

Theme 1: Recognising abuse

Activities to
develop skills
in recognising unsafe
or potentially abusive
situations

STAGE 2

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
Feelings and warning signals
Identifying safe and unsafe situations
Physical abuse
Sexual abuse
Effects of abuse

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.

Stage 2

Protection

Can students:

- recognise that adults have a responsibility to protect children from harm?
- identify adults who have particular responsibilities to protect children?
- identify forms of harm that children might experience?
- differentiate between accidental and intentional injuries?

Body parts

Can students:

- use anatomical terms to name the male and female genitalia?
- identify private and sexual parts of the body?
- explain some situations when it might be necessary for others to look at or touch the private parts of their bodies?

Stage 2

Feelings and warning signals

Can students:

- use a range of words (or Compics) to describe feelings?
- describe how they and others might respond to specific feelings?
- recognise that feelings may change or be mixed when in safe and unsafe situations?

Identify safe and unsafe situations

Can students:

- recognise situations and behaviours which may promote or threaten safety?
- identify situations where harm is accidental?
- identify safe behaviours, safety devices and protective equipment for relevant situations?
- discuss or identify safe and unsafe risks?

Physical abuse

Can students:

- identify behaviours that intentionally cause physical harm or injury?

- recognise how their bodies react and how they might feel in safe and unsafe situations?
- compare ways of touching that cause accidental harm and those that cause intentional harm?

Sexual abuse

Can students:

- recognise situations where touching of body parts is OK and not OK?
- identify some behaviours that constitute sexual abuse?
- identify some factors which could assist in recognising unsafe situations and possible sexual abuse?

Effects of abuse

Can students:

- describe or depict things others may do that place them at risk?
- describe some consequences for children of harmful and abusive behaviours?

main idea

My body, my emotions and my thoughts can be harmed. Adults are responsible for protecting children from harm. As I grow older I can help protect myself.

Protection**field building**

- ❖ Play a sports activity or game such as softball, teeball or cricket using the protective clothing and equipment suggested for the activity. Alternatively undertake a cooking activity which requires the use of gloves, pot holders and wooden handled equipment. Discuss before and after the activity why the protective clothing and equipment is used. (Protective items are designed to prevent or minimise harm or injury.)
- ❖ Read a story about protection from the booklist such as *The Hunter* by Paul Geraghty.
- ❖ Revise what is meant by *protection* and create a shared meaning (eg protection is being kept as safe as possible from harm or danger).
- ❖ Read some of the books from the *Making a Difference* series by Jillian Powell such as *Caring For Others*, *Caring for Your Environment*, *Caring For Your Pets* or *Caring For Yourself*.
- ❖ Divide the class into groups. Each group discusses and records their responses to one of the following questions:
 - What *items or equipment* help protect our health and safety? (Toothpaste, medicines, hats, sunscreen, cricket pads, life jackets, bicycle helmets, or raincoats.)
 - Who are some *people* that help protect our health and safety? (Parents, caregivers, teachers, senior students, dentists, nurses, life savers or road crossing supervisors.)
 - What *rules, laws and information* help to protect our health and safety? (Stop at red lights, cross at crossings, ride safely on bicycles, don't swim in irrigation channels, it is illegal to break into people's homes, seat belts save lives or swim between the flags.)

Share responses as a class group.

- *It may be more appropriate to carry out this group activity by dividing the class into three groups, with groups led by adults or older students.*

core learning

- ❖ The teacher writes the following question on the board: What are some things that children need protection from? List students' responses.
 - *Students may need to be reminded that protection means being as safe as possible from harm or danger. Encourage students to consider specific sources of possible harm eg sun, illness, snakes, cricket bats and balls, deep water, cars, nightmares,*
 - ▼ *being threatened with harm, accidents, being bullied or teased.*

- *Include all suggestions where harm is caused including emotional and mental harm.*
- *If students' responses do not include ways that children's feelings and confidence (emotional well-being and mental health) may be harmed it is important that the teacher suggests some examples for inclusion on the list.*

❖ The teacher explains the different ways that children can be hurt.

physically - their bodies may be hurt

emotionally - their feelings may be hurt

mentally - their thinking/thoughts may be hurt

- *The concept of mental harm may require further explanation. It may be helpful to use the word 'invisible' hurt and provide examples such as not being able to sleep, having nightmares or headaches, not being able to stop the same thoughts from going over and over in your mind, believing bad things about yourself.*
- *It is possible that students might confuse mental hurt with brain damage. Explain to students that brain damage is an example of physical hurt or injury. It involves harm to nerves and tissue in the brain. Mental hurt would be invisible even if a doctor saw inside a person in an operation. It involves the way a person thinks.*

Identify examples of each of the different ways that children can be hurt using the list from the previous activity. Use markers to highlight examples of each eg:

- band-aids (physical hurt)
- heart stickers (emotional hurt)
- face stickers (mental hurt).

Some examples may involve more than one way of being hurt eg bullying might hurt you physically by pushing you over but it may also hurt the way you think about yourself.

The teacher poses the following:

- Most of the examples in the list are of ways children could be *physically* hurt. Why do you think this is? (It is easier to see physical harm and the hurt is more obvious.)

- *Students may respond that there are more things to hurt children physically or that children are hurt physically more often. If so, it is important to ask the questions: How many of you were harmed or injured yesterday? How many of you had your feelings hurt in some way yesterday? The teacher comments on students' responses.*





Jigsaw activity

- ❖ Students form groups with four members. (Grouping students with similar language abilities may be helpful.) The teacher has prepared sets of cards using appendix 1 and distributes a set to each group. Each student in the group takes a card. Students form four groups according to the number on their cards. Members of each group discuss the meaning of their statement. After several minutes students re-form into their original groups. Each group member presents his or her statement to the group and comments on what it means.

This activity may be modified for some groups of students by using the statements as discussion starters, or having an adult or older student with each of the four groups.

Statements:

1. It is easier to believe physical harm. It is easier to see physical harm. Sometimes there is even a scar after physical injuries have healed.
2. Emotional and mental harm are inside the body but they affect the way people act.
3. It is important to know about emotional and mental harm because often other people cannot see them and so they do not give help to make them better.
4. Sometimes emotional and mental harm are more painful than physical harm. They can stop a child from wanting to play and being able to sleep.

- ❖ Students form groups to write down different ways children can be hurt and to write examples for each eg:

physical hurt - cuts, bruises, burns, broken bones,
bodies may be harmed scratches, bites, lumps

emotional hurt - hurt feelings, anger, disappointment,
feelings may be harmed loneliness, 'let down', embarrassment,
tears

mental hurt - stressed thoughts, thinking that you are
thoughts about oneself no good, worry, headaches, can't sleep,
may be harmed mind won't turn off.

- ❖ Read the story *I Wish I'd Flown The Atlantic With Amelia Earhart* by L Young and A Janks. Discuss the accidental event where Amelia's plane was struck by lightning.
- ❖ Discuss the word *accident* and record a shared meaning. (An accident is unplanned or not expected to happen.)

Students share examples of accidents they have seen or know about from real life situations.

- *Intervention should occur if students offer violent or gory examples or examples from movies or fiction. The teacher should be prepared to interrupt positively if students volunteer personal examples which involve abuse or violence. Refer to 'Positive Interrupting' on page 9.*

- ❖ Explain to students that when children are harmed or injured - physically, emotionally, or mentally - and it is **not accidental** this is called **abuse**.

Discuss and display a definition of abuse. (Actions that cause harm or injury which are not accidental are called abuse.)

