

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 2

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

Relationships
Bullying
Trust
Rights and responsibilities
Abuse of power
Bribes and threats

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

Relationships

Can students:

- identify a range of people with whom they have relationships?
- appreciate the need to belong to various groups?
- examine varying levels of closeness in relationships?
- identify people who are strangers?
- recognise that relationships can change?

Bullying

Can students:

- recognise a range of bullying behaviours?
- identify the effects of bullying behaviours?
- identify protective and assertive ways to deal with different types of bullying?

Stage 2

Trust

Can students:

- identify characteristics of a trusting relationship?
- examine some factors that can break trust?

Rights and responsibilities

Can students:

- identify appropriate and inappropriate behaviour in given situations?
- examine some expectations of children which might be unfair or not OK?
- identify or devise a set of classroom responsibilities based upon agreed rights of students?

Abuse of power

Can students:

- identify personal abilities and strengths?
- recognise behaviours which are unfair and may threaten others?
- describe how ideas of fairness and justice can be practised in their behaviour towards others?
- modify behaviour when appropriate?

Bribes and threats

Can students:

- describe some differences between a gift and a bribe?
- identify some behaviours which may lead to unfair and inappropriate expectations in relationships?

main idea

Relationships are connections I have with other people.

There are different kinds of relationships.



Relationships

field building

- ❖ Students form small groups and, using chart paper and coloured markers, create a graffiti page of words and phrases that relate to the term *relationships*. Share briefly and display.
- ❖ Create a shared definition for *relationships* (connections or links with other people).
- ❖ Discuss what is meant by a *close relationship*. Ask students for examples of people with whom they have close relationships and examples of people with whom their relationship is not close. Using a main character from a favourite class story, map the relationships the character has with other characters in the story indicating how close the relationship is by positioning their names appropriately.
- ❖ The teacher informs students that there are usually a number of different groups of people with whom we have relationships. These groups include our family group. With students, decide upon other groups of people where they have relationships eg neighbours, religious groups, sporting groups, school groups, people who help us, parents' friends. Record and display.

Individually students divide a large sheet of paper into a number of sections - one for each group where they have relationships. Within each section students list the names of people from this group with whom they have a relationship. Some names may appear in more than one section.

- *Do not encourage sharing unless students wish to do so informally. Retain students' work for reference in core learning.*

Discuss why it is important to belong to various groups and have relationships with a range of people.

core learning

- ❖ The teacher writes the following questions on the board and lists students' responses:
 - Why do we have relationships? (Relationships can help us. Other people, particularly adults, can help us to be safe and healthy. It can make us happy to have people to share our experiences with.)
 - What makes a good (or positive) relationship? (Trust, caring, respect, safety, talking and listening. No forcing, threatening or confusing behaviour.)

❖ Discuss the varying levels of closeness in relationships:

- people who are close to me
- people who are important (or friends) to me
- people who are not close.

· *At first students may confuse people who are important to them as only those they are closest to. Encourage students to consider for this group, people whom they like and rely upon outside their family circle. This group would also include students' friends, except for their closest friends.*

As a whole class group, or in smaller groups, ask students to identify some examples of people for each level of closeness and reasons for the level of closeness. (If carried out in small groups, students may refer to their lists of group relationships if they engaged in this activity in field building. These groups might include family, school, sport, church or religion, or neighbourhood groups.)

❖ On a sheet of paper each student draws four concentric circles then writes:

- in the centre circle - the word *ME*
- in the second circle - the names of people close to him or her
- in the third circle - the names of people who are important (or friends) to him or her
- in the fourth circle - the names of people who are not close to him or her.

The teacher informs students that people in the *not close* circle might also include family members or relatives who are not close friends. It may include people students are connected with, such as next door neighbours, but are not necessarily liked by the student*.

Students share their sheets with another student if they wish. Students retain their circle diagram for the extension activity, if appropriate.





- **It is important to acknowledge that children may not feel close to people with whom they associate. This activity gives students the opportunity to see that these feelings are normal and common responses.*
- *Reinforce the concept that it is OK to talk about negative responses towards people with whom students have a relationship. When these feelings are discussed with trusted adults, ways to reduce the closeness of contact may be found.*
- *For this significant child protection concept to be consistently maintained between home and school, information about its importance must be conveyed to parents in discussions about child protection education.*

❖ Discussion based on the following questions:

- How should we behave towards people with whom we are connected but with whom we don't feel close? (Everyone has a responsibility to treat others politely provided their right to feel and be safe is respected.)

- *It is important that parents are aware of this important understanding in child protection education. Where children are taught to be obedient to older relatives or family friends regardless of the situation or the person's behaviour, their vulnerability to abuse is increased. This also undermines the teaching of protective strategies.*

- Do relationships always stay the same? (No. Sometimes people might move house. Sometimes a person might change and the relationship may no longer be good (or positive) any more. If trust in a relationship is broken it may not be a close relationship any more.)

- *Sensitivity in discussion needs to be encouraged. Agreed upon class rules (such as respecting the feelings of others and keeping confidentiality within the classroom) will need to be reinforced if students wish to discuss their own situations involving change or loss. Where there is a positive and trusting climate children can benefit from discussing these issues and receiving support from their peers.*

❖ Create a shared definition of stranger. (A stranger is someone we do not yet have a relationship or connection with. We do not know where they live, their job, their personality or their family and we do not have any reason to trust them yet - even though they seem friendly.)

