

Child Protection Education

Stage 1

Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education



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Student Welfare Directorate

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Project writers: Wendy Alford
Estelle Southall

Contributions: Graham Penn
Paulette Kelly
Ingrid Hampton
Norma Gardiner

Design and layout: BIAGDESIGN

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Contents

Introduction	1
Child protection education	2
Teaching strategies for child protection education	6
Child protection within PDHPE	13
Theme 1: Recognising Abuse	
Overview	22
Teaching and learning activities	24
Theme 2: Power in Relationships	
Overview	50
Teaching and learning activities	52
Theme 3: Protective Strategies	
Overview	72
Teaching and learning activities	74
Appendices	106
Book list	115
Book list with authors in alphabetical order	122
Videos	126



Introduction

Child protection is a sensitive, challenging area for school communities. Because children and young people are relatively powerless in abusive relationships they rely on responsible adults to intervene and to assist them.

The New South Wales Department of School Education, as an agency responsible for the care and welfare of students, has a charter to protect the young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature.

It is the role of the Department of School Education to:

- provide educational programs in child protection
- protect students from abuse and neglect and to assist in the recognition of suspected child abuse and neglect
- provide ongoing support to students within the normal duties of school staff.

Many schools have already developed child protection curriculum initiatives as part of Personal Development, Health and Physical Education (PDHPE) programs using *Child Protection: Preventing Child Sexual Assault -Curriculum Statement K-12 and Support Materials 1989*, *Early Childhood Curriculum Ideas 1989 (NSW Department of Education)*, *A Fair Go For All (NSW Department of School Education, 1996)* and other child protection resources.

This document, *Child Protection Education*, will assist teachers to implement child protection education within the framework of the NSW Board of Studies *Personal Development, Health and Physical Education (PDHPE) K-6 Syllabus and Support Document*, Formal Consultation Draft (NSW Board of Studies, 1992).



Child protection education

Aim

Child protection education aims to assist students to develop skills in:

- recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Rationale

Even young children can 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.

In the past, many children and young people have received little or no information about what constitutes abuse or when, how and where abuse occurs. 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.

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.

The approach adopted in these support materials is widely supported by experts in the field of child abuse prevention. According to research (Daro 1993, Briggs and Hawkins 1997) school programs will be most effective if they:

- begin at the point of entry to school
- deal directly with relevant aspects of sexuality
- include practice scenarios dealing appropriately and specifically with child abuse



- enhance students' support systems
- are integrated into ongoing curriculum
- raise awareness that
 - boys too are at risk
 - children are at greater risk of abuse by known, liked and trusted people than strangers
 - adolescents and children can also be abusive
 - tricks and bribes may be used by abusers
 - protective strategies need to be practised as they can be difficult to use in abusive situations.

This approach is firmly grounded in theories of child development. Children and young people are constantly involved in building up their understanding of the world by observing the way that other people deal with situations. This social constructionist perspective is reflected in child protection education through its emphasis on social interactions and its encouragement of the involvement of the school community.



Scope and sequence

Balanced child protection education incorporates teaching and learning in three broad 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 diagram on the next page outlines the scope and sequence of child protection education from Kindergarten to Year 10. The three themes are divided into specific focus areas appropriate to each stage of learning.

Child protection education K–10 scope and sequence

THEME	FOCUS AREAS		
	Early Stage 1	Stage 1	Stage 2
1. RECOGNISING ABUSE	Protection Body parts YES and NO feelings Warning signals Safe and unsafe situations Touching	Protection Body parts Comfortable and uncomfortable feelings Warning signals Safe and unsafe situations Kinds of touch	Protection Body parts Feelings and warning signals Identifying unsafe situations Physical abuse Sexual abuse Effects of abuse
2. POWER IN RELATIONSHIPS	Relationships Trust Rights and responsibilities Wanted and unwanted touching	Relationships Rights and responsibilities Caring for others Privacy Wanted and unwanted touch - permission Unwanted touch - saying NO	Relationships Bullying Trust Rights and responsibilities Abuse of power Bribes and threats
3. PROTECTIVE STRATEGIES	Safety strategies NO GO TELL Networks Standing strong-saying NO Prepared to GO Happy and unhappy secrets Telling – persistence My strategies	Safety rules Networks Saying NO Assertiveness Prepared to GO Happy and unhappy secrets Telling – persistence My strategies	Safety strategies NO GO TELL Networks Feel - think - act NO GO-assertiveness NO GO- other strategies Secrets Skills for telling Seeking help My strategies

Stage 3	Stage 4	Stage 5
Protection Body parts Physical abuse and sexual abuse Emotional abuse and neglect Indicators of risk Identifying risk situations- people and places Effects of abuse	Recognising different types of abuse - physical, sexual, emotional and neglect Feelings and warning signals and threatening situations Domestic violence	Abuse - the extent of the problem The effects of abuse on people Domestic violence Sexual assault Child sexual abuse
Different types of relationships Expectations of gender roles Personal rights Rights and responsibilities	Right not to be bullied - responsibility not to bully Rights and responsibilities in different relationships	Constructing equal and respectful relationships Responsibilities and rights in sexual relationships
Sources of power Abuse of power Coercion Harassment	Sources and types of power in relationships; peers, family Vulnerability - effects of unequal power in relationships	Abuse of power - sexual assault and coercion
NO GO TELL Networks	Recognising - assessing and responding to risk situations	Practical personal safety strategies
Planning for safety Assertiveness in different situations Responding to risk situations and coercion	Assertiveness, avoidance and other strategies	Recognising and planning for safety Recognising situations where it can be difficult to act
Talking about it Using personal networks Seeking help Community support My strategies	Community support Notification and intervention processes	Community support agencies and organisations

Teaching strategies for child protection education

Creating the learning environment

Many of the strategies and activities in child protection education can arouse strong feelings in students. Teaching and learning activities are therefore designed to emphasise and build on students' strengths and positive feelings, rather than to arouse fear.

An atmosphere of trust needs to be developed if students are being asked to discuss feelings and personal experiences openly. Activities that help the group get to know one another better, develop trust and build communication and cooperation may therefore be needed before implementing specific components of child protection education. The support materials *A Fair Go For All*, NSW Department of School Education (1996) can help to provide a foundation for teaching about sensitive issues.



Students need to feel positive about themselves and the activities in which they are participating. They should each feel supported and respected. Teachers can help generate purposeful, respectful discussion and avoid unpleasant experiences for students by:

- establishing and maintaining consistent classroom routines
- establishing and upholding group or class rules
- encouraging discussion and reconciliation if group rules are broken
- expecting and reinforcing positive behaviours
- being patient and persevering through difficult times
- promoting a classroom environment free from harassment
- being consistent when dealing with students
- demonstrating to all students that teachers respect them and care about what happens to them
- modelling expected behaviours, for example, careful and active listening
- acknowledging the strengths and abilities in each student
- affirming diversity in the responses of individual students
- maintaining the expectation that students can choose their own level of personal disclosure in discussion, unless information is too private
- respecting students' right to remain silent.

Teachers need to be sensitive to the fact that students in their class may have experienced abusive situations, directly and/or indirectly (refer to the booklet *Child Protection: Supporting Students* Department of School Education 1997).

When discussing situations that deal specifically with recognising child abuse it is important that teachers use fictitious examples (such as *What if...?*) and pose situations (such as *Suppose...*) which allow students to consider potentially threatening situations or issues without confrontation or personal involvement.

When students explore consequences of actions it is important to use conditional language such as *...might happen* or *...could happen* to avoid raising anxiety or reinforcing unnecessary fears.

Unfinished stories

In these support materials unfinished stories and case studies are used for problem solving based on questions such as “What should this child do?” Unresolved stories involve a child (similar to the students in age and experience) in a potentially threatening situation.

Stories should accurately reflect the relevant characteristics and dynamics of child abuse. They should provide opportunities for students to consider and discuss possible actions the child or young person could take and the implications of those actions. If not provided by students, the teacher should indicate responsible actions which could be taken for safety and acknowledge the difficulty of carrying out many of these actions.

- *Teachers are strongly advised against devising their own*
- *unfinished stories or case studies involving child abuse. It is*
- *important that the names of children in those provided in*
- *these materials are changed if they are the same as*
- *students’ names. Although it is not always possible to know,*
- *abusive situations which are similar to those which have*
- *been experienced by students should not be used.*

Role plays

Role plays allow interaction between students which requires them to seek solutions to real-life problems within a safe situation. Role plays involve practising communication skills and discovering what works personally for an individual and what does not work. There are many different levels of role play, and an appropriate level needs to be chosen for sensitive situations.

- *Teachers are strongly advised against devising their own*
- *role plays about child sexual abuse. In role plays which*
- *involve other forms of abuse, it is advisable that no student*
- *is placed in the situation of role playing an assault, as either*
- *the victim or the perpetrator.*



Debriefing

It is also important for teachers to monitor the impact of child protection activities on students.

Debriefing of students may be necessary after activities which could evoke strong emotions, such as discussion of values, personal experiences, unfinished stories or case studies.

Debriefing aims to dissipate the strong feelings a student may experience while discussing or role playing another person, or remembering and relating a past event, and return the student to his or her own identity or present situation. Debriefing students is critical after participation in role plays. The following is an example of debriefing after an activity (a) and after a role play (b):



a) *State that the activity (or lesson) is over and ask students the following:*

- *How do you feel after that activity/ discussion? Is there anything else that you want to say?*
- *Tell the person next to you how you felt when we talked about... Now tell them how you feel about going on the excursion tomorrow.*

b) *State that the role play is finished and ask the role player or players such questions as:*

- *Who are you now?*
- *How did you feel about playing that role? Is there anything else that you want to say?*

After using role play activities the teacher must be alert in case individual students remain affected by their participation in a role play. This is usually demonstrated by withdrawn behaviour, but some students may become restless or aggressive. The teacher needs to ensure that the student receives additional individual debriefing as soon as possible. This may involve asking such questions as:

- *How did you feel about playing that role?*
- *How could we have changed the role play to make it better for you?*
- *What are you doing after school today?*

Closing the session

It is important to finish each session in a positive way. Teachers must ensure time is allowed for sensitive discussion to be completed before the end of each lesson. Refocussing or relaxation exercises can help release any tensions that may result from discussing sensitive issues. They are also beneficial in refocussing students on a session to follow, reducing behaviour problems and assisting students to think more clearly.

Similarly an active game can help release energy, dispel feelings of discomfort and reinforce positive relationships within the class.

Talking about sensitive issues

Consideration of personal issues is important for the success of this program, but it may be a delicate area for students experiencing problems. It is important to discourage students' disclosure of any sensitive personal information which they may later regret. This can be done by gently and tactfully cutting off *specific discussion* and returning to *general* discussion. For example:

" Sometimes parents may lose their tempers. Let's discuss general situations now, without using any specific names of people we know."

When sensitive information is disclosed, do not suggest that what the student has said is of no importance. Show respect for any experiences and emotions which students want to share. If you feel the student needs help, you can privately suggest that you would be happy to talk with him or her about the particular situation after the lesson. A referral to the school counsellor or other support person may also be appropriate. When sensitive information is disclosed it is also important to be aware of how other members of the class respond. Strong reactions may occur in other students and support may be required.



What can I do if a student tells me of abuse?

It is possible that while participating in child protection activities a student will disclose, or start to disclose, experiences of abuse. If this happens in the presence of other class members it is important to use the strategy of *positive interrupting* to interrupt the disclosure and thereby protect the student's privacy. This is done by:

- acknowledging that you have heard the student and stopping him or her from disclosing any further
- being supportive and gently indicating that he or she may want to tell you about it at a later time
- quietly arranging to see the student as soon as possible.

In cases of sexual abuse it is not easy for children or young people to disclose abuse. It may have been occurring for some time, and strong feelings of shame and helplessness may be present. The student may have been threatened into secrecy and may need repeated assurances that you believe him or her and that it was right to tell you about the abuse.

Sometimes a student will try to elicit a promise that you will keep the secret. If this happens, it is important to be honest with the student

and to explain that you have to report the disclosure. All school staff are required to report sexual, physical and emotional abuse and neglect where they have reasonable grounds to suspect it may be experienced by students at the school.

To affirm the supportive role of school staff it can be helpful to explain to the student that you need to seek help from another adult who is experienced in these matters, to help you to help the student.

Teachers from non-Aboriginal backgrounds need to be aware that it is even more difficult for Aboriginal children to disclose to non-Aboriginal people even if trust has been established. It is more likely that an Aboriginal child will disclose to another Aboriginal person such as the Aboriginal Education Assistant (AEA) or an Aboriginal teacher.

Similarly students from non-English speaking backgrounds may disclose to teachers or members of school staff from similar or the same non-English speaking backgrounds. Frequently students disclose to school staff members who are not teachers because they may be seen to be more easily approached.

All staff members must be cognisant of their requirement to report to the school principal, or notify to the Department of Community Services, any disclosures by students as well as any concerns they have formed which relate to suspected child abuse.



You can help a student making a disclosure by:

- 9 listening
- 9 saying that you believe what the student has said
- 9 emphasising that, no matter what happened, it was not the student's fault
- 9 doing everything you can to provide help and comfort.

You will not be helping the student if you:

- (question the student to gain further information when you have reasonable grounds to believe abuse is occurring. (Do not seek details beyond those which the student freely wants to tell you.)
- (make promises you cannot keep, such as promising that you won't tell anyone or promising the student that the abuse will stop.

Hearing a student's disclosure is often overwhelming and may arouse strong feelings of shock, anger, revulsion, fear, disbelief, helplessness, protectiveness or sadness in the listener. Such feelings are natural but it is important that they are not conveyed to the child and that calm, positive support is given instead.

Who can offer advice and support to me?

The feelings evoked by dealing with a disclosure need to be acknowledged and dealt with. This is particularly important for those adults who have experienced abuse.

In their role in protecting children it is important that staff “look after themselves” and seek support. It will be hard for staff members to support others appropriately if their own responses are clouded by a build-up of personal reactions. It is important to consider seeking support as part of a natural debriefing process after experiencing a difficult event.

There is a range of sources of advice and support for school staff dealing with issues surrounding child abuse. Sources include:

- the school counsellor, who can advise you about departmental and local community resources
- the staff welfare officer at the district office
- the Employee Assistance Program (EAP)
- sexual abuse counsellors (who can be contacted through major hospitals, sexual assault centres, medical and health centres)
- agencies which offer specialised services for specific groups within their communities.



Community involvement

Community involvement is fundamental to effective child protection education. Evaluation of child protection programs indicates that where the family has an understanding of the program, students' learning outcomes are improved.

Permission by parents or caregivers is required before students can participate in child protection education and other aspects of PDHPE which deal with sensitive issues. Active permission must be gained annually.

It is essential to maintain communication between the school and the community in relation to child protection education. The school has a responsibility to inform parents, prior to implementation, of the specific details of the program so that parents have time to exercise their right to withdraw their child from a particular session or sessions.



Decisions about planning and implementing child protection education should be made in consultation with school communities so that PDHPE programs reflect local needs. Letters that will assist teachers to involve their communities have been translated into 20 community languages. Translated notes seeking active permission for students to participate in child protection education are included.

Schools should aim to establish and maintain clear communication with parents, care givers and community representatives, so that all members of the school community including school staff and students feel safe, comfortable and confident when dealing with child protection issues.

Child protection within PDHPE

These curriculum materials have been developed to support the implementation of child protection education within school PDHPE programs. The key learning area of PDHPE provides the main curriculum context for teaching and learning about child protection.

A core focus of any PDHPE K-6 program is to provide experiences that develop students' knowledge and understandings, skills, and values and attitudes in relation to:

- growth and development
- interpersonal relationships
- personal health choices
- safe living.

Effective PDHPE K-6 programs will assist students to demonstrate an ability to recognise abuse, maintain positive relationships and keep themselves and others safe. These outcomes are consistent with the aims of child protection education.

Child protection education should not be taught as an isolated component. It should be integrated within related content areas in PDHPE, and reinforced by teaching and learning within other learning areas, where appropriate.

Implementation

It is expected that child protection education will be taught as part of PDHPE programs in each stage.

Decisions about the implementation of child protection teaching and learning activities across the school need to be made to ensure balance, sequencing and comprehensiveness.

Early Stage 1 and Stage 1

Teachers should select the activities most suitable for their students. Individual students within the group have differing needs and teachers should modify or extend some aspects of suggested activities accordingly.

Students with disabilities, particularly those with verbal or communication disorders, are at much higher risk of all forms of abuse than non-disabled students. It is important that activities be adapted to maximise their participation in child protection activities. Teachers may need to consider using one-to-one withdrawal for preliminary activities or small group activities where there are several students with special needs within the school.

Suggested teaching and learning activities for the three themes within Early Stage 1 and Stage 1 are grouped into a number of focus areas. Components within each focus area include:

- **main ideas** which precede each focus area summarise the common understanding which students will work towards as they take part in following suggested activities.



Main ideas may be presented to students as a focus for work to follow, they may be incorporated into class displays as an organiser of students' work or they may be recorded in a class book accompanied by examples of students' work, as an overview of child protection concepts.

- **field building activities** which assist in introducing main ideas and ensure that necessary concepts and understandings are established. These may be implemented with the whole class or with groups of students.
- **core learning activities** which are specific activities aiming to provide essential learning in the focus area. Participation in one or more core activities is integral to the achievement of learning outcomes for a focus area.
- **concluding activities** which can be implemented if previous core learning activities have involved discussion of personal or confronting issues.
- **extension activities** which are designed to take the theme further, if appropriate. They may be implemented with the whole class or with groups of students.



Focus areas are selected according to the needs of students. The overview page for each theme provides teachers with *Things to look for*. *Things to look for* suggest ways that students may demonstrate achievement of the outcomes at that stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Syllabus objectives and outcomes

This document suggests activities to assist students to work towards achieving Stage 1 outcomes from the K-6 PDHPE syllabus for each of the three child protection education themes. While the K-6 syllabus does not include specific outcomes for Early Stage 1, this document includes suggested activities to assist teachers work with students not yet demonstrating achievement of Stage 1 outcomes.

The following pages outline the relevant objectives and Stage 1 outcomes from the K-6 PDHPE syllabus on which the child protection education activities in this document are based.

The overview pages for each theme provide more information about the place of child protection education within the PDHPE syllabus.

Other documents will provide activities for Stages 2-5. If students are not yet ready to work towards achieving outcomes for a particular stage, or have already displayed competency at that stage, it may be necessary for teachers to plan activities from these other documents.