Students complete the worksheet (appendix 2), or discuss in groups, to determine if the suggested situations are accidents or abuse. Students who finish early are encouraged to examine situations and decide whether the hurt in each situation is physical, emotional or mental. The teacher collects students' work to assess their understandings.

- *Although it is difficult to know if students have been the subject of any of the suggested abuse situations, alternative examples should be substituted to avoid similarities with known experiences or to remove the names of students in the class. This activity might alternatively be carried out as a voting exercise. Worksheets should not be sent home unless parents have a good understanding about the context of this activity.*

Accident or abuse?

- Sam is knocked over by a classmate running past. (accident)
- Pat is burnt with a cigarette by an angry parent. (abuse)
- Sid falls off his bike as his younger sister runs in front of him. (accident)
- Mick is chased and kicked by an older student on his way home. (abuse)
- Ellen is regularly told she is 'evil' and locked in her room by an older cousin who babysits her. (abuse)
- May falls over when she is bumped by her father when they are playing a game on a slippery floor. (accident)
- Ted is often yelled at by his mother and hit with a hair brush which leaves big welt marks all over his back. (abuse)
- Anne is hit in the face with a basketball thrown from another game. (accident)
- Someone opens the door to the toilet thinking it is empty, when Pam is in there. They quickly close the door. (accident)
- Another student pushes open the door when Harry is in the toilet and tries to touch Harry's private parts. (abuse)





· This activity may prompt students to share experiences where they have been physically hurt, both accidentally and intentionally. The teacher should try to return discussion to the given situations but invite students to share their experiences with the teacher after the lesson/ at lunchtime/ the next day. If concerns are held about the safety of a student these should be reported to the principal for notification. Where there is uncertainty about the student's situation this might be discussed with the school counsellor or advice sought by telephoning the local Community Services Centre.

❖ Discussion based on the following questions:

- Who is responsible for protecting children? (eg parents, foster parents, relatives, teachers, principals, day care supervisors, baby sitters, bus and taxi drivers and police.)

· Students may suggest that they have a job to look after younger children or babies. The teacher should indicate that although the student might help adults to do this (and in some cultural groups it is an expectation) no child should ever have full responsibility to provide care to younger children or babies.

- Are these adults always around to protect and care for you? (No.)
- What can you do to be safe when they are not around? (Use information and safety strategies to help keep safe. Ask for help from adults if you feel unsafe.)

Inform students that:

- Adults have a responsibility to care for and protect children.
- School staff have a particular role or duty to care for students. They must keep them safe.
- As children get older and are able to do more things by themselves they should also try to protect themselves as much as possible and to ask for help from adults when they feel unsafe or if they need help.
- Information can also help us to keep safe and healthy. (Knowing home telephone number and address, knowing a parent's work telephone number, knowing how to use a helmet correctly, knowing emergency phone numbers.)

conclusion

- ❖ Inform students that the opposite of abuse is protection and caring. Students individually write about, illustrate or in some other way demonstrate one or more ways that an adult in their life cares for them.

- *The teacher may provide examples for students that involve a range of adults including those within the school such as the Aboriginal education assistant, the ESL teacher, the principal or the school counsellor. Particular care needs to be taken where there are students in substitute care or from families in crisis. Students' rights not to participate and not to share work need to be respected.*

extension

- ❖ Identify something in the school or broader community that requires protection (eg a creek, flora, fauna, a monument, or cultural item such as a cave painting).

Develop a plan of action for protecting the item. Make decisions about how to protect the item. Include strategies for educating others about keeping it safe or protecting it. Relate this process to child protection education.

Body parts

- *Where activities from this focus area are used with students at a later chronological age than the children depicted in the body outlines (appendices 3 and 4) alternative body outlines should be used. These may be found in *Child Protection Education: Stage 3*.*

field building

- ❖ Involve students in body awareness activities. eg
 - Students create a clay or plasticine sculpture of themselves or a partner.
 - Students make *body collages* using full length cut outs of people from magazines or papers. This activity can be carried out individually or in small groups. Paste cut outs on coloured paper interlocking the figures but trying not to overlap any body parts. Collages may be used as covers for class books, or students' folders or books.
 - Roster students, individually or in groups, to access and explore the CD rom *The Ultimate Human Body*.



main idea

I know the correct names for the private parts of my body. It is not OK for another person to touch the private parts of my body unless they are injured or I need help to clean them.



- ❖ Identify what is meant by the term *private* and make a list of private possessions (eg a diary, bank book, letters, the contents of a locket). Create a shared meaning for private. (Private means for our own use.)

core learning

- ❖ View the section *Body Parts Are Cool* (song and rap dance) from the video *Tell a Friend - It's Never Too Late*.

Write the caption *Body parts are cool* on the board and list students' informal responses to the video segment.

- ❖ Group students in pairs. Using copies of the body outlines of both a girl and a boy (appendices 3 and 4) students identify *private* parts of the body using a highlighter, asterisks or by circling or boxing parts of each body outline. Remind students about the importance of showing respect for the private parts of the body - just as we would with the other parts of our bodies.

As a class group compile students' responses on enlarged outlines of appendices 3 and 4 by highlighting suggested body parts. Invite students to give reasons for selecting individual parts of the body.

- *The teacher models acceptance of the range of responses from students and respect for the rights of students not to provide reasons if they do not wish to do so. Responses may be diverse in class situations where students come from various cultural backgrounds. Indicate that all responses are valid and it is helpful to know when people have different attitudes from others. We might offend another person by invading their privacy if we are not aware of what they consider private.*
- *It is important to include the lips and mouth as private parts of the body. Research indicates that oral sexual contact is frequently a component of sexual abuse of young children (Briggs 1997).*

- ❖ The teacher informs students that some parts of the body are commonly accepted by all people to be private. These are the *sexual* parts of the body. Sexual body parts are different for males and females and they identify a person's sex or gender.

Refer to the enlarged body outlines and ask students to identify and name the *sexual* parts of the body by pointing to them and giving their correct anatomical names (vulva, vagina, penis, testicles, scrotum, bottom, anus, breasts and nipples).

Label these parts using a coloured marker. Label other parts of the body which students also consider to be private (eg hair, arms, legs) with a different coloured marker.

Students re-form into pairs as before, and using their highlighted body outlines they label as many parts of the body as they can.

If students do not have fine motor skills this activity could be completed using pre-written self-sticking labels. Encourage students to refer to the displayed outlines and to use correct terminology.

- *Where different community languages are commonly used in the school community it is appropriate to encourage students to also use the correct terminology in these languages for the private parts of the body eg Aboriginal English or Chinese. It will be helpful to check with community elders or members before the activity, to ensure that the correct language is used. Where there are Aboriginal education assistants, community language teachers or ESL teachers in the school it may be appropriate to include them in these activities.*
- *It is important to use correct names for all body parts so that other people will understand what we mean. The teacher may sensitively acknowledge that many families use 'special' terms to refer to private parts of the body and these are OK within families. However, remind students that using inappropriate or 'swear' words for the private parts of the body may offend other people and is not consistent with the way that we refer to the other parts of our bodies.*
- *If inappropriate terms are included the teacher should pose questions such as "Do you think that I would feel comfortable with that word? Do you think that everyone else in our class would feel comfortable with that word? Can you think of another word that shows that we respect these special parts of our bodies?"*

- ❖ The teacher informs students that some people may use inappropriate or 'swear' words instead of using the correct names for private body parts. This is often because they are not familiar with the correct names or they have heard other people use inappropriate names.