❖ The teacher has prepared a collection of pictures of a variety of people from magazines and brochures. Examples include a range of

males and females (from adults to people the same age as students), a variety of ethnic groups and people with disabilities.

- *It is important that pictures used in this activity incorporate*
- *a range of people as children sometimes equate a different*
- *skin colour or a disability with mistrust.*

The teacher asks students to indicate their vote for each picture by:

- hands up if you think the person is a stranger
- hands on head if you are unsure
- hands down if this person is not a stranger.

Show pictures one at a time without commenting on students' responses.

The teacher informs students that every picture shows a person who is a stranger because we do not personally know any of them.

- *Research indicates that children over the age of eight have*
- *a better understanding about what constitutes a stranger*
- *(Briggs and Hawkins 1997). However, if students'*
- *understandings are not strong the following optional*
- *questions could be discussed:*
- *Could a lady who looks like a nice grandmother be*
- *a stranger?*
- *Could a helpful man wearing a suit be a stranger?*
- *Could someone you have seen before be a stranger?*
- *Is a person whom you have seen talking to a teacher at*
- *school still a stranger?*
- *If someone who has been kind and helpful to you still*
- *a stranger?*
- *Could someone who has bought or given you something still*
- *be a stranger?*
- *Can a teenager be a stranger?*
- *If a person tells you their name and address and some other*
- *things about themselves are they still a stranger?*
- *The answer to all these questions is yes. If some students still*
- *believe that people who are kind, helpful, friendly and who look*
- *and sound nice could not possibly be strangers, further work*
- *in this area is required. Refer to 'Relationships' in Stage 1*
- *(page 59).*

Discussion based on the following questions:

- Why are the people in the pictures strangers? (We do not know these people or have relationships with them.)
- Why do we have to be cautious about strangers? (We do not know much about these people, such as their address, their job,





their family or what they are like, so we cannot yet trust them. A trusting relationship takes time and shared experiences. We cannot depend on strangers to do the right thing.)

- What might happen if we trust strangers? (They might not help us. They might not really care about us. They might take our money or possessions. They might hurt us.)
- Are strangers the only people who might hurt children? (No. Most children who get hurt (or abused) are hurt by people they know or with whom they do have a relationship.)
- When might it be OK or safe to start a relationship with a stranger? (When your parents or a responsible adult are with you - not when you are alone or with other children.)

conclusion

- ❖ In class circle or in smaller circles students take turns to describe a CLOSE positive relationship they had when they were younger. The teacher may begin by modelling eg “when I was about six or seven my uncle would sit with me whenever he visited and draw me pictures of everything I asked him to. He was very good at drawing and he taught me how to draw.”

- *It may be preferable to talk about present close*
- *relationships although often students feel more self*
- *conscious about this. Some students may not have a*
- *current positive, close relationship to talk about. Remind*
- *students of their right not to participate in this activity.*

extension

- ❖ The teacher informs students that sometimes they may wish someone who is close to them was not so close. For example, you may become close to someone who is a good friend of someone in your family but you do not like that person.

Sometimes relationships can become close because a person is particularly nice to you or buys you special things.

The teacher poses a fictitious example:

A boy I know, called Arthur, used to get a present from his neighbour every time the neighbour visited. At first Arthur thought that this was a very special relationship.

Arthur thought that because he took these gifts he had to show that he had a close and friendly relationship with this neighbour. After a while Arthur decided that he didn't really like this neighbour. However, he knew it was going to be very hard to break the closeness of this relationship, because this person had given him a lot of special things.

Pose the questions:

- Has anyone else ever felt like Arthur felt?
- What could Arthur do? (Arthur could say no politely when his neighbour gave him the next present. Arthur should talk to trusted adults who might help him reduce his closeness of contact with this neighbour.)

- *The teacher needs to be prepared to positively interrupt any disclosures of abuse as abusers sometimes use gifts or bribes to engage children in abusive situations. Refer to 'Positive Interrupting' on page 9.*

- ❖ Using their sheets with lists of close (important) and not close relationships in concentric circles (core learning) students circle the names of any people they wish were not in their present position of closeness. Students place an asterisk beside the names of people with whom they would like to have a closer relationship. Students may share their work with a friend if they wish.

- *This activity may not be suitable for all students. Where students are having difficulty with family relationships or if concerns about abuse have been previously raised or confirmed, this activity may best be carried out individually with the student and the school counsellor. Discussion needs to include strategies to help the student deal with the situation. If abuse is suspected, it should be reported to the principal for notification.*

Bullying

field building

- ❖ View the video about bullying called *Everybody's Business*.
- ❖ Read a book about bullying such as *Willy The Champ* by Anthony Browne, *School Isn't Fair* by Patricia Baehr or another book from the booklist. If reading *School Isn't Fair*, read only part of the book at this time so that the outcome of the bullying situation is not known.