Knowledge and understandings

Objectives	Stage 1 outcomes
<p>Students will develop knowledge and understandings about:</p> <p>ways in which individuals grow, change and develop</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">• list different body parts• identify personal characteristics and abilities• describe their basic needs• identify similarities and differences between themselves and others• identify their own strengths and limitations
<p>how individuals develop and maintain positive relationships with others</p>	<ul style="list-style-type: none">• identify the people and things that are special to them• identify ways in which they communicate with others• identify ways people care about and cooperate with others
<p>how individual choices and health practices impact on personal and community well-being</p>	<ul style="list-style-type: none">• identify the steps involved in making decisions• identify people who influence their health decisions
<p>safe practices and responsibilities in relation to personal and community well-being</p>	<ul style="list-style-type: none">• name people who help keep them safe• identify potentially unsafe situations in their environment• identify behaviours that might place them at risk• state behaviours that can help keep them safe

Skills

Objectives	Stage 1 outcomes
<p>Students will develop skills in:</p> <p><i>communicating</i> effectively with others</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • communicate in a variety of ways • ask questions to clarify understanding • express needs, wants and feelings in appropriate ways • actively listen to others
<p><i>interacting</i> positively with others and the environment</p>	<ul style="list-style-type: none"> • relate well to others in work and play situations • observe rules regarding group conduct • share equipment and material • develop friendships
<p><i>decision-making</i> in the context of developing healthy lifestyles</p>	<ul style="list-style-type: none"> • make simple decisions • identify feelings and needs as a basis for decision making • reverse a decision • predict consequences
<p><i>problem solving</i> as an individual and with others</p>	<ul style="list-style-type: none"> • gather information by observing and questioning • seek help when needed • identify situations which can lead to problems • solve simple problems • work with others to solve problems
<p><i>esteem building</i> for self and others</p>	<ul style="list-style-type: none"> • use positive self talk • express their fears or concerns • assess their own strengths and limitations

Values and attitudes

Objectives	Stage 1 outcomes
<p>Students will develop:</p> <p>a sense of their own worth and dignity as individuals</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • value themselves as they grow and change • appreciate that their physical, social, emotional and intellectual development are unique • value the qualities which make them unique
<p>respect for the rights of others to hold different values and attitudes from their own</p>	<ul style="list-style-type: none"> • appreciate the similarities and differences between themselves and others • be sensitive to the needs, rights, feelings and efforts of others • accept that different people, groups and cultures will have both common and different values
<p>a sense of belonging</p>	<ul style="list-style-type: none"> • appreciate the importance of family life • value positive relationships • value the need to work cooperatively
<p>a sense of responsibility for personal and community health</p>	<ul style="list-style-type: none"> • value the health and safety of themselves and others • defend the need for making personal decisions that enhance health • appreciate the need for safe practices in unsafe situations and environments
<p>a commitment to realising their full potential</p>	<ul style="list-style-type: none"> • accept change as part of growth and development • appreciate and accept that effort is needed to achieve results

Overview of content

Growth and Development

Self esteem

- basic needs
- similarities and differences
- likes and dislikes
- feelings
- self-concept, self-confidence
- influences on self esteem
- confronting problems
- assertiveness

The body

- body parts
- senses
- caring for the body

Changes

- stages of the life cycle
- physical/ social/emotional changes
- feelings about change
- changing friendships/relationships/feelings/environments/needs

Values

- personal/family/school/community/cultural values

Interpersonal Relationships

Types of relationships

- special people and things
- relating to people of different ages
- support networks
- recognising and accepting differences
- roles, rights and responsibilities

Families

- different types
- family importance
- family members/carers
- roles and responsibilities

Friends

- communicating with friends
- developing/ maintaining/ changing friendships



Groups

- working with others
- cooperation and sharing

Qualities of positive relationships

- expression of feelings
- caring and sharing
- liking and loving
- trust and love
- respect
- the role of power in relationships
- importance of non-violent relationships

Communication

- in different ways
- listening skills
- communicating within family/groups
- expressing feelings
- barriers to communication
- assertiveness

Personal Health Choices

Making decisions

- decision-making process
- reasons for choices/decisions
- risk taking and decisions

Safe Living

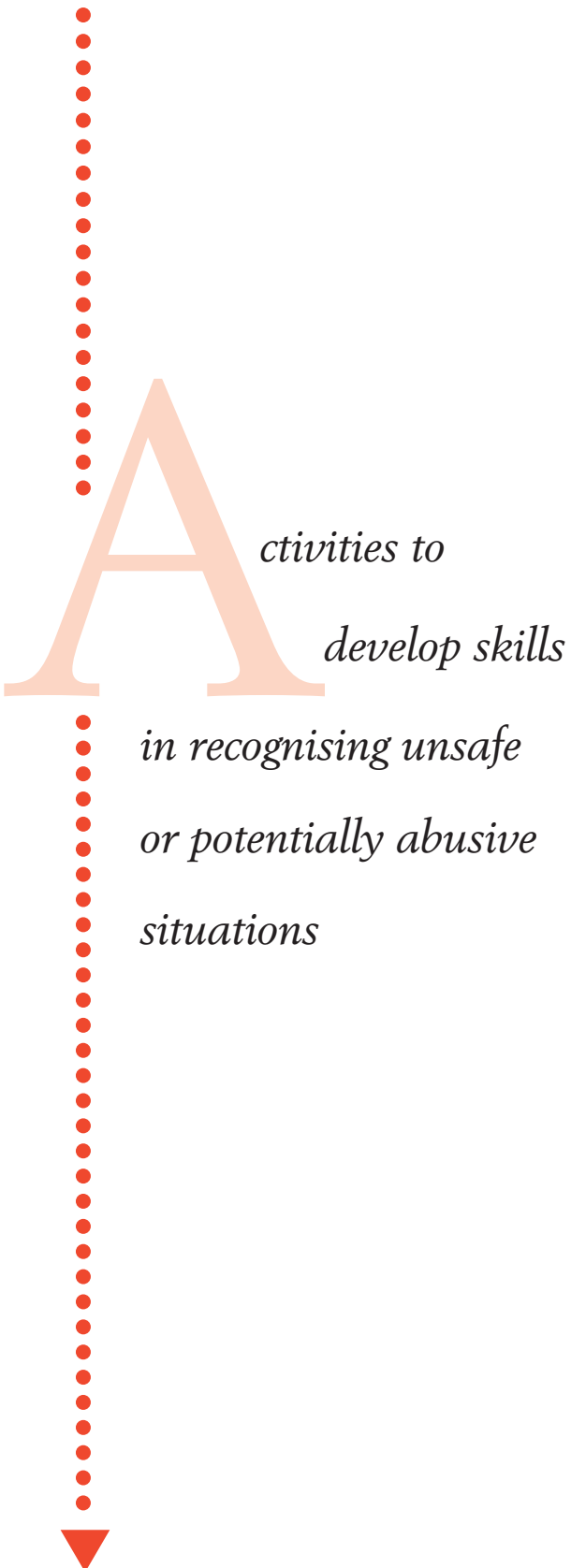
Personal safety skills

- physical, social and emotional safety
- need to stay safe
- identifying hazards, safe/unsafe situations
- reducing and eliminating hazards
- identifying personal limitations
- developing support networks
- responding to unsafe situations
- assertiveness (NO GO TELL)
- rights and responsibilities
- identifying safety organisations
- promoting safety awareness
- risk taking





Theme 1: Recognising abuse



*Activities to
develop skills
in recognising unsafe
or potentially abusive
situations*

S T A G E 1

Overview

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.

Focus Areas

Protection
Body Parts
YES and NO feelings
Warning signals
Safe and unsafe situations
Touching

Things to look for

Things to look for suggest ways that students may demonstrate achievement of the outcomes at the relevant stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Early Stage 1	Stage 1
<p>Protection</p> <p>Can students:</p> <ul style="list-style-type: none">• recognise that children need to be kept safe?• suggest ways that people care for others?	<p>Protection</p> <p>Can students:</p> <ul style="list-style-type: none">• discuss the need for safety or protection of themselves and others?• identify some actions people take to care for other people or things?• identify people, objects and practices that help protect children?
<p>Body parts</p> <p>Can students:</p> <ul style="list-style-type: none">• identify different body parts?• identify some body parts which are private?	<p>Body parts</p> <p>Can students:</p> <ul style="list-style-type: none">• identify different body parts including the private parts of the body?• explain why some body parts are private?• identify situations where private parts may need to be looked at or touched by others?

Early Stage 1

YES and NO feelings

Can students:

- talk about or indicate situations that make them feel good (YES feelings)?
- talk about or indicate situations that make them feel uncomfortable (NO feelings)?
- identify some feelings experienced in particular situations?

Warning signals

Can students:

- identify some body reactions or body signals?
- recognise body warning signals?

Safe and unsafe situations

Can students:

- recognise safe and unsafe situations?
- discuss how their bodies might feel in unsafe situations?

Touching

Can students:

- describe different ways that people touch each other?
- identify ways of touching where they experience YES and NO feelings?

Stage 1

Comfortable and uncomfortable feelings

Can students:

- identify a range of feelings and words used to describe them?
- recognise that different people have different feelings or responses to different situations?
- identify particular situations in which they felt comfortable and uncomfortable?

Warning signals

Can students:

- recognise a range of external signals?
- respond appropriately to external signals?
- identify some internal body reactions to frightening or threatening situations?

Safe and unsafe situations

Can students:

- compare the characteristics of situations where children feel safe and unsafe?
- recognise that they may experience warning signals in situations where they are safe?
- identify actions they can take when feeling unsafe?

Kinds of touch

Can students:

- recognise some factors that contribute to a touch being OK or not OK?
- categorise a situation of touch by exploring these factors?

main idea

I can be hurt. When hurt is not accidental it is called abuse. Child protection is being safe from harm or danger.

Have you read pages 2 to 12?

It is important that you are familiar with the aim, rationale and teaching strategies for child protection education before you consider the use of the following activities.

Protection

- Although the concepts and vocabulary of child protection and child abuse are complex, it is important that they are introduced 'up front' in child protection education. For some groups of students at Early Stage 1, it may be more appropriate to use a definition such as "being cared for" or "being kept safe" in addition to introducing the word "protection". Alternatively this focus area and the concepts and vocabulary of child protection might be introduced later in Early Stage 1. Alternative communication formats, such as Compic, can be used to modify suggested activities.

field building

- ❖ The teacher reads or tells a story in which a character needs and receives protection eg *My Dearest Dinosaur* by Margaret Wild.

core learning

- ❖ Discussion based on the following questions:
 - What is *protection*?
 - Who needs protection in the story? Why?
 - What are some things or some people around us that need protection? (Pets, animals, trees, flowers, children, grown ups.)
 - When might these things or people need protection? (When there is a chance they might get hurt.)

Explain to students that there are different ways that children can get hurt:

- their bodies may be hurt
- their feelings may be hurt
- their thinking may be hurt.

The teacher has prepared a flashcard and introduces the term *abuse* to students. The concept of abuse is explained as follows:

*Sometimes children can be hurt or put in danger. If someone is hurt or put in danger and it is **not accidental** we call it abuse.*

The teacher informs students that the opposite of abuse is *caring* or *protecting*.

conclusion

- ❖ Students sit in a circle. Each student has a turn to suggest a way that children or grown ups care for or look after others. Encourage students to use sentences. The teacher may wish to provide sentence beginnings eg *When I am sick my dad... When I play with my little brother I....*

extension

- ❖ Discussion based on the following questions:
 - Who can help protect children? (Parents, relatives, teachers, neighbours, babysitters, police.)
 - What can help protect children ? (Seat belts, gate locks, helmets, signs, fences, safety rules, information.)

Information or knowing the right things is important protection eg we need to know how to put on a helmet properly.

- ❖ Role play: Students individually role play how they use information, or the right way to do things, for protection (to keep safe).

Suggestions for role plays include:

- crossing the road
- telephoning home
- putting on a seat belt
- carrying scissors
- using a two-way radio.

Props such as a telephone or bike helmet may be provided. This activity may also provide an opportunity for students to practise classroom safety rules and to learn their addresses and telephone numbers.

- ❖ View the video *Stop, Look and Listen For Traffic/ I Know My Name and Address*.

Body parts

field building

- ❖ Teach and sing songs which increase body awareness such as *Heads and Shoulders, Knees and Toes* and *Dr Knickerbocker*.
- ❖ Create body art, body collages or trace around bodies with chalk on the playground.
- ❖ Introduce the words (and their meanings): *private (for me)* and *public (for everyone)*. Discuss examples of things which are private and those which are public eg *diaries, offices, cubby houses, a bus, newspapers, your favourite toy*. Create picture banks for each word.



main idea

I need to know that some parts of my body are private. As I grow older it is not OK for others to touch the private parts of my body unless I am ill, injured or need help to look after myself.



core learning

- ❖ Using (enlarged) body outlines, being the front and back view of a girl and a boy (appendices 1 and 2), the teacher points to a part of the body and asks for the name of this part.
 - *When Early Stage 1 or Stage 1 activities are used with older students, body outlines from later stages which are more age appropriate should be incorporated.*

As individual students respond, the teacher labels the appropriate part of the body, eg head, arms, legs. The precise anatomical terms for the genital areas- penis, vagina, vulva and anus, are stated if necessary by the teacher and labelled also.

The teacher points to the genitals, chest and bottom and asks the following questions:

- Why do you think these are called the private parts of the body?*(They are personal and covered by clothing when we are with other people.)
- When don't we need to cover the private parts of our body?**(When we are alone and when we are washing or dressing.)
- Who can touch the private parts of our body? (We can touch our own private parts in private. Parents and caregivers 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 they are ill, injured or have a disability another person may need to touch the private parts of their bodies.***)

- ** Where relevant it is important to discuss other parts of the body which are considered private for cultural reasons eg in some Arabic cultures the hair of women and young girls is covered by a hijab in public. In other cultures all of the body except the face, hands and feet may need to be covered in public.*

- *** In some areas in 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.*

- **** When working with some groups of students with some disabilities it will be important to discuss the need for other people such as teachers or teachers aides to touch the private parts of students' bodies (even though they are no longer babies). Emphasise that this should only happen at the time of need eg when toileting or bathing. It would not be appropriate to discuss this in a mainstream classroom. With these groups of students, teachers and teachers aides should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them.*

conclusion

- ❖ A vigorous game requiring participation of all students will relax students and dispel any tensions.

extension

- ❖ Learn the song *My Body* by Peter Alsop.
- ❖ Add body parts, concepts and illustrations to a class *Child Protection* book.

YES and NO feelings

- *Recognising and responding to feelings is a key concept in child protection education.*

field building

- ❖ Read a variety of books which describe different feelings, eg *Feelings* by Aliko and *I Feel Sad* by B Moses.
- ❖ Create a 'feelings vocabulary board' with students' own illustrations or cut out magazine pictures.

core learning

YES feelings

- ❖ Define a YES feeling as:
 - "the way I feel when something happens to me that I like."*
 - Give examples of YES feelings.
 - Ask the students to draw or paint pictures to complete the following sentence: *"I get a YES feeling when..."*
 Add captions and discuss.

- *Avoid categorising a smile as an indication of a YES feeling.*
- *A smile for some cultural groups could mean embarrassment, hurt, a put-down or other feelings. This may need to be discussed with students. It should also be explained that it is difficult to know how another person is feeling and it is wrong to assume to know without checking.*

NO feelings

- ❖ Define a NO feeling as:
 - "the way I feel when something happens to me that I don't like."*
 - Give examples of NO feelings.
 - Ask the students to draw or paint pictures to complete the following sentence: *"I get a NO feeling when..."*
 Add captions and discuss.

main idea

Knowing names for my feelings can help me understand when I need protection.



main idea

My body has signals which give me messages. Some signals are warning signals.

- For students using augmented communication systems it may be necessary to focus on concrete examples rather than abstract terms such as feelings. In some cases the use of Compics to identify YES and NO activities may need to be substituted for drawing or painting activities.

❖ Place feeling vocabulary cards (appendix 3) 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. The teacher models the first response eg *I feel happy when my sister phones me.*

individual and whole class role play

❖ The teacher guides the activity beginning with an individual student and then involving the whole class.

*“Adam, you’ve hurt your knee on your roller blades - how are you feeling? (Student responds eg sad) You’re feeling sad - **show us sad.** Everybody stand in a spot and show me that you’re feeling sad.”**

- * Include both positive and negative feelings eg *“Jennifer, your dad is taking you to the circus and you’ve always wanted to go - how are you feeling? (Student responds eg excited) You’re feeling excited- show us excited. Everybody show me excited.”*
- The teacher models recognition that there is a range of ways that people express a feeling.

conclusion

❖ Teach or listen to the songs: *If You're Happy And You Know It* and *Sing A Rainbow*. Add the concept of feelings to the class book.

Warning signals

field building

❖ Define a signal as *something that gives us a message*. Talk about signals we need to take special notice of, such as:

- a red traffic light
- an ambulance siren
- thunder in the sky
- a burglar alarm
- a radio warning.

Ask students: What do signals do? (Signals give us messages.) Discuss the messages given by each of the above signals.

❖ Inform students that our bodies have signals which give us special messages. Read the *Mr Men* book called *Mr Jelly* by Roger Hargreaves. Discuss the “signals” Mr Jelly might get when he's afraid, eg shaky, wobbly tummy.

- Although this book, “Mr Jelly”, and many others in the “Mr Men” and “Little Miss” series are useful in helping children identify their feelings, care needs to be taken in selection as some reinforce gender stereotypes.

core learning

❖ Repeat the role plays of feelings from the previous page. Ask individual students if their body might be having some signals when they are role playing a feeling. Body signals could include: *Bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, frozen heart, smiley face, crying eyes, open eyes, shaky knees.*

❖ Introduce the term WARNING SIGNAL. This can be described as a signal that goes with a NO feeling. Blow up balloons to help students identify warning signals. Give the students the control to move away when they become too anxious about the balloon bursting. Some students may prefer to stay at a safe distance.

Ask students to give reasons for moving away as the balloon is blown up. Note their references to body signals and feeling messages which are appropriate.

Discuss the body warning signals students experienced. Some students may experience few or no warning signals.*

- *The teacher must consider that some students may be frightened of balloons and their choice to stay at a distance should be respected. An automatic toaster, a springloaded toy, a timer with an alarm or building a tower until it falls may be substituted for balloons.*

- ** Many children are not sensitive to their body signals. Not all children experience them to the same degree. Therefore students are encouraged to also identify external signals such as growling noises, ‘black’ skies and so on.*

conclusion

❖ Play a game such as *Simon Says, Statues or Hot Seat* drawing students’ attention to body signals as they experience them.

extension

❖ As a class, record BODY WARNING SIGNALS on a large paper body shape (appendix 4), such as:

- butterflies in tummy
- feel like crying
- feel hot
- shaky knees.



main idea

I can identify safe and unsafe situations by signals I see or feel.



Safe and unsafe situations

field building

The teacher reads a book about safe places from the booklist eg *Sebastian Lives in a Hat* by Thelma Catterwell. Discuss why the characters in the book feel safe. Ask students:

- What kind of places or activities help you feel safe?
- What body signals might you have when you are safe?
- Who helps you feel safe?

Students draw or paint pictures to complete the following sentence:

“I feel safe when...”

Add captions and discuss.

core learning

Using masks or puppets act out stories where there is an adventure which leads to a safe feeling at the end, such as:

- *The Three Billy Goats Gruff*
- *Hansel and Gretel*
- *Pigs and Honey*
- *The Three Little Pigs*

Place a favourite class toy in safe and unsafe situations eg on top of a cupboard, its head under a pillow. Ask students to role play the possible body signals the toy might be experiencing. Ask students to name the feeling (message) the signal is sending.

Discuss places or situations in which children feel unsafe. Accept any suggestions, but you could ask for qualifications such as “What *might* happen in this situation?” or “What *could* frighten you here?”*.

Compile a list of responses to situations such as:

- being in the dark
- walking into a spider web
- seeing a snake
- lost in a shopping centre
- lost in the bush
- missing the bus home
- riding on a roller coaster
- being in a paddock with a bull.

- * *It is important to reinforce the use of ‘might happen’ ‘could happen’ when asking children to verbalise their fears.*
- *Failing to do so can promote unrealistic concerns and could reinforce unnecessary anxiety in some children.*

Revise the WARNING SIGNALS you might feel or see in these situations. They may be body reactions or external signals such as darkness or being all by yourself in a strange place.

❖ Ask the students to draw or paint pictures to complete the following sentence:

“I feel unsafe when...”

Add captions and share.

- ❖ Choose a big book of a well-known story which has illustrations clearly showing characters in safe and unsafe situations, eg *The Three Little Pigs*, *The Three Billy Goats Gruff*, *One Cold Wet Night*, *Hairy Bear*, *In A Dark, Dark Wood*.

Make safe and unsafe situation control signs in two colours (not red and green) using cut-out circles glued back to back on paddle-pop sticks.

As the story is read, the students use their control signs to indicate safe or unsafe situations. Discuss the body signals the pigs (or other characters) might have in each situation. Which signals might be warning signals?

- *Instead of control signs another way of indicating may be used. The teacher may need to read the story with exaggerated expression to stimulate responses from students.*

conclusion

- ❖ Introduce the concept of GO and TELL from unsafe situations by referring to the story used in the previous activity.

Discuss what the characters did when in unsafe situations. Stress GO and TELL.

