

Theme 3: Protective strategies

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

STAGE 1

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

Early Stage 1

Safety strategies: NO GO TELL
Networks

Standing strong - saying NO
Prepared to GO

Happy and unhappy secrets
Telling - persistence
My strategies

Stage 1

Safety rules
Networks

Saying NO
Assertiveness
Prepared to GO

Happy and unhappy secrets
Telling
Persistence
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.

Early Stage 1	Stage 1
<p>Safety strategies - NO GO TELL</p> <p>Can students:</p> <ul style="list-style-type: none"> describe actions that should be taken when in an unsafe situation? (NO GO TELL) <p>Networks</p> <p>Can students:</p> <ul style="list-style-type: none"> identify four trusted adults from whom they could seek support? 	<p>Safety rules</p> <p>Can students:</p> <ul style="list-style-type: none"> identify rules intended to protect people from harm and injury? explain the need for rules for safe behaviour in familiar settings? <p>Networks</p> <p>Can students:</p> <ul style="list-style-type: none"> identify a support network of five appropriate adults? record contact details about these people?

Early Stage 1

Standing strong - Saying NO

Can students:

- demonstrate actions they can take when they feel upset, unsafe or bullied?

Prepared to GO

Can students:

- discuss or indicate a number of possible actions for safety? (NO GO TELL)

Happy and unhappy secrets

Can students:

- identify secrets which may be regarded as good to keep?
- identify secrets which should be told?
- discuss why it might be difficult to talk about some unhappy secrets?

Telling - persistence

Can students:

- discuss or indicate actions for dealing with unsafe situations when they are not listened to?

My strategies

Can students:

- identify actions they can take when they feel frightened, hurt, mixed up or unsafe and identify who can help them?

Stage 1

Saying NO

Can students:

- demonstrate assertive behaviour?
- recognise their right to say NO when feeling unsafe?

Assertiveness

Can students:

- compare assertive and non-assertive behaviour?
- discuss the likely consequences of assertive and non-assertive behaviours?
- identify unsafe situations where assertive behaviour is required?

Prepared to GO

Can students:

- identify a range of options for actions based on the NO GO TELL strategy?

Happy and unhappy secrets

Can students:

- identify unsafe situations where secrets should not be kept?
- describe actions for safety when dealing with a secret or a problem? (TELLING)

Telling

Can students:

- recognise the importance of TELLING when feeling mixed up or unsafe?
- describe positive aspects of communication such as showing care, encouraging and giving support?

Persistence

Can students:

- discuss the possible need for persistence when using the TELL strategy?

My strategies

Can students:

- predict consequences of actions which might be taken when feeling unsafe?
- identify strategies for dealing with unsafe situations?

main idea

Safety rules can help to keep me safe. If I am in an unsafe situation I need to say NO and to GO if I can and to tell someone about it.

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.

Safety strategies: NO GO TELL

field building

❖ Discuss and list rules we have to keep us safe:

- a) at home:
 - not answering the door to strangers
 - not touching machinery or tools
 - not playing with matches
 - staying away from the dam or river.

The video *Safety Inside the Home* may be incorporated.

b) at school:

- staying within bounds
- not running inside buildings
- not playing in the car park
- staying with the teacher or the group when on excursions.

❖ Read a story in which the character has a clear set of safety rules to follow, eg *Red Riding Hood's* rules were:

- stay on the path
- go straight to Grandma's
- don't play on the way
- don't talk to strangers.

Discuss what happened to Red Riding Hood when she forgot her safety rules.

Reread the story of *Little Red Riding Hood* pausing at appropriate sections to ask students:

- What body signals might Red Riding Hood be experiencing now?

core learning

❖ Introduce the NO GO TELL flashcards (appendices 5, 6 and 7).

Explain that NO GO TELL are strategies that children can use when they experience NO feelings or feel unsafe.

Discussion based on the following questions:

- Was Red Riding Hood able to say NO to the wolf? (No.)
- Was that OK? (Yes, because she used GO and TELL strategies.)
- How did Red Riding Hood GO from the situation?
- How did Red Riding Hood TELL about the situation?

- *The teacher should acknowledge to students that*
- *sometimes it can be very hard to say NO and to GO away*
- *from a difficult situation, but children should always try to*
- *TELL someone about the situation. Discuss how sometimes*
- *warning signals can make your body do strange things such*
- *as freeze!*

conclusion

- ❖ With the flashcards as a guide, students draw or paint to illustrate how Red Riding Hood used the strategies to help her.