Discussion based on the following questions:

- Why is it important to know and use the correct names for the private parts of the body? (People can understand exactly what we mean and these are their correct names. The song *Body Parts Are Cool* says "the words you use will never confuse", "It's cool to talk real and get the sex parts right" and "Let's use the right words with enthusiasm".)
- When is it OK to talk about or name private body parts? (It is always OK to use the correct names. Some people may feel a little embarrassed when they hear these words. The embarrassment is not because of the words we have used – these words are OK.)





- Why are the private parts of our bodies *private*? (They are special parts which belong to us. It is important to keep these parts safe and private until we grow up and we find a special person to share these parts with. We do not need to share the private parts of our bodies until this time.)
- ❖ Read the book *What's Wrong with Bottoms* by Jenny Hessel. Discuss:
 - Why did James feel confused about Uncle Henry's behaviour?
 - When is it OK for some one to look at or touch your private body parts? (It is only OK for your parent or the person who looks after you to look at or touch your private body parts if those parts are sore or injured or if you need help to clean them.)
- ❖ Using computers students create a list of names for parts of the body and reformat the list in alphabetical order. If the program is available, students create *Find-a-Word* puzzles using the words for body parts.
- ❖ Play the popular spelling game of *Hangman* using the words for parts of the body.
- ❖ Include the names of body parts, as appropriate, in class spelling strategies.

conclusion

- ❖ Involve students in a vigorous game or activity inside or outside the classroom to dissipate any tensions.

extension

- ❖ Inform students that each person owns his or her own body and should always try to look after and care for it. As a class group, brainstorm ways that people can do this (eg exercising, bathing, protecting their skin from the sun, caring for their hair, having dental checks, seeing a doctor if they are sick, eating healthy foods and avoiding harmful drugs).

Students individually write or draw about one thing they like about their bodies and how they like to look after their bodies.

- *This activity provides an important opportunity for teachers to support individual student's development of positive body images. The acknowledgment of students' ownership of their individual attributes and positive promotion of self selected physical attributes can contribute to non comparative, and positive self evaluation.*

Feelings and warning signals

field building

It is important in child protection education that students understand about the messages and signals they receive. Students should also have an awareness of a range of feelings and be able to discuss some of their own feelings. If these understandings need further work refer to activities from Stage 1 'Comfortable and uncomfortable feelings' and 'Warning signals'.

- ❖ Read books about feelings such as the *Dealing With* series which includes *Dealing With Anger*, *Dealing With Jealousy*, *Dealing with Insults* and *Dealing With Fighting*. Map the feelings and body signals that the characters in the books might be experiencing.
- ❖ Revise the concept of signals and messages. Go for a walk around the school or local area and sketch all the signals that can be identified. Beside each sketch record the messages that the signals might give. (Flags - nationalities, safe place to cross the road, bell - school recess or lunch starts or finishes, alarm - someone has entered the building without the key, whistle - time is up, traffic lights - stop and wait/safe to go, siren - make way for a police car, fire engine or an ambulance, signs - no smoking, road speed limits, native animal crossings.)
- ❖ List some signals the body might receive. These might include: bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold shivery body, numb body, clapping hands, fidgety hands, sweaty hands, tingling hands, quick breathing, shallow breathing, gaspy breathing, racing heart, frozen heart, heart skips a beat, pounding heart, goose bumps, body hair standing up, nausea, relaxed face, smiling face, tight scrunched up face, shocked face, wide eyes, red hot face, shaky knees, dry mouth, tight throat, can't talk.

Discuss the possible messages being sent by some of these signals eg, sweaty hands: possibly nervous or scared about something.

Identify some signals that could be classified as *warning signals*.

- Explain to students that body signals do not always mean the same thing. The same body signal can have a different meaning in different situations eg the heart 'skipping a beat' can be happiness, excitement or fear.

core learning

- ❖ In pairs or small groups students list as many words as they know to describe feelings.

Alternatively students, in small groups, identify at least one feeling word for each letter of the alphabet. Encourage students to discuss the meaning of each feeling word they write.

main idea

Feelings and warning signals give me messages about being safe. I need to understand and act on these messages especially when they are uncomfortable or confusing.



Share and record responses to create a class *feelings vocabulary* chart, bank, display board or reference list.

- *Display the class list and refer to it whenever possible.*
- *Encourage students to identify their own feelings whenever appropriate. Add new words to the list as they arise. A list of suggested feelings is provided at appendix 5.*
- *When discussing feelings in response to situations discourage the use of statements such as "...made me feel..." This is sometimes called victim language. Encourage students to talk about their feelings using the pattern: "I feel...when..."*
- *This approach focuses on feelings as an aspect of ourselves which can be controlled or managed.*

❖ Discuss:

- What are feelings? Record students' responses and create a shared meaning for *feelings*. (Feelings are reactions within our bodies to people, places, experiences or things.)
- What do we call our body reactions to feelings? (Body signals.)
- What do our body signals tell us? (They tell us that our feelings are important and we need to think about what they mean.)
- Can we see feelings? (No, they are internal. Sometimes we can see our external body reactions to feelings eg goose bumps or a red face.)
- What is meant by *internal* and *external*? (Internal refers to something on the inside, which is not seen or is invisible. External refers to something on the outside, which is able to be seen and is visible.)

Identify some body signals that are internal (on the inside) and external (on the outside).

❖ Students form pairs or small groups. Each group receives one or two feeling words. Students describe each feeling by recording what the feeling could:

- look like (body language or external body signals)
- feel like (body signals)
- sound like (the things a person who felt this way may say)
- act like (physical gestures or actions)
- convey as a message.

An example of a feelings analysis grid is provided at appendix 6.

feeling	looks like... (body language)	feels like... (body signals)	sounds like... (words used)	acts like... (gestures/ actions)	message
<i>disappointed</i>	eyes down, droopy mouth, saggy shoulders...	heart sinking, lumpy tummy, tears, deep breathing...	it doesn't matter, I don't care...	walk away alone, lower head down, keep to self...	I am hurt. That was not what I expected or hoped for.
<i>excited</i>	smiling, wide eyes...	heart racing, tingling hands, bouncy tummy...	wow! great!...	jumping up and down, clapping hands...	I am really happy. I can't wait for this to happen!

- *Building up a 'picture' of a feeling can help individual students to establish better discrimination between feelings and to increase their feeling vocabularies. It also helps students to understand how other people may be feeling.*
- *A number of responses are recorded in each category depending on the size of the group. The teacher reminds students that all suggestions are valid and that people experience and express their feelings in many ways.*

Discuss the range of responses for individual feeling words.

Responding to our feelings

- ❖ The teacher has prepared some 'exciting news' (real or imaginary) to tell students. Before disclosing the news, students are informed that they must not respond or react to the news in any way. If they express or show any feelings the news will stop. Explain that this means they cannot change their facial expression, body language, make eye contact with anyone, make any gestures or movements or make any sound.

After the 'exciting news' has been told students find a partner and tell their partner how they might have reacted to the news if they could. Share as a class. Discuss what it was like to keep responses or reactions on the inside.

The exercise may be repeated, this time with some 'disappointing news'. Discuss whether it was easier or harder or no different, not to respond to this news in any way.

- *Students may find their response to disappointment easier to hide as we may be encouraged to repress or hide feelings which are perceived to be negative from an early age. If appropriate, this could be discussed.*



The teacher explains that even though feelings happen on the inside, if they come out or are expressed (externalised) this needs to happen in a responsible way. Remind students that feelings themselves are not good or bad. It is how we respond to feelings and manage our actions that can be OK or not OK, or appropriate or inappropriate. (eg Anger might be expressed by throwing a tantrum. It may also be managed and expressed by counting to ten before responding, by leaving the situation, doing some physical exercise or by writing or talking about the angry feelings.)