- *In this theme the concepts of GO and TELL are introduced as examples of responses when abuse or unsafe situations are recognised. Further understandings and skills associated with GO and TELL are developed in the theme of Protective Strategies. These may be reinforced by repeating the last two activities with a number of big books throughout the year. Suggested NO and GO skills may need to be modified for students using augmented communication systems.*

- ❖ A follow up could include discussion about actions taken by characters in familiar stories, folktales or rhymes, eg *Little Miss Muffet*, the mouse in *Hickory Dickory Dock* and *Jack and the Beanstalk*. Include discussion of the body signals they might have in their situations.

extension

- ❖ Compile a class “Safe and Unsafe” book using pictures drawn or painted by students in previous activities.



main idea

There are many different kinds of touching.



Touching

field building

- ❖ View the picture book about touch *Sleeping* by Jan Ormerod.
- ❖ Brainstorm words that describe different kinds of touch eg *kiss, rub, kick, pinch, punch, shake*. In small groups or pairs, students copy and illustrate a ‘touch’ word. Create a class display or a ‘touch’ book.
- ❖ Discuss ways that people can touch eg *lightly, hard, gently, roughly, carefully*. The teacher nominates students to, one at a time, role play a way of touching an object such as a class toy.
 - *Intervention needs to occur if excessively rough or violent behaviour is demonstrated.*

core learning

- ❖ Using the class display or ‘touch’ book (field building) discuss:
 - If someone punches you, what parts of your body might they touch?
 - If someone hugs you, what parts of your body might they touch?

Record students’ responses to the second question on a chart similar to appendix 4 using stamps or stickers to indicate visually the body parts described by students on the body outline. Continue for other touches included in the class display or ‘touch’ book, as appropriate.

- ❖ Select some touch words from the display or book to create a matrix.

Ask the students to remember times when they were touched in the ways that are listed. Pose the questions:

- Who was it?
 - Where were you?
 - When was it?
 - Did you get a YES or NO feeling?
- *The teacher accepts both YES and NO responses from students to reinforce understanding about difference between individuals.*

Record students’ responses on the matrix

Suggested matrix:

Touch	YES	NO
punch		✓✓✓✓
kick		✓✓✓✓✓✓✓
kiss	✓✓✓✓✓✓✓	✓✓✓✓
hug	✓✓✓✓✓	✓✓✓
pinch		✓✓✓✓✓

Have you read pages 2 to 12?

It is important that you are familiar with the aim, rationale and teaching strategies for child protection education before you consider the use of the following activities.

Protection

field building

- ❖ The teacher reads stories that involve different characters taking caring protective roles eg *Hercules* by Diana Noonan.
- ❖ Display stimulus material such as posters, models and photos of people caring for each other and for animals, trees and plants.
- ❖ Introduce the word *protection* to students and create a simple shared definition (eg Protection is being safe from harm or danger).

- *This initial focus area is important to give a context to child protection education.*

- *Although the concepts of child protection and child abuse are complex they need to be introduced 'up front' in child protection education.*

- *Students are naturally curious when child protection programs are implemented in schools. It is important that accurate information about child protection and child abuse is provided.*

- ❖ Brainstorm a list of students' responses to the question: *Who or what needs protection?*
Display for reference.

core learning

- ❖ Students consider ways we protect things.
Divide students into four groups*. Groups are asked to discuss and decide on some main ideas about one of the following questions. Each group is encouraged to present their main ideas in a way that is decided upon by the group. They may nominate a reporter or present their ideas in words or illustrations.
 - How do we protect ourselves from the sun?
 - How do we protect ourselves from the rain?
 - How do we protect ourselves from the cold?
 - How do we protect ourselves from storms?Groups are encouraged to consider safety rules or things they know about keeping safe as well as things we use or put on to prevent harm eg sun: playing in the shade as well as putting on hats or cream.

main idea

I can be hurt. Hurt can affect my body, feelings and thoughts.

When hurt is not accidental it is called abuse. Protection is being safe from harm or danger.



Discuss as a whole class: *Why do we protect ourselves from these things?* (Remind students of how they define 'protection'.)

- * *This activity may need to be modified if students are unfamiliar with group work. Additional adult leaders may be incorporated or the activity may be carried out in pairs or threes.*

❖ Explain to students that there are different ways that children can get hurt.

- *physically*: their bodies may be hurt
- *emotionally*: their feelings may be hurt
- *their thinking*: their thinking may be hurt.

- *It is important to include psychological harm or harm to the thought processes as it is an initial effect of abuse and common to all forms of abuse. It is manifested in distorted thinking such as low confidence and self blame.*

Revise the term *abuse*. The concept of abuse is explained as follows:

*Sometimes children can be hurt or put in danger. If someone is harmed or put in danger and it is **not accidental** we call it abuse.*

The opposite of abuse is *caring* or *protecting*.

- *Consideration is needed if providing examples to illustrate the difference between accidental harm and abuse.*
- *Examples involving plants and animals are most suitable.*

❖ In small groups students illustrate and write about ways of caring for:

- babies
- plants
- older people
- animals
- buildings
- friends

Share ideas and display.

The teacher could provide sentence beginnings and encouragement to students so they consider specific objects or people they care for eg 'I care for my (pet rabbit) by(cleaning its cage).'

❖ Revise the definition of *protection*.

Brainstorm: *Who or what can help protect children and keep them safe from being hurt or abused?* Record if appropriate.

- *Remind students that knowing appropriate information can help protect us. This can be linked to knowing about private body parts, warning signals and OK and not OK touch.*

Suggested brainstorm list:

Who?		What?	
parents	doctors	rules	signs
teachers	aunties	pedestrian	crossings
police	relatives	fences	seat belts

The teacher poses the following for discussion:

- How do children find out about how to put a seat belt on properly, cross at a pedestrian crossing, read signs or telephone relatives, a doctor or an ambulance?

Extension

- ✪ Practise telling names, addresses and phone numbers, crossing at traffic lights, using helmets and role play phoning home, relatives and emergency services.

Jointly constructed writing

Create procedural text to describe *how* to do these things. If students don't know how to do something that is on the brainstorm list (from the previous activity) have them find out and report to the class.

Record information in a class book: *Information which can help to keep us safe.*

- *These skills may need to be taught. The class book can help*
- *reinforce these skills if reviewed often.*

Body parts

field building

- ❖ Involve students in body awareness activities. Display posters of the human body such as the skeleton. (Do not use human sexuality posters as they are unsuitable for Stage 1 students.)
- ❖ Sing body awareness songs such as *Dr Knickerbocker*.
- ❖ Play games which focus on body parts such as *Simon Says*.

core learning

- ❖ Students draw a full-length portrait of the person they sit next to. Share with the class.
- ❖ Write the word *private* on the board or on large paper. Brainstorm some things which are private eg wallets, handbags, diaries, bathrooms. Create a shared definition for *private*.
Inform students that there are special parts of our bodies that are private. Using (enlarged) body outlines, being the front and back



main idea

I need information about the parts of my body which are private and the correct names for these body parts. It is not OK for others to touch the private parts of my body unless I am ill, injured or need help to look after myself.



view of a girl and a boy (appendices 1 and 2) students take turns to indicate a body part they think might be private by pointing to and naming the body part. The teacher labels all parts of the body including penis, vagina, vulva, breasts, anus and bottom (private parts of the body).

The teachers poses the following: We have proper names for the private parts of the body. Why should we use these words?

• *If incorrect terms or inappropriate terms for these body parts are volunteered the teacher needs to inform students that although people use different words for body parts, unless we use "X" people may not know what we mean.*

• *Where languages other than English are used within the school community (eg Aboriginal English or Arabic) the correct terms in these languages can also be used. Assistance may be requested from language teachers or community members, particularly elders.*

• *This activity can be modified for students with an intellectual or communication disability by teaching students to make the discrimination between public and private body parts only.*

- ❖ Revise the names of the private parts of the body using the body outlines with the labels covered with post-it notes. Remove as body parts are correctly named.

Discussion based on the following questions:

- Why are these body parts private?* (They are personal and covered by clothing when we are with other people.)
- How do we keep our private body parts private?
- When don't we need to cover the private parts of the body?**(When we are alone and when we are washing or dressing.)
- Who can look at or touch the private parts of our bodies? (We can touch our own private parts in private. Parents and caregivers 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 they are ill, injured or need help to look after themselves, another person may need to touch the private parts of their bodies.***)

• ** Where relevant it is important to discuss other parts of the body which are considered private for cultural reasons eg. in some Arabic cultures the hair of women and young girls is covered by a hijab in public. In other cultures all of the body except the face, hands and feet may need to be covered in public.*

• *** In some areas in Australia and in many other countries it is considered OK for children to wear no clothes and for young girls and women not to cover their chests or breasts.*

• **** When working with students with disabilities it may be necessary to discuss the need for other people such as teachers or teachers aides to touch the private parts of students' bodies (even though they are no longer babies). It is important to emphasise that this should only happen at the time of need eg when toileting or bathing. It would not be appropriate to discuss this in a mainstream classroom unless raised by the students. With these groups of students, teachers and teachers aides should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them.*

- ❖ Students practise using the names for the parts of the body including the private parts, using flashcards made by the teacher. Students point to the body parts on body outlines as the names are read by the teacher and students.

conclusion

- ❖ Activities involving discussion of the private parts of the body may need to be concluded by a favourite class game which involves all students in vigorous activity eg Fruit Bowl.

• *Fruit Bowl: Students sit with their legs crossed, on the floor in a circle. One student, the 'caller', stands in the centre of the circle. There is no space for the caller to sit around the circle.*

• *The teacher designates each student to be an 'apple', 'orange', 'pear' or 'banana' (in that order). The caller calls one of the fruit names, eg 'oranges'. All the 'oranges' must swap places.*

• *The caller tries to reach an empty place before all the 'oranges' have swapped. The person left without a place becomes the next caller and calls another fruit name.*

extension

- ❖ Using the appropriate girl or boy body outlines (appendices 1 and 2) for their gender, students individually make coverings for the private parts of the body using coloured paper or fabric scraps.



main idea

When things happen to me or around me I get different feelings (emotions). Some feelings are comfortable and some feelings are uncomfortable.

Comfortable and uncomfortable feelings

- *Recognition of feelings is a key concept in child protection education.*

field building

- ❖ Teach and sing, or listen to songs that relate to feelings eg *If You're Happy and You Know It*.
- ❖ Explore and identify the feelings (emotions) that certain colours, music, sounds or places (such as a beach, a river, a busy street) elicit in students.
- ❖ Read one or more books from the booklist about feelings such as *I feel Jealous* by Brian Moses or *What Feels Best* by Anita Harper.
- ❖ Brainstorm a list of words that describe feelings.

- *Display the list of feelings as a chart and revisit whenever relevant in child protection activities and encourage students to use this vocabulary. Students with verbal or communication disorders may need to be encouraged to identify how they are feeling in other ways.*

- *If students use a symbol board - symbols for 'hurt', 'OK', 'mixed-up' and 'not OK' (or 'unusual') should be added. Although these are sophisticated symbols for many non-verbal students to understand and use, it is important that they are available and that students receive support to use them.*

- *Additional field building activities may also be needed for students from non English speaking backgrounds or those with communication difficulties. If students have a limited English vocabulary, they may have limited abstract or 'feeling' words.*

- *Activities such as focusing on a specific feeling and building up a definition of what the feeling might look like, sound like or be like, can assist students to understand and use the vocabulary.*

- ❖ Read a story that follows a character as that character experiences an event eg *Ira Sleeps Over* by Bernard Waber.

Re-read the story, pausing where appropriate to ask students to identify the feeling the character may be experiencing.

The teacher provides the following sentence pattern for students:

*When ... happened, I felt...**

Using the sentence pattern students select up to three feeling words and write about (or discuss with a partner) events where they experienced those feelings eg *When I started school I felt nervous.*

- **Care needs to be taken that victim language is not used.*
- *It is helpful to identify feelings as an individual response to a situation rather than giving the impression that our feelings and actions are controlled by someone or something other than ourselves, eg statements such as "...made me feel...". This is sometimes called victim language.*
- *Encourage students to respond using the pattern: "I feel... when..." (rather than "— makes me feel —"). Eliminating victim language at an early age is a major step towards empowerment for both children and adults.*

core learning

- ❖ Present the folk tale *Goldilocks and the Three Bears* through drama or readers' theatre.

Introduce the words *comfortable* and *uncomfortable* and discuss what they mean. Identify the things that Goldilocks found comfortable.

The teacher informs students that we are all different. What may be comfortable for you may not be comfortable for someone else.

Discuss: Would the same things have been comfortable for Papa Bear and Mama Bear (or Baby Bear)?

- ❖ The teacher reads the following situations one at a time calling on responses from students for each situation.

Describe how you might feel when...

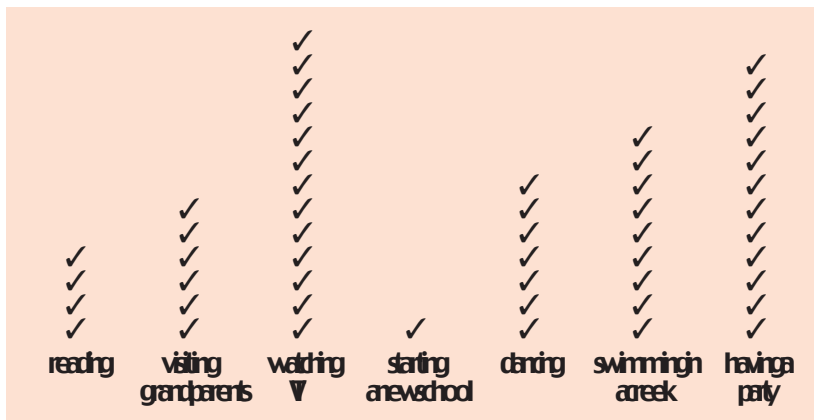
- opening a present
- visiting someone in hospital
- listening to music
- receiving a merit certificate
- swimming in a deep pool
- being sick with a cold
- being teased
- mum has a new baby.

extension

- ❖ Create a graph to represent student responses to the question:

- In which of these situations do you feel comfortable?

The teacher suggests situations most relevant to students eg



main idea

When things happen to me, or are happening around me, I get body signals. My body signals give me a message. Some signals give me a warning.

Display and discuss why there are different responses.

- *It is important to represent visually and discuss the concept to ensure students understand that what is comfortable for one individual may not be comfortable for another.*

conclusion

- ❖ Students are asked to recall a situation where they felt uncomfortable. With a partner of their choice students share their situations.

Students individually recall a situation where they felt comfortable. With a new partner students share their situations.

- *When asking students to share situations where they have felt uncomfortable it is important that the teacher is prepared to interrupt positively if a student begins to disclose abuse publicly.*

Warning signals

- *'Warning signals' and the concept of receiving messages are key concepts in child protection.*

field building

- ❖ The teacher asks students: *What are messages? What do messages do?*

Create a shared definition. (eg Messages tell us something.)

In small groups students create lists of all the ways they can think of that people send messages. Each group nominates a recorder (writer) and a reporter. Lists might include phone, letter/post, fax, pigeon, smoke signals, tapping sticks, body language and secret codes. The reporter presents the list to the class.

- ❖ Assign the name of a person within the school to each student. Names can be those of students within the class or in a buddy class, teachers or support staff.

Using large post-it notes or cards, ask students to write a *message* to their nominated person that might make them feel good.

The teacher may need to provide some examples or scribe for some students.

eg Dear "X", I think you are very caring and I hope you have a lovely day. From 😊

Ask students to imagine: How would you feel if you received a positive or nice message from someone?

- Responses to messages should be relayed to individual students. Class sharing of responses is not appropriate because not all students may receive a response.
-
- Alternatively a message or a number of messages could be sent to people at other schools, or family members or friends via e-mail or the internet. It is important, however, to use caution when using public communication systems. Detailed information about children, such as full names, ages, photographs or addresses must be protected from other users of these systems.

core learning

- ❖ Discuss the word *signal*. Ask students: *What are signals? What do they do?* (Signals tell us something - they send us a message.)
Brainstorm a list of signals (eg flags, signs, lights, bells, buzzers, whistles, voices, alarms). The teacher has prepared stimulus pictures to illustrate some of the above signals.
Students form small groups. Each group receives a picture. Ask students to decide what message or messages their signal might send (eg a bell - school is starting, school is finishing, a sports game is starting, a person who is sick in bed needs help).
A reporter from each group presents their picture and the message or messages the group decided upon.
Discuss how some signals send different messages. Which signals send only one message? Why?
- ❖ Play a game using a whistle, bell or some type of signal where students respond differently to a number of signals eg one blow - lie down, two blows - jog on the spot, three blows - freeze.
 - The game may be extended so students can change the signals or make up different responses.
- ❖ Ask students: *How does your body receive messages from signals?* (Our body gets signals from inside and outside when things happen to us or around us).
Show and discuss a picture of a frightening or threatening situation, eg a house fire, a bush fire, a beach or sea rescue.
Discussion based on the questions:
 - How do you think you might *feel* in this situation? (Refer to *feeling* words from class lists)
 - What might be happening to your body in this situation? (It is getting signals.)
 - What do we call these signals? (Warning signals.)





Use a body outline, such as appendix 4, to record all the possible warning signals students suggest. Display.

• *Although it is not always possible, the teacher should try to select a situation that students in the class are likely to have not personally experienced. Teachers also need to be sensitive to any strong emotional reactions from students which may indicate that they are reminded of a stressful experience. Debrief students if necessary.*

• *It is important that students are aware that no particular body signal is in itself positive or negative but can have different meanings in different situations eg butterflies in the tummy could mean a person is nervous or excited.*

• *Signals might include - bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold-shivery body, clapping hands, fidgety hands, sweaty hands, quick breathing, shallow breathing, gaspy breathing, racing heart, stopped heart, goose bumps, body hair standing up, sick sensation, smiley face, tight scrunched face (frown), tears, open eyes, red hot face, shaky knees, wobbly legs or dry mouth.*

extension

❖ Revise ‘feeling’ words from previous activities. The teacher has prepared a number of small flash cards and recorded on each a different feeling word.

Organise children into small groups. Assign to each group a feeling word card.

Groups, in turn, role play body signals for their feeling word. The class tries to guess the feeling that is being presented. The teacher may wish to verbalise some of the body signals the students display eg “I can see that Jan has gaspy breath and wide eyes. What is the message?”

conclusion

Conclude with a positive class game such as *Simon Says*, the *Signal Game* (core learning), *Duck Duck Goose* or a relaxation technique.

Safe and unsafe situations

field building

- ❖ Gather and display stimulus pictures of safe and unsafe situations eg a child reaching to touch hot saucepan, a child in the safe care of an adult, a sign showing shallow water, a person wearing a bicycle helmet or a seat belt.
- ❖ Discuss some of the pictures. Write the words *safe* and *unsafe* on the board and create a shared definition for each.
- ❖ Read a story about a safe place from the booklist eg *Andrea's Cubby* by J. Brian and S. Kennedy.

Explore the body signals and feelings (safe or unsafe) that characters might be experiencing in each situation.

- *Safe can be a difficult concept for children to understand.*
- *Children such as those who have experienced abuse and children who have experienced significant trauma such as living in a war zone or chaotic circumstances, may find the concept beyond their experience. More time and a wide variety of approaches may be needed to develop their understanding.*
- *Students who have difficulties with the concept of being safe may benefit from additional activities such as:*
- *Using a large box containing a variety of soft textured objects (eg a cushion, a teddy bear, a jumper, a soft shawl) the teacher blindfolds a student and places an object in the student's hand. The student describes how it feels.*

- ❖ Ask students to give examples of:
 - a **place** where I feel comfortable and safe
 - **people** I feel comfortable and safe with
 - **times** of day when I feel most comfortable and safe.

Pose some of the examples suggested by students for discussion. Check whether they would feel differently about being in a safe place at another time of day or being with a different person eg a park (or paddock) in the middle of the day with lots of people - compared to - an empty park (or paddock) with no one around.

- *Remind students that no one place, person or time of day is always safe or unsafe. Encourage students to consider the things that can help make a place safe.*

- ❖ Go on a community walk and identify:
 - *possible* safe places
 - *possible* safe people.

main idea

When I experience body signals I have to stop and think about whether I am safe or unsafe. Adventure can be scary but fun. If I am confused or experiencing warning signals I could be unsafe.



Discuss NO GO TELL strategies during the walk.

Create a picture board or display illustrating students' findings.

