

Theme 3: Protective strategies

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

STAGE 3

Overview

With knowledge about positive relationships and about child abuse, children can take appropriate actions if they are in threatening situations.

When learning about protective strategies, students are given the opportunity to analyse situations, to identify feelings and to explore alternative courses of action and their consequences.

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

Focus Areas

- NO GO TELL
- Networks
- Planning for safety
- Responding to risk situations
- Talking about it
- Using personal networks
- Community support
- My strategies

Things to look for

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

Stage 3	
<p>NO GO TELL</p> <p>Can students:</p> <ul style="list-style-type: none"> describe the components of each step of the NO GO TELL strategies? discuss when NO GO TELL may be difficult to use? 	<p>Networks</p> <p>Can students:</p> <ul style="list-style-type: none"> form a personal network of trusted adults? identify individuals on their network who might be approached about different issues?

Stage 3

Planning for safety

Can students:

- make plans to improve their own safety when participating in independent activities?
- select courses of action after considering the consequences?

Responding to risk situations

Can students:

- describe a number of strategies that might be used in a threatening situation?
- identify some possible risks to safety and ways of reducing those risks?

Talking about it

Can students:

- identify five friends from whom they could obtain support?
- discuss the benefits of talking to support people about problems?

Using personal networks

Can students:

- discuss why some support people may be more appropriate to approach about specific issues?
- identify a number of ways in which a personal network may be used for help and support?

Community support

Can students:

- discuss provisions within the school which support the safety and well-being of students?
- identify children's and family services in the local community?

My strategies

Can students:

- discuss indicators of risk and ways of responding to increase the safety?
- recognise the need for making personal decisions about strategies for safety?

main idea

NO GO TELL are safety strategies I can use in any unsafe or threatening situation. It can be difficult to use these strategies. If I can't say NO or GO from a difficult situation I can always TELL someone about it, even if it is later.

NO GO TELL

field building

- ❖ Revise the ways in which people can experience harm (physically, emotionally and mentally). eg
 - physical harm – bruises, cuts, grazes, broken bones
 - emotional harm – feeling sad, depressed
 - mental harm – thinking you are not good enough, you are unwanted or unloved.
- ❖ Revise the feelings, internal warning signals and external warning signs which could indicate that a person may be in an unsafe situation. Brainstorm a list of student responses. Display the list on an outline incorporating a 'caution' signpost, a siren or a 'stop' sign.
- ❖ Restate the definition of power and the kinds of power that can be used by people. (Power is being able to do something or make something happen. Power can be the ability to make others do things.) Identify some ways that power may be abused (threats, bribes, pressure, coercion, harassment, intimidation, bullying). Create a mindmap for some of these, describing the various behaviours that constitute each abuse of power.

core learning

- ❖ Discussion based on the following question:
 - What is the difference between a *safety rule* and a *safety strategy*? (A safety rule is designed to help keep people safe from harm. A safety strategy is an action people can take to be safer if they are in unsafe situations). Display these definitions.

Students share with the class some *safety rules* that they use at home or that their family has set up.

Students move around the room to conduct an informal survey about *home safety strategies*. Explain that the names of students interviewed will not be given when reporting back. Students interview up to three other students and record some safety strategies that they might use at home if faced with a potentially unsafe situation eg a stranger at the door, an electrical storm, a snake in the house, a hail storm, a bush fire or a child playing near a funnel web or red-back spider.

- *If students are not already familiar with the videos 'Safe at Home' and 'Getting Home Safely', one of these may be used as a stimulus for the informal survey.*

As a whole class students share some results of their surveys.

- ❖ Record the safety strategies NO GO TELL on the board. Using the responses from the previous activity, discuss the following questions:

- Did any family safety strategies involve the use of one or more of these words? Which ones?
- Why are these three words useful strategies in child protection education? (NO sends a clear message. Every one has the right to be safe and to say NO to any unsafe behaviour. GO enables a person to get away from an unsafe person or situation if it is possible to do so. TELLING provides an opportunity to get help. Often it is easier to talk to a friend. A friend can give you advice and support. If you tell an adult you can gain protection because adults are often in a position where they can take action on your behalf.)

The teacher informs students that each of the NO GO TELL strategies can be difficult to use depending on the situation. eg

- It could be difficult to say NO to an adult because we are taught to be polite and it may seem disrespectful.
- It could be difficult to say NO to a person who is angry or 'out of control'.
- It could be difficult to GO from a situation if you are isolated or feeling pressured to stay.
- It could be difficult to TELL if you have been threatened or if TELLING involves talking about private and personal things.
- It could be difficult to TELL about something that you think you should be able to handle yourself.

Discussion based on the following:

- Is it OK if a child is not able to use the child protection safety strategies? (Yes. It is OK. It might be too hard to say NO or GO from the situation. If a child is threatened or abused, it is the abuser who is responsible for the wrong behaviour, not the child.)
 - There is one strategy that can always be used. Which strategy is that? (TELL. It is never too late to tell about threatening situations or about abuse or harassment. TELLING can help protect you. TELLING a friend can give you relief and support. TELLING an adult can help you to be safe.)
- ❖ Students form small groups. The teacher has prepared a copy of appendix 36 for each group and has written a different situation at the top of each copy.

Suggested situations:

- Ed is being harassed when he is travelling on the train (bus).
- Ray is being bullied at the movies by someone he knows from school.
- Julie is feeling unsafe when staying overnight at a relative's house.
- Rhonda is experiencing physical abuse from a carer.
- Jack is being pressured by his friends to take part in risk taking games on a busy road (train line).





- Another student touched Bill's private body parts when he was in the school playground after school.
- Anna is being targeted by someone she doesn't know with degrading comments about her gender.
- Kerry is promised money to go to an isolated place with an adult she knows well.

Groups consider their situation. Under the headings NO GO TELL they record factors that would make using these child protection strategies difficult in the situation. A reporter from each group presents their responses to the class. If it has not been considered by students, the teacher poses the question: What does the person causing the threat, pressure, discomfort or abuse look like?

- *Students may need to be reminded that threatening situations need not involve strangers or people who look or act strangely. Most unsafe situations experienced by adults, young people and children involve a person who is known to them or who appears to be friendly and 'safe'.*

- ❖ As a whole class explore each of the NO GO TELL strategies more closely to identify their useful features.