- *It is recommended that teachers present a range of stories about bullying. A number of texts generalise bullying as overtly physical and perpetrated by large and inadequate males. Texts incorporating alternative solutions, other than giving bullies a 'taste of their own medicine' and endings where the bully is not seen as a loveable person who just doesn't know how to make friends, should be presented to increase students' understanding of the complexity of bullying behaviours.*



main idea

Bullying is not OK. It can hurt me physically, emotionally and mentally. If bullying happens to me there are strategies I can use to take action.



- *Research shows that bullies often have average to high self-esteem, can be popular, usually have good verbal skills, can come from stable backgrounds, can be male or female and exercise psychological power more often than physical power.*

- ❖ Students draw a picture of what *bullying* looks like or the images they think of when they hear the word *bullying*. Students are told that this work will not be shared with other students.

- *It can be very useful for the teacher to view students' work to gain a greater understanding of individual understandings and experiences of bullying. This activity may assist teachers to plan later core learning activities.*

- *Some students may reveal experiences of bullying which they otherwise may not disclose. Only a small percentage of children who are bullied tell anyone, including their teachers. Most surveys suggest they are more likely to tell their parents and friends before school staff (Martin and Griffiths, 1994). Where school staff are aware of bullying they are in a strong position to address it. Findings from the research of Martin and Griffiths are provided in the revised 'Resources for Teaching Against Violence'.*

- *If concerns are raised by students' drawings, teachers should invite individual students to discuss their drawings. It will be helpful to identify the times and locations where bullying occurs within the school.*

- ❖ Create a shared definition for *bullying* by listing activities which may be associated with the term. (*Bullying* is repetitive, ongoing and kept a secret. It hurts or harms a person and includes put-downs, threats, frightening or ignoring (excluding) a person. It is different from disagreements or one-off conflicts.)

- *A clear, agreed upon understanding about behaviours that constitute bullying is an important step in addressing bullying. It can be very helpful if this understanding is also developed with parents and caregivers.*

- *It is not recommended that a definition of 'a bully' is created without guidance by the teacher as this is likely to result in a stereotyped or generalised definition. It may also reinforce bullying behaviours in some students and protect students who use bullying behaviour but do not fit the description. All aspects of bullying situations need to be addressed in school programs.*

- *Research has shown that students who bully are more likely to under-achieve in later life and are four times more likely to end up with a criminal record. Bullying in childhood and adolescence has also been linked to domestic violence in later*



- years (Martin and Griffiths, 1994). Teaching and learning activities which address the needs of both 'bullies' and 'victims' are provided in 'A Fair Go For All'.
- NB. Although the term bully might be used in general discussion, the teacher should discourage the use of this term when referring to actual students. Refer instead to 'bullying behaviour'. Labelling a child as a bully can reinforce these behaviours and limit opportunities for change. Similarly, avoid classifying students as victims. Instead refer to victims as 'targets of bullying behaviour'.

core learning

- ❖ In small groups or as a whole class discuss and record responses to the following questions:
 - What is bullying? (To assist in an accurate definition refer to the previous field building activity.)
 - What might a person who bullies other people look like? (A person who bullies others looks just like anyone else. Bullies can be large or small, boys or girls, have lots of friends or few friends, can feel good about themselves, can be good or weak at school work and sport and can come from any kind of family.)
 - What are some things that a person who bullies does to hurt another person? (These can include physical abuse, threats, put-downs and 'leaving others out' of social activities to hurt their feelings intentionally.)

- *Students frequently suggest a far greater range of hurtful behaviours than would be suggested by adults. In the next step it is important to include as many of the students' suggestions as possible although some grouping or generalising of behaviours may be required.*

As a whole class activity the teacher maps (using a web diagram) students' responses to the last question on a large chart or board leaving space around each response for further recording.

The question is posed for each behaviour:

- What are some effects of this kind of bullying? (Encourage students to consider hurt to the feelings and thoughts of the person experiencing the behaviour as well as physical hurt (or hurt to the body).)

Map students' responses for each behaviour on the chart or board. Sectioning off each behaviour and its associated effects may help to make the map clearer.

- ❖ Inform students that it is easy to take notice of bullying which involves physical harm. Ask students to examine the mind map and highlight any words or phrases that relate to physical harm.





Inform students that bullying may also include using words, threats and non-physical behaviour such as looks, threatening actions or 'leaving a person out'. Ask students to examine the mind map and highlight in a different colour the effects of bullying which are not physical and are not so obvious. Discuss:

- Why is it harder to stop non-physical ways of bullying?
(It is harder to prove that bullying has happened and that it was meant to hurt you. Often a person feels too sad to even talk about what was said or done to them.)
 - What are some messages or insults that bullying gives a person.
(They might say that a person is different or weird in some way or is not good at something.)
 - Why might someone who is being bullied not want to talk about the criticism (or messages) they have received? (They might worry that the insults could be true and that others might find out that they are different in some way or not good at something.)
 - Is it OK to be different? Do people have to be good at everything?
 - Do all children have a right to safety?
 - Do all children have a right to have their feelings and thoughts respected?
 - Do all children have a right to be protected?
- ❖ Students write in response to the question:
- What's wrong with bullying? (Bullying can cause physical harm. In all cases bullying hurts the feelings of others and can harm the way a person feels about himself or herself. Children can become very sad and worried. If there are continued put downs or insults a person might start to believe they are true. Bullying is not an OK or fair way to treat others.)
- ❖ Brief discussion based on the following question:
- If someone bullies you what can you do?