- *In some cultures people are expected to express strong feelings loudly. In other cultures, when strong feelings are experienced it is very important that these feelings are kept inside. Specific ways to manage strong feelings are practised. For example, in some cultures when saying goodbye to a loved one in a public place, such as an airport, it is not appropriate to show any sadness. This feeling must be kept hidden or shown only in private.*
- *Where there are a number of students in the class group from cultural backgrounds where skills of keeping feelings inside are practised, if they wish to share their knowledge and skills in this area this should be encouraged.*

- ❖ Students form small groups, each group receiving one of the following feeling words: *angry, nervous, disappointed, scared, frustrated, jealous, shocked, threatened*. Students identify one inappropriate (or not OK) way to express the feeling and a number of OK or responsible ways to express the feeling. (eg Frustration about not being able to read a book can be expressed by throwing the book on the floor. A responsible way to express this frustration might be to ask someone for help or to find another book.) Share and discuss.

Changing feelings

- ❖ The teacher informs students that sometimes feelings and body signals change. Sometimes this change can happen very quickly. It is important to take note of changing feelings. Students form small groups. Each group receives one of the situations from appendix 7.

Students discuss and decide what the character might be feeling at first and if there could be any changes to this feeling in the rest of the situation. Record the feelings and the accompanying body signals which may also change in the situation. Share responses with another group. Discuss as a larger group why it might be important not to ignore the changed feelings in each situation.

- *Changing feelings are an important concept in child protection education. Students need to understand that when feelings change they should not be ignored. Changed feelings can often be more important than the original feelings. Child sexual abuse frequently begins in the context of a trusting relationship with early experiences involving closeness and pleasurable activities. As abuse progresses in type and intensity children usually experience feelings of confusion, revulsion and fear. It is not uncommon for abusers to convince children to discount or ignore their changed feelings and to focus on the original feelings.*

Mixed feelings

- ❖ Read the story *Phoenix* by Nan Hunt and Junko Morimoto. Aromatic scents may be shared with students as a stimulus for the story, such as neroli or petit grain (orange blossom) oil, mixed herbs and spices. Discuss why the senses of touch and smell were particularly important to Roli. Discuss the mixed feelings of Roli and Phoenix (eg persistent but tired, brave but scared, safe but trembling, worried but hopeful).
- ❖ Inform students that when someone has two feelings at the same time it is called *mixed feelings*. This is when two or more opposite or different feelings are experienced at the same time. (eg I am *nervous* that I have to speak at assembly but *proud* to have been asked. I *like* my aunty but I feel *uncomfortable* when she wants me to sit on her lap.)
Students form pairs. The teacher has prepared sheets of paper by writing at the top of each page two feeling words that are different. Each pair receives a sheet of paper. Students create an example of a situation (such as given above) where the two feelings may be experienced at the same time (mixed feelings).
Share responses.

extension

- ❖ Students 'map' their feelings for a specified period of time (eg Half a day, 1 day, 3 days or 1 week) on a timetable, a grid or in a diary (appendix 8). Divide the time up into manageable periods. eg, before school, morning session, lunch time, afternoon, after school, bedtime.
Record the event, the accompanying feelings and any responses they may have made to the feeling.





eg

time	event/s	feelings	response
<i>before school</i>	Breakfast with family, uncle coming to the school concert today.	Happy, excited, nervous. Bored.	Jumped around shouting 'yes', butterflies in stomach.
<i>morning session</i>	Concert practice. Got put out of the class item.	Hurt, disappointed, embarrassed.	Poked two classmates in the back.

- *Inform students that the 'map' or diary is private and it will not have to be shared with other students. Invite students to share part or all of the diary with you, individually. Provide students with feedback about their apparent understanding and management of feelings. Which ones do they manage easily? Which ones are more of a challenge? How could they manage these better? Encourage individual students to develop strategies and to share successes with you. Notice when they are making progress.*

- ❖ In groups students create a puppet play, a shadow play on an overhead projector, or write and perform an advice 'scenario' where one character demonstrates an emotional response to a situation. Students give 'tips' about understanding and managing feelings.
- ❖ Students write a poem based on one or more of the feelings from the vocabulary list. Publish and present to an audience.

Identifying safe and unsafe situations

- This focus area may need some modification for students with physical disabilities
- Students with physical disabilities are often lacking in experience and may have a naivety which would normally be seen in younger children. They may be more inclined to take things literally and not fully understand 'might happen' and 'could happen'. Scenarios used to develop skills in recognising unsafe situations should be those that will not raise undue concern for these students.

field building

- ❖ Read a book where the characters feel safe and unsafe such as *The Green Children* by K Crossley-Holland and A Marks.
- ❖ In groups, brainstorm words and phrases in response to the words *safe* and *unsafe*. A recorder lists students' responses. Lists may include examples of situations or ideas of what the concepts might look like, feel like, sound like and what actions might be associated with them. Not everyone has to agree with each example.

eg *safe* - a group of people you know, being warm, my grandmother, my house, a lullaby, my teacher, a whistle, a lock on the door, holding hands, my pet.

A member of each group reports back to the whole class. Using the responses create shared meaning for the words *safe* and *unsafe*.

- Some students may have difficulty gaining understanding of the concept of being safe. Additional activities may be adapted from the focus areas of 'safe and unsafe' in Early Stage 1 and Stage 1 and carried out in small groups with these students.

- ❖ Using a page divided into two, students draw on one side how a face may look when the person feels safe and on the other how a face may look when the person feels unsafe.

- Discourage students from using overly simple interpretations such as a smile (*safe*) or a frown (*unsafe*).
- Encourage them to consider how their body signals and feelings might be expressed in their faces.

- ❖ Review the meaning of the words *internal* and *external* eg internal means *inside*, external means *outside*.

main idea

I can be scared but safe. If I feel unsafe and have early warning signals I have to stop and think about whether I am unsafe.

External signs can

help me decide

whether I am in a safe or unsafe situation.



Internal signs

❖ The teacher writes the large heading *Internal signs* and two subheadings *safe* and *unsafe* on the board or a large chart. Students form four groups and record their responses to one of the following:

- *feelings* that may accompany being safe
- *body signals* that may accompany being safe
- *feelings* that may accompany being unsafe
- *warning signals* that may accompany being unsafe.

Groups report back to the class and responses are recorded under the headings.

The teacher informs students that internal body signs or signals can often be very helpful in telling you when you are unsafe. However, in some situations people do not experience feelings or warning signals at all. It is a good idea also to take notice of **external** signs and think about what they mean. External signs can also help a person decide whether a situation is unsafe.

External signs

❖ Discuss and share examples about external signs based on:

- the location or where the person is
- the time of day (or night)
- the people around (or absence of people)
- what the people (if any) are doing
- what might be happening in the location.

In pairs, students nominate a location and record some times when they might be unsafe. Students then list some people with whom they may not be safe and some unsafe behaviours they might see eg in a park - when it is getting dark (unsafe), with a group of older children you don't know (unsafe), the group is teasing you (unsafe). Share and discuss.

Record some examples under the heading *External signs*.

