


Theme 2: Power in relationships

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

STAGE 1

Overview

When discussing power in relationships, particular attention is given to building confidence in relationships which are positive and caring. Skills in establishing and maintaining positive relationships, including accepted cultural practices related to caring touch, are reinforced.

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

Focus Areas

Early Stage 1

Relationships

Trust

Rights and responsibilities

Wanted and unwanted touching

Stage 1

Relationships

Rights and responsibilities

Caring for others

Privacy

Wanted and unwanted touching- permission

Unwanted touch- saying NO

Things to look for

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

Early Stage 1

Relationships

Can students:

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

Trust

- identify relationships where they trust another person?

Stage 1

Relationships

Can students:

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

Early Stage 1

Rights and responsibilities

Can students:

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

Wanted and unwanted touching

Can students:

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

Stage 1

Rights and responsibilities

Can students:

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

Caring for others

Can students:

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

Privacy

Can students:

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

Wanted and unwanted touch - permission

Can students:

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

Unwanted touch - Saying NO

Can students:

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

main idea

Relationships are connections I have with other people.

There are different kinds of relationships.

Have you read pages 2 to 12?

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

Relationships

field building

❖ Gather and display pictures of people interacting in social settings eg a family dinner, celebrations, sporting activities, BBQs, a dental visit, rodeos. Involve students in picture talks about the people in each picture and their connections.

- *The teacher needs to be inclusive and affirming of all the people that students consider to be their family.*

❖ Share stories involving relationships from the booklist such as *Are you my Mother?* by P D Eastman, *Sam's Sunday Dad* by Margaret Wild, or *Going For Oysters* by Jeanie Adams.

❖ Create a family picture gallery.

❖ Invite students' family members to meet the class and talk about themselves and their relationship with the student.

core learning

❖ Inform students that we have *relationships* with people we know. We have *connections* with them. We are *connected* to people in different ways. Brainstorm and record connections under the three categories:

- family (*mother, father, brother, aunty, step family, foster mum*)
 - friends (*same age, same sport, same interests/hobbies/likes, same school*)
 - people who help me (*teacher, doctor, shop keeper, mail deliverer, neighbour, coach, police officer*).
- *With students with disabilities, teachers aides or other support people should be included where appropriate as 'people who help us'.*

Discussion based on the following questions:

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

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

conclusion

A relationships chain

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

extension

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

Discuss: What is a friend?

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

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

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

Trust

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

field building

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



main idea

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



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

- ❖ Revise what is meant by *relationships*.

core learning

- ❖ Read one or more of the following scenarios.

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

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

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

Discussion based on the following questions:

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

- ❖ The teacher informs students that sometimes people we care about can break our trust. Read one or more of the following *What if?* situations:

- What if Thelma put the stickers in her bag to take home instead of on the teacher's desk?



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

Discussion based on the following questions:

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

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

conclusion

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

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

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

extension

- ❖ Discuss the question:

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

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

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

main idea

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



Rights and responsibilities

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

field building

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

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

core learning

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

Discussion based on the questions:

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

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

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

conclusion

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

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

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

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

extension

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

Wanted and unwanted touching

field building

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

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

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

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



main idea

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



core learning

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

Discussion based on the following questions:

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

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

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

conclusion

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

- ❖ Students draw and write to illustrate the following:

YES touching: ...

I get a YES feeling from this touching.

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

Have you read pages 2 to 12?

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

Relationships

field building

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

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

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

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

core learning

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

main idea

Relationships are connections I have with other people.

There are different kinds of relationships.

Relationships can change.



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

Discussion based on the following questions:

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

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

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

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

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

Discussion based on the following questions:

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



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

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

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

conclusion

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

The great thing about relationships is...

Encourage each student to contribute one idea.

extension

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

Rights and responsibilities

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

field building

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

main idea

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



main idea

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

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

core learning

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

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

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

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

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

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

conclusion

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

extension

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

Share as a class and display.