The teacher reminds students that *anyone* can be the target of bullying and people should *not feel ashamed* or think they *deserve it* if they are bullied. Good strategies are ones that help you ignore the bullying and keep you feeling confident in yourself. If you are hurt or worried about bullying you should always talk to someone about it, particularly a trusted adult.

In small groups students list the things you can do if you are being bullied or hassled. Discuss what might happen as a result of each action.

- Explore the consequences of actions such as crying, showing anger or running straight to an adult. These actions can lead to further bullying because the bully might feel successful. Discuss how showing no reaction, standing up to the bully or going to your friends are often better strategies.
- Reinforce the school rules about bullying and harassment and the roles that students, parents and teachers can play to stop bullying.

- ❖ Sitting in a circle, students state what they think would be the best actions to take to stop someone bullying them. Record useful anti-bullying actions on a chart and display in the classroom.

Some suggestions of anti-bullying actions include:

- Ignore the bully. Go and talk to, or stand with other people.
- Don't react.
- Pretend you don't hear or know about what the bully is doing or saying.
- Don't name call back.
- Pretend the bully isn't there. Use the 'turtle' strategy.*
- Be confident and happy with yourself. Then you can ignore what the bully says, and the insults won't matter. They are probably not true.
- Don't show that you are upset and insult the bully back.
- Try to:
 - agree with the bully - "You might think that", "That's your opinion"
 - stand up for yourself - "You're annoying me, stop it"
 - tell the bully to go away.
- Try not to:
 - cry
 - show that you are angry
 - run straight for the teacher
 - think that something is wrong with you.
- Stay with your real friends.
- If these strategies don't work, speak out about the bullying to teachers, friends and parents.





- *NB. These are suggestions. The best class list should be compiled mostly of students' responses. For anti-bullying actions to be of use to students they have to 'own' them .*
- *Actions should be those which students believe they can carry out. Support for students to carry these out should be provided by school staff within a whole school approach.*
- ** The 'turtle' strategy is where a student who is a target of bullying ignores or blocks out bullying comments by imagining that he or she has a turtle shell through which the comments cannot be heard or felt. Imagining an impenetrable 'cloak' is a similar strategy.*

extension

- ❖ Students take turns to role play anti-bullying actions they might take in the following situations. Each situation is *read by the teacher*. A nominated student (taking the role of the bystander or the target of the bullying) demonstrates the action he or she would take in the situation. Role plays could be directed towards a prop, such as a toy or model figure which takes on the role of the 'bully'. Role plays can be carried out with the whole class or in small groups.

- *Some planning may be required so groups consist of students with similar assertion styles and similar assertive skills so these can be practised and strengthened.*

Suggested situations:

- You go into the toilets and you see some other students using insults and put downs to bully a classmate. Your classmate is very upset.
- You are walking home from school and two high school students start to follow you. They come up close and one grabs your arm and twists it. They tell you to give them some money and threaten to hurt you if you don't. There is no one else around.
- You see one of your friends steal a classmate's bag and hide it in a storage cupboard. This friend then starts to tell everyone that the classmate is a nerd and not to play with the classmate.
- You notice that each morning when moving into lines, one student often elbows another student, takes that student's hat and runs off with it. The other student then gets into trouble for being late for lines. The student never explains to the teacher the reason for being late.
- A student in your class always calls you names and makes fun of you when the teacher is not looking. Today the student has written notes about you and they are being passed around the class. The bell has just gone for recess.

- A teenager who lives across the street makes rude signs at you, stares at you if you play outside and blocks your way if you try to walk down the street alone. You are sure that the teenager would hurt you if you tried to stand up for yourself.

Discuss the consequences of each action after it is role played. Allow the student in the role to have the first comment about the consequence he or she might anticipate. The teacher sensitively suggests alternative strategies if those offered are unrealistic or unsafe.

- ❖ As a class or in individual groups, students read the short novel *Bruce The Goose* by Peter McFarlane. Discuss the bullying behaviours in the story and the effects they had on Bruce. Inform students that the ending might be unrealistic. Discuss some alternative endings.

conclusion

- ❖ Play a vigorous game or activity such as *1,2,3,4,5 - TAG* to dispel any tensions and to reinforce positive touch and trust between students. Where students have limited mobility a relaxation exercise may be more appropriate.

- *1,2,3,4,5 - TAG: This game may require students to move into a large area with a softer surface than asphalt. Students sit at arms' width apart in a circle. Each student is numbered in sequence as 1,2,3,4 or 5.*
- *The teacher calls one number and all the students with this number must stand and run clockwise around the outside of the circle to get back to their original positions. This game involves 'tagging' and if a runner is touched (or tagged) by a following runner he or she must sit in the middle of the circle. Students in the middle of the circle act as 'spotters' and confirm if other students have been tagged. The game is repeated when the teacher calls another number. To conclude the game quickly when necessary, the teacher can call two or more numbers at the same time.*



main idea

Trust is developed in relationships. I trust others to care for me, to help keep me safe and to act in an OK and fair way towards me. Trust can be broken.