Repeat for safe external signs for the same location eg in a park - during the day, with parents and friends around, playing with friends. Share and discuss.

core learning

Attitudes to safety

❖ The teacher sets up two points of reference (using markers or labels) inside or outside the classroom. One point represents *strongly agree* (or Yes) and the other represents *disagree* (or No). A line may be drawn between the points.

Ask students to think about the following questions and place themselves next to a reference point or between the points to indicate their opinion about each question.

- i) Can children be safe all the time?
- ii) Can children be protected from all harm?
- iii) Is it easy to recognise when you might be unsafe?

Discuss some responses to each statement according to where students have placed themselves on the continuum before posing the next question. The teacher models acceptance of the range of attitudes about children's safety.

- *For students who are not mobile this activity could be*
- *carried out using equipment which allows a sliding scale,*
- *eg moving a piece of adhesive tack along a ruler or edge*
- *of the desk with 'strongly agree' and 'disagree'*
- *clearly marked.*

Risk taking

- ❖ Students remain in their positions from the previous activity. Display one or more stimulus pictures of children or young people taking part in a *risk taking* activity such as abseiling, roller skating or rock climbing. Using the reference points, students reposition themselves in response to the following questions:

- i) Is the child safe in this situation?
- ii) Does the child **feel** safe?

Discuss some responses to each statement.

The teacher reminds students that *feeling* safe and *being* safe are not necessarily the same thing. You can sometimes feel scared but be safe or you might feel comfortable and relaxed yet be unsafe.

- *It is important that 'safe' risk taking, eg adventure activities*
- *undertaken with care are conveyed in a positive way and*
- *the benefits for personal development in trying new things*
- *are reinforced. Care needed could include trained*
- *supervision or an expert in controlled settings with safety*
- *equipment and access to aid or assistance if required.*
- *The concept can also be linked to academic risk taking.*
- *eg It is good to try to solve a difficult puzzle, even if you*
- *think you can't solve it. You might find that you can do it.*
- *If you still can't you are likely to learn more about it which*
- *will help when you have another try later.*
- *Students need to know that warning signals and feelings will*
- *be experienced in 'risk taking' situations. They are there for us*
- *to take note of. We have to stop, think, decide if we are safe or*
- *unsafe and act so we will be safe. If we are still unsafe or*
- ▼ *feeling unsafe it is best to talk to a trusted adult.*





- When selecting stimulus pictures the teacher needs to
- ensure that they are culturally relevant and that females
- as well as males are represented in challenging and
- adventurous situations.

Safe and unsafe risks

❖ Students form small groups. Allocate one of the following suggested scenarios to each group. Students illustrate, dramatise or write about an *unsafe risk* situation and a *safe risk* situation for their scenario. Examples could include:

- crossing a flooded creek
- going down a rocky cliff
- using matches to light a fire
- watching a scary video
- swimming in the surf (in a pool or waterhole)
- staying with a friend (relative)
- going to an amusement centre with a friend
- riding a farm motor bike.

eg *safe risk*

Crossing a flooded creek using a safety harness or flying fox/ in a four wheel drive/ with experienced trained adults and good equipment.

eg *unsafe risk*

Crossing a flooded creek with friends on foot/on bikes/on a surf board or canoe/using own rope rig/using a safety harness without supervision.

- For students with limited mobility this activity could be
- carried out using pictures or photographs which are
- grouped according to the categories of 'safe risk' or
- 'unsafe risk'.

Deciding about risk

❖ Share responses from the previous activity. Discuss possible external signs (or things that might be happening in the location) which might help someone in each situation determine whether the situation was an *unsafe risk* situation eg creek water moving quickly and strongly, no adults around. Pose the questions:

- What internal feelings or warning signals could be the same in both situations? (Heart beating strongly, shaky legs.)
- Why is it important to stop and think when we feel scared or unsafe? (We may be *unsafe* - although it is possible that we might be scared but *safe*.)

- Why is it important to take notice of external signs? (They can sometimes give a more definite message about whether a situation is safe or unsafe.)
- What are some actions that could be taken in the situations that are unsafe risks? (Stop and think. Take an action for safety. Use the NO, GO, TELL strategy if appropriate. Always tell a trusted adult if you are still unsafe or feel unsafe.)

conclusion

- ❖ Ask students to recall and describe a *safe risk* or adventurous activity they have undertaken in their lives. Some students may need help to identify such a situation or may be encouraged to visualise and describe a *safe risk* that they may take in the future. Students plan their responses by considering the following:

- What was the safe risk?
- How did you feel?
- What made it a risk?
- What made it safe?
- What was the best thing about taking that safe risk?

Responses may be whole class or small group sharing, recorded on cassette tape and available at listening posts. These may take the form of journals, a class register or a class book about adventure to be shared with an audience.

extension

Role play

- ❖ In small groups students choose a situation where one or more characters are taking a risk. Students role play **how** the characters decide whether they are safe or unsafe. Students dramatise the characters' responses to:

- the external signs in their location which indicate risk; and
- their internal feelings and warning signals in the situation.

All role plays end with an action that results in safety or telling a trusted adult about the unsafe situation.



main idea

Physical abuse is where a person's body is harmed or injured on purpose by another person. Physical abuse is never OK.

Physical abuse

- *Students need to have an understanding of OK (appropriate) and not OK (inappropriate) touch. Stage 1 provides relevant activities in 'Kinds of touch'. Students also need to have a good understanding of the meaning of the words 'accident' and 'abuse'. Refer to Stage 2 activities in 'Protection' and 'Feelings and warning signs'.*
- *It may be appropriate for teachers to consider team teaching activities from this focus area with a support teacher (eg the Aboriginal education assistant, ESL teacher or community language teacher). This approach might also be considered for the focus areas of 'Sexual abuse' and 'Effects of abuse'.*

field building

- ❖ The teacher informs students that the word 'physical' means things we can see or touch but is most often used when talking about the human body. The word 'physical' is often used to describe activities involving the body.

Discuss the meaning of the terms *physical activity, physical education, physical strength, physical examination* or *check up*.

- ❖ Students examine stimulus pictures of people engaged in various activities such as playing sports, reading, watching television and walking. These may be culturally relevant pictures from magazines or display posters. Classify the activities as *physical* or *non-physical* activities.

Students draw a picture of:

- a favourite physical activity
- a favourite non-physical activity.
- ❖ Create a class reference chart of words that describe ways that people touch each other such as poke, rub, stroke, slap, hug, bump, push, hold hands, shake, pinch, grab, kiss and scratch.
- ❖ Read the story *A Very Touching Book* by Jan Hindman or another story about touching from the booklist.

core learning

What is physical abuse?

- ❖ Revise the definition of *abuse* (words or actions that purposely cause harm or injury). The definition of 'accidental' may be discussed to assist in the understanding of 'purposely'.

Discussion based on the following questions:

- When a person touches another person is this always physical touch? (Yes.) Why? (When people touch it always involves making contact with the *body* of another person).

- Can a person touch another person without using a part of his or her own body? (Yes.) How? (A person may touch another person using an object such as a puppet, a brush, a stick or a feather.)
- When a person is touched by another person using an object is this physical? (Yes. The person's body has been touched.)
- When can touching between people be a situation of physical abuse? (When a person purposely touches the body of another person to cause harm or injury. If the harm is caused by an object this is also physical abuse.)

- *If discussion includes purposeful harm to animals or other creatures more complex issues may need to be discussed.*
- *This may involve informing students that such behaviour is acceptable only if the animal or other creature is harmful to the person involved or if the activity is necessary and acceptable within the community. Discussion may also include people touching objects with the intention of harming them. The teacher should explain that even though this is not physical abuse it is unacceptable.*

- ❖ Students form small groups to read and discuss the newspaper example (appendix 9). The teacher explains to students that this is not a 'real' newspaper example but one which has been made up specially for this activity.