Caring for others

field building

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

Discussion based on the questions:

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

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

core learning

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

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

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

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

conclusion

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

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

extension

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



main idea

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

Privacy

field building

- ❖ Discuss class jobs.
Ask students: Who is currently *responsible* for assisting in classroom organisation (eg delivering messages, distributing pencil tins or scissors)? Go through each *responsibility* one at a time.
Reassign or vary the responsibilities.
- ❖ Alternatively introduce a class plan and design a list of responsibilities. Assign and roster students to specific tasks.
Ask students to explain what is meant by the word *responsibility*.

core learning

- ❖ Revise the concept of *private* and private body parts.
Review students' work from 'Rights and Responsibilities' about the needs of babies and toddlers and older children.
Inform students that the adults they have relationships with are *responsible* for caring for them in different ways. Their care should make students feel safe, protected and comfortable. Students are also becoming more responsible for themselves. The bodies and behaviour of older children are *their* responsibility.
- ❖ Read a story about babies, children and growing up from the booklist eg *Looking After Myself* by Sarah Leveté. Brainstorm some of the activities involved in caring for the baby or toddler in the story.
Discussion based on the questions:
 - Why is it necessary for parents or caregivers to touch the private parts of a baby?
 - Is it necessary for your parents or caregivers to touch the private parts of your body? Why? Why not?
 - When might it be necessary for someone to touch the private parts of your body?

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

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

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

extension

- ❖ Using the brainstorm list (from core learning), highlight in two colours, the activities involved in caring for a baby and those for caring for an older child.
In small groups of four or five students make one of the following collages or illustrations of:
 - parental activities involved in caring for a baby
 - parental activities involved in caring for an older child.
- ❖ Students respond: in the affirmative... hands up; in the negative... hands down.
 - To make this activity less threatening allow students the right not to participate.

The teacher poses the questions:

- How many of you think you need help to wash yourself?
- How many of you think you need help to dry yourself?
- How many of you think you need help to dress yourself?
- How many of you think another person needs to bath and dry a baby?
- How many of you think another person needs to dress a baby?
- How many of you think it is all right for another person to look at or touch the private parts of your body if you are not sick and you don't need help?
- How many of you think it is all right for an older or bigger person to look at or touch the private parts of your body if they are sore?

conclusion

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



main idea

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

Wanted and unwanted touch - permission

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

field building

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

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

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

core learning

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

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

Discuss:

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

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

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

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

Discussion based on the following questions:

- What body signals might Kian get when he sees his toy is broken?
- What feelings might Kian have? How is Kian being hurt? (Kian's feelings and thoughts are being hurt.)

In pairs students take turns to describe to their partner how they might feel if someone touched something of theirs without permission.

- What could you do? (Say NO - you can't touch it, GO and TELL someone so the person might stop. The person might also learn to ask permission next time.)
- What if the person is someone we have a relationship with, like a friend or family member?

Inform students this can be **confusing** because you don't want to damage the relationship. However it is always important to TELL a trusted adult about the situation so your thoughts and feelings won't be hurt and you will feel SAFE.

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

conclusion

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



main idea

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

Unwanted touch - saying NO

field building

- ❖ Discussion based on the following questions:
 - What does *permission* mean?
 - Who can give permission for you to use your friend's toy?
 - Who can give permission for you to use a school ball?
 - Who can give permission for you or your family to use the public park?
 - Who can give permission for you or your family to use a public bus?

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

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

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

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

OR

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

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

core learning

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

An unfinished story

After school, Nadia enjoys playing with her Lego in her cubby house at the back of the garage. Bill, a friend of the family, is visiting. Nadia is in her cubby house. Bill goes to the cubby house. Nadia is pleased to see Bill because he is much older than she is and very good at building lego. "Will you help me build a tower for this castle, Bill?" asks Nadia.

"Yes, sure," Bill says.

When they have finished building their first model Bill gets up, walks over to Nadia and cuddles her. Bill often gives Nadia a hug.

“Let’s make some furniture for the castle,” Nadia suggests. Bill starts to touch Nadia in a different way. He begins rubbing her bottom. Nadia remembers that this kind of touching is wrong, but she wants to stay friends with Bill. Bill keeps rubbing her bottom. Nadia is confused. She wants to go back to the house.

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

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

During the discussion the teacher should:

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

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

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





Discussion based on the following questions:

- Who can give permission for someone to touch or look at the private parts of your body? (You.)
- Who might you give permission to? (Doctor, nurse, parents, caregiver.)
- For what reasons might you give someone permission to look at or touch your private parts? (If you are sick, hurt or need help to look after yourself.)
- What if someone doesn't ask for permission? (Use the NO GO TELL strategy.)

conclusion

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

extension

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