Networks

field building

- ❖ Read the story *Wilfred Gordon McDonald Partridge* by Mem Fox or another story about relationships from the booklist. Discuss the qualities of the trusting friendship between a child and the adult.
- ❖ Play some trust building games such as leading a blindfolded partner through a class-made maze.

core learning

- ❖ Explain to students that we can GO to and TELL some adults if we have a problem and that these adults are called NETWORK people. Brainstorm a list of adults that most students in the class would know (eg school staff members, parents and community members who visit the school and the shopkeeper at the nearby shop). Tick, in turn, those on the list that students:

- like
- trust
- have YES feelings about.

Circle the names of the adults to whom most students feel they could GO and could TELL about unsafe situations or unhappy secrets.

- Talk about the importance of liking and trusting these people.
- Explain that it is good to choose people with whom they feel comfortable.
- Also explain that a NETWORK should consist of people from a variety of places where the student spends time.
- ❖ Help the students select four adults, who may or may not be included in the above list, for their personal networks and make a visual representation of them, eg
 - a row of houses in which to draw or paint network people
 - a flower with the adults at home in the centre and petals for other network members
 - a chain of paper dolls.

main idea

Having a number of adults for my network is very important. I can use my network for help and support.

main idea

When I say NO I need to use my body and say NO in a strong way.

- *It is often hard for younger students to make appropriate choices about network people and individual discussion*
- *may be needed about the inclusion of people such as a politician, sports hero or a TV soap star.*
- *To clarify whether some selections are appropriate, ask students to explain why they have included particular adults in their networks.*

extension

- ❖ Students make paper bag or paper plate puppets to depict a member of their network.
Students can practise TELLING their network puppet about a problem before the class, in groups, pairs or in private.
- ❖ Teach songs used or adapted for use in the context of networking eg *How Many People Are In Your Network?*
(How Many People Live In Your House?)
Individualise songs for each student.

Standing strong - saying NO

- *When working with students with special needs many activities about protective strategies may need significant modification. Skills required for this focus area - saying NO and GOING from an unsafe situation could present difficulties for students with physical disabilities or communication disorders. It is important instead, to focus on activities about networking and communicating concerns, modifying them according to the abilities and needs of students.*

field building

- ❖ Read stories about communication from the booklist such as *Get Into Bed!* by Virginia Miller or *Contrary Mary* by Anita Jeram.
Inform students that we use our bodies to communicate how we feel about something. This is described as *body language*.
- ❖ Demonstrate to students the following statements both with and without body language: *“I feel very pleased that you did that.” “I feel very disappointed that you did that.”* Discuss the difference in the way feelings were communicated by body language.

core learning

- ❖ The whole group practises individually saying YES or NO in a strong way to the following “What if...” questions as the teacher reads them. Students are instructed to respond as clearly and strongly as they can.



- What if a big kid said, “Give me your money!”
- What if your friends were saying, “Come on! Jump off the top of the climbing equipment!”
- What if your mother asked you, “Do you want to go to the zoo tomorrow?”
- What if your brother told you to let the chooks (or the dog) out?
- What if your cousin told you to go and pat a big growling dog?
- What if I offered you some fruit?

One or more students are selected to demonstrate strong body language to some of the suggested questions. A range of appropriate responses is accepted.

- *Using body language and saying NO in a strong way can be a difficult skill for students at this stage. It is important that they have frequent opportunities to rehearse the skills in order for them to be utilised when in an unsafe or potentially abusive situation.*

❖ Discuss the different body language observed for YES and NO responses. Ask: *Which body language sent the strongest message?*

- *There are culturally different ways of demonstrating assertiveness. For example, direct eye contact might be regarded as aggression in some cultures. The teacher needs to accept individual ways of demonstrating strong, insistent behaviour.*

Body language	YES	NO!
body shape	square shoulders	square shoulders
face	smile	straight face
eyes	eye to eye	staring
head	nodding	shaking
words	YES!	NO!
arms	hugging	by side
voice	out loud	strong

Compile a simple matrix similar to the example given above. Call upon suggestions from students about the body language they demonstrated or observed. Drawn images may assist non-readers.

main idea

*Before I GO I need
to decide where
I will GO to.*



Prepared to GO

field building

- ❖ Read or view stories where characters GO, or leave a situation when they feel unsafe eg *City Mouse Country Mouse* or *Pigs and Honey* by Jeannie Adams.
- ❖ Go for a town or community walk and identify safe places and people who could help children be safe if they had to GO. Talk about reading signs and identifying people in authority in various places eg shopkeepers or transport employees. Discuss uniforms.
 - *Discussion could be modified to include useful ways of communicating with safe people eg two-way radio, symbol boards.*
- ❖ Revise the NO GO TELL flash cards. Brainstorm ways to GO eg *run, walk fast, walk slowly, creep, sneak, stride confidently*. Create a list and practise each way to GO. Practise again in a variety of ways to music or percussion.