Students form pairs. Each pair receives one of the information sheets (appendices 37, 38 and 39). Students design a poster to promote their individual strategy incorporating some of the tips in the poster. Display in the classroom and in display areas of the school. Posters may be presented by students to adults attending school community meetings such as Parents and Citizens or School Council meetings.

Alternatively, as a whole class, examine each information sheet as overheads or charts.

- ❖ Work through each strategy with the class. Allow opportunities for students to rehearse, practice or role play each strategy and its associated skills.

conclusion

- ❖ In a circle format, students describe a situation where they have used NO GO or TELL strategies at school with successful results. Remind students of their right to pass.
- ❖ Students create their own wallet sized NO GO TELL strategy reminder cards. Include helpful tips on the reverse of the card.

extension

- ❖ Using the information sheets (appendices 37, 38 and 39), students create a simple children's picture book for Stage 1 students that explains, in a way that Stage 1 students can understand, the NO GO TELL strategies.

Networks

field building

- ❖ View the *Kidstell Advertisement* from the video *Tell a friend – It's never too late*.
- ❖ Revise or define the term *child protection networks*. (My child protection network consists of about five adults whom I trust and could talk to if I am unsafe, threatened or abused.)
- ❖ Revise the concept of trust. (Trust is when you believe that another person will act in a fair and OK way. Trust is usually built over time through shared experiences. Trust can be broken.)
- ❖ Explore texts about a supportive, trusting relationship between a young person and an adult or between two young people such as *Willy The Wimp* or *Willy The Champ* by A Browne, *Princess Grandma* by J Overend or *Real Sisters* by S Wright from the booklist.

- *Retrieve students' relationship lists, trees or webs from activities in the focus area 'Different types of relationships' (theme 2), if appropriate, in preparation for the following activities.*

core learning

- ❖ Discussion based on the following questions:
 - Why is it important in child protection that I have a group of *network adults*? (If I am unsafe, threatened or abused I need to be able to seek help from an adult. Adults have a responsibility to keep me safe. Adults are usually in a position where they will be able to help me.)
 - *It may be helpful to discuss why adults are in a position to help children. This could include discussion of the differences in power that are usually held by adults and children. Adults have knowledge, authority and contacts and can take action to change a situation where children are unsafe. It is part of the job of some adults in the community to see that children they are working with or know, are protected, eg school staff, Community Services and Health workers, doctors and police.*
 - Why is it important that I have about five adults on my child protection network? (If I have too many adults it is harder to remember my network, especially if I am unsafe and feel confused and upset. I need to have about five network adults in case I cannot find one or two of my network adults, if I am not believed or if an adult on my network is not able to help me. Then I can go to another adult on my network. In different

main idea

My child protection network is a group of about five adults whom I trust and could TELL if I am unsafe, threatened or abused.

My network can change.



situations one adult may be more appropriate to talk to than another.)

- What are some characteristics that adults need to have to be good network people? (A good network person is someone who you trust, to whom you can talk easily about personal things*, who is a good listener and who is able to be contacted easily. Network adults can and will want to take some action to help you. They should come from a range of locations, eg they should not all live in the same house or be part of the same family.)

- **Students may need to be assured that some personal things are very difficult to talk about, however a network person should be easier to talk with about these things.*

- *Stage 2 students are encouraged to choose adults whom they see regularly. Stage 3 students may choose adults whom they don't see regularly providing they can contact them easily. Students at Stage 3 are more likely to be able to telephone or to communicate in writing or electronic media to adults independently.*

- *Where students are unable to identify about five network adults it is important that they receive help from the teacher to do so. Some adults who are not close, but have important relationships with students, such as distant friends or relatives, friends' parents or neighbours could be considered as network adults. Individual discussion may be needed to assist some students to carry out this task.*

- *A reliable method of contact needs to be provided for school staff network members. These adults must be prepared to respond with personal support if help is sought by the student.*

- *Where staff are part of a family's personal or social network within the local community, students should be encouraged to discuss with the adult the most appropriate contact details.*

- *Teachers may need to be sensitive if network members have silent phone numbers. Other methods of contact should be included.*

- ❖ Students individually consider their existing networks. Students have the choice to do this privately or to share their networks. Discuss possible reasons why networks might change or why previous network members may no longer be appropriate. Discuss why other adults may now be appropriate network people.

- *Reasons for changing network members may include situations where an adult network member moves away, becomes less close or less important, breaks trust, not believing a student, becomes too busy, becomes ill, develops other interests or has let a student down when help was sought before.*

In the first column of the *Network member – analysis worksheet* (appendix 40), students record the names of their current network members. They add some additional names of adults who are close or important to them.

- *If appropriate, lists of names from the relevant activity in the focus area of 'Different types of relationships' (theme 2) may be referred to. Students focus on adults they are close to or adults who are important to them.*

Beside these names students record appropriate details about each adult and some of their qualities. Students then consider their lists and select about five most appropriate adults as their *network adults*.

- *Students may rate one quality, such as 'can talk to easily about personal things', as being more important than other characteristics and select adults accordingly.*

- ❖ Students examine their list of five *network adults*. They consider the possible responses from each of their network adults if the student told them about some of the following situations which are listed on the board.

1. bullying
2. harassment
3. a secret about stealing
4. emotional abuse
5. domestic violence
6. physical abuse at a camp
7. physical abuse at home
8. sexual abuse.

Students write the numbers of situations next to the names of network adults with whom they could talk to most easily about the situations. Students may list additional situations of their own. Ask students to check whether they have different adults on their network who would respond in helpful ways to a range of situations. Encourage students to adjust their network list, if necessary.

conclusion

- ❖ Students research the contact details for each of their *network adults* and record them on wallet cards (appendix 41). The appendix could be photocopied onto coloured cardboard and each card laminated when complete. Encourage students to keep their cards in an accessible spot (such as a wallet, diary, pocket of school bag or drawer).



main idea

As I grow up I am more responsible for myself, my actions and my behaviour. I am able to make choices about my life. It is smart to plan ahead to be safer.

