to be safe and respected.

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

Act and apply

Replay the short video 'The Upstander'.

Explain to students that they are going to create a script for a role play or short video that shows a different bullying situation.

In pairs, students are to create the script with an ending which demonstrates what they could do when their rights and the rights of others are not being met.

Have students role play or record their short videos and show them to the class.

> **Formative assessment opportunity.** Observing this activity allows students to demonstrate evidence towards outcome PD3-9, demonstrating self-management skills to recognise how and when to seek help.

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

- Why does it help to know your rights?

6 Safety online

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Recognise and demonstrate safe behaviours and actions online (PD3-7)
- Plan for safety online and the ethical use of mobile devices and social media (PD3-7)

Success criteria

Students will:

- identify safe and unsafe online behaviour in scenarios
- record information on how to be safe online

Resources

- Online scenarios worksheet
- #GameOn: Ep4 – Telling Dean clip
- 'Be an eSafe kid' webpage

Switch on

Introduce the learning goals and discuss them with the class.

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

Explain to students that they will be exploring the risks of sharing content and images online.

Ask students to record or hold their fingers up on both hands and put one finger down each time they can answer yes to the following statements:

- Have you ever had a photo taken of you or taken one yourself?
- Have you ever had a photo of you uploaded onto social media or uploaded one yourself?
- Have you ever had a comment made about your photo?
- Have you ever downloaded an app without your parent's permission?
- Do you use any form of social media?
- Are your social media accounts public?
- Have you ever accepted a friend on a social media account that you didn't know?
- Have you had a photo of yours shared by someone after it was uploaded?
- Have you ever felt uncomfortable about a photo being shared, or been teased, or bullied about the photo?

Acknowledge that everyone that answered yes to two or more of the questions has had the potential to be at some level of online risk. The more times you answered yes, the more potential risk you have.

Explain to students that because so many things they do are online using devices, it is very important to understand the risks of being online, the responsibilities that come with using online devices and what to do when an online environment becomes uncomfortable or unsafe.

Understand

Watch the clip by on the e-Safety Commissioner's Website called #GameOn: Ep4 - Telling Dean

Divide the class into 4 groups and give each group two of the questions below to discuss:

- What types of content have you posted online? Examples include, pictures of themselves, food pictures, videos of their family, status updates.
- What types of content or images should you think twice before posting? Examples include, nasty comments, a picture of a family member, a video of your friend dancing without asking permission first.
- Why do kids like to share online? Examples include, communicating with friends and family, it's fun, they want to create an online identity.
- When should you get advice before posting content or images online? Examples include, your first time posting, if you're unsure if a picture might be unsafe or disrespectful to post.
- How can you keep your location private as an extra security measure? Examples include, checking your settings in the app, turning off location settings on your phone, keeping identifying information, for example, your school logo out of the picture.
- How do you control who sees what you share online? Examples include, adjusting your privacy settings, letting other people know how you feel about your images being shared with others.
- Who should you share content or images with? Examples include, friends, family, people you know.
- When should you share something that doesn't belong to you? Emphasise only when you have permission from the person to do so.

(Activities adapted from the Forever Lesson Plan Teacher resource on the educators section of the esafety commissioner's website)

Have each group present their answers and discuss as a class.

Students explore 'Be an eSafe kid' through the e-Safety Commissioner's Website to identify how to be safe online.

Students create a page with four sections and record information around being safe online under the four headings:

- Be safe
- Be curious
- Be kind
- Be secure

Discuss the information that students recorded as a class.

Act and apply

Provide each student with one of the scenarios from the Online Scenarios worksheet.

> **Formative assessment opportunity.** Collecting this work allows students to demonstrate evidence towards outcome PD3-7, demonstrating knowledge of strategies for staying safe online.

Students read through the scenario and record their answer to the discussion questions. The questions are:

1. What were the safe and unsafe behaviours or actions in the scenario?
2. What would you do next if you were the person in the scenario?
3. Which of your support network adults would you tell if you needed advice or support in this situation?
4. What safety messages would you give to someone to increase safety or reduce the risk online?

Scenarios include:

Mahli had been chatting to a friend online called TallDude11. They'd been talking for a while and TallDude11 had asked Mahli to meet him at the local shops. Mahli told her friends about it, and when and where they were going to meet. Mahli didn't tell her parents because she didn't think they'd let her meet up with a boy. When Mahli went to meet TallDude11 she couldn't see any boys her age but there was an older guy waiting where she was supposed to meet TallDude11.

Jack kept getting group text messages while he was trying to win a battle on his favourite game. When he checked his phone, he'd missed 60 messages. They were all about a photo someone had sent to everyone. It was a photo of Johan, a kid from school. Someone had started a poll about ways they could bully Johan and posted it for everyone to see, including Johan.

Ethan was pretty excited about getting his first phone. The first thing he did was set up a profile on one of the social media apps that his friends were on. He wasn't too sure how it all worked and didn't really want to ask his parents, so he just had a go. He had added his name, address, school, age, soccer club, and phone number. He remembered he had to set his account to private, but he didn't know how so he was going to ask one of his friends to show him the next day. Not long after Ethan received a friend request from someone he didn't know, but they said they were friends with one of his friends from school. Ethan accepted the friend request and they started messaging. Ethan didn't know who he was messaging and was worried this person might not actually know his friend.

Peta and George had been taking photos and posting them online. One photo of them together was getting heaps of likes. Then someone started making fun of them, saying they were dating, and that they loved each other. Someone else made some nasty comments about their looks. Then the nasty comments kept coming.

Beth had a few friends over for her birthday. They had been swimming all day and they were getting ready for bed. One of her friends wanted to check out one of the new social media apps Beth had on her phone. Beth had to help her Mum, so she gave her friend her password to get onto the app. The next day Beth was looking at this app and noticed there were lots of posts that she hadn't posted. Some of them were mean and nasty, and there was one photo of her that she didn't want on there. Then she noticed a new post pop up. Someone was controlling her account.

Kanoa had many friends on his social media app. He didn't know them all, but he kept his personal information private, so he didn't think it really mattered. There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird, but he sent one. Rhianna said he was super cute, and she loved the photo, and not long after sent him one of her. Rhianna said he could be a model and that if she had a couple more photos, she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency, and they wanted to pay him for more photos, and could he send some soon.

Collect students' work and discuss the following as a whole class:

- What were the safe/unsafe behaviours or actions in your scenario?
- What safety messages would you give to someone to reduce their risk online?

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

- Why do you need a safe profile online?

7 Coercion

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Understand and recognise coercion and select appropriate ways to deal with coercive situations (PD3-7)

Success criteria

Students will:

- identify examples of coercion in a scenario
- suggest strategies to resist coercion

Resources

- Kanoa and Rhianna worksheet

Switch on

Introduce the learning goals and discuss them with the class.

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

Revise the meaning of a bribe. Emphasise that bribes are given to get someone to do something they don't want to do by offering a gift, a favour, a special outing, or giving privileges.

Revise the meaning of a threat. Emphasise that threats are words or actions which are meant to force another person to do, or not do, something. Threats often suggest that something harmful may happen if the person does not obey.

Group challenge: Divide students into small groups. Each group will compete against each other to answer a question or complete a task before anyone else. One person from each group competes against the other groups. Once a question or task has been completed, the winner remains, and the other groups have a new group member for the next challenge. Allocate a point to the group that wins each challenge. Continue rounds until all students have had a chance to compete for their group.

Questions and tasks should allow demonstration of a variety of skills or knowledge and could include:

- A maths question
- Recalling timetables facts
- Spelling a word
- Completing a set number of physical movement activities such as hopping or star jumps
- Solving a puzzle
- A building challenge

- Balancing in a given pose for the longest time
- Answering questions around content completed
- Finding a given word in a find-a-word
- Drawing an object.

As a class discuss the following questions:

- What were some feelings and body signals you experienced when it was your turn to complete the task or challenge? Examples include, feeling uncomfortable, stressed, heart beating faster, tight throat, nervous, not wanting to have a turn, not wanting to let the group down, excited, confident, calm.
- Did anyone feel pressure to win for their group when it was their turn?
- Did you feel that the pressure came from yourself or from your group?
- When might people be put under pressure by other people? An example is when other people try to make them do something they don't want to do.
- What might people do to pressure others into doing something they don't really want to?
- Can people be pressured in non-physical ways? Examples include being pressured through threats or bribes being made. Non-physical bullying such as looks, and gestures may occur.

Understand

Hold up a closed fist and ask if anyone feels that they could get you to open your fist.

Ask students to suggest ways to open your fist.

Explain to students that in pairs they are going to try to open their partner's fist, but they are not allowed to touch their partner in any way.

After a minute, have students swap roles and repeat the task.

Ask each pair to record the strategies they used to try to open each other's fists.

Introduce the term coercion. Create a shared definition.

> Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to do. Coercion usually involves pressure.

Display the heading 'coercion'. Below the word coercion add the following sub-headings: force, bribes, threats, guilt.

Using the strategies recorded from the previous activity, have students take turns placing the strategies under the appropriate heading.

Discuss reasons for the card placement and how each strategy is a form of coercion.

Discuss the concept of guilt. Create a shared definition.

> Guilt is feeling bad about doing something wrong or not doing something that was expected, for example, you might feel guilty if you break a rule, take the last piece of cake, and someone else misses out or you forget someone's birthday.

Explain to students that guilt can be a natural response but does not necessarily mean that a person is guilty. Sometimes it means that someone thinks they have done something wrong, even if they haven't.

Explain to students that guilt can be appropriate (when you have done something wrong or not respected someone's rights) or inappropriate (if you feel you have to do something that you don't want to do just to make someone else happy.)

Explain that guilt can sometimes be used to pressure a person into doing something they don't want to do. Sometimes guilt might be used to make a person keep a secret that shouldn't be kept. People can be made to feel guilty if they were part of the secret, or because someone they know will get into trouble.

Remind students that unhappy or unsafe secrets are harmful and should be told to a trusted adult.

Read the following examples of coercion and answer questions as a class:

Discussion of the scenarios should emphasise the following points:

- Coercion involving guilt can be harder to resist and harder to talk about.
- Coercion involves lack of care and respect for someone's feelings, safety, and personal rights.
- Coercion is not OK. Talking to a trusted adult will help you to decide what to do about the unsafe situation.

Costa wants to borrow Rob's new jacket. Rob's parents told him he wasn't to lend his clothes to anyone. Costa says that Rob is so lucky because he gets everything he wants from his parents and Costa's parents never buy him anything. Rob feels guilty.

1. What did Costa say that was coercive?
2. How did Rob feel?
3. Was that an appropriate response?
4. What should Rob do?

Karlie went shopping with her friend. On the way home her friend showed her two pairs of earrings that she had stolen from a shop. Karlie was shocked. Her friend said that Karlie could have one pair if she never told anyone how she got them. Karlie loved the earrings but later she felt unhappy whenever she wore them.

1. What did Karlie's friend say that was coercive?
2. How did Karlie feel?
3. Was that an appropriate response?
4. What should Karlie do?

Brad's Uncle was fun to be with and took Brad to the movies often. When they were alone, Brad's Uncle would play a tickling game with him. Lately, Brad felt uneasy about this game. He said that Brad had let him do it before so now it was too late to stop. Brad felt guilty because he had enjoyed the game before.

1. What did Brad's Uncle say that was coercive?
2. How did Brad feel?
3. Was that an appropriate response?
4. What should Brad do?

Act and apply

Provide students with the Kanoa and Rhianna worksheet with the extended scenario below. In pairs students read the scenario and discuss the questions at the end.

7 Coercion

Kanoa had many friends on his social media app. He didn't know them all but he kept his personal information private, so he didn't think it really mattered. There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird, but he sent one. Rhianna said he was super cute, and she loved the photo, and not long after sent him one of her. Rhianna said he could be a model and that if she had a couple more photos, she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency and they wanted to pay him for more photos and could he send some soon.

Kanoa felt pretty good thinking that he was good enough to be a model and he was excited about being paid for his photos. He really wanted some new shoes that all his mates had and thought about how he could buy them if he was making money.

Kanoa decided to send another photo to Rhianna and asked when he would get paid. Rhianna replied and said the modelling agency needed a few more photos to set up a profile for Kanoa and then he could start making money. Rhianna sent a few photos of other boys showing the types of photos the modelling agency were after. The photos made Kanoa feel very uncomfortable, he didn't want to take the types of photos Rhianna had sent him. Rhianna said that he could make really good money and that if he gave her his address the modelling agency would send a little bit of money for the first photo. Not long after Kanoa received $20 in the mail with a letter that said the photos were good, but the agency needed more.

The next time Kanoa was online, he saw he had missed a lot of messages from Rhianna. They were all about the money the agency had sent, and how they were getting impatient and needed the photos or they would find someone else. Kanoa thought about it and decided the photos they wanted were not ok, and he didn't want to do it anymore, even though he'd get money for it. Rhianna sounded really angry in her next text, and told Kanoa he had wasted her time, and made her look bad with the modelling agency. She said if he could just send one more photo then she might be able to get him more time. Kanoa didn't want Rhianna to feel bad and he wanted her to like him. He decided one more photo wouldn't hurt. Kanoa sent the photo but it didn't feel right. He regretted sending it instantly and he felt sick in the stomach. Kanoa decided that he wouldn't send anymore photos.

Rhianna was really happy that Kanoa had sent her the photo and wanted more. Kanoa said he couldn't do it anymore. Again, Rhianna got angry but Kanoa still said no.

The next message Kanoa got from Rhianna made his body freeze. Rhianna said that if Kanoa didn't send the photos the agency wanted then they would send his photos to his parents. Kanoa didn't know what to do.

7 Coercion

As a class discuss the following questions:

1. What types of coercion did Rhianna use? (force, bribes, threats, guilt)
2. What behaviours, actions or words demonstrate the types of coercion? You can highlight the text to show where this occurred.
3. How did Kanoa's feelings change throughout the scenario?
4. Which feelings occurred when Kanoa was being coerced?
5. What were Kanoa's feelings telling him?
6. How could Kanoa have resisted each example of coercion?
7. Who do you think Rhianna is? Why? Why not?
8. What do you think Kanoa should have done and should do now?

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

- What are the different forms of coercion?

8 Sources of power

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Describe protective actions and identify skills to address abuse of power in relationships (PD3-3)

Success criteria

Students will:

- identify ways power is used responsibly and when it is an abuse of power
- describe ways to respond to abuse of power

Resources

- Types of power cards (prepared for each group)
- Use of power cards

Switch on

Introduce the learning goals and discuss them with the class.

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

Place three chairs out the front of the class and ask for three volunteers to sit on each chair.

Have a fourth volunteer come out the front and arrange the three people in a way that shows one person has more power than the other two.

Ask the class to determine who has the most power and what gave them that power.

Repeat the activity a couple of times with new volunteers each time.

Ask students: What were some of the ways power was shown? What makes someone powerful? Examples include, size, age, position, knowledge.

Revise the meaning of power. Explain that power is being able to do something or make something happen or to make other people do something.

Have 3 volunteers verse each other in a game of scissors, paper, rock and the winner is given the power to decide who gets to go out to the next break first.

Ask students how they feel about another student choosing who can go out to break first and why they feel that way. Discuss if they would feel the same way if it was the teacher deciding. Why?

Discuss how this student has power and explain that the power is of position as it was given by the teacher.

Ask students: How might this power be used fairly? How might this power be used unfairly?

Understand

Prepare the Types of power cards for each group. In groups, students match the type of power with an example of the power and a situation where that type of power is being used.

Discuss answers as a class.

Remind students that every person has power. Although power may not always be as obvious as the kinds of power discussed in the previous activity.

The amount of power a person has will change according to different situations. In every group of people, from a family to a community, there will be people who always have a lot of power. These people are often the leaders of the group who guide the people and help them to achieve the goals of the group. Other members of the group also use their power within the group.

Remind students that they all have power and the choice of how they use that power. Power itself is not good or bad, but how someone chooses to use their power is up to them. Using power is a choice. You can choose to use power, or you can choose not to use power.

If you choose to use your power in a way that does not respect the rights of others you abuse power. If you use your power in a way that respects the rights of others you are using power in a responsible way.

In the same groups, students play the use of power card game.

- Each group is given a pile of 'Use of Power' cards that they must sort into two piles: responsible use of power and abuse of power.
- Each member of the group takes turns to choose a card from the pile and reads it aloud.
- The group discusses whether the power was abused or used responsibly and adds it to the correct pile.
- Check answers as a whole class and discuss how students knew the use of power was ok or not ok.

Ask students: If someone is abusing their power how might it affect someone? Examples include:

- they aren't having their rights respected
- they may feel negative emotions
- they might respond in a negative way
- they may have emotional or physical harm depending on how the power is abused

Act and apply

In their group students take the cards from the 'abuse of power' pile and work through the following tasks for each card:

- List the rights that aren't being respected.
- Describe the effect this could have on someone, and
- Propose ways someone could respond to the abuse of power in a positive way (respecting the rights of others).

Have groups present their ideas.

Allow the student who had the power in the Switch On activity to decide who leaves first for the break.

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

- What is one way you have used power responsibly?

9 My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Plan behaviours, and actions that protect and promote health, safety and wellbeing (PD3-7)

Success criteria

Students will:

- create messages to promote protective strategies or supportive upstander behaviour in abusive situations

Switch on

Introduce the learning goals and discuss them with the class.

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

Display each of the following child protection education concepts:

- Respecting others
- Changes to relationship
- Support networks
- Emotions and behaviour
- Rights in relationships
- Online safety
- Coercion
- Sources of power
- Bullying
- Upstanders.

Ask students to record what they know about the concepts. Students should attempt to comment on as many concepts as they can.

If students are having difficulty, or have not recalled much about any concept, ask questions such as the following to assist:

Respecting others:

- What is respect?
- What actions or behaviours make you feel safe and respected in our classroom?
- How can you show respect to others in our classroom?

Relationship changes:

- Why might a relationship change?
- What is an ingredient for a positive relationship?
- What would you do if you weren't sure about a relationship?

Support networks:

- What is a support network? Who might be in a support network?
- What is a community resource you could access for support?
- What is an online resource you could access for support?
- What is a positive relationship ingredient that you would like a support adult to have?

Emotions and behaviour:

- What are some positive and negative emotions?
- What are some actions and behaviours that people might have when they feel negative emotions?
- What are some actions and behaviours that people might have when they feel positive emotions? How can emotions be warning signs?
- What are some body signals that come with certain emotions?
- What is empathy? What are some positive coping strategies to deal with negative behaviour?

Rights in relationships:

- What are rights?
- What are some examples of rights?
- Who is responsible for making sure children's rights are met?
- What can you do if your rights are not being respected?
- Why does it help to know your rights?

Online safety:

- What are some unsafe behaviours that occur online?
- What can you do to increase your safety online?
- What message would you give someone about being safe online?

Coercion:

- What is coercion?
- What is an example of coercion?
- What do people do to try to coerce someone into doing something they don't want to do?

Abuse of power:

- What is power?
- What are some sources of power?
- What is an example of someone using power in a responsible way?
- What is an example of abuse of power?
- How might an abuse of power affect someone?
- What is one way you have used power?

Have students move around, and read through the ideas, and add anything extra.

Understand

Discuss the following questions with students:

- What are some forms of abuse or violence that children and young people might experience? Make sure physical, sexual, emotional abuse, neglect are mentioned.
- What are some other forms of abuse of power in relationships? Make sure bullying, harassment, coercion are mentioned.
- Why is abuse in relationships unacceptable in our community? Emphasise that it destroys trust in relationships. It causes harm to those who experience it.
- What are some things we can do if we are the target of abuse? Emphasise that we can confront the abuser by telling them to stop, by being assertive and acting confident. We can avoid the abuser, make an excuse, or just leave the situation. We can block people on social media or leave an abusive online situation by switching off. We can tell a friend or a trusted adult about the situation or report online abuse.

9 My strategies

- Why might it be difficult to use all of these strategies if you are the target of abusive behaviour? Emphasise that it can be very difficult to take action or to talk about a situation of abuse. Everyone has a choice in how they will respond. They have the right to do what is best for them personally.
- How can we help if we see or know that another person is experiencing abuse? Emphasise that we can offer support to the person. If the person is being bullied or harassed, we can take action on his or her behalf. If the person is being physically or sexually abused, we should encourage him or her to seek help from a trusted adult.

Display the following headings:

- Possible abuse at home
- Possible abuse at school
- Possible abuse on an organised activity (camp, sport)
- Possible abuse when going out with friends.
- Possible abuse online.

Provide an example of abuse that might occur in each situation. Examples might include:

Abuse at home: Margi's parents often tell her she is stupid and useless.

Abuse at school: A group of students at school threaten younger students to give them their money or they will hurt them.

Abuse at an organised activity: Sami was at a children's camp. One of the camp counsellors would always tease and laugh at Sami. They would always 'accidentally' bump into or trip Sami.

Abuse when going out with friends: Jacob was playing at his local park. A group of teenagers came to the park, and started calling Jacob names, and threatening to hurt Jacob.

Abuse online: Every day Lani would get messages on her phone telling her she was fat and that no one at school liked her.

Divide the class into groups. Allocate groups one of the environments (the same environment could be allocated to two separate groups).

Each group should list strategies that could be used to reduce the risk of abuse or actions that a person could take if they were being abused.

They should also list strategies that could be used from an upstander perspective.

Discuss each group's answers with the class. Ask students questions such as the ones below to facilitate discussion and further though:

- When might these strategies not work?
- What might make these strategies difficult for some people to use?
- What else could the person do?

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

Act and apply

In the same groups, students create a multimedia message based on the environment they were given around one of the following:

- How to be an upstander in that situation and help to protect people's rights in a safe way.
- How to reduce risk and increase safety.

Students present or record their message.

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

- What is a strategy you have learnt about to deal with abuse?

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 3: Child Protection Education

Resources

Safe and unsafe relationships

NSW GOVERNMENT

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Cards

Tea party questions

If we are working together
how can I include you?

If I don't agree with you
how should I let you know?

If you are upset or angry
about something
what would you like me to do?

What do other people do
that make you feel important
to our class?

Cards: **Tea party questions**

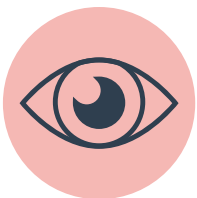
How can I show you respect in our classroom?

Why is it important to show respect in our classroom?

Worksheet
Y-chart



Sounds like



Looks like



Feels like

Cards

Word draw instructions

(Adapted from Dirty Tricks: Classroom games for teaching social skills by Dr Helen McGrath)

The object of the game is for the group to guess as many words as possible that are drawn by one of the group members.

1. Each group is given a different pile of cards with different items to draw so groups can't guess off another team.
2. The drawer selects the card on top of the pile and attempts to draw the item for the group to guess.
3. Once the word is guessed correctly or passed on, the next card is drawn and the game continues until one group guesses all words.

swan	phone	shoelace
chair	door	rabbit
arrow	scissors	lamp
violin	Rubik's cube	peanut
pocket	chef	rocket

Cards: **Word draw instructions**

street	rope	bone
stop	pencil	music
sleep	spoon	car
yo-yo	dollar	envelope
planet	dog	light globe
table	sun	turkey
belt	reindeer	bulldozer
haircut	television	apple
jump	cone	thin

Cards: **Word draw instructions**

screwdriver	wet	drip
fence	dishwasher	peg
earthquake	length	laps
juggle	brain	knight
wrinkle	goat	mirror
fairy	rainbow	laptop
camera	book	glass
tree		

Worksheet

Different relationships

1. Add your name or a picture to the box labelled ‘Me’.
2. Write the names of people you know in different relationships.
3. Under each person write what makes this a relationship.
4. Colour each box to show how close the relationship is. For example, blue might mean **very close**, green might mean **close** and yellow might mean **not very close**.

Name:	Name:	Name:	Name:
Name:	**Me**		Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Worksheet

Community and online support services

Research details of a local community support service and record information in the table below.

Name of support service	
Contact details	
Website address	
Address	
Services provided	

Research details of a reliable online support service and record information in the table below. Online support services could include: Kids helpline, e-Safetykids from the e-Safety Commissioner Website and Bullying. No Way!

Name of online support service	
Website address	
Contact details	
Services provided	
Why do you think this is a reliable online source?	

Worksheet

Rights scenarios

Read through the scenarios and answer the questions.

> Seb's Dad had come home angry and was in a really bad mood. Seb spilt his drink at dinner time and his Dad yelled in his face.

1. Whose rights are not being respected?

2. What right isn't being met?

3. What behaviour or action is not respecting the rights of someone?

4. What would you do?

> Amy is always told by her Mum that she is hopeless and stupid. Her Mum says that her brother is better than her and wishes she was never born.

1. Whose rights are not being respected?

2. What right isn't being met?

3. What behaviour or action is not respecting the rights of someone?

4. What would you do?

Worksheet: **Rights scenarios**

Saxon's neighbour was taking photos of him while he was playing in his backyard. The neighbour took the photos without Saxon's permission even when he asked him to stop.

1. Whose rights are not being respected?

2. What right isn't being met?

3. What behaviour or action is not respecting the rights of someone?

4. What would you do?

Worksheet

Online scenarios

Read through the scenarios and answer the questions.

Scenario 1

Mahli had been chatting to a friend online called TallDude11. They'd been talking for a while and TallDude11 had asked Mahli to meet him at the local shops. Mahli told her friends about it and when and where they were going to meet.

Mahli didn't tell her parents because she didn't think they'd let her meet up with a boy. When Mahli went to meet TallDude11 she couldn't see any boys her age but there was an older guy waiting where she was supposed to meet TallDude11.

1. What were the safe and unsafe behaviours or actions in the scenario?

2. What would you do next if you were the person in the scenario?

3. Which of your support network adults would you tell if you needed advice or support in this situation?

4. What safety messages would you give to someone to increase safety or reduce the risk online?

Worksheet: **Online scenarios**

Read through the scenarios and answer the questions.

Scenario 2

Jack kept getting group text messages while he was trying to win a battle on his favourite game. When he checked his phone he'd missed 60 messages. They were all about a photo someone had sent to everyone.

It was a photo of Johan, a kid from school. Someone had started a poll about ways they could bully Johan and posted it for everyone to see, including Johan.

1. What were the safe and unsafe behaviours or actions in the scenario?

2. What would you do next if you were the person in the scenario?

3. Which of your support network adults would you tell if you needed advice or support in this situation?

4. What safety messages would you give to someone to increase safety or reduce the risk online?

Worksheet: **Online scenarios**

Read through the scenarios and answer the questions.

Scenario 3

Ethan was pretty excited about getting his first phone. The first thing he did was set up a profile on one of the social media apps that his friends were on. He wasn't too sure how it all worked and didn't really want to ask his parents so he just had a go.

He had added his name, address, school, age, soccer club and phone number. He remembered he had to set his account to private but he didn't know how, so he was going to ask one of his friends to show him tomorrow.

Not long after Ethan received a friend request from someone he didn't know but they said they were friends with one of his friends from school. Ethan accepted the friend request and they started messaging. Ethan didn't know who he was messaging and was worried this person might not actually know his friend.

1. What were the safe and unsafe behaviours or actions in the scenario?

2. What would you do next if you were the person in the scenario?

3. Which of your support network adults would you tell if you needed advice or support in this situation?

4. What safety messages would you give to someone to increase safety or reduce the risk online?

Worksheet: **Online scenarios**

Read through the scenarios and answer the questions.

Scenario 4

Peta and George had been taking photos and posting them online. One photo of them together was getting heaps of likes. Then someone started making fun of them saying they were dating and that they loved each other. Someone else made some nasty comments about their looks. Then the nasty comments kept coming.

1. What were the safe and unsafe behaviours or actions in the scenario?

2. What would you do next if you were the person in the scenario?

3. Which of your support network adults would you tell if you needed advice or support in this situation?

4. What safety messages would you give to someone to increase safety or reduce the risk online?

Worksheet: **Online scenarios**

Read through the scenarios and answer the questions.

Scenario 5

Beth had a few friends over for her birthday. They had been swimming all day and they were getting ready for bed. One of her friends wanted to check out one of the new social media apps Beth had on her phone. Beth had to help her Mum so gave her friend her password to get onto the app.

The next day Beth was looking at the app and noticed there were lots of posts that she hadn't posted. Some of them were mean and nasty and there was one photo of her that she didn't want on there. Then she noticed a new post pop up. Someone was controlling her account.

1. What were the safe and unsafe behaviours or actions in the scenario?

2. What would you do next if you were the person in the scenario?

3. Which of your support network adults would you tell if you needed advice or support in this situation?

4. What safety messages would you give to someone to increase safety or reduce the risk online?

Worksheet: **Online scenarios**

Read through the scenarios and answer the questions.

Scenario 6

Kanoa had many friends on his social media app. He didn't know them all but he kept his personal information private so he didn't think it really mattered. There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird but he sent one. Rhianna said he was super cute and she loved the photo and not long after sent him one of her.

Rhianna said he could be a model and that if she had a couple more photos she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency and they wanted to pay him for more photos and could he send some soon.

1. What were the safe and unsafe behaviours or actions in the scenario?

2. What would you do next if you were the person in the scenario?

3. Which of your support network adults would you tell if you needed advice or support in this situation?

4. What safety messages would you give to someone to increase safety or reduce the risk online

Worksheet

Kanoa and Rhianna

Kanoa had many friends on his social media app. He didn't know them all but he kept his personal information private so he didn't think it really mattered.There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird but he sent one.

Rhianna said he was super cute and she loved the photo and not long after sent him one of her. Rhianna said he could be a model and that if she had a couple more photos she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency and they wanted to pay him for more photos and could he send some soon.

Kanoa felt pretty good thinking that he was good enough to be a model and he was excited about being paid for his photos. He really wanted some new shoes that all his mates had and thought about how he could buy them if he was making money.

Kanoa decided to send another photo to Rhianna and asked when he would get paid. Rhianna replied and said the modelling agency needed a few more photos to set up a profile for Kanoa and then he could start making money. Rhianna sent a few photos of other boys showing the types of photos the modelling agency were after. The photos made Kanoa feel very uncomfortable, he didn't want to take the types of photos Rhianna had sent him. Rhianna said that he could make really good money and that if he gave her his address the modelling agency would send a little bit of money for the first photo. Not long after Kanoa received $20 in the mail with a letter that said the photos were good but the agency needed more.

The next time Kanoa was online, he saw he had missed a lot of messages from Rhianna. They were all about the money the agency had sent and how they were getting impatient and needed the photos or they would find someone else. Kanoa thought about it and decided the photos they wanted were not ok and he didn't want to do it anymore, even though he'd get money for it. Rhianna sounded really angry in her next text and told Kanoa he had wasted her time and made her look bad with the modelling agency. She said if he could just send one more photo then she might be able to get him more time. Kanoa didn't want Rhianna to feel bad and he wanted her to like him. He decided one more photo wouldn't hurt. Kanoa sent the photo but it didn't feel right. He regretted sending it instantly and he felt sick in the stomach. Kanoa decided that he wouldn't send anymore photos.

Rhianna was really happy that Kanoa had sent her the photo and wanted more. Kanoa said he couldn't do it anymore. Again, Rhianna got angry but Kanoa still said no.

The next message Kanoa got from Rhianna made his body freeze. Rhianna said that if Kanoa didn't send the photos the agency wanted then they would send his photos to his parents. Kanoa didn't know what to do.

Worksheet: **Kanoa and Rhianna**

Discussion questions

1. What types of coercion did Rhianna use? (force, bribes, threats, guilt)

2. What behaviours, actions or words demonstrate the types of coercion? You can highlight the text to show where this occurred.

3. How did Kanoa's feelings change throughout the scenario?

4. Which feelings occurred when Kanoa was being coerced?

5. What were Kanoa's feelings telling him?

6. How could Kanoa have resisted each example of coercion?

7. Who do you think Rhianna is? Why? Why not?

8. What do you think Kanoa should have done and should do now?

Teacher notes

Types of power

Type	Examples	Power in use
size	• Being taller. • Having a bigger build.	Anhil was shopping with his parents. They were trying to reach something on the top shelve but neither were tall enough. Anhil walked over and reached the item for them.
strength	• Being a stronger athlete. • Having more physical strength than someone. • Coping with problems better.	Sharni worked at her Aunty's grocery store on weekends. A lot of elderly people would shop at her Aunty's store. Sharni would carry their groceries to their car for them.
age	• Being older.	Coen often looked after his younger sister. He made sure she had something for dinner and got to bed on time.
popularity	• Being popular. • Having lots of friends.	Sami had a lot of friends at school. When Sami heard that a student at school was very sick, Sami asked everyone to help raise money.
fame	• Being well known like an actor, famous musician or band, reality television star or sports star.	A well-known actor returned to their primary school to talk to the students about bullying on the National Day of Action against Bullying and Violence.
position (authority)	• Being a boss, a religious leader, parent or carer, student representative, team captain, coach, teacher.	The soccer coach ran all team members through a tough training schedule in preparation for their first game of the season.
group size	• Being part of a group, club or organisation. Having a bigger group than others.	Zen's class was the largest in the school. When the school had a fundraiser, Zen's class raised the most money and won the pizza reward day.
knowledge or expertise	• Knowing a lot about a certain area such as a car mechanic, doctor, teacher, police officer, lawyer, nurse or scientist.	Georgie and her dad were running through their local park. Georgie's Dad started to feel unwell and collapsed. A person nearby saw what had happened and came to help. They performed first aid on Georgie's Dad.
money or possessions	• Being able to buy or owning expensive items like brand name clothes, latest technology, cars, toys or shoes.	Phan's parents owned a very successful business and they had a lot of money. Phan's parents donated brand new sports equipment to his school.
connections	• Knowing or being related to someone famous or important.	Alexandra's Uncle was a member of famous band. When Alexandra had a party everyone wanted to be invited.

Cards

Types of power

Type of power **size**	Type of power **strength**
Type of power **age**	Type of power **popularity**
Type of power **fame**	Type of power **position (authority)**

Cards: **Types of power**

Type of power

group size

Type of power

knowledge or expertise

Type of power

money or possessions

Type of power

connections

Type of power examples

- **Being taller**
- **Having a bigger build.**

Type of power examples

- **Being a stronger athlete**
- **Having more physical strength than someone**
- **Coping with problems better.**

Cards: **Types of power**

Type of power examples

- **Being older.**

Type of power examples

- **Being popular**
- **Having lots of friends.**

Type of power examples

- **Being well known like an actor, famous musician or band, reality television star or sports star.**

Type of power examples

- **Being a boss, a religious leader, parent or carer, student representative, team captain, coach, teacher.**

Type of power examples

- **Being part of a group, club or organisation. Having a bigger group than others.**

Type of power examples

- **Knowing a lot about a certain area such as a car mechanic, doctor, teacher, police officer, lawyer, nurse or scientist.**

Type of power examples

- **Being able to buy or owning expensive items like brand name clothes, latest technology, cars, toys or shoes.**

Type of power examples

- **Knowing or being related to someone famous or important.**

Power in use

Anhil was shopping with his parents. They were trying to reach something on the top shelve but neither were tall enough. Anhil walked over and reached the item for them.

Power in use

Sharni worked at her Aunty's grocery store on weekends. A lot of elderly people would shop at her Aunty's store. Sharni would carry their groceries to their car for them.

Cards: **Types of power**

Power in use

Coen often looked after his younger sister. He made sure she had something for dinner and got to bed on time.

Power in use

Sami had a lot of friends at school. When Sami heard that a student at school was very sick, Sami asked everyone to help raise money.

Power in use

A well-known actor returned to their primary school to talk to the students about bullying on the National Day of Action against Bullying and Violence.

Power in use

The soccer coach ran all team members through a tough training schedule in preparation for their first game of the season.

Power in use

Zen's class was the largest in the school. When the school had a fundraiser, Zen's class raised the most money and won the pizza reward day.

Power in use

Georgie and her dad were running through their local park. Georgie's Dad started to feel unwell and collapsed. A person nearby saw what had happened and came to help. They performed first aid on Georgie's Dad.

Power in use

Phan's parents owned a very successful business and they had a lot of money. Phan's parents donated brand new sports equipment to his school.

Power in use

Alexandra's Uncle was a member of famous band. When Alexandra had a party everyone wanted to be invited.

Cards

Use of power

A babysitter always chooses his favourite TV programs. You would sometimes like to have a turn to choose but you are never allowed.