Alternatively, according to the reading levels of students, individual articles within the example newspaper may be assigned to groups. Students decide whether the incidents are *physical abuse* or *not physical abuse*. Where groups have been assigned one article they are asked to also focus on reasons for their decision.

A reporter from each group presents responses to the whole class for discussion.

Accident or abuse?

- ❖ The teacher informs students that when accidental harm or injury happens, warning signals (such as unsafe feelings) are often not present. When an accident happens there is also often no time to take notice of external signs. Discuss examples of accidents that students have experienced where they did not know they were unsafe.
- The teacher may need to guide discussion to include situations where only minimal harm has been incurred to avoid reinforcing unnecessary anxiety in students.
- ❖ Explain to students that in situations where there is *intentional* harm or injury (or physical abuse) internal warning signals or external signs are often clear. Children who are harmed on purpose can sometimes see or sense the harm coming.





The teacher should emphasise that even if a child has warning signals and signs, he or she may not be able to take actions to ensure safety. It is important to stress that children should talk to trusted adults about such situations so they can be protected if they happen again.

- ❖ In small groups, students select one type of touch (eg pushing). Students write an example where that touch might be accidental. They then write how that touch might be meant to cause physical hurt, harm or injury. Students' work may be organised as:

'A kind of touch'

- a situation where this touch is useful
 - a situation where this touch is accidental
 - a situation where this touch is physical abuse
 - some warning signals or signs that may be experienced when this touch is physical abuse
 - some safety strategies that children might use if they are physically abused in this way.
- ❖ The teacher informs students that some children are physically abused. Children are sometimes hurt or injured on purpose by people they know. Although this is often kept a secret, to avoid causing trouble or a 'fuss', it is not acceptable in our community and there are people in schools and in community agencies whose job it is to help people to stop harming or injuring children. Children have a right to be safe from harm and they should TELL someone if they are being harmed.

- *This is a highly sensitive issue for discussion because of the range of attitudes about the rights of parents to discipline their children physically and the rights of children to be safe from harm or injury. However it is important to provide children with information about the beliefs of the general community - even though they may be different from the beliefs of some groups within the community.*
- *If students wish to discuss the issue of physical abuse further, in relation to their own experience or the experiences of children they know, the teacher needs to listen sensitively. Positive interrupting may be needed if a student begins to publicly disclose information which he or she may later regret. Refer to 'Positive Interrupting' on page 9.*

conclusion

- ❖ Individually students identify a situation of physical touch with an adult or caregiver where they feel safe and happy. Students write about:
 - some internal feelings they might have in response to the touch
 - some external factors about the situation which indicate that the touch is OK.

Sexual abuse

field building

- *Students need to have some knowledge about the five factors that can help them determine OK or not OK touch. See Stage 1 activities from 'Kinds of touch' (page 46) or Stage 2 activities from 'Protection' and 'Body parts'.*
- *It is advisable that parents are aware that talking about sexual body parts is important in child protection education. Parents may need to be reassured that this discussion does not include aspects of sexual development or reproduction. If the concept of children's knowledge about and ownership of their sexual body parts is reinforced at home, outcomes related to children's personal safety can be greatly enhanced.*
- ❖ Create a shared meaning for the term *sexual body parts*. (Private body parts which are different for males and females and identify their gender or sex.)
- ❖ Revise the anatomical terms for the sexual parts of the body. Refer to materials created in the core learning activities from the focus area 'Body parts'.
Remind students that there are additional parts of the body which are *private* and that touching or looking at these private parts should occur only when it is appropriate or when permission is given to do so. Discuss some examples: the mouth and lips; stomach and upper legs; hair, legs and arms of women and older girls (in some cultures).
- ❖ Revise the different ways that people can be hurt. (Physically, emotionally and mentally). Remind students that emotional and mental harm, even though not as obvious as physical harm, can sometimes be more painful and damaging to a person.
- ❖ Revise the different ways that people touch each other. Display an existing list of *touch words* or create a new list.

main idea

Sexual abuse is wrong. If another person touches my sexual body parts in a way that is not OK or asks me to touch their sexual parts this is sexual abuse. Sexual abuse can also occur if a person shows me pictures or talks about sexual body parts in a way that is not OK.



core learning

❖ Brainstorm a list of the different ways that people touch each other. Ensure that the word *tickling* is included in the list. The teacher poses the following questions for discussion:

- Which ways of touching can hurt us? Tick or highlight these words.
- If touching doesn't hurt us does that mean it is always OK touching? (No.)
- How do we know that some ways of touching are not OK or inappropriate?

Refer to the five factors (WHO? HOW? WHAT? WHERE? WHEN?). Using one of the factors for each touch word, record an example where the touch is not OK eg Hug: WHO? Not OK with a stranger. Rub: HOW? Not OK to rub someone roughly. NB. Ensure that one example for WHAT? includes the touching of sexual (or private parts) of the body and another example includes kissing or contact with the mouth.

❖ Focus on the WHAT? factor which relates to body parts which are touched. Inform students that when the private or sexual parts of the body are touched this is an *external warning sign* that should be taken notice of. It is important to stop and think that this touch might be 'not OK'.

- *Although the mouth is not a sexual part of the body it is important to include kissing and contact with the mouth in discussion of the private and sexual parts of the body. Oral sex is commonly part of child sexual abuse and although considered unpleasant, it is not viewed as 'inappropriate touching' by many children who have experienced it.*

Discuss:

- WHO can touch the sexual parts of our body? WHEN? (We can touch our own sexual parts in private. If we have a rash, are sore or injured, or need help to look after ourselves, another person may need to touch the sexual parts of our bodies.)

- *It can be discussed that it is OK for people to touch their own sexual parts in private. This kind of touching can be comforting and reassuring. It is not appropriate for adults and older children to touch children in this way - even though it doesn't hurt and it is not uncomfortable. If adults or older children touch children in this way it is sexual abuse.*

- *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 the*

- students' bodies as they care for students. Inform students that it should only be necessary to touch their sexual parts to clean them. Students with special needs have a right to privacy and to be taught to do as much as possible in personal self-care for themselves. Where students are integrated such discussion should take place in small groups of student with similar needs.

❖ Teacher reads the unfinished story.

An unfinished story...

Carol lives with her mother, father and baby brother. Ed, a close family friend, lives nearby with two of his friends. Carol's parents like to play cards with friends every Thursday night and Ed comes to babysit Carol and her baby brother, Tom.

Ed takes good care of Carol and Tom and comes in time to bath the baby. Carol always helps Ed to bathe Tom. Tom loves his bath because they play games like blowing bubbles, sinking the tugboat and having rubber duck races.

'Time to get out, Tom' says Ed as he lifts Tom out of the bath to dry him. 'Here's a towel for Tom, Ed', says Carol. 'We'd better dry you quickly, Tom, before you freeze', Ed says as he vigorously rubs Tom.

He carries Tom into the lounge room and puts him on the floor near the heater. 'Carol, bring the baby lotion please', calls Ed. Carol runs to get it. Ed puts baby lotion on Tom's bottom and penis (his sexual parts), before putting on his nappy in the same way that her mother and father do when they change Tom's nappy 'Would you like to have your bath now Carol, while I put Tom to bed? I'll come and help you wash your little bottom', Ed says.

Carol wonders about this. Her mother and father never talk about washing her bottom. She is nine years old and always washes her own private parts.