core learning

- ❖ Use the NO GO TELL flash cards. Briefly revise NO feelings and warning signals. Discuss: *If you are unsafe or are having NO feelings or warning signals can you always GO? (No.)*

Provide examples for discussion, such as:

- What if, when Red Riding Hood woke up, the door and the windows were locked?
- What if, Emma was at a friend's place a long way out of town when she felt her warning signal?
- What if Cheng was in bed late at night and he felt unsafe?

Discuss for each situation:

- Could Red Riding Hood (Emma/Cheng) GO?
- Where could she (or he) GO to?
- When could she (or he) GO? (As soon as it is possible to GO.)
- How could she (or he) GO? (Refer to the list from field building).
- Who could she (or he) TELL about the unsafe feelings?

- *It is important to encourage students to think about future action (to GO or TELL later) if GO is not immediately possible.*

Discussion based on the following questions:

- When it is possible to GO away from an unsafe situation, how does it feel to be safe? (Discuss feelings and body signals.)

- What might have happened to Red Riding Hood's warning signals when she felt safe? (Discuss the concept of *relief*.) Role play the *relief* Red Riding Hood might have experienced when she found the woodcutter.)

- *The feeling of 'relief' can be experienced by students if they demonstrate their body signals of feeling tense or frightened, hold the feeling for several seconds and on direction from the teacher, purposefully relax. The teacher may relate the last part of the story of Little Red Riding Hood to assist students role play her relief.*

conclusion

- ❖ Create a class picture board of students' illustrations about *Our Favourite Safe Places*.

Happy and unhappy secrets

field building

- ❖ Teach a song about being happy eg *Happy Me, I Feel Happy, If you're Happy and You Know It*.
- ❖ Revise body signals that you may have when you are feeling happy. Revise those you may have when you feel unhappy.
- ❖ Create a class *Things that make me happy* pictograph.
- ❖ Discuss: What is a happy secret?

Make a list of *happy* secrets that we like to keep, eg

- a surprise birthday party
- a present for a special friend.

Before recording each suggestion check with the student how they would feel if they were keeping this secret. If secrets which give unhappy feelings are offered they are not recorded or recorded separately.

- *Students are likely to volunteer secrets which are fun and exciting to keep as well as some which are deceitful or complicit. It is important that secrets are not labelled 'good' or 'bad' - instead they are labelled 'happy' or 'unhappy' secrets, according to the feelings they experience when asked to keep them.*

Discuss why it is OK to keep happy secrets and not to tell anyone, eg

- They make us happy or excited.
- No one is being hurt by keeping the secret.
- You have a positive YES feeling about the secret.

core learning

- ❖ Read the book: *The Trouble with Secrets* by Karen Johnson or another book about secrets from the booklist.

Discuss the secrets mentioned.

main idea

Most secrets are happy secrets. If a secret is unhappy it can be hard to talk about it. However it is important to tell an adult you trust about an unhappy secret.



Explain that if you get a WARNING SIGN, a NO feeling or someone is being hurt, it is OK to TELL someone you trust about the unhappy secret (refer to students' networks).

- ❖ Students register whether the following secrets are happy or unhappy by a 😊 or a ☹️ by writing or responding appropriately eg by nodding or shaking heads.

Verbally pose secrets such as:

- you are told not to tell your friend about a surprise party
- your sister tells you to keep a secret about how she is going to the shops instead of going to school
- some classmates stole some stickers and said they would hit you if you told
- you have a present for the person who looks after you hidden under your bed
- you are asked by your Dad not to tell anyone where his favourite fishing spot is.

- ❖ Revise the story *Little Red Riding Hood*.

Explain that it would be hard for Red Riding Hood to tell her mother that she talked to the Big Bad Wolf, who was a stranger, and gave him information about herself. Red Riding Hood may feel guilty for having broken the safety rules. She may not want her mother to find out. She might think her mother will be angry or won't believe her.

Inform students that sometimes we have experiences that are hard to talk about. Ask students if they have felt like Red Riding Hood before.

Pose the situation: What if the Wolf had told Red Riding Hood not to TELL anyone that she had ever seen him - and that he would hurt her if she told?