Trust

- *Trust is a key concept in child protection education both in assisting students to build and reciprocate relationships where there is trust, and in self protection. Because abusive relationships commonly begin in a relationship of trust, students need to be aware that when trust is broken caution is needed.*

field building

- ❖ Play some games which require students to trust each other such as:
 - *Blindfold walk* - Students form pairs. One student is blindfolded and his or her partner guides that student safely along a planned route through school buildings and grounds. Additional adult supervision may be required.
 - *Paint the clown* - Students are provided with lipsticks, face paint, water and brushes or cotton buds. Students form pairs and take turns to pretend to paint their partners' faces with water, explaining what they propose to do. Students then give their partners directions for what and where their partner has permission to apply the paint and lipstick. Provide mirrors for confirmation.
- ❖ Create a shared definition for the term trust. (Trust is believing that another person will do the fair or right thing).
- ❖ Read a book about trust such as *Just a Brown Dog* by Sally Morgan from the booklist. Discuss why Brown Dog did not feel safe in the first part of the story. Discuss some reasons why Brown Dog trusted his new owner at the end of the story.

core learning

- ❖ Revise the definition of trust.

Discussion based on the following questions:

- How does it feel when you know you can trust someone? Discuss body signals and feelings.
- What are some external signs that tell you that people can be trusted?

For example: – How do they act when you play together?
 – What do they do when *you* need help? What might be said?
 – What do they do when *you* lend them something?
 – How do they act when *you* are feeling sad? What might be said?

- What do they do when *you* have a problem?
What might be said?
 - How do they act *towards you* when they are angry or in a bad mood?
- ❖ The teacher divides the board or large chart into three sections (eg using a 'Y' division). Record in the sections students' responses to *trust looks like*, *trust sounds like* and *trust feels like*.
- ❖ Inform students that trust is something which is developed or built up in a relationships from our experiences with a person. When we spend time with a person we learn about how that person acts in certain situations and whether that person keeps his or her word. After a while we start to trust the person. Sometimes we might feel trust for a person quickly. Other times it might take longer. Building up trust can be like building a wall bit by bit.
- Students think of, and could record, the names of some people they trust (eg friends, parents, carers, relatives, teachers, neighbours.) Each student receives a *Wall of trust* worksheet (appendix 16).
- Students record the name of *one* of these people on the worksheet and write in each brick space on the wall some experiences they have had with that person which have helped to build up trust in their relationship. Students share their work in small groups.
- ❖ The teacher poses the question to the class group:
- How do *people that you trust* act in relationships? (People we trust show us respect and care, help us to be safe, care about how we feel and act towards us in OK and fair ways. They do not trick, force, or threaten us and would not intentionally hurt us.)
- Record students' responses on a chart entitled *Trust is...*
- ❖ Inform students that sometimes we can build up trust with someone and this trust can be broken. When someone acts in a way that is not OK, they don't show care or respect to you, they force or threaten you to do something you don't want to do or they don't help you to be safe, then trust can be broken.
- Read the story *What's Wrong With Bottoms* by Jenny Hessel.
- Discuss the following:
- Was trust broken in this story? (Yes.) When?
 - If someone acts in a way that makes you feel confused or unsure about your trust in that person, what could you do? (Confusion is an important warning signal. You need to stop and think. You should be careful about trusting that person anymore. You need to talk to a trusted adult about your confused feelings.)
 - If someone hurts or harms you physically, or harms your feelings or thoughts, are they keeping your trust? (No.)
 - How did James know he could trust his Mum?



main idea

*I know my rights.
I have a right to be
safe, to have my body,
thoughts and feelings
respected and to be
treated fairly. When
I have rights I also
have responsibilities.*

- *Students need to learn that if they have feelings of confusion about changes in a trusted relationship, caution needs to be taken. Betrayal of trust is a common factor in the onset of child abuse.*
- *Sensitivity may be needed when discussing the breaking of trust. It is often very closely associated with problems in marriages and partnerships and family breakdowns.*
- *It could have a very personal meaning for some students for many reasons.*

conclusion

- ❖ Have students draw a picture of one person they trust and complete the picture with the caption 'I trust ... because ...'

Rights and responsibilities

- *Teaching about children's rights can be a sensitive area for some parents. It is important that parents are aware of how this is dealt with in child protection education. Children's rights are discussed in the context of positive relationships and always in association with children's responsibilities.*
- *Children need to have knowledge about their rights in order to recognise abusive or neglectful situations. They also need to have confidence in their entitlement to these rights to be able to speak out when they feel threatened or unsafe.*

field building

- ❖ Discuss the term *responsibility*. Create a shared meaning. (A responsibility is a job or task which is yours to do.) Display a definition of the term *responsibility* for reference in the following activities.
- Discuss the following:
- What are some responsibilities that students have in the classroom?
 - How does it help others in the classroom when students carry out their responsibilities?
 - What are some responsibilities or jobs that you have at home?
 - How does it help others at home when you carry out your responsibilities?
 - Should people be given jobs they are not able to do? (eg Should a person in a wheelchair be responsible for closing the top classroom windows?)
 - Should a person be responsible for something which he or she cannot control? (eg Should a person be responsible for making sure it never rains during holidays?)