- *This activity may need to be modified for some students*
- *who have augmented communication systems or who have*
- *limited mobility, to reflect their circumstances.*

core learning

- ❖ Show and discuss a picture of an adventure situation where it can be fun to feel a little frightened, eg on a roller coaster, water-skiing, rollerblading, motor bike or horse racing.

Discussion based on the questions:

- How do you think someone might feel in this situation?
- What body signals might they have?
- Is this a safe/unsafe situation? Why? Why not?

Discuss that it can be fun to be a little scared and that excitement and adventure (or risk taking) can be fun.

Make a list of situations where students enjoyed feeling frightened. Write the student's name after each suggestion. Encourage some students to comment on the suggestions. The teacher models acceptance of difference and ensures that comments are not judgemental.

In small groups, students discuss what they could do if someone wanted them to participate in an activity that was too scary for them, eg horse-riding, handling a snake at the zoo. A specific activity may be allocated to each group. Each group nominates one member to report back to the class on behalf of the group. The reporter presents an unsafe adventure situation and suggested strategies from the group which could be used to avoid the situation.

- *It is important that when students are asked to consider*
- *situations when they feel unsafe that conditional language*
- *is reinforced ie ...might happen, ... could happen.*

- ❖ Inform students that sometimes we can get warning signals and feel uncomfortable but still are *safe*.

However, every time we have our warning signals we have to STOP and THINK.

Brainstorm some situations where we can feel uncomfortable but still be safe eg at the doctor's, being in hospital, going to a new school or class, hearing scary noises at home, having a nightmare.

Discuss:

- What should we do if we get our warning signals but we're safe?
- Should we say - NO?

- Should we GO?
- Should we TELL? (If we are confused or worried about a situation we should talk about it with a trusted adult.)
- What would be a good thing to do if you have a nightmare? (Stop and think. Should I say NO? Should I GO? Should I TELL?) What might happen then?*

• Refer to the idea of persistence and remind students that when they TELL an adult, he or she might not listen or do anything to help. Students should be persistent, if they are confused or worried about a situation, and persist until they are listened to.

• * Revise the concept of feeling relief and link to how a person might feel after telling.

conclusion

- ❖ The teacher relates the following scenario to students.

Susie is in the hospital for an operation. She is feeling scared and uncomfortable.

Her hands are sweaty and she has a lumpy feeling in her tummy.

Her parents, aunty and next door neighbour visit her every day.

When no one is there Susie lies in the bed and wonders if she is unsafe. She worries and thinks about what she should do.

The teacher poses the question: *Is Susie unsafe ? What should she do?* (Susie is scared but safe. She should TELL a trusted adult about her worried feelings.)

Students create a letter of advice. Letters can be published on a computer and presented to an audience or included in the school newsletter or magazine. A brief description of the scenario should be included as a context for the students' work.

Letters may be individually written or be written as a jointly constructed class text.



main idea

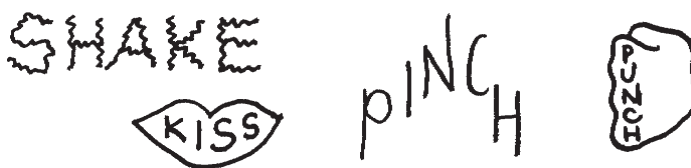
There are different kinds of touch. I can tell if touch is OK or not OK by thinking about the five factors: WHO? WHAT? WHEN? WHERE? and HOW?

Kinds of touch

field building

- ❖ Brainstorm words that describe different kinds of touch eg kiss, rub, kick, punch, shake. Make flashcards for the words.

In groups or individually students dramatise without contact, or represent touch words in a visual form eg kiss, shake, pinch, punch. The teacher asks each group (or a number of students) to present one or two dramatisations or representations of a touch word to the class.



- ❖ Display the flashcards from the initial activity. Divide children into two groups or pairs. One group or partner lists kinds of touch that can be OK. The other lists kinds of touch that can be not OK.

Students share their lists with the class and discuss their findings. The teacher poses the question:

- Why are the same words on both lists? (It can depend upon HOW the touch is made.)
- Why do some people have different feelings about the same touch? (Culturally different ways of regarding touch may be considered.)

- *It is important to acknowledge that some kinds of touch like tickle, kiss, rub could go on both lists.*
- *In some groups or families it is never OK to kiss or hug in public except at special celebrations. In other cultures adults who know each other well always kiss or hug whenever they meet.*

core learning

- ❖ Inform students that we can usually tell if touches are OK or not OK by the signals our body gives us when we are touched. We can also tell if a touch is OK or not OK by seeing how the touch is made.

Discuss HOW people can touch eg light, hard, gently, roughly, carefully.

Teacher nominates students one at a time to demonstrate ways (or HOW) people touch each other using a class pillow or toy. Ask the other students whether they would classify the touch demonstrated as being OK or not OK. Why?

- *Intervention needs to occur if excessively rough or violent behaviour is demonstrated.*

- ❖ Inform students that OK and not OK touch depends on such factors as:
 - WHO is touching you?
 - WHAT body part they are touching?
 - WHEN they are touching you?
 - WHERE you are when they touch you (at a celebration, in front of your friends, privately)?
 - HOW they are touching you (roughly, gently)?

- *WHY is not included in the factors that can help a person decide whether a touch is OK or not OK because it is sometimes difficult to understand WHY another person is touching you in a certain way.*

The teacher has prepared flashcards or posters for the five factors that can help children decide whether touch is OK or not OK.

Using the cards or posters students create sentences, orally or written, which explain why a touch is OK or not OK.

eg A kiss is OK for me when....

WHO?	HOW?	WHAT?	WHERE?	WHEN?
it is my dad	gently	kissing my cheek	with mum in the kitchen	at bedtime

extension


- ❖ Using the displayed list of the five factors (flashcards or posters) students create two personal accounts of OK or not OK touch. Students present them on video, at an assembly or to an invited audience (another class or parents).

- *Because of the sensitivity of examining personal experiences of touch, students' rights not to participate must be respected. Students who participate but do not wish to share their work might be invited to share or discuss their work with the teacher privately.*
- *If the teacher has concerns about the personal experiences of students and their present safety or risk of future abuse, the concerns must be reported to the principal for notification.*





Theme 2: Power in relationships

Activities to develop skills in establishing and maintaining non-coercive relationships and reinforcing attitudes and values related to equity, respect and responsibility

STAGE 1

Overview

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.

Focus areas include teaching and learning in the areas of rights and responsibilities and power in relationships.

Focus Areas

Early Stage 1

Relationships

Trust

Rights and responsibilities

Wanted and unwanted touching

Stage 1

Relationships

Rights and responsibilities

Caring for others

Privacy

Wanted and unwanted touching- permission

Unwanted touch- saying NO

Things to look for

Things to look for suggest ways that students may demonstrate achievement of the outcomes at the relevant stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Early Stage 1

Relationships

Can students:

- identify people with whom they have relationships?
- identify people who are strangers?

Trust

- identify relationships where they trust another person?

Stage 1

Relationships

Can students:

- identify categories of relationships such as family members, friends and people who help us?
- recognise ways of behaving that may harm relationships such as bullying?
- value positive relationships?

Early Stage 1

Rights and responsibilities

Can students:

- identify some needs of children for health, safety and well-being?
- recognise appropriate ways of caring for others?

Wanted and unwanted touching

Can students:

- discuss why some ways of touching are not OK if they threaten a person's privacy or safety?
- recognise their right to say NO to unwanted touching?

Stage 1

Rights and responsibilities

Can students:

- contribute to a list of children's needs for health, safety and well-being?
- recognise that children have a right to safety and well-being?

Caring for others

Can students:

- use correct anatomical terms to name the private parts of the body?
- identify ways of showing care for others?

Privacy

Can students:

- compare the care needed by babies with that of older children?
- describe how their responsibilities for self care change as they grow older?

Wanted and unwanted touch - permission

Can students:

- explain why there are particular rules about gaining permission for certain activities?
- identify some behaviours that make them feel hurt, confused or unsafe?
- recognise they have a right to be safe from these behaviours?

Unwanted touch - Saying NO

Can students:

- recognise that behaviours that make them feel hurt, confused or unsafe are wrong?
- recognise inappropriate touching of the private parts of the body?
- describe actions that should be taken when feeling hurt, confused or unsafe?

main idea

Relationships are connections I have with other people.

There are different kinds of relationships.

Have you read pages 2 to 12?

It is important that you are familiar with the aim, rationale and teaching strategies for child protection education before you consider the use of the following activities.

Relationships

field building

- ❖ Gather and display pictures of people interacting in social settings eg a family dinner, celebrations, sporting activities, BBQs, a dental visit, rodeos. Involve students in picture talks about the people in each picture and their connections.
 - *The teacher needs to be inclusive and affirming of all the people that students consider to be their family.*
- ❖ Share stories involving relationships from the booklist such as *Are you my Mother?* by P D Eastman, *Sam's Sunday Dad* by Margaret Wild, or *Going For Oysters* by Jeanie Adams.
- ❖ Create a family picture gallery.
- ❖ Invite students' family members to meet the class and talk about themselves and their relationship with the student.

core learning

- ❖ Inform students that we have *relationships* with people we know. We have *connections* with them. We are *connected* to people in different ways. Brainstorm and record connections under the three categories:
 - family (*mother, father, brother, aunty, step family, foster mum*)
 - friends (*same age, same sport, same interests/hobbies/likes, same school*)
 - people who help me (*teacher, doctor, shop keeper, mail deliverer, neighbour, coach, police officer*).
 - *With students with disabilities, teachers aides or other support people should be included where appropriate as 'people who help us'.*

Discussion based on the following questions:

- What do we call people we do not have a connection or relationship with? (Strangers.)
- Why are they strangers? (Their personality, family, address and so on, are not known.)
- What do strangers look like? (The same as people we know.)

- *In a survey of Australian and New Zealand children it was*
- *found that although children say they are terrified of*
- *strangers they do not know what strangers are. Before the*
- *age of 8 many children identify strangers as part monster,*
- *always male and wearing black clothing and masks. Adults*
- *who look and sound kind are not considered by many to be*
- *strangers (as quoted in Briggs and Hawkins 1997).*

conclusion

A relationships chain

- ❖ Students make paper doll chains representing various people they are connected with.

extension

- ❖ Watch a video story about friendship eg *Bananas in Pyjamas*, *The Wind in The Willows* or *Thomas the Tank*.

Discuss: What is a friend?

- *The teacher needs to be aware that characters in Thomas*
- *the Tank may reinforce gender stereotypes. This issue can*
- *be discussed with the class.*

- ❖ Students create (draw or paint) a picture of their best friend. The teacher scribes a text strip for each student using the sentence model: *This is my best friend I like him/her because...*

- *Best friend pictures should not be displayed as a class*
- *display because it is likely that some students would not be*
- *represented. An alternative for display might be creating a*
- *picture of a best friend outside school.*

Trust

- *Trust is a key concept in child protection education.*
- *Students need to pay particular attention to their*
- *warning signals when they are confused about changes*
- *in a trusting relationship. Betrayal of trust is a common*
- *factor in child abuse.*

field building

- ❖ Read some stories about trust from the booklist eg *Farmer Beans and The Dog With No Name* by Frank Moffat.
- ❖ Play some trust building games in groups of three students such as:
 - *Cradle Rock* (where one student is rocked gently between the other two, being supported under the arms as they lean backwards and forwards).
 - *Fire Rescuers' Carry* (where two students join hands and carry the seated third student).



main idea

There are many people who care for me. I trust them because I have a relationship with them. Sometimes trust can be broken.



Discuss students' feelings and body signals as they participate in activities.

- ❖ Revise what is meant by *relationships*.

core learning

- ❖ Read one or more of the following scenarios.

Thelma was in Kindergarten. One day when her class was in the library Thelma's teacher asked for someone to do a job. She needed someone to carry the special gold stickers back to the classroom and put them on her desk. The teacher chose Thelma because she knew she could trust Thelma to do this special job.

Leo was six years old. One day he found a ten dollar note. He took it home and told his family. They decided that they would keep the money for a week to see if they could find out who had lost it. If they couldn't find out who lost the money then Leo could keep the money. Leo gave the money to his step dad because he knew he could trust his step dad to look after it.

Alinta and Julian were good friends. They played together at playgroup. One day Alinta brought in a very special toy that she had been given for her birthday. Alinta didn't want anyone to touch it because it was very special but she let her friend Julian have a turn of her toy because Alinta knew she could trust Julian to look after it.

Discussion based on the following questions:

- What is trust? (Trust is believing in another person to do the right thing. We have YES feelings about someone we trust.)
- Why did the teacher (Leo/ Alinta) trust the other person?
- When can we trust other people? (When we know them and we believe they will do the right thing and we have a YES feeling about them.)
- Can you trust every one you know? Why not?
 - *Trusting relationships are based on shared, prior experiences which form the basis for trust ie you cannot trust strangers as you do not as yet have a relationship with them.*

- ❖ The teacher informs students that sometimes people we care about can break our trust. Read one or more of the following *What if?* situations:
 - What if Thelma put the stickers in her bag to take home instead of on the teacher's desk?

- What if Leo's step dad spent the ten dollars he was supposed to look after?
- What if Julian played roughly with Alinta's toy and scratched it?

Discussion based on the following questions:

- How might the teacher (Leo/ Alinta) feel when their trust was broken? (Sad, mixed up, hurt feelings and thinking.)*
- Why might they feel like that? (It can be hard to understand when someone you care for gives you NO feelings.)
- What body signals might the teacher (Leo/ Alinta) get with these feelings? (Tight stomach, hot face, watery eyes)
- What could the teacher (Leo/ Alinta) do about their feelings and body signals? (TELL or talk to someone about how they feel and gain relief.)

- **Mixed up (or confused) is a feeling shared by many children at the onset of abuse. Confusion occurs because established roles within a relationship suddenly become blurred or changed. It is important to include 'mixed up' (or confused) as an important warning signal for students.*

conclusion

- ❖ Brainstorm a general list of people that students trust.

Individually students draw a picture of one adult they trust and write to complete the sentence *I trust ... because...*

- *Reinforce the concept that trust involves knowing the person and believing that he or she will always do the right thing. Keep students' work from the concluding activity for reference when discussing networks.*

extension

- ❖ Discuss the question:

- How do you feel when someone trusts you? (Body signals - bright eyes, body straight and tall. Feelings - proud and happy.)

The teacher gives each student something special to look after for a limited time period eg a marble, a nut, a pebble or a shell for a day. Explain that you *trust* the student to look after it and to give it back well cared for.

- *Ensure that this task is not too difficult to achieve so most students will be successful. The activity may be staged and carried out with one small group at a time. Discourage competitiveness between students.*



main idea

I have a right to be cared for and to be safe. I can show care to others.



Rights and responsibilities

- *It is important in addressing the issue of child abuse to ensure that children understand their right to be safe. This knowledge is fundamental to children being able to speak out when they feel threatened or unsafe.*

field building

- ❖ In small groups, students cut and paste from magazines to form three picture files, on separate large sheets of paper, with the following headings.
 - Things that help me to be healthy.
 - Things that help me to be happy.
 - Things that help me feel safe.
 Picture files are shared with the whole class.
- ❖ Introduce a class pot plant or a class pet to students. Create a list of the needs of the class plant or pet eg *food/soil, water, sunshine, pot/cage, attention, caring*. Discuss what might happen if these needs are not met.

Make a list of care instructions for the plant or pet. Begin a roster of student carers to take responsibility for individual tasks for nominated time periods.
- ❖ Read or share *Tucking Mummy In* by Morag Loh as an example of children showing care for others.

core learning

- ❖ The teacher reads a story about a loving relationship between a parent or caregiver and a child* such as *The Man Who Loved Boxes* by Stephan Michael King.

Discussion based on the questions:

 - What might it be like to live without knowing that someone cared about you?
 - What are some ways that someone could be hurt if they thought that no one cared about them?
 - Do you think that all children need to know that they are cared about? If so why?
 - What are some other things that children need? (Refer to the list of needs of the class plant or pet.) Record students' suggestions.

Students copy the words: *Children need....* on a sheet of paper and illustrate. Words may be written by students or scribed by the teacher to accompany illustrations.

- **Sensitivity needs to be used when selecting a book about*
- *such a relationship as there may be students in the group*
- *who do not have continuity of main caregivers and some*
- *who may not have a strong bond with their main caregivers.*

conclusion

- ❖ The teacher informs students that love, care, food, medicine, education, play and safety are things that all children should have. They are called *rights*.

A *right* means that there is no 'question' or 'maybe' about it - children should have these things. Introduce the word *rights*.

Identify some of the people who provide each of these things for children.

- ❖ Re-read the book *The Man Who Loved Boxes* by Stephan Michael King, or *Tucking Mummy In* by Morag Loh. The teacher poses the following questions for discussion:
 - Do children need to show love or care for others? Why?
 - How can they show love or care for others?

extension

- ❖ Record students' responses to the second question encouraging them to consider the range of people they are connected with. Create a class book using the recorded responses and students' illustrations.

Wanted and unwanted touching

field building

- ❖ Discuss situations of *wanting something* and *not wanting something* eg wanting an icecream, a toy or new shoes: not wanting a haircut, an extra job or to visit a particular person.
- ❖ Read or share the book: *Dinner at Auntie Rose's* by Janet Munsil. (Or substitute *"I Don't Like KISSES"* by R Mainzer.) Discuss the book. Talk about wanted and unwanted touches. Relate the story to the experiences of students.

Ask students how they feel when they get unwanted touches. Explain that everyone is different and may not like the same touches. Discuss tickling.

Ask the students to suggest areas of their bodies where tickling might be fun and areas where tickling may become unwanted touching. Students choose a partner and practise tickling each other in fun areas and saying "NO" or "STOP" when the tickling becomes unwanted.

- *Inform students of their right to say NO or STOP even if they*
- *trust the person. Students may need to be reminded of their*
- *responsibility to respect the wishes of their partner when*
- *he or she says NO or asks for the tickling to STOP.*



main idea

Some touching can be confusing. I have a right to say NO to unwanted touching.



core learning

- ❖ Refer to the body outline chart where areas of touching were recorded (core learning 'Touching'). Name some of the areas highlighted by stamps or stickers on the chart.

Discussion based on the following questions:

- What are some body parts that you do not want others to touch?* (Private parts and sensitive areas such as the mouth, the eyes and the stomach.)
- Why? (If someone touches these parts it can hurt or you can get a NO feeling.)
- When is it OK for someone to touch the private parts of your body? (If 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? (Say NO, if you can, and TELL someone about it.)
- Why is it OK to say NO and TELL about these kinds of touches? (Children have a right to feel safe.)

· **Care needs to be taken so inappropriate touching is not affirmed. The teacher should inform students that although it is important to discuss all kinds of touching it is never OK for people to hurt each other intentionally or to touch other people in a way that makes them feel scared, mixed up (or confused) or gives them a NO feeling.*

· *** With some groups of students with disabilities it is important to acknowledge that they might need assistance which involves touching of the private parts of their bodies. Students need to be told that they have a right for this assistance to be given in a way that their feelings are respected and they do not feel embarrassed, scared or unsafe.*

conclusion

- ❖ Discussion based on the question:
 - What are some ways that people touch you that give you a YES feeling? Why?

- ❖ Students draw and write to illustrate the following:

YES touching: ...

I get a YES feeling from this touching.

· *These sentence beginnings may be displayed for students to copy. Alternatively a blackline master may be prepared for students to complete and flashcards or lists of 'touch' words displayed for students to copy.*

Have you read pages 2 to 12?

It is important that you are familiar with the aim, rationale and teaching strategies for child protection education before you consider the use of the following activities.

Relationships

field building

- ❖ Students bring to school a selection of photographs of themselves and their relatives, friends and acquaintances in situations or settings such as birthday parties, religious occasions, picnics or other special events.

Students are divided into random groups of three. Groups sit and share, and talk about their photos (and or pictures*) then move to another combination of groups of three to share again.