Planning for safety

field building

❖ Discuss and record the features of a *plan*. (The most important feature of a plan is that it is made in advance or ahead of time. It may be idealistic and may not be met, but it is important for preparation.)

Examine a model of a plan if available. The teacher may discuss a personal plan, such as a plan for an overseas or camping holiday. Other plans may include those for a school sports day, formal assembly or swimming carnival.

❖ In groups, students construct plans for one of the following situations. Situations may be written, in advance, on a chart or on the board.

1. You are staying at a friend's place for a few days. Plan what you'll need to take.
2. You have been chosen to represent the school in the district swimming finals on Monday, a week from today. Plan how you will schedule your training and health program.
3. You are having a theme party. Plan who to invite and what you'll need to do to make sure the decorations, food, drinks and activities are organised.
4. You are going on an early morning fishing trip and are being picked up at 4 am. Plan what you will need to do and take.
5. You are going to be given a pup in a week's time. Plan what you will need to know and do, so that you will be ready.
6. You need to get ready for Year 6 (or Year 7). Plan what you will need to know and be able to do, and what you will need to be ready.

Provide time for each group to present their plans to the whole class. Highlight common features and reinforce where students have anticipated possible needs.

❖ Examine safety plans in the school such as emergency evacuations and procedures where there are sudden storms or impending bushfires.

core learning

❖ Students brainstorm a list of activities that some students can do without any, or with very little, adult supervision eg day excursions with friends to the movies, town centre, beach, pool, river or shops; baby sitting for short times; part time jobs; travelling alone on public transport or bicycle; going away to a camp or to a friend's or relative's place.

- *This list can be retained for following core learning activities, and activities in the focus area of 'Responding to risk situations' in this Theme.*

Explain that these activities reflect the independence that students have. Create a shared definition for the word *independence*. (To be able to do things for myself, to make my own decisions and choices.)

Discussion based on the following questions:

- What activities (from the list and others) do students think they should be able to do now or very soon?
 - What stops adults from letting children and young people do these things?
 - How can children and young people prove that they are capable enough to do them?
- ❖ In groups, students create a 'T-chart' of the advantages and the disadvantages of *independence*. Share responses as a whole class.

Discussion based on the following:

- As you become more independent, can parents, carers, friends or safety rules always keep you safe from harm? (No. Parents carers and friends won't be there all the time. You will make your own choices about your actions and behaviour. Other people might not follow safety rules. Accidents can happen.)
 - If your parents are going to trust you to do something on your own without adult supervision, you need to show that you know how to keep yourself safe. What are some things that you can do to be safe when you are independent? (You can follow safety rules, avoid dangerous risks, use safety strategies, be aware of your surroundings, watch out for external warning signs and take notice if you experience warning signals.)
- ❖ Inform students that a good way to show that you are capable of being independent is to plan ahead for safety before undertaking independent activities.

Students form small groups. Each group is allocated two or three of the independent activities brainstormed in the first activity. They list the safety issues that could be considered when planning the excursion, event or activity.

A reporter from each group presents ideas to the class. A class *Safety plan checklist* is compiled.

Check ideas against the checklist provided at appendix 42, which can be displayed as a chart or overhead projection. Additional ideas, from the appendix, which students believe are important and useful may be added to the class list.





- *NB. Appendix 42 provides suggestions. The best class list will be based on students' suggestions. Ideas need to be chosen by students so they are relevant and students have ownership of them.*

- ❖ Students form small groups. Each group receives a scenario card (appendix 43). Using the class *Safety plan checklist* as a guide, group members suggest a plan for the character in their scenario. This may or may not be recorded, although groups are reminded that they will be asked to report back to the whole class.

A representative from each group reads the scenario to the whole class. Another member presents the safety plan. Comments from other groups are encouraged.

The teacher informs students that safety plans do not necessarily have to be written. Discuss some of the advantages and disadvantages of recording a plan.

- ❖ Remind students that no matter what plans they make for safety, unexpected things can happen or we may choose to take risks and end up in an unsafe situation.

This can happen even when we are with our best friends, family members or with people we know. If we have a safety plan it can be easier to become safe again.

Read the following unfinished story to students. The main characters could be changed to be male (Karl and Terry).

Carla and Tegan were close friends. They were growing up and had started to become quite independent. They were responsible and usually took care to think about their safety. They were both peer support leaders and the younger students looked up to them.

This year was Carla and Tegan's final year of primary school and it was the end of the year. Their grade was having a school farewell celebration. The party finished at 8pm but neither of the girls remembered that.

Both Carla and Tegan's parents worked late so Carla had arranged to get dressed at Tegan's house. Tegan lived close to the school so they would be able to walk to the dance together. Carla was going to stay at Tegan's over night.

Carla and Tegan had showers and got changed. They were feeling excited when they left to walk to school. Tegan's older brother said he would walk up to meet them at the school when the dance finished if they phoned him.

The dance was fun but when it was over Carla and Tegan realised they didn't have a phonecard or change to ring Tegan's brother.

They decided to walk home although it was late, because it was not far and there were two of them. They had gone a short distance when a well dressed man pulled up in his car beside them. Tegan had seen the man in the neighbourhood before. He told them that his new pup had just run away. He was worried that it might get hit by a car if he didn't find it soon. He begged them to get into his car and help him to find the pup. He said that three sets of eyes were better than one and he had no one else to help him.

Carla and Tegan politely said NO. The man seemed annoyed. He promised it would only take a few minutes, then he'd drop them home. He said that he lived in the area and told them where he lived. He promised he was an honest man and was only concerned that his pup might get hurt if he didn't find it soon.

Again, they told him that they couldn't go with him in his car. The man said he could hardly believe that they didn't trust him and wouldn't help when a young pup's life was at stake. He seemed disappointed.

Carla and Tegan felt confused. They also felt a bit scared. Carla was particularly concerned and she knew that it was getting dark and no one knew where they were or what time they would be home. This man was pressuring them to do something that could be unsafe.

Finally he asked them to take his card with his telephone number on it so that they could call him if they saw, or heard news, about the pup later.