- How might Red Riding Hood feel? (Scared, worried.)
- What body signals might she get? (Sick tummy, sweaty hands.)
- In what ways could Red Riding Hood be getting hurt? (Her feelings or her thinking might be hurt.)

- ❖ Introduce the word *threat*. Explain that in the above situation the wolf made a *threat* to Red Riding Hood. Explain that a threat is when someone tries to scare you to do something you don't want to do. Discuss:

- Who has ever had a threat?
- What happens to your feelings and thinking if someone makes a threat to you?
- Should Red Riding Hood TELL her unhappy secret? (Yes.)
- Who could she TELL? (A network person.)

Explain to students that even if they think that they have helped make a problem (or they have done something wrong like Red

Riding Hood when she forgot the safety rules) it is very important to TELL a trusted adult about an unhappy secret.

- *Following these activities students may wish to tell teachers that they have a personal secret. Never ask the student to disclose his or her secret. However it is important to confirm whether the secret is a happy or unhappy secret.*
- *If the secret is an unhappy secret, further questions such as “Who else knows this secret?” “What will happen if you tell?” should be asked to determine whether the situation needs to be reported to the principal for notification.*
- *NB. If concerns are held it is not the teacher’s role to find out detailed information but to report the situation to the principal or to personally notify the Department of Community Services.*

extension

- ❖ Role play Red Riding Hood telling a network person about what happened to her and how she felt when she told.

conclusion

- ❖ Play *Chinese Whispers* and send around positive messages about what students have learned in child protection education.

Messages might include:

- It’s important to have a network.
- Say NO, GO if you can and always TELL.
- Body signals give me important messages.
- If I have a warning signal I have to stop and think about what I should do.

Telling - persistence

field building

- ❖ View a video or pictures showing persistent behaviour eg creatures such as ants, birds or spiders building homes. Introduce the word *persistence*.

- *The term ‘persistence’ should be used by the teacher.*
- *Although it is not necessary for students to use the term at this stage it is important that it is introduced because persistence is an important concept in child protection.*
- *Initial exposure to correct vocabulary expedites concept register providing a ‘coathanger’ for attaching further understandings. It is then unnecessary for students to later ‘unlearn’ and substitute correct vocabulary for ‘easier’ approximations.*

- ❖ Set some ‘challenge skill tasks’ requiring persistence eg tower building, string beading or jigsaw puzzle solving.



main idea

TELLING can be hard.

Sometimes people don’t listen. I have to keep telling until someone listens if I’m feeling unsafe or having warning signals.



- ❖ Read stories about persistence eg *Aranea : A Story About a Spider* by Jenny Wagner or *Are You My Mother?* by P D Eastman. Explain how Aranea had a problem but persisted. Create a simple, shared definition of persistence. Summarise the story to focus on Aranea's (or another character's) persistence.
- ❖ Ask students to give examples of a time when they wanted to talk to someone but that person did not listen or pay attention.
List the reasons why, eg
 - they were in a hurry
 - they were helping someone else
 - they were too busy
 - they were too tired
 - they were doing something else.
- ❖ As a class, improvise on the text of *Who will be my mother?* (The Storybox, Level One) stating a new problem, eg
 - "Mum, mum, will you help me?"
 - "I am busy gardening, I cannot help you."
 Use the lists of people from earlier class discussions about 'Networks' or 'Relationships' (Theme 2) to create a jointly constructed class story.

core learning

- ❖ Pose a relevant problem for students to solve eg *You haven't got any lunch because the person who makes your lunch forgot today.* Discuss:
 - How might you feel? (Worried, sick, hungry.)
 - What body signals might you experience? (Lumpy tummy, sweaty hands.)
 - What could you do? (Display the NO GO TELL cards. Ask students: Do you need to say NO? (No.) Where could you GO? Who could you TELL?)
 - What if they don't help you? (You need to be persistent or try and try again.)

Role play the problem using puppets or toys. Set up three students to be helpers - a friend, a parent (or canteen helper) and a teacher. Label them with hats or stickers.

Assign each of the three helpers with a response card such as:

- *I'm too busy*
- *I don't believe you*
- *Let me help you.*

Complete the role play several times so a number of students have a turn. Remind students to communicate assertively (in a strong way) and use a strong clear voice and strong body language.

- Reinforce the concept of 'persistence' by reminding students as they rehearse not to be 'put off' if someone they try to tell doesn't listen or respond. If appropriate link this to the idea of having four network people to GO to and TELL.