- *A letter sent home with students explaining the request for photos and encouraging parents and caregivers to help the student find some photos might be helpful.*
- ** Some students who have lost their home and possessions by fire or are recent refugees or immigrants might not have any photos. If this is upsetting for them, arrange for students to draw or paint their relatives or a special event to share with the class.*

- ❖ Invite family members to the classroom to talk about themselves and their relationship with the student.
Invite responses on audio or video tape, letter, message, picture, fax or e-mail if family members are not able to attend in person.
- ❖ Discuss trust. Who are some people we trust? Why?
Refer to activities in 'Trust' (Early Stage 1) if students are unclear about the concept of trust. It is important that students have understandings about trust as it is an essential concept in child protection education.

core learning

- ❖ Inform students we have *relationships* with people we know. We have *connections* with them. We are *connected* to people in different ways. Brainstorm and record connections under the three categories:
 - family (eg mother, father, brother, aunty, foster family)
 - friends (eg same age, same sport, same street, same school)
 - people who help us (eg teacher, doctor, shop keeper, mail deliverer, after school carer, neighbour next door/next farm).

main idea

Relationships are connections I have with other people.

There are different kinds of relationships.

Relationships can change.



- Acknowledge students' broader families and include step parents, foster parents and relatives who may be close in relationship but live a long distance away. With students with disabilities, or other support needs, teachers aides or other support people should be included where appropriate as 'people who help us'.
- Brainstorm lists will be useful to keep to refer to in networking activities.

Discussion based on the following questions:

- What do we call people we do not have a connection or relationship with? (Strangers.)
- Why are they strangers? (Their address, job, personality, family are not known. We do not trust them.)
- When might it be OK to start a relationship with a stranger? (When your parents or a responsible adult are with you - not when you are alone.)

- It is important to ensure students have an understanding of what constitutes a stranger. In a recent survey it was found that most children before the age of eight do not consider adults who look or sound kind and helpful to be strangers. (Briggs and Hawkins 1997)

- ❖ Read the following scenario (or describe a similar one about a friendship familiar to students). Do not use students' names.

Demi and Katrine were friends. They lived in the same block of units. Katrine was in Year 3 at school. They played together after school because Demi's mum worked.

*At Katrine's home, Katrine was very nice to Demi and shared her toys. At school Katrine started to tease Demi and say nasty things to her. **Every day** Katrine and her friends would run away with Demi's hat and Katrine would say "If you tell anyone, my Mum won't look after you any more and you'll be all alone. You won't be my friend."*

Discussion based on the following questions:

- What kind of relationship did Demi and Katrine have? (A friendship.)
- What body signals might Demi have experienced when Katrine and her Year 3 friends took Demi's hat? (Teary eyes, clenched fists, red face.)
- How do you think Demi might have felt? (Angry, sad, mixed up.)



The teacher informs students that Katrine was doing something that could damage her relationship with Demi. Katrine was bullying Demi. Bullying is not a right way to act in any relationship. It hurts people.

- How can we be hurt by bullying? (Our body, feelings or thoughts might be hurt.)
- How might our thoughts be hurt? What might we start to think? (We might start to believe what the bully says. We might think that we are no good and it is somehow our fault. We might be afraid to tell someone about the bullying.)

- *'Mixed up' (or confused) is a feeling shared by many children in abusive relationships. Confusion occurs because established roles within a relationship either suddenly become blurred or changed or change from time to time. It is important to include 'mixed up' (or confused) as an important warning signal for students.*
- *It is important for teachers to explain that bullying involves ongoing, intentional harassment, and is different from disagreements and one-off conflicts. Children need to know that bullying is where a person picks on or hurts another person in a repetitive, ongoing way.*

conclusion

- ❖ In groups or pairs students create a poster, advertisement, display or dramatic presentation response to:

The great thing about relationships is...

Encourage each student to contribute one idea.

extension

- ❖ Students create a *Family Tree Flow Chart* or individual *Relationships I Have* books.

Rights and responsibilities

- *It is important in addressing the issue of child abuse to ensure that children understand their rights - particularly the right to be safe. This knowledge is fundamental to children being able to say NO when they are threatened or unsafe.*

field building

- ❖ The teacher has prepared several sets of the following three pictures:
 - a pet
 - a plant
 - a baby or a toddler.

main idea

Children have a right to health care and to be safe.



main idea

Everyone needs to be touched in a caring way. Children can show care to others.

Divide students into small groups. Each group receives a picture. Students record using words or pictures, what each would need to live well. Group reporters present responses to the class. Students discuss how these needs could be met.

core learning

❖ The teacher poses the question for spontaneous responses: *What are the needs of older children?*

Divide students into six groups. Each group receives a large sheet of paper with one of the following headings:

- things that help us feel healthy
- things that help us feel happy
- things that help us feel safe
- people that help us feel healthy
- people that help us feel happy
- people that help us feel safe.

· *Where there are students with disabilities in the class their special needs should be sensitively acknowledged.*

❖ Have students create a list and illustrate with a collage of magazine pictures. Share as a class and display.

❖ Introduce the word *rights*. Inform students that love, care, food, medicine, education, play and safety are rights which children should expect.

conclusion

❖ Identify some of the people who provide each of these things for children.

extension

❖ In groups students create a display poster representing the children's rights outlined above.

Share as a class and display.

Caring for others

field building

❖ Read some of the students' sentences from 'Kinds of touch' (Stage 1) explaining OK touch by looking at the five factors (WHO? WHAT? WHEN? WHERE and HOW?). Focus on the HOW? factors in students' stories about OK touching. List the ways in which the students were touched.

Discussion based on the questions:

- How do I touch my friends when I'm feeling happy?
- How do my friends touch me when I'm sad?

- How do people touch me when I'm ill, injured or need help to look after myself?
- How would I feel if no one ever touched me?
- If some people don't like being touched why should we respect their wishes?

core learning

- ❖ Invite parents to bath their babies at school. In two or more groups, students observe a male and a female baby being bathed and dressed. The teacher points to parts of the baby's body and students name each part.*

If this cannot be arranged, 'New Born Baby' dolls (or other baby dolls with male and female genitalia) may be shown and body parts named. While students are sitting in a circle, the dolls may be passed from one student to another. The teacher models care and gentleness in handling the dolls as if they were real babies. Encourage students to do the same.

- ** Parents may need to be informally briefed about the importance of the use of correct anatomical terms for the genitals in child protection education. Students may also volunteer other terms for these body parts. Let them know that there are many names for our body parts but unless we use the correct terms, people may not understand what we mean.*

- ❖ Discuss ways children can show care to their family, friends or people they are connected with.

conclusion

- ❖ Compose a class or individual phrase or poem for the word CARE eg

Children can show care
A smile or hug can do it
Relationships will grow
Everyone can help.

extension

- ❖ The teacher may wish to arrange for students to create a CARE video segment with each student describing how *I like to show ... I care by ...*
- ❖ Send *I care* cards to people identified in students' relationships or networking activities.



main idea

As I get older I have more responsibilities. I can look after my body myself. Some parts of my body are private. If I'm sick, hurt or need help to look after myself another person may need to touch the private parts of my body.

Privacy

field building

- ❖ Discuss class jobs.

Ask students: Who is currently *responsible* for assisting in classroom organisation (eg delivering messages, distributing pencil tins or scissors)? Go through each *responsibility* one at a time.

Reassign or vary the responsibilities.
- ❖ Alternatively introduce a class plan and design a list of responsibilities. Assign and roster students to specific tasks.

Ask students to explain what is meant by the word *responsibility*.

core learning

- ❖ Revise the concept of *private* and private body parts.

Review students' work from 'Rights and Responsibilities' about the needs of babies and toddlers and older children.

Inform students that the adults they have relationships with are *responsible* for caring for them in different ways. Their care should make students feel safe, protected and comfortable. Students are also becoming more responsible for themselves. The bodies and behaviour of older children are *their* responsibility.
- ❖ Read a story about babies, children and growing up from the booklist eg *Looking After Myself* by Sarah Leveté. Brainstorm some of the activities involved in caring for the baby or toddler in the story.

Discussion based on the questions:

 - Why is it necessary for parents or caregivers to touch the private parts of a baby?
 - Is it necessary for your parents or caregivers to touch the private parts of your body? Why? Why not?
 - When might it be necessary for someone to touch the private parts of your body?

· *For some groups of students with disabilities core learning needs to be extended. When older children need assistance that is usually given to babies, they also need to learn that they have the right to have their privacy respected as much as possible. This means that touching of their private parts should be kept to a minimum, assistance should be given with as much privacy as possible and only when required. Students also have a right to be taught and encouraged to do as much as possible for themselves.*

· *It would not be appropriate for this to be generally discussed where integrated students are in a mainstream classroom setting but would be very suitable for small groups where there*

- are several students with similar special needs. In an
- integrated situation the following extension activities would
- also be unsuitable.

extension

- ❖ Using the brainstorm list (from core learning), highlight in two colours, the activities involved in caring for a baby and those for caring for an older child.

In small groups of four or five students make one of the following collages or illustrations of:

- parental activities involved in caring for a baby
- parental activities involved in caring for an older child.
- ❖ Students respond: in the affirmative... hands up; in the negative... hands down.
 - To make this activity less threatening allow students the right not to participate.

The teacher poses the questions:

- How many of you think you need help to wash yourself?
- How many of you think you need help to dry yourself?
- How many of you think you need help to dress yourself?
- How many of you think another person needs to bath and dry a baby?
- How many of you think another person needs to dress a baby?
- How many of you think it is all right 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?
- How many of 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?

conclusion

- ❖ Task: Draw or paint a picture of something you *couldn't* do yourself when you were a baby that you can do by yourself now. Share with the class.



main idea

Others need permission to touch what is mine. If someone doesn't ask for my permission and I feel hurt or have a warning signal I need to say NO, if I can, GO, if I can and always TELL someone.

Wanted and unwanted touch - permission

- *Permission is an important concept in developing the theme Power in Relationships. It is part of establishing the concept that students have 'ownership' of their bodies.*
- *The skills developed in these activities may be more difficult for students with disabilities. Because the concepts of privacy and unwanted touching are important for protection, understandings developed in the focus area of 'Privacy' may instead be extended according to the needs of students. This might include identifying appropriate and respectful ways of touching private body parts in caring activities and discussion of students' right to feel safe.*

field building

- ❖ Talk about the word *permission* and what it means. Create a shared meaning.

- *Ensure that discussion or the shared meaning of permission includes that children do not need permission to say NO, to GO from a situation and to TELL if they are feeling unsafe.*

- ❖ Play a game that involves students role playing giving others permission to do things eg going to the toilet, getting a drink, playing with a certain toy or puzzle.

core learning

- ❖ Inform students that sometimes people don't ask for permission before they do something, even though they should. Sometimes people forget and sometimes people don't want to ask for permission in case they are told they can't have permission.

- *It is important to emphasise that some people don't ask permission even though they should. Some people may bully or even threaten someone to give them permission to do something. If permission has been given and a person later has a warning signal, it is never too late to say NO, or to GO or to TELL a trusted adult about the situation.*

Discuss:

- Why is asking permission important? (So you don't hurt someone's thoughts and feelings and so that you don't do something that could be unsafe.)

- ❖ Read or describe a similar scenario to the following.

Kian (pronounced Kee-an) had a special toy that he brought to school one day. He showed it to the class. They really liked it. Linda thought it was really great. When the class was going outside to play Linda decided to touch Kian's toy and have a turn. She took Kian's toy outside. She ran to show it to her friends. As she was running she fell over and broke the toy.

Linda didn't know that the toy was a special present from Kian's grandparents who had come to visit from a long way away.

Discussion based on the following questions:

- What body signals might Kian get when he sees his toy is broken?
- What feelings might Kian have? How is Kian being hurt? (Kian'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? (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 we 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 won't be hurt and you will feel SAFE.

- *The teacher should acknowledge that it can be difficult to*
- *TELL about another person especially when it is an adult*
- *you have a relationship with.*

conclusion

- ❖ Replay the 'permission role play' (field building) or another favourite class game.



main idea

It's my body. Others need permission to touch me. If touching gives me a warning signal, makes me uncomfortable or hurts me, I have the right to say NO, to GO and to TELL.

Unwanted touch - saying NO

field building

- ❖ Discussion based on the following questions:
 - 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?

Using a special classroom toy or object, engage students in role plays about giving permission to touch or to look at special or private things. Special items brought from home for news-time could be used.

The teacher models sentence patterns for students to use in the role play:

Student 1 - "May I look at/touch your..."

Student 2 - "Yes you may look at/touch my..."

OR

Student 2- "Yes you may look at my... but please don't touch it."

- *This activity can be modified for students using augmented or alternative communication to a game of choice rather than a role play.*

core learning

- ❖ Read the story *My Body Is Private* by Linda Walvoord Girard or another book about unwanted touching from the booklist.
- ❖ The teacher reads the unfinished story. Do not use the names of students' in the class in this story.

An unfinished story

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 remembers that this kind of touching is wrong, but she wants to stay friends with Bill. Bill keeps rubbing her bottom. Nadia is confused. She wants to go back to the house.

Students summarise the unfinished story. The teacher records the summary.

- ❖ Buzz session (in pairs): What could Nadia do?
- ❖ Discuss the unfinished story by asking:
 - How does Nadia feel at the beginning?
 - How does Nadia feel at the end of the story?
 - Why do you think she feels this way?
 - What did Bill do that was wrong?
 - Did Nadia do anything wrong?
(NB Teacher emphasises that Nadia did nothing wrong.)
 - What could Nadia do?
 - Why do you think it would be hard for Nadia to tell someone about Bill’s behaviour?

During the discussion the teacher should:

- remind students that Bill’s behaviour is wrong
- indicate that the child in the story could protect herself by:
 - i. saying NO or DON’T assertively (NO)
 - ii. removing herself from the situation if she can (GO)
 - iii. telling a trusted adult what has happened (TELL).
- ❖ The teacher poses the question: What should Nadia do?
All responses are recorded on the board as Nadia’s ‘options’. Evaluate each option by looking at the logical consequences for each one, eg Nadia tells her mother. Her mother speaks to Bill.

- *It is important to include all responses and to identify the consequences of inappropriate options. If a student suggests that the incident should be reported, the teacher should strongly support this. If this response is not elicited, the teacher informs the students that they must report the incident. The teacher should also stress that Nadia is not responsible for Bill’s wrong behaviour.*

- ❖ Inform students that their bodies belong to them and therefore they are special and private.
Revise the private parts of the body using the body parts outlines (appendices 1 and 2).





Discussion based on 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.)
- For what reasons 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 if someone doesn't ask for permission? (Use the NO GO TELL strategy.)

conclusion

Learn the song *My Body* by Peter Alsop. Perform it for an audience.

extension

- ❖ Students draw a picture of their favourite toy or another favourite private possession and write about:
 - people to whom they would give permission to touch this
 - what they might say to give permission to these people.

Theme 3: Protective strategies

Activities to develop skills in responding to unsafe or potentially abusive situations and in seeking assistance effectively

STAGE 1

Overview

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.

Focus areas include teaching and learning in the areas of safety strategies, assertiveness, and talking about concerns.

Focus Areas

Early Stage 1

Safety strategies: NO GO TELL

Networks

Standing strong - saying NO

Prepared to GO

Happy and unhappy secrets

Telling - persistence

My strategies

Stage 1

Safety rules

Networks

Saying NO

Assertiveness

Prepared to GO

Happy and unhappy secrets

Telling

Persistence

My strategies

Things to look for

Things to look for suggest ways that students may demonstrate achievement of the outcomes at the relevant stage when learning about child protection. Teachers can use this section as a guide to making judgements about what their students know and can do.

Early Stage 1

Safety strategies - NO GO TELL

Can students:

- describe actions that should be taken when in an unsafe situation? (NO GO TELL)

Networks

Can students:

- identify four trusted adults from whom they could seek support?

Stage 1

Safety rules

Can students:

- identify rules intended to protect people from harm and injury?
- explain the need for rules for safe behaviour in familiar settings?

Networks

Can students:

- identify a support network of five appropriate adults?
- record contact details about these people?

Early Stage 1

Standing strong - Saying NO

Can students:

- demonstrate actions they can take when they feel upset, unsafe or bullied?

Prepared to GO

Can students:

- discuss or indicate a number of possible actions for safety? (NO GO TELL)

Happy and unhappy secrets

Can students:

- identify secrets which may be regarded as good to keep?
- identify secrets which should be told?
- discuss why it might be difficult to talk about some unhappy secrets?

Telling - persistence

Can students:

- discuss or indicate actions for dealing with unsafe situations when they are not listened to?

My strategies

Can students:

- identify actions they can take when they feel frightened, hurt, mixed up or unsafe and identify who can help them?

Stage 1

Saying NO

Can students:

- demonstrate assertive behaviour?
- recognise their right to say NO when feeling unsafe?

Assertiveness

Can students:

- compare assertive and non-assertive behaviour?
- discuss the likely consequences of assertive and non-assertive behaviours?
- identify unsafe situations where assertive behaviour is required?

Prepared to GO

Can students:

- identify a range of options for actions based on the NO GO TELL strategy?

Happy and unhappy secrets

Can students:

- identify unsafe situations where secrets should not be kept?
- describe actions for safety when dealing with a secret or a problem? (TELLING)

Telling

Can students:

- recognise the importance of TELLING when feeling mixed up or unsafe?
- describe positive aspects of communication such as showing care, encouraging and giving support?

Persistence

Can students:

- discuss the possible need for persistence when using the TELL strategy?

My strategies

Can students:

- predict consequences of actions which might be taken when feeling unsafe?
- identify strategies for dealing with unsafe situations?

main idea

Safety rules can help to keep me safe. If I am in an unsafe situation I need to say NO and to GO if I can and to tell someone about it.

Have you read pages 2 to 12?

It is important that you are familiar with the aim, rationale and teaching strategies for child protection education before you consider the use of the following activities.

Safety strategies: NO GO TELL

field building

❖ Discuss and list rules we have to keep us safe:

- a) at home:
 - not answering the door to strangers
 - not touching machinery or tools
 - not playing with matches
 - staying away from the dam or river.

The video *Safety Inside the Home* may be incorporated.

b) at school:

- staying within bounds
- not running inside buildings
- not playing in the car park
- staying with the teacher or the group when on excursions.

❖ Read a story in which the character has a clear set of safety rules to follow, eg *Red Riding Hood's* rules were:

- stay on the path
- go straight to Grandma's
- don't play on the way
- don't talk to strangers.

Discuss what happened to Red Riding Hood when she forgot her safety rules.

Reread the story of *Little Red Riding Hood* pausing at appropriate sections to ask students:

- What body signals might Red Riding Hood be experiencing now?

core learning

❖ Introduce the NO GO TELL flashcards (appendices 5, 6 and 7).

Explain that NO GO TELL are strategies that children can use when they experience NO feelings or feel unsafe.

Discussion based on the following questions:

- Was Red Riding Hood able to say NO to the wolf? (No.)
- Was that OK? (Yes, because she used GO and TELL strategies.)
- How did Red Riding Hood GO from the situation?
- How did Red Riding Hood TELL about the situation?

- *The teacher should acknowledge to students that*
- *sometimes it can be very hard to say NO and to GO away*
- *from a difficult situation, but children should always try to*
- *TELL someone about the situation. Discuss how sometimes*
- *warning signals can make your body do strange things such*
- *as freeze!*

conclusion

- ❖ With the flashcards as a guide, students draw or paint to illustrate how Red Riding Hood used the strategies to help her.

Networks

field building

- ❖ Read the story *Wilfred Gordon McDonald Partridge* by Mem Fox or another story about relationships from the booklist. Discuss the qualities of the trusting friendship between a child and the adult.
- ❖ Play some trust building games such as leading a blindfolded partner through a class-made maze.

core learning

- ❖ Explain to students that we can GO to and TELL some adults if we have a problem and that these adults are called NETWORK people. Brainstorm a list of adults that most students in the class would know (eg school staff members, parents and community members who visit the school and the shopkeeper at the nearby shop). Tick, in turn, those on the list that students:

- like
- trust
- have YES feelings about.

Circle the names of the adults to whom most students feel they could GO and could TELL about unsafe situations or unhappy secrets.

