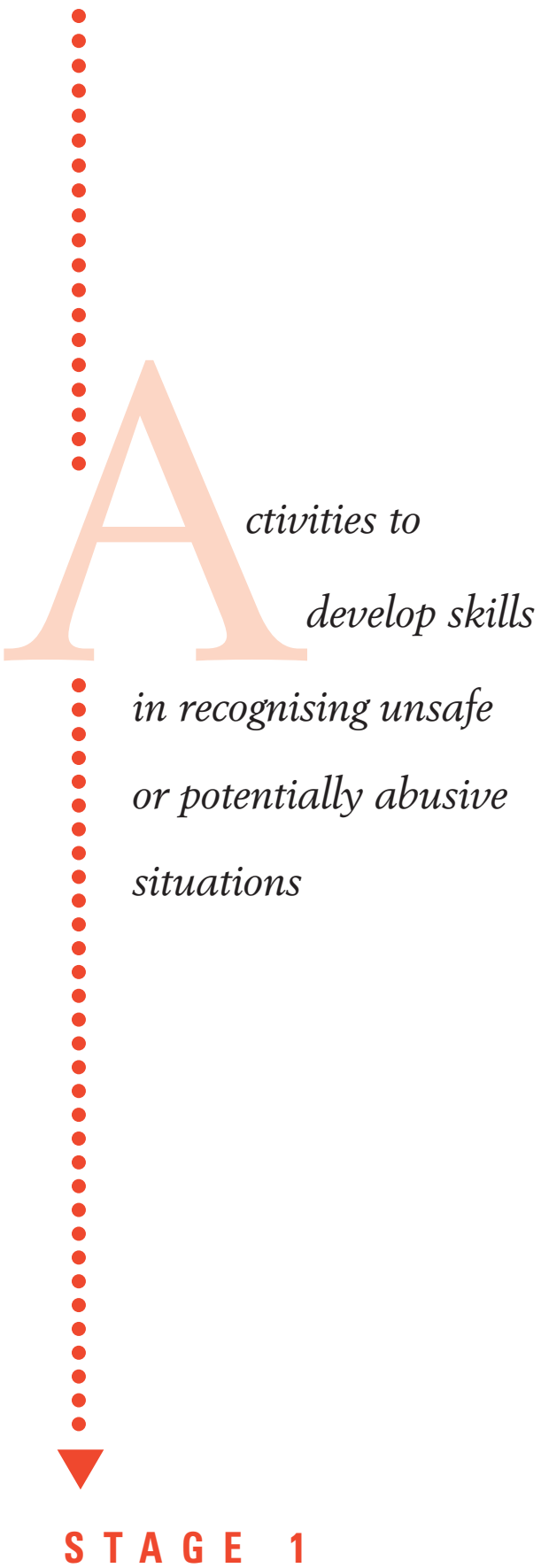


Theme 1: Recognising abuse



Overview

Protective skills cannot be used unless children recognise situations of potential abuse or when abuse is occurring. It is important that students develop knowledge and skills, appropriate to their age and stage, about what constitutes abuse.

Focus Areas

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

Things to look for

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

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

Early Stage 1

YES and NO feelings

Can students:

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

Warning signals

Can students:

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

Safe and unsafe situations

Can students:

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

Touching

Can students:

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

Stage 1

Comfortable and uncomfortable feelings

Can students:

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

Warning signals

Can students:

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

Safe and unsafe situations

Can students:

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

Kinds of touch

Can students:

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

main idea

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

Have you read pages 2 to 12?

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

Protection

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

field building

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

core learning

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

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

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

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

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

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

conclusion

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

extension

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

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

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

Suggestions for role plays include:

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

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

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

Body parts

field building

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



main idea

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



core learning

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

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

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

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

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

- *** In some areas in Australia and in many other countries it is considered OK for very young children to wear no clothes and for young girls and women to leave their chests or breasts uncovered.*

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

conclusion

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

extension

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

YES and NO feelings

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

field building

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

core learning

YES feelings

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

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

NO feelings

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

main idea

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



main idea

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

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

❖ Place feeling vocabulary cards (appendix 3) in the middle of a class sharing circle. One at a time, students select a card and describe a situation where they have or would experience that feeling. The teacher models the first response eg *I feel happy when my sister phones me.*

individual and whole class role play

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

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

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

conclusion

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

Warning signals

field building

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

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

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

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

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

core learning

- ❖ Repeat the role plays of feelings from the previous page. Ask individual students if their body might be having some signals when they are role playing a feeling. Body signals could include: *Bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, frozen heart, smiley face, crying eyes, open eyes, shaky knees.*
- ❖ Introduce the term WARNING SIGNAL. This can be described as a signal that goes with a NO feeling. Blow up balloons to help students identify warning signals. Give the students the control to move away when they become too anxious about the balloon bursting. Some students may prefer to stay at a safe distance. Ask students to give reasons for moving away as the balloon is blown up. Note their references to body signals and feeling messages which are appropriate. Discuss the body warning signals students experienced. Some students may experience few or no warning signals.*

- *The teacher must consider that some students may be frightened of balloons and their choice to stay at a distance should be respected. An automatic toaster, a springloaded toy, a timer with an alarm or building a tower until it falls may be substituted for balloons.*
- ** Many children are not sensitive to their body signals. Not all children experience them to the same degree. Therefore students are encouraged to also identify external signals such as growling noises, ‘black’ skies and so on.*

conclusion

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

extension

- ❖ As a class, record BODY WARNING SIGNALS on a large paper body shape (appendix 4), such as:
 - butterflies in tummy
 - feel hot
 - feel like crying
 - shaky knees.



main idea

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



Safe and unsafe situations

field building

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

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

Students draw or paint pictures to complete the following sentence:

“I feel safe when...”