Discussion based on the following questions:

- What was Carla and Tegan's relationship with the man in the car? (He was a stranger. Despite having seen him around and despite the details he told them, neither they nor their families knew the man.)
- Were they at risk, or in an unsafe or threatening situation? (They could have been.)
- What signs (internal and external) could Carla and Tegan trust to help them know they were unsafe? (Carla had warning signals and uneasy feelings. The girls were isolated and the man was being overly familiar. He was taking advantage of their kindness and desire to be helpful. He was using pressure to get them to break safety rules.)
- If the stranger in the car was honest and fair how would he act? (He would respect Carla and Tegan's feelings, their right to be safe and their right to say NO. He would understand that they could not risk their safety and had to follow their safety rules.)
- What could Tegan and Carla do? (They could say NO loudly and firmly. They could have used the broken recording strategy



main idea

I need to trust my feelings if I feel unsafe or at risk in a situation. NO GO TELL strategies can help me. There are other specific strategies that I can

and started to GO. They could GO to the nearest family house or a safety house or to a shop that was open. If the man followed them they could shout to get attention. They should TELL someone as soon as possible about the situation.)

- What plans could Carla and Tegan have made for their safety before they went to the dance? (They could have found out what time the dance finished to make it easy for Tegan’s brother to meet them. They could have planned where they would ring from, or they could have taken a phone card, change or a mobile phone. They could have planned what to do if they were unsafe or threatened.)
 - If the man in the car had harmed Tegan and Carla would it be their fault? (No. Any intentional harm is not OK behaviour. It is abuse and would be the fault of the abuser. The man in the car is responsible for his behaviour.)
- ❖ Students form small groups to discuss and write a safe ending to the story.

conclusion

- ❖ Remind students that in most cases when they are following safety rules, they will be safe. A *safety plan* reminds people to follow safety rules. Safety plans also help people to make good choices if something unexpected happens. Having a safety plan can increase your confidence.

Using spare paper, students assemble, bind and cover small booklets. They decorate and label them as a SAFETY PLANNER. The first half of the book is used for recording tips or checklist details. In the remainder of the booklet students record safety plans for regular or forthcoming independent activities. This booklet can also be used for activities in the next focus area.

Responding to risk situations

field building

- ❖ Revise the meaning of the term *risk*. (To take a risk means to do something when you are not sure how it will turn out.)

The teacher reminds students that people often take risks. Learning anything new involves risks because we are not sure if we can do it. New experiences are fun and can expand our ideas about what we can do.

For most people, taking risks makes life more exciting. Usually these are *safe risks* where the risk is managed by taking action to limit the chances of anything going wrong. An example might be learning to ice-skate, roller-skate or ride a skate board on a ramp.

- *It is important that 'safe' risk taking activities, eg adventure or academic activities when undertaken with care and supervision, are conveyed in a positive way. The benefits for personal development in trying new things should always be reinforced.*

- ❖ Discuss risks where danger is involved. (Riding an unbroken horse, bungee jumping, white water rafting, rock fishing, car or bike racing.) Discuss how even if there is planning for safety, if danger is involved they are not *safe risks*.

Remind students that wherever there is risk there is the chance, even though it may be small, that something could go wrong.

- ❖ Revise the concept of *trust*. (Trust is believing that another person will do the fair or right thing. Trust is usually built over time.) Explain that having trust in an adult includes believing that he or she will behave in a responsible way and take responsibility for protecting children and young people from harm.

Where risk taking activities are carried out under the supervision of a responsible adult, we trust not only our feelings but that person.

core learning

- ❖ If appropriate, retrieve the list of activities that students are beginning to do independently (created in the previous core learning activities.) Display for reference.

Ask students to consider how some situations could involve, or have involved, *risks* to their safety or danger. Brainstorm responses.

- *For students at this stage, thoughts about being killed, stabbed or involved in excessively violent incidents may come up. Students may readily recall situations they have seen on television, film, video or computer games. It is important that students are encouraged to consider realistic situations and realistic risks.*

Discuss some strategies that students have used, or could use, in these situations.

- ❖ Inform students that there are a number of more specific strategies that they could use in risk situations which are based on NO GO TELL strategies.

Discussion based on the following questions:

- Why it might it be important to know a variety of specific strategies? (If you know a variety of strategies you can pick one that could work best in a particular situation. Also, the more you know, the more options you can try and the safer you might be.)
- Will knowing a variety of strategies for responding to harmful or abusive situations guarantee your safety? (No. You may still be harmed. Others may use their power or may coerce you into

main idea cont.

use to be safer if I am in a risk situation.





harmful situations. It is hard to predict what will happen in any situation. Sometimes people might do the wrong thing.)

- Whose fault is abuse? (The person who is abusing their power is at fault. They are responsible for their actions. They choose to act in a way that is wrong, that is unfair and doesn't respect rights. However, everyone also has the responsibility not to provoke violence, bullying or harassment by teasing or dares.)

Avoidance

❖ Discussion based on the following questions:

- What are some situations that you try to avoid? How do you do this?
- Have you ever seen anyone trying to make another person go on a terrifying ride? How did the other person respond?
- What is *avoidance*? (Avoidance is to keep away from or to leave a situation).
- Why do people avoid doing some activities? (The activities may have a high level of risk. People might not want to do the activity.)
- What does avoidance require? (It requires trusting your judgement about a situation and trusting your feelings if you feel unsure or unsafe. It might require giving an excuse or reason for not doing an activity. It requires you not to have a long discussion about the activity and to leave.)
- What are some avoidance strategies you have learned before in child protection? (Saying NO. GOING from a situation. The teacher may remind students about the *broken recording* and the *turtle* and *cloak* strategies from *Child Protection Education: Stage 2*, pages 107 to 111.)

❖ Read the following unfinished story to students:

Joey has known some of the boys in his neighbourhood area for a long time. When they were younger they all used to play cricket at the local park. Lately two of the boys have started hassling Joey to come over to their backyard shed in the evenings. Joey doesn't want to because he has heard that the boys have tried to get another boy to take part in sexual activities in the shed.

The boys often see Joey on the bus or as he walks up the street. Sometimes they come to the skateboard ramp.

They say to him, "Come on. We thought you were a friend. You should come around. We don't invite any other kids your age. Come over, we're your mates, we'll take care of you. Come over, we promise you'll have a good time. We'll help you hot up your skateboard. If you don't come around your skateboard might have a little accident."