- ❖ Ensure there is a quiet secure atmosphere in the classroom. Students close their eyes and *imagine...*
 - How might it feel if no one listens to you when you have warning signals or NO feelings. Think about your body signals (pause)...
 - Pretend you have told a trusted adult but they didn't listen (pause)....
Instruct students to take a deep breathe, imagine themselves being assertive (acting in a strong way) and telling the trusted adult again.
 - They believe you! Discuss: How do you feel now? (Remind students about the relief feeling.) Ask students to demonstrate their relief feelings.

conclusion

- ❖ Play a favourite class game to relax students and conclude the session.

My strategies

field building

Kids Can Say No

- ❖ The teacher should be familiar with the video before using it with students. From time to time asterisks appear at the bottom of the screen. This signals a logical breaking point for discussion. Teaching notes accompany the video.
View the video with students to revise child protection education concepts.

core learning

- ❖ Read or look at some of the resources students in the class have created so far in child protection education.
Discuss students' favourite activities. Practise role playing NO GO TELL with the flash cards.
- ❖ Introduce students to a simple brainstorming exercise in problem solving.
Ask for responses to a series of *If?* situations.
Suggested situations:
 - If someone was hurting you in the playground, what could you do?



main idea

*I can use the NO GO
TELL strategies to help
me when I have a NO
feeling or am unsafe.*



- If someone gave you a cuddle and you had a big NO feeling about the way they were touching you, what could you do?
- If someone wanted you to cross a busy road and there was no crossing for pedestrians, what could you do?
- If you were asked to touch another person in a way that gave you a WARNING SIGNAL, what could you do?
- If you were in your cubby house and someone touched a private part of your body and said that you mustn't tell, what could you do?

Guide students to consider the NO GO TELL strategy as the safest solution to each situation.

Reinforce that no one, even someone a person likes, has the right to touch another person in a way that makes them feel unsafe.

- *Encourage students to think of as many protective responses as possible. Research shows that children who are most effective in actually responding to unsafe situations are not those who can suggest the best response but those who can suggest a number of useful responses.*

conclusion

- ❖ Choose a favourite folk tale character, eg Jack, from *Jack and the Beanstalk* or Hansel or Gretel, from *Hansel and Gretel*.

Make a class big book based on this character with an emphasis on 'keeping safe'.

Throughout the text intersperse child protection concepts where they are relevant to the story, such as:

- YES or NO feelings
- warning signals
- safe or unsafe situations
- safety rules
- touching
- secrets and
- networking.

Students illustrate sections of the story.

- ❖ When the book is completed share the big book with another class.
- ❖ Alternatively, create a class play based on a folk tale, interspersed with child protection concepts where relevant. Do this with another class and class teacher or alone. Perform for a parent or student audience or video tape if possible.

extension

- ❖ Hold an information sharing session about child protection education. Invite parents and caregivers to view work created by students during child protection activities.
 - *The extension activity may also provide an opportunity to familiarise other staff members, particularly those who are new to child protection education activities in Early Stage 1.*



main idea

Rules can help keep me safe. It's hard to have rules for everything but feelings and body indicators can help me decide if I am safe or unsafe.

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.

Safety rules

field building

- ❖ View the video *Safety Around Water*. Discuss safe behaviours around water.
- ❖ View a number of pictures of places or situations requiring safety eg a building site, a kitchen, a sports activity, a shearing shed. Identify some of the unsafe aspects of each. Discuss ways that people keep themselves safe when they are in these places.

- *When discussing potentially unsafe situations the teacher should use, and encourage students to use, conditional language eg if...might happen/could happen. In reinforcing safe behaviours it is important not to promote unnecessary anxiety for students.*

- ❖ The teacher has collected a number of safety items such as a hard hat, work boots, soft ball gloves and masks, goggles or shin pads. Students examine these items.

Discussion based on the following questions:

- How do these help keep you safe? (They protect your body from possible injury.)
- What could happen if you ignored the safety items or didn't use them? (You could get hurt or injured.)
- How do we try to get people to remember to use or follow safety items? Guide the discussion to rule making, rule teaching and display of rules.

Discuss some rules that are easy to remember eg 'Slip, slop, slap', 'No hat, play in the shade'.

core learning

- ❖ Students form six or seven groups. Each group is assigned one of the topics such as:
 - kitchen
 - transport
 - hot objects (such as heaters, hairdryers, kettles)
 - school bus
 - home
 - farm shed

- sport
- fun parks or shows
- school.

Groups brainstorm and list some of the safety rules used by people in that place eg fun parks - children under 14 need