- Talk about the importance of liking and trusting these people.
- Explain that it is good to choose people with whom they feel comfortable.
- Also explain that a NETWORK should consist of people from a variety of places where the student spends time.
- ❖ Help the students select four adults, who may or may not be included in the above list, for their personal networks and make a visual representation of them, eg
 - a row of houses in which to draw or paint network people
 - a flower with the adults at home in the centre and petals for other network members
 - a chain of paper dolls.

main idea

Having a number of adults for my network is very important. I can use my network for help and support.

main idea

When I say NO I need to use my body and say NO in a strong way.

- *It is often hard for younger students to make appropriate choices about network people and individual discussion*
- *may be needed about the inclusion of people such as a politician, sports hero or a TV soap star.*
- *To clarify whether some selections are appropriate, ask students to explain why they have included particular adults in their networks.*

extension

- ❖ Students make paper bag or paper plate puppets to depict a member of their network.
Students can practise TELLING their network puppet about a problem before the class, in groups, pairs or in private.
- ❖ Teach songs used or adapted for use in the context of networking eg *How Many People Are In Your Network?* (*How Many People Live In Your House?*)
Individualise songs for each student.

Standing strong - saying NO

- *When working with students with special needs many activities about protective strategies may need significant modification. Skills required for this focus area - saying NO and GOING from an unsafe situation could present difficulties for students with physical disabilities or communication disorders. It is important instead, to focus on activities about networking and communicating concerns, modifying them according to the abilities and needs of students.*

field building

- ❖ Read stories about communication from the booklist such as *Get Into Bed!* by Virginia Miller or *Contrary Mary* by Anita Jeram.
Inform students that we use our bodies to communicate how we feel about something. This is described as *body language*.
- ❖ Demonstrate to students the following statements both with and without body language: *“I feel very pleased that you did that.” “I feel very disappointed that you did that.”* Discuss the difference in the way feelings were communicated by body language.

core learning

- ❖ The whole group practises individually saying YES or NO in a strong way to the following “What if...” questions as the teacher reads them. Students are instructed to respond as clearly and strongly as they can.



- What if a big kid said, “Give me your money!”
- What if your friends were saying, “Come on! Jump off the top of the climbing equipment!”
- What if your mother asked you, “Do you want to go to the zoo tomorrow?”
- What if your brother told you to let the chooks (or the dog) out?
- What if your cousin told you to go and pat a big growling dog?
- What if I offered you some fruit?

One or more students are selected to demonstrate strong body language to some of the suggested questions. A range of appropriate responses is accepted.

- *Using body language and saying NO in a strong way can be a difficult skill for students at this stage. It is important that they have frequent opportunities to rehearse the skills in order for them to be utilised when in an unsafe or potentially abusive situation.*

❖ Discuss the different body language observed for YES and NO responses. Ask: *Which body language sent the strongest message?*

- *There are culturally different ways of demonstrating assertiveness. For example, direct eye contact might be regarded as aggression in some cultures. The teacher needs to accept individual ways of demonstrating strong, insistent behaviour.*

Body language	YES	NO!
body shape	square shoulders	square shoulders
face	smile	straight face
eyes	eye to eye	staring
head	nodding	shaking
words	YES!	NO!
arms	hugging	by side
voice	out loud	strong

Compile a simple matrix similar to the example given above. Call upon suggestions from students about the body language they demonstrated or observed. Drawn images may assist non-readers.

main idea

*Before I GO I need
to decide where
I will GO to.*



Prepared to GO

field building

- ❖ Read or view stories where characters GO, or leave a situation when they feel unsafe eg *City Mouse Country Mouse* or *Pigs and Honey* by Jeannie Adams.
- ❖ Go for a town or community walk and identify safe places and people who could help children be safe if they had to GO. Talk about reading signs and identifying people in authority in various places eg shopkeepers or transport employees. Discuss uniforms.
 - *Discussion could be modified to include useful ways of communicating with safe people eg two-way radio, symbol boards.*
- ❖ Revise the NO GO TELL flash cards. Brainstorm ways to GO eg *run, walk fast, walk slowly, creep, sneak, stride confidently*. Create a list and practise each way to GO. Practise again in a variety of ways to music or percussion.

core learning

- ❖ Use the NO GO TELL flash cards. Briefly revise NO feelings and warning signals. Discuss: *If you are unsafe or are having NO feelings or warning signals can you always GO? (No.)*

Provide examples for discussion, such as:

- What if, when Red Riding Hood woke up, the door and the windows were locked?
- What if, Emma was at a friend's place a long way out of town when she felt her warning signal?
- What if Cheng was in bed late at night and he felt unsafe?

Discuss for each situation:

- Could Red Riding Hood (Emma/Cheng) GO?
- Where could she (or he) GO to?
- When could she (or he) GO? (As soon as it is possible to GO.)
- How could she (or he) GO? (Refer to the list from field building).
- Who could she (or he) TELL about the unsafe feelings?

- *It is important to encourage students to think about future action (to GO or TELL later) if GO is not immediately possible.*

Discussion based on the following questions:

- When it is possible to GO away from an unsafe situation, how does it feel to be safe? (Discuss feelings and body signals.)

- What might have happened to Red Riding Hood's warning signals when she felt safe? (Discuss the concept of *relief*.) Role play the *relief* Red Riding Hood might have experienced when she found the woodcutter.)

- *The feeling of 'relief' can be experienced by students if they demonstrate their body signals of feeling tense or frightened, hold the feeling for several seconds and on direction from the teacher, purposefully relax. The teacher may relate the last part of the story of Little Red Riding Hood to assist students role play her relief.*

conclusion

- ❖ Create a class picture board of students' illustrations about *Our Favourite Safe Places*.

Happy and unhappy secrets

field building

- ❖ Teach a song about being happy eg *Happy Me, I Feel Happy, If you're Happy and You Know It*.
- ❖ Revise body signals that you may have when you are feeling happy. Revise those you may have when you feel unhappy.
- ❖ Create a class *Things that make me happy* pictograph.
- ❖ Discuss: What is a happy secret?

Make a list of *happy* secrets that we like to keep, eg

- a surprise birthday party
- a present for a special friend.

Before recording each suggestion check with the student how they would feel if they were keeping this secret. If secrets which give unhappy feelings are offered they are not recorded or recorded separately.

- *Students are likely to volunteer secrets which are fun and exciting to keep as well as some which are deceitful or complicit. It is important that secrets are not labelled 'good' or 'bad' - instead they are labelled 'happy' or 'unhappy' secrets, according to the feelings they experience when asked to keep them.*

Discuss why it is OK to keep happy secrets and not to tell anyone, eg

- They make us happy or excited.
- No one is being hurt by keeping the secret.
- You have a positive YES feeling about the secret.

core learning

- ❖ Read the book: *The Trouble with Secrets* by Karen Johnson or another book about secrets from the booklist.

Discuss the secrets mentioned.

main idea

Most secrets are happy secrets. If a secret is unhappy it can be hard to talk about it. However it is important to tell an adult you trust about an unhappy secret.



Explain that if you get a WARNING SIGN, a NO feeling or someone is being hurt, it is OK to TELL someone you trust about the unhappy secret (refer to students' networks).

- ❖ Students register whether the following secrets are happy or unhappy by a 😊 or a ☹️ by writing or responding appropriately eg by nodding or shaking heads.

Verbally pose secrets such as:

- you are told not to tell your friend about a surprise party
- your sister tells you to keep a secret about how she is going to the shops instead of going to school
- some classmates stole some stickers and said they would hit you if you told
- you have a present for the person who looks after you hidden under your bed
- you are asked by your Dad not to tell anyone where his favourite fishing spot is.

- ❖ Revise the story *Little Red Riding Hood*.

Explain that it would be hard for Red Riding Hood to tell her mother that she talked to the Big Bad Wolf, who was a stranger, and gave him information about herself. Red Riding Hood may feel guilty for having broken the safety rules. She may not want her mother to find out. She might think her mother will be angry or won't believe her.

Inform students that sometimes we have experiences that are hard to talk about. Ask students if they have felt like Red Riding Hood before.

Pose the situation: What if the Wolf had told Red Riding Hood not to TELL anyone that she had ever seen him - and that he would hurt her if she told?

- How might Red Riding Hood feel? (Scared, worried.)
- What body signals might she get? (Sick tummy, sweaty hands.)
- In what ways could Red Riding Hood be getting hurt? (Her feelings or her thinking might be hurt.)

- ❖ Introduce the word *threat*. Explain that in the above situation the wolf made a *threat* to Red Riding Hood. Explain that a threat is when someone tries to scare you to do something you don't want to do. Discuss:

- Who has ever had a threat?
- What happens to your feelings and thinking if someone makes a threat to you?
- Should Red Riding Hood TELL her unhappy secret? (Yes.)
- Who could she TELL? (A network person.)

Explain to students that even if they think that they have helped make a problem (or they have done something wrong like Red

Riding Hood when she forgot the safety rules) it is very important to TELL a trusted adult about an unhappy secret.

- *Following these activities students may wish to tell teachers that they have a personal secret. Never ask the student to disclose his or her secret. However it is important to confirm whether the secret is a happy or unhappy secret.*
- *If the secret is an unhappy secret, further questions such as “Who else knows this secret?” “What will happen if you tell?” should be asked to determine whether the situation needs to be reported to the principal for notification.*
- *NB. If concerns are held it is not the teacher’s role to find out detailed information but to report the situation to the principal or to personally notify the Department of Community Services.*

extension

- ❖ Role play Red Riding Hood telling a network person about what happened to her and how she felt when she told.

conclusion

- ❖ Play *Chinese Whispers* and send around positive messages about what students have learned in child protection education.

Messages might include:

- It’s important to have a network.
- Say NO, GO if you can and always TELL.
- Body signals give me important messages.
- If I have a warning signal I have to stop and think about what I should do.

Telling - persistence

field building

- ❖ View a video or pictures showing persistent behaviour eg creatures such as ants, birds or spiders building homes. Introduce the word *persistence*.

- *The term ‘persistence’ should be used by the teacher.*
- *Although it is not necessary for students to use the term at this stage it is important that it is introduced because persistence is an important concept in child protection.*
- *Initial exposure to correct vocabulary expedites concept register providing a ‘coathanger’ for attaching further understandings. It is then unnecessary for students to later ‘unlearn’ and substitute correct vocabulary for ‘easier’ approximations.*

- ❖ Set some ‘challenge skill tasks’ requiring persistence eg tower building, string beading or jigsaw puzzle solving.



main idea

TELLING can be hard.

Sometimes people don’t listen. I have to keep telling until someone listens if I’m feeling unsafe or having warning signals.



- ❖ Read stories about persistence eg *Aranea : A Story About a Spider* by Jenny Wagner or *Are You My Mother?* by P D Eastman. Explain how Aranea had a problem but persisted. Create a simple, shared definition of persistence. Summarise the story to focus on Aranea's (or another character's) persistence.
- ❖ Ask students to give examples of a time when they wanted to talk to someone but that person did not listen or pay attention.
List the reasons why, eg
 - they were in a hurry
 - they were helping someone else
 - they were too busy
 - they were too tired
 - they were doing something else.
- ❖ As a class, improvise on the text of *Who will be my mother?* (The Storybox, Level One) stating a new problem, eg
 - "Mum, mum, will you help me?"
 - "I am busy gardening, I cannot help you."
 Use the lists of people from earlier class discussions about 'Networks' or 'Relationships' (Theme 2) to create a jointly constructed class story.

core learning

- ❖ Pose a relevant problem for students to solve eg *You haven't got any lunch because the person who makes your lunch forgot today.* Discuss:
 - How might you feel? (Worried, sick, hungry.)
 - What body signals might you experience? (Lumpy tummy, sweaty hands.)
 - What could you do? (Display the NO GO TELL cards. Ask students: Do you need to say NO? (No.) Where could you GO? Who could you TELL?)
 - What if they don't help you? (You need to be persistent or try and try again.)

Role play the problem using puppets or toys. Set up three students to be helpers - a friend, a parent (or canteen helper) and a teacher. Label them with hats or stickers.

Assign each of the three helpers with a response card such as:

- *I'm too busy*
- *I don't believe you*
- *Let me help you.*

Complete the role play several times so a number of students have a turn. Remind students to communicate assertively (in a strong way) and use a strong clear voice and strong body language.

- Reinforce the concept of 'persistence' by reminding students as they rehearse not to be 'put off' if someone they try to tell doesn't listen or respond. If appropriate link this to the idea of having four network people to GO to and TELL.

- ❖ Ensure there is a quiet secure atmosphere in the classroom. Students close their eyes and *imagine*...
 - How might it feel if no one listens to you when you have warning signals or NO feelings. Think about your body signals (pause)...
 - Pretend you have told a trusted adult but they didn't listen (pause)....
Instruct students to take a deep breathe, imagine themselves being assertive (acting in a strong way) and telling the trusted adult again.
 - They believe you! Discuss: How do you feel now? (Remind students about the relief feeling.) Ask students to demonstrate their relief feelings.

conclusion

- ❖ Play a favourite class game to relax students and conclude the session.

My strategies

field building

Kids Can Say No

- ❖ The teacher should be familiar with the video before using it with students. From time to time asterisks appear at the bottom of the screen. This signals a logical breaking point for discussion. Teaching notes accompany the video.
View the video with students to revise child protection education concepts.

core learning

- ❖ Read or look at some of the resources students in the class have created so far in child protection education.
Discuss students' favourite activities. Practise role playing NO GO TELL with the flash cards.
- ❖ Introduce students to a simple brainstorming exercise in problem solving.
Ask for responses to a series of *If?* situations.
Suggested situations:
 - If someone was hurting you in the playground, what could you do?



main idea

*I can use the NO GO
TELL strategies to help
me when I have a NO
feeling or am unsafe.*



- If someone gave you a cuddle and you had a big NO feeling about the way they were touching you, what could you do?
- If someone wanted you to cross a busy road and there was no crossing for pedestrians, what could you do?
- If you were asked to touch another person in a way that gave you a WARNING SIGNAL, what could you do?
- If you were in your cubby house and someone touched a private part of your body and said that you mustn't tell, what could you do?

Guide students to consider the NO GO TELL strategy as the safest solution to each situation.

Reinforce that no one, even someone a person likes, has the right to touch another person in a way that makes them feel unsafe.

- *Encourage students to think of as many protective responses as possible. Research shows that children who are most effective in actually responding to unsafe situations are not those who can suggest the best response but those who can suggest a number of useful responses.*

conclusion

- ❖ Choose a favourite folk tale character, eg Jack, from *Jack and the Beanstalk* or Hansel or Gretel, from *Hansel and Gretel*.

Make a class big book based on this character with an emphasis on 'keeping safe'.

Throughout the text intersperse child protection concepts where they are relevant to the story, such as:

- YES or NO feelings
- warning signals
- safe or unsafe situations
- safety rules
- touching
- secrets and
- networking.

Students illustrate sections of the story.

- ❖ When the book is completed share the big book with another class.
- ❖ Alternatively, create a class play based on a folk tale, interspersed with child protection concepts where relevant. Do this with another class and class teacher or alone. Perform for a parent or student audience or video tape if possible.

extension

- ❖ Hold an information sharing session about child protection education. Invite parents and caregivers to view work created by students during child protection activities.
 - *The extension activity may also provide an opportunity to familiarise other staff members, particularly those who are new to child protection education activities in Early Stage 1.*



main idea

Rules can help keep me safe. It's hard to have rules for everything but feelings and body indicators can help me decide if I am safe or unsafe.

Have you read pages 2 to 12?

It is important that you are familiar with the aim, rationale and teaching strategies for child protection education before you consider the use of the following activities.

Safety rules

field building

- ❖ View the video *Safety Around Water*. Discuss safe behaviours around water.
- ❖ View a number of pictures of places or situations requiring safety eg a building site, a kitchen, a sports activity, a shearing shed. Identify some of the unsafe aspects of each. Discuss ways that people keep themselves safe when they are in these places.

- *When discussing potentially unsafe situations the teacher should use, and encourage students to use, conditional language eg if...might happen/could happen. In reinforcing safe behaviours it is important not to promote unnecessary anxiety for students.*

- ❖ The teacher has collected a number of safety items such as a hard hat, work boots, soft ball gloves and masks, goggles or shin pads. Students examine these items.

Discussion based on the following questions:

- How do these help keep you safe? (They protect your body from possible injury.)
- What could happen if you ignored the safety items or didn't use them? (You could get hurt or injured.)
- How do we try to get people to remember to use or follow safety items? Guide the discussion to rule making, rule teaching and display of rules.

Discuss some rules that are easy to remember eg 'Slip, slop, slap', 'No hat, play in the shade'.

core learning

- ❖ Students form six or seven groups. Each group is assigned one of the topics such as:
 - kitchen
 - transport
 - hot objects (such as heaters, hairdryers, kettles)
 - school bus
 - home
 - farm shed

- sport
- fun parks or shows
- school.

Groups brainstorm and list some of the safety rules used by people in that place eg fun parks - children under 14 need an adult with them, if their height is less than 1.5 metres they can't go on some rides.

Groups share their findings and ideas with the class. Display the lists of rules for the next activity.

- ❖ Discussion based on the following questions:
 - What are some similarities or differences between these lists of safety rules?
 - What is the purpose of the rules? (To try to prevent accidents, injuries or harm.)
 - Can rules keep you safe by themselves? (No. You need to know the rules and follow them. Even then accidents and injuries could still happen.)
 - Can you have a rule for everything? Why? Why not? (No. In the playground instead of 'walk on the asphalt', 'don't play in the garden', 'don't climb the fences' and so on, it is better to say 'play safely'.)
 - What if you don't know the rules? (If you are in danger you might have a warning signal. It is important to trust your body signals and feelings. If you feel unsafe you can use your child protection education strategy- NO GO TELL!)
- *It is important that students understand that NO GO TELL is a safety strategy not a rule. As it is recognised that children cannot always use this strategy it is crucial that they do not feel somehow to blame in an abusive situation because they did not 'follow' the strategy.*

conclusion

- ❖ Individually or in groups students design a safety sign for the NO GO TELL strategy. Make sure it can be easily understood particularly by children. Share with an audience and display in the school.



main idea

Having a support network of adults I can trust is very important. I can go to my network to talk about warning signals, uncomfortable feelings or unhappy secrets. My network is there for help and support.

Networks

field building

- ❖ Engage students in trust activities eg leaning back and pushing their partner to support them, being led blindfolded.

Talk about what is involved in a trusting relationship.

- *Trust can be a difficult, abstract concept. If the concept requires further development, activities from Early Stage 1*
- *'Trust' can be adapted as additional field building activities.*

- ❖ Using a picture stimulus or a story, clarify the meaning of the word *adult*. *What is an adult?* (An adult is a grown up. Grown ups have a responsibility for caring for children.)

Clarify as well what is meant by the words *children, teenagers and adolescents*.

Students create a picture file for each using magazine cut outs. Display.

core learning

- ❖ Inform students that everyone needs to know exactly who they can trust, so that if they feel unsafe or something or someone is hurting them they have a group of trusted adults from whom they can choose someone to talk to.

Students individually make a list of the following:

All the adults I could tell if I am worried about something.

- *It may be necessary to clarify the approximate age of some selected adults because young children's perceptions of age are not always accurate. Students need guidance to make selections across a range of contexts eg neighbour, relative, friend, school community member. Network choices should not all be people from the same family or who live in the same house.*

Students review their lists in response to the questions:

- Which adults on your list are good listeners? (tick or highlight) Why?
- If you told the adults on your list about a problem, do you think they would believe you? (another tick)
- Do you feel they would help you? (another tick)
- Are they easy to contact? (another tick)

- ❖ From their lists students select the five adults with the most ticks. Students create a visual representation of their network of five adults. Three suggestions follow:

- a) Students draw or paint five balloons.

In each balloon they write the name of an adult they could tell about a problem. Students may wish to draw or paint faces on the balloons.

- b) Students cut out a paper flower stem and a flower centre on which they write their name. Students then write the names of five people on five petals cut from coloured paper. Use glue to form a network flower.

Display flowers together to form a class network garden. The main idea could be added as a caption.