One member of a group of friends feels uncomfortable about some of their activities. The group pressures the person to join in, or not to be their friend anymore.

Sports monitors make other students line up to receive sports equipment at lunch time.

Cards: **Use of power**

Your school plans a fundraising event to support a student at your school competing at a national sports level. They make enough money to send the student and their family to the event and help them pay for accommodation.

A teacher stops two students from fighting and asks them to come to the office and discuss their differences.

A popular student asks a classmate who is not a friend to buy him an ice block from the canteen.

A student who always has the latest phone makes her friends beg her before she will let them have a turn.

A famous actor supports a local music club to raise money to buy new equipment for young players.

When a child can't get their own way they often tell their Mother that they don't like her.

A local Aboriginal Elder educates a group of school students on native flora and helps to establish a native garden at the school.

NSW Department of Education

PDHPE

Stage 3: Child Protection Education

Unit of work

Power to protect

NSW GOVERNMENT

Contents

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Unit description

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

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

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

Skills in focus

Self-management skills

Emotion and stress management

- recognising emotions

Decision-making and problem-solving

- finding solutions to problems

Help-seeking

- recognising when help is needed

Interpersonal skills

Communication

- refusal skills

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise various types of abuse and the emotional and behavioural warning signs of potentially unsafe situations. They will create, apply, practise and evaluate strategies that are an extension of the No-Go-Tell strategy.

Strengths-based approach

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

Develop health literacy

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

Critical inquiry

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

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others	• Recognise neglect and emotional abuse • Recognise sexual abuse and ways to respond • Understand that no one has the right to touch anyone else in a sexual manner if they do not want to be touched • Recognise physical abuse, the effects of abuse and ways to respond • Identify actions that support caring and respectful relationships • Explore how gender stereotypes influence how individuals interact and the choices they make	Students will: • describe actions that support caring and respectful relationships • identify and sort situations that describe neglect and emotional abuse • suggest ways to respond to sexual abuse • identify when consent has been given and when it has not • use a continuum to identify examples of physical abuse • demonstrate ways to respond to abuse • contribute to a poster that includes characteristics of positive relationships • create a 'Because why?' script to question and challenge gender stereotypes
PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable	• Identify behaviours that make a scenario safe or unsafe • Explore how emotions can vary according to context • Recognise level of risk in certain situations	Students will: • identify actions and behaviours that indicate a situation may be unsafe • identify feelings associated with a safe situation and compare with emotions associated with an unsafe situation • identify whether various situations present a risk, a possible risk or no risk

Outcomes	Unit learning goals	Evidence of learning
PD3-9 applies and adapts self-management skills to respond to personal and group situations	• Practise skills to establish and manage relationships • Identify personal strategies and responses that model assertiveness in challenging situations • Recognise and demonstrate safe behaviours and actions	Students will: • select and practise appropriate ways to deal with harassment • suggest creative ways of saying no to peer pressure • develop a safety plan based on a scenario
PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections	• Identify and demonstrate actions that support caring and respectful relationships • Practise safe and supportive upstander behaviour	Students will: • contribute ideas about characteristics of positive relationships • demonstrate actions that support positive relationships • create a response to an abusive situation

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness change over time?	• Examine how identity and behaviour are influenced by people, places and the media, for example: (ACPPS051) – explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships **S I**
How do empathy, inclusion and respect have an impact on myself and others?	• Examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056) – analyse situations where emotions can influence decision-making **S** – explore how emotions can vary according to context and be unpredictable **S** – explore contextual factors that influence the expression of emotions, eg peer pressure, cultural norms, gender expectations **S** – explore scenarios to identify behaviours which make a scenario safe or unsafe, eg warning signs, secrets, threats, bribes, violence **S I** • Practise skills to establish and manage relationships, for example: (ACPPS055) – describe actions that support caring and respectful relationships **S** – recognise risk, abuse and neglect in relationships and ways to seek help – select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, eg negotiation, refusal skills **S I** – describe protective actions to develop respectful relationships and identify skills to address the abuse of power in relationships, eg seeking help, persistence, assertive responses, problem-solving **I**

Key inquiry questions	Syllabus content
How responsible am I for my own and others' health, safety and wellbeing?	• Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example: – model behaviour that reflects sensitivity to the needs, rights and feelings of others **S I** – explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, eg peer support, modify games or activities to include people with disabilities **S I**
What actions positively influence the health, safety and wellbeing of my community?	• Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054) – identify situations where personal choices can influence their own and others' health, eg selecting and preparing healthy food, smoking, recycling, risk-taking **S I** – identify personal strategies and responses that model assertiveness and resilience in challenging situations, eg saying no if offered alcohol or cigarettes **S I** – explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, eg fear, anger, feeling anxious **S I** – recognise and demonstrate safe behaviours and actions, eg developing a personal safety plan, not getting into cars with strangers **S I** – practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and forms of discrimination and harassment **S I**

1 Respect in relationships

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

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

Explain to students:

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

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

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

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

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

Understand

Display the words positive relationships.

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

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

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

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

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

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

Have each member of the class share one of their groups ideas and record appropriate ideas on the positive relationships poster. This poster will be used for future reference. Ideas might include:

- taking turns to talk
- listening to others' ideas
- no put downs or teasing
- using kind words
- including others
- being fair
- being kind
- helping others
- sharing ideas
- not talking about other students

This could be contextualised to school values.

Act and apply

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

Provide the following scenario:

> During school camp you and your classmates have been taken out on a boat to explore an island just off your campgrounds.
>
> During the day the weather suddenly and unexpectedly turns dangerous and fierce winds rip a tear in the sail, rendering the sails useless.
>
> As the captain tries to control the boat a strong current pulls the boat deep into the ocean.
>
> Eventually your boat washes up onto a rocky outcrop, tearing the hull beyond repair.
>
> In the distance you see land, but it looks deserted.
>
> You can swim for it, but you'll need supplies.
>
> Some items have survived the crash, but you can only carry 5 items and still manage to swim to the island.
>
> Which 5 will you choose?

Display the Tropical island: items for survival sheet.

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

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

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

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

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

As a class discuss the following:

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

2 How do gender expectations affect identity?

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

- Gender Roles and Stereotypes video
- Because why? videos

Switch on

Introduce the learning goals and discuss them with the class.

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

Watch the video Gender Roles and Stereotypes from Amaze.org

Ask the following questions:

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

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

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

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

Understand

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

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

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

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

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

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

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

Ask students the following questions:

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

In groups students discuss the following:

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

Act and apply

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

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

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

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

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

3 How can I recognise physical abuse?

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

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

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

Discuss answers as a class.

Emphasise that if harm is not accidental it is abuse.

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

Revise the effects of harm under the headings:

Harm to our bodies

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

Harm to thoughts

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

Harm to feelings

- feeling upset, sad, angry, worried, scared

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

Understand

Display and read the following definition of physical abuse:

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

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

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

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

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

Examples of physical abuse of children could include:

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

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

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

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

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

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

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

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

Act and apply

Provide each student with a copy of the Physical Abuse activity

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

Read through the scenario as a class.

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

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

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

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

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

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

4 Sexual abuse and consent

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

- Consent activity
- Practise telling scenarios

Switch on

Introduce the learning goals and discuss them with the class.

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

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

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

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

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

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

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

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

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

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

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

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

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

Understand

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

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

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

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

Display and read the following definition of sexual abuse:

> Sexual abuse includes looking at, showing, or touching the sexual parts of the body without permission. This can include in person, online, using photos, or using objects.
>
> Sexual abuse involving touch can include touch by the hand, the mouth, another part of a person's body, or by an object. Examples could include kissing, someone touching your sexual parts, being asked to touch someone's sexual parts, being asked to touch one's own sexual parts.
>
> Sexual abuse not involving touch can include looking at someone's sexual body parts or making a child look at another person's sexual body parts when they don't want to, pressuring someone to look at pictures or videos which show sexual body parts or sexual acts, pressuring someone to send photos of sexual body parts online, or taking photos or videos of someone's sexual parts.

Inform students that none of these behaviours are ok.

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

Ask students:

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

- Is it different if it's a child asking another child to touch their sexual parts? Emphasise that this is still not ok.
- When is it ok for someone to touch your sexual parts? Examples include:
  - When you are sick or injured and need help washing your sexual parts.
  - Parents and caregivers, carers, and support workers need to touch the private parts of babies and small children when they care for them.
  - As children get older, they can look after their bodies themselves.
  - If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies.

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

- When is it ok for an adult to kiss a child? Emphasise that it is when the child feels comfortable with who is kissing them, how they are kissing them, and where they are kissing them.
- How could an adult know if the child is ok with them kissing them? Emphasise that they could ask them.
- If an adult or older person asks a child to touch them in a sexual way and the child says yes, is this ok? Emphasise that this is still sexual abuse and the adult or older person is committing a crime.
- Is a child at fault if they let an adult or older person touch them in a sexual way? Emphasise that a child is never at fault. The adult or older person is at fault.

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

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

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

Ask students:

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

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

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

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

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

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

Have students share their ideas if they feel comfortable.

Act and apply

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

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

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

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

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

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

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

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

5 Neglect and emotional abuse

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

Recognise neglect and emotional abuse (PD3-3)

Success criteria

Students will:

- identify and sort situations that describe neglect and emotional abuse

Resources

- Images of bedrooms
- Emotional abuse and neglect cards

Switch on

Introduce the learning goals and discuss them with the class.

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

Show students the two images of the bedrooms provided.

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

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

Share ideas as a class.

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

Create a shared definition for neglect:

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

Understand

Read the following scenario to the class:

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

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

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

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

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

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

Ask students the following questions:

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

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

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

Ask students the following questions:

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

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

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

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

Act and apply

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

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

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

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

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

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

6 Identifying risk and associated emotions

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

- Mixed Feelings: Experiencing different or opposite feelings at the same time.
  - For example, feeling proud that your friend won an award but being envious of his or her success.
- Uncomfortable Feelings: When you feel uneasy, surprised, a bit worried, or nervous.
  - For example, when someone you don't know very well gives you a big hug.
- Confused Feelings: When you are unsure about how you feel or about what to think.
  - For example, when you are getting different messages from the same person about whether you are their friend or not.
- Changing Feelings: When a feeling changes (usually unexpectedly or suddenly).
  - For example, trusting someone and then seeing that person steal something of yours.

Read through correct definitions of each kind of feeling.

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

Understand

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

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

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

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

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

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

- Where you are
- When you are being touched

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

Brainstorm suggestions for each factor such as:

Who

- parents
- friend
- neighbour
- stranger
- police officer
- teacher
- doctor
- cousins
- aunty
- uncle
- grandparent
- lots of people

What

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

How

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

Where

- park
- playground
- football
- beach
- sports field

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

When

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

Read or display the following situation:

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

Ask students how they might feel about this situation.

Read or display the following what if situation:

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

Ask students how they might feel about this situation.

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

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

Act and apply

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

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

- risk
- possible risk
- no risk

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

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

Have volunteers share examples.

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

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

7 Judging safety

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

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

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

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

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

Understand

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

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

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

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

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

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

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

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

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

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

Act and apply

Carly's bus trip

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

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

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

Have students share their ideas.

Ask students: What should Carly do next?

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

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

8 Safety strategies

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

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

Resources

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

Switch on

Introduce the learning goals and discuss them with the class.

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

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

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

Understand

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

Display the heading Saying no to peer pressure.

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

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

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

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

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

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

Display the heading Safety plan.

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

Discuss the following examples:

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

Display the heading 'Seeking Help'

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

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

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

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

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

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

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

Act and apply

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

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

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

Groups share or record their ideas.

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

- How will a personal safety plan help you?

9 Harassment

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

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

Success criteria

Students will:

- select and practise appropriate ways to deal with harassment

Switch on

Introduce the learning goals and discuss them with the class.

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

Create a shared definition for the term harassment.

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

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

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

Understand

Read the following example of harassment:

> Melanie was in Year 5. She enjoyed school and joined in most activities. Melanie was good at sport and maths.
>
> Melanie had a group of close friends and at lunchtime they usually played basketball or went to a gardening club.
>
> There were some boys at Melanie's school who also used the basketball courts. It was always a race at lunchtime to see who could get the best court first.
>
> When Melanie and her friends got there first the boys would sit on the sidelines watching them play. The boys would laugh at the way they played and call out comments about how the girls looked.

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

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

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

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

Display the headings verbal, non-verbal and physical.

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

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

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

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

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

Act and apply

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

Have groups present their ideas.

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

- What is an example of harassment?

10 My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Practise safe and supportive upstander behaviour (PD3-10)

Success criteria

Students will:

- create a response to an abusive situation

Resources

- Definition match cards
- Carly and Rory scenario

Switch on

Introduce the learning goals and discuss them with the class.

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

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

Check answers as a whole class.

Understand

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

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

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

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

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

Discuss each concept and the examples that students have provided.

Act and apply

Revise the definition of an upstander.

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

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

Have volunteers present their ideas.

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

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

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 3: Child Protection Education

Resources

Power to Protect

NSW GOVERNMENT

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Worksheet

Tropical island items for survival





Box of nails



A fishing rod



Torch with
2 batteries



A box of matches



A pen



10 metres
of rope



Mosquito netting
for 1 person



A small blanket



A compass



A towel



A small
mirror



Sharp
peeling knife



A small walkie talkie
with batteries



A pair of scissors



A plate



5 square metres of
plastic sheeting



Map of the campgrounds
and surrounding islands



A small hammer



2 boxes of chocolate bars

1 – 18

Cards

Accidental Harm or Abuse?

Charlotte slips when she is tagged playing softball. As she lands she fractures her wrist.

Someone from Sam's sports team insults and teases Sam every week.

Another student pushes the door open when Yoko is in the toilet and tries to touch Yoko's private parts.

Pat knocks over something valuable and her parents yell loudly at her and tell her she was being careless.

Cards: **Accidental Harm or Abuse?**

Mick is chased and kicked by an older student on his way home.

May falls over when she is bumped by her father when they are playing a game on a slippery floor.

Ted can't find his carer after school, one afternoon. After fifteen minutes the carer turns up and explains that he was delayed by traffic.

During an argument, Ellen's friend calls her a nasty name and upsets Ellen.

Annie is knocked over by a classmate running past.

Cards: **Accidental Harm or Abuse?**

Hamish's babysitter often tells him that his parents go out a lot because they think Hamish is a pain to have around.

An angry carer pushes Sid against the heater and holds him there for several minutes.

Anne is hit in the face with a basketball thrown from another game.

Cards

Yes, sometimes, unsure and no



19

Yes



20

Unsure

Cards: **Yes, sometimes, unsure and no**



22

Sometimes



23

No

Worksheet

Physical abuse activity

Read the scenario and complete the tasks at the end.

Mr Straker handed Eric the note. Eric wished he didn't have to take the note home. Mr Straker was sending a note home because Eric didn't hand in his homework, again. Eric knew his Mum was going to be mad.

He had wanted to hand in his homework but he hadn't finished it. Every night Eric had to look after his little brother and baby sister and put them to bed. His Mum was always busy and she was always tired. If Eric left his brother and sister alone so he could finish his homework they would start to fight and cry. Then Eric's Mum would yell at him, for a long time. Sometimes Eric's Mum got very angry and while she was yelling at him she would throw things around the room. Once she threw a plate at Eric and it hit him on the face and cut him above his eye. Eric never knew what his mother would do when she got angry.

That night Eric's mother had just made a cup of hot coffee. He put the note on the table and went to his room. Eric heard his Mum open the note and start shouting. He heard her chair crash backwards on the floor as she stood up very quickly. Eric was worried. She stormed into Eric's room yelling. She told him he was lazy and stupid and that he never did anything right. She said he was an embarrassment and that he made her life very difficult.

Eric tried to explain why he hadn't done his homework. His mother screamed and told him she didn't want to hear his excuses. She threw her cup of coffee at Eric. The hot coffee burnt Eric's arm. He screamed. She told him to stop whimpering, then she left the room.

The next day Eric's Mum said she was sorry. She told Eric that she'd been having a hard time at work and that he just made her so cross sometimes. She told Eric that if he made breakfast and cleaned it up properly he could go to the park and play with his friends.

Worksheet: **Physical abuse activity**

Tasks

Eric didn't feel like seeing his friends.

- Highlight any evidence of physical abuse to a character.
- Record the effects the physical abuse might have on the character?

- Record the feelings or body signals the character might be feeling before, during and after the abuse?

- Record how you could respond to the abuse if you were this character?

Worksheet

Consent activity

Types of abuse	Guess my category
Reg put his arm around Carol. Carol tried to move his arm but Reg held on tight.	Yes__ No __
Sara's older sister said 'Do you want a hug?' Sara said 'Yes' and wrapped her arms around her sister.	Yes__ No __
Amarli's friend took a photo of her while she was sleeping and put it up on social media.	Yes__ No __
Fran and James were on a date. Fran grabbed James' hand as they were skating. James felt weird because his parents were with them.	Yes__ No __
'Jack, can I borrow your pencil?' asked Sharni. 'Sure.' replied Jack.	Yes__ No __
Mibin asked Meeka if he could give her a hug. Meeka shrugged her shoulders.	Yes__ No __

Worksheet

Practise telling scenarios

You are with an older neighbour. They start to rub your bottom. You ask them to stop but they keep rubbing your bottom. You run away.

Practise a way of telling a trusted adult about this.

Your parents sometimes go out and leave you with a babysitter. One day your babysitter gives you a kiss goodnight but starts to cuddle you tightly. You don't like it and ask them to stop. They tell you it's ok because you like each other. They start kissing you more and they touch your private parts.

Practise a way of telling a trusted adult about this.

An online friend has been sending you pictures of them naked. You don't know this person in real life but they pressured you to send some naked photos back to them. You did and now they are asking you to do things in the photos with your body that you don't want to. They have threatened that if you don't they will send your photos to all your friends and family.

Practise a way of telling a trusted adult about this.

You have a family member that has been touching your private parts. You have asked them to stop but they haven't. Lately they have been making you touch them too.

Practise a way of telling a trusted adult about this.

Worksheet: **Practise telling scenarios**

Your older friend has been showing you a website with naked people doing things to each other. One day they force you to do some of the things that people were doing on the website. You feel sick, scared and guilty for letting it happen.

Practise a way of telling a trusted adult about this.

Every week your parents drop you off to train for sport. They are often late picking you up and your coach waits with you. The last few times the coach has started touching your private parts while you have been waiting to be picked up. Your coach has been messaging you saying how you are special and that you're the best player on the team. They have been buying you gifts and have told you to keep it a secret so the other players don't get jealous.

Practise a way of telling a trusted adult about this.

Images

Bedrooms



23

Images: **Bedrooms**



23

Cards

Emotional Abuse and Neglect

Read each scenario to the class and ask students to place it under the heading that they think the scenario represents.

Emotional abuse

Neglect

Cards: **Emotional Abuse and Neglect**

No abuse

Unsure

Cards: **Emotional Abuse and Neglect**

Parents constantly saying a child is stupid and hopeless.	A Carer always blaming a child for every problem.
Caregivers always ignoring a child.	A Parent always telling a child to put away toys after playing.
A Father sending their child to their room for getting in trouble at school.	A Mother regularly threatening and scaring a child.
A child not being fed breakfast every day.	A Babysitter locking a child in a room or the car for long periods of time.

Cards: **Emotional Abuse and Neglect**

Parents missing the school concert.	A Mother yelling at a child when the child comes home two hours late.
Parents never holding, touching or hugging a child.	A Father not letting a child have friends to play with.
A Carer not providing clean clothes for their child.	Parents leaving a young child home alone all night.
A Mother always telling a child they wish they were never born.	Parents telling a child that he or she is evil or bad.

Cards: **Emotional Abuse and Neglect**

A Father never letting a twelve-year-old child go to the shops alone.

A Carer shouting at a small child when the child tries to run onto the road.

Worksheet

Kinds of feelings

Match the kinds of feelings to the definition.

Kinds of feelings

Mixed Feelings	**Confused Feelings**
Uncomfortable Feelings	**Changing Feelings**

Definitions

Experiencing different or opposite feelings at the same time. For example – feeling proud that your friend won an award but being envious of his or her success.

When a feeling changes (usually unexpectedly or suddenly). For example – trusting someone and then seeing that person steal something of yours.

When you are unsure about how you feel or about what to think. For example – when you are getting different messages from the same person about whether you are their friend or not.

When you feel uneasy, surprised, a bit worried or nervous. For example – when someone you don't know very well gives you a big hug.

Worksheet

At risk or not at risk scenarios

Scenario 1

You are going to the movies with a friend. You are waiting outside for your friend to pick you up and no one is around. A group of young people appear and start teasing you.

Scenario 2

You are on the way home from training when it starts raining. The coach suggests you take a short cut with him around the back of some old deserted factories.

Scenario 3

There is a fight in your home between two family members who lose their tempers during an argument. They become physically violent.

Scenario 4

An online friend begins asking you for a lot of personal information, such as where you live and when your parents are at home. You don't give the friend any information.

Scenario 5

You are at home alone and a neighbour comes over to visit. He says he just wants some company, someone to talk to. Your family rule is not to open the door to anyone if you are home alone.

Scenario 6

You are playing in the playground after school when a classmate and some students you know from another school come to play.

Scenario 7

You know your friend carries a knife in his school bag. He has asked you not to tell anyone.

Scenario 8

You feel extremely uncomfortable at a party when a friend comes and dances with you so that you aren't alone.

Teacher notes

Child Protection terms and Definitions cards

Type	Definition
bribes	Giving gifts or promising gifts and expecting favours in return.
threats	Words or actions which are meant to force another person to do, or not do, something.
secrets	Something that is hidden or concealed from others so they do not know about it.
aggression	Angry or violent behaviour or feelings.
body signals	A response in the body that is sending a message about how we are feeling.
inappropriate touch	A touch that makes you feel unsafe, uncomfortable or gives you no feelings.
consent	Giving permission for something to happen.
sexual abuse	Looking at, showing or touching the sexual parts of the body without permission.
mixed feelings	Experiencing different or opposite feelings at the same time
confused feelings	When you are unsure about how you feel or about what to think.
physical abuse	Non-accidental physical act that causes harm or injury to a person by another person.
neglect	Not paying attention to, or showing no care for, something or someone.

Teacher notes: **Child Protection terms and Definitions cards**

Type	Definition
emotional abuse	Deliberate harm of someone's thoughts or feelings.
uncomfortable feelings	When you feel uneasy, surprised, a bit worried or nervous. For example – when someone you don't know very well gives you a big hug.
care	To look after and provide for the needs of someone or something.
rights	Things all children should have. There is no 'question' or 'maybe' about it - children should have these things.
protection	Keeping someone or something safe.
abuse of power	Doing something, making something happen or making someone else do something that is unfair, not ok and does not respect the rights of others.
respect	Treating people the way you want to be treated. Being caring and kind, and thinking and acting in a way that shows others you care about them and their feelings
active listening	Listening to what is being said and considering what the other person is saying.
support networks	People we can trust to support us when we need help.
changing feelings	When a feeling changes (usually unexpectedly or suddenly.

Cards

Child Protection terms and Definitions

bribes	secrets
threats	aggression
body signals	inappropriate touch
consent	sexual abuse
mixed feelings	confused feelings
physical abuse	neglect

Cards: **Child Protection terms and Definitions**

emotional abuse	uncomfortable feelings
care	rights
protection	abuse of power
respect	active listening
support networks	changing feelings

Cards: **Child Protection terms and Definitions**

Giving gifts or promising gifts and expecting favours in return.	Words or actions which are meant to force another person to do, or not do, something.
Something that is hidden or concealed from others so they do not know about it.	Angry or violent behaviour or feelings.
A response in the body that is sending a message about how we are feeling.	A touch that makes you feel unsafe, uncomfortable or gives you no feelings.
Giving permission for something to happen.	Looking at, showing or touching the sexual parts of the body without permission.
Experiencing different or opposite feelings at the same time.	When you are unsure about how you feel or about what to think.
Non-accidental physical act that causes harm or injury to a person by another person.	Not paying attention to, or showing no care for, something or someone.

Cards: **Child Protection terms and Definitions**

Deliberate harm of someone's thoughts or feelings.	When you feel uneasy, surprised, a bit worried or nervous. For example – when someone you don't know very well gives you a big hug.
To look after and provide for the needs of someone or something.	Things all children should have. There is no 'question' or 'maybe' about it - children should have these things.
Keeping someone or something safe.	Doing something, making something happen or making someone else do something that is unfair, not ok and does not respect the rights of others.
Treating people the way you want to be treated. Being caring and kind, and thinking and acting in a way that shows others you care about them and their feelings.	Listening to what is being said and considering what the other person is saying.
People we can trust to support us when we need help.	When a feeling changes (usually unexpectedly or suddenly).

Worksheet

Carly's bus trip scenario

Carly caught the bus to school every day. Her Dad walked with her to the bus stop and waited with her until the bus came. While they were waiting they often talked about things they might do on the weekend and about anything else that came up.

The stop after Carly's is her friend Margi's stop. Margi and Carly sit together on the bus and usually look at funny photos of Margi's dogs on her phone. Sometimes they just sit and talk, tell jokes or read their own books.

Carly and Margi repeat this on the way home from school, except sometimes one of them is too tired to talk so they just sit and relax. Often they'll talk about how their day at school was and what happened in class.

One day Margi was sick and didn't get on the bus so Carly had the seat to herself. Carly noticed that a classmate, Bob, sat in front of her. Bob smiled and said hello.

When the bus arrived at school, Carly stood up to leave. An older kid from another school flicked up Carly's skirt and a bunch of other kids started laughing. Carly felt her face go hot and someone yelled out 'Look at her face!' and more laughter erupted. Carly held her skirt tight and rushed off the bus.

On the way home, Carly saw the older kid from the other school. He smiled at her and called her up the back of the bus. Carly felt uncomfortable about him but she walked up the back anyway. He introduced himself as Rory and asked if she wanted to sit with him. Carly said 'No thanks.' and sat in her normal seat.

As the bus pulled out of the stop, Rory came and sat next to Carly. Carly felt her heart start to beat faster and her face flush hot. Rory grabbed Carly's skirt again and pulled it up. Carly pushed it back down and told Rory to stop. Rory laughed.

Worksheet: **Carly's bus trip scenario**

Rory got off at his bus stop and Carly felt her fists relax a little. Her heart was still racing and her chest was tight. Carly did not like today's bus ride.

Margi was away again the next day and Carly felt worried about Rory getting on the bus and sitting next to her. Sure enough, Rory got on the bus, sat next to Carly and said 'Thanks for saving me a seat'. Rory handed Carly a present and told her it was something he got especially for her. Carly thought maybe Rory was sorry for lifting her skirt and had bought her something to say sorry. Carly accepted the gift and opened it. It was a beautiful silver bracelet. Carly said 'Thank you, but I can't take this'. Rory insisted she have it because he bought it especially for her. Carly began to think that maybe Rory was actually nice.

Rory sat beside Carly and didn't once try to lift her skirt. When the bus arrived at her school Carly went to stand up. Rory stopped her and said 'You'll have to give me a thank you kiss for the bracelet first.' Carly froze and said 'No.'

Carly couldn't concentrate at school that day. She kept looking at the bracelet and thinking about what Rory had said. Carly liked the bracelet and she liked that Rory had given it to her but she didn't want to kiss him.

When Carly got on the bus Rory was waiting for her. He was sitting on the window side so Carly thought it would be ok to sit next to him. Bob, her friend from school, sat in his usual spot in front of them. When Carly sat down Rory put his arm around Carly. Carly tried to move his arm but Rory held her tight. Rory said 'I've been waiting for my kiss.' Carly pushed harder and told Rory to stop. Bob heard Carly, turned around and saw Rory trying to kiss Carly. Bob stood up and told Rory to stop. Rory laughed and said 'She's my girlfriend.' Bob said he didn't care, Carly had asked him to stop and he needed to stop. Rory let go of Carly and said 'Whatever. I want my bracelet back' and pulled it off Carly's wrist. Carly got up and moved to the front of the bus. Bob followed her and asked her if she was ok. Bob said he would tell the bus driver about Rory if she wanted him to.

Worksheet

Tips for Saying No

If you find yourself in a position where your peers are pressuring you to do something that you don't want to do you can use these tips to help you to say 'no'.

1	**Just say no or no thanks** in a strong, assertive way.
2	**Say you don't want to** and give facts or a reason for saying no.
3	**Give a reason why it's a bad idea.** For example: No, I don't want to do that because it's not worth getting in trouble for.
4	**Make an excuse.** It doesn't matter if the excuse is true or not, just be confident. You might say you can't because your parents are taking you somewhere and you need to be home or you have something else to do.
5	**Talk to someone about it.** You could talk to your close friends about the pressure and decide to stick together and support each other in saying no together. You could talk to your parents or another trusted adult about how to handle it.
6	**Suggest another idea.** For example: It's a nice day, why don't we go to the park/swimming/riding. This gives everyone a different option.
7	**Use humour** or **make a joke about it**.
8	**Ignore the suggestion** and **start talking about something else**.
9	**Leave the group or situation.** You can just leave without saying anything or make up an excuse.
10	**Ask a lot of questions. Why, what, how, when, who?** They might just give up and not pressure you anymore.

Cards

Definition match

bullying	consent
emotional abuse	gender stereotypes
harassment	neglect
non-verbal	physical abuse
respect	risk
safe	sexual abuse
unsafe	verbal

Cards: **Definition match**

When someone or a group of people who have more power than you, repeatedly use words or actions to hurt you.	Getting permission to do something.
Continually using words and actions that hurt a child's feelings and thoughts.	An idea about what it means to be a boy or a girl or a woman or a man and how people will act, based on the group to which they belong.
Continuous acts which are not wanted and offend or humiliate a person. An example is annoying someone again and again and again.	Not paying attention to, or showing no care for, something or someone.
Not involving or using words or speech.	Non-accidental physical act that causes harm or injury to a person by another person or people.
Being caring and kind and thinking and acting in a way that shows others you care about them and their feelings.	A situation that might cause danger, harm or loss.

Cards: **Definition match**

Protected from or not exposed to danger or risk.	Looking at, showing or touching the sexual parts of the body without permission.
In danger of being hurt or harmed.	Use of words to send a message.

Worksheet

Carly and Rory scenario

Carly had been avoiding Rory since he harassed her on the bus. She had started to catch a different bus to school. It meant she had to walk further to the bus stop but she told her Dad that it was so she could catch the bus with a new friend she had. She hadn't told her Dad about Rory.

One weekend Carly and her friends had organised to meet for a friend Margi's birthday. They were all going to meet at the skate park and hang out. Carly was looking forward to Margi's party. They hadn't seen each other as much since Carly started catching a different bus to Margi.

Carly had told Margi about what happened with Rory. Margi got really angry and wanted to do something but she was worried about Rory being on her bus. Carly said it was ok and that as long as she didn't catch the bus anymore it would be ok.

Carly's Dad dropped her at the skate park and said he'd pick her up at 2pm. There were a few other people from school that Carly knew so she went to hang out with them. As she walked over she could see a group of older kids sitting on their bikes. When she got close to the group she heard a voice say 'Hey, there's my girlfriend. Where have you been Carly? I've missed you' and then the group laughed. Carly felt her heart race, it was Rory.

Carly quickly walked past to her friends. Rory and his friends were still laughing at her. Rory kept looking at her and blowing her kisses. Carly felt uncomfortable and wanted to go home. Carly's friends noticed Rory's behaviour and asked Carly if she was ok. Carly said if she ignored him he would stop.

Rory did stop for a while but when some of her friends had left to go home, Rory came over. He put his arm around Carly but Carly pushed him away. Rory told Carly to relax and that he was just being nice and she was lucky he liked her because there were plenty of girls that would love to be his girlfriend. Rory rode back to his group and said something. They all looked over at Carly and a few of them laughed and one even gave Rory a high five.

Worksheet: **Carly and Rory scenario**

1. Pretend you are either:
   - One of Carly's friends that witnessed the things Rory was saying and doing
   - Someone who was in Rory's group who heard the things Rory was saying to or about Carly or
   - Someone that didn't belong to either group and you noticed what was happening between Rory and Carly.
2. Discuss ways you could respond to what you were seeing or hearing.
3. Write down the actions you would take to stop Rory from harassing Carly or to help Carly. What could you do to show upstander behaviour?

4. Practise demonstrating this response with your partner.

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NSW Department of Education

PDHPE

Stage 4: Child Protection Education

Unit of work

Establishing and maintaining respectful relationships online and offline

NSW GOVERNMENT

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Unit description

Through this unit, students will investigate the strategies they can apply to establish and maintain respectful relationships online and offline. They will develop and apply skills of self awareness to recognise their physical and emotional response to different situations and understand the importance of trusting gut instincts. Students will build on their understandings of consent and recognise consent as an important right and responsibility in respectful relationships. They will apply interpersonal skills to practise negotiating consent and consider the factors which influence individual's decisions to engage in sexual activity. Students will compare the similarities and differences in the rights and responsibilities between online and offline environments and make links between personal decisions, contextual factors and personal values in relation to sexual behaviours.

This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: What strategies can I apply to establish and maintain respectful relationships online and offline?

Skills in focus

Self-management skills

Self-awareness

- self-monitoring thoughts, feelings and actions
- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses

Decision-making and problem-solving

- information-gathering
- finding solutions to problems

Interpersonal skills

Communication

- verbal and nonverbal communication
- expressing feelings
- assertiveness

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to identify the characteristics of respectful relationships, and the rights and responsibilities associated with different types of relationships. They will develop the knowledge and skills required to express and recognise signs of interest that can lead to the formation of a variety of respectful relationships, including intimate relationships.

Strengths-based approach

Activities in this unit are designed for students to recognise how they can draw on their personal strengths and capabilities when establishing and maintaining respectful relationships, communicating online and offline and negotiating consent. They will improve their ability to identify and act on physical and emotional responses to various situations.

Develop health literacy

Students are provided with the opportunity to recognise and understand the laws related to age of consent in NSW. They will research and apply information related to responding to inappropriate online behaviour and recognise how to seek help and from whom when needed.

Critical inquiry

Students will recognise that contextual factors influence a person's decision-making and behaviours related to relationships. They will develop their ability to select and apply the most appropriate strategy to stay safe in a variety of situations and challenge their own ideas and assumptions about ethical and respectful behaviours online and offline.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	• Recognise the importance of trusting gut instincts	Students will: • identify the physical and emotional response to situations • link the body's response to situations to levels of safety and risk
PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships	• Identify and understand the rights and responsibilities across different relationships • Recognise the characteristics of respectful relationships and what influences these relationships • Understand the laws related to consent and age of consent in NSW • Discuss factors which influence decisions to be sexually active • Compare and contrast (similarities and differences) the rights and responsibilities in online and offline relationships	• describe the characteristics of respectful relationships • acknowledge people who are close and important to them • describe how contextual factors influence an individual's decision to be sexually active • create a charter for respectful communication online • identify the laws associated with consent, sexting and unlawful sharing of information, images or nudes
PD4-9 demonstrates self-management skills to effectively manage complex situations	• Make links between personal decisions, contextual factors and personal values in relation to sexual behaviours • Demonstrate the skill of assertiveness • Understand and apply the steps of Trust, talk and take control • Understand and apply strategies which can be used to keep safe	• select and apply the most appropriate strategy to stay safe in a situation (scenarios) • demonstrate a variety of strategies to protect themselves and others • provide advice to a person who has experienced the unlawful sharing of information, images or nudes
PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	• Understand what consent is in sexual relationships • Understand the importance of consent • Recognise consent as a key component in a respectful relationship • Define sexting and identify strategies to address the unlawful sharing of information, images or nudes	• identify the importance of consent • demonstrate ways to clearly ask for and receive consent • identify ineffective and unclear ways to ask for and receive consent

PDHPE Syllabus content

Key inquiry questions	Syllabus content
What skills and strategies can be used to manage change, challenges and seek help?	• practise and apply skills and strategies to seek help for themselves and others (ACPPS072) – identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation **S**
What skills and strategies can be used to promote inclusivity, equality and respectful relationships?	• describe how rights and responsibilities contribute to respectful relationships – describe rights and responsibilities required in different relationships **I** – discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences **I** – explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support **I** – discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, eg consent **S I** • investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) **I** – understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing, eg recognising and responding to offensive online material **I** • explore skills and strategies needed to communicate and engage in relationships in respectful ways – practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, eg reporting inappropriate behaviour **S I** – practise interpersonal skills required to negotiate safe intimate relationships, eg consent **I**
What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?	• examine factors that influence health and wellbeing – examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, eg sexting **I** • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations: – examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: chatting or sharing information online, experiencing unwanted sexual behaviour **S**
How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?	• propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) – recognise the importance of trusting their own feelings, thoughts and reading of different situations **S** – analyse how emotions, strengths and decision-making can affect outcomes in different scenarios **S** – explore practices in sexual relationships that enhance safety and contribute to positive experiences, eg negotiating consent, respecting people's choices, communication **I**

1 Qualities of respectful relationships

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Identify and understand the rights and responsibilities across different relationships (PD4-3)
- Recognise the characteristics of respectful relationships and what influences these relationships (PD4-3)

Success criteria

Students will:

- describe the characteristics of respectful relationships
- acknowledge people who are close and important to them

Resources

- A3 paper
- Building respectful relationships activity cards
- How do I know? cards (one per group)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

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

Explain to students:

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

Revise the difference between rights and responsibilities.