- How does it help children when they have a responsibility they can do and they carry it out well? (They feel good and more confident about themselves. They are more confident to ask that other people carry out their responsibilities towards them.)
- ❖ Reward students who have carried out their responsibilities in the classroom by verbal congratulations or by merit certificates. Revise and redesignate classroom responsibilities.

core learning

- *It will be helpful if students have established understandings about trusting and respectful relationships and about bullying behaviours before taking part in the following activities.*
- ❖ Revise the definition of a *right*. (Rights are things all children should have. There is no ‘question’ or ‘maybe’ about it - children should have these things.)
- ❖ The teacher informs students that all children have the right *to be safe, to have their bodies, thoughts and feelings respected and to be treated fairly*. Display these rights in the classroom.

Discuss:

What are some things that children should have so their rights are met? Record children’s rights on one side of a chart and list students’ responses to the question alongside each right eg:

Children have these rights:	Children should have:
• to be safe	<i>protection, peace</i>
• to have their bodies respected	<i>food, medical care, housing</i>
• to have their thoughts and feelings respected	<i>love, care, friendship</i>
• to be treated fairly.	<i>education, play, equal chance, special care or help if needed.</i>

- ❖ In small groups students discuss and list their responses to the questions:
 - What do these rights mean in the classroom?
 - What needs to be happening in the classroom so students have their rights met?

Groups report back to the class. The teacher records responses on the board grouping some responses to avoid duplication. (This list is kept for the concluding activity.)



The teacher informs students that these things which should be happening in the classroom, are their *responsibilities* which ensure that students' rights are met. Rights are what all students should *have*. Responsibilities are what all students should *do* to ensure that rights are met.

Discuss:

- Do all students have the same rights? (Yes.)
 - Who has the responsibility to make sure that rights are met? (All members of the school community have specific responsibilities, including students.)
 - How do our classroom rules match some of these responsibilities?
 - How does it help everyone when each student carries out his or her responsibilities?
- ❖ Discussion based on the following questions:
- What rights do the students in our classroom have when it comes to bullying?
 - What responsibilities do all students have to ensure everyone is safe from bullying? (If you see bullying, support the person being bullied. Tell the person who is bullying that what they are doing is bullying and ask them to stop. Speak out if the bullying continues.)
 - Should you run straight for an adult every time you are bullied or see bullying? (Not as an initial response. There are other actions students can take by themselves to deal with bullying. It is important to speak out to an adult if bullying is harmful or continues.)
- ❖ The teacher informs students that they have these rights and responsibilities inside and outside school. They also have rights and responsibilities at home. Read the following story:

Dana was nine. Many people lived at her house including Dana's Mum, her Mum's friend, her Aunty and her two younger brothers and sister.

If none of the adults was at home it was Dana's responsibility to take care of her younger brothers and sister. Dana had to make their breakfast and cook their dinner. Dana was expected to clean up all the mess the children made. On the weekends she had to wash and iron the clothes for all the family. Dana never had time to play and was often hungry.

Dana had no one at home to talk to. Her Mum was never around. Her Aunty always told Dana that she was 'stupid' or 'lazy' and said she was 'painful to have around'. Dana felt sad, tired and very alone.

Students summarise the story.

Discussion based on the following questions:

- What were Dana's responsibilities at home?
- Were these responsibilities fair?
- Were Dana's rights respected?
- What actions or behaviours took away Dana's rights?
- Is this a fair or OK way for Dana to be treated?

Students draw, retell or rewrite the story (or one part of the story) to show a situation where Dana's rights are respected by her family and her responsibilities are fair and within her ability as a child.

A story starter, such as appendix 17, may assist some students.

This activity could alternatively be carried out as a jointly constructed text.

conclusion

- ❖ Using the list of responsibilities created in the core learning activity, students vote to decide from the list on the six most important responsibilities for students in their class. Record these on a chart. Each student receives a copy of *Charter of responsibilities for our class* (appendix 18). Students record their agreed upon responsibilities on the charter. These should be written in positive terms wherever possible.

- ❖ Read the story *Willy and Hugh* by Anthony Browne.

Discuss:

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

extension

- ❖ Explore information about The Convention of Human Rights and the United Nations by reading a book such as *The United Nations* by Anne Armbruster.
- ❖ Create a collage or wall mural depicting the *Rights of the Child*.



main idea

People can have power in different ways. When people use their power they have a responsibility to use it in a fair and OK way which respects the rights of others.

Abuse of power

field building

- ❖ View a short video or read a story or comic about a super hero such as *Superman, Xena, Batgirl* or *Batman*.

Discussion based on the following questions:

- Why was (the hero) powerful?
 - Who in the story thought (the hero) was powerful?
 - What kind of power did he or she have? (Strength, intelligence, weapons, superhuman qualities, fast car, could be trusted.)
 - Did the villain also have power?
 - What kind of power did he or she have?
 - Who was the most powerful? Why?
 - Which one used his or her power in an OK or fair way? Why?
- ❖ What is power? (Power is being able to do something or make something happen. Power can be being able to make others do things.)

The teacher informs students that besides people there are things that have power. Discuss some of these things and the power they have eg

Fire can make objects hot, cook food, destroy objects or land.