In groups, students prepare the following:

- List five ways Joey could avoid this risk situation.
- Write about what Joey could do to stop this problem continuing.

- *Strategies for avoidance should not include Joey engaging in discussion about the boys' invitation. The broken recording and the 'turtle' strategy can be good strategies. These strategies prevent discussion and give the person an opportunity to leave the situation.*
- *Students' responses to how Joey should stop the problem should include talking about it or TELLING an adult. It is important to remind students that avoidance strategies may work well at the time but may not solve a problem in the long term.*

Confrontation

- ❖ Focus on students' responses to the last task which include Joey saying NO as a strategy or confronting the boys.

Revise the concept of *assertiveness*. (Assertiveness is to say clearly what you feel, think or want. It involves the use of words, tone, eye contact and body language to send the message clearly and show that you mean it.)

- *It is important that the teacher avoids describing assertiveness in terms of eye to eye contact, loud voice and menacing demeanour. In some cultural groups this type of assertiveness would be viewed as aggression. Assertiveness can involve quiet, contained words and gestures. Assertiveness is the spirit which transfers a message that you are firm, calm, strong and definite in your decision.*

Students experiment with tone, words and body language that show they really mean what they say in a whole class, around the floor setting. Ask individual students to demonstrate a range of ways of being assertive for the class. Encourage other students to provide encouragement and feedback after each demonstration.

- *Attention and specific feedback are critical in reinforcing and maintaining new behaviours. Research indicates that assertiveness is best learnt when other people pay attention to, and give feedback about new behaviours as they are practised. Feedback needs to be encouraging and constructive.*
- *Students may need to be reminded to give specific feedback – instead of "Good!" or "Well done." Comments such as, "You stood up straight and looked really strong" or "You spoke slowly. It made your voice sound really firm", should be encouraged. Some constructive suggestions, such as,*





- “Try standing a bit closer next time”, will be helpful.
- Debriefing may be required after this activity. Refer to page 8 of the Introduction.
- Where students are encouraged to practice assertive behaviour in the school and at home, it is important that school staff and parents are informed so support and helpful feedback can be given.

Remind students that this strategy can be used even when a person does not feel totally confident. Acting assertive, or calm and strong, can be very effective even when you are feeling nervous or scared. Acting confident is an important strategy when standing up for your rights.

- ❖ Focus on students’ responses to the unfinished story which suggest that Joey uses the strategy of *naming the behaviour*. If this strategy has not been included in students’ responses revise it with the class. The strategy involves:
 - telling the person exactly what they are doing
 - saying you don’t like it
 - asking for it to stop.

Explain that if students recognise another person’s behaviour as bullying, harassment or a form of coercion (pressuring, bribes or threats) they should use those terms to name the behaviour.

These behaviours are not OK or acceptable within our community and should be named when they happen. People who use bullying, harassment or coercion often deny that this is what they were doing. They often say that it was a joke or ‘a bit of fun’ or ‘they didn’t think you minded so much’. The *naming the behaviour strategy* works well to let people know exactly what they are doing and how you feel about it.

In Joey’s situation, when the boys said that Joey’s skate board might have an accident, he could have told them, “You’re threatening me. I don’t like it.”

Remind students that if being *assertive*, *acting confident* and *naming the behaviour* strategies don’t work, it is important to TELL someone who can help you.

Risks and dares

- ❖ The teacher sets up a situation which involves a dare. eg “I dare you to blow up this balloon until it bursts.” Call upon students to participate, without placing pressure on them to do so. Reinforce appropriate assertive behaviours where students say NO. Discuss the meaning of the term *dare*. (A dare is a challenge from one person to another which involves taking a risk. A dare often involves pressure.)

Ask students to describe situations where they have been given a dare. Discuss dares being taken on by people on television, videos or computer games. Discuss how dares can be fun, and sometimes people can even win prizes offered for dare activities in games shows.

Discuss:

- What kinds of risks do these dares involve? (Embarrassment, looking silly.) Are these safe risks? (Yes.)
- Is pressure placed on the people to take on the dare? Can they refuse if they don't want to?
- Would you accept if you were offered some of these dares? When?
- Why do people accept dares?

Discuss how there can be a sense of adventure and fun in taking risks and dares. However dares which involve unsafe risks, and pressure to take on the dare, can be dangerous. It is not fun to be 'made' to take a risk. When this happens there is often no time to check if there is danger or to make plans to lessen the risks.

Discuss how dares are often ways that friends show that they are strong and have courage.

- What makes it hard to resist a dare from a friend?
- What beliefs do some people have about dares?
- What are the consequences of these beliefs for people being dared?
- Is doing something dangerous, because someone tells you to, smart? Is it fair?
- What are some other ways of showing strength and courage, for those who don't want to take on a dare? (Standing up for yourself, being assertive and confident in saying NO are braver actions and can make other people respect you more. You have the right to make your own choices about your safety.) Can you think of examples where this has happened?

Invite students to share how they felt when they were dared to blow up the balloon. Discuss some situations where students have resisted dares which involved danger. Discuss what they said and how they felt afterwards.

- Are there expectations about different ways that boys and girls will react to dares? What are they?
- What beliefs do these reflect?
- Are they supportive or limiting of individual's own judgements?





extension

Managing risks

- ❖ Inform students that sometimes they might find themselves in a situation where their safety could be at risk. It is smart to be aware that you could be vulnerable. In these situations there are things you can do to manage the situation and to reduce the risks.

Students form small groups. Each group receives a copy of the information sheets *Reducing risk – on the street* and *Reducing risk – at home alone* (appendices 44 and 45). Each group is allocated one of the following situations. Students identify and record possible risks involved, and using the information sheets, formulate a plan which might help the young person in the situation to manage the risks.

1. Nancy has arranged to meet her aunt in the local park. She is half an hour early so she sits down on a bench to wait. An older girl sits down beside her. The girl is holding an open bottle of whisky.
2. Doug has caught the train into town to meet his friends at the cinema. There are groups of young people hanging around the town centre. He notices someone has a knife.
3. Mimi is at home alone on a Saturday morning. There is a knock at the door.
4. Pete has stayed longer at the homework centre than he planned. He has to walk home in the dark.
5. Van's parents have gone out for the evening. He is at home alone with his younger brother.
6. Marta is first to get home each day because her parents work. She has to walk some distance from the bus stop. When she arrives home one day she notices that the front window is wide open.
7. Adnan is riding his bicycle home from his friend's place. There are not many people around.

conclusion

- ❖ Using the SAFETY PLANNER notebooks, created in the previous focus area, students record additional strategies that could help them if they were in risk situations.