> Rights are things people are entitled to. The right to be safe, to have their bodies, thoughts, and feelings respected, and to be treated fairly.
>
> Responsibilities are a role or task which is yours to do. Carrying out responsibilities can ensure that rights are met.

Students complete the following tasks individually:

- List examples of the different people you associate with in your life, for example, the different relationships you have.
- Draw a diagram that groups different people and shows the links you have with them.
- Use three symbols to indicate whether the relationship is close, important but not close or not close at all.
- Find a shoulder buddy and compare the way you have grouped your relationships. Were they similar or different?

Divide the class into eight groups with a sheet of A3 paper. Use a T chart as a graphic organiser to enable students to list, compare or contrast two concepts. In this instance, students record rights at the top of one column and responsibilities at the top of the other.

Assign one of the relationships below to each group and ask them to list the rights and responsibilities specific to the one they have been allocated.

- Parent/carer and child
- Friend and friend
- Relationship partners
- Teacher and student
- Teammates
- Coach and players
- Boss and employee
- Siblings

Students display their lists. Encourage a gallery walk so groups can see what the other groups have recorded, keeping an eye out for any similarities.

As a class, students reflect on and share what they read on the lists and suggest some words that were commonly listed. Record these as a class. For example, respect, listen, love, care, trust, support, empathy, acceptance, freedom.

Understand

Building a respectful relationship (Adapted from Building respectful relationships Stepping out against gender-based violence DET Victoria)

Review the characteristics and features of respectful relationships from the previous activity.

- Students work in groups of four with a set of the Building respectful relationships activity cards.
  - Groups discuss each characteristic and feature first.
  - As a group. They work together to place the cards in order from most important in a relationship to least important in a relationship.
  - Invite each group to share their top five with the rest of the class to see if there is a consensus.

Note: You could create a set of 'bricks' by sticking or writing each word on a paper cup. The class could build a 'wall' by placing the most important qualities on the bottom and the least important qualities on the top. The wall could be made by stacking four rows of six qualities.

As a class, discuss how each 'brick' plays a part in holding the wall up. Liken this to friendships/ relationships.

Take away one of the least important qualities – what difference could this make to the friendship/ relationship?

Take away one of the most important qualities – what difference could this make to the friendship/ relationship?

What would happen to the wall if:

- a partner cheated
- a friend/partner lied
- a friend/partner gossiped
- a friend/partner put you down on social media
- a friend/partner posted an unwanted video of you in your underwear online
- a friend/partner supported you
- a friend/partner helped in a difficult situation
- a partner never broke their promises.

In their groups, students create a checklist including the eight most important characteristics of a respectful relationship. For each item in the checklist, students record what they would see, feel, or hear as evidence of that characteristic.

As a class, discuss.

- Do you think it is important for people in different types of relationships to value similar qualities and characteristics?
- Could there be issues if they don't value similar qualities and characteristics?
- What could someone do if they feel the "wall" in their relationship isn't as strong as it could be?

Act and apply

Explain to students that they will now apply what they have learnt to thinking about intimate relationships. It is important for students to be able to recognise respectful relationships 'in action'. The following activities will explore content related to sexual behaviours in relationships.

How do I know? (Adapted from Catching On Later AusVELS Level 8 Sexuality Education Activities)

Quite often it is difficult to let someone know that you are interested in them and it can be equally hard to interpret signs that someone is interested in you. Introduce this activity with these questions:

- How would someone know if a person likes them or is interested in them?
- How could someone let a person know that they are interested in them?

Students work in groups of four with a large sheet of paper. Divide the paper into four sections or columns and record the headings:

- they love me
- they like me
- they don't care for me
- they disrespect me.

Each group takes a set of How do I know? cards and sorts them in a consultative way, into the four columns. Paste them on and display each poster on the wall for all to see.

As a class, discuss.

- Identify some signs which might mean liking in one situation and not liking in another.
- How does a person know if someone else liked them too?
- How would people your age feel comfortable to show someone they like them? Consider verbal and nonverbal communication online and offline.

- To what extent is it easy to read people's body language and interpret their communication and messages?
- What are some ways people your age could improve their ability to read the signs and communicate their interest clearly with others? For example, get to know someone better, wait until they are ready before becoming emotionally involved.

Display or read out the following scenario:

> Jamie and Al go to the same school but are in different grades. They live close to each other and have developed a strong friendship as they catch the bus to and from school each day. Jamie would like to take their friendship to the next level and thinks Al does too.

Students create a scene script describing how Jamie shares their feelings with Al.

> **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-3 and PD 4-10, recognising the characteristics of respectful relationships.

2 The importance of consent

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Understand what consent is in sexual relationships (PD4-10)
- Understand the importance of consent (PD4-10)
- Recognise consent as a key component in a respectful relationship (PD4-10)
- Understand the laws related to consent and age of consent in NSW (PD4-3)
- Identify factors which influence decisions to be sexually active (PD4-3)
- Make links between personal decisions, contextual factors, and personal values in relation to sexual behaviours (PD4-9)

Success criteria

Students will:

- explain the importance of consent
- demonstrate ways to clearly ask for and receive consent
- identify ineffective and unclear ways to ask for and receive consent
- describe how contextual factors influence an individual's decision to be sexually active

Resources

- Sticky-notes
- Am I ready? Age group cards
- Am I ready? Teacher notes regarding consent
- Consent? Yes or No? cards (one per group of eight)
- Consent? Yes or No? worksheet (one per student)
- Consent? Yes or No? scenarios
- Consent? Yes or No? Teacher notes

Switch on

Introduce the learning goals and discuss them with the class.

Inform students that the focus of their learning will now be narrowed to intimate relationships.

Inference – What's going on in this picture?

The next activity uses a clip which relies on the inference skills of students. It is suggested that an activity to build the inference skills of students is used prior to the clip.

Inference can be defined as the process of drawing of a conclusion based on the available evidence plus previous knowledge and experience. Inference questions are the types of questions that involve reading between the lines. Students are required to make an educated guess, as the answer will not be stated explicitly. Students must use clues from the text, coupled with their own experiences, to draw a logical conclusion.

The teaching of inference skills is extremely important to our students. It is a higher order skill that is essential for students to develop to afford them access to the deepest levels of comprehension.

Access the New York Times, What's going on in this picture? website. Select an image to suit your student context.

Ask students to share:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you find?

Access the correct information for the image at the bottom of the post. Share with students and ask them to reflect:

- What was your inference?
- What information did you use to make this inference?
- How good was your thinking?
- Do you need to change your thinking?

Share as a class.

Cycling through consent

Show the short clip Cycling through consent (Source: Western University 2015)

Individually ask students to answer the following questions:

- What question/s is the cycling video investigating?
- What evidence does the video use?
- What inferences does the video make?

Discuss the following as a whole group:

- What does the 'bike ride' metaphor represent in the clip? Suggested answer: engaging in sexual behaviours.
- Who are the 'bike-riders'? Suggested answer: people in relationships that may engage in sexual behaviours.
- What does asking someone if they like to go for a bike ride represent in this clip? Suggested answer: giving consent or agreeing to sexual behaviours. Explain to students that this concept will be unpacked in more detail in the next activity.
- What important messages were there about communication on the 'bike ride' i.e. consenting to sexual behaviours? Suggested answer: No, is no. The absence of a yes means No. People can change their mind. Don't make assumptions. Consent must be given every time. A person cannot consent if they are under the influence of alcohol or drugs, unconscious or asleep. People cannot use their power to coerce someone to participate in sexual behaviours. People should never feel pressured to participate in any form of sexual behaviours.
- What was the important point made at the end of the clip? Suggested answer: Sexual behaviours can be a positive and enjoyable experience for people if everyone agrees to participate ie gives consent

Understand

Am I ready? (Adapted from Catching On Later AusVELS Level 8 Sexuality Education Activities)

Explain to students that making the decision about whether or not you are ready for sexual behaviours is a personal choice. There are a number of contextual factors that may influence an individual's decision, but it is still a personal choice.

Students record and share examples that influence a person's decision to participate in sexual behaviours. Highlight to students that they need to consider all different types of people when developing their answers. This activity could be done by students recording influences on sticky-notes and using these for the next part of the activity. Alternatively, verbal sharing could be used, and a class collection of influences developed.

2 The importance of consent

Explain to students that there are a number of factors that influence people's behaviours, decisions and actions.

Display the table and briefly explain by defining the table headings and offering examples of what might fit within each section and why.

Individual	Sociocultural	Socioeconomic	Environmental
• knowledge • skills • attitudes • beliefs • ability • sex • gender • sexuality • age	• religion • parents/carers • family • media • culture • peers • language • politics • laws	• education • income • employment	• geographical location • access to health services.

Students identify examples for each section of the table. This could be done by students placing their sticky notes from the previous activity under the appropriate heading. Discuss as a class. Leave displayed for the next activity.

Highlight to students that these factors influence people in different ways and that is ok.

Explain to students that you are going to ask for their opinions about the 'right age' for a list of different scenarios. Remind students of the class agreement before beginning this activity.

Place the Am I ready? Age group cards along the wall with age 12 at one end and age 36–40 at the other.

Read out statement 'a' from the list below then ask students to move to the card that best represents the age at which they think this scenario should occur. Students who have chosen the same card should then discuss amongst themselves why they have chosen this particular age, with reference to the factors discussed in the previous activity.

Invite one representative from each group to report the factors discussed back to the class.

Invite students to change where they positioned themselves originally once they have considered all the perspectives:

a. the age to have a relationship

b. the age to have a sexual relationship (you could also ask: the age to have intercourse or oral sex, noting that these could be considered separately and draw out discussion around perspectives of sex and safer sex practices)

Display and discuss consent laws at this point. See Teacher notes resource.

c. the age to have a baby

d. the age to use contraception.

Read out statement 'b' then repeat the steps.

Read and discuss the information in the 'Teacher notes' regarding the age of consent.

Again, invite students to change groups now they have new information.

Repeat the process with statements 'c' and 'd'.

As a class discuss.

- Did you agree with your classmates about the right age for each scenario?
- Does your opinion about the appropriate age ever change?
- How do your choices now match your values and what is important to you?
- Why do you think that people we know very well may still have chosen differently from ourselves?
- Where would your parents stand? A representative of your school? Your peers? People from different cultures and religions?
- Do you agree that these factors influence people's decisions about whether to go on a 'bike ride' or not?

Remind students that giving consent or not giving consent is their right in a relationship. At the same time, your responsibility is to respect your partner's right to consent or not consent. Rights and responsibilities related to consent promotes respectful relationships.

Understand

What consent sounds like?

Remind students to keep the laws related to consent in mind when completing the activities below.

Explain to students that two-way communication is a very important skill related to consent. People need to clearly express if they give consent and also need to listen if their partner gives consent. Everyone needs to be clear that they are going to go on a 'bike ride'.

Remind students of the importance of both verbal and non-verbal communication when expressing consent. Verbal communication involves using words or sounds to say "yes" or "no". Non-verbal communication can include gestures or behaviours and can be used to support verbal communication or is very powerful on its own.

Students interpret the meaning of the following non-verbal behaviours as demonstrated by the teacher. Pause for discussion after each one.

- Leaning back in a chair with arms crossed
- Leaning forward in a chair
- Smiling
- Frowning
- Yawning
- Nodding
- Resting chin in both hands
- Resting chin on knuckles
- Rubbing your temples
- Tapping fingers on the table
- Looking at your watch
- Staring around the room.

As a class, discuss the following:

- Was it easy to interpret the meaning of each gesture?
- Did everyone always agree with what they thought the gesture meant?
- What could this tell us about using non-verbal communication to express or gain consent?

There are two options for the following activity:

- Option A: Students find a partner with a set of What consent sounds like? cards. They sort them into two piles; What consent sounds like? or What consent doesn't sound like?
- Option B: Read out the statements below and students raise their hand if it sounds like consent and cross their arms if it does not sound like consent.

What consent sounds like	What consent DOESN'T sound like
"YES!"	"No"
"Yassssss"	"Stop"
"Absolutely"	"Maybe"
"That sounds great"	"I'm not sure"
"That feels awesome"	"I don't want to"
"Let's do that more"	"I don't think I'm ready"
"I'd like to..."	"Can we slow things down"
"Would you please..."	Pulling away or resisting
"I want to keep doing this"	Being silent or not responding
"I'm enjoying this"	Agreeing to go on a date
"Can we..."	Not showing interest in you

Highlight to students that 'sounds like' can also include non-verbal communication. Ask students to offer some examples of non-verbal communication that indicates a person does not give consent.

Assertiveness

Introduce the skill of assertiveness.

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Assertive individuals are able to get their point across without upsetting others or becoming upset themselves.

Characteristics of assertiveness include: asserting your own point of view, reflecting your views through your behaviours and actions, respectfully stating your needs, wants, and feelings, and saying no, and being able to resist peer pressure.

Assertiveness is important as it is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. Assertiveness links to other important skills we develop, such as communication, expressing our feelings, conflict management, help seeking, refusal skills and negotiation skills. These skills are applicable to all life situations.

As a class, discuss the question:

- How might assertiveness support young people in relationships?

Explain the concept of enthusiastic consent.

Enthusiastic consent encourages people to make sure the person they are about to have sex with is enthusiastic about the sexual interaction and wants to engage in every action from start to finish. It is given and received when we are assertive. Assertiveness comes in this situation from confidence (knowing partner, knowing rights, positive decision making).

Allocate time for students to explore the information on the Kids helpline-Consent website. Alternatively, you could explore the site together as a class group.

Discuss the indicators that consent has been respected:

What is consent?			
Mutual You both need to agree, every single time.	**Freely given** A choice you make without pressure, guilt or threats.	**Informed** You understand what's about to happen.	**Certain & Clear** It's a YES, not a 'maybe' or 'I think so' or 'I guess so'.
Enthusiastic You're excited and WANT to do the sexual activity.	**Reversible** You can stop or change your mind at any time.	**Specific** Saying yes to one thing doesn't mean yes to everything.	**Ongoing** You need it before and during the activity, as well as next time!

Source: Kids Helpline https://kidshelpline.com.au/teens/issues/what-consent

Act and apply

Consent? Yes or no?

Explain to students that they are going to apply what they have learnt about consent to a range of scenarios.

Students form groups of eight with a set of Consent? Yes or No? cards, plus a copy of the Consent? Yes or No? worksheet for each student.

Outline the activity.

- Ask a group leader to shuffle the Consent? Yes or No? cards and give one to each person. Read the scenario the group has been given.
- Each person must decide and then share with the group if the indicators of consent they have has been respected.
- Record Yes, No or NA on your Consent? Yes or No? worksheet.
- The group must also answer the questions at the bottom of each scenario about the legal aspect of the scenario.
- Repeat for each scenario, ensuring each person does not get a card they have already had.
- As a class, discuss the following:
  - Was it easy to decide if consent had been given in each scenario?
  - How did verbal and non-verbal communication assist your group with making the decision if consent had been given?

Consent out loud

Students revisit the Kids helpline-Consent website and explore the How to get consent section of the page. Acknowledge to students that asking for consent could feel awkward even if they are in a respectful relationship.

2 The importance of consent

Revisit the class agreement.

Students read through the list on the website to know what to say if ever in the situation for real.

Refer back to the Consent? Yes or No? scenarios about Manny, and Lina, and Dimitri, and Alana. Would any of these statements have been useful for those involved?

Students role play ways Lina and Alana could assertively refuse consent to sexual activity, expressing how a specific indicator of consent has not been respected. This could be done live in pairs or via camera/webcam to share at a later time. Remind students to include examples of non-verbal communication to support their message.

As a class, discuss the following.

- Do you think is it important for someone to practise ways of giving and refusing consent before being in the actual situation? What makes you say that?
- Do you think it is also important for someone to imagine ways others may communicate refusal of consent before being in the actual situation? What makes you say that?

Emphasise with students that there are many ways of refusing consent to sexual activity. Some ways are less clear than others, but it is always valuable to be as clear as possible. If someone is asking for consent, they need to listen and respect the response. Where a young person is unsure about whether consent is being given or not, they should stop and clarify whether consent has been given by asking again. Never assume consent has been given.

Remember that enthusiastic consent is what you want. This comes with assertively asking for consent and your partner assertively giving consent. This would mean both parties can state their own point of view, reflect those views through behaviours and actions, respectfully state needs, wants, and feelings.

Assertiveness is important as it is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. Assertiveness links to other important skills we develop, such as communication, expressing our feelings, conflict management, help seeking, refusal skills, and negotiation skills. These skills are applicable to all life situations.

3 Trust your gut

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Recognise the importance of trusting gut instincts (PD4-2)
- Demonstrate the skill of assertiveness (PD4-9)
- Understand and apply the steps of Trust, talk, and take control (PD4-9)
- Understand and apply strategies which can be used to keep safe (PD4-9)

Success criteria

Students will:

- identify the physical and emotional response to situations
- links the body's response to situations to levels of safety and risk
- select and apply the most appropriate strategy to stay safe in a situation (scenarios)
- demonstrate a variety of strategies to protect themselves and others

Resources

- Gut instincts placemat activity
- The good, the bad, the ugly cards
- The good, the bad, the ugly sorting activity teacher notes
- Taking action scenarios
- Assertiveness advice handout (formative assessment – collect from students
- Trust, Talk, Take control handout (formative assessment – collect from students)
- Trust, Talk, Take control A4 image

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that the focus of the learning in this part of the lesson is the skill of recognising emotion. When we can recognise emotion, we have greater capacity to monitor thoughts, feelings, and actions. This allows us to have greater control and responsibility for our action, feelings, and behaviours. Self-awareness, and emotion, and stress management are key self-management skills. Our ability to manage emotion can also influence our decision making and problem-solving skills. We will explore this more in this lesson in relation to online sexual behaviours.

Display the following quote or image of the quote.

"Always, always trust your gut instincts. If you feel something's wrong, it usually is."

Students reflect on the quote and write an explanation for what it means, using an example to show understanding.

As a class, unpack the concept that each of us develops our antennae about situations which make us feel uncomfortable or unsafe by tuning into our body reactions, feelings, thoughts, and external warning signs, over time. Our ability to recognise emotions and trust our feelings, thoughts, and reading of a situation can be tuned and developed with exposure to different situations.

As a class, brainstorm how the quote can be linked to judging the level of safety in a situation.

Teacher note: Risk can also produce excitement and anticipation which may be experienced as pleasurable. Reference could be made to the flight or fight response. Even these responses would be uncomfortable if they persist or are likely to reoccur.

Children experience varying degrees of feelings in response to situations. Some children may not experience warning signals in unsafe situations. In this activity, different responses need to be accepted and students' different feelings and thoughts validated.

Some people 'turn off' to their feelings if they are taught that it is not OK to experience or respond to their feelings.

Gut instincts

Students work in four groups. Allocate one of the following to each group:

- emotional signs of our 'gut instincts' (positive)
- emotional signs of our 'gut instincts' (negative)
- physical signs of our 'gut instincts' (positive)
- physical signs of our 'gut instincts' (negative)

Groups discuss and record as many examples of indicators and signs as they can.

For example, physical signs of gut instincts – butterflies in the tummy (negative), tension in the neck, shaking, sweating, clenched teeth or fists, fidgeting (negative), smiling, laughter, butterflies in the tummy (positive).

For example, emotional signs of gut instincts – feeling anxious, crying, blank thoughts, feeling frozen, fear, sadness (negative), happy, relieved, clear mind (positive).

Invite each group to share their examples with the rest of the class.

Groups discuss the questions:

- How can we use our 'gut instincts' when it comes to assessing how happy, and safe we feel in our relationships?
- What factors could make us question our 'gut instincts' when it comes to assessing how happy and safe, we feel in our relationships?

Students work in pairs with a copy of the Gut instincts placemat activity. Students list the physical and emotional signs of Alana's 'gut instincts', both positive and negative, for each scene in the scenario.

Scene 1: Dimitri and Alana meet at the school disco; they are both 15. They are having fun telling jokes and talking about movies they have both seen recently.

Scene 2: Dimitri reaches over to kiss Alana. Alana enjoys it.

Scene 3: Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed.

Scene 4: She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

Explain to students that exploring and practising responding to a range of scenarios can assist them to develop their capacity to trust their gut instincts when it comes to intimate relationships.

Understand

The good, the bad, the ugly

Explain to students that there are signs people need to keep an eye out for in intimate relationships that can indicate someone's health, safety, and wellbeing may be at risk. This isn't only in our own relationships but in the relationships of other people we care about.

Students form groups of three with one set of The good, the bad, the ugly cards. In their groups, students sort the statements into three piles Good, Bad, Ugly. Once sorted, groups can check their answers with another trio.

Bring students attention to the Ugly statements:

- I have to watch what I do or say around them.
- I'm worried about what my partner might do if I tried to leave them.
- My partner makes me feel scared of them.
- My partner pressures or guilt-trips me into sex.
- They snoop and read my texts or messages.

Discuss the following:

- What might be a person's 'gut instinct' if they found themselves in any of these situations? What feelings and thoughts might they have?
- Can you think of reasons why a person might not recognise the signs or choose to ignore them?

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

Stress to students that it is crucial we trust our thoughts and feelings in relationships, and we must act on them if we feel unsafe. We must also alert people we care about of warning signs in their relationships if they do not recognise them and encourage and support them to take action.

Exit slip: 3, 2, 1. 3 things that are new ideas they will keep in their dilly-bag and use in the future, 2 things that they found out about themselves and 1 point they found interesting,

Understand

Taking action

Explain to students that there are a range of protective strategies people can use to keep themselves safe in a relationship if they recognise warning signs. It is important that people can select the most appropriate protective strategy to maintain their safety and wellbeing.

Introduce the first protective strategy: Being assertive.

Use a Y chat to share the headings "looks like", "feels like" and "sounds like" in a public space, eg the board. As a class, brainstorm what students already know about being assertive

and add their responses under the appropriate heading.

Explain to students that a person can choose to be assertive in situations where there is no immediate threat to safety. Being assertive helps you express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others. Being assertive means:

- I SAY what I want, feel, think and I LISTEN to what others want, feel, think.
- I stand up for MY RIGHTS without violating the RIGHTS OF OTHERS.

TO BE ASSERTIVE I:

- stay calm
- say what I want clearly
- say what I feel and explain why
- repeat the message
- avoid giving excuses
- listen to what others say.

Read out the Consent? Yes or No? scenario about Manni and Lina.

Manny is 18, and Lina is 15, and they have been dating for 6 months. Manny has had sex before and is super keen for things to "get moving" with Lina. Manny invites Lina over to his house one weekend night when his parents are out of town. Alone in the house, Manny talks with Lina about wanting to have sex and Lina tells him she's not ready. He gets a bit angry and says he's not sure how much longer he can wait. A little later while making out in Manny's room, he asks her again about having sex. Lina looks away and says, "I guess so". Things start to happen; Lina freaks out and says, "stop!". Manny replies with a frustrated "but you said yes?!!".

Students create a script that picks up from the end of the story where Lina replies to Manny in an assertive way reinstating her rights.

> **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating the skill of assertiveness.

Include the information below:

- clearly states NO
- explains how she feels
- repeats the message of NO.

Students role-play or record their script with a partner ensuring their non-verbal communication reinforces the message.

- Students will pair with another pair to perform their role plays. Each pair will offer peer feedback. Pairs should select 3 items they would like feedback on.
- Perform the role plays and allow a short period of time for each pair to critique, discuss, and offer specific and helpful feedback on the 3 items identified by each pair.

Trust, talk, take control

Introduce the second protective strategy to students. Outline the steps of Trust, talk, take control. Use this strategy when you feel your safety or someone you know safety is at risk right now or in the future. This is when you must trust your 'gut instinct'.

TRUST your feelings, thoughts, and your reading of the situation

TALK about it to someone in your network

TAKE CONTROL by using your own plan to become comfortable and safe.

Read out the Consent? Yes or No? scenario about Dimitri and Alana.

> Dimitri and Alana meet at the school disco, they are both 15. They are having fun telling jokes and talking about movies they have both seen recently. Dimitri reaches over to kiss Alana. Alana enjoys it. Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed. She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

Students find a partner and act out or record the next part of the story as Dimitri is not fulfilling his responsibilities because he is ignoring Alana's right to say no. The act or recording must include the following scenes where Alana:

- Trusts her feelings and assertively takes control of the situation
- Talks about what happened with a friend.

Both students have the opportunity to respond as Alana. Students give feedback to each other how effectively the situation was controlled and clearly her feelings about what happened were expressed to her friend.

Act and apply

Getting it right

Explain to students that it is really important to choose or recommend the most appropriate protective strategy for each situation to ensure a person's safety and wellbeing.

Students pair up. Distribute the Taking action scenarios 1 and 2 to half of the pairs, and scenarios 3 and 4 to the remaining pairs. Also give one copy of both the Assertiveness advice handout and the Trust, Talk, Take Control handout to each pair.

Students complete the following activities:

- Read their two scenarios.
- Discuss and decide which protective strategy is most suited for the situation ie Being assertive or Trust, Talk, Take control.
- Assume the role of a friend of the person in the scenario. Complete the Assertiveness advice handout.

  > **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating application of knowledge to select and apply the most appropriate strategy to stay safe in a situation.

- Assume the role of the person in the scenario and complete the Trust, Talk, Take control handout.

  > **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating application of knowledge to select and apply the most appropriate strategy to stay safe in a situation.

Ask the pairs to join up with a pair who completed the activities based on the other scenarios. Share and discuss answers.

As a class, discuss.

- Was it easy to decide which strategy would be most effective in each scenario?
- What information in the scenario assisted you in choosing the strategy?
- Did you find imagining you were the friend easier than imagining you were the person? What makes you say that?

3 Trust your gut

To conclude, show the short clip Trusted moments Victoria Legal Aid 2013.

Discuss:

- Were there any warning signs the girl could have recognised?
- What do you think her 'gut instincts' would have been?
- Do you think consent was negotiated? Explain your answer.
- How could the protective strategy of being assertive be used in this situation?
- How could Trust, Talk, Take Control have been used in this situation?
- Was this a respectful relationship? Explain your answer by identifying characteristics and features of respectful relationships which were or were not demonstrated by the characters, eg respect, equality, and dignity.

4 Respectful relationships in an online world

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Compare and contrast (similarities and differences) the rights and responsibilities in online and offline relationships (PD4-3)
- Define sexting and identify strategies to address the unlawful sharing of information, images or nudes (PD4-10)

Success criteria

Students will:

- create a charter for respectful communication online
- identify the laws associated with sexting and unlawful sharing of information, images or nudes
- provide advice to a person who has experienced the unlawful sharing of information, images, or nudes

Resources

- Front and back page spread of a newspaper
- A3 paper

Switch on

Introduce the learning goals and discuss them with the class.

Students complete a K-W-L to reflect on their learning to this point. Share with the class, that the main focus has been on the in-person or offline aspects of relationships.

The activities will now focus on the online aspects and features of respectful relationships.

Use a continuum activity to explore differences and similarities between online and offline relationships. Allocate 4 areas within the room: strongly agree, agree, disagree, strongly disagree. As you read a statement, ask students to move to the area of the room which represents their view. Invite students from each area to share their views. Sample statements include:

- It is just as important to be respectful in the online environment as it is face-to-face.
- Respect looks the same online as offline.
- An adult's view of respect online is the same as a young person's view of respect.
- Sharing images and information online with someone is the best way to develop their respect for you.
- If someone respects you, they will always protect you and stand up for you in an online environment.

Explain to students that the word protocol refers to a "system of rules that explain the correct conduct and procedures to be followed in formal situations". Introduce students to the concept of online protocols which exist to ensure people are safe in online environments. (Source: Merriam-Webster).

Brainstorm examples of protocols that protect people's safety and wellbeing in an online environment.

Explain to students that will be exploring the online behaviours that impact on a person's health, safety, and wellbeing.

News spreads

Give the front and back page spread of a newspaper to one student. Ask them to tear it in half, keep one half then pass the remaining half on to someone else. Tell them to do the same but to tear the remaining half into two before they pass it on. Keep repeating until everyone in the class has a torn-up piece of the newspaper.

Ask the students to hold up the piece of paper they have and then discuss the following.

- What if the newspaper represented a photo someone posted?
- After the piece of newspaper was shared how much control did the student who started with the newspaper have over who else got it?
- How much control did they have of what the piece of paper looked like?
- Did everyone have the "full story"?
- How respectful was everyone who shared the paper on to others?
- What could have been done to prevent the situation?

Explain to students that the aim of the activity was to illustrate how little control a person has after they post something online, whether it be words or a photo.

Understand

Rights and responsibilities of relationships online

Revise the rights and responsibilities T chart.

As a class, brainstorm, and record:

- Why is it important to consider personal rights and responsibilities related to communicating online in intimate relationships?
- What are different ways people communicate with their partner in an online environment?

Students pair up. In pairs, students create a T chart to brainstorm the rights and responsibilities of online communication in intimate relationships. Ask each pair to join up with another pair to share what they came up with.

Discuss the following:

- Why is it important that people discuss their rights and responsibilities at the start of relationships?
- Do you consider your charter of rights and responsibilities the online protocols for your relationship? Explain your answer.

Understand

Sharing information and images

In pairs, students create a list of behaviours or actions in an online environment which breach the rights or responsibilities discussed in the previous activity. These behaviours may include disrespecting someone, unethical behaviour or breaking online protocols.

Identify sexting, sharing nudes or part nudes or image-based abuse, as an example of unethical and disrespectful behaviour.

As a class, develop a definition for sexting. Sexting is taking naked or partly naked photos or videos of yourself (posing in a sexual way) and sharing these using the internet or your phone; and receiving, forwarding, or posting these photos or videos online or through mobile phones. (Source: Youth Law Australia)

- Invite students to share what terms they use to describe "sexting".
- You may like to adopt this language to engage students in the lesson.

Explain to students that someone might trust the person they send the photos or videos to, but things can change. Students work with a partner to list some examples of events that might result in the unwanted sharing of images or videos: For example, a breakup, someone shares your photo, a phone is stolen or hacked, family or friends find the photo online.

In their original pairs, students designate one person as A and one as B. Inform students that they are going to prepare advice about what to do in the following situations:

- Person A: A friend is receiving unwanted photos or videos from someone
  - https://www.esafety.gov.au/young-people/receiving-unwanted-nudes
  - https://kidshelpline.com.au/teens/issues/sexting
- Person B: A friend has sent a photo or video and found out it has been shared
  - https://www.esafety.gov.au/young-people/my-nudes-have-been-shared
  - https://kidshelpline.com.au/teens/issues/sexting
- Each person shares their advice with their partner.

Sexting and the law

Explain to students that it is very important for them to have a clear understanding of the laws related to sexting and the related consequences of breaking the law.

Students explore the information on the Youth Law website related to sexting. https://yla.org.au/nsw/topics/health-love-and-sex/sexting-laws/

Students answer the following questions to develop their knowledge and understanding.

- Is sexting a crime?
- What is child pornography?
- What are the penalties?
- Can sexting be a form of harassment?

Bring students back together as a class and ask them if there was any information that they did not know or were surprised to learn.

To what extent are young people aware of the laws related to sexting?

Act and apply

Showing respect online

Show the short clip That's not team spirit animation. Source: Be Deadly (Office of the eSafety Commissioner).

Students work in groups of four. Allocate a character to focus on to each member of the group. Include Bud, Sharlise, Jono (Sharlise's cousin on the bus), and Kellie (Sharlise's friend).

- Students with the same character join together with a piece of A3 paper with a character's name at the top. Each group answers the questions in relation to their designated character.
  - How well did they demonstrate respect for themselves and others in the scenario? Explain your answer.

- What do you think their 'gut instincts' would be?
- What are the possible consequences of their actions?
- What could they have done to prevent the situation from occurring or getting worse?
- What actions could they take to address the problem?

Students return to their group to share their character's perspective in the situation.

Taking action

Students adopt the role of Kellie.

- Develop advice from Kellie for Sharlise. They should address what actions Sharlise should take now that her photo has been shared.

  > **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-9, demonstrating application of knowledge of strategies to solve problems and seek help.

- Students find a partner and practise giving the advice they prepared to Sharlise both face-to-face and via their chosen form of online communication. Ask students to role-play or record their advice and share with two other pairs.

Students adopt the role of Sharlise.

- Draft an online message to Bud and tell him clearly what your expectations are regarding deleting the photo. Include why his behaviour was not appropriate and how it made you feel.
- Students record a reflection on what they have learnt from the experience and how it will influence their behaviours and choices in the future.

  > **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-2 and PD4-10, demonstrating application of knowledge of respectful behaviour online and communication skills.

- Students role play a face-to-face conversation with Bud in pairs. Remind students of the assertiveness skills they practiced in the earlier learning activities. Allow each person in the pair to provide feedback to their partner on their communication. What was one strength? What was one thing they could do differently next time? Swap roles.

Highlight to students that the photo is still in the digital environment even though Bud's phone was thrown out the window of the bus.

Evaluation

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

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

NSW Department of Education

PDHPE

Stage 4: Child Protection Education

Resources

Establishing and maintaining respectful relationships online and offline

NSW GOVERNMENT

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Cards

Building respectful relationships

Humour	Empathy
Safe	Love

Cards: **Building respectful relationships**

Equality

Freedom

Honesty

Trust

Cards: **Building respectful relationships**

Consent

Negotiation

Sharing

Acceptance

Cards: **Building respectful relationships**

Independence

Difference

Comfortable

Loyal

Cards: **Building respectful relationships**

Confidence

Forgiveness

Support

Individuality

Cards: **Building respectful relationships**

Respect

Acceptance

Growth

Protect

Cards

How do I know?

Helps me with my homework	Sits next to me	Won't sit next to me
Sends someone to tell me that he or she likes me	Calls me by my name	Has sex with me
Doesn't want me to see my friends	Makes me feel OK when I say what I really think rather than feeling like they'll dump me	I feel like I can be myself
Won't kiss me	Gets really jealous if I talk to other people	Talks to me
Phones me	Brushes against me when we pass by each other	Shares important secrets and feelings

Cards: **How do I know?**

Smiles at me	Wants to spend time with me	Listens to me
Asks my opinion	Laughs at me	Puts me down
Invites me to be a friend on social networking	Throws paper at me	Sends me a smiley text
Wants to hold my hand	Wants me to give her/him oral sex	Keeps me a secret from their friends
Holds my hand when no one is around	Kisses me	Borrows my calculator during class

Cards

Am I ready?

AGE 14

AGE 16 – 18

AGE 12 – 13

AGE 15

Cards: **Am I ready?**

AGE
22 – 30

AGE
36 – 40

AGE
19 – 21

AGE
31 – 35

Teacher notes

‘Am I ready? Regarding consent

Below are just two aspects involved in determining the appropriate age for a sexual relationship. There are countless more, such as family and religious values, cultural expectations etc.

Sex and emotional readiness

Sex is meant to be:

- something you decide to do when you’re ready to
- something that makes both participants feel good
- something both people agree to and are mentally old enough to be able to consent to
- something you can interrupt or stop at any time
- safe (because you’re both prepared with condoms to protect you from sexually transmissible
- infections and unwanted pregnancy)
- something you are legally old enough to engage in
- honest – emotionally and factually honest
- mutual – a shared, two-way intimate experience.