Water can wet things, cause floods, make electricity, is needed for life.

An elephant can carry and move things, others may be scared of it, it can damage, hurt or kill.

A motor vehicle can go fast, help people (police car, ambulance, fire engine), or hurt or kill people.

The sun can grow food, provide warmth, burn or damage our skin, make electricity, dry up water.

Ask students to identify some *positive* and *negative* ways power is used.

- ❖ Students choose an example of a powerful thing. Individually they write, draw or describe how the power could be used in a positive way and how the power could be used in a negative way.

core learning

- *Before attempting activities in core learning in this focus area students need to have an understanding of their rights*
- *– as a member of the school community (school and class rules) and their basic rights as a child.*

- ❖ Revise the definition of *power*. Discuss: What gives people power? (Age, size, position in the family, school or in the community.)

Orally brainstorm some names of people who are powerful. On the board or a chart, write the word *power* and mind map some words or phrases associated with the power that people can have.

- ❖ Individually students write about situations where they themselves have power.

Encourage students to think about situations where they are older, bigger, stronger, more clever or have 'better' possessions than another person. Students' work should not be shared but can be kept for a later core learning activity.

- *Particular attention should be given to students who perceive themselves as not being very powerful and efforts made to ensure these students can record some situations where they have power.*
- *This is an important component of building confidence in oneself and an understanding that 'power' is much more than physical size and strength. It is also useful for students to know that some people try to gain power over others by the things they say eg emotional bullying.*

- ❖ The teacher reads the book *Secret of The Peaceful Warrior* by Dan Millman.

Discussion based on the following questions:

- What rights do the children in the story (and all children) have? (The right to be safe, to have their bodies, thoughts and feelings respected and to be treated fairly.)
 - What kind of power did Carl have?
 - How did Carl use his power?
 - Did Carl use his power in a fair and OK way? (No.) Why not? (He did not respect the rights of others.)
 - Did Danny have power at the beginning of the story? (Yes.) Why didn't he use his power? (He didn't know he had the power so he didn't use it.)
 - How did Danny develop his power through the story?
 - How did Danny use his power at the end of the story?
 - Did Danny use his power in a fair and OK way? (Yes.) How? (He respected the rights of others.)
- ❖ The teacher reminds students that everyone has power in some way, and that each person also has a responsibility to use power in a way that respects the rights of others.

If appropriate, students refer to their writings about the power they have as individuals (from the second core learning activity). Each student receives a copy of the worksheet *Situations of power* (appendix 19). Students identify a situation where they have power and write or draw about:





Situations of power:

I have power when

I can use my power in an unfair and not OK way by

This might happen

I can use my power in a fair and OK way by

This might happen

When I use my power in a fair and OK way, I also benefit because

- ❖ Teacher informs students that sometimes it can be very hard for children to know when other people use their power in ways that are not OK and do not respect a child's rights. Students form small groups. Each group receives a set of discussion cards (appendix 20).

Students discuss:

- Who is using their power in each situation?
- How is the person using it?
- Is this a fair and OK way to use power?
- Which rights are being respected or not respected?

Share responses as a whole class. Discussion cards should not be sent home.

- *Unless information about the context and purpose of this activity is clearly conveyed to parents the discussion cards could be misinterpreted.*

extension

- ❖ Read the novel *My Brother is a Superhero* by Dyan Sheldon at ongoing intervals with students. Revise and consolidate concepts relevant to students' prior learning from the focus areas of *Bullying, Trust, Rights and responsibilities* and *Abuse of power*.

Bribes and Threats

field building

- ❖ Discuss what is meant by the word *threat*. Read the story of *The Three Little Pigs* (or another story where a character makes a threat to other characters in the story). Ask students to raise their hands, whistle or indicate in some way each time a threat is made.
- ❖ View the *Advertisement Break: Skateboard Clip* from the Child Protection Council video *Tell a Friend - It's Never Too Late*. Explain to students that the 'gang of four' assists children in the three scenarios where they are threatened by another person. Identify the threats ("If you tell anyone - I'll sit on you." "If you tell your sister I'll say you sold it to me.")
- ❖ Create a shared meaning for the term threat. (Threats are words or actions which are meant to force another person to do, or not do, something. Threats often suggest that something harmful may happen if the person does not obey.)
- ❖ Brainstorm and record some examples of threats that students have heard. Use a highlighter to identify the language used with threats (If you.....then....; If you don't I'll...; When....they'll....)

core learning

- ❖ Read a story where a gift or gifts are given such as *The Giving Tree* by Shel Silverstein or *The Whales' Song* by Dyan Sheldon and Gary Blythe.
 - *The word 'present' or 'treat' may be used instead or as well as 'gift' where these terms are used more comfortably by students. Ensure that the terms used include non-physical items such as trips, excursions, privileges and favours.*

Discuss the following questions and mind map some key concepts from students' responses.

- What is a gift? (Include examples of toys (objects), favours, privileges, special outings.)
- Why are gifts given? (It is a special occasion, to say thank you, to say good bye, to say welcome, if someone is sick.)
- Do others expect you to do something for them when they give you a gift? If so, what? (Others may expect a polite, positive response.)