Talking about it

- Before taking part in activities from this focus area,
- students need to have established understandings about
- using adult networks and have identified their own
- networks of five trusted adults.

field building

- ❖ Read texts about communication skills such as *Feeling Shy* by Althea or *Communication* by Alik.
- ❖ Discuss feelings, body reactions and the effects of mental tension ('having something on your mind' or 'going over and over in your head'). Revise the concept of *relief*. Role play situations of tension and relief.

Students mime the following actions as the teacher describes them:

- You are walking with bare feet on hot sand. You come to a pool of water. You test it and step into it, cautiously at first. You then feel a sense of wonderful relief.
- You are lying in bed. It is a very dark night. You hear something at the window. It sounds as if an intruder is there. The blind is open and the intruder might be able to see you. You are terrified and lie very still. Suddenly you hear a miaow. It is only the neighbour's cat.
- You pick up an orange, feel its texture and peel it with a knife or your fingers. You take a segment and taste it. It is incredibly sour! Your taste buds are in shock. You reach into your pocket and take out a wrapped lolly. You quickly unwrap it and put it into your mouth. It tastes very sweet.
- Your writing assignment is due today. You have finished it, after a two week extension. As you approach your classroom door you realise you have left it on your desk at home! When you open the door you see that a casual teacher is there for the day.

core learning

- ❖ The teacher poses the following questions for discussion:
 - When might we need to seek help from another person? (If we have a problem we can't solve on our own. If we are feeling unsafe, threatened or abused. If we are being bullied or harassed. If we have been bribed or asked to keep a secret which should not be kept.)
 - When we seek help from another person, what are we hoping will happen? (We are hoping to get support from that person.)

main idea cont.

It is important to TELL a trusted adult about situations of harm or abuse. Adults are in a position to provide protection. Talking to a friend can be helpful in gaining relief, support and advice.



- What support might we need? (Someone to talk to so we can feel relief. Someone to understand how we are feeling. Someone to help us decide what we want to happen next. Someone to help us take action ourselves. Someone, such as an adult, to take action on our behalf to change the situation.)
 - What are some kinds of things that an adult can do to support us?
 - What are some kinds of things that a peer or a friend can do to support us?
- ❖ Watch the segment *Mel's story* from the video *Tell a friend – It's never too late*.
- *It is important that students have taken part in activities from 'Recognising abuse' before viewing this video. The teacher should preview the segment to ascertain its appropriateness for students. Debriefing may be needed, particularly if concluding the session after the discussion questions.*

Discussion based on the following questions:

- What kind of abuse did Mel experience? (Sexual abuse.)
 - How did Mel's step father misuse his power with Mel? (He bribed her and threatened her to keep a secret which shouldn't be kept.)
 - What were the effects of the abuse on Mel? (She was unhappy, worried, confused and didn't know what to do.)
 - Why did Mel tell her friend Sam about her situation? (She needed to talk about it to get relief. She needed help to decide what to do. She needed support so she could seek help from an adult.)
 - What support did Sam give Mel? (She listened to Mel and believed and supported her. Sam suggested an adult who would be a good person to TELL about the abuse.)
 - How do you think Mel felt after talking about her situation?
- *It may be useful to acknowledge the upset and disruption that occurred in Mel's family after talking about her situation. However, ensure that discussion promotes the benefits to Mel of TELLING about abuse.*
- ❖ Enlarge and display the network hand diagram provided at appendix 46. Remind students that they may have done this activity at an earlier stage in child protection education and the names of adult network members were recorded on the fingers and thumbs.

The teacher informs students that as children grow older they can also be supportive to their friends. They can listen and offer advice and support if a friend has a problem. Although they can't take

action in cases of abuse they can support their friends to choose an appropriate adult to talk to and help them to TELL.

- What are some qualities you would look for in a friend you could go to for support? (A good listener, trust, confidentiality (not 'blabbing'), wanting to help you, honesty, being sensible, believing in you.) List these on the board.
- ❖ Students privately write a list of names of about ten young people with whom they are friends. Encourage students to choose people who are both older and younger than them and who come from different locations such as their family, their neighbourhood, sports, clubs or religious groups as well as school.

The teacher repeats each quality from the previous activity, in turn. Students consider the people on their lists in relation to the qualities and mark the names with ticks or asterisks. Ask students to check that they have different people to whom they could talk to about a range of things, from bullying to very private issues. From their lists, students identify five friends for their support network. Ensure that the criteria of different ages and locations is considered.

- ❖ Students individually trace around one of their hands on a sheet of paper or card. Alternatively, the hand outline from appendix 46 may be used. On the fingers and thumb students write the names of their network adults. In the palm of their hand they write the names of the five friends they could go to for support.

The teacher informs students that these two groups of people, their *network adults* and their *support network*, form their *personal network*.

Using personal networks

- *Before taking part in activities from this focus area,*
- *students need to have participated in activities from the*
- *previous focus area 'Talking about it'.*

field building

- ❖ Revise concepts of child protection *network adults* and *support networks*. Ensure that each student has established both networks. Students may wish to share or discuss their network members, however if they do not wish to share with other students, this should be respected.
- ❖ Read or re-read *Danny's story* (Theme 1, page 57). Revise the effects that abuse can have by discussing how Danny was affected by abuse.

main idea

I have a personal network of trusted adults and supportive friends. If I feel unsafe or threatened I can choose people from this network to go to for support or advice, or to help me be safe.



core learning

- ❖ Students map the names of various people with whom they have relationships – close friends and family and people who are important to them. Students position their own name (or portrait) in the centre of the page and then write the names of those people around it.

Using different coloured markers students circle or highlight the adults who make up their group of *network adults*. Using the same colour they draw lines to connect the names of these people to themselves and to each other, forming a web.