- c) Students paint a picture of five people they could TELL if they had a warning signal or were feeling unsafe. Cut out and link them to form a chain. For example, father - neighbour - family friend - teacher - aunt.

- *Visual representation of students' networks is an important aspect of reinforcing the concept.*

- ❖ Students identify and record details about each of their network members such as:

- Their name - eg Marion Brown
- Relationship - eg my friend and neighbour
- Address - eg 27 Safety Street, Talkville
- Phone No. - eg 9876-5432.

- *Clarification of details about network choices assists students to become more familiar with these people as well as indicating to the teacher where inappropriate choices have been made eg deceased relatives or media stars.*

- *Where school staff are included it may not be appropriate to identify specific details such as given names and home addresses and telephone numbers. However, ensure that some method of contact is provided.*

- *Students' networks need to be reviewed at least twice yearly to account for changing relationships, residences and other circumstances.*

- ❖ Students generalise to answer the following question in one or two sentences and a picture.

- Who can I tell if someone touches private parts of my body?





main idea

Saying NO can be hard sometimes.

When I can say NO I need to say it in a strong, clear way.

Using body language can help make my message clearer.

conclusion

- ❖ Engage students in an activity where they introduce members of their network to the class either in small groups or to the whole class. Encourage students to plan a formal introduction such as:

“This is Marion. She is my neighbour. She lives next door to me. I chose her because she is kind and she listens to me.”

extension

Students write a letter or send an e-mail to one or more adults on their network to explain the concept eg

Dear Uncle Kevin

You are on my network. I can talk to you if I am feeling uncomfortable, unsafe or hurt. I hope you will listen.

Love Moshe.

- *The inclusion of a covering message briefly explaining the context of the message may be appropriate eg they have been nominated by the student as someone he/she can trust, talk to, be believed by and would help if the student felt unsafe. Caution needs to be taken when using public communications systems so that personal details about children are not made available to other users.*

Saying NO

- *It is important that students are provided with frequent opportunities to practise the skill of saying NO assertively as it is a difficult skill for many students.*

- *In the role plays reinforce the use of appropriate body language and a strong clear voice. Share good examples of assertive behaviour as a class on an ongoing basis.*

- *NB. When working with students with special needs many activities about protective strategies, particularly assertiveness, may need significant modification. Some skills required for this focus area - saying NO and GOING from an unsafe situation could present difficulties for students with physical disabilities or communication disorders. It is important instead, to focus on activities about networking and communicating concerns, modifying them according to the abilities and needs of students.*

field building

- ❖ Read a story about an unsafe situation from the booklist eg *Nolly and Groogle, the Gillows of Crimpley Creek* by S Gordon and S Litt. Pose the question: What should you do if you have a warning signal or you feel unsafe?

The teacher emphasises that it is all right to say NO if someone makes you feel threatened or unsafe.

- ❖ Inform students that there are many ways of saying NO. Make a game where the students each have to invent different ways of saying NO eg in a soft voice, in a squeaky voice, with a laugh, NO NO NO, no with a questioning voice, no while nodding or rolling eyes.)

core learning

- ❖ Discuss *body language*.

Students try to guess what message the teacher, without speaking but with exaggerated body language, is sending eg I'm surprised, STOP that, I'm not happy.

Students in pairs take turns to send messages to their partner with body language. Partners try to guess the message.

- ❖ Inform students that to say NO in a strong, clear way we need to use our voice and body language together.

Individual students demonstrate to the class ways to use body language to say NO clearly. Discuss.

Record descriptions of gestures and expressions on a body outline eg label *eye to eye, non-smiling face, folded arms, clear voice*.

- *Different cultures have very different perceptions of*
- *Anglo-celtic assertive and aggressive behaviour. Some*
- *cultures emphasise group cooperation and non-*
- *competitiveness; others emphasise individual*
- *competitiveness and self assertion. There are culturally*
- *different ways of regarding assertive behaviour in children*
- *and there are different limits imposed on children being*
- *assertive. Self-protection requires a degree of*
- *assertiveness, and in a situation where personal safety is*
- *threatened, assertiveness skills are often necessary.*

- ❖ Practice in saying NO.

The teacher models the activity with a student, eg *Petra has some money to buy fruit at the canteen. Her friend Molly wants Petra to buy lollies*. The teacher demonstrates assertive behaviour "NO, I want to buy fruit!"

Students work in pairs and practise saying NO and giving a reason if they can, eg "NO, it's too dangerous to cross the road here!" This should not be said in an aggressive or offensive way.





Suggestions for other situations:

- 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.

- *If necessary during core activities, also demonstrate aggressive behaviour. Inform students that this is undesirable behaviour and not an effective way of saying NO in most situations. Debriefing is required after role plays.*

extension

- ❖ Inform students that it can sometimes be hard to say NO to others.

Discuss:

- Who might it be hard to say NO to? (Refer to relationships eg family or friends.)
- Why might it be hard to say NO sometimes? (Guide the discussion to feeling *mixed up* or *confused*. Sometimes you aren't sure if you are safe or unsafe because someone you care for is with you. You might not want to upset this person or make a problem.)

Sometimes you can be confused about whether a touch is OK because the WHO factor is OK but the kind of touching (the WHAT or the HOW) is not OK.

- Should you say NO in these situations?
- How can you say NO in these situations? (By saying NO and giving a reason in a respectful but strong way eg NO Uncle, I have to go to school now.)

The teacher informs students that if the other person is upset or angry or if there is a problem it is not their fault. You have a right to be safe. The other person is at fault for causing you to feel confused or unsafe.

- *Students need to be aware that when they have mixed up or confused feelings as a warning signal it is a strong indicator that they need to talk to a trusted adult.*
- *Teachers should be aware that some students may believe that they can never question the authority of an older or bigger person. Remind students that if an older or bigger person makes you feel confused or unsafe, it is all right to say NO or refuse a request made by them.*

Assertiveness

field building

- ❖ Play the game *Lion, Mouse, Elephant*. Choose students to role play how each says NO.
 - The lion stands arrogantly and says NO with a roaring voice.
 - The mouse stands timidly and says NO softly.
 - The elephant stands proudly and says NO in a clear, strong way.

Introduce the words assertive and non-assertive. Explain that the elephant says NO in an assertive way and the mouse says NO in a non-assertive way. The teacher may wish to explain that the lion says NO in an aggressive way.

Create a shared meaning for *assertive* and an opposite meaning for non-assertive.

- *An example of a shared meaning might be: assertive is strong and clear, non-assertive is weak and unclear and aggressive is fierce. 'Kitten, cat, lion' is a similar game which can be used.*

core learning

- ❖ The teacher reads the following situation.

John is walking to school. A Year 6 student comes up to him and asks him for his lunch money.

The teacher presents an overhead transparency of John 's choices (appendix 8).

Discuss each option and the likely consequences. Categorise each option into assertive and non-assertive behaviour. Discuss reasons for placement in each category.

- *Students may suggest aggressive options such as "I'd punch him". It is important to explore the likely consequences of this option and whether they would lead to personal safety or not. Aggressive options may be necessary in some extreme situations.*

main idea

Being assertive can help me when I have warning signals or feel unsafe.



- ❖ The teacher reads the first part of the unfinished story. Do not use class students' names in this story.

The unfinished story

Wanda is a teenager who often visits Susanna and her parents. She usually brings a present for Susanna. Susanna likes Wanda. She sometimes carries Susanna on her back. She often helps her to build tall buildings. They always use the lego blocks in Susanna's bedroom.

Wanda is very good at building lego. She builds boats, cars and bridges. Today she is building the Harbour Bridge. When it is nearly finished, she walks over to Susanna and gives her a cuddle. At first she enjoys the cuddle but Wanda begins to squeeze her tightly.

Then she whispers in her ear, "Let's close the door and take off your pants! Then we'll have an ice-cream." She squeezes her bottom. Susanna feels frightened but Wanda keeps touching her. She begins to wriggle.

Students summarise the unfinished story. The teacher records the summary, eg

- Wanda often visits Susanna.
- She also helps her to build tall buildings.
- They use the lego blocks in Susanna's bedroom.
- Wanda asks Susanna to take her pants off.

Buzz session (in pairs): What could Susanna do?

- ❖ Discussion based on the questions:

- Was Susanna in danger? Why?
- What did Wanda do that was wrong?
- Did Susanna do anything wrong?
(NB. The teacher emphasises that Susanna did nothing wrong.)
- What could Susanna do?
- Do you think Susanna should tell her parents about Wanda? Why?

During the discussion the teacher should:

- Remind students that Wanda's behaviour is wrong.
- Indicate that Susanna could protect herself by:
 - saying NO assertively (NO)
 - removing herself from the situation if she can (GO)
 - telling a trusted adult what has happened (TELL).

- ❖ Teacher rereads the unfinished story and continues the story.

Continuation:

Using a very loud voice Susanna says, "No, let me go!" Wanda is surprised and immediately drops her arms. Susanna runs out of her bedroom. Her mother hears her call out. Susanna tells her mother about Wanda. Her mother is pleased that Susanna told her about this.

Discussion based on the following questions:

- Would 'telling' her mother have been hard for Susanna? Why? Why not?
 - *The teacher reminds students that sometimes it can be very hard to say NO to an older, bigger or 'tougher' person or to remove oneself from a difficult situation.*

conclusion

Students draw a picture of Susanna and her mother after Susanna had told. Remind students that Susanna's mother was pleased that Susanna told her.

Share as a class.

Prepared to GO

field building

- ❖ Read books or view videos where characters GO or leave a situation where they feel unsafe eg *The Three Little Pigs, Hansel and Gretel, Jack and the Beanstalk*.
- ❖ Discussion on "Safety Houses" based on the following questions:
 - What are safety houses?
 - How can they help children?
 - Are there any safety houses nearby?
 - If so, where are they?

The video *Pete and Penny-Keeping Ourselves Safe* could be incorporated now, provided students have completed some activities from the theme 'Recognising Abuse'.

- ❖ Invite some local Safety House people to visit the class and talk to the students, and answer any questions.
 - *Many children often nominate safety houses as places they would go when they feel scared, but they are actually wary of approaching them independently.*



main idea

It is not always possible to GO but if I can I have to think about how and where to GO.



main idea

Some secrets should not be kept. There are many people I can tell if I have an unhappy secret. Someone will help me. Even if it is a secret problem I should always find someone I can tell.

core learning

❖ The teacher poses the question for discussion: Is it always possible to GO?

Discuss each of the following situations:

- Hannah was at her uncle’s place in an unfamiliar suburb when she felt her warning signals.
- Steven was at his babysitter Tara’s house when she showed him her private parts.
- Lessi was in a car with someone who wanted her to touch his private parts. The doors were locked.

Brainstorm in three lists some options for these children. Label or highlight in three colours the options that are consistent with the NO GO TELL strategies. Acknowledge that it may not always be possible to GO from unsafe situations but it is always important to try to TELL.

- *Accept all options but check each one with students to assess whether it is a safe option by asking “What might happen then? Would this be a safe option?” Do not refer to individual students who volunteered options nor cross any options out.*
- *It is important that the option of not being able to GO from each situation is discussed. Always 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.*

conclusion

❖ Students draw and write about one person or one place they would GO to if they felt unsafe.

Happy and unhappy secrets

- *When discussing secrets students may indicate that they wish to tell about a personal secret. Never ask the student to disclose his or her secret. However it is important to confirm whether the secret is a happy or unhappy secret.*
- *If the secret is an unhappy secret, further questions such as “Who else knows this secret?” “What will happen if you tell?” should be asked to determine whether the situation needs to be reported to the principal for notification.*
- *NB. If concerns are substantiated it is not the teacher’s role to find out more detailed information but to report the situation to the principal or to personally notify the Department of Community Services.*

field building

- ❖ Read a story about happy and unhappy secrets from the booklist such as *I Have a Secret* by J Nelson and M Duarle or *The Huge Bag of Worries* by Virginia Ironside.

Discussion based on the questions:

- What was the secret? (What were the secrets?)
- How did — feel about the secret?
- Was it a happy secret or an unhappy secret?
(Repeat for each secret in the book.)
- Have you ever had a happy secret? What was it?
- Is it OK to keep a happy secret?
- How do you feel when you keep an unhappy secret?
- Is it OK to keep an unhappy secret? What should you do?
(The teacher emphasises that a secret which makes you feel sad or confused, is an unhappy secret and should not be kept. It is always OK to tell a trusted adult about an unhappy secret.)

core learning

- ❖ The teacher reads some of the suggested secrets posing the following questions after each secret.

Is this:

- a happy secret (good to keep)... smile and put finger on lips;
- an unhappy secret (tell someone)... wave hands in the air.
- How might you feel keeping this secret? What body signals might you have?*
- What should you do about this secret?

Suggested secrets:

- 'Dad's present is a nice, woolly jumper. Don't tell him.'
- 'Someone has pulled the pipe off the toilet and it's flooding. Don't tell.'
- 'I put snails in a little Kindergarten boy's lunch box this morning. Don't tell anyone.'
- 'My sister is dressing up as a clown for the party. Don't tell anyone.'
- 'I bought a vase for Mother's Day. Don't tell my mum.'
- 'You're going to get bashed up after school. Don't tell anyone.'
- 'I'm going to hide the Easter eggs under the children's desks. Don't tell them.'

- * It is important to remind students to use body signals to gauge secrets especially if they have warning signals or mixed up feelings.





main idea

It is important that I tell a trusted adult if I am feeling mixed up, uncomfortable or unsafe or if I have an unhappy secret.

conclusion

- ❖ On paper students copy: 'A happy secret gives me a nice feeling.' Students write and draw about a happy secret.

extension

- ❖ Students write about a happy secret (real or imagined) in a secret code that only they can 'crack'. Alternatively a secret situation based on favourite characters from a folk tale or a story may be drawn in comic book or cartoon style.

- *If the teacher has concerns about the work produced by a student in the extension activity, questions may need to be asked to establish reasonable grounds for the concern such as "Does this person (or creature) have an unhappy secret? Who else (in the picture) knows about this secret? What might happen if the person (or creature) told the secret?"*
- *If the teacher still has concerns it may be necessary to ask "Is this person (or creature) like you or someone you know?"*
- *Concerns about the safety or future risk to the safety of a student, or a child the student knows, should be reported to the principal for notification or notified directly to the Department of Community Services.*

Telling

field building

- ❖ Revise NO GO TELL. Remind students that sometimes it can be hard to TELL.

core learning

- ❖ The teacher reads the following scenario to students. Do not use students' names:

Prayna was Daryl's friend. They played together all the time. After school they would visit each other's houses.

One afternoon when Daryl came to Prayna's house he saw the special watch that Prayna's new father had brought her from his trip to Switzerland.

Daryl liked the watch.

That night Prayna's watch was missing. She was very upset and her whole family searched everywhere. Prayna didn't sleep very well. (Pause)

Discuss:

- What body signals might Prayna have?
- What feelings might Prayna have?

A few weeks later when Prayna was playing at Daryl's house she saw her special watch in Daryl's school bag. She was certain it was her watch and told Daryl so. Daryl replied that it was his watch and his father had given it to him.

Prayna couldn't believe it. Daryl was her friend. He had lied. She didn't know what to do. She was sad and mixed up. When she went home, her mother asked her what was wrong but she didn't want to talk about it.

Prayna had a hot feeling in her tummy. She wanted to tell her mum but Daryl was her friend. Daryl's mother got very cross sometimes and Prayna didn't want Daryl to be punished. Prayna was very quiet and didn't want to play at Daryl's any more. She started having bad dreams. Prayna's mother could not understand it.

Discussion based on the following questions:

- Why was Prayna feeling mixed up? *(It is confusing when someone you have a relationship with hurts your feelings, thoughts or body. Because you care about them your feelings get mixed up.)
- Why didn't Prayna want to talk to her mother about it? (It was too hard, she was mixed up, she didn't want Daryl to get into trouble.)
- How do we know Prayna needed to talk to someone about her problem and her feelings? (She had warning signals - a hot feeling in her tummy and bad dreams. She was quiet and didn't want to play.)**
- What could happen if Prayna didn't tell? (Daryl could steal or take more things from other people. Prayna could keep feeling sad, mixed up and having bad dreams).
- Who could Prayna talk to about her problem? (Her mum, dad, grown up sister, teacher, neighbour.)
- What could happen for Prayna if she did tell? (She could feel better. She might feel relief, the bad dreams might stop or she might get her watch back.)

- * Encourage students to discuss the existing relationship of friendship and trust between Prayna and Daryl and reasons for her confusion about what he had done - her trust had been 'broken'.





- ***It is important to communicate that when a child feels mixed-up, uncomfortable or unsafe, it is an important warning signal.*
- *They should talk about it so they feel some relief and receive help to resolve the problem.*

- ❖ The teacher selects puppets which are suitable to take on the roles of Prayna and an adult (her mother or a trusted adult). In small groups of two or three, students role play various possible TELL situations eg Prayna telling her mum what has been happening.
- ❖ The teacher reads the rest of the story. Students are asked to close their eyes and imagine they are Prayna.....

Prayna's Aunty noticed that she had been upset for a long time and told Prayna that if she needed to talk they could.

Prayna told her Aunty what had happened and how she was worried and didn't want Daryl to be punished.

Prayna's Aunty told Prayna she was sensible to talk about her problem and that she would try to help.

Prayna's Aunty talked to Prayna's mother and Daryl's mother. A few days later Daryl came to give Prayna her watch back. Prayna felt much better.

conclusion

- ❖ The teacher poses the questions:
 - How might Prayna's feelings be hurt?
 - How might Prayna's thoughts about herself and her friendship with Daryl be hurt? The teacher selects some students who had role played a similar TELL situation to role play the situation for the class.
- ❖ Students fold a sheet of paper in half. On one half, they draw a picture of Prayna and some of her thoughts and feelings when her watch was missing.
On the other half, they draw a picture of how Prayna might be thinking and feeling when she gets her watch back.

Persistence

- *It is important for the teacher to use the term 'persistence' as it is an important concept in child protection.*

field building

- ❖ Discuss some examples of activities that require persistence for both creatures and people eg insects building a nest or a beehive or spiders making a web, hitting a soft ball off a tee, learning to skip, finishing a difficult puzzle, cross country walking.

Create a shared meaning for the word persistence (eg trying again and again until you have success).

core learning

- ❖ Ask students to think of possible reasons why people don't listen or act when we tell them something (eg 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 to someone. Role play some of these situations eg *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. These people do not listen or act upon what the first student tries to tell them.

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

Discuss:

- Is being persistent easy? (No. It is a big effort and can be difficult.)
- How can being persistent help? (You usually have success in the end.)

main idea

Telling can be hard.

Sometimes when I

TELL people they don't

listen or act. I have to

be persistent if I'm

feeling hurt or unsafe.





- ❖ The teacher reads the unfinished story. Do not use class students' names in this story.

An unfinished 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.

Students summarise the unfinished story. Teacher records the summary, for example:

- Uncle Kim minds Len when Len's mother works at night.
 - Uncle Kim slips his hand inside Len's pants and promises to buy him a skateboard.
 - Len feels confused and sick in the stomach.
- ❖ 'Buzz' session (in pairs): What could Len do?

Discussion based on the 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?
(NB. The teacher emphasises that Len did nothing wrong)
- What could Len do to stop Uncle Kim touching him?
- Should Len tell his mother? Why? Why not?
- Would it be hard to tell his mother about the touching? Why? Why not?

During the discussion the teacher should:

- Remind students that Uncle Kim's behaviour is wrong.

- Indicate that the child in the story could help protect himself by:
 - i. saying NO or DON'T assertively (NO)
 - ii. removing himself from the situations if he can (GO)
 - iii. telling a trusted adult what has happened (TELL).
 - *The teacher should also remind students that sometimes it can be very hard to say NO to another person or to remove oneself from a difficult situation.*
- ❖ Discuss the following:
 - What might happen if Len does tell but his mother is too tired or doesn't believe him?
 - How could Len be persistent? (Tell his mother again, in the morning when she's not tired. If she still doesn't believe him Len should tell other trusted adults in his network until someone does believe him.)
- ❖ Individually or in pairs students create a comic strip about some things that might happen when Len tells a number of trusted adults about his problem.