Sex isn’t meant to be:

- the only way to prove that you love someone
- something you feel pressured or forced into
- something you do because ‘everyone else is doing it’
- something that makes you feel used
- about using someone else for sex alone.

Sex and the law

Age of consent

There are no laws about when you can start to have a relationship with someone else but there are laws about when you can start to have sex.

If you are **12 to 15 years of age**, a person can’t have sex with you, touch you sexually or perform a sexual act in front of you if they are more than two years older than you – even if you agree. And that means two years **exactly.** If they are two years and four days older, it is still against the law.

At **16 to 17 years of age**, a person who is caring for you or supervising you, like a teacher, youth worker or foster carer, can’t have sex with you, sexually touch you or perform a sexual act in front of you – even if you agree – unless they are married to you.

When one person does not agree to sex

As well as imposing age limits, the law says that two people can’t have sex unless they both agree (consent) to. If you don’t agree and someone threatens you or touches you sexually they are breaking the law.

If someone has sex with you or touches you sexually when you are asleep, unconscious or so affected by alcohol or drugs that you are not able to agree, it is still sexual assault.

Mobile phone pictures and the risks of 'sexting'

'Sexting' or sending 'sext' messages refers to situations where nude and/or sexual images are taken on a mobile phone, tablet, web-cam or other device, often by young people and their friends. This is a crime if the photo includes a person under the age of 18. 'Sexting' is already leading to young people being charged by the police with child pornography offences.

Taking or sending pictures of your friends on your mobile phone or other device, or posting them online, especially if they are not fully dressed and even if they agree, could end up with you being charged by police for committing a criminal offence.

Adapted from the Victoria Legal Aid website – https://www.legalaid.vic.gov.au/.

Useful websites

'Love: the good, the bad and the ugly' produced by the Domestic Violence Centre Victoria http://lovegoodbadugly.com/

Online safety information produced by the Australian Government https://info.australia.gov.au/information-and-services/public-safety-and-law/online-safety

Recommended legal resources for teachers and students

Am I old enough? is a handy booklet for young people about the law. Order or download for free at: https://www.legalaid.vic.gov.au/find-legal-answers/sex-and-law

Young people and the law is a teachers' kit. Order or download for free at: https://www.legalaid.vic.gov.au/find-legal-answers/free-publications-and-resources/sex-young-people-and-law-education-kit

Cards

What consent sounds like?

What consent sounds like

What consent doesn't sound like

Cards

Types of power

Sort the cards into piles, what consent sounds like and what consent doesn't sound like.

"YES!"	"No"
"Yasssssss"	"Stop"
"Absolutely"	"Maybe"
"That sounds great"	"I'm not sure"
"That feels awesome"	"I don't want to"
"Let's do that more"	"I don't think I'm ready"

Cards: **Types of power**

"I'd like to ..."	"Can we slow things down"
"Would you please ..."	Pulling away or resisting
"I want to keep doing this"	Being silent or not responding
"I'm enjoying this"	Agreeing to go on a date
"Can we ..."	Not showing interest in you

Source: Kids Helpline: https://kidshelpline.com.au/teens/issues/what-consent

Cards

Consent? Yes or No?

Mutual

You both need to agree, every single time.

Freely given

A choice you make without pressure, guilt or threats.

Informed

You understand what's about to happen.

Certain & Clear

It's a YES, not a 'maybe' or 'I think so' or 'I guess so'.

Enthusiastic

You're excited and WANT to do the sexual activity.

Reversible

You can stop or change your mind at any time.

Specific

Saying yes to one thing doesn't mean yes to everything.

Ongoing

You need it before and during the activity, as well as next time!

Teacher notes

Consent? Yes or No? Scenarios

What is consent?			
Mutual You both need to agree, every single time.	**Freely given** A choice you make without pressure, guilt or threats.	**Informed** You understand what's about to happen.	**Certain & Clear** It's a YES, not a 'maybe' or 'I think so' or 'I guess so'.
Enthusiastic You're excited and WANT to do the sexual activity.	**Reversible** You can stop or change your mind at any time.	**Specific** Saying yes to one thing doesn't mean yes to everything.	**Ongoing** You need it before and during the activity, as well as next time!

Source: Kids Helpline https://kidshelpline.com.au/teens/issues/what-consent

Scenario 1: Manny and Lina

Manny is 18 and Lina is 15 and they have been dating for 6 months.

Manny has had sex before and is super keen for things to "get moving" with Lina. Manny invites Lina over to his house one weekend night when his parents are out of town. Alone in the house, Manny talks with Lina about wanting to have sex and Lina tells him she's not ready.

He gets a bit angry and says he's not sure how much longer he can wait. A little later while making out in Manny's room, he asks her again about having sex. Lina looks away and says "I guess so". Things start to happen; Lina freaks out and says "stop!". Manny replies with a frustrated "but you said yes?!!".

1. Is this consent?

   No. Lina did not clearly indicate consent verbally or non-verbally. Also, when one person says "Stop" the other person has to listen otherwise they are breaking the law.

2. Is it OK to withdraw consent?

   Yes. It is ok to change your mind at any time.

3. Is it OK to consent to some things and not others?

Yes. It is OK to say yes to some things and not others.

Scenario 2: Dimitri and Alana

Dimitri and Alana meet at the school disco, they are both 15.

They are having fun telling jokes and talking about movies they have both seen recently. Dimitri reaches over to kiss Alana. Alana enjoys it. Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed.

She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

1. Is this consent?

   No. When one person says "Stop" the other person has to listen otherwise they are breaking the law.

2. Is it OK to withdraw consent?

   Yes. It is ok to change your mind at any time.

3. Is it OK to consent to some things and not others?

   Yes. It is OK to say yes to some things and not others.

4. Will the experience be a positive experience for both of them?

   No. They are likely to feel uncomfortable, regretful, violated.

Scenario 3: Ayla and Ahmed

On the weekend, Ayla goes out with Ahmed to the movies. Ayla is 13 years old and Ahmed is 17 years old.

After the movie Ayla and Ahmed make out. Ahmed then asks Ayla if she wants to have sex with him. She says yes. She really likes Ahmed and feels ready. They haven't been drinking alcohol.

1. Is this consent?

   No. One person is under the legal age of consent (16 years old).

2. Would the outcome be different if the gender of the people was the opposite?

   In NSW it does not matter. Ayla could be the 17 year old and the outcome would be the same.

Scenario 4: Sam and Alex

Sam and Alex are a same-sex couple. They have been going out for one year now. They have been next door neighbours since they were little, so they know each other really well and really care for each other.

Sam is 13 and Alex is 15. Recently they have been talking about having sex together. They discuss what is OK and what is not OK with each other.

1. Is this consent?

   Yes, they are only talking at the moment.

2. Is this legal?

   Yes.

3. If they have sex, will the experience be a positive experience for both of them?

   Yes. It is consensual. Technically it is not legal because they are under the age of 16. However, if the situation was reported and investigated, it is unlikely to become a legal issue because it is ethically a consenting situation and the age difference between the two individuals is small indicating there is no power struggle.

Cards

Consent? Yes or No? Scenarios

Scenarios Scenario 1: Manny and Lina

Manny is 18 and Lina is 15 and they have been dating for 6 months.

Manny has had sex before and is super keen for things to "get moving" with Lina. Manny invites Lina over to his house one weekend night when his parents are out of town. Alone in the house, Manny talks with Lina about wanting to have sex and Lina tells him she's not ready.

He gets a bit angry and says he's not sure how much longer he can wait. A little later while making out in Manny's room, he asks her again about having sex. Lina looks away and says "I guess so". Things start to happen; Lina freaks out and says "stop!". Manny replies with a frustrated "but you said yes?!!".

Scenario 2: Dimitri and Alana

Dimitri and Alana meet at the school disco, they are both 15.

They are having fun telling jokes and talking about movies they have both seen recently. Dimitri reaches over to kiss Alana. Alana enjoys it. Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed.

She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

Scenario 3: Ayla and Ahmed

On the weekend, Ayla goes out with Ahmed to the movies. Ayla is 13 years old and Ahmed is 17 years old.

After the movie Ayla and Ahmed make out. Ahmed then asks Ayla if she wants to have sex with him. She says yes. She really likes Ahmed and feels ready. They haven't been drinking alcohol.

Scenario 4: Sam and Alex

Sam and Alex are a same-sex couple. They have been going out for one year now. They have been next door neighbours since they were little, so they know each other really well and really care for each other.

Sam is 13 and Alex is 15. Recently they have been talking about having sex together. They discuss what is OK and what is not OK with each other.

Worksheet

Consent? Yes or No?

What is consent?			
Mutual You both need to agree, every single time.	**Freely given** A choice you make without pressure, guilt or threats.	**Informed** You understand what's about to happen.	**Certain & Clear** It's a YES, not a 'maybe' or 'I think so' or 'I guess so'.
Enthusiastic You're excited and WANT to do the sexual activity.	**Reversible** You can stop or change your mind at any time.	**Specific** Saying yes to one thing doesn't mean yes to everything.	**Ongoing** You need it before and during the activity, as well as next time!

Source: Kids Helpline https://kidshelpline.com.au/teens/issues/what-consent

Scenario 1: Manny and Lina

Mutual __ Yes __ N __ N/A	**Freely given** __ Yes __ N __ N/A	**Informed** __ Yes __ N __ N/A	**Certain & Clear** __ Yes __ N __ N/A
Enthusiastic __ Yes __ N __ N/A	**Reversible** __ Yes __ N __ N/A	**Specific** __ Yes __ N __ N/A	**Ongoing** __ Yes __ N __ N/A

1. Is this consent?

2. Is it OK to withdraw consent?

3. Is it OK to consent to some things and not others?

Worksheet: **Consent? Yes or No?**

Scenario 2: Dimitri and Alana

Mutual __ Yes __ N __ N/A	**Freely given** __ Yes __ N __ N/A	**Informed** __ Yes __ N __ N/A	**Certain & Clear** __ Yes __ N __ N/A
Enthusiastic __ Yes __ N __ N/A	**Reversible** __ Yes __ N __ N/A	**Specific** __ Yes __ N __ N/A	**Ongoing** __ Yes __ N __ N/A

1. Is this consent?

2. Is it OK to withdraw consent?

3. Is it OK to consent to some things and not others?

4. Will the experience be a positive experience for both of them?

Scenario 3: Ayla and Ahmed

Mutual __ Yes __ N __ N/A	**Freely given** __ Yes __ N __ N/A	**Informed** __ Yes __ N __ N/A	**Certain & Clear** __ Yes __ N __ N/A
Enthusiastic __ Yes __ N __ N/A	**Reversible** __ Yes __ N __ N/A	**Specific** __ Yes __ N __ N/A	**Ongoing** __ Yes __ N __ N/A

1. Is this consent?

2. Would the outcome be different if the gender of the people was the opposite?

Worksheet: **Consent? Yes or No? Scenarios**

Scenario 4: Sam and Alex

Mutual __ Yes __ N __ N/A	**Freely given** __ Yes __ N __ N/A	**Informed** __ Yes __ N __ N/A	**Certain & Clear** __ Yes __ N __ N/A
Enthusiastic __ Yes __ N __ N/A	**Reversible** __ Yes __ N __ N/A	**Specific** __ Yes __ N __ N/A	**Ongoing** __ Yes __ N __ N/A

1. Is this consent?

2. Is this legal?

3. If they have sex, will the experience be a positive experience for both of them?

Worksheet

Gut Instincts placemat activity

List the physical and emotional signs of Alana's 'gut instincts', both positive and negative, for each scene in the scenario.

Scene 1: Dimitri and Alana meet at the school disco; they are both 15. They are having fun telling jokes and talking about movies they have both seen recently.	**Scene 2:** Dimitri reaches over to kiss Alana. Alana enjoys it.
Scene 3: Dimitri then starts to touch Alana. Alana does like it for a little while and then she starts feeling a little uncomfortable and unsure with where things are headed.	**Scene 4:** She tells Dimitri she doesn't want to go any further right now. Dimitri ignores her and continues.

Teacher notes

The good, the bad, the ugly

Sorting activity

Good	Bad	Ugly
I can see my friends or family whenever I want.	I feel overwhelmed by what they want.	I have to watch what I do or say around them.
I feel ok about saying 'no' to things I don't want to do.	I feel stuck in this relationship.	I'm worried about what my partner might do if I tried to leave them.
My partner likes introducing me to his/her friends.	I hate it when my partner talks to other guys/girls.	My partner makes me feel scared of them.
They like me for who I am.	I wish my partner was different.	My partner pressures or guilt-trips me into sex.
They listen to me and care about my opinions.	I wish we didn't see so much of each other.	They snoop and read my texts or messages.
We spend our spare time together.	I worry that my partner is cheating on me.	
When we go out, we decide together what we're doing.	They get jealous of who I hang out with.	
When we're together, I feel like I can be myself.	They ignore me when their mates are around.	
When we're together, we laugh and have fun.	We have the same fights over and over again.	
With sex and affection, I can say what I like and don't like.	When we're hanging out, I wish I was somewhere else.	

Cards

The good, the bad, the ugly

Sorting activity

Sort the statements into three piles good, bad or ugly.

I feel overwhelmed by what they want.	I feel stuck in this relationship.
I hate it when my partner talks to other guys/girls.	I wish my partner was different.
I wish we didn't see so much of each other.	I worry that my partner is cheating on me.
They get jealous of who I hang out with.	They ignore me when their mates are around.

Cards: **The good, the bad, the ugly**

We have the same fights over and over again.	When we're hanging out, I wish I was somewhere else.
I can see my friends or family whenever I want.	I feel ok about saying 'no' to things I don't want to do.
My partner likes introducing me to his/her friends.	They like me for who I am.
They listen to me and care about my opinions.	We spend our spare time together.
When we go out, we decide together what we're doing.	When we're together, I feel like I can be myself.

Cards: **The good, the bad, the ugly**

When we're together, we laugh and have fun.

With sex and affection, I can say what I like and don't like.

I have to watch what I do or say around them.

I'm worried about what my partner might do if I tried to leave them.

My partner makes me feel scared of them.

My partner pressures or guilt-trips me into sex.

They snoop and read my texts or messages.

Worksheet

Taking action scenarios

Scenario 1

Meg's boyfriend won't let her talk to other boys at school. If she does, he won't speak to her or he gets really angry and yells. Meg feels really scared and avoids her male friends.

Scenario 2

Ali has liked Tara for ages and she finally agreed to go out with him. He really impressed her with a great first date which also included chocolates and her favourite flowers. Tara is nice to Ali when they are alone but she makes fun of him and puts her down in front of her friends and on her socials. Ali is feeling really down and doesn't know what to do.

Scenario 3

Leah and Joanie have been together for a year now. Joanie is Leah's first real girlfriend and she is very into her. She is really worried about Leah cheating on her so is always checking up on what she is up to via her socials, and has even checked her phone messages when Leah is in the shower. She threatens to harm herself if Joanie breaks up with her. Joanie feels very trapped.

Scenario 4

Jack and Jess have been going out for a couple of months now. Jack tells Jess he will dump her if she does not have sex with him soon. He is sick of waiting. Jess is afraid of losing him so thinks she should have sex with him.

Worksheet

Assertiveness advice

If I were supporting the person in the scenario to be assertive, I would encourage them to:

Act by ...

Tell or talk it over with ...

Plan for the future by ...

Worksheet

Trust, Talk, Take control

The model



1	2	3
• your feelings, thoughts and • your reading of the situation	• talk about it to someone in your network	• by using your own plan • become comfortable and safe.

The best course of action is the one that keeps us safe and reduces our risk of being harmed.

How to put it into action:

1. What's my gut feeling?

2. Who will I talk to?

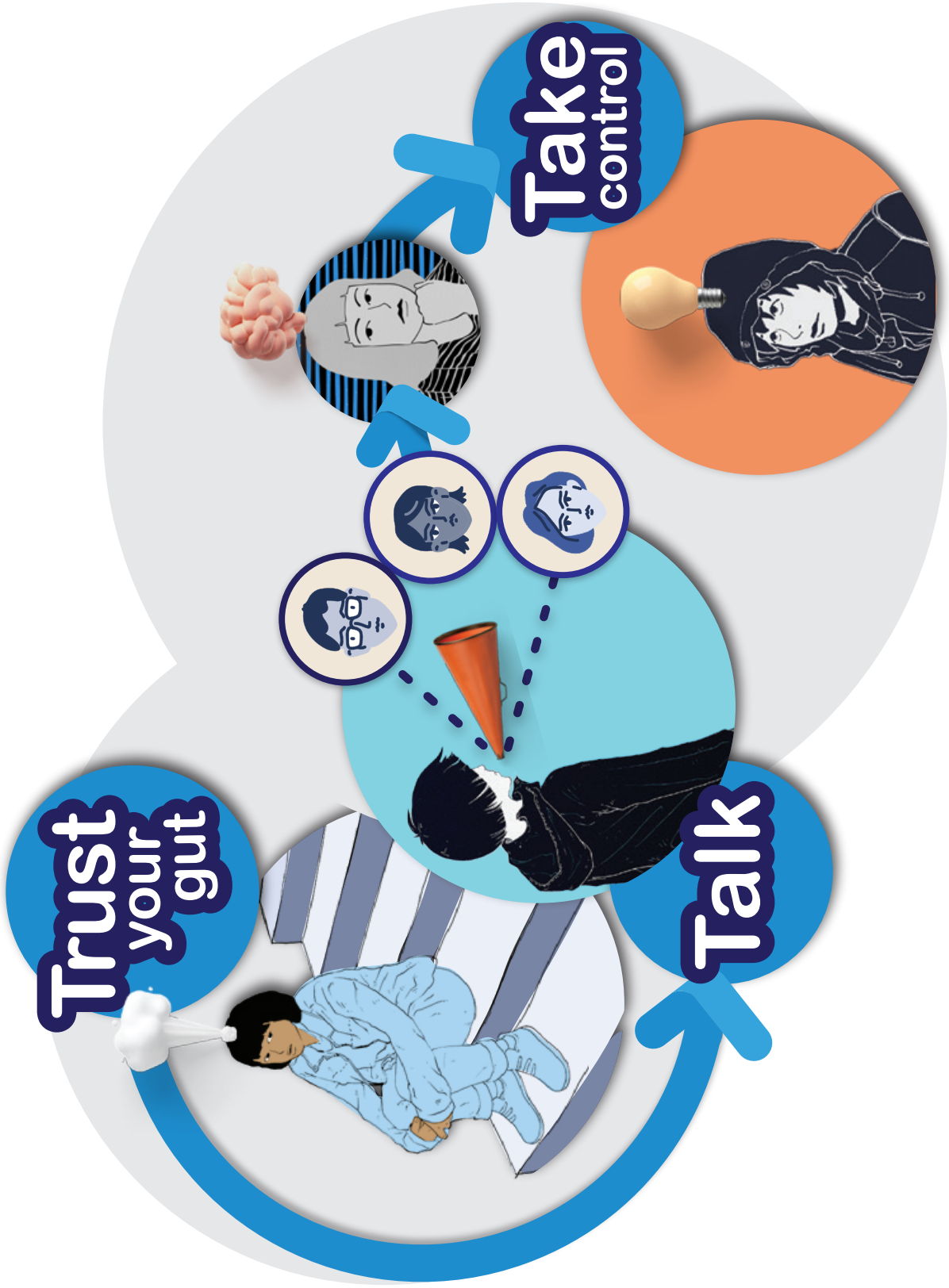
   If they aren't available or aren't helpful, who will I talk to next?

3. My plan to become comfortable and safe is:

I know it will help me if I TRUST, TALK, TAKE CONTROL.

Images

Trust your gut



Cards

Respectful relationships in an online continuum

Strongly agree

Agree

Disagree

Strongly disagree

Copyright register

1 – 4: Trust your gut girl: Image by Cdd20 from Pixabay.
Talk boy: Image by Cdd20 from Pixabay
Take control thinking girl and idea boy: Image by Cdd20 from Pixabay.

NSW Department of Education

PDHPE

Stage 4: Child Protection Education

Unit of work

Using my personal power positively

NSW GOVERNMENT

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Unit description

Through this unit, students will investigate types of power and how power can be used in relationships in both positive and negative ways. They will discuss the influence of family, media, and peers on power in relationships. Students will develop and apply a range of interpersonal and self-management skills through this unit. For example, they will devise a range of help-seeking strategies to respond to abuse of power in relationships, identify techniques to persuade people to seek appropriate help in a range of situations and apply and evaluate communication skills to ask for help.

Students will focus on gender as a determinant and influence on power. Specifically, the influence of gender stereotypes on rights and responsibilities in relationships and how expectations based on gender can lead to tension in relationships. Gender is an influential factor in abuse and violence situations and should be investigated to build awareness and challenge assumptions to prevent violence in the home and community. This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: How can I use my strengths to know when to seek help and support others to keep safe?

Skills in focus

Self-management

Decision-making and problem-solving

- information-gathering
- finding solutions to problems
- analysis

Help-seeking

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

Interpersonal

Communication

- verbal and nonverbal communication
- expressing feelings

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise positive and negative use of power in relationships. They will investigate how family, media and peers influence expectations related to use of power in relationships. Students will discuss the considerations of supporting others via face-to-face and text/online and will practise giving constructive advice via text/online.

Strengths-based approach

Activities in this unit are designed to allow students to recognise their personal power when exploring ways to respond to different types of abuse that can occur at school, home, online or in the workplace. This is achieved by encouraging students to draw on their knowledge and understanding of abusive situations and the skills and strategies they can use safely to help them respond to unsafe situations.

Develop health literacy

Students are provided with opportunities to review and update the own support networks and will devise a range of help-seeking strategies to respond to abuse of power in relationships. They will assess a range of sources of help to determine their appropriateness in different situations.

Critical inquiry

Students will explore the impact of gender stereotypes on rights and responsibilities in relationships. They will learn to challenge stereotypes to promote equality in the home, reducing tension that can lead to domestic and family violence. They will also have the opportunity to identify a range of reasons young people give for not seeking help and will practise communication strategies to assist with overcoming these barriers.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	• Devise a range of help-seeking strategies to respond to abuse of power in relationships • Identify barriers preventing young people from seeking help • Create a communication strategy to ask for help • Assess a range of sources of help to determine appropriateness in different situations	Students will: • review their own support networks • identify a range of reasons young people give for not seeking help • review a range of sources of help to assess their appropriateness for a range of scenarios • discuss the considerations of supporting others via face-to-face and text/online • practise giving constructive advice via text/online • explore the What's up at home? to gather information and skills about what to do in situations related to family violence • develop a detailed safety plan in response to a scenario based on family violence
PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships	• Describe behaviours that show empathy and respect for the rights of others • Discuss the types of power and how they can be used positively and negatively in relationships • Discuss the influence of family, media, and peers on power in relationships • Describe different forms of abuse of power • Explain the impact of abuse on health, safety and wellbeing	• identify positive and negative use of power in different situations and relationships • describe how family, media and peers influence expectations related to use of power in relationships • recognise signs that indicate abuse of power • explore the impact of gender stereotypes related to completing household chores • identify situations where abuse of power can occur such as school, home, online and in the workplace • identify how abuse can impact the health, safety and wellbeing of people

Outcomes	Unit learning goals	Evidence of learning
PD4-9 demonstrates self-management skills to effectively manage complex situations	• Discuss how expectations based on gender can lead to tension in relationships • Identify techniques to persuade people to seek appropriate help in a range of situations	• describe how tension related to rights and responsibilities can lead to family and domestic violence • practise statements that challenge reasons young people give for not seeking help • practise a strategy to use when communicating the need for help
PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	• Demonstrates actions that support the rights and feelings of others • Assess the influence of gender stereotypes on rights and responsibilities in relationships • Demonstrate advocacy and assertiveness in relation to challenging gender stereotypes in the home	• challenge gender expectations to promote equal rights and responsibilities in relationships in the home

PDHPE Syllabus content

Key inquiry questions	Syllabus content
What skills and strategies can be used to manage change, challenges and seek help?	• practise and apply skills and strategies to seek help for themselves and others (ACPPS072) – propose individual support networks and external support services **S** – practise communication techniques to persuade someone to seek help in different situations, eg mental health concerns, drug use, relationship or family and domestic violence **S I** – identify barriers to seeking help and propose strategies to overcome these barriers **S**
What skills and strategies can be used to promote inclusivity, equality and respectful relationships?	• describe how rights and responsibilities contribute to respectful relationships – discuss how gender stereotypes can have an impact on rights and responsibilities in relationships, eg control of decision-making **I** • discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power – discuss the influence of family, media and peer attitudes to power in relationships – describe forms of bullying, harassment, abuse, neglect, discrimination and violence and the impact they have on health, safety and wellbeing, eg family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, discrimination against people with disability **S** – devise help-seeking strategies that address imbalance of power in relationships, eg contacting the police and other external organisations, staying with a family or at a friend's place **S** – identify behaviours that display the positive use of power in relationships – develop skills to challenge the abuse of power **S I**
What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?	• examine factors that influence health and wellbeing – explore the role gender plays in a variety of social contexts, eg family and domestic violence, alcohol use, road use • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations: – recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others **I**
How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?	• propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) – practise ways to communicate concerns about health, safety and wellbeing to a variety of support people **I**

1 Influences on power in relationships

Creating a safe, supportive, respectful, and inclusive classroom

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

Learning goals

- Describe behaviours that show empathy and respect for the rights of others (PD4-3)
- Demonstrates actions that support the rights and feelings of others (PD4-10)

Success criteria

Students will:

- identify positive and negative use of power in different situations and relationships
- describe how family, media and peers influence expectations related to use of power in relationships

Resources

- Types of power teacher notes.
- Type of power cards
- Meet Jane and Jim cards
- Jane and Jim Step inside thinking routine (formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

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

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for

example, last night's dinner to ensure the questions remain anonymous or a drawing.

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

Inform students that they will be focusing on what influences people's use of power in relationships.

Google the 'definition of power':

> Power
>
> The ability or capacity to do something or act in a particular way.
>
> The capacity or ability to direct or influence the behaviour of others or the course of events.

As a class, discuss:

- What do you see as the difference between definition 1 and definition 2? Suggested response may include: Number 1 is about how a person or group chooses to act or the decisions they make. Number 2 is about how a person or a group can influence others to act or decisions they make, or the way a situation evolves.

Students find a partner. One person nominates as A and one as B.

- Person A – brainstorm all of the words, thoughts, feelings and phrases that come to mind when you read definition 1.
- Person B – brainstorm all of the words, thoughts, feelings and phrases that come to mind when you read definition 2.
- Share with your partner and look for similarities and differences.
- Swap with another pair and circle words that reflect positive use of power and words that reflect negative use of power.
- Students share some of the examples they listed with the class. Create a class bank of positive and negative uses of power for reference throughout the unit.

Brainstorm and discuss.

- Name places or positions where people have power?
- To what extent does a person have the same power in different places?
- To what extent does a person have the same amount of power over different people in different circumstances?
- Why is it important for people to be aware about how people use power?

Understand

Types of power

Explain to students that sometimes when power is discussed people often think of strength, knowledge, or position. Inform students that there are other types of power they need to be aware of.

Explain the different types of power (see types of power teacher notes), to build student understanding of the definitions and examples.

Students work in 8 groups, distribute one set of the Type of power cards to each group.

Students work together to come up with just one example for the type of power they have been allocated. For example, Type. Connection. Who? Basketball coach. Where? Basketball game. How? Not subbing his son off at all during the game.

Rotate the Type of power cards in a clockwise direction, students read the examples already listed before contributing another example. Continue until each group has contributed an example for each type of power.

Ensure each group reads all the examples that have been contributed on the type of power they started with.

Distribute a highlighter to each group and ask them to highlight the examples that show positive use of power. Display for the class to see throughout the unit.

Understand

Influences on power in relationships jigsaw

Explain to students that there are influences on the attitudes we form about how power is used in relationships. We may not realise it, but we are constantly receiving messages from all around us about acceptable uses of power in relationships.

Students brainstorm examples of influences on use of power as a class. Record on the board.

Guide students to group them together into broader categories.

Inform students that the next activity will focus on the following influences:

- A. Family
- B. Media
- C. Peers

Students form a 'home' group of three and nominate one member as A, B, or C.

The As, Bs, and Cs join together in 'expert' groups. Distribute a piece of A3 paper to each.

Each group must record the relevant heading at the top of the paper. Use a T chart as a graphic organiser to enable students to list, compare or contrast two concepts. In this instance, each group records positive at the top of one column and negative at the top of the other.

Next, they sit in a circle and go around one at a time to suggest examples of how the influence they have been allocated can influence how people use power in relationships. Both positive and negative examples should be included.

Students then return to their home group and share their new knowledge with the other members.

Act and apply

Meet Jane and Jim

Introduce the class to Jane and Jim.

> Jane is 14 years old and lives with her Mum, Dad, older brother, and one younger sister. She goes to a co-ed school.
>
> Jim is 14 years old and lives with his Mum, Dad, older brother, and one younger sister. He goes to a co-ed school.

Students find a partner. One imagines they are Jane the other is Jim.

Distribute a set of Meet Jane and Jim cards to each pair and instruct students.

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

Students complete a Step inside thinking routine from either Jane or Jim' s perspective with a focus on the examples in the family pile.

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcomes PD4-3, identifying types of power, and how they can be used positively and negatively in relationships.

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

Swap your answers with your partner.

As a class, discuss the following:

- What were the main differences between the Jane and Jim Step Inside responses?
- How was Jane expected to act in the family?
- How was Jim expected to act in the family?
- What was the main message you will take away from the activity?

The abuse of family power – forced marriage

The following case study has been provided by the Attorney-General's Department. It will be referred to throughout this unit to explore the issue of forced marriage. Schools Source

My Rights – My Future-forced marriage A kit of learning & teaching materials and support documents for Australian secondary schools.

Case study – Ayla

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

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

Ayla tells her teacher that she feels like a slave and never wanted to marry her cousin. Ayla says that she feels trapped and is scared about what might happen if she tries to leave. Ayla asks her teacher for help.

Ayla's teacher contacts the Australian Federal Police (AFP) for help. Although Ayla does not want her parents or 'husband' to be prosecuted, the AFP is able to help her access support, including safe accommodation, financial support, legal advice and counselling. As a result of this assistance, Ayla is able to work towards establishing the future she wants for herself.

As a class, read the case study.

- Who in the case study demonstrates power? Explain your answer. For example, the teacher, Ayla's parents, Ayla's friends, the Australian Federal Police, Ayla.
- Use a T chart and identify the positive uses of power seen in the case study and the negative uses of power seen in the case study. Refer to the bank created by the class earlier if required.

- Explain how Ayla's power changes at home versus at school. What influences and supports this change of power?

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

2 The impact of abuse of power on health, safety, and wellbeing

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Describe different forms of abuse of power (PD4-3)
- Explain the impact of abuse on health, safety, and wellbeing (PD4-3)

Success criteria

Students will:

- recognise signs that indicate abuse of power
- identify situations where abuse of power can occur such as school, home, online and in the workplace
- identify how abuse can impact the health, safety and wellbeing of people

Resources

- People make choices about using the power they have (image)
- Guess my category Types of abuse group sheet
- Guess my category Types of abuse teacher notes
- A3 paper
- Impact on health, safety, and wellbeing scenarios

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that they will be exploring the impact of abuse of power on the health, safety, and wellbeing of individuals.

Display the image People make choices about using the power they have. Students suggest examples where people have used their power in a positive way and where they have abused their power.

Show the short YouTube clip Funny Seesaw.

Discuss the following:

- Who had power in the clip?
- What type of power did they have?
- How did they use their power?
- How could power have been used in an equal way?
- What could the clip be a metaphor for?

Explain to students that people can be harmed when others abuse their power in relationships.

Understand

Types of abuse – guess my category

Students form groups of three.

Explain to students that they are going to participate in a challenge to assist them with being able to recognise the types of abuse.

Distribute the Guess my category Types of abuse group sheet and instruct students.

- First read through the long list of examples of types of abuse.

- Work together to come up with the six headings they could be categorised under.
- When you think you have them correct, call the teacher over to check your suggestion.

Once a group gets them correct or students have had enough time to engage with the examples, list the types of abuse on the board.

- Physical
- Emotional
- Sexual
- Financial
- Digital
- Stalking

Each group reviews the list and records which category the example belongs in (recording the first letter will suffice).

As a class, discuss the following:

- Where are some places these forms of abuse are most likely to occur? Explain why these places are higher risk places for abuse of power than other places. For example, home, school, workplace, public places. They are the places frequented by people and young people most often. Abuse can be hidden. Power imbalances are most likely due to different roles and expectations in these places. A person's status may influence their behaviour and their use or abuse of power.
- In what types of relationships could abuse of power most likely occur? For example, where expectations are unclear, where communication breaks down, where someone is seeking higher status than someone else, where trust has been broken, where gender expectations result in power imbalance.

Understand

Effect of abuse of health, safety, and wellbeing

Explain to students that abuse of power can include bullying, harassment, abuse, neglect, and violence. More specific examples are family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, and discrimination against people with disability.

Review students' understanding of the following terms.

Health: A state of complete physical, social, emotional, mental, and spiritual wellbeing, and not merely the absence of disease or infirmity. It includes the ability to lead a socially and economically productive life.

Safety: The condition of being protected from or unlikely to cause danger, risk, or injury

Wellbeing: A sustainable state characterised by predominantly positive feelings, attitudes, and relationships.

Divide the class into six groups and allocate one of the following to each group:

- bullying at school
- harassment online
- abuse in the workplace
- neglect in the home
- violence in the home
- forced marriage.

Distribute a piece of A3 paper to each group, students record or paste the scenario they have been given at the top of the paper. Draw three columns and record the headings 'health', 'safety', 'wellbeing' at the top.

Students read their scenario as a group and list how the example of abuse of power impacts on the health, safety, and wellbeing of people involved.

Ask each group to swap their example with the group next to them in a clockwise direction. Students read the existing examples and add any further ideas. Keep rotating until each group has read all six scenarios.

Act and apply

Students form groups of three and answer questions about the Impact on health, safety, and wellbeing scenarios. Students answer below for each scenario.

- Who has power?
- What type of power do they have?
- How are they using their power?
- What type/s of abuse are happening? Give examples.
- What is the impact of the abuse on the health, safety, and wellbeing of the people involved? (Look back at the definitions)

3 Impact of gender on rights and responsibilities in the family

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Assess the influence of gender stereotypes on rights and responsibilities in relationships (PD4-10)
- Discuss how expectations based on gender can lead to tension in relationships (PD4-9)

Success criteria

Students will:

- explore the impact of gender stereotypes related to completing household chores
- describe how tension related to rights and responsibilities can lead to family and domestic violence
- challenge gender expectations to promote equal rights and responsibilities in relationships in the home

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that they are going to consider the impact of gender stereotypes on rights and responsibilities in relationships based in the home.

Show the short clip about the analysis of the Household, Income and Labour Dynamics in Australia (HILDA) Survey 2018.

Key data from the clip.

- Australia's workforce: 47% women 53% men
- Hours of housework per week: men 13 hours, women 20 hours
- Paid work per week: men 36 hours, women 25 hours
- Child and relative care per week: men 5 hours, women 11 hours
- A recent study conducted by The Organisation for Economic Co-operation and Development (OECD), found Australian women spend two hours and 19 minutes more than men everyday doing housework. (2018)
- Men typically spend two hours and 52 minutes each day doing housework while women spend five hours and 11 minutes each day in unpaid work, including housework, childcare and "routine shopping'.

Students suggest what the data tells us about expectations and gender roles in homes in Australia.

Students find a partner and follow the three steps of a Circle of viewpoints thinking routine about unpaid work in the home. One student explores a female's perspective and the other a male.

Female

1. "I am thinking of unpaid work in the home from the point of view of a female"
2. "I think unpaid work in the home... (describe from a female's viewpoint) ... because ... (explain your reasoning) ..."
3. "A question or concern I have from a female's viewpoint is..."

Male

1. "I am thinking of unpaid work in the home from the point of view of a male"
2. "I think unpaid work in the home ... (describe from a male's viewpoint) ... because... (explain your reasoning) ..."
3. "A question or concern I have from a male's viewpoint is ..."

Students swap their response with their partner, read, then discuss any similarities and differences.

Individually, students reflect on the activity and record how the data represents and reflects their household or expectations in their family.