❖ Students summarise the unfinished story. Teacher records the summary.

Discussion based on the following questions:

- Why was Carol confused?
- Do you think Carol was safe or unsafe? (Unsafe.)
- Do you think Carol had warning signals? (Maybe not. Tom was a close friend and took good care of Carol and Tom.)
- What were some external signs which Carol might have taken notice of? (Her parents were not at home. Ed suggested





touching Carol's sexual body parts in a way that was not OK because she could wash herself.)

- What could Carol do? (Say NO if she could. GO if she could, or not take a bath. TELL - her parents when they got home (or another trusted adult).)
- Why was it OK (or appropriate) for Ed to touch Tom's bottom and penis? (Ed was putting baby lotion on Tom after changing his nappy to keep him healthy and comfortable. Tom is a baby and too young to look after himself.)
- Why was it not OK (or inappropriate) for Ed to suggest touching Carol's bottom and vulva (sexual body parts)? (Carol is old enough to wash herself.)
- When might it be necessary for an adult to touch Carol's bottom? (If she had a rash or an injury.)
- Did Carol do anything wrong? (No)
- What would it be called if Ed touched Carol's bottom? (Sexual abuse.)

The teacher informs students that not all sexual touching hurts or 'feels bad' so it is very different from physical abuse. Sometimes tickling of the private and the sexual parts can be fun however adults and older children are NOT allowed to touch children in this way. If they do, it is sexual abuse.

Card game

- ❖ Students form small groups of their own choice. Distribute a set of cards, appendix 10, to each group. Students, in turn, take a card and decide if the situation involves *OK touch* or *sexual abuse*. Cards are placed respectively into two piles.

Whole class discussion based on the questions:

- What helped you to decide whether these situations were *OK touch* or *sexual abuse*?
- Were you unsure of some situations? Why?
- If the children in these situations are unsure about the situation what could they do? (Children could use their child protection strategies - say NO (if they can), GO (if they can) and always TELL a trusted adult about a confusing or not OK situation.)
- ❖ Inform students that sexual abuse also includes situations if another person *looks at* a child's sexual body parts or shows a child pictures or videos of these body parts when it is not appropriate. Children might feel confused about these activities or know immediately that they are not OK. Even if the person who does these things is a parent, caregiver or a responsible adult the situation could still be sexual abuse.

The teacher displays the enlarged line drawings, appendices 11-14, and encourages students to determine whether pictures depict safe situations or possible sexual abuse.

Display the situations individually for discussion of the following questions:

- What feelings and warning signals might the child be experiencing in the situation?
- Which of the WHO? HOW? WHAT? WHERE? WHEN? factors (or other external signs) might help the child decide whether the situation is safe or is sexual abuse?

extension

- ❖ The teacher informs students that there are many children in the past and in present times who have been sexually abused. Provide students with correct, current information about the extent of child sexual abuse using appendix 15 as an overhead transparency or as a chart (enlarged photocopy). The teacher or students colour in the appropriate number of adults who have experienced abuse as children.

- *Although these figures are confronting, they are accurate and it is important that students are aware that sexual abuse of children can happen even in their own community.*
- *Informal studies among students of this age group, participating in child protection activities, have shown that most students believe that abuse is a rare occurrence.*
- *When asked about the incidence of child sexual abuse many students suggested that it could only occur in about 1 in 100 000 children.*
- *The issue of child sexual abuse has to be acknowledged as a potential problem before students will learn skills that are effective in situations of potential abuse. Accurate information about the extent of child sexual abuse is also important in assisting students to recognise sexual abuse if it happens to someone they know and to support or speak out on behalf of that person.*
- *Children who experience sexual abuse frequently believe that they are 'somehow different' and alone in their experience.*
- *This can make it very difficult for children to disclose.*
- *Information about the extent of sexual abuse of children can reduce feelings of isolation and encourage them to speak out about their experiences.*





main idea

Abuse can hurt me emotionally and mentally as well as physically. Abuse is never OK.

conclusion

- ❖ Informal debriefing in pairs or small groups (of students' choice) can provide an opportunity for students to discuss their reactions after participating in the previous activities.

Suggested questions for discussion might include:

- What were some feelings you experienced during these activities?
- What were some important things you have learned?

Teachers can invite students to discuss any questions or concerns at a nominated time (such as lunchtime).

- ❖ A vigorous game such as *Fruit Bowl* can provide the opportunity to disperse any tension or discomfort which may be present in students.

- *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 around the circle). 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.*

Effects of abuse

field building

- ❖ Revise the three ways children can be hurt: their bodies - physically, their feelings - emotionally and their thinking - mentally. Brainstorm and list some actions that can hurt children physically, emotionally and mentally.

I Feel Game

- ❖ The teacher introduces the game by explaining that everyone's feelings are important. Feelings need to be expressed in appropriate ways. It is not always healthy to keep feelings on the inside. The best thing to do when you have a strong feeling is talk to someone about the feeling. It is good to be able to use the right words to say how you feel.

With students seated in a circle, the teacher explains that in the *I Feel Game* he or she will begin a sentence and the student on the right may complete it. The student on the right repeats the sentence beginning and adds his or her own ending.

Encourage each student to participate in turn, but accept a student's wish to pass or to repeat something that has already been said. The teacher models sentence beginnings. Change to a new sentence beginning every fourth or fifth response. Gradually fade the *I Feel* cue but help students to use *I Feel* in their responses.

Suggested sentence beginnings:

- When someone says hello to me, I feel...
- When someone asks me to play with them, I feel...
- When my father gives me a hug, I feel...
- When I get into trouble, I feel...
- When I get new clothes, I feel...
- When I fall over, I feel...
- When it is my birthday...
- When I forget something...
- When someone hurts me...
- When I get an award...
- When no one wants to play...
- When we go out for a special meal...
- When someone uses my pencils without asking...
- When I can share something good with someone...
- When someone shares with me...

- *Alternatively the 'I feel' sentences may be completed using*
- *Compics or a variety of pictures that show a range of*
- *feelings.*

core learning

Physical Abuse

- *It is important that students have some awareness of the*
 - *issues involved in physical and sexual abuse of children.*
 - *Core learning activities from the focus areas of 'Physical*
 - *abuse' and 'Sexual abuse' provide ideas. Debriefing may be*
 - *required after participation in the following activities. (Refer*
 - *to 'Debriefing' on page 8).*
- ❖ The teacher informs students that he or she is going to read a story which is about physical abuse. Although it is not a true story it is similar to the experiences of many children who are harmed by abuse. Read the following unfinished story.





Eric's Story - Physical abuse

Mr Straker handed Eric the note. Eric wished he didn't have to take the note home. Mr Straker was sending a note home because Eric didn't hand in his homework, again. Eric knew his Mum was going to be mad.

He had wanted to hand in his homework but he hadn't finished it. Every night Eric had to look after his little brother and baby sister and put them to bed. His Mum was always busy and she was always tired. If Eric left his brother and sister alone so he could finish his homework they would start to fight and cry. Then Eric's Mum would yell at him, for a long time. Sometimes Eric's Mum got very angry and while she was yelling at him she would throw things around the room. Once she threw a plate at Eric and it hit him on the face and cut him above his eye.

Eric never knew what his mother would do when she got angry. Once she had pushed him out the back door and down the back steps.

That night Eric's mother had just made a cup of hot coffee. He put the note on the table and went to his room. Eric heard his Mum open the note and start shouting. He heard her chair crash backwards on the floor as she stood up very quickly. Eric was worried. She stormed into Eric's room yelling. She told him he was lazy and stupid and that he never did anything right. She said he was an embarrassment and that he made her life very difficult.