The teacher explains that often it is polite to show your thanks when you receive a gift.*

- Sometimes children are expected to say thank you in a way in which they feel uncomfortable. What are some ways that might be uncomfortable? (A kiss on the mouth or a close hug.) What

main idea

I know when I receive a real gift. I need to understand when a gift is used as a bribe. A person might use bribes or threats and expect me to do things which are not OK. I should always TELL if I am bribed or threatened.



should you do if this is expected but you feel uncomfortable or unsafe?*

** (Talk to a trusted adult about it. You have a right to be safe and have your body and feelings respected.)

- Is it OK or fair that when you receive a gift that you are expected to give a gift or favour in return? (Real gifts are given freely with no conditions or expectations. It is not OK or fair if another gift or favour is required in return.)
- If someone gives you a gift for no reason at all should you have to do anything in return? (No. That person chose to give you a gift. They did not have to. Real gifts are given freely with no conditions or expectations. It is not OK or fair if a favour is required in return.)
- If someone *promises* that they will give you a gift, but only if you will do something for them in return, is this really a gift? (No. It is *not* a gift because gifts are given freely. There should be no conditions or expectations before you can receive a gift.)

- ** Polite responses vary between cultures. Some people expect a pleased look or smile. Others expect 'thank you' to be said or written. Some expect the receiver to decline the gift or say 'no' several times before accepting. Others expect a kiss and or a hug or hospitality to be returned. Information on different practices relating to gifts could be gathered in meetings or discussions with parents.*
- *** When information is given to parents about child protection education, family practices which could undermine children's right to protection should be discussed. These include the expectation that children should engage in body contacts with adults even when children feel uncomfortable or unsafe. When children are taught to accept unwanted body contacts with known adults as a social requirement, their vulnerability to sexual abuse is increased. At the same time parents should be informed that touching, as an important component of positive relationships, is reinforced in child protection education.*

❖ **Recognising a bribe**

View part of *Stevie's story* from the Child Protection Council video *Tell a friend - It's never too late to tell*. Stop the video at the end of the bedroom scene.

Discuss:

- Did Uncle Alan give Stevie gifts or were they bribes? Why?
- Did Uncle Alan expect something which was OK in return?

- *The teacher informs students that if a gift is given or promised on the condition that a favour is required in return this is called a bribe. When a gift is given as a bribe the favour expected is often something that is not OK.*

- ❖ Discuss the following *What if?* situations:
 - *What if* someone gave you a gift and expected you to be his or her friend if you took the gift? Would that be fair or OK?
 - *What if* someone who had given you a gift asked you to do something that was not OK or unsafe? Should you have to do what was asked?
 - Can you say NO? (Yes. It is OK to say NO. When you receive a gift you are only expected to do what your parents have taught you, such as say thank you or look pleased. If you are expected to do more, that gift might be called a *bribe*.)
- ❖ (Optional activity)
The teacher reads the following unfinished story:

Brodie had been visiting Norman for as long as she could remember. Brodie and Norman got along well. They both loved to exercise and keep fit. Norman called Brodie his 'special girl'. He had given her expensive exercise shoes and designer label track suits and exercise gear.

All Brodie's friends thought she was very lucky. Sometimes Norman would take her for a long run to exercise with him. Norman had a bad back and often went to the local medical centre to have it massaged by a physiotherapist. For a special treat he would pay for Brodie to have a massage after their long run. Brodie felt safe, secure and very relaxed as she had her back, arms and legs massaged. Norman told her to keep the massages a secret because they were expensive and her Dad might not approve.

When Brodie was ten she started to stay at Norman's house when her Dad had to work late. One day after a long run together they returned to Norman's house. Norman asked Brodie to give him a massage. Norman asked Brodie to massage the sexual parts of his body. Brodie was confused and felt very uncomfortable. She didn't want to do this because she knew it was not OK.

Norman told Brodie that she was his 'special girl' and he had always given her special things. He said that because she had always taken his gifts Brodie should now do what he wanted. Brodie knew she should say NO and TELL about this situation but she was worried.

Norman told Brodie that she couldn't tell anyone because she would be in trouble with her Dad about the other massages she had been having at the medical centre.





Students summarise the story.

Discuss the following questions:

- Was Norman's behaviour OK? (No.)
- What do we call Norman's request that Brodie massage his sexual parts? (Sexual abuse.)
- Were the massages Brodie had from the physiotherapist at the medical centre safe? Why? (Brodie felt safe. The parts of her body that were massaged were not private parts.)
- What bribes did Norman use? (He gave her gifts but expected something that was not OK in return.)
- What threats did Norman make? (He told Brodie that she would be in trouble with her Dad if she told.)
- Was this threat true? (No. Brodie's Dad might be upset but Brodie's safety would be more important to him.)
- What should Brodie do?

conclusion

- ❖ (Optional activity) In small groups students prepare a short letter of advice for Brodie. A representative from each group presents their letter to the whole class.
 - *Letters that include the strategies of NO GO TELL should be reinforced. Responses that include Brodie's right to be safe and have her feelings respected should be promoted.*
- ❖ Students draw a picture of a favourite gift they have received. In a circle students share their picture and explain who gave them the gift, what it was for (birthday, special religious celebration) and how they showed thanks to the person who gave the gift.