Understand

Read out the following statements and ask students to raise their right arm for men, left arm for women, both arms for both.

- Who is responsible for working and making income?
- Who is responsible for cooking most of the meals?
- Who is responsible for doing the dishes and emptying the dishwasher?
- Who is responsible for doing the laundry?
- Who is responsible for ironing the clothes?
- Who is responsible for doing the grocery shopping?
- Who is responsible for cleaning the home?
- Who is responsible for being the main carer of the child/ren?
- Who is responsible for doing the school run?
- Who is responsible for deciding how to spend money?
- Who is responsible for deciding what the family does socially?

As a class, discuss the following:

- What influenced your decision when raising your arms? For example, their own experiences, social expectations.
- To what extent is it ok for someone to make the choice to be responsible for doing one or some of the household chores? For example, people can make their own decisions. Work should be balanced and negotiated. Someone may enjoy cooking or not mind doing the washing and may choose to do that chore. Expecting someone to do a household chore against their will is a breach of their right to choose. Discussing and negotiating the sharing of responsibilities in the home is important to create balance, respect each person in the family and to reduce tension in the relationship.

In pairs, discuss the following statement "whoever makes the largest contribution to the household should have more rights in a relationship". Encourage students to unpack what the term contribution means (emotional, financial, social, physical) and consider what more rights looks like. Allow 5-6 minutes for pairs to discuss.

As a class, invite pairs to share some of their discussion points. Emphasise the need for balance, equality, and equity in relationships. Income should not be considered more important than caring for children or managing the home. Each responsibility and role brings with it challenges and benefits for the family. Explain that in some homes tension may lead to family and domestic violence.

Act and apply

Show the short clip Pull 'ya head in. (Source: Sutherland Shire Family Services 2015)

Students record a response to the following questions:

- What types of power did the male use in the clip? Suggested response should include position and strength.
- What types of abuse happened in the clip? Give specific examples. Suggested response should include emotional and financial.
- What do you think are the rights and responsibilities of the male in this family?
- What do you think are the rights and responsibilities of the female in this family?

Students share their responses with a partner.

Next, show the short clip Domestic Violence in Australia. (Source: MACE SMC Central Victoria 2015)

Students record a response to the following questions:

- What types of power did the male use in the clip? Suggested response should include position and strength.
- What types of abuse happened in the clip? Give specific examples. Suggested response should include emotional and physical.
- What do you think are the rights and responsibilities of the male in this family?
- What do you think are the rights and responsibilities of the female in this family?

Students share their responses with a different partner.

Finally show the short clip Because why … assume who does what? (Source: Our Watch 2018)

Students record a response to the following questions:

- What do you think are the rights and responsibilities of the male in this family?
- What do you think are the rights and responsibilities of the female in this family?

Students share their responses with a different partner.

As a class, discuss the following:

- How much influence did gender stereotypes have on each of the scenarios?
- Were there any expectations based on gender stereotypes?
- What were the consequences of the expectations not being met?
- To what extent does gender play a role in family and domestic violence?

4 Help-seeking strategies to respond to abuse of power

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Devise a range of help-seeking strategies to respond to abuse of power in relationships (PD4-2)

Success criteria

Students will:

- discuss the considerations of supporting others via face-to-face and text/online
- review their own support networks
- practise giving constructive advice via text/online
- explore the What's up at home? to gather information and skills about what to do in situations related to family violence
- develop a detailed safety plan in response to a scenario based on family violence

Resources

- Timer
- My people speed chat questions
- My people support texts (formative assessment – collect from students)
- What's up at home? Handout (formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that it is very important for people to know who they can turn to and where they can go if they are in a situation where there is an abuse of power.

Re introduce Eli to the students and inform them that they are going to imagine they are Eli when completing the following activities.

> Eli's parents were always arguing. It would start with the usual bickering and his mum's partner complaining. After a few drinks his mum's partner would start pushing his mum around. He said she deserved it because she was a 'stupid twit' and a 'lousy cook'. Sometimes his mum would get really hurt and she couldn't go out because of the bruises. Eli heard her crying a lot and wished there was some way of stopping his mum's partner. Eli's mum said, 'it was a family matter and not to tell anyone.' Eli's mum worried that if the police were involved that her partner would lose his job or break up the family.

Ask students:

1. What might be Eli's behaviours at school that would indicate there are problems at home?
2. What might these behaviours look like, sound like, and feel like? Students should use a Y chart to organise their thoughts.
3. Would Eli's behaviours online be different to in person? What might be some similarities and differences?

Understand

My people (Adapted from Help-seeking strategies ReachOut.com)

Explain to students that supporting others and having the support of others is one of the key elements in building respectful relationships. Building a network of support can assist us when we are going through tough times and encourage us to seek help when needed. Being part of a support network means it's important that we practise the skill of recognising when our friends are not okay.

Inform students that they are going to discuss some questions about Eli in a speed chat activity.

- Students form two circles, one inside the other.
- Position students facing each other, in pairs. One person indicates they are Person A: the other, Person B.
- Read out below about Eli.

> Eli's friends at school have noticed that he looks really tired lately. He's been really quiet, and says he "can't be bothered" when the guys try to get him to shoot hoops with them, like he used to love doing. He also doesn't reply to messages or contribute to group chats anymore.

- Person A asks questions 1, 3, 5, and 7.
- Person B asks questions 2, 4, 6, and 8.

Students are provided with the My people speed chat questions (see below) and ask their first partner question 1. Each pair has one minute to discuss their responses.

Student A moves one space to the left. Student B remains in the same place and their new partner reads out the next question, which Student B answers. This process is repeated until all the questions are answered.

My people speed chat questions

1. What indicators are there that Eli isn't okay? Include examples of what he may look/sound like online and in face-to-face contexts.
2. What barriers may Eli be facing with sharing his feelings?
3. What qualities and characteristics do people need in order to be part of a network of support?
4. What are the strengths of using text/online chat to ask if Eli is okay?
5. What are the weaknesses of using text/online chat to ask if Eli is okay?
6. What threats arise from using text/online chat as forms of communication to ask if Eli is okay?
7. Discuss a situation where you have asked a friend if they are okay. How did you ask?
8. What immediate support is available for you and a friend at school and online if you or they are not okay?

Distribute a copy of the My people support texts to each student.

Students write or record what they would reply to each of the messages ensuring they include supportive advice.

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcomes PD4-2, devising a range of help-seeking strategies to respond to abuse of power in relationships.

Understand

Explain to students that it is very important to be aware of a range of help-seeking strategies that can be used to address the imbalance of power in relationships.

Direct students to the What's up at home? page of the What's ok at home? website.

Explain to students that this section of the website is aimed at providing information and support about family violence for young people aged between 10 – 13.

Inform students that they will be given time to explore each tab, listed below, on the left-hand side of the website.

- What's up at home?
- What should I do?
- Staying safe
- Talk to someone
- How to deal
- Where to find help
- Frequently asked questions
- True stories

Students must use the information on each page to complete the activities on the What's up at home? handout

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcomes PD4-2, examining a source of help.

As a class, discuss the following.

- When should someone call triple 0?
- Is the website helpful to people your age?
- Is the information only relevant to dealing with family violence?
- How could the website be used to support someone in need of help?

Act and apply

Students find a partner.

Explain that Eli's situation has deteriorated. Read the following to students:

> Eli knew there was going to be trouble when his mum's partner got home from the pub. His mum had made dinner already as it was getting late. Eli's mum's partner wasn't impressed with what was on offer, so he picked up the plate and smashed it on the ground. He was furious, screaming at Eli's mum, right up in her face. Suddenly, he picked up a knife that was sitting on the sink. Eli needed to act … quickly.

Inform students that they need to develop a detailed safety plan for Eli which includes what he should do:

- At the time of the incident? For example, call the police-triple zero 000, remove themselves from the situation with the assistance of a trusted adult such as a family member, teacher, sports coach, staying with a trusted family member or a friend, if they can't hide at the time, find a safe place in the house to hide.
- After the incident? For example, tell a trusted adult, seek information about external support services.
- In the future? For example, contact support services for alternative accommodation, attended counselling and support groups, connect in with friends and extended family/ kinship groups.

Students form a group of three.

Instruct students as follows:

- one student imagines they are Eli, and the others are two of Eli's friends.
- students draft an online group chat that flows on from this original message from Eli.

> Bros. My mum's partner was pretty wasted when he got home from the pub last night. Had to call the cops because he had a knife at mum. Dunno what to do?

Explain to students that they must include supportive advice in their chat.

Ask each trio to swap with another trio to compare and give feedback on the advice given.

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

5 Getting help when you need it

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Identify barriers preventing young people from seeking help (PD4-2)
- Identify techniques to persuade people to seek appropriate help in a range of situations (PD4-9)
- Create a communication strategy to ask for help (PD4-2)
- Assess a range of sources of help to determine appropriateness in different situations (PD4-2)

Success criteria

Students will:

- identify a range of reasons young people give for not seeking help
- practise statements that challenge reasons young people give for not seeking help
- practise a strategy to use when communicating the need for help
- review a range of sources of help to assess their appropriateness for a range of scenarios

Resources

- Sources of help handout
- Impact on health, safety, and wellbeing scenarios
- Time to act handout (formative assessment – collect from students)
- Give 3-feedback routine

Switch on

Introduce the learning goals and discuss them with the class.

Show the short clip Healthy relationships. (Source: Department of Premier and Cabinet Victoria 2017)

As a class, discuss the following.

- Why didn't Kiah didn't reach out for help?
- What signs told Jas Kiah needed her support?
- How did Jas reach out to Kiah?

Explain to students that they are going to explore reasons why young people don't reach out for help and how they can overcome these barriers.

Understand

I don't want to ask for help

Explain to students that asking for help can be hard sometimes.

Students brainstorm the reasons they think young people may not ask for help.

Set up a continuum in the classroom from Strongly agree to Strongly disagree. Read out each of the examples from the Kids Helpline and ask students to stand along the continuum in response to how they feel about the statement.

1. They don't really believe that talking about it, counselling or therapy will help
2. They or other people see it as a sign of weakness
3. They don't like to rely on others and prefer to do things themselves
4. There is no one around that they feel able to talk to
5. They're not sure who they can trust and if they will keep what they say confidential
6. They've tried asking for help in the past, but it didn't go very well, and it put them off
7. It's hard to know when it's ok to cope by themselves or when they really need help
8. They justify their feelings or make excuses to themselves in order to avoid asking for help
9. It's too expensive or they don't have the right service in their neighbourhood
10. They've never done it before and feel scared or worried about what might happen
11. They're embarrassed or ashamed.

Ask students which of the above applied to Kiah in the clip? Suggested answer: Number 8 and 11.

Students find a partner. Randomly allocate one of the above statements to each pair. They must make up something someone could say that reflects the statement and a comeback to encourage the person to change their mind. For example, reason number 1. "I don't reckon the counsellor will have any idea about how I feel, she's an old lady!" "I think you should give her a chance, at least go and have one chat. She might have some good tips for you."

Each pair role-plays their statement and comes back to the rest of the class.

Explain to students that asking for help can bring up a lot of negative thoughts and feelings such as:

- a sense of failure
- a loss of independence
- feeling weak or inadequate
- fear that you aren't measuring up to expectations
- doubting your own ability
- feeling disappointed or bad about yourself.

Source: Kids Helpline

The best way to get good at asking for help is to start small and practice.

Overcoming barriers to help

Review the Ayla forced marriage case study from earlier in the unit.

Case study – Ayla

Ayla is a 17-year old high school student in Australia. Ayla's teacher notices that Ayla seems depressed and has taken a lot of time off school for overseas travel. Her teacher also observes that Ayla's family seem to be very strict and controlling. Ayla always has someone with her outside school hours and the teacher has heard from Ayla's classmates that she isn't allowed to go out with friends without a family member going with her.

When the teacher asks Ayla if she is okay, Ayla says that her parents took her to visit relatives overseas. When they arrived, her parents told Ayla that she would only be able to go back to Australia if she agreed to marry her cousin, whom she had never met. With no passport or money, Ayla was forced to marry her cousin overseas so that she could return to Australia. Ayla's parents have also told her that, when she turns 18, she will have to sign migration papers for her cousin so that he can come to Australia to live with her.

Ayla tells her teacher that she feels like a slave and never wanted to marry her cousin. Ayla says that she feels trapped and is scared about what might happen if she tries to leave. Ayla asks her teacher for help.

Ayla's teacher contacts the Australian Federal Police (AFP) for help. Although Ayla does not want her parents or 'husband' to be prosecuted, the AFP is able to help her access support, including safe accommodation, financial support, legal advice, and counselling. As a result of this assistance, Ayla is able to work towards establishing the future she wants for herself.

Answer the following questions in groups of 3:

- What are some barriers to asking for help in Ayla's scenario? Suggested answers include: her family are the abusers of power and she risks losing them, she feels shame, her community might disown her if she goes against her family.
- How does Ayla access help? Suggested answers include: her teacher identifies an issue and contacts the AFP who offer her the support she needs.
- What can young people do if they do not have access to 3 trusted adults in their immediate circle or family? For example, access a friend's family, speak up at school with a counsellor, search the internet for online help services.
- Describe Ayla's physical and emotional response to accessing and receiving help.

Understand

What can I say? (Adapted from Resilience, Rights & Respectful Relationships: Level 7 – 8 DET Victoria 2018)

Explain that we often hope people will offer help when we need it. Sometimes we think people should just notice our needs or be mind-readers. Sometimes we give hints, and think this is the same as asking, but it is not. Also, people don't offer help sometimes

because they are afraid of intruding. The next activity is about developing help seeking skills. These are skills for life. People need them in their relationships, at school, when they travel, and in their working lives.

Introduce the following three step help-seeking formula. It is an assertive way of asking for help. If the first step does not seem useful, it can be dropped, but the second two steps are essential. In some situations, it is the emotional level that is most important, but in other situations, where practical help is needed, it might not be as important.

Display the three-step help-seeking formula.

- Step 1: Explain how you feel
- Step 2: Name the problem
- Step 3: Make a request for help.

Students form groups of three.

Ask students to think back to Kiah and Jas. Show the clip Healthy relationships (Source: Department of Premier and Cabinet Victoria 2017) again if required.

Instruct students as below:

- Imagine you are Kiah in the scenario. Decide on the two people she will ask for help.
- Draft what she will say using the three-step help-seeking formula.
- Inform each group that they will need to role play their scripts to another trio where they will be critiqued as to how well they followed the three-step help-seeking formula.

Understand

Where can I get help?

Explain to students that it is important a person chooses the best type of help for the situation they are in. For example, if their safety is under immediate threat it is best to call 000.

Distribute a copy of the Sources of help handout.

Inform them that they will need to assess the questions below for each source listed:

- Is it easy to use or travel to?
- Can it help if I am in immediate danger?
- Do I feel OK using this source?
- Does it give me personal advice?
- Will I be taken seriously?
- Will I have to say who I am?
- Will what I say be kept confidential?
- How reliable is it?

Ask the class if they feel Kiah accessed the best source of help for her situation? What makes you say that?

Act and apply

Time to act

Distribute a copy of the Time to act handout.

> **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD4-2, persuading people to seek appropriate help when needed, demonstrating a communication strategy to ask for help, suggesting a source of help.

Students select one of the five Impact on health, safety, and wellbeing scenarios.

Students will complete the activity for their scenario.

- Identify reasons why the character may not be seeking help.
- Suggest ways they could be encouraged to overcome these barriers.
- Imagine you are the character in the scenario. Decide on the two people they will ask for help. Why did you choose those people?
- Draft a script of what they will say using the three-step help-seeking formula.

- Next pretend you are a friend of the character and draft what you will say in response to them asking for help.
- Recommend the most appropriate sources of help and draft a timeline of actions for them. Be specific and include websites.

Students can swap their work with a partner and complete a Give 3-feedback routine, see below.

Positive

Record one positive sentence about your partner's piece of work.

Sentence stems include:

- I really like the way_____, because_____.
- I noticed that _____. I think this is effective because _____.
- _____ really highlights how you have met the success criteria
- Your choice of words in _____really made _____.

Further explanation

Record one sentence about a part of the work that needs further explaining.

Sentence stems include:

- This part confused me because _____
- Can you tell me why _____?
- What do you mean by _____?
- Tell me more about _____?
- Why is _____?
- _____was not clear to me because _____.

Improvement

Record one sentence about how your partner might improve their piece of work.

Sentence stems include:

- Moving forward I think this need _____.
- To make your work better, I would suggest _____.

Now share and discuss your feedback with your partner.

Finally apply the feedback you received to your work before submitting it to your teacher.

Ensure students submit their Time to act handout.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/ can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

NSW Department of Education

PDHPE

Stage 4: Child Protection Education

Resources

Using my personal power positively

NSW GOVERNMENT

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Teacher notes

Types of power

Type	Definition	Examples
Information	Power through knowing things.	• knowing procedures to appeal against unfair practices • knowing effective ways to get a part time job locally
Charisma	Power through being attractive.	• being lead singer in a well known band • being voted the person most students would like to meet
Expertise	Power through knowledge, understanding, skills or experience in a particular area.	• being able to use first aid in an emergency • being able to manage a difficult task
Position	Power through authority or status.	• being the Prime Minister • being the president of the school SRC
Reward	Power through ability to reward others.	• people responsible for selecting teams or members of performances • teachers awarding special prizes
Connection	Power through knowing someone who has another type of power.	• being best friends with a 'gold medal' athlete • being family friends with someone who is an expert in an area in which you want to become involved
Strength	Power through being emotionally or physically strong.	• being an older child in a family where the children are young • being able to manage your own feelings and to seek support from others when it will help
Convention	Power through social customs.	• being an Aboriginal elder • being on a jury and having to keep discussions confidential

Cards

Types of power

Information

Power through knowing things

Who?

Where?

How?

Information

Power through knowing things

Who?

Where?

How?

Information

Power through knowing things

Who?

Where?

How?

Information

Power through knowing things

Who?

Where?

How?

Information

Power through knowing things

Who?

Where?

How?

Information

Power through knowing things

Who?

Where?

How?

Cards: **Types of power**

Charisma

Power through being attractive

Who?

Where?

How?

Charisma

Power through being attractive

Who?

Where?

How?

Charisma

Power through being attractive

Who?

Where?

How?

Charisma

Power through being attractive

Who?

Where?

How?

Charisma

Power through being attractive

Who?

Where?

How?

Cards: **Types of power**

Expertise

Power through knowledge, understanding, skills or experience in a particular area

Who?

Where?

How?

Expertise

Power through knowledge, understanding, skills or experience in a particular area

Who?

Where?

How?

Expertise

Power through knowledge, understanding, skills or experience in a particular area

Who?

Where?

How?

Expertise

Power through knowledge, understanding, skills or experience in a particular area

Who?

Where?

How?

Expertise

Power through knowledge, understanding, skills or experience in a particular area

Who?

Where?

How?

Cards: **Types of power**

Position

Power through authority or status

Who?

Where?

How?

Position

Power through authority or status

Who?

Where?

How?

Position

Power through authority or status

Who?

Where?

How?

Position

Power through authority or status

Who?

Where?

How?

Position

Power through authority or status

Who?

Where?

How?

Position

Power through authority or status

Who?

Where?

How?

Cards: **Types of power**

Reward

Power through ability to reward others

Who?

Where?

How?

Reward

Power through ability to reward others

Who?

Where?

How?

Reward

Power through ability to reward others

Who?

Where?

How?

Reward

Power through ability to reward others

Who?

Where?

How?

Reward

Power through ability to reward others

Who?

Where?

How?

Cards: **Types of power**

Connection

Power through knowing someone who has another type of power

Who?

Where?

How?

Connection

Power through knowing someone who has another type of power

Who?

Where?

How?

Connection

Power through knowing someone who has another type of power

Who?

Where?

How?

Connection

Power through knowing someone who has another type of power

Who?

Where?

How?

Connection

Power through knowing someone who has another type of power

Who?

Where?

How?

Cards: **Types of power**

Strength

Power through being emotionally or physically strong

Who?

Where?

How?

Strength

Power through being emotionally or physically strong

Who?

Where?

How?

Strength

Power through being emotionally or physically strong

Who?

Where?

How?

Strength

Power through being emotionally or physically strong

Who?

Where?

How?

Strength

Power through being emotionally or physically strong

Who?

Where?

How?

Cards: **Types of power**

Convention

Power through social customs

Who?

Where?

How?

Convention

Power through social customs

Who?

Where?

How?

Convention

Power through social customs

Who?

Where?

How?

Convention

Power through social customs

Who?

Where?

How?

Convention

Power through social customs

Who?

Where?

How?

Convention

Power through social customs

Who?

Where?

How?

Cards

Meet Jane and Jim

Pretend you are the character you have been allocated. Read each of the cards, place in a pile **family**, **media** or **peers**, after you decide where the influence on power in relationships is coming from.

Family

Dad has a full-time job and Mum has a part-time job.

Family

My parents want me to find a partner who will love and care for me.

Family

Mum does the washing because she is the only one who knows how to use the washing machine.

Family

At parties, all the women hang out in the kitchen and the men sit around in the yard.

Family

My brother won't show me how to play the latest game she bought so I just have to watch.

Family

My sister hits me if she finds out I borrow her stuff without asking.

Cards: **Meet Jane and Jim**

Family

My parents only let my brother sit in the front seat of the car.

Family

My grandparents expect my Mum to cook for them but not her brothers.

Media

The two guys who liked the same girl in the show had a punch up to show her how much they cared.

Media

The hot guy saved the beautiful girl from danger in the movie.

Media

In the movie, the big boss of the company told everyone that they'd lose their jobs if they didn't do overtime.

Media

The ads on TV always show the Mum looking after the kids.

Cards: **Meet Jane and Jim**

Media

The words in the song talked about how "he owned her".

Media

The guy is always driving and the girl is in the passenger seat in car advertisements.

Media

Some guys ask girls out when they post photos on socials-they don't even know them!

Media

I read in an article in a magazine title 'How to please your partner'.

Peers

My friends told me I should have sex with my partner or otherwise they'll break up with me.

Peers

My partner asked me to send them a sexy photo because their fiends dared them to.

Cards: **Meet Jane and Jim**

Peers

Everyone wants to be friends with Jenny because she has her P's and is allowed to borrow her Dad's car.

Peers

Joe is a great mate to have as he gives me free food when I visit him at work.

Peers

Mel always encourages people in our class to muck up when we have a casual teacher.

Peers

There are some seniors who always push in on the canteen line at school.

Peers

My friends and I encourage each other to study so we can get a good job and be independent.

Peers

The guys always get to pick the movie we watch when we hang out at someone's place.

Worksheet

Jane and Jim Step Inside thinking routine

1. What can Jane/Jim see, observe, or notice?

2. What might Jane/Jim know, understand, hold true or believe? What makes you say that?

3. What might Jane/Jim care deeply about? Provide reasons why.

4. What might Jane/Jim wonder about or question? Justify your answer.

Images

People make choices about using the power they have



Positive use of power involves acting or influencing others in ways which show respect for yourself and for others. It also involves protecting your own and others' rights to safety.

Abuse of power occurs when people do not respect the rights of others or themselves.

Teacher notes

Guess my category Types of abuse

Source: https://www.loveisrespect.org/is-this-abuse/types-of-abuse/

Physical abuse

- Scratching, punching, biting, strangling or kicking.
- Throwing something at you such as a phone, book, shoe or plate.
- Pulling your hair.
- Pushing or pulling you.
- Grabbing your clothing.
- Using a gun, knife, box cutter, bat, mace or other weapon.
- Smacking your bottom without your permission or consent.
- Forcing you to have sex or perform a sexual act.
- Grabbing your face to make you look at them.
- Grabbing you to prevent you from leaving or to force you to go somewhere.

Emotional abuse

- Calling you names and putting you down.
- Yelling and screaming at you.
- Intentionally embarrassing you in public.
- Preventing you from seeing or talking with friends and family.
- Telling you what to do and wear.
- Damaging your property when they're angry (throwing objects, punching walls, kicking doors, etc.)
- Using online communities or cell phones to control, intimidate or humiliate you.
- Blaming your actions for their abusive or unhealthy behavior.
- Accusing you of cheating and often being jealous of your outside relationships.
- Stalking you.
- Threatening to commit suicide to keep you from breaking up with them.
- Threatening to harm you, your pet or people you care about.
- Using gaslighting techniques to confuse or manipulate you.
- Making you feel guilty or immature when you don't consent to sexual activity.
- Threatening to expose your secrets such as your sexual orientation or immigration status.
- Starting rumours about you.
- Threatening to have your children taken away.

Sexual abuse

- Unwanted kissing or touching.
- Unwanted rough or violent sexual activity.
- Rape or attempted rape.
- Refusing to use condoms or restricting someone's access to birth control.
- Keeping someone from protecting themselves from sexually transmitted infections (STIs).

- Sexual contact with someone who is very drunk, drugged, unconscious or otherwise unable to give a clear and informed "yes" or "no."
- Threatening someone into unwanted sexual activity.
- Pressuring or forcing someone to have sex or perform sexual acts.
- Using sexual insults toward someone.

Financial abuse

- Giving you an allowance and closely watching what you buy.
- Placing your paycheck in their account and denying you access to it.
- Keeping you from seeing shared bank accounts or records.
- Forbidding you to work or limiting the hours you do.
- Preventing you from going to work by taking your car or keys.
- Getting you fired by harassing you, your employer or coworkers on the job.
- Hiding or stealing your student financial aid check or outside financial support.
- Using your social security number to obtain bad credit loans without your permission.
- Using your child's social security number to claim an income tax refund without your permission.
- Maxing out your credit cards without your permission.
- Refusing to give you money, food, rent, medicine or clothing.
- Using funds from your children's tuition or a joint savings account without your knowledge.
- Spending money on themselves but not allowing you to do the same.
- Giving you presents and/or paying for things like dinner and expecting you to somehow return the favor.
- Using their money to hold power over you because they know you are not in the same financial situation as they are.

Digital abuse

- Tells you who you can or can't be friends with on Facebook and other sites.
- Sends you negative, insulting or even threatening emails, Facebook messages, tweets, DMs or other messages online.
- Uses sites like Facebook, Twitter, foursquare and others to keep constant tabs on you.
- Puts you down in their status updates.
- Sends you unwanted, explicit pictures and/or demands you send some in return.
- Pressures you to send explicit video or sexts.
- Steals or insists on being given your passwords.
- Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished.
- Looks through your phone frequently, checks up on your pictures, texts and outgoing calls.
- Tags you unkindly in pictures on Instagram, Tumblr, etc.
- Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you

Stalking

- Show up at your home or place of work unannounced or uninvited.
- Send you unwanted text messages, letters, emails and voicemails.
- Leave unwanted items, gifts or flowers.
- Constantly call you and hang up.
- Use social networking sites and technology to track you.
- Spread rumors about you via the internet or word of mouth.
- Make unwanted phone calls to you.
- Call your employer or professor.
- Wait at places you hang out.
- Use other people as resources to investigate your life. For example, looking at your facebook page through someone else's page or befriending your friends in order to get more information about you.
- Damage your home, car or other property.

Worksheet

Guess my category Types of abuse

List the category for each type of abuse. For example, physical, emotional, sexual, financial, digital, stalking.

Types of abuse	Guess my category
Accuses you of cheating or is jealous of your outside relationships.	
Blames your actions for their abusive or unhealthy behaviour.	
Calling you names and putting you down.	
Constantly call you and hang up.	
Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished.	
Damages your phone, room or other property.	
Damages your property when they're angry (throwing objects, punching walls, kicking doors, etc.)	
Forces you to perform a sexual act.	
Gives you an allowance and dictates what you buy.	
Gives you presents and/or pays for things and expects you to somehow return the favour.	
Grabs you to prevent you from leaving or to force you to go somewhere.	
Grabs your clothing.	
Grabs your face to make you look at them.	

Worksheet: **Guess my category Types of abuse**

Types of abuse	Guess my category
Hides or steals your money.	
Intentionally embarrasses you in public.	
Leaves unwanted items, gifts or flowers.	
Looks through your phone frequently, checks up on your pictures, texts and outgoing calls.	
Shares unwanted images and videos with you.	
Makes you feel guilty or immature when you don't do what they want to do.	
Pressures you to send explicit video or sexts.	
Prevents you from going to sport or friend's houses.	
Prevents you from seeing or talking with friends and family.	
Pulls your hair.	
Pushes or pulls you.	
Puts you down in their status updates.	
Rape or attempted rape.	
Refuses to give you money, food, rent, medicine or clothing.	
Refuses to use condoms or restricts someone's access to birth control.	
Scratches, punches, bites, strangles or kicks you.	

Worksheet: **Guess my category Types of abuse**

Types of abuse	Guess my category
Sends you unwanted text messages, letters, emails and voicemails.	
Sends you negative, insulting or even threatening emails, videos, tweets, DMs or other messages online.	
Sends you unwanted, explicit pictures and/or demands you send some in return.	
Shows up at your home unannounced or uninvited.	
Smacks your bottom without your permission or consent.	
Spends money on themselves but doesn't allow you to do the same.	
Spreads rumours about you via the internet or word of mouth.	
Stalks you.	
Steals or insists on being given your passwords.	
Tags you unkindly in pictures on Instagram and online apps.	
Tells you what to do and wear.	
Tells you who you can or can't be friends with online.	
Threatens to commit suicide to keep you from breaking up with them.	
Threatens to expose your secrets such as your sexual orientation or immigration status.	
Threatens to harm you, your pet or people you care about.	

Worksheet: **Guess my category Types of abuse**

Types of abuse	Guess my category
Throws something at you such as a phone, book, shoe or plate.	
Unwanted kissing or touching.	
Uses other people as resources to investigate your life. For example, looking at your Facebook page through someone else's page or befriending your friends in order to get more information about you.	
Uses social networking sites and technology to track you.	
Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you	

Worksheet

Impact on health, safety and wellbeing

Scenarios

Violence in the home

Eli's parents were always arguing. It would start with the usual bickering and his mum's partner complaining. After a few drinks his mum's partner would start pushing his mum around. He said she deserved it because she was a 'stupid twit' and a 'lousy cook'.

Sometimes his mum would get really hurt and she couldn't go out because of the bruises. Eli heard her crying a lot and wished there was some way of stopping his mum's partner.

Eli's mum said, 'it was a family matter and not to tell anyone.' Eli's mum worried that if the police were involved that her partner would lose his job or break up the family.

Bullying at school

Jules walks home from school by himself every afternoon. He looks forward to it as it's a chance to stretch his legs after sitting most of the day. Jules is not concerned about people knowing he is gay; he is very comfortable with who he is.

On his walk, he passes by a bus stop where some kids from his school wait for a bus. Recently one of the boys has been calling him a "fag" and "pansy boy" every time he walks past which has started to annoy him and make him feel uncomfortable.

The other day the boy intentionally tripped Jules up. When he stood up, he said "Hey! What was that for?" and the boy replied, "I wanted to see a gay bounce". All the other boys laughed. Now the same group has started to taunt him at school when they walk past.

Abuse in the workplace

Jia worked in a big hotel and was lucky enough to have her meals provided in the staff canteen on her breaks during a shift. She always sat by herself because the others never invited her to sit with them.

Jia felt like people joked about her sometimes, but she couldn't be sure because they didn't speak in English or the language of her background. She felt very lonely at work and incredibly isolated, but she needed the money badly.

She recently asked her boss for more shifts, but he sat with the others at lunch and Jia had noticed that they were being given extra work.

Jia didn't want to worry her family and friends about her situation.

Neglect in the home

Amy was 10 and she had a little brother who was 5. She didn't see her Dad at all, and she couldn't really remember much about him.

Her Mum had trouble finding work, so they didn't have much money. Lately her Mum started going to visit her friend Bill at night time. She said that Amy was old enough to look after her brother, but Amy didn't really like being at home with him alone at night.

Sometimes she told Amy that she had to make dinner for herself and her brother, or she'd give them $5 and tell them to walk to the shops to get some hot chips.

Her Mum wasn't very good at doing the washing, so they always had to wear the same school uniform over and over.

Amy's teacher noticed that she didn't have anything for lunch some days, so she'd send her to the canteen to get something to eat.

Harassment online

Naomi and Ben had been going out for about a year. Things hadn't been great between them for a while, so Naomi decided it was time that she broke up with Ben. She told him as they walked home from school one day and he seemed to take it ok.

Later that night Ben started to message her, and she replied at first but then he started to get weird, so she decided to try to ignore the messages. They kept coming and would not stop even though she told him to stop. Some of the messages were threatening say that he was "going to get back at her".

The next day some of Ben's friends were sending Naomi awful messages, calling her some really nasty things. Ben got his revenge by sharing an image that he had made by imposing a photo of Naomi's face onto a picture of a naked model. She was absolutely devastated and couldn't believe that Ben had done this to her.

Forced marriage

Ayla is a 17 year old high school student in Australia. Ayla's teacher notices that Ayla seems depressed and has taken a lot of time off school for overseas travel. Her teacher also observes that Ayla's family seem to be very strict and controlling. Ayla always has someone with her outside school hours and the teacher has heard from Ayla's classmates that she isn't allowed to go out with friends without a family member going with her.

When the teacher asks Ayla if she is okay, Ayla says that her parents took her to visit relatives overseas. When they arrived, her parents told Ayla that she would only be able to go back to Australia if she agreed to marry her cousin, whom she had never met. With no passport or money, Ayla was forced to marry her cousin overseas so that she could return to Australia. Ayla's parents have also told her that, when she turns 18, she will have to sign migration papers for her cousin so that he can come to Australia to live with her.

Ayla tells her teacher that she feels like a slave and never wanted to marry her cousin. Ayla says that she feels trapped and is scared about what might happen if she tries to leave. Ayla asks her teacher for help.

Worksheet

My People

Speed chat questions

1. What indicators are there that Eli isn't okay? Include examples of what he may look/sound like online and in face-to-face contexts.

2. What barriers may Eli be facing with sharing his feelings?

3. What qualities and characteristics do people need in order to be part of a network of support?

4. What are the strengths of using text/online chat to ask if Eli is okay?

5. What are the weaknesses of using text/online chat to ask if Eli is okay?

6. What threats arise from using text/online chat as forms of communication to ask if Eli is okay?

7. Discuss a situation where you have asked a friend if they are okay. How did you ask?

8. What immediate supports are available for you and a friend at school and online if you or they are not okay?

Worksheet

My People

Support texts

Had the most terrible day at school. Your support text:	**Failed my maths test. Dad will be so mad.** Your support text:
Got dropped from the team. Your support text:	**I didn't get an invite to the party!!!!** Your support text:
Just got dumped. Your support text:	**Mum and dad fighting again. Don't come over.** Your support text:

Worksheet

What's up at home?

Website exploration

What's up at home?

What are signs of family violence?

What should I do?

What are the six steps to deal with family violence?

Staying safe

Enter your email and complete you own safety plan.

You will need to show your teacher the email in your inbox, not the actual safety plan as this is private.

Worksheet: **What's up at home?**

Talk to someone

Record the details of your three trusted adults.

How to deal

Read through the 8 steps. What three things are you good at on the list in Step 7.

Where to find help?

Write the contact numbers or details for:

- Kidshelpline
- ConnectEDspace
- Headspace

Frequently asked questions

Is there a question a young person may have that isn't listed?

Worksheet: **What's up at home?**

True stories

Read each of the True stories and record how the family violence affected the person's health safety and wellbeing.

Steph **Health** **Safety** **Wellbeing**	**Pettina** **Health** **Safety** **Wellbeing**
Maya **Health** **Safety** **Wellbeing**	**Jillian** **Health** **Safety** **Wellbeing**
Gary **Health** **Safety** **Wellbeing**	**Arul** **Health** **Safety** **Wellbeing**

Worksheet

Sources of help

Examples of sources of help:

- Close friend
- Parent or carer
- Brother or sister
- Grandparent, aunt or uncle
- Teacher
- Internet
- Family doctor
- Other

Assess the questions then write the names of your sources of help next to each question.

Questions	Your sources of help
Is it easy to use or travel to?	
Can it help if I am in immediate danger?	
Do I feel OK using this source?	
Does it give me personal advice?	
Will I be taken seriously?	
Will I be taken seriously?	
Will I have to say who I am?	
Will what I say be kept confidential?	
How reliable is it?	