Eric tried to explain why he hadn't done his homework. His mother screamed and told him she didn't want to hear his excuses. She threw her cup of coffee at Eric. The hot coffee burnt Eric's arm. He screamed. His mother flew across the room at him and started slapping his face and pulling his hair. She told him to stop whimpering, then she left the room.

The next day Eric's Mum said she was sorry. She told Eric that she'd been having a hard time at work and that he just made her so cross sometimes. She told Eric that if he made breakfast and cleaned it up properly he could go to the park and play with his friends.

Eric didn't feel like seeing his friends.

Students summarise the story.

Discussion based on the following questions:

- What were some of the ways that Eric was hurt by his mother?
- Were these accidents or abuse?



- What kind of abuse was Eric experiencing? (Physical abuse. The teacher acknowledges that Eric's feelings and thinking were also harmed and informs students that harm to feelings and thoughts happens with all kinds of abuse.)
- Do you think that Eric had talked to his teacher or friends about his experiences at home? (No.)
- Why not? (When children are being physically abused it is often very hard to talk about it because they feel ashamed. Sometimes they believe they deserved the physical abuse because this is what they have often been told and they may have done something naughty or wrong. Usually children are also told to keep the abuse a secret.)
- Why do you think Eric's mother hurt Eric like this? (She was always busy and always tired. She was having a hard time at work.) Does this make the abuse OK? (No. She is an adult and should care for Eric. However, if she received some help and felt better, she might stop abusing Eric.)
- What are some of the possible effects on Eric of the physical abuse?

Using an enlarged version of the suggested grid which follows, record students' responses under the four headings - feelings, thinking, school work, social life. Some responses are included as suggestions.

eg Effects of Eric's physical abuse

physical effects	feelings	thinking	school work	social life
burnt (or scalded) arm	angry ashamed bad	think it's his fault	get into trouble	too embarrassed to tell people about his injuries
welt marks	bitter confused	think he's stupid dumb	homework problems	stops going to the park
hair torn out	crushed destructive	lazy not special	might not be able to do his work	loses his friends
head injury (headaches)	empty fearful	no one would want him	get into fights if other students talk about him	has no one to play with
dislocated shoulders	guilty helpless hurt indifferent insecure lonely miserable mixed up rejected sad stupid tense trapped	thinking about it all the time nightmares no sleep scared about what might happen next	might fall asleep during class	feels lonely scared to go home wants to go away



Discuss:

- What if Eric's abuse continued for a few months or for more than a year? (The harm might be greater.)
- Did Eric deserve to be abused? (No. Children have a right to be safe. Adults have a responsibility to protect children. Abuse of children is never OK.)
- What could Eric do? (Eric needs to talk to a trusted adult about his situation.)

Sexual abuse

- *It is important that students have participated in core learning activities from 'Sexual abuse' so they have some awareness of the issues. Debriefing may be necessary (refer to 'Debriefing' on page 8).*

- ❖ The teacher informs students that he or she is going to read a story about sexual abuse. Although it is not a true story it is similar to the experiences of some children who are sexually abused. Read the following story.

Lian's Story -Sexual abuse

Since Lian's Mum and Dad had separated, she lived with her Mum most of the time and stayed at her Dad's house on weekends. Today Lian walked home slowly. It was a Tuesday. Every Tuesday Lian's Mum went to a training course after work. The course didn't finish till 10 pm so Lian's mother came home quite late.

Lian's older cousin Mike would come over to look after Lian. Mike was a shift worker. He told Lian's mother that he didn't mind coming over on a week night because he could sleep in the next morning. Mike would make Lian something to eat, help her with her homework and send her to bed on time.

At first Lian really looked forward to Tuesday nights. Mike would often bring Lian and her Mum the latest magazines. Sometimes he would bring Lian something special like a new toy or a computer game. Once Mike bought Lian a picture kit for her school project and they worked on it till bedtime.

On Tuesday nights when it was time for Lian to go to bed she would go upstairs, put on her pyjamas and get into bed. Then Mike would come upstairs and they would read a book or a magazine together. He would always kiss her goodnight on her forehead or face before he turned out the light.

One night Mike sat on Lian's bed and showed her a new magazine. The magazine had pictures of naked men and women.

Mike told Lian it was OK for him to show her these pictures because he was her cousin. Mike stared at Lian in a way that made her feel too embarrassed to say that she didn't like the magazine.

The next Tuesday night after they had finished looking at the magazine Mike kissed Lian on her forehead. The kissing continued to Lian's neck and she felt confused and uncomfortable. Mike kissed Lian's sexual (or private) parts over her pyjamas.

Lian tried to tell him to stop. Mike got angry. He told Lian that this game was special and she was stupid and ungrateful if she didn't play. Mike later told Lian that the new magazines and kissing games were a secret. If Lian ever told anyone about their secret the whole family would be disgraced and her Mum might lose her job. Then they would have no money and Lian would be blamed for bringing trouble to the family.

Lian started having trouble sleeping. She started having nightmares and didn't want Tuesday nights to come around.

Lian asked her Mum if she could stay at her Dad's house on Tuesday nights. Lian's Mum got cross. She told Lian that she was lucky to have such a good and kind cousin as Mike.

Lian started getting into trouble at school. She was angry and tired most of the time. She found it hard to concentrate. Lian stopped playing with her classmates. Lian hated Tuesday nights.



Students summarise the story.

Discussion based on the following questions:

- What type of abuse is this? (Sexual abuse)
- What did Mike do that was wrong?
- Did Lian do anything wrong? (No.)
- How did Mike trick Lian's mother into thinking he was good and kind? (By looking after Lian every Tuesday, making food for her, helping with her homework and buying special gifts for her.)
- How did Mike trick Lian into not telling? (He said that the family would be disgraced, Lian's mother would lose her job, they would have no money and Lian would be blamed.)
- Do you think this would really happen? (No. These are threats. Most threats made to children never come true. Threats are often made so that children will be too scared to tell. Then the person can keep on abusing them. Lian should tell a trusted adult about these threats.)



- In what ways could the abuse affect Lian? (Emotionally, mentally, socially and at school - academically)
- What should Lian do? (Lian should tell her Mum about what Mike was doing. Refer to the NO GO TELL strategies reinforcing how difficult it would be for Lian to carry out each strategy and the reasons why it would be difficult.)
- ❖ The teacher reminds students that the children who were abused in the stories were told that they were stupid, an embarrassment (Eric) or ungrateful and would bring shame (Lian). People who abuse children usually know that what they are doing is not OK. They often say these things (put-downs) to make children feel unsure about themselves so they will be less likely to tell.

Discuss:

- What is a put-down?
- What is the opposite of a put-down? (Praise, encouragement or compliments.)
- What effects can these have on a person's thoughts and feelings?
- Can you think of a time when someone gave you some praise or a compliment? What happened?
- Why are praise, encouragement and compliments important in caring relationships between people?

conclusion

Praise page

- ❖ Instruct students that they are going to have an opportunity to give other students in the class some praise or encouragement. Students write their own name on a blank sheet of paper and with the assistance of classmates, pin it to their backs.

Students move freely around the room and write comments of praise and encouragement on other students' sheets. Limit the number of comments (eg to seven) so students are encouraged to think harder about less popular students and to minimise comparisons between *praise pages*. The teacher also contributes, ensuring that all students have comments on their sheets.