In a different colour, students circle or highlight the peers, or friends, who make up their *support network*. Using this colour they draw lines to connect the names of these people to themselves and to each other, forming another web. If they wish to, students share and discuss.

- *For some groups of students, the teacher may prefer to model this activity for students, carrying out each step at a time. When complete, students who do not wish to share could be given another task, such as designing a border or carrying the design of the web further.*

- ❖ In small groups, or as a class, students brainstorm a personal list of issues or situations that students talk to their friends about but they don't, or are less willing, to talk about with adults. Groups share responses with the whole class.

Identify situations where it would be best to seek the support and help of an adult. Discuss how where situations involve harm or abuse, an adult should be told so action can be taken to protect the child or young person. When it is difficult to talk to an adult about harm or abuse it can be helpful to seek support from a friend, as a first step.

- ❖ Ask students to think about the following situation:

Imagine that you are experiencing a situation of harassment, but it is very hard to talk about. An older boy who lives down the road from you has been staring at you every time you walk past, on your way to and from school. It makes you feel extremely uneasy but you can't explain why. This boy doesn't go to your school but some of your friends know him and think that he's really cool.

He is there every time you walk to and from school. It's weird. Even when you leave early he seems to know and he is there, waiting and watching. There is no other route you can take to school. You are upset and worry about it all day. Your school work is suffering. Last night you had a nightmare about him.

Students individually write down from who they might seek help or support if this was their situation. Referring to network webs or other diagrams may assist students. Students are asked to consider at least three choices. They write about:

- why this person would be a good choice
- what he or she might say
- what he or she might do straight away
- how he or she might help
- what to do if he or she didn't, or couldn't, help.

Students share their responses if they wish to. Responses may be handed to the teacher for individual feedback.

- ❖ As a class, using a 'T-chart,' brainstorm the advantages and disadvantages of sharing problems with your friends. Discuss why it is important to have a network of adults as well as a support network of friends.

conclusion

- ❖ Encourage students to think as laterally as possible in designing a poster advertising all the ways you can use a personal network (network adults and support network) for help and support.

extension

- ❖ Read the following situation to students. (It may be helpful to first revise Danny's situation.)

Imagine you are Danny (Theme 1, page 57). On your personal network you have three close school friends, an older cousin who lives up the road, your school teacher, your next door neighbour and an aunt who lives in a small country town.

You have experienced physical abuse in your home. You have sought help from a network adult and things at your house are changing. Your father is now living with a relative in the next suburb and he is going to special counselling to learn how to change his behaviour. Your mother is feeling, looking and acting better but she is working hard and is stressed. She also has to cope with your father phoning her each night asking if he can come home.

Describe how you, as Danny, would use the people in your personal network over seven days (one week) to deal with or to cope with the things that are happening in your life.



main idea

There are people in my school community and the larger community who I can go to for help or protection if I am bullied, harassed, abused or feeling confused about a personal issue.

Community support

field building

- ❖ Revise basic concepts about protection and abuse.
 - What is abuse? (Abuse is harm to a person that is not accidental.)
 - What are some ways that children can be harmed? (Their bodies, thoughts and feelings can be harmed.)
 - What are some forms of abuse? (Sexual abuse, physical abuse, emotional abuse and neglect.)
 - What is protection? (Protection is being kept as safe as possible from harm or abuse.)
 - What is the role of adults in the protection of children? (All adults have a responsibility to protect children. Some adults have a responsibility to also provide care for children. eg parents and caregivers and adults who work in schools, child care centres, group homes, hospitals, family, community and health services and youth centres.)

The teacher informs students that the term *children* refers to all children and young people under the age of 18 years. All children and young people under this age are entitled to rights of care and protection by adults.

- *These rights and responsibilities are outlined under the NSW Children (Care and Protection) Act 1987.*

- ❖ Discuss networks that are in place and used by students' families. Pose the questions:
 - Who might help in your family if the main caregiver was sick?
 - What might the children in your family do if both parents had to go away for an overnight trip?
 - What might your family do if there was no electricity in your house for a few days?
- ❖ Revise students' personal networks. Include their network adults and their support network of friends.

core learning

- ❖ The teacher reminds students that the sexual abuse, physical abuse, emotional abuse and neglect of children and young people under the age of 18 years are against the law in NSW. The government has given special responsibilities to departments such as Community Services, NSW Police, NSW Health and the Department of Education and Training to help protect children and young people in their care, from abuse or to provide support if they experience abuse.

Revise the particular responsibilities of school staff in reporting any concerns about possible abuse of students. Remind students that adult school staff cannot keep a secret about abuse even if a student asks them to.

- ❖ Discuss how there are other abusive behaviours that are not acceptable within the community. Although these are not crimes, there are laws to protect people (including children and young people) from these behaviours. In schools there are rules to discourage these behaviours.

Discussion based on the following questions:

- What abusive behaviours are unacceptable in our school? (Bullying, harassment, coercion, pressuring, bribes and threats.)
 - *If students suggest behaviours which constitute physical abuse or sexual abuse, the teacher reminds students that these are more than just unacceptable – they are crimes, within schools as well as within communities. If these crimes occur in schools, the consequences are very serious and people from outside the school will be involved in dealing with them.*
- What are some school rules we have, to try to prevent unacceptable behaviours from happening?
 - *Remind students that even though these rules are in place, these behaviours are sometimes still experienced by students at school. Refer to the results of the 'Personal reflection' survey (from the focus area of 'Harassment' in Theme 2), if appropriate.*
- Why is it, that having rules about unacceptable behaviour, does not always work to prevent them? (School staff don't always know when bullying or harassment is happening. Students don't usually bully or harass when the teacher is looking. Students who are targets of bullying or harassment may be afraid or embarrassed to talk about it. They may not know that it is unacceptable and that they do not have to put up with it.)
- What are some other ways that bullying, harassment and coercion might be prevented? (Speaking out if you see them happening. Making sure that people know that they don't have to put up with bullying, harassment or coercion. Supporting someone who is being targeted. Reporting the behaviours if you can't stop them.)
- What are some procedures and contact people in our school who can help deal with bullying and harassment? (Anti-discrimination and anti-racism procedures and contact officers, school counsellor, principal or deputy principal, SRC, peer mediation processes.)