Worksheet

Time to act

Scenario:

1. Identify reasons why the character may not be seeking help.

2. Suggest ways they could be encouraged to overcome these barriers.

3. Pretend you are the character in the scenario. Decide on the two people they will ask for help. Why did you choose those people?

4. Draft a script of what they will say using the three-step help-seeking formula.

5. Next pretend you are a friend of the character and draft what you will say in response to them asking for help.

6. Recommend the most appropriate sources of help and draft a timeline of actions for them. Be specific and include websites.

Worksheet

Give 3 – Feedback routine

Swap your work with a partner.

Positive

Record one positive sentence about your partner's piece of work.

Sentence stems include:

- I really like the way _____ because_____
- I noticed that _____. I think this is effective because _____
- _____ really highlights how you have met the success criteria.
- Your choice of words in _____really made _____

Worksheet: **Give 3 – Feedback routine**

Further explanation

Record one sentence about a part of the work that needs further explaining.

Sentence stems include:

- This part confused me because _____
- Can you tell me why _____?
- What do you mean by _____?
- Tell me more about _____
- Why is _____
- _____ was not clear to me because _____

Worksheet: **Give 3 – Feedback routine**

Improvement

Record one sentence about how your partner might improve their piece of work.

Sentence stems include:

- Moving forward I think this needs _____
- To make your work better, I would suggest _____

Now share and discuss your feedback with your partner.

Finally, apply the feedback you received to your work before submitting it to your teacher.

NSW Department of Education

PDHPE

Stage 5: Child Protection Education

Unit of work

Setting and respecting boundaries in relationships

NSW GOVERNMENT

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Unit description

Through this unit, students will investigate the need for establishing boundaries in relationships. They will recognise and apply self-management and interpersonal skills required to maintain respectful intimate relationships throughout the unit. For example, they will demonstrate ways to give and receive consent.

Boundaries are a key part of establishing respectful relationships. Setting and respecting boundaries requires people to draw on their self-management and interpersonal skills including communication and compromise. Negotiating consent protects and promotes positive intimate relationships, allowing both people to feel safe and supported. Recognising and responding to early warning signs of unsafe behaviours in relationships assists with avoiding unsafe, abusive and violent situations in relationships.

Through this unit, students will recognise challenging behaviours in relationships and identify skills and strategies to manage unsafe, abusive and violent situations in relationships. This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: How does negotiating boundaries promote and protect respectful relationships?

Skills in focus

Self-management

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours.

Decision-making and problem-solving

- finding solutions to problems.

Help-seeking

- recognising when help is needed
- accessing support and support networks.

Interpersonal

Communication

- verbal and nonverbal communication
- listening, eg active
- negotiation and conflict management
- assertiveness.

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise early warning signs of abusive behaviour and react in safe and positive ways. They will create, apply, practise and evaluate strategies and skills to keep themselves and others safe.

Strengths-based approach

Activities in this unit are designed to allow students to recognise and demonstrate their personal strengths. Specifically, their communication skills and ability to create and respect personal boundaries in relationships. Students also develop their skills to provide support and advice to those around them who may be in relationships where boundaries have been crossed and a person's health, safety and wellbeing may be at risk.

Develop health literacy

Students are provided with a range of scenarios that depict unsafe, abusive or violent relationships. They first analyse the situation presented and identify warning signals present, then suggest the most appropriate response to protect the safety and wellbeing of those involved. They also assess the appropriateness of websites and services to support young people.

Critical inquiry

Students are given the opportunity to assess the appropriateness of information available on the eSafety Commissioner website, with a focus on engagement and accessibility for young people and marginalise individuals and groups. They are encouraged to challenge behaviours which are viewed as abusive or which do not respect personal boundaries and rights.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD5-2 researches and appraises the effectiveness of health information and support services available in the community	• Assess the accessibility and inclusivity of the eSafety Commissioner website	Students will: • conduct an audit of the accessibility and inclusivity of the eSafety Commissioner website
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships	• Identify the need for establishing boundaries in relationships • Understand the importance of consent • Recognise that acting responsibly online promotes health, safety and wellbeing	• identify examples of boundaries specific to different types of relationships • describe a range of sexual behaviours • identify examples of unethical online behaviour
PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities	• Recognise examples of image-based abuse and support offered	• develop their understanding of image-based abuse and how to access support and offer advice if required
PD5-9 assesses and applies self-management skills to effectively manage complex situations	• Recognise communication is an important skill required for negotiating boundaries • Recognise and apply the skills of verbal and nonverbal communication, active listening and negotiation, required to maintain intimate relationships • Recognise challenging behaviours in relationships. • Identify skills and strategies to manage unsafe, abusive and violent situations in relationships • Assess situations as safe and unsafe	• recognise the importance of communicating personal needs and boundaries • practise negotiation of boundaries in a range of scenarios • identify how an individual might respond to safe and unsafe situations • identify early warning signs of challenging and unsafe behaviours in relationships • apply skills and strategies to manage unsafe, abusive and violent situations in relationships • practise clear no responses to requests from people to send sexual images or videos
PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts	• Identify ways to give and receive consent	• reframe scenarios to reflect positives uses of power • demonstrate strategies for challenging gender based abuse or violence

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How can people respond positively to life challenges?	• Examine the impact of changes and transitions on relationships (ACPPS090) – assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions, actions and wellbeing **S I** • Predict future challenges and opportunities and the skills required to manage these in a positive way – recognise early warning signs of challenging and unsafe situations, eg physical, emotional and social indicators, external signs, controlling behaviour **S** • Refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations, eg refusal skills, emergency plans, risk assessment, talk, trust, take control strategy **I**
What factors enhance inclusivity, equality and respect in relationships?	• Investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships – describe rights and recognise responsibility to others in a variety of relationships, eg consent, ground rules, boundaries **I** – discuss the components of inclusive and equal relationships, eg empathy, active listening **I** – practise and evaluate their ability to use interpersonal skills to develop and maintain respectful and inclusive relationships, eg informed consent, conflict resolution, seeking help, providing feedback, asserting a stance on an issue **I** – evaluate influences on ethical behaviour across a range of relationships, eg online and offline relationships, sharing material on social media **I** • Investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful • Propose protective strategies for a range of neglect and abuse situations, eg family and domestic violence, bullying, harassment, homophobia, transphobia and vilification **I**

Key inquiry questions	Syllabus content
What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?	• plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short or long-term risk (ACPPS091) – practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, eg sexual relationships **S I** – propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use **S I** • demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, eg posting offensive material online, bullying, harassment **S I**
How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?	• evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community – examine Australian Government online safety programs and resources to explore the support services available to young people, eg cyberbullying, offensive online material, gambling, sexting **S** • critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels – critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services **S I** • examine and promote young people's rights to healthcare and support services – investigate community health resources to evaluate how accessible they are for marginalised individuals and groups and propose changes to promote greater inclusiveness and accessibility, eg people in rural and remote areas, lesbian, gay, bisexual, transgender and intersex people (LGBTI), people from culturally and linguistically diverse (CALD) backgrounds, people with disability **S**

1 Setting and respecting boundaries

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Identify the need for establishing boundaries in relationships (PD5-3)
- Recognise communication is an important skill required for negotiating boundaries (PD5-9)

Success criteria

Students will:

- recognise the importance of communicating personal needs and boundaries
- identify examples of boundaries specific to different types of relationships
- practise negotiation of boundaries in a range of scenarios

Resources

- Signs
  - Two-way street
  - Not a two-way street

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.

- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for example, last night's dinner to ensure the questions remain anonymous or a drawing.
- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

Share the following statement "Relationships are a two-way street."

Students:

- record the types of relationships they have had, currently have, or may have in the future.
- suggest what they think this quote means. Identify the characteristics of a two-way street style relationship.
- contribute suggestions to a class discussion.

Understand

Setting boundaries

Share the importance of setting and respecting boundaries as an important part of respectful relationships. Talking about your boundaries with your partner or people in the relationship is a great way to make sure that each person's needs are being met and individuals feel safe in relationships. Setting and respecting boundaries assists people to protect their rights and responsibilities in relationships.

Students use a T chart to record:

- the rights people have in relationships. Sample answers may include: to be heard, to be treated with respect, to say no, honesty, loyalty, personal space, to have friends, to pursue interests, maintain family connections.
- the responsibilities people have in relationships. Sample answers may include: to show respect, to actively listen, respect that no means no, to be honest, to trust, allow people their space.
- Students use their list of current and future relationships or relationships they see around them from the earlier activity.
- Group the relationships into broader categories ie family, school, friends, sexual, work.
- With a buddy, list examples of boundaries that should be respected under each of the relationship categories.
- Share with another pair.

Display the headings emotional, physical, and digital. Explain to students that boundaries in a sexual relationship can be categorised under these three headings. Students share their examples of boundaries for sexual relationships and suggest which category they fit under.

Note: Share the examples below if not included in the student's suggestion:

Emotional

- expressing your feelings when you are ready, not in response to what your partner says
- having time apart
- feeling free to hang out with friends (of any gender) or family without having to get permission
- spend time by yourself doing things that you enjoy or that help you relax.

Physical

- know your limits with sexual behaviours and communicate this with your partner
- Sex isn't currency: You don't owe your partner anything. Just because your partner takes you out to dinner, buys you a gift, or says "I love you" doesn't mean you owe them anything in response. It isn't fair for your partner to claim that you don't care about them because you won't "go all the way." Even if you've done it before, you are never required to do it just because your partner is pressuring you.
- Remember, no means no.

Digital

- Before you talk to your partner about your online relationship, check in with yourself to see what makes you feel comfortable. Start by considering your digital boundaries.
- Is it okay to tag or check in?
- Do we post our relationship status?
- Is it okay to friend or follow my friends?
- When is it okay to text me and what is the expectation for when we return it?
- Is it okay to use each other's devices?
- Is it okay to post, tweet or comment about our relationship?

Consider the statement "sex isn't currency: you don't owe your partner anything". Explore the concept of being made to feel like you owe someone.

- In groups of three, allocate one focus relationship per group - family, school, friends, or work.
- Groups develop five examples of when a person could be made to feel like they 'owe' someone in the types of relationship they have been allocated. Sample answers may include owing your boss unpaid overtime because they bought you lunch or give you a ride home; owing your old friends time because you've been busy with new friends and they are pressuring you to hang out when you don't want to.
- Groups swap and record what boundaries could be put in place to protect individuals from feeling the pressure of "owing" someone.

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

Exploring boundaries

Establishing an agreement in your relationships is important.

Introduce the skills of negotiation and compromise.

- Explain that negotiation and compromise are two important skills required when exploring boundaries in relationships.
- As a class, develop a definition for each skill.
- Identify some examples of when students have used negotiation or compromise.

Students brainstorm what skills and strengths they can draw on when negotiating boundaries? For example, skills include verbal and non-verbal communication, active listening, expressing feelings, assertiveness, understanding others needs and circumstances. Strengths include discerning, honest, persistent, perceptive, creative, humour, courageous.

- In pairs, students choose a strength or skill and a type of relationship, for example work, home, school, friends.
- Identify a scenario within that relationship which may require compromise and negotiation. For example, asking for a change of shifts or more shifts at work. Asking parents or carers to go to a party or stay with friends over a weekend. Asking a teacher for an extension on an assignment.
- Students adopt a role and practise negotiating new boundaries within this scenario.
- Reflect on how each student drew on their skills and strengths to negotiate and compromise.
- Share your reflections as a class.

Draw the focus to intimate relationships. Explain to students that once a person knows how they feel, they can talk to their partner to figure out an agreement that works for both of them. This may involve some negotiation and compromise. It is important to communicate their boundaries at the start of a relationship and recognise that they have the right to change their boundaries at any time. This also means that their partner has the right to change their boundaries also. The key is being open and honest about them.

Act and apply

Two-way street?

Read out each of the statements below and ask students to move towards the sign or designated area of the classroom they feel describes the relationship: two-way street and/or not a two-way street. Invite students to discuss their choice after each statement, focus on their thoughts and thought process.

- Accepting responsibility for your own happiness. Answer: Two-way street
- Accepting transitions, change and endings. Answer: Two-way street
- Always focusing on your partner's flaws and worst qualities. Answer: Not a two-way street
- Being able to balance being apart and being together. Answer: Two-way street
- Being able to see and focus on your own and your partner's good points. Answer: Two-way street
- Being loyal and committed to your partner. Answer: Two-way street
- Being open and asking for what you want in a clear way. Answer: Two-way street
- Being unable to ask for what you want. Answer: Not a two-way street
- Not listening when your partner says no to sexual activity. Answer: Not a two-way street

- Being unable to build and maintain close friendships with others. Answer: Not a two-way street
- Wanting too little togetherness. Answer: Not a two-way street
- Being unable to change, let go, and move on. Answer: Not a two-way street
- Being your own person. Answer: Two-way street
- Blaming and criticising your partner for having different traits and qualities from you. Answer: Not a two-way street
- Communicating in a way that is open and real. Answer: Two-way street
- Constantly checking your partner's socials. Answer: Not a two-way street
- Displaying jealousy and relationship addiction; being uncommitted to your partner. Answer: Not a two-way street
- Feeling incomplete without the other person. Answer: Not a two-way street
- Having meaningful friendships outside the partnership. Answer: Two-way street
- Playing games; being manipulative; not being willing to listen in a non-defensive way. Answer: Not a two-way street
- Not being assertive about your boundaries and limits of sexual activity. Answer: Not a two-way street
- Posting information or images without permission. Answer: Not a two-way street
- Relying on others (especially your partner) to make you happy. Answer: Not a two-way street
- Respecting and accepting the ways in which you and your partner are different. Answer: Two-way street
- Wanting to know your partners passwords for their online accounts. Answer: Not a two-way street

Share the scenario below with the class.

> Jamie and Ash have been going out for about a month now and things are getting serious. Jamie really likes Ash and wants to keep the relationship fun and exciting. Ash has suggested they move the sexual side of their relationship to the 'next level' via a message, Jamie isn't so sure and replied saying "let's discuss the situation face-to-face".

In pairs, students follow the three steps of a circle of viewpoints thinking routine.

- One student in each pair will explore Jamie's perspective and the other Ash's.
- Allocate each pair a particular type of communication. For example, one group in the class could write from a passive perspective and another could write in an aggressive perspective to focus on effective communication.

Jamie

- "I am thinking of negotiating boundaries from the point of view of Jamie"
- "I think negotiating boundaries … (describe from Jamie's viewpoint) … because … (explain your reasoning) …"
- "A question or concern I have from Jamie's viewpoint is …"

Ash

- "I am thinking of negotiating boundaries from the point of view of Ash"
- "I think negotiating boundaries … (describe from Ash's viewpoint) … because … (explain your reasoning) …"
- "A question or concern I have from Ash's viewpoint is …"

- Students role play the face-to-face conversation considering the other person's point of view.
- Pairs reflect on and share the skills and strengths they displayed during the role-play.

> **Formative assessment opportunity.** By collecting this work, students can demonstrate evidence towards outcomes PD5-3 and PD5-9, recognise communication is an important skill required for negotiating boundaries and demonstrates interpersonal skills required to maintain respectful intimate relationships.

2 Use your powers for good not evil

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Recognise and apply the skills of verbal and nonverbal communication, active listening, and negotiation, required to maintain intimate relationships (PD5-9)
- Understand the importance of consent (PD5-3)
- Identify ways to give and receive consent (PD5-10)

Success criteria

Students will:

- describe a range of sexual behaviours
- practice the use of personal skills to communicate their boundaries and give and receive consent clearly
- identify how an individual might respond to safe and unsafe situations

Resources

- Consent Victoria Legal Aid 2017
- Sex? Not sex? activity cards (one set per group of four)
- Paper strips of two different colours (eg yellow and green), one of each per student
- Two small boxes differentiated by the same two colours as the paper strips

Switch on

Introduce the learning goals and discuss them with the class.

Highlight to students that one example of a physical boundary in an intimate or sexual relationship is consent.

As a class, review the key points regarding consent. (Source: Victoria Legal Aid)

- Consent is a legal term.
- Consent laws are meant to protect people's safety in a relationship.
- Consent means free agreement to having sex or taking part in sexual touching.
- The person who wants to have sex must make sure they get the other person's consent.
- Saying nothing is not the same as giving consent. A person can show they do not give consent through their body language. They do not have to say anything.
- Consent is required for all sexual activity.

Think, pair, share.

- Individually, students predict some potential problems that may arise when it comes to negotiating consent.
- Students share their list with a partner and together develop solutions to overcoming these barriers.
- Share ideas with the whole class.

Focus communication on text or chat. Students record responses and share as a class.

- What could be some advantages of negotiating consent via text or chat?

- What could be some disadvantages of negotiating consent via text or chat?

It is important to reinforce the need to check in and ask for consent at the time. Consent can be given and received at any time before or during sexual activity and people have the right to change their mind.

Explain to students that discussing feelings is a way of establishing boundaries. Boundaries allow people to engage in sexual behaviours and feel comfortable. Pleasure is the ultimate goal – consent is the first step to pleasure.

As a class, watch the short YouTube clip on Consent, developed by Victoria Legal Aid.

- In pairs, complete a Step inside thinking routine.
- One student completes the Step inside thinking routine from Jimmy's perspective and one from Carla's perspective, then share.

Jimmy

- What can Jimmy see, observe, or notice?
- What might Jimmy know, understand, hold true, or believe? What makes you say that?
- What might Jimmy care deeply about? Provide reasons why.
- What might Jimmy wonder about or question? Justify your answer.

Carla

- What can Carla see, observe, or notice?
- What might Carla know, understand, hold true, or believe? What makes you say that?
- What might Carla care deeply about? Provide reasons why.
- What might Carla wonder about or question? Justify your answer.

Students share with class the differences they noticed between Jimmy and Carla's perspectives.

Understand

Sex? Not sex? (Adapted from Catching On Later AusVELS Levels 9 & 10 Sexuality Education Activities)

In groups of four, students use a set of Sex? Not sex? activity cards. The set is made up of the Sex? Not sex? voting cards and cards outlining a range of sexual behaviours.

Groups sort the sexual behaviour cards into two categories: 'sex' or 'not sex'.

Allow time for discussion and for a consensus to be reached.

Once all the groups have completed this task, read out a sexual behaviour card to the class, and allow each group to vote either 'sex' or 'not sex' by holding up one of their voting cards.

Keep track of the results on the board. Repeat with each sexual behaviour card.

Discuss the following as a class.

- Where there was class agreement, why was this an easy or more straightforward behaviour to classify?
- Where the whole class was not in agreement, had there also been disagreement within the groups. If so, why? Why is it more difficult to classify these behaviours?
- What would be a clear definition of sex? Would it be the same for everyone?
- To what extent is it important for everyone to have the same way of defining these sexual behaviours?

- What could be the implications for couples who have different definitions of sex?

Use a continuum activity to explore differences and similarities between online and offline relationships. Allocate 4 areas within the room: strongly agree, agree, disagree, strongly disagree. As you read a statement, ask students to move to the area of the room which represents their view. Invite students from each area to share their views. Sample statements include:

- changing your mind during sex is not fair on the other person
- oral sex is not sex
- if a partner engages in oral sex with someone else that is not cheating
- talking about sex with your partner before you engage in it ruins the experience
- most people want the same thing when it comes to sex anyway.

Teachers are encouraged to reinforce key messages after students have responded, including consent is required, communication assists with building a level of comfort, communication helps to establish what people like/don't like, what we see in media such as pornography is not real, everyone's preferences and level of comfort is different when it comes to sex, and it can change too.

Understand

Highlight to students that knowing how and when to state your limits with sexual behaviours to your partner can be a challenge. Recognising and acknowledging your partner's limits is equally as important in maintaining a respectful relationship. Using a range of self-management and interpersonal skills can assist you both to clearly express and adhere to expectations.

Speaking up (Adapted from Catching On Later AusVELS Levels 9 & 10 Sexuality Education Activities)

This activity assists students to develop and practise their communication, assertiveness and negotiation skills using a bank of conversation starters about whether or not to have sex.

Use a think, pair, share to brainstorm and record:

- the reasons young people may want to have sex. Display for the class.
- the reasons young people may not want to have sex. Display these next to the first list.

Hand out one slip of yellow paper and one slip of green paper to each student. (Other colours can be used.)

Students use the yellow paper to record an opening line which might be used to get a conversation started about whether or not to have sex. Bundle these conversation starters together. They can use the statements already on the board to help them get started.

Students use the green paper to record a response they might use if their partner had started the conversation about having a sexual relationship. Bundle these conversation starters together.

- Ask students to consider writing responses from a passive, assertive, or an aggressive perspective.
- Responses could be a 'yes, because …' response, or a 'yes, but …' response with attached conditions; or it might be a 'no, because …' response pointing out the reasons why not.

In a circle, the responses are placed in the centre.

- Pair students. For example, the student on your right and the student on your left to move to the centre.
- The student from your right will take a slip from the yellow bundle and the student from your left will take a slip from the green bundle.
- Beginning with yellow, the student reads out the statement and the student with green reads the reply.

- The statements that have been read are left on the floor beside the boxes.
- Go around the circle twice, until each student has read both a yellow statement and a green statement. Sometimes the replies will not make a very good match for the opening line. Don't worry about it – have a laugh and proceed to the next pair.
- Repeat the process, this time asking students to identify whether the yellow statement is passive, assertive, or aggressive. Where a response is passive or aggressive, ask students to modify the response to focus on negotiation in an assertive way.
- Repeat the process, this time asking students to identify whether the green statement is passive, assertive, or aggressive. Where a response is passive or aggressive, ask students to modify the response to focus on negotiation in an assertive way.

Discuss the following questions as a whole class.

- Why do you think it might be difficult to start the conversation?
- Why do you think it might be difficult to reply to your partner?
- Where might this conversation lead?
- Is it OK to have the conversation and decide not to have a sexual relationship?
- Why is communication about sex important? Possible answers:
  - It helps to ensure that consent to having sex is given freely, without coercion.
  - It helps to avoid misunderstandings.
  - It might help prevent an unintended pregnancy.
  - It might help prevent the spread of STIs.

If you're not quite sure about participating in a sexual act, how might your body indicate that? Relate this discussion back to your teaching of trusting your gut and recognising emotion. This is addressed in the stage 4 units as a reference point.

If you're not sure about participating in a sexual act, but go ahead despite those inner feelings, how might you feel afterwards? Who could you access to discuss this?

What is the law with regard to consent?

Understand

Recognising non-verbal communication

Explain to students that it is also important for students to recognise that there are many ways of communicating. The look on someone's face and their body language are also ways of communicating how they feel, and often have more meaning than the words they say.

Read the statements to the class. Students raise their hand if they think it is a comfortable sign or cross their arms in front if they think it is an uncomfortable sign.

Comfortable signs	Uncomfortable signs
Pulling you closer	Pushing you away
Actively touching, kissing, hugging	Holding their arms tightly around their body
Relaxed body & facial expressions	Uncomfortable or painful facial expressions
Laughing/ giggling	Turning away from you or hiding their face
Enthusiastic noises	Stiffening muscles
Responsive to your touch	Not responding to your touch

Students reflect on the factors that may impact on a person's ability to express, recognise, and acknowledge non-verbal communication of consent.

Remind students that to achieve a 'two-way street' in an intimate situation, they will need to protect their own physical boundaries while being aware of, and acknowledging, their partner's boundaries.

Revise the consent video, developed by Victoria Legal Aid. Replay if necessary. As a class, discuss the following:

- What examples of non-verbal communication did Carla use to convey how she was feeling to Jimmy?
- What messages did Jimmy get from Carla's non-verbal communication?
- Did non-verbal communication impact on the situation in a positive or negative way? What makes you think that?

Act and apply

Students answer the following questions to gauge their understanding and prepare them for the next activities.

- Why is it important to set boundaries in intimate relationships? What are some examples?
- What might influence people to have different ideas about what they consider to be sexual behaviours?
- How can a clear understanding of the sexual behaviours assist an individual to negotiate consent assertively?
- How can taking the time to think about your physical boundaries and ways to express them clearly, be beneficial in different situations?
- How could a person use non-verbal communication to not consent to sexual behaviours? Give examples of assertive non-verbal communication.

As a class, watch the YouTube clip on Consent again.

Carla and Jimmy

(clip transcript)

[Jimmy and Carla are lying in a bed together. Carla is awake and looking at her phone while Jimmy is still sleeping.]

Jimmy: Hey, chicklet. You sleep ok?

Carla: Sort of. Better get up, Jimmy. It's four o'clock.

Jimmy: Phone's dead. Too much YouTube. You should have slept.

Carla: I'll just sleep later.

[Jimmy turns away from Carla, gets out of bed and starts to put his jeans on.]

Jimmy: I said I'm sorry.

Carla: I know.

Jimmy: It's just, I think you're a super-hot girl. I can't help it.

Carla: You should have asked me if I wanted to do anything. You just went ahead and did stuff.

Jimmy: I thought you liked what we did. I thought you liked having sex with me. I'll call you later. Ok? Chicklet?

Jimmy turns to face Carla.

Students work through the following activities.

- Did Carla consent to having sex? What were some indicators (verbal and nonverbal) that made you think that?
- Suggest some statements Carla could have said to Jimmy at the time when she felt uncomfortable with what was happening.
- What would influence Carla's ability to use these statements and communicate her thoughts and feelings with Jimmy?

- What strengths would have assisted Carla to be more confident and able to communicate her thoughts?
- What if they've had sex before? Do Carla or Jimmy have the right to say 'no' at any time in the future.

Consider the situation and record responses to the following:

- How might Jimmy feel when Carla says no?
- How should Jimmy respond when Carla says no?
- How might Carla feel when she says no?
- How will Carla feel if Jimmy acknowledges Carla's right to change her mind and say no?

If the situation was reversed, and Jimmy said no, how would the response and feelings of both parties be similar or different?

Before and after

Divide the class into two groups, one is A, and one is B.

- Students in group A record a script for a scene that occurred before the clip where Carla and Jimmy both communicate their physical boundaries and clearly give consent for the sexual behaviours, they are willing to share together.
- Students in group B record a script for a scene that occurred after the clip where Carla and Jimmy discuss what happened and communicate how they are feeling. Both Carla and Jimmy need to demonstrate they have taken responsibility for their actions, feelings, and behaviours. They should also restate their boundaries and level of consent for sexual behaviours.
- Students pair up as A and B to compare how Carla and Jimmy's story has evolved.

Reflection

Each pair joins with another pair to complete a What did we learn today?

Distribute sticky notes to each group and ask them to record the main points they learn and any questions they may have. Students place sticky notes in a central place in the room.

Answer any questions asked. Review the key messages.

3 Acting on the signs

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Assess situations as safe and unsafe (PD5-9)
- Recognise challenging behaviours in relationships (PD5-9)
- Identify skills and strategies to manage unsafe, abusive, and violent situations in relationships (PD5-9)

Success criteria

Students will:

- identify early warning signs of challenging and unsafe behaviours in relationships
- apply skills and strategies to manage unsafe, abusive, and violent situations in relationships

Resources

- Examples of red flags in relationships
- Red flag scenarios

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that the previous activities focused on boundaries, consent, and sexual behaviours in intimate relationships. However, it is important to be aware of a range of challenging and unsafe situations that can occur in our own and others' relationships. How people manage them is critical to their wellbeing and safety?

Show the short clip Love Control Victoria (Source: bentwheelproduction 2009).

Students work through a See, Think, Wonder thinking routine. Remind students to use global language rather than any personal language or references.

- What do you see?
- What do you think is going on?
- What does it make you wonder?
- Share as a class.

Understand

Explain to students that there can be a number of early warning signs of challenging and unsafe situations in relationships.

It is very important to watch out and be aware of them in your own relationships, and also acknowledge the responsibility you have to alert others to them if you recognise them occurring in their relationship.

'Red flag' sorting activity

Introduce the concept of a 'red flag' to students.

> A red flag is something indicating a warning of trouble or danger ahead.

This activity could also be completed online using Padlet or a Google doc. The instructions below are using graffiti sheets and post it notes. This could be modified to suit the class and the context for learning.

Conduct a "brainswarm" where students write as many relationship 'red flags' they can think of. This could be done using sticky notes. Remind them to think about the wide range of relationships. Students could refer back to their see, think and wonders from the previous activity.

Display five A3 pages around the room with the headings.

- Physical
- Emotional
- Social
- External signs
- Controlling behaviours.

Students place their sticky notes under the appropriate headings.

Invite students to complete a "poster walk" to read the sticky notes for each heading.

You may wish to display the Examples of red flags in relationships if students have difficulty brainstorming.

As a class, discuss the following questions:

- Do you think people would be able to easily recognise the examples you just read on the poster walk? Why? Why not?
- What might affect their ability to recognise them? For example, they think the behaviours are normal, they are in denial.

Select 5 red flags. Assess the level of challenge for an individual to address each 'red flag' with a partner?

How confident and comfortable would you feel to point out 'red flags' in other people's relationships? What would increase your level of comfort or confidence?

What are some skills and strengths people could draw on when discussing 'red flags' with their partner or someone they are worried about?

Explain how one skill and one strength could be applied, and how it would increase the comfort or confidence level of an individual.

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

Recognising 'red flags'

Divide the class into groups of three.

Distribute a copy of 'red flag' scenario A, B, C, or D and a highlighter to each group.

- Scenario A Jasmin and James
- Scenario B Lisa and Andy
- Scenario C Carol and Joe
- Scenario D Cameron and Raoul

Each group reads through the scenario to gain an understanding of the relationship they will be analysing.

For their scenario, highlight any 'red flag' behaviours they recognise.

Swap with another group until all groups have reviewed all four scenarios.

Discuss the following questions.

- Explain how realistic the scenarios are and provide reasons for your views.

- To what extent, do you think 'red flag' behaviours would be evident in intimate relationships as people get older?

Choose another type of relationship, for example, family, peers, friends, work colleagues, coaches, tutors. Describe what these 'red flag' behaviours might look like, sound like or feel like in this type of relationship.

Share as a class.

Reinforce to students that it is very important to recognise, acknowledge and act on 'red flag' behaviours as they are warning signs of challenging and unsafe situations in relationships.

Understand

Highlight to students that there are different skills and strategies people can use to respond to 'red flags' and protect themselves if they are in unsafe, abusive or violent situations.

Display the following four skills and strategies for students:

- refusal skills
- emergency plan
- risk assessments
- Trust, Talk, Take control.

Assess student level of understanding on the skills and strategies. Students raise their hand if they have heard of at least one of the skills or strategies before.

Students turn to a shoulder buddy and share:

- What is one thing you already know about one or more of the skills and strategies?
- What is one strength that a person could draw on to use one of the skills or strategies, for example, honesty, bravery, leadership?
- Describe a time that you have seen one of these strategies or skills in action.
- How relevant are these strategies and skills to the lives and experiences of young people?

Distribute the information sheet on each of the examples of skills and strategies. Students become familiar with each skill and strategy before applying them in the next activity.

Act and apply

Students work in pairs with one of the 'red flag' scenarios. Ensure it is a different example to the one they highlighted in the previous activity. Students:

- read the scenario to first identify which character is at risk of an unsafe, abusive, or violent relationship.
- identify which of the four skills or strategies this character could use. They may use more than one. For example:
  - Scenario A Jasmin and James = Risk assessment
  - Scenario B Lisa and Andy = Refusal skills
  - Scenario C Carol and Joe = Emergency plan
  - Scenario D Cameron and Raoul = Trust, Talk, Take control
- create the fourth scene of the scenario where the character actions the chosen skills or strategy.

As an application task, students could present the scene they have developed by reading it out, role playing it, or creating an online cartoon.

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcome PD5-9, demonstrating application of knowledge of strategies to solve problems and seek help.

3 Acting on the signs

Pairs join to make groups of four. Students swap and read the scenario from the other pair.

- Each pair adopts the role of the friend of the character at risk. As that friend:
  - suggest which skill or strategy is most suitable in their situation
  - provide advice about how the character can put the skill or strategy into action.

As an application task, students could present the scene they have developed by reading it out, role playing it, or creating an online cartoon.

> **Formative assessment opportunity.**
> By collecting this work, students can demonstrate evidence towards outcomes PD5-9, demonstrating application of skills and strategies to manage unsafe, abusive, and violent situations in relationships.

Discuss as a whole class:

- Describe a time when you may need to seek help for your friend if they don't recognise the 'red flag' warning signs?
- Who might you ask for advice about how you can support your friend? For example, a trusted adult.

4 Being respectful and responsible online

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Recognise that acting responsibly online promotes health, safety, and wellbeing (PD5-3)
- Assess the accessibility and inclusivity of the eSafety Commissioner website (PD5-2)
- Recognise examples of image-based abuse and support offered (PD5-7)

Success criteria

Students will:

- identify examples of unethical online behaviour
- practise clear no responses to requests from people to send sexual images or videos
- conduct an audit of the accessibility and inclusivity of the eSafety Commissioner website
- develop their understanding of image-based abuse, and how to access support, and offer advice if required

Resources

- Post/Don't post sign
- https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting
- Your stories handout
- The Hunting (Series) https://www.sbs.com.au/ondemand/program/the-hunting
- Excerpt from The Hunting https://www.sbs.com.au/ondemand/video/1574969411586

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that this section of the unit is going to explore how developing greater control and acting responsibly online can promote the health, safety, and wellbeing of everyone.

To post or not to post? (Adapted from Building Respectful Relationships: Stepping out against gender-based violence)

Display the signs, Post/Don't post, up on either side of the room as position points.

Students find a partner.

Inform students that you will be reading out some examples of photos/videos and that they will have to decide in their pair if they would post it or not.

Read each photo/video example. They need to discuss, agree and stand on the side of the room they have chosen.

Invite students to describe what influenced their decision after each one.

- A photo of somebody blowing out candles on a cake at their birthday
- A photo of a woman dressed in a burqa
- A photo of a group of friends swimming at the beach

- A photo of a student in their underwear in their bedroom, taken without their consent
- A photo of a girl that shared with her partner
- A video of somebody being bullied
- A photo of people in a race at a swimming carnival
- School photos
- A private video of a girl dancing to her favourite song at home, which was stolen from her mobile phone
- A photo taken of two people kissing at a party taken without their knowledge
- A photo of students getting changed for PE
- A photo of a girl climbing some stairs, which shows her underwear
- A photo of a year 8 boy crying in the playground
- A photo of some puppies
- A photo of an Indigenous Australian in ceremonial dress (ie body paint).

As a class, discuss some observations. Which examples were harder to make a decision on than others? Did you both agree on all examples? Do you think everyone in the class answered honestly?

Introduce the concept of ethical behaviour.

- Students record a definition for what they think ethical behaviour means.
- Share as a class.
- Establish a class definition.
- Ethical behaviour can be described as demonstrating respect, honesty, fairness, equality, dignity, and diversity in relationships. Examples of ethical behaviours can include respecting a person's boundaries and decisions around consent.

Ask students:

- How could we link ethical behaviour to our previous positioning activity?
- When discussing your position as a pair, were aspects of ethical behaviour considered or discussed? What makes you say that?
- What could be some influences on whether people behave ethically online?
- Pausing to think before posting is a strategy people can use to regulate their behaviour online. How can this strategy promote ethical behaviour? Sample responses could include: allows people to think clearly, reduces emotion, increases self-control, people take greater responsibility for their actions and behaviours.

Understand

Explain to students that while they may feel confident that they will behave ethically online, some people can feel pressured, coerced, bribed, threatened, or be influenced by others to share information, images or videos.

Share the data with the class to reaffirm to students that not 'everyone is doing it. (Source: https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting)

- In a 2017 eSafety survey, 9 out of 10 young people aged 14 to 17 thought that sexting happened among their peers — as a kind of courtship behaviour. However, it may not be quite as common as they think.
- 1 in 3 said they had actually experienced sexting in some way – whether sending, receiving, asking, being asked, sharing or showing nude or nearly nude pictures.
- 5% said they had sent an intimate image, and 19% of these said they did it because they trusted the person they sent it to.
- 15% reported being asked for an image, with 52% of requests coming from someone they did not know.
- 73% said they did not send an image after being asked (82% of 14-year olds compared to 66% of 17-year olds).

Send noods not nudes

Show the short clip Send noods, not nudes, developed by the eSafety Commissioner.

Share the four steps students can take if they feel pressured to send a nude.

