

PDHPE

Stage 2: Child Protection Education

Unit of work

Standing up for
the rights of myself
and others

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Introduction

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

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

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

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

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures](#).

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

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

Unit description

Through this unit, students will 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 |
|--|---|--|
| <p>PD2-1</p> <p>explores strategies to manage physical, social and emotional change</p> | <ul style="list-style-type: none"> Recognise their own emotional responses to different situations and how these might differ to others | <p>Students will:</p> <ul style="list-style-type: none"> discuss different feelings to a given situation with group members |
| <p>PD2-2</p> <p>explains and uses strategies to develop resilience and to make them feel comfortable and safe</p> | <ul style="list-style-type: none"> Explore ways to respond positively to adversity | <p>Students will:</p> <ul style="list-style-type: none"> give examples of positive responses to an accident or abuse |
| <p>PD2-3</p> <p>explains how empathy, inclusion and respect can positively influence relationships</p> | <ul style="list-style-type: none"> 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 | <p>Students will:</p> <ul style="list-style-type: none"> 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 |
| <p>PD2-6</p> <p>describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p> | <ul style="list-style-type: none"> 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 | <p>Students will:</p> <ul style="list-style-type: none"> 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 |
|---|---|---|
| <p>PD2-7</p> <p>describes strategies to make home and school healthy, safe and physically active spaces</p> | <ul style="list-style-type: none"> • 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 | <p>Students will:</p> <ul style="list-style-type: none"> • 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. |
| <p>PD2-10</p> <p>demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations</p> | <ul style="list-style-type: none"> • Demonstrate protective and assertive ways of dealing with bullying • Identify safe and supportive upstander behaviour and protective strategies | <p>Students will:</p> <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> • explore how success, challenge and overcoming adversity strengthens identity, for example (ACPPS033): <ul style="list-style-type: none"> – 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? | <ul style="list-style-type: none"> • investigate how emotional responses vary in depth and strength, for example (ACPPS038): <ul style="list-style-type: none"> – 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? | <ul style="list-style-type: none"> • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example (ACPPS037): <ul style="list-style-type: none"> – 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? | <ul style="list-style-type: none"> • describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example: <ul style="list-style-type: none"> – 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? | <ul style="list-style-type: none"> • identify and practise strategies to promote health, safety and wellbeing, for example (ACPPS036): <ul style="list-style-type: none"> – practise responses and strategies that promote personal safety in unsafe situations, eg No-Go-Tell, seek assistance I |

| Key inquiry questions | Syllabus content |
|---|--|
| <p>What skills and strategies do we need to be healthy, safe and empowered?</p> | <ul style="list-style-type: none"> • discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – compare feelings they experience in a variety of safe and unsafe situations SI – 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 SI |

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.

1 Respect and empathy

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.

1 Respect and empathy

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.

2 My identity

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.

2 My identity

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.

3 Power to help or harm?

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.

3 Power to help or harm?

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.

3 Power to help or harm?

- 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 |
|--|---|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • wearing seatbelts • obeying traffic signals • small children must sit in car seats • children must attend school | <ul style="list-style-type: none"> • parents • police • teachers • family • nurses • doctors • lifeguards • paramedics • coaches • referees | <ul style="list-style-type: none"> • helmets • sunscreen • seatbelts • shoes • clothing • hats • life jackets • oven mitts • shin pads • elbow guards • mouthguards |

4 Types of abuse

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.

4 Types of 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.

5 Gender based discrimination

- 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:

6 What is sexual abuse?

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.

6 What is sexual abuse?

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.

6 What is sexual abuse?

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.

6 What is sexual abuse?

- 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.

7 Responding to accidents and abuse

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.

7 Responding to accidents and abuse

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)

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- 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).

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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?

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How can I be an upstander?

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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

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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'.

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- 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?

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My strategies

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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?