- Who are some people in our school who can help if a student is feeling confused about a personal issue? (The class teacher, school counsellor, members of the SRC, the Aboriginal education assistant, the ESL teacher, community language teachers, close friends.)
- ❖ Invite the school's discrimination contact officer or anti-racism contact officer to visit the classroom and to give accurate, positive information about the school's anti-discrimination procedures. Facilitate a class discussion about the school's anti-discrimination and anti-racism procedures. Students should be encouraged to raise any concerns they have with the contact officer or other representatives.
- ❖ The teacher photocopies pages from the Community Help and Welfare Services and the Community Help for Young People Indexes which can be found at the beginning of the white pages telephone directory. It may be helpful to enlarge the text. Students form small groups. Each group receives one or more columns of the indexes. They highlight the organisations and agencies that have a responsibility to protect and care for children and young people.
- ❖ Make a list of the people and services in the local community who could provide support for children who need help. Use the names of local community members if they are known eg police officers, doctors, nurses, health care centre workers, community services centre workers, school staff members, school counsellors. Include the telephone numbers of locally available agencies. eg Kids Help Line, Youthline, Salvo Youth Line.
Develop a list of questions that you could ask to find out what an organisation or agency does. eg
 - Where is your organisation located?
 - Which children or young people does it aim to help?
 - What does the organisation or agency do to help them?
 - How do children and young people get help from the organisation or agency?
 - What are some things that the organisation or agency can't do?

conclusion

- ❖ Invite a guest speaker who has a role in helping or protecting children and young people in the local community. The guest may be a community services centre district officer or child protection specialist, a health worker or a police youth liaison officer. Child Protection Council Area Committees can give advice about appropriate representatives to speak with students.

Prior to the visit, students prepare appropriate questions to ask the visitor. These questions may be passed on to the guest speaker to assist him or her in planning for the visit.

- ❖ Students complete appendix 47 by writing the names of appropriate people in each category: support network (friends), adult network, community network.
- ❖ In groups, students create posters to raise the awareness of other students that they don't have to put up with bullying, harassment and coercion and what they can do if these behaviours occur. Present the posters at a school assembly. Display the posters in the school.

My strategies

core learning

- ❖ Revise some of the information, understandings and skills developed in child protection education by examining students' work and some resources developed by the class. Display some of these and some books and stories that have been read. Discuss some favourite or memorable activities. Encourage students to share the learning they value or remember most in child protection education.
- ❖ Revise understandings about protection and abuse:
 - recognising abusive situations
 - understanding how power can be misused in relationships
 - recognising coercion and harassment
 - using NO GO TELL strategies
 - planning for safety
 - identifying risk situations
 - *avoidance* strategies
 - *naming the behaviour* strategy
 - acting confident
 - being assertive
 - seeking support and advice from friends
 - using adult networks.
- ❖ Set up a class question box. Invite students to post any unanswered questions about child protection, relationships, abuse and protective strategies. Where appropriate these questions are answered with the whole class and students contribute to the answers. Other questions might need to be followed up by individual discussion with students.

main idea

I can use a variety of strategies to help protect myself from harm, risk, harassment and abuse. I also have strategies for accessing support from my network of friends and trusted adults and from people in my community.



core learning

- ❖ Review the idea that most of the time children and young people will be safe and not be the targets of abuse. However, it is smart to be aware of situations where you may be vulnerable. It is important to plan for safety, to trust your judgement and feelings and to know and use some strategies that work well for you.

Discussion based on the following questions:

- What are some forms of abuse that children and young people might experience? (Physical, sexual, emotional abuse and neglect.)
- What are some other forms of abuse of power in relationships? (Bullying, harassment, coercion.)
- Why is abuse in relationships unacceptable in our community? (It destroys trust in relationships. It causes harm to those who experience it.)
- What are some things we can do if we are the target of abuse? (We can confront the abuser by saying NO, by being assertive, acting confident, naming the behaviour and asking that it stop. We can avoid the abuser, use the 'turtle' strategy, make an excuse or just GO from the situation. We can TELL a friend or a trusted adult about the situation.)
- Is a person expected to use all these strategies if he or she is the target of abusive behaviour? (No.)
- Why not? (It can be very difficult to take action or to talk about a situation of abuse. Everyone has a choice in how they will respond. They have the right to do what is best for them personally.)
- How can we help if we see or know that another person is experiencing abuse? (We can offer support to the person. If the person is being bullied or harassed we can take action on his or her behalf. If the person is being physically or sexually abused we should encourage him or her to seek help from a trusted adult.)

If appropriate, revise the ways that Sam or Marc supported Mel or Stevie in the video *Tell a friend, it's never too late*.

- ❖ The teacher has prepared large sheets of chart paper, each with one of the following headings:
 - Possible abuse at home
 - Possible abuse at school
 - Possible abuse at a friend's house
 - Possible abuse on an organised activity (camp, party, sport)
 - Possible abuse when going out alone or with friends.

Students form six groups. Each group receives a prepared sheet. In their groups, students brainstorm the forms of abuse that might

occur in the situation. They then record strategies that children and young people could use to reduce the risk of abuse or actions that could be taken if abuse occurred.

Display the sheets around the room and allow time for students to consider the responses on the sheets.

- ❖ As a whole class, review the sheets one at a time. Select some personal safety strategies as examples for discussion based on the following questions:
 - When might this strategy not work?
 - What might make this strategy difficult for some people to use?
 - What else could a person do?
 - Are there any suggestions that could have caused unintended problems for any reasons? Why?

Ensure that any unacceptable suggestions are modified and that new positive suggestions are added.

conclusion

- ❖ Students individually complete an evaluation survey (appendix 48). Responses may be shared with the whole class. Copies of these may be added to student profile work samples.

extension

- ❖ In groups, students plan, design and produce a board game reflecting understandings about personal safety in one of the following situations:
 - at home
 - at school
 - at a friend's house
 - on an organised activity (camp, party, sport)
 - going out alone or with friends.

The teacher discusses students' plans and designs prior to production. These games are made available for students to use in the classroom. It may be appropriate for them to be made available for school staff at a staff meeting and parent and community members at a parent information meeting, to increase understandings about child protection education.