Ask them to stop

Sometimes in relationships people do things without thinking about the other person. This isn't cool. If someone is pressuring you and you feel safe to do so, ask them to stop. It might not always work, but sometimes just letting them know they're upsetting you will make them reassess their actions.

Send something else

It is always OK to say no. But you might want to get creative in the way you send the message. Why not send something else, like a meme or clever one-liner? Instead, you could send noods.

Report and block

If asking them to change their behaviour doesn't work, don't continue communicating with them. Follow these steps:

- Take screenshots of the requests (this will help if you need to take further action at any stage, so think of it as 'insurance')
- Report the person to the social media service or app they used to contact you
- Block them so they can't contact you through that social media service or app again
- If they contacted you via text message, block their phone number from your device.
- The eSafety Guide has online safety advice, tips on how to block accounts and reporting links.

Get support

If they're not getting the message, talk to a trusted adult. If you want more support, there are professional counselling services like Kids Helpline where you can speak to someone confidentially online or over the phone.

Source: https://www.esafety.gov.au/parents/big-issues/sending-nudes-sexting

Students imagine they have received a message from a partner. Draft a reply to the request clearly conveying that they will not be sharing images or videos in return.

"Babe. Long-time no see. I miss you hottie. How bout you send me a pic to make me miss you more? Show me how much you love me".

Acknowledge that it may be easy to draft a reply to a scenario during class but more difficult in real life.

As a class, brainstorm reasons people may find it challenging to say no to the request.

Students record three things they could do to support a friend to say no.

Understand

Reliable sources – eSafety Commission

Inform students that the eSafety Commissioner (eSafety) is Australia's national independent regulator for online safety. Their purpose is to help safeguard Australians at risk from online harms and to promote safer, more positive online experiences.

The eSafety Commissioner website, https://www.esafety.gov.au/, is a reliable and valid source of information they can access if in need of advice or support regarding theirs' or others' online safety.

Allow students time to explore the section of the website dedicated to supporting young people. https://www.esafety.gov.au/young-people

- Whilst exploring the site, students complete a P-M-I (Plus, Minus, Interesting).
- After exploring the site, discuss the following as a class.
  - Did you find the website easy to navigate?
  - Was the information written in a way that made it easy to understand for young people?
  - Was the information accessible and relevant to people in rural and remote areas, lesbian, gay, bisexual, transgender, and intersex people (LGBTI), people from culturally and linguistically diverse (CALD) backgrounds, people with disability?
  - How could the website be improved to ensure everyone can access the information?
  - Did the website engage and keep you interested?
  - Would anyone like to share points from their PMI?

Students draft an engaging post for the eSafety Commissioner's Communications Manager to share on their social media accounts to promote the availability of the eSafety Commissioner website as a source of online support for young people. Make young people the audience.

Image-based abuse

Introduce the concept of Image-based abuse (IBA). Image-based abuse happens when an intimate image or video is shared without the consent of the person pictured. 'Sexting' or sharing nudes is an example of IBA.

Students watch Image-based abuse, Office of the eSafety Commissioner to develop their understanding of what IBA includes.

Students access the Your stories page of the Image-based abuse section of the eSafety website.

- Randomly assign three characters to each student to focus on for the activity.
- Draw student attention to the Get support section at the bottom of each story.

Ask students to complete the questions on the Your Stories Handout.

- What image-based abuse happened to the character?
- How did it affect their wellbeing?
- Who did they turn to for help?
- How was the situation resolved?

Next, ask students to circulate around the room to find out from others about the stories they did not read. They must tick off the list on the bottom to ensure they have heard all 13 stories.

Discuss the following:

- Do you think the stories are realistic?
- Could you use some of the strategies the people used in other situations unrelated to IBA?
- Do you feel reading through the stories has developed your ability to support friends and family who may experience IBA in the future? What further support do you need to be able to offer help to friends and family?

Act and apply

The Hunting is an SBS television drama that follows the lives of four teenagers, their teachers, and families in the aftermath of a nude teen photo scandal. The whole series is rated M.

Note: In accordance with the audio-visual material in schools – procedures for use, material classified M should only be considered for students who are 15 years and over. Material in this classification may contain themes and scenes which require a mature perspective. Decisions about whether the use of M classified films, television materials and computer games in the school will be approved must be made by the Principal. The Principal may delegate the task of previewing the material to an appropriate member of the teaching staff who will advise the Principal as to suitability for students 15 years and over.

Parents are to be informed in advance of presentation so that they have the opportunity to withdraw their child from the viewing.

Show students the excerpt from The Hunting https://www.sbs.com.au/ondemand/video/1574969411586. The characters in the clip are: Nassim, Andy, and Amindip.

As a class, brainswarm aspects in the clip that have been addressed so far in the unit. Ensure the following examples are highlighted and discussed: digital boundaries, 'red flag' behaviours, 'sexting', influences on ethical behaviour, image-based abuse.

Inform students that the story takes a terrible turn when Nassim sends the photo of Amindip to Andy who then shares on social media. Much of the school community and Amandip's parents see the photo of her.

Pretend you are Amandip's friend. She is incredibly distressed by the situation and needs your advice and support to best deal with the situation.

Use the information you reviewed from the Get Support section on the eSafety Commissioner website to advise Amandip. Her parents have removed all access to technology from her so you will need to write the main points down and give it to her on paper. She will be able to use the computers at school if needed to action some of your advice.

Organise your advice under two headings:

- Get support https://www.esafety.gov.au/about-us/counselling-support-services
- Take action https://www.esafety.gov.au/key-issues/image-based-abuse/take-action

Ask students to share the advice they gave to Amandip to ensure all aspects have been covered.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/ can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

NSW Department of Education

PDHPE

Stage 5: Child Protection Education

Resources

Setting and respecting boundaries in relationships

NSW GOVERNMENT

Contents

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Images
Signs



Images: **Signs**



Cards

Sex? Not sex? Activity

SEX

NOT SEX

Cards: **Sex? Not sex? Activity**

Holding hands

A person gets sexual pleasure from holding hands with someone.

Kissing

Partners use their mouths to pleasure each other's mouths. Can also kiss anywhere on partner's body.

Body and/or genital rubbing

Rubbing genitals against a partner's body or genitals for sexual pleasure.

Love letters

A person gets sexual pleasure from writing or receiving love letters.

Anal intercourse

A man inserts his penis into his male or female partner's anus.

Cuddling

A person gets sexual pleasure from cuddling their partner.

Oral sex (cunnilingus)

A person uses his or her tongue to stimulate the female partner's genital area.

Vaginal intercourse

A male inserts his penis into his female partner's vagina.

Fantasy

Imagining things that are sexually arousing.

Oral sex (fellatio)

A person uses his or her mouth/tongue to stimulate their partner's penis.

Digital stimulation

A person inserts their finger(s) into their partner's vagina or anus.

Internet messages

Messages which are sexuallyarousing but not abusive.

Massage

A person gets sexual pleasure from being massaged.

Masturbation

Giving yourself sexual pleasure, usually by touching or rubbing your genitals.
Can involve fantasy.

Nipple stimulation

Licking, sucking or rubbing etc. the nipples for sexual arousal.

Pornography or sex toys

Using images or toys for sexual arousal and pleasure.

Phone sex

Phone calls which are sexually arousing but not abusive.

Text messages

Messages which are sexually arousing but not abusive.

Worksheet

Examples of 'Red flags' in Relationships

Physical

- Making you afraid by using looks, actions or gestures
  Smashing things
- Destroying property
- Abusing pets
- Displaying weapons
- Hurting you
- Getting your drunk or drugging you to get sex
- Repeatedly making sexual advances after you've said no
- Forcing you into sexual behaviours without consent

Emotional

- Making and/or carrying out threats to hurt you
- Threatening to leave,
- Threatening to commit suicide
- Threatening to report you to the police
- Making you drop charges
- Making you do illegal things
- Manipulating or making threats to get sex
- Threatening to take children away
- Threatening to cheat on you

Social

- Treating you like a servant
- Making all the decisions
- Acting like the "master of the castle"
- Being the one to define men's and women's roles
- Threatening to expose your weakness or spread rumours
- Telling malicious lies about you to your peers

Controlling behaviour

- Controlling what you do
- Doesn't like you hanging out with your friends
- Discouraging you from studying
- Deciding where you go and hang out all the time
- Limiting your outside involvement
- Using jealousy to justify their actions
- Limiting money you can have and what you can spend it on
- Dictating what you eat

Worksheet: **Examples of 'Red flags' in Relationships**

External signs

- Your friends have said they don't really like your partner
- Your friends have said you've changed
- Your parents/carers don't want you to spend time with your partner
- Your friends and family say they don't see you much anymore
- You don't participate in hobbies you enjoy as much as you used to
- You've started to get into trouble at school
- Your grades have started to drop at school
- You've received a few warnings at work
- You're not saving as much money as you used to
- You've been in trouble with the law

Worksheet

‘Red flag’ scenarios

Scenario A: Jasmin and James

Scene 1

James is fourteen years old and has his first girlfriend. He met her at a party. Her name is Jasmin and she’s fifteen years old. He’s thrilled because she’s so pretty and is really popular at school.

They’ve been going out for a month and have seen each other every day. She calls every day – five or six times, and they spend at least a couple of hours together as well. Jasmin treats him very well. She has a casual job, so buys him presents and takes him to really nice places.

James has been so busy with Jasmin that he isn’t seeing his friends except at school. When he talks about her his friends are all jealous because he has such a hot girlfriend. James has dropped out of soccer and drama club because he has no time. Jasmin likes them to meet up straight after school and she doesn’t like to wait or have him waste time when they could be together.

Scene 2

James and Jasmin have been going out for two months now. James is really confused. Jasmin is so wonderful and he keeps doing things that make her mad. He wonders how he can be so dumb.

Jasmin loves him so much and she always wants to be with him. Last week after school he was talking with Parveen. Their teacher assigned them a school project and they were discussing it. Jasmin was waiting and when he got to the school gate she screamed and yelled and called him stupid and selfish, and other even worse names. She was sure he was seeing Parveen and accused him of sleeping with her. James knew it was his fault for keeping her waiting. That night Jasmin came over with a box of chocolates and told him she got mad because she loved him so much and couldn't stand to see him with other girls.

Last night he was talking on the phone with a friend he hadn't talked to for weeks. He only talked to him for five minutes because he knew Jasmin would be calling. She calls every ten to fifteen minutes all evening. Jasmin phoned right after and called him all kinds of names and accused him of seeing Parveen again. Jasmin keeps saying and messaging mean things and then says it's because she loves him and no one else will love him like she does.

Scene 3

As the relationship continued things got worse and worse. Jasmin didn't like anything James said or did.

Then Jasmin started to spread rumours about James, both offline and online. This really hurt James as he found out that she was telling everyone that they have had sex, which they haven't. He brought this up with Jasmin, but she called him lame for not wanting to have sex and said they should be because everyone else is. James was really upset, but he didn't want to lose Jasmin.

Scenario B: Lisa and Andy

Scene 1

Lisa is fourteen. She is fairly shy, and although she has always had two or three close girlfriends, she also worries that she isn't very popular.

One day, a boy in her class named Andy asked her out. She was surprised and pleased that he had noticed her, since he is well liked at school and considered quite a "catch."

Once they started seeing each other, they spent almost all of their time together. Andy seemed flattered whenever Lisa mentioned how lucky she was to be going out with him, and always mentioned this when they were around his friends.

Since Andy didn't really know Lisa's friends, she didn't get to see them very often, but whenever she did they would go on and on about how they couldn't believe how lucky she was to have been chosen by such a good looking, popular boy.

Scene 2

In the past few months, Andy has started to criticise Sandy and Patricia, Lisa's closest friends. He doesn't want Lisa to go shopping with them on Saturdays or to visit with them at lunch or after school. He says if she really cared about him, she wouldn't need to go places without him.

Sometimes Lisa sees her friends without telling him, but if he finds out he gets angry. He calls her names and says she doesn't care about him. Other times, Lisa makes excuses not to see her friends and they wonder why she doesn't want to visit with them anymore.

Lisa doesn't want to end her friendship with Sandy and Patricia, but she's afraid she will lose Andy if she doesn't do what he wants.

Scene 3

On their six month anniversary, Andy planned a lavish celebration for just the two of them. His parents had agreed to go out for the evening and let Andy cook dinner for Lisa at home. Although it was supposed to be a surprise, he'd talked about it so much with his friends that Lisa found out about it and decided to do something special.

Although she never thought she was beautiful, Lisa usually felt OK about how she looked. Still, she decided a new haircut before their special evening would make Andy happy. When she showed up at Andy's house, he laughed at her, and told her it looked ugly. Lisa started to cry and decided to leave, but Andy apologised and convinced her to stay.

Lisa felt stupid. "I should have known," she thought, "Andy is so particular about how I dress or act." She was determined to behave throughout the rest of the evening. So, after dinner, when Andy started kissing her, she let him go farther than ever before. Before she knew it, he was pulling her skirt up and taking off his pants. When she hesitated, Andy told her that she owed him sex. After all, wasn't she lucky to be going out with him? She wouldn't have any friends if it weren't for him.

How could she refuse after he'd done so much for her? She said, "No, Andy. I'm not ready for this." Still, he said it was too late, and forced her to have sex with him. When it was over, she just sat on the couch and cried. Andy apologised, and told her she'd better get over it before his parents got home.

Scenario C: Carol and Joe

Scene 1

Carol is thirteen. For six months, she has been dating Joe, who is a year ahead of her in school.

Since the beginning, the relationship has been going well. Joe sent her special messages, and every evening they would spend hours messaging each other. Sometimes, Joe accused Carol of flirting with other guys. He said that she had to be careful, since she was so beautiful. Carol wasn't too bothered by the accusations. She thought that if Joe was jealous, it must mean he really cared about her.

Scene 2

One month later, Carol and Joe had plans to go out on Friday after school. He said he would meet her at the front door of the school half an hour after the bell. Carol was talking with her friend Amy by her locker after school. She lost track of time and was late meeting Joe. He was gone by the time she got to the door, so she went home.

Joe was waiting outside her house. Before she could explain what happened, he started yelling, "where have you been? What have you been doing?" He grabbed her by the hair and slapped her face. She tried to get away, but he punched her and knocked her on the ground. Carol blacked out for a minute or two, and when she came to Joe was sitting on the ground crying and saying, "I'm sorry, I'm so sorry."

Carol went into the house by the back door so her parents wouldn't see her. She cleaned herself up and put makeup where the bruises would show. She came back outside, and Joe acted like nothing had happened. They went out for the evening, and nothing else was said about the incident.

Scene 3

Joe hadn't had any violent outbursts for three or four months, so Carol forgot about it and thought it wouldn't happen again. But, in the last few weeks, Joe has started slapping her around once or twice.

Carol has tried everything not to make him angry, but he seems to get worked up for no reason. Carol hasn't told anyone what is going on, although her friends have asked her a few times if she has hurt herself because sometimes the bruises show even under the makeup. Carol always makes up an excuse.

She thinks her mother is getting suspicious, but so far Carol has avoided any direct questions. Carol wants to help Joe, but she doesn't see how. She has tried to talk with him, but it only seems to make him angrier.

She is often afraid that he will hurt her badly, but she cares about him. And deep down, she thinks he might come after her if she tried to break up with him.

Scenario D: Cameron and Raoul

Scene 1

Cameron is fifteen years old and is in his first official relationship. He met him through his Basketball Club although they play in different age groups. His name is Raoul and he's seventeen years old.

They don't go to the same school, so it is great to have someone else to hang out with, especially since they have the love of basketball in common. They've been together officially for two months but only get to see each other twice a week at the basketball stadium and usually once on the weekend.

They text and speak on the phone daily, plus keep updated via socials. Raoul has his license and is kind enough to give Cameron a lift home from basketball. He also has a part-time job and pays when they eat out, go to the movies or see a basketball game.

Cameron is yet to tell his family and his school friends that he is gay. Raoul knows this and is cool about it. Cameron is starting to worry about his grades as he has been distracted by his relationship, finding it hard to concentrate on homework. When he tells Raoul about this, he says not to worry as he still has a few years left at school.

Scene 2

Cameron and Raoul have been together for six months now. Raoul has been wanting to see Cameron more often, which he thought was great at first but Cameron is now feeling very overwhelmed.

He tried to discuss his feelings with Raoul, who became very upset. He even asked Cameron if he was interested in someone else!! Cameron tried to reassure Raoul but this seemed to make him angrier, it was like he wasn't listening. Later that night Raoul messaged Cameron to apologise, saying he should be happy that he's jealous because it shows how much he loves him. Cameron replied to say he accepted his apology.

Cameron had his basketball grand-final on the following weekend, his family and some friends from school were all coming along for support, Raoul would also be there representing the Club. Cameron's team won and his friends all came over to congratulate him. Raoul did not like this, he whispered in Cameron's ear "they'd better back off or I'll show them you're mine". Cameron froze as he was not ready to come out about his sexuality to his parents or friends yet.

Scene 3

Cameron felt trapped in the relationship. Raoul was controlling him by threatening to "let it slip" to people at the Basketball Club that Cameron was gay. He felt like he had no one to turn to as he could not discuss his worries with his friends and family.

Raoul had also pressured Cameron into sexual behaviours that he did not want to do and forced him to watch pornographic material. Raoul says it would be a "dog act" if he told as it would make people think badly of the LGBTQ community. Cameron just can't see a way out.

Worksheet

Your stories activity

Part A

Story 1:

1. What Image-based abuse happened to the character?

2. How did it affect their wellbeing?

3. Who did they turn to for help?

4. How was the situation resolved?

Story 2:

1. What Image-based abuse happened to the character?

2. How did it affect their wellbeing?

3. Who did they turn to for help?

4. How was the situation resolved?

Worksheet: **Your stories activity**

Story 3:

1. What Image-based abuse happened to the character?

2. How did it affect their wellbeing?

3. Who did they turn to for help?

4. How was the situation resolved

Part B

___ Anna

___ Ariba

___ Emily

___ Kate

___ Jess

___ Luca

___ May

___ Michael

___ Min-jun

___ Mitch

___ Priya

___ Steven

NSW Department of Education

PDHPE

Stage 5: Child Protection Education

Unit of work

The impact of power and identity on relationships

NSW GOVERNMENT

Contents

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Unit description

Through this unit, students will investigate norms, stereotypes, expectations and identity. They will describe the influence of norms, stereotypes and expectations on identity. Norms, stereotypes and expectations related to gender can influence a person's or group's identity. This can impact on a person's use of power for positive or negative. Gender based violence is a major issue in Australia. Challenging attitudes and behaviours to reduce gender-based violence is a community responsibility. Through this unit, students will build their understanding of the link between gender and violence and investigate the influence of gender on power and how power is used in positive and negative ways in relationships.

Students will build their understanding of the contextual factors that impact on a person's health, safety and wellbeing. This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: How can we use our power for good and not evil to protect ourselves from harm and keep the community safe?

Skills in focus

Self-management

Self-awareness

- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses

Interpersonal

Communication

- expressing feelings
- negotiation and conflict management
- assertiveness

Empathy building

- understanding others' views
- understanding of others' needs and circumstances

Leadership

- influencing and persuading

Social awareness

- recognising difference and diversity

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise how power can be used both positively and negatively in relationships, with a focus on the influence of gender on the use of power. They will create and practise ways to reframe scenarios to reflect positive use of power. Students will build their understanding of the link between gender and violence, and demonstrate strategies for challenging gender based abuse or violence.

Strengths-based approach

Activities in this unit are designed to allow students to recognise their personal power when exploring ways to respond to different types of abuse. This is achieved by encouraging students to draw on their knowledge and understanding of abusive situations and the skills and strategies they can use safely to help them and others to respond to unsafe situations, reflective of various contextual factors.

Develop health literacy

Students will enhance their ability to recognise the influence of norms, stereotypes and expectations on gender, engaging in opportunities to challenge community messages.

Students are provided with opportunities to research and evaluate available options in order to create a safety plan to protect themselves and others from abuse, taking a range of contextual factors into consideration.

Critical inquiry

Students will develop their knowledge and understanding of contextual factors that impact on an individual's options and choices when responding to situations that involve abuse and neglect, recognising that different approaches are required to promote and protect their safety and wellbeing.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges	• Define norms, stereotypes, expectations and identity • Describe the influence of norms, stereotypes and expectations on identity	Students will: • identify the influences on gender • challenge community messages about gender (norms, stereotypes and expectations)
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships	• Identify how power can be used in relationships in positive and negative ways • Describe the influences on power and how it is used • Define abuse and neglect	• identify negative and positive uses of power • define types of abuse
PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	• Understand the contextual factors that impact on a person's health, safety and wellbeing • Builds understanding of the link between gender and violence	• explain how each contextual factor impacts on a person's health, safety and wellbeing in abuse and neglect scenarios
PD5-9 assesses and applies self-management skills to effectively manage complex situations	• Understand why, when and how abuse and neglect might occur	• identify where abuse has occurred and name it using the types of abuse • create a safety plan to protect themselves and others from abuse
PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts	• Discuss the influence of gender on power and how power is used • Examines positive uses of power using the "Hey mate" campaign videos	• reframe scenarios to reflect positives uses of power • demonstrate strategies for challenging gender based abuse or violence

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How can I be the best version of me and support the identity of others?	• evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089) – analyse how norms, stereotypes and expectations may influence individual and group identity – examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity **S** – plan, rehearse and evaluate strategies for supporting their own and others' identity and personal safety **S I**
What factors enhance inclusivity, equality and respect in relationships?	• investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships – assess the factors that influence inclusivity, equality and respect in relationships, eg gender • investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful – describe how forms of power are used in a variety of relationships **I** – examine the impact of power, conflict and cooperation in different settings including school, friendship groups, home and workplace – propose protective strategies for a range of neglect and abuse situations, eg family and domestic violence, bullying, harassment, homophobia, transphobia and vilification **I**
What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?	• plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short or long-term risk (ACPPS091) – formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing **S I**
Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?	• analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) – describe pro-social behaviour expectations in social situations and examine how these can influence decisions behaviours and actions **S I**

1 Exploring identity and gender

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Define norms, stereotypes, expectations, and identity (PD5-1)
- Describe the influence of norms, stereotypes, and expectations on identity (PD5-1)

Success criteria

Students will:

- identify the influences on gender
- challenge community messages about gender (norms, stereotypes, and expectations)

Resources

- Sets of Silent card shuffle activity cards (groups of three)
- +1 Thinking routine handout
- Gender cards
- Male/Female signs
- Media world' vs 'real world' category cards
- They're never happy! Scenarios. (Formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.

- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for example, last night's dinner to ensure the questions remain anonymous or a drawing.
- They must place their own paper into the question box.
- The question box is anonymous and that means no-one puts their name on their question.
- No one is to write another person's name in the question or statement. Encourage global questions.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Write questions related to what they have been learning about.
- Everyone MUST write something on their piece of paper whether it is a question or something else, for example, an answer to a question related to the lesson they've just had.
- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

Explain to students that this activity will explore how norms, stereotypes, and expectations related to gender can influence a person's or group's identity.

Acknowledge that when we investigate identity, there may be some overlap between norms, stereotypes, and expectations, but the combination of the three has a significant impact on how a person develops and portrays or shares their identity.

Use the Silent card shuffle resource. Students form groups of three with a set of cards and definitions from the resource.

Explain the instructions for the Silent card shuffle to students.

Step one: Matching the terms and definitions

- In groups, students spread the cards out on a flat surface without talking.
- Still in silence, work together to rearrange the cards to match the term with the definition.

Step two: Justify and refine

- Now you may talk to each other and ask for an explanation or justification for the positioning of certain cards.
- Refinements or changes may be made at this stage.

Step three: Circle and observe

- Groups move around to visit other groups and discuss what they notice.
- Groups are not permitted to touch the cards.

Step four: Return and refine

- Return to your home table and based on what you observed and discussed in the visits to other tables, decide whether or not to make any refinements.

Step five: Teacher debrief

- The teacher reveals the correct definitions to students and discusses any points that need clarification.

Correct definitions

- Norms: Customary rules that govern behaviour in groups and societies, for example expected ways to look and behave.
- Stereotypes: A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- Expectations: Strong beliefs about the proper way someone should behave, or something should happen.
- Identity: Individual characteristics (including thoughts, ideas, feelings, and attitudes towards self-worth)/ and capabilities of a person, or characteristics of a social or cultural group. Identity refers to all things that define who we are at any given moment in our lives. It is not static. Identity is influenced by contextual factors.
- Gender: Gender refers to socially or culturally defined ideas about masculinity (male roles, attributes, and behaviours), and femininity (female roles, attributes, and behaviours).
- Sex: The biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.
- Sexual identity: The perception a person has of themselves, their sexuality, and the way they present themselves to others.

Explain to students that you are going to show them a short clip that discusses these concepts. Students record as many points they can related to the defined terms as they watch the clip.

Show the short clip Fairy tales to reality TV: how girls and guys are portrayed in movies and TV Source: Domestic Violence Resource Centre Victoria, 2015.

Distribute the +1 Thinking routine handout and ask students to complete following the instructions.

- Recall: In 2 – 3 minutes and working individually, each student generates a list of key ideas they recall from the clip that they feel is important. Students do this from memory.
- Add (+) 1: Students pass their +1 Thinking routine handout to the right. Taking 1 – 2 minutes, each student reads through the list in front of them and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas).
- Repeat this process at least two times.
- Review: Return the +1 Thinking routine handout back to the original owner. Students read through and review all the additions that have been made on their sheets. At the same time, they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.

As a class, discuss the following:

- What are the main messages from the clip?
- To what extent, do you think people recognise how they are influenced by what is happening around them?
- Are the influences positive, negative or both? Give some examples for each.

Understand

Labels are for jars (Adapted from Building respectful relationships: Stepping out against gender-based violence DET Victoria 2018)

Place the three floor cards (male, female, both male and female) on the ground, allowing enough space for students to be able to move around the room.

Give each student one of the gender cards. If you have more than 25 students, you will need to add extra cards to ensure each student has at least one.

Students place their card into the category where they think it fits.

Once the cards have been placed, ask students if there are any cards they would move. Explain why they would move them?

As a class, discuss the following:

- Which category is the largest? Why?
- What differences are biological? What differences are behavioural?
- Where do we develop an understanding of the differences? Teachers are encouraged to guide students to link back to norms, stereotypes, and expectations.
- Who reinforces norms, stereotypes, and expectations related to gender? Sample answers include family, friends, community groups and media.

Explain to students that the language used by people also reinforces formation of gender identity.

Show the short clip Stop it at the start – What comes to mind when you hear these phrases? Department of Social Services, Australian Government.

Inform students that they are going to participate in a Circle talk centred around the clip they just viewed.

- Students form two concentric circles (one circle within the other). This structure facilitates dialogue between students.
- Students sit or stand facing each other to encourage active listening between partners.
- Read out each of the statements listed below one at a time.
- Allow thinking time of 15 – 30 seconds.
- Students in the inside circle must come up with an assertive or witty comeback which they must practise saying to their partner. Students may also choose to use non-verbal communication to reinforce their message. Their partner must critique their response and give them feedback.
- Have the outside circle rotate one or two places to the left or right.
- Read out the next statement and this time the outside circle must prepare and deliver a comeback. The process is then repeated for each of the statements.
- To debrief, discuss the ideas produced during the circle talk. List any questions that students identified to generate further learning.
  - "He picks on you because he likes you"
  - "Lighten up, he didn't mean it like that"
  - "It's only a bit of fun"
  - "It's just a joke"
  - "It's tough being a boy"
  - "He's just going through a phase"
  - "Boys will be boys"
  - "He didn't know he was doing anything wrong"
  - "It takes two to tango"
  - "She probably provoked him"
  - "Man up"
  - "Stop acting like a girl"
  - "Who wears the pants?"
  - "Boys don't cry"

- "She has you under the thumb"
- "You're so whipped"
- "She's such a bossy-boots"
- "She's a feisty one"
- "Why are you being so uptight?"
- "She can be a real know-it-all"
- "She's a bit of a tomboy"
- "She's a little princess"

As a class, discuss the following:

- Have you heard people say any of these things before?
- Why might someone use these statements?
- To what extent do you think people understand the impact of what they are saying on the formation of gender identity?
- What impact might these statements have on children under 10 of both genders?
- What impact might these statements have on young people under 18 of both genders?

Understand

Influences on gender identity

Divide the class into eight groups, number them 1 – 8. Distribute a piece of A3 paper to each and one highlighter to each group.

Instruct students as below:

- Groups 1, 3, 5, 7 record male in large letters at the top of their page.
- Groups 2, 4, 6, 8 record female in large letters at the top of their page.
- Groups 1 and 2 record family on their page.
- Groups 3 and 4 record friends on their page.
- Groups 5 and 6 record community groups on their page.
- Groups 7 and 8 record media/social media on their page.

Each group records as many ways the influence (family, friends, community groups, media/social media) they have been assigned supports the development of gender identity. For example, how does family influence the gender identity of males?

Each group:

- swaps with the group that has the same influence but opposite sex
- circles the positive examples and highlight the negative examples listed on the sheet they have
- considers if there is a balance of positive and negative examples
- swaps with any group that has a different influence and add more positive examples you can think of
- swaps again with another group that has a different influence and suggest how the negative examples could be turned into positive examples
- swaps for the last time with the remaining influence and read through the points.

As a class, discuss the following:

- Which group do you think has the most influence on gender identity? Is your answer the same for males and females? What makes you say that?
- Which group do you think has the most positive influence on gender identity? Is your answer the same for males and females? What makes you say that?
- Which group do you think has the most negative influence on gender identity? Is your answer the same for males and females? What makes you say that?
- How do you think gender identity influences a person's intimate relationships with others?

Note: Keep the responses from groups 7 and 8 as the next activity focuses on gender in the media.

Understand

Focus on gender in the media (Adapted from Building respectful relationships: Stepping out against gender-based violence DET Victoria 2018)

Explain to students that they will now focus on how gender is represented in the media.

Display the responses from groups 7 and 8 from the previous activity.

Are there any examples of how the media represent gender on either list? What should a male look like? What should a female look like? How should a male act? How should a female act?

In groups of six, students use a set of the 'media world' vs 'real world' category cards.

Explain to students that they have four category cards that represent 'media world' (the world created by media or what the media portrays), 'real world' (the world of real life), both and neither. They also have a selection of statements about gender and sex.

Students read through the statements one at time, after each statement discussing whether they think it belongs in 'media world', 'real world', 'both' or 'neither'. Students place them with the appropriate 'world' card, until they have worked their way through the statements.

Invite each group to read out a number of their statements describing which world they placed it in and why.

Rotate through the groups, stopping to discuss statements that were subject to disagreement or were of particular interest. This activity provides an opportunity to highlight many of the unrealistic and harmful messages that can be conveyed through mainstream media in relation to sexuality, gender, sexualisation and pornography, and to emphasise the ways in which these differ from respectful relationships and sexuality.

As a class, discuss the following:

- When you look at the statements under 'media world', how respectful and pleasurable does 'media world' seem?
- What sorts of risks are there to young people if they are learning about sex from the media?
- Which of the statements would you put under a title of 'ideal world'?
- Are there other statements you would want to include?

Act and apply

They're never happy!! (Adapted from Building respectful relationships: Stepping out against gender-based violence DET Victoria 2018)

Students find a partner. Allocate each student as either A or B.

Distribute the They're never happy! scenario about Lucy to the student allocated as A, and the scenario about Finn to the student allocated as B.

> **Formative assessment opportunity**. By collecting this work, students can demonstrate evidence towards outcomes PD5-1, demonstrating an understanding of the influence of norms, stereotypes, and expectations on gender.

Students read the scenario they have been given and answer the questions at the bottom.

Students swap their scenarios and answers in order for them to have the opportunity to gain insight into their peers' scenario and responses.

As a class, discuss the following:

- Did you recognise the influence of family, friends, community, and the media in the scenarios?
- Share examples of positive influences.
- Share examples of negative influences.
- How could some of the norms, stereotypes, and expectations represented in the scenarios be addressed?

2 Use your powers for good not evil

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Identify how power can be used in relationships in positive and negative ways (PD5-3)
- Describe the influences on power and how it is used (PD5-3)
- Discuss the influence of gender on power and how power is used (PD5-10)

Success criteria

Students will:

- identify negative and positive uses of power
- reframe scenarios to reflect positives uses of power

Resources

- Types of power cards A3 size.
- Use of power scenarios. (Formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Remind students that gender is just one influence on a person's identity albeit a significant one.

Explain to students that identity has a significant influence on how power is used in relationships. Norms, stereotypes, and expectations can also influence how people use power in relationships.

Display the following quote on the board:

"Use your powers for good not evil" (Nnedi-Okorafor)

As a class, discuss the following:

- To what extent do all people have power?
- In what ways might some people have more power than others?
- Do you think all people realise and recognise how they use their power in a positive way? What makes you say that?
- Do you think all people realise and recognise how they use their power in a negative way? What makes you say that?
- Highlight to students that they will be exploring the concept of the use of power to influence.

Understand

Types of power

Inform students that they are going to expand their understanding of the types of power so they are better able to recognise how it can be used in a variety of relationships and settings.

Distribute the Types of power cards evenly amongst students.

Students communicate and cooperate to match up the type of power with the definition and examples. They must line the type, definition, and examples up in a central place in the classroom for review.

Display the correct answers focusing discussion on how power can be used in both a positive and negative way.

Act and apply

Use of power in relationships

Explain to students that they will be reviewing a number of scenarios that explore the use of power.

Students form groups of four.

- Distribute a different scenario to each member of the group.
- Each student must read the scenario they have been given and answer question 1.
- They then pass their scenario to the person on their right, and read the new scenario, and their peers answer to question 1.
- Next, they answer question 2, and continue this process until students have read all 4 scenarios and answered all four questions.

As a class, review the answers for each scenario.

Students consider their prior learning and assess if the scenario was impacted by identity, gender and/or sexuality.

Suggested answers: Bill (sexuality), Mia (gender, sexuality), Nell (gender), Raj (identity, gender)

Assign one scenario to each group and ask them to imagine they are the friend of the character. Together, they propose advice the friend could give about how the character could manage their emotions related to the situation and the steps they could take to begin to resolve the issue.

Each group presents their ideas to the class giving other students the opportunity to critique and give feedback on the advice they came up with.

Following on from this, students choose one scenario and ask them to reconstruct the scenario to reflect power being used by all characters in positive ways only.

> **Formative assessment opportunity**. By collecting this work, students can demonstrate evidence towards outcomes PD5-3, demonstrating an understanding of how power can be used in a positive way.

Students share their revised scenario with at least two other members of the class. Invite willing students to share with the class and discuss.

- How did the positive use of power promote inclusivity, equality, and respect for all involved in each scenario?

To conclude show the short clip There's Nothing Good About Dads Who Abuse Women Source: Department of Premier and Cabinet Victoria 2016.

As a class, discuss the following:

- What types of power were demonstrated by the Dad in the clip? Teachers are encouraged to guide students to answer using the terms from the types of power activity. For example, information, expertise, position, and strength. Record them on the board.
- Recall examples of positive use of power demonstrated by the Dad and place under the correct type.
- Recall examples of negative use of power demonstrated by the Dad and place under the correct type.
- How do you think gender identity influenced the Dad's behaviours?
- How might the Dad's behaviour influence the gender identity of the little boy in both a positive and negative way?

2 Use your powers for good not evil

Explain to students that it is equally important to be aware of how they themselves use power as it is to recognise and act if others are not using power positively in all of their relationships.

Remind students of the introductory quote "Use your powers for good not evil" (Nnedi-Okorafor)

3 Staying safe

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Define abuse and neglect (PD5-3)
- Understand why, when, and how abuse and neglect might occur (PD5-9)
- Understand the contextual factors that impact on a person's health, safety, and wellbeing (PD5-6)

Success criteria

Students will:

- define types of abuse
- identify where abuse has occurred and name it using the types of abuse
- explain how each contextual factor impacts on a person's health, safety, and wellbeing in abuse and neglect scenarios
- create a safety plan to protect themselves and others from abuse

Resources

- Who? How? Where? Why? handout A3
- Types of abuse scenarios
- Types of abuse scenario analysis handout
- Safety plan handout (Formative assessment collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that they are going to complete an activity to gauge their current knowledge and understanding of abuse and neglect which are both examples of people using their power in a negative way.