My strategies

- *Ensure that students' strategies are concrete and easily recalled by students. Skills need to be regularly revised and reinforced if they are to be accessed by students in real unsafe or abusive situations.*

field building

- ❖ Read or look at some of the resources students in the class have created so far in child protection education.
 Discuss the favourite activities students have. Choose some students to role play some of the situations in their stories, reports from group work, collages or illustrations that refer to the NO GO TELL strategies. The teacher may link role plays to the NO GO TELL cards from Early Stage 1 (appendices 5, 6 and 7).

main idea

There are strategies I can use to help me when I have a NO feeling or am unsafe.



core learning

- ❖ The teacher reads the unfinished story. Do not use the names of students in the class in this story.

An unfinished 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 card collection. 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. Therese's heart begins to thump and she knows she is in danger.

Students summarise the unfinished story. The teacher records the summary, for example:

- Every afternoon after school, Therese's big brother, Joe, takes care of her.
- Sometimes Joe's friend Glen comes over.
- Glen opens the bathroom door and looks at Therese who is standing with a towel wrapped around her.
- When Glen is brushing her hair she becomes scared and confused when Glen pulls away her towel and stares at the private parts of her body.

'Buzz' session (in pairs): What could Therese do?

- ❖ Discussion based on the following questions:
 - When did Therese first feel she was in danger?
 - What was the danger?

- What did Glen do that was wrong?
(NB. The teacher emphasises that Therese did nothing wrong.)
- What could Therese do now?
- What could she do later?

During the discussion the teacher should:

- remind students that Glen’s behaviour is wrong;
- indicate that Therese could protect herself by:
 - i. saying NO or DON’T assertively (NO)
 - ii. removing herself from the situation if she can (GO)
 - iii. telling a trusted adult what has happened (TELL).

The teacher should also tell students that sometimes it can be very hard to say NO or to remove oneself from a difficult situation.

- ❖ List the things Therese might do. Discuss the outcomes of each action, eg:
 - What might happen if Therese screamed?
 - What might happen if she ran away?

What could Therese do?	Consequences
tell her mother	<ul style="list-style-type: none"> her mother speaks to Glen her mother doesn’t believe her

conclusion

- ❖ Students each choose one of Therese’s options and describe it by predicting the outcome for Therese. This could be drawn or written. Sitting in a circle, students briefly present their work and state what they think are the best options for Therese.
(NB. The teacher indicates that there is no correct answer. Students should choose solutions that would make THEM feel safest.)

Drama presentation

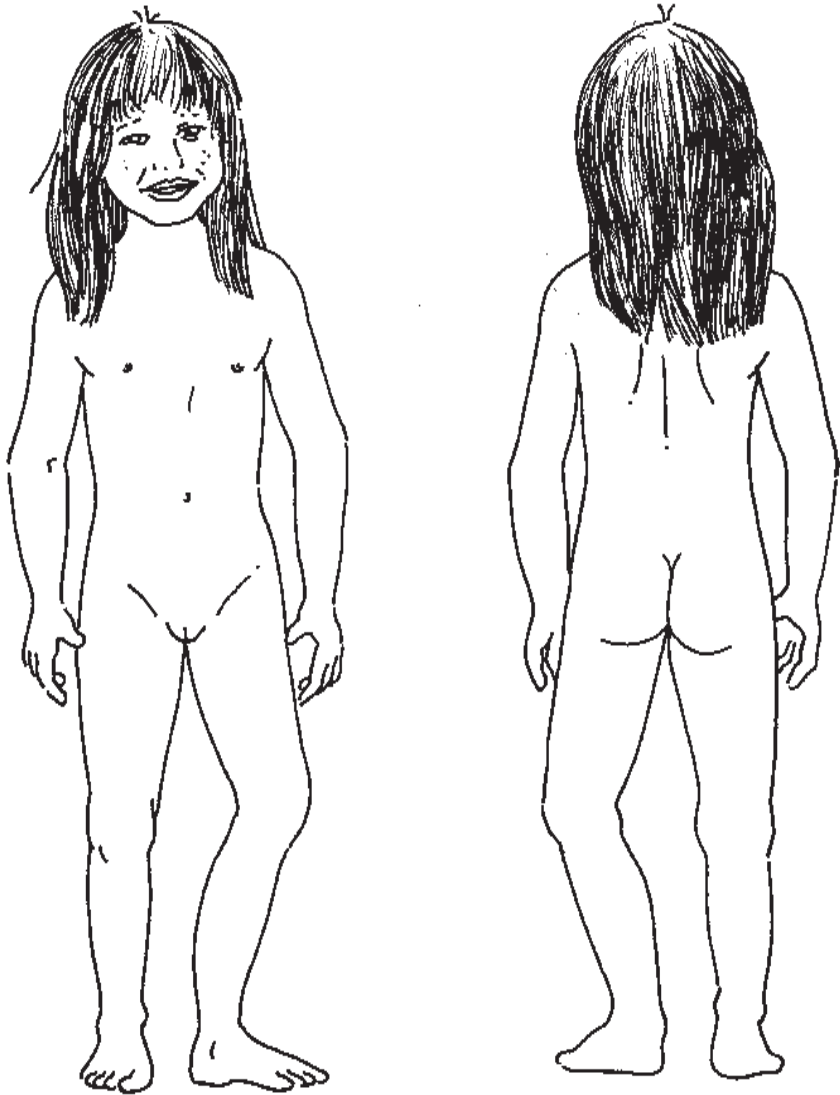
- ❖ In small groups or as a whole class students rewrite as a play a popular story or folk tale (eg *Hansel and Gretel*) incorporating child protection education concepts. Students are asked to change the ending of the story as they wish.

Students perform for a student or parent audience. If it is possible arrange to video tape the performance or performances and make a copy for students to borrow to view at home.

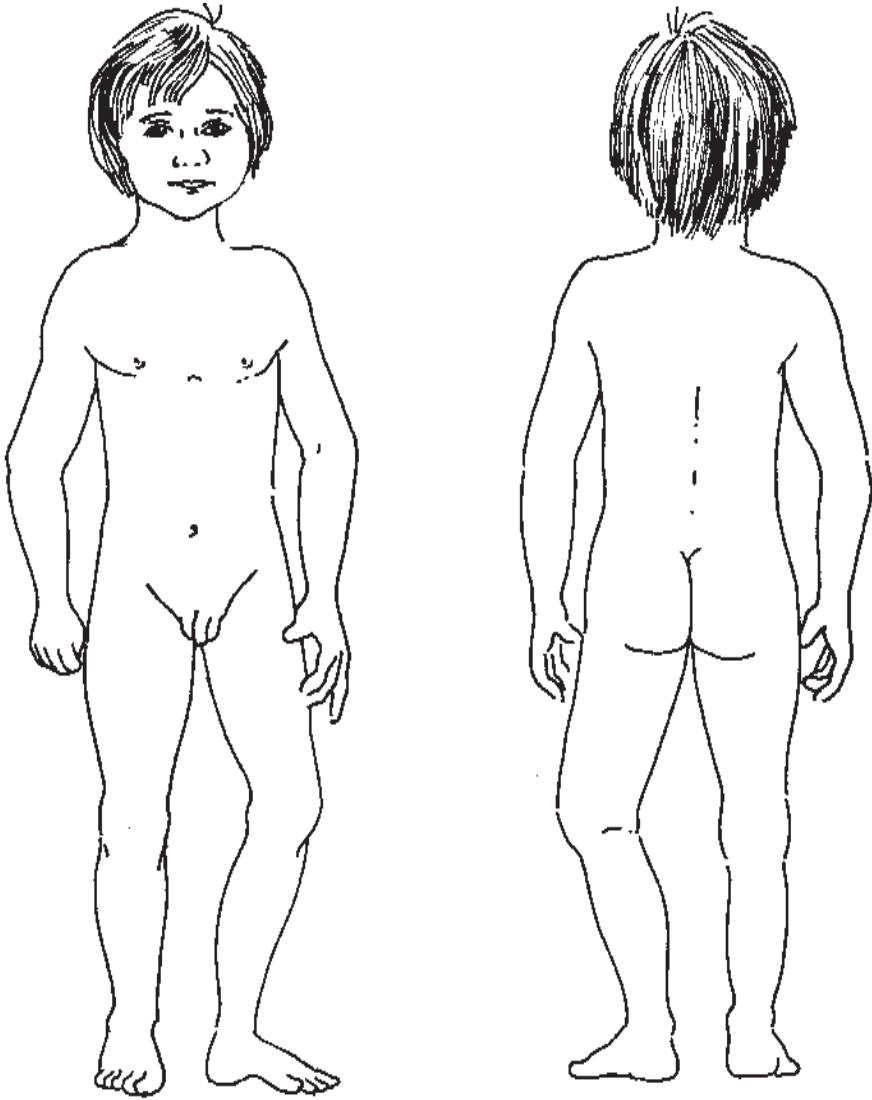
- *Sharing examples of students’ work in child protection activities with a wide audience is an effective way of increasing community support. Evaluations of child protection programs indicate that community support can greatly enhance the learning outcomes of students. (Briggs and Hawkins 1997)*



Front and back view of a girl



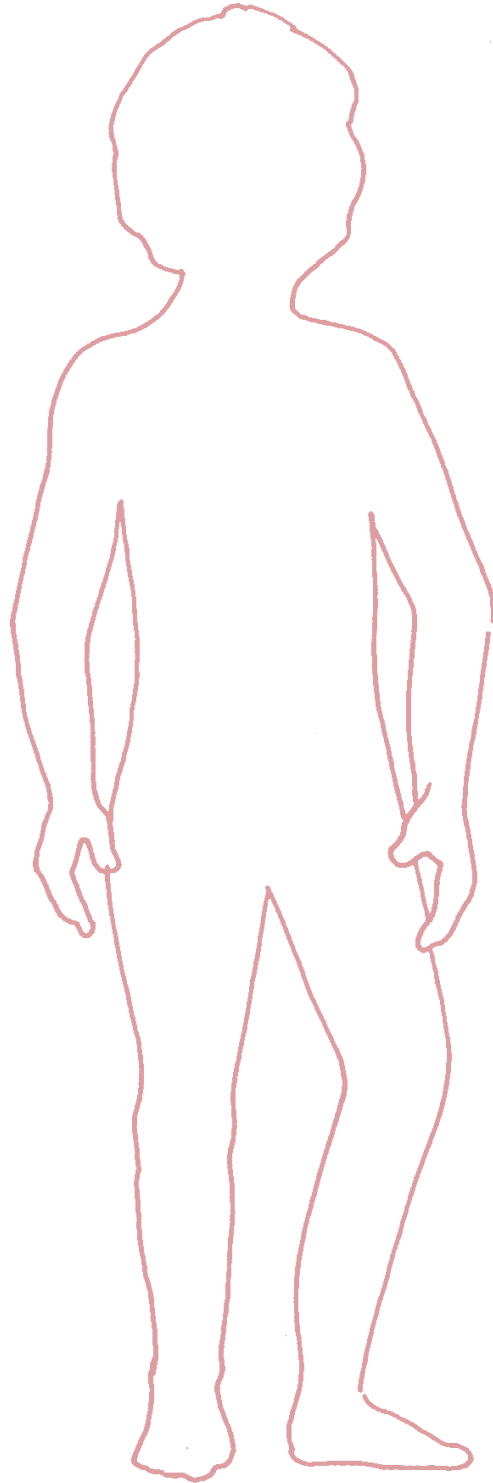
Front and back view of a boy



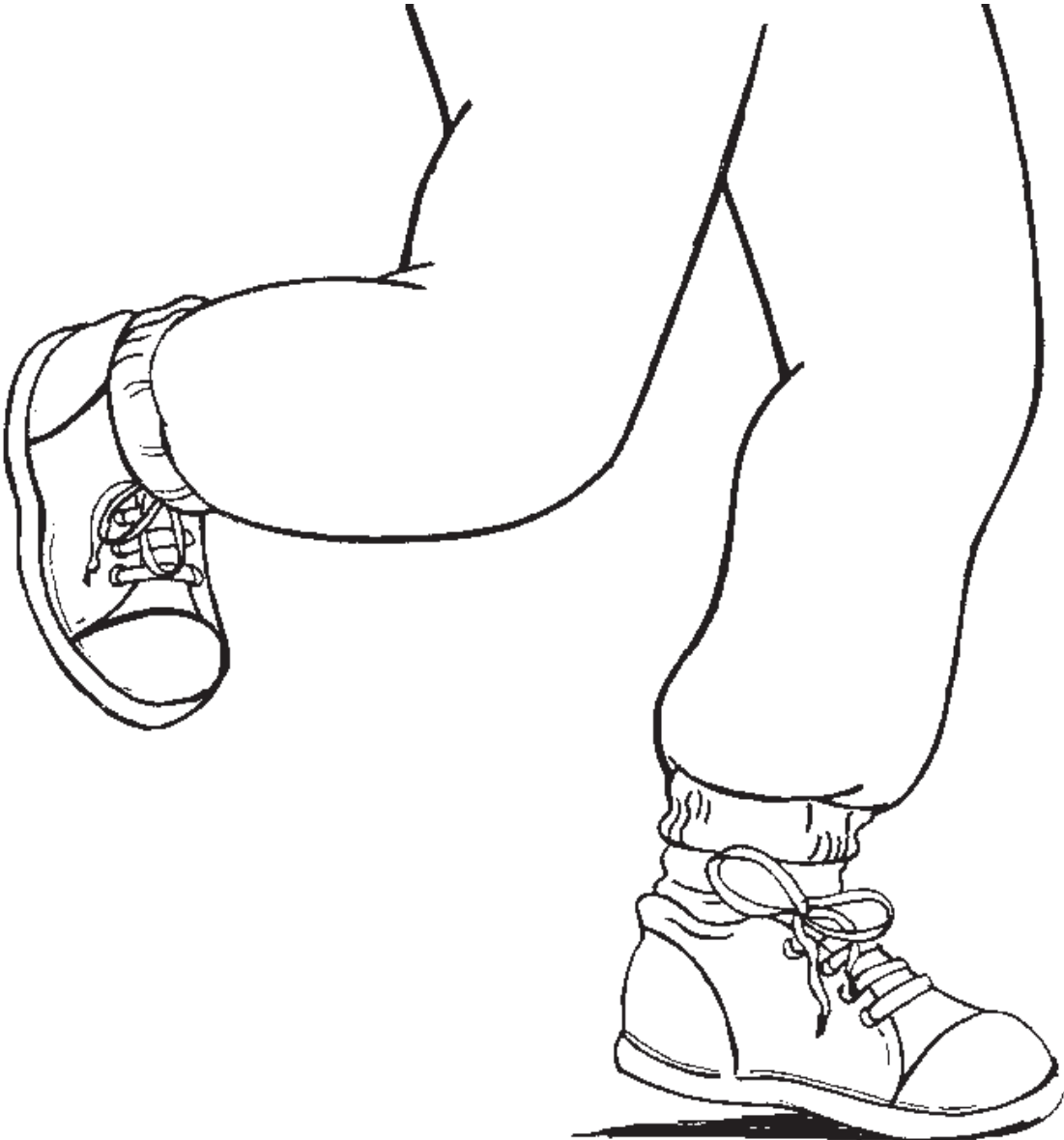


<p><i>angry</i></p>	<p><i>worried</i></p>	<p><i>proud</i></p>
<p><i>shy</i></p>	<p><i>excited</i></p>	<p><i>happy</i></p>
<p><i>sad</i></p>	<p><i>confused</i></p>	<p><i>embarrassed</i></p>
<p><i>amused</i></p>	<p><i>pleased</i></p>	<p><i>silly</i></p>

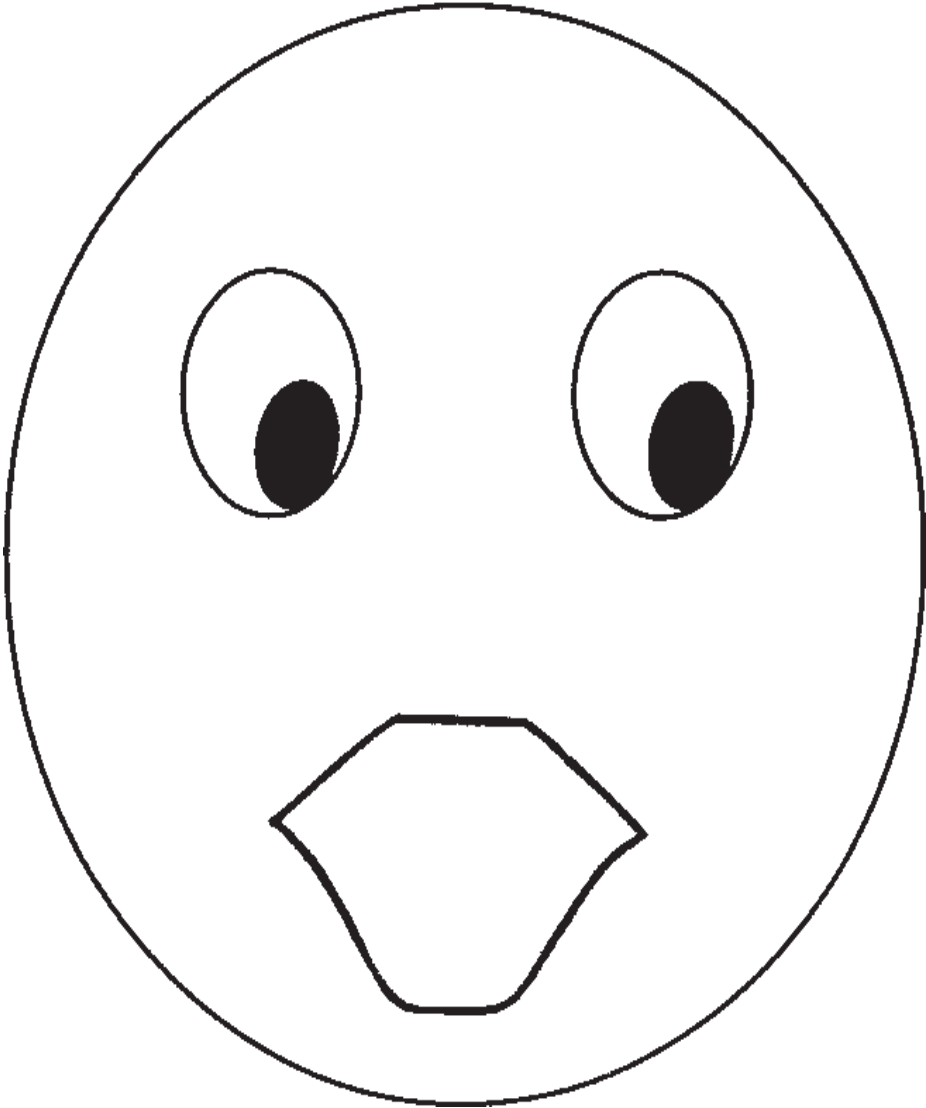
Body reactions



NO



GO



TELL

John's choices





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Pete and Penny - Keeping Ourselves Safe (MBF) presents a number of situations where children, by following simple rules and using strategies for safety, keep themselves safe from a number of potentially unsafe situations away from home. Concepts of private body parts are included.

Safety Around Water (MBF) shows students how they can be safe around water and still have fun. They learn how to identify potentially dangerous places, such as beaches, swimming pools and bathrooms, how to take more responsibility for their own safety, and what they can do to prevent accidents.

Safety Inside the Home (MBF) helps students recognise dangerous areas and equipment, how to behave in unsafe situations, and what to do to make an unsafe situation in the home safe.

Stop, Look and Listen for Traffic / I Know My Name and Address (MBF) are two stories that will help students understand important traffic safety rules and the importance of knowing their name and street address.

These MBF *Keeping Ourselves Safe and Well* videos were distributed free of charge to all government schools from 1991-1994. Limited copies are still available. Schools which did not receive these videos may obtain a copy by sending a stamped (or pre-paid), self addressed post bag to:

MBF
Children's Health Education and Safety Services
97-99 Bathurst Street
SYDNEY NSW 2001.

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