Add captions and discuss.

core learning

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

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

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

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

Compile a list of responses to situations such as:

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

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

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

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

“I feel unsafe when...”

Add captions and share.

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

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

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

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

conclusion

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

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

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

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

extension

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



main idea

There are many different kinds of touching.



Touching

field building

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

core learning

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

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

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

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

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

Record students’ responses on the matrix

Suggested matrix:

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

Have you read pages 2 to 12?

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

Protection

field building

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

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

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

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

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

core learning

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

main idea

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

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



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

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

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

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

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

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

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

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

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

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

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

Share ideas and display.

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

❖ Revise the definition of *protection*.

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

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

Suggested brainstorm list:

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

The teacher poses the following for discussion:

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

Extension

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

Jointly constructed writing

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

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

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

Body parts

field building

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

core learning

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



main idea

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



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

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

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

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

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

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

Discussion based on the following questions:

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

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

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

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

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

conclusion

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

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

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

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

extension

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



main idea

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

Comfortable and uncomfortable feelings

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

field building

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

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

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

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

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

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

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

The teacher provides the following sentence pattern for students:

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

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

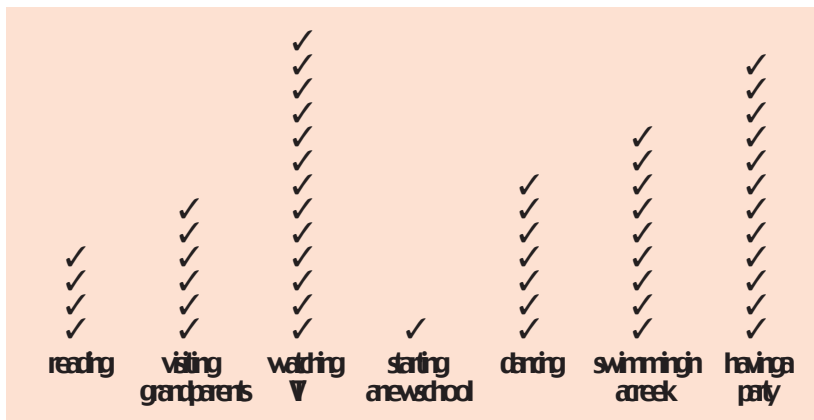
- **Care needs to be taken that victim language is not used.*
- *It is helpful to identify feelings as an individual response to a situation rather than giving the impression that our feelings and actions are controlled by someone or something other than ourselves, eg statements such as "...made me feel...".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

core learning

- ❖ Present the folk tale *Goldilocks and the Three Bears* through drama or readers' theatre.
Introduce the words *comfortable and uncomfortable* and discuss what they mean. Identify the things that Goldilocks found comfortable. The teacher informs students that we are all different. What may be comfortable for you may not be comfortable for someone else. Discuss: Would the same things have been comfortable for Papa Bear and Mama Bear (or Baby Bear)?
- ❖ The teacher reads the following situations one at a time calling on responses from students for each situation.
Describe how you might feel when...
 - opening a present
 - visiting someone in hospital
 - listening to music
 - receiving a merit certificate
 - swimming in a deep pool
 - being sick with a cold
 - being teased
 - mum has a new baby.

extension

- ❖ Create a graph to represent student responses to the question:
 - In which of these situations do you feel comfortable?
 The teacher suggests situations most relevant to students eg



main idea

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

Display and discuss why there are different responses.

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

conclusion

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

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

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

Warning signals

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

field building

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

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

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

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

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

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

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

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

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

core learning

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





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

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

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

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

extension

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

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

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

conclusion

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

Safe and unsafe situations

field building

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

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

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

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

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

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

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

main idea

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



Discuss NO GO TELL strategies during the walk.

Create a picture board or display illustrating students' findings.

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

core learning

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

Discussion based on the questions:

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

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

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

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

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

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

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

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

Discuss:

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

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

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

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

conclusion

- ❖ The teacher relates the following scenario to students.

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

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

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

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

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

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

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



main idea

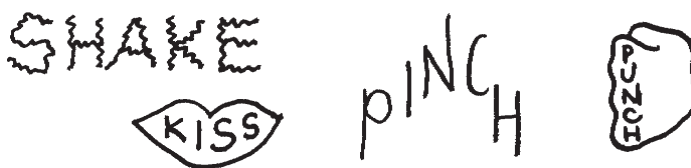
There are different kinds of touch. I can tell if touch is OK or not OK by thinking about the five factors: WHO? WHAT? WHEN? WHERE? and HOW?

Kinds of touch

field building

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

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



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

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

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

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

core learning

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

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

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

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

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

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

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

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

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

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

extension

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

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