Display the terms abuse and neglect.

Students form groups of three. Distribute one copy of the Who? How? Where? Why? handout.

Students record what they already know on the handout using below as a guide:

- Who might be involved in situations related to abuse and neglect?
- How do people abuse and neglect others?
- Where does abuse and neglect happen?
- Why does neglect and abuse happen?

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm.

The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

Students swap their completed copy with at least two other groups to broaden their understanding.

As a class, discuss the responses highlighting key messages listed below.

- Who is involved in situations related to abuse and neglect? Suggested answers may include anyone but certain individuals and groups are more vulnerable. Think back to the previous scenarios – were Bill, Mia, Nell, Raj subject to abuse or neglect?
- How do people abuse and neglect others? Suggested answers may include violence, bullying, harassment, homophobia, transphobia, and vilification.
- Where does abuse and neglect happen? Suggested answers may include anywhere to reinforce that all environments may have elements of risk.
- Why does neglect and abuse happen? Suggested answers should connect to previous learning about negative use of power.

Understand

Types of abuse – Jigsaw activity

Explain to students that they are going to revisit their prior knowledge about types of abuse.

Organisation of jigsaw activity.

- Students form 'home' groups of four and are designated as A, B, C, or D.
- Assign each type of abuse as follows: A – physical and spiritual, B – psychological/ emotional and financial, C – sexual and neglect, D – social and stalking. Students become the group 'expert' in this type of abuse.
- Each 'expert' uses either the fact sheet or https://www.1800respect.org.au/ to develop their understanding of examples of abuse in the areas they have been allocated.
- Students return to their 'home' group to share what they have learned and develop their understanding of other types of abuse from their peers.

While still in their 'home' groups, students read over all four scenarios and record which types of abuse are evident for each character on their Scenario analysis handout.

Invite willing students to share and justify their answers naming examples from each.

Suggested answers:

- Ayesha – psychological or emotional violence, spiritual violence, social violence, financial violence
- Kim – psychological or emotional violence, social violence, stalking, financial
- Ben – physical violence, psychological or emotional violence, neglect
- Ryan – physical violence, psychological or emotional violence.

Understand

Everyone's situation is unique – Think, pair, share

Explain to students that there are contextual factors that impact on a person's health, safety, and wellbeing.

Display the table below and unpack the examples with students.

Individual	Sociocultural	Socioeconomic	Environmental
• knowledge • skills • attitudes • beliefs • ability • sex • gender • sexuality	• religion • parents/carers • family • media • culture • peers • language • politics	• education • income • employment	• geographical location • access to health services.

Students read over all four scenarios and record which factors have had an impact on the situation.

Students find a partner and assess how the factors they have identified are impacting on the person's ability to seek help. Remind students that 'assess' means they make a judgement of how much impact the factor is having.

Suggested answers:

- Ayesha – religion, parents/carers, family, culture, language, education income,
- Kira – knowledge, skills, attitudes, beliefs, gender, family, peers, income, employment
- Ben - skills, ability, geographical location, access to health services
- Ryan – attitudes, beliefs, sexuality, parents/carers, family, peers, geographical location, access to health services.

Each pair joins with another pair to discuss their answers.

Explain to students that they will need to consider and reflect on the contextual factors as they complete an activity later.

Students also identify the areas of health that are at risk in each scenario, ie physical, social, emotional, mental, and spiritual. Highlight the connection to types of abuse.

Act and apply

Time to act

Explain to students that it is time to act for the person in each scenario as their safety, health and wellbeing is at risk.

Students choose one Types of abuse scenario. Using the Safety plan handout, students research options and create a safety plan for the person in the scenario they have chosen. There are suggested websites (see Scenario analysis handout) for each scenario but students are expected to research further. The plan must promote the safety, health, and wellbeing of the person.

> **Formative assessment opportunity**. By collecting this work, students can demonstrate evidence towards outcomes PD5-6, demonstrating an understanding of strategies to promote a person's health, safety, and wellbeing.

Students must take the contextual factors into consideration when formulating the plan.

Students find a partner and critique their safety plan, providing constructive feedback and suggestions to assist the person to action the plan.

As a class, discuss the following.

- Was the information easy to find, accessible and relevant for each person? If no, how could it be improved?
- Was the information written in plain English and easy to understand?
- Was the information available in a range of other languages?
- Was the information written in a culturally sensitive manner?
- Was the information inclusive of all sexual identities?
- Was the information accessible irrespective of geographical location?
- Do you think working through the process of developing the safety plan will be of assistance if you or someone in your network needs help in the future?

4 Challenging gender-based violence

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

Learning goals

- Builds understanding of the link between gender and violence (PD5-6)
- Examines positive uses of power using the "Hey mate" campaign videos (PD5-10)

Success criteria

Students will:

- demonstrate strategies for challenging gender-based abuse or violence

Resources

- Infographic: What do we know about family, domestic & sexual violence in Aust 2019.
- Infographic: Key facts on young women and family, domestic & sexual violence in Aust 2019.
- Infographic: Putting the prevention of violence against women into practise: How to change the story.

Switch on

Introduce the learning goals and discuss them with the class.

Remind students that they have developed their understanding of gender identity and how the abuse of power can lead to different types of abuse.

Violence against women is now recognised to be a serious and widespread problem in Australia, with enormous individual and community impacts, and social costs.

Display the infographics to illustrate the data proving the significance of the issue.

- Infographic: What do we know about family, domestic & sexual violence in Aust 2019
- Infographic: Key facts on young women and family, domestic & sexual violence in Aust 2019

Explain to students that a nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children is crucial.

Students record as many points as possible while they are watching the short clip Let's change the story: Violence against women in Australia (Our watch 2017).

As a class, discuss the following:

- What is meant by the quote in the video that states "the story starts with a little girl who gets told how pretty she is, never how clever she is and a little boy who even though both

his parents work, on weekends his Mum does the housework while his Dad watches sport"?

- Show the two short clips, Detention and At the Museum from the Australian Government Stop it at the start campaign. How do these examples influence the children in these situations? What message are they being given?
- Why does ending violence start with gender equality?

Display the infographic on pages 11 and 12 of Putting the prevention of violence against women into practise: How to change the story.

Explain the main points linking back to the content already covered:

- Violence against women is preventable if we all work together.
- Actions that will prevent violence against women:
  - challenge condoning of violence against women
  - promote women's independence and decision-making
  - challenge gender stereotypes and roles
  - strengthen positive, equal, and respectful relationships.
- Promote and normalise gender equality in public and private life.
- Mutually reinforcing actions are needed through legislation, institutional, policy and program responses:
  - by governments, organisations, and individuals
  - in settings where people live, work, learn, and socialise
  - tailored to the context and needs of different groups.

Understand

Doing our bit

Explain to students that it is important to acknowledge and accept that our behaviours can influence the decisions, behaviours, and actions of others in relation to preventing violence against women.

Revisit the types of power. ie Information, Charisma, Expertise, Position, Reward, Connection, Strength, Convention.

Students form groups of four, inform them that this is a silent activity.

Allocate one statement below to each member of the group:

- Challenge people who think violence against women is ok
- Promote women's independence and ability to make good decisions
- Challenge gender stereotypes and roles
- Strengthen positive, equal, and respectful relationships.

Students record how a person or group could positively use power to support the statement they have been given.

Students name the person/group, the type of power and how it can be used. For example, challenge gender stereotypes and roles. Owner of a panel beater. Type of power: Position. Employs a female apprentice.

When they have finished, they pass their statement to the left, read the statement they receive and existing responses, then add anything further they can think of.

Encourage students to share their responses with the class.

Doing my bit

Show the series of the Hey Mate advertisements developed by White Ribbon Australia as an example of positive use of personal power.

As a class, discuss the following:

- How easy do you think it would be to stand up to these types of statements and behaviours in these situations?
- What could be some consequences of challenging the statements and behaviours in these situations?
- What actions could be taken to manage the potential consequences?

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

Act and apply

Doing nothing does harm

Display the Doing nothing does harm website or allow students to explore on a device.

Highlight the tips in the 3 S' response to disrespect towards women.

Show it's not ok	Support women	Speak up to stop disrespect
Actions can speak louder than words to **show** how you feel: • Roll your eyes • Shake your head • Don't laugh along • Sit between the woman and the disrespectful person • Do something because doing nothing does harm.	**Support** women and anyone else doing something: • Ask if she's ok • Back up others: 'What they said' • Acknowledge what's happened: 'I'm sorry they said that' • Do something because doing nothing does harm.	**Speak up** about disrespectful behaviour: • Respond to a sexist joke with 'I don't get it?' • Purposely change the topic: 'Ooo-kaaay, let's move on?' • Gently tease them: 'Are you still in the 1950s?!' • Ask them to stop: 'Mate, can you not? C'mon'

Show each of the five Doing nothing does harm clips.

Pause after each one and ask students to suggest how the others could have demonstrated the 3 S'.

Students form five groups and are allocated one clip each. They must prepare a role play to continue the scenario after the main character makes the sexist remark, evidencing the use of the 3 S'.

As a class, discuss the following.

- Who do you think is responsible for challenging gender-based abuse or violence?
- How could someone draw on their strengths to safely challenge gender based abuse or violence?

It is important that teachers are prepared to use protective interrupting if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the Child Protection Policy: Responding to and reporting students at risk of harm. The Mandatory Reporter Guide (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the Child Protection website.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?

NSW Department of Education

PDHPE

Stage 5: Child Protection Education

Resources

The impact of power and identity on relationships

NSW GOVERNMENT

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Teacher notes

Silent card shuffle activity (answers)

Norms	Customary rules that govern behaviour in groups and societies, eg expected ways to look and behave.
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Expectations	Strong beliefs about the proper way someone should behave or something should happen.
Identity	Individual characteristics (including thoughts, ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social or cultural group. Refers to all things that define who we are at any given moment in our lives. It is not static and is influenced by contextual factors.
Gender	Refers to socially or culturally defined ideas about masculinity (male roles, attributes and behaviours) and femininity (female roles, attributes and behaviours).
Sex	The biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.
Sexual identity	The perception a person has of themselves, their sexuality and the way they present themselves to others.

Cards

Silent card shuffle activity

Norms	**Stereotypes**
Expectations	**Identity**
Gender	**Sex**
Sexual identity	

Cards: **Silent card shuffle activity**

Customary rules that govern behaviour in groups and societies, eg expected ways to look and behave.

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Refers to socially or culturally defined ideas about masculinity (male roles, attributes and behaviours) and femininity (female roles, attributes and behaviours).

Cards: **Silent card shuffle activity**

Refers to socially or culturally defined ideas about masculinity (male roles, attributes and behaviours) and femininity (female roles, attributes and behaviours).

Individual characteristics (including thoughts, ideas, feelings and attitudes towards self-worth) and capabilities of a person, or characteristics of a social or cultural group.

Refers to all things that define who we are at any given moment in our lives. It is not static and is influenced by contextual factors.

Strong beliefs about the proper way someone should behave or something should happen.

Cards: **Silent card shuffle activity**

The biological characteristics that define humans as female or male.

While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.

The perception a person has of themselves, their sexuality and the way they present themselves to others.

Cards
Gender

They need to sleep	They can have children
They like having sex	They can work
They use Facebook	They are strong
They get their hair cut	They go through puberty
They like to dance	They are emotional
They have a penis	They have a vagina

Cards: **Gender**

They have pubic hair	They use their legs
They need to feel valued	They have a range of eye colours
They sometimes fight with friends	They are protected by their family
They do the cooking	They earn the money
They do the cleaning	They care for children
They control the money	They drive too fast

Cards: **Gender**

They drive too slow	They do the groceries
They do the school run	They do the laundry
Their bodies are used to sell products	They cry
They eat	They play sport
They save their money	They can go out alone
They can wear what they want	They like to study

Cards: **Gender**

They don't cry

They like to talk

They have friends

They can garden

They like to read

Worksheet

They're never happy!

Lucy 15

Jack and I have been going out for over a year. We really like each other and have talked a lot about whether to have sex. We have done basically everything except intercourse, and we spend a lot of time lying together kissing, cuddling and watching movies.

I'm worried that if I do have sex with Jack, he will tell people and I will get called a 'slag'. Mum is really proud of me because I haven't had sex. Most of my friends also say I should wait.

I had two really bad things happen this week that made me glad I hadn't had sex with Jack. I found out that Jack has been telling other people about other things we do together. Then my friend James changed my Facebook status to say 'Jack is going to get some sex for his birthday'. I was so embarrassed. I know some of my friends' mums are Facebook friends and they will think I'm a real slut.

One of the worst things about the whole situation is that Jack's sister is my best friend and she was really angry with me for being cross at Jack and his friends. A girl can't win!

Questions

1. What is Lucy most worried about? Do you think this is a common concern for girls? What does this tell us about sexuality and being a girl?
2. Do you think boys have the same concerns?
3. Why do you think Jack told the others about his relationship with Lucy?
4. What messages is Lucy's mum giving her about being a girl and having sex?
5. What other issues in the case study make Lucy think she should be worried?
6. Would you call Jack and Lucy's relationship respectful? Why/why not?
7. What would you say to Lucy to challenge some of the messages she is getting from the people around her to make her feel better about the situation?

Finn 16

I have gone out with heaps of girls. Some of them I've really liked, we've kissed and cuddled. One girl I saw for ages and we used to lie together on her bed, kissing and cuddling and other stuff. But that was all.

Dad always calls me the stud of the family and I can tell he's proud of me because he thinks I'm doing it with all those girls. But my older brother gets heaps from Dad because at 22 he hasn't had a girlfriend and only goes out with his mates. Dad's always saying to Mum he's probably gay like her brother.

I'm a virgin but I wouldn't tell anyone that. My friends mouth off about their experiences all the time and I feel like an idiot because I haven't done it yet. I just pretend that I have. I don't know why I keep pretending or what the big deal about going all the way is.

I don't think about sex all the time, there are stacks of other things in my life like football and school and basketball. I haven't really met anyone yet that I love enough to want to have sex with.

Questions

1. What does Finn's pretending to have sex say to other people about his sexuality and what he thinks a man should be?
2. If his friends knew he was a virgin, do you think it would change what they think of him?
3. What does his dad think is important about Finn's sexuality and being a man? Where else might Finn learn these kinds of messages about boys and sex?
4. What if Finn was Fiona and was having sex with lots of boys? How would people see her?
5. Are the expectations about sexuality the same for boys and girls?
6. What if Finn was gay? Would his expectations of sexuality and gender be different? What would other people's expectations be?
7. Do you think Finn acts respectfully? Why/why not?
8. What would you say to Finn to challenge some of the messages he is getting from the people around him to make him feel better about the situation?

Teacher notes

Types of power

Type	Definition	Examples
Information	Power through knowing things.	• knowing procedures to appeal against unfair practices • withholding log in details to joint bank accounts
Charisma	Power through being attractive.	• using fame to advocate for a marginalized group • a social media influencer promoting an unhealthy product
Expertise	Power through knowledge, understanding, skills or experience in a particular area.	• being able to use first aid in an emergency • a tech guru not helping someone access technology
Position	Power through authority or status.	• being the Prime Minister • being the president of the school SRC
Reward	Power through ability to reward others.	• people responsible for selecting teams or members of performances • teachers awarding special prizes
Connection	Power through knowing someone who has another type of power.	• being best friends with a 'gold medal' athlete • being family friends with someone who is an expert in an area in which you want to become involved
Strength	Power through being emotionally or physically strong	• being an older child in a family where the children are young • being able to manage your own feelings and to seek support from others when it will help
Convention	Power through social customs.	• being an Aboriginal elder • being on a jury and having to keep discussions confidential

Cards

Types of power

Type of power

Information

Type of power

Charisma

Type of power

Expertise

Type of power

Position

Type of power

Reward

Type of power

Connection

Cards: **Types of power**

Definition

Power through knowing things

Definition

Power through being attractive

Definition

Power through knowledge, understanding, skills or experience in a particular area

Definition

Power through authority or status

Definition

Power through ability to reward others

Definition

Power through knowing someone who has another type of power

Cards: **Types of power**

Examples

- knowing procedures to appeal against unfair practices
- withholding log in details to joint bank accounts

Examples

- using fame to advocate for a marginalized group
- a social media influencer promoting an unhealthy product

Examples

- being able to use first aid in an emergency
- a tech guru not helping someone access technology

Cards: **Types of power**

Examples

- being the Prime Minister
- being the president of the school SRC

Examples

- people responsible for selecting teams or members of performances
- teachers awarding special prizes

Examples

- being best friends with a ‘gold medal’ athlete
- being family friends with someone who is an expert in an area in which you want to become involved

Worksheet

Use of power scenarios

Scenario 1

Bill is in year 10 at school. He is well liked at the school and is a key player on the Senior basketball team, even though he is younger than the rest of the guys.

Bill 'came out' to his family and friends last year and is comfortable with people knowing he is gay and he mostly feels safe and supported at school.

Recently there has been a group of guys in Year 12 who have started to hassle Bill. It first began during basketball games when he would hear them shouting out things from the crowd like "Shit aim you fag!", "Watch out number 10, the poof might try to hit on you!" and worse!

It has become worse as things have now become physical. Bill has been shouldered and tripped by the group when they see him by himself at school. He is worried and not sure what might happen next.

Questions

1. What is the type of power being abused in the scenario? Where has the abuse occurred?

2. How has power been abused in the scenario?

3. What aspect of the person's identity has made them vulnerable?

4. How has the abuse of power prevented the person from feeling included, equal and/or respected?

Scenario 2

Mia is 15 and goes to an all-girls school. She is very self-conscious about the way she looks and lacks confidence.

From afar, Mia admires the group of "hotties" and wishes her parents would let her colour her hair like theirs, she even hears them talking about their beauty therapist in class!! She is linked up with them on socials and sees the flood of amazing looking selfies they post all the time.

A few weeks ago, Mia and her family went to a wedding. She had her hair done especially and picked out a new dress which she loved. Mia took a selfie and posted it on her socials. One of the girls from the from the group wrote a mean comment about the way Mia looked, tagged her friends and shared the picture.

Mia sat and read through all of the terrible comments people wrote about her and because the girls had so many connections on socials there were loads of them! She feels so embarrassed and doesn't know how she will face them at school.

Questions

1. What is the type of power being abused in the scenario? Where has the abuse occurred?

2. How has power been abused in the scenario?

3. What aspect of the person's identity has made them vulnerable?

4. How has the abuse of power prevented the person from feeling included, equal and/or respected?

Scenario 3

Nell is 17 years old and comes from a large family of six children. She has four older brothers and one younger sister.

Her father is quite sick and not well enough to work so her Mum has two jobs. She works full time and four nights a week just to make ends meet. Nell is expected to cook dinner every night and make lunches for all her siblings every day.

She also needs to make sure the house is tidy as her father is very well respected in the community and has many visitors come to check on him and keep him company.

Nell's eldest brother has taken on the role of father figure in the family and is very hard on her. He constantly criticizes her cooking and house-keeping skills. Recently he has started to slap her if she is not doing as he asks. She is constantly worried and fearful of him.

Questions

1. What is the type of power being abused in the scenario? Where has the abuse occurred?

2. How has power been abused in the scenario?

3. What aspect of the person's identity has made them vulnerable?

4. How has the abuse of power prevented the person from feeling included, equal and/or respected?

Scenario 4

Raj is 19 and a Sikh. He proudly wears a turban. He has been working at a variety store for over a year and has always worked on the back dock, unloading pallets and organising stock.

It is very tiring and dirty work and Raj has asked his boss on a number of occasions if he could work on the checkout to gain more experience and practise his customer service skills. The boss keeps saying he'll think about it.

Raj finds out that one of the checkout operators is leaving and thinks he will finally have his chance. He asks his boss again who says, "you don't have the look we need in the shop". At the start of his next shift Raj finds out that the boss' girlfriend is the new person on the checkout.

Raj needs this job but does not feel happy about the way he has been treated by his boss.

Questions

1. What is the type of power being abused in the scenario? Where has the abuse occurred?

2. How has power been abused in the scenario?

3. What aspect of the person's identity has made them vulnerable?

4. How has the abuse of power prevented the person from feeling included, equal and/or respected?

Worksheet

Who? How? Where? Why?

Who?

How?

Where?

Why?

Worksheet

Types of abuse scenarios

Scenario 1: Ayesha

Ayesha is 17 years old and she is still learning to speak English. Her family are refugees and maintaining their culture and religion is very important to them. Ayesha's teacher notices that she seems depressed and has taken a lot of time off school. Her teacher also observes that Ayesha's family seem to be very strict and controlling. Ayesha always has someone with her outside school hours and the teacher has heard from Ayesha's classmates that she isn't allowed to go out with friends without a family member going with her. She has a part time job but the money she earns goes into her Dad's bank account.

When the teacher asks Ayesha if she is okay, Ayesha says that her parents took her to visit relatives. Her parents told Ayesha that she would only be able to go back to school if she agreed to marry a man her parents had chosen for her, whom she had never met. Ayesha married this man so that she could return to school. Her parents told her that when she turns 18, she will have to sign migration papers for him so that he could get a permanent visa and live with her in Australia.

Ayesha tells her teacher that she feels like a slave, and never wanted to marry him. Ayesha says that she feels trapped and is scared about what might happen if she tries to leave her family as her parents threaten her regularly when she tries to tell them that she isn't happy. Her 18th birthday is coming up soon and she feels she needs to act before they force her to sign the papers.

Scenario 2: Kira

Kira has been with her husband for a long time and they have two young children. Things were great when they first got together but she standard to notice some negative changes in his behaviour soon after their wedding. He has a very bad temper and yells at her all the time over little things. Kira is put down regularly and constantly told that what she does isn't good enough, so she has lost all confidence in herself. What upsets her the most is that the children see how he treats her.

No one sees the physical violence. Kira is in constant fear of her husband as he hits her quite often but not where anyone will notice the marks he leaves on her. She would love to talk to her friends and family about what is going on, but he checks her phone all the time so she is worried someone might send a message he would read. He won't let her get a job because they don't "need" the money, so he knows exactly where and how she spends money.

Things have been getting worse lately and she is getting worried about the children as they have started to mention his behaviours. The physical violence has escalated, particularly after he has been to the pub with his mates. Kira has decided she must leave soon as she fears for the safety of herself and her children.

Scenario 3: Ben

Ben is 22 and lives by himself as his parents passed away when he was a teenager. Ben has an intellectual disability and his older siblings pay for a carer to assist him with day to day tasks, but a reliable one has not been easy to find. He finds it difficult to build up a relationship with them as they change so often. Sometimes he is not even sure of who will turn up!

The latest one seemed nice at first. She isn't much older than Ben and liked the same music as him, so it was good to have something in common. Part of her responsibility is to take Ben shopping and to appointments, but she always says, "we'll do that later". She also yells at him if he asks too many questions or talks too much as she says it disturbs her when she is on her phone. Sometimes her friends come over and they bring food and drinks but don't share with Ben. When he says he is hungry and there is no food in the fridge, his carer tells him to "just make some toast". Ben was sick of just eating toast so he thought he would make some eggs to go with it. He wasn't supposed to cook when the carer wasn't there but he was starving! Ben burned his wrist badly but was too scared to tell his carer because he thought he would get in trouble. He pulled his jumper sleeve over it so she wouldn't notice.

During the week the burn got very red and sore and Ben started feel hot. He didn't understand that the burn was infected. He knew he needed help but wasn't sure what to do or who to turn to.

Scenario 4: Ryan

Ryan is 16 and lives with his Mum, Dad and older brother in a regional town with a population of about 5000 people where everyone knows everyone-and their business! He has known for a very long time that he is attracted to guys and feels very comfortable about it. There is a small but connected group of kids in the community who all identify as same-sex attracted, and confidentiality is respected as they are very empathetic with each other's situation.

His Dad's family have lived in the town for generations and are very well known and highly respected. Reputation is everything to them. Rugby league is also very big in the town, although not something Ryan is particularly interested in, much to his Dad's disappointment as he is President of the local club. Ryan has been feeling very overwhelmed about his family finding out that he is gay through town gossip and has decided it is better if he tells them. One Sunday afternoon he finally got up the courage to tell his parents and older brother. He thought it was good timing as both his Dad and brother were on a high and had had a few beers to celebrate after the footy team had won a tough match.

Things did not go as Ryan had planned. His Mum just started crying and ran off to her room, his Dad and brother were engulfed with rage. Both got right up in Ryan's face and started hurling verbal abuse at him, calling him every name under the sun. His Dad was adamant that he was not welcome in the family anymore and to Ryan's surprise, sent him to "pack his bags". Ryan stood in dismay, but soon realised his Dad was serious so he quickly went to his room and gathered what he could. As he walked towards the front door his brother called out to Ryan and as he turned around, he felt a massive blow to his face. He blacked out momentarily and could feel the blood running down his face. Ryan did not know where to go or who to turn to.

Worksheet

Types of abuse scenario analysis

Types of power abused	Contextual factors	Areas of health at risk
Ayesha	Ayesha	Ayesha
Kira	Kira	Kira
Ben	Ben	Ben
Ryan	Ryan	Ryan

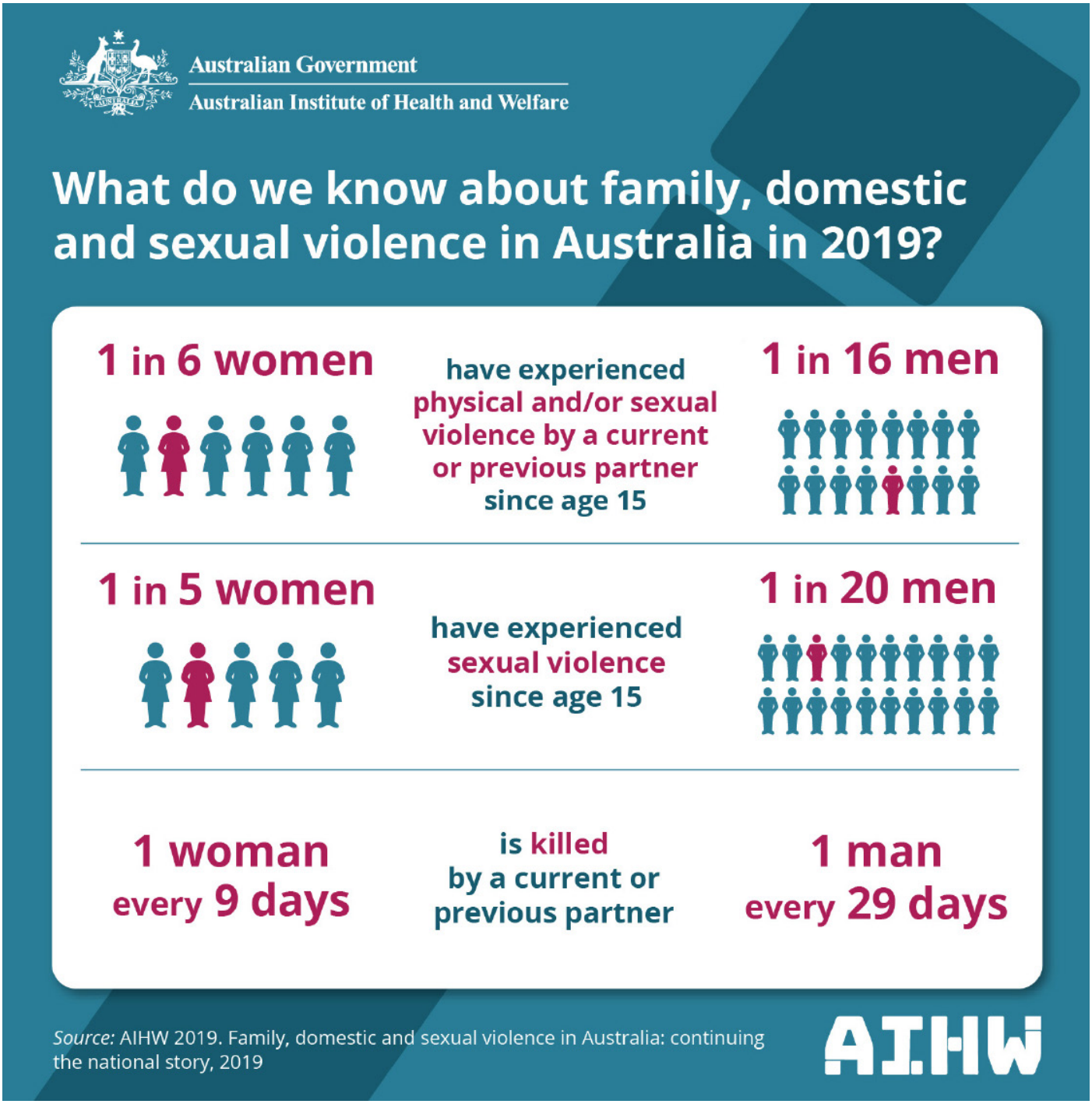
Worksheet

Safety plan

1 Outline what decision needs to be made What indicates the decision needs to be made?	2 List the choices and get information on each choice	3 Consider the consequences of each choice for each character	4 Make a decision and outline how you would implement it How would the decision be evaluated?
	Choice (option 1) Choice (option 2) Choice (option 3)	Consequences (for option 1) Consequences (for option 2) Consequences (for option 3)	

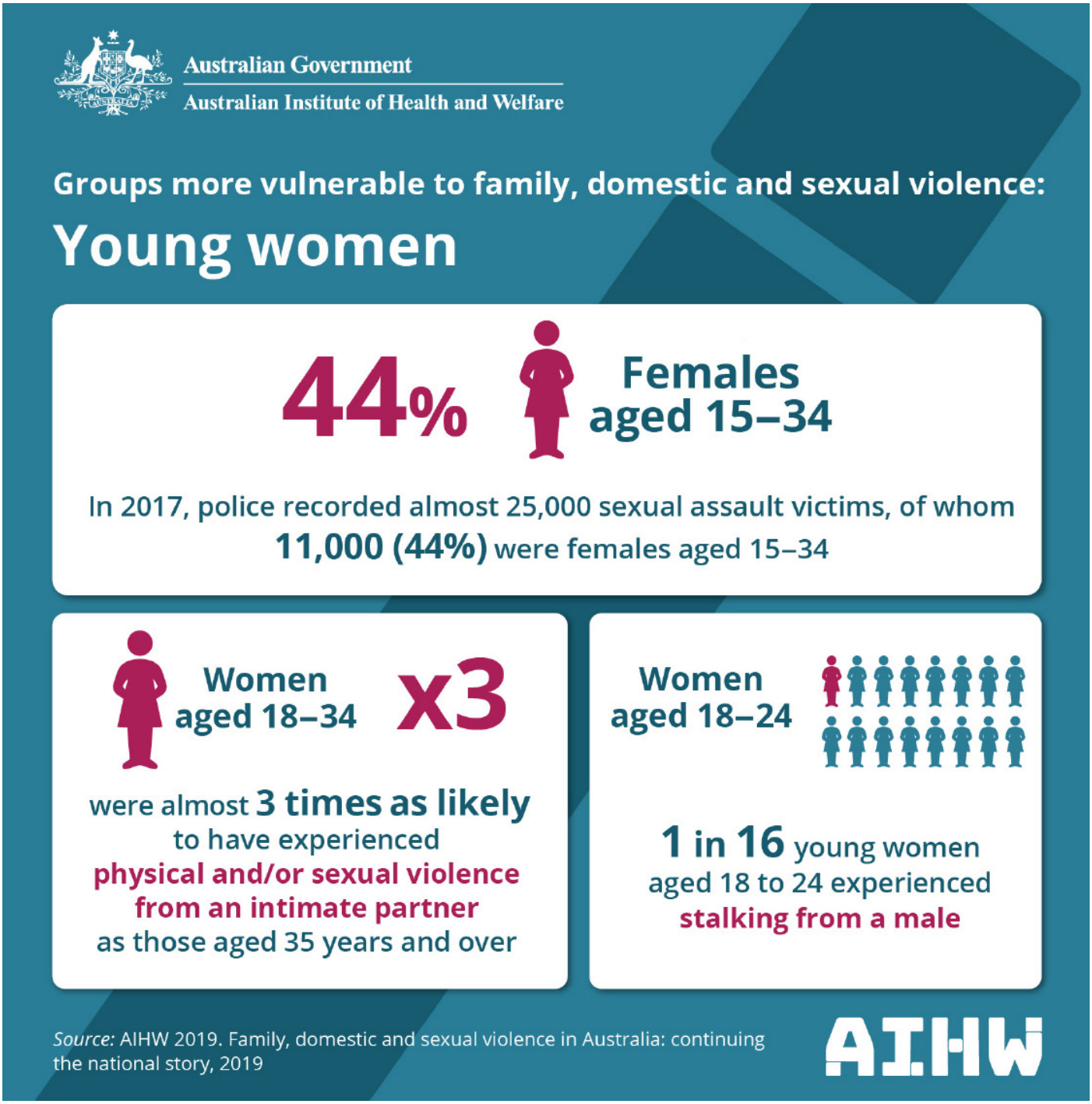
Teacher notes

Infographic What do we know about family, domestic – sexual violence in Aust 2019



Teacher notes

Infographic Key facts on young women and family, domestic – sexual violence in Aust 2019



Teacher notes

Putting the prevention of violence against women into practise How to change the story



Cards

Media world versus Real world

MEDIA WORLD

The world we see in places such as films, television, advertising, pornography, music videos and gaming ...

REAL WORLD

The world we see around us in real life in places such as homes, schools and neighbourhoods ...

BOTH

NEITHER

Cards: **Media world versus Real world**

Most people are white.

Most people are happy.

Most people are beautiful.

Things go wrong but it all ends up good in the end.

Good people get what they want. Bad people get punished.

People usually have sex with a partner they have just met.

Cards: **Media world versus Real world**

People's complexions appear to be perfect.

It's quite common for women to have cosmetic surgery on their faces, breasts and/or genitals.

Men are entitled to get sex when they want it.

All men have very large penises.

All men want sex all the time.

Women's values are based on their looks and sexuality.

Cards: **Media world versus Real world**

Women are for men's sexual gratification.	Sexual decision making is not complex or difficult.
Heterosexual sex almost always includes anal sex.	Women don't have body hair.
Most women are thin.	Sex often occurs between more than two people at once.

Cards: **Media world versus Real world**

Violence seems to be sexy.

Sex is for male arousal and pleasure.

There is no need to be concerned about engaging in unprotected sex with multiple partners.

Women always want sex, even if it doesn't seem this way initially.

Women orgasm easily from whatever men do to them.

Women love to be called abusive names.

Cards: **Media world versus Real world**

Men are controlling and dominating.

Sex needs to be negotiated with freely given consent.

If sex occurs without the consent of one party it is sexual assault, which is a serious crime and violation of human rights.

Most women enjoy touching and kissing in the lead up to sex.

Women and men come in many shapes, sizes and colours.

Most women want to please their partners.

Cards: **Media world versus Real world**

Women want sex to be pleasurable for them.	**Most men want to please their partners.**
Men want sex to be pleasurable for them.	**Most women want sex to be mutual and respectful.**
Men do not always want to have sex.	**Women do not always want to have sex.**

Cards: **Media world versus Real world**

Sex can be creative, tender, loving and genuinely pleasurable for everyone involved.	Most heterosexual sex does not include anal sex.
Unprotected sex is a health risk.	Sex usually occurs between two people.
Women and men like to be – and are entitled to be – spoken to respectfully.	Sex often occurs in the context of a relationship.

Cards: **Media world versus Real world**

Sex can be difficult to negotiate.

Free and full consent is crucial to good sex.

Women and men are multidimensional human beings with diverse skills and interests. While they are all sexual beings, they are much more than that, too.

Worksheet

Plus 1 activity

RECALL: Watch the short clip Fairy tales to reality TV: how girls and guys are portrayed in movies and TV. Take 3 minutes to record as many key points and important details that you can remember.

Record key points and details	Activity instructions
	PASS RIGHT & ADD 1 Add ONE new idea, elaboration or connection. → Elaboration: add a new detail to an existing item on the list. → New Idea: something missing from the list → Connection: relationship between ideas
	REPEAT Pass the page again and repeat at least 2 times.
	REVIEW Examine your original page, read through and review the additions. Add any new ideas you gained from reading the work of others.
	REFLECT → What did you find as your read the ideas of others? → How did it help you build on the thinking of others? → How did it help to build your understanding of what you just read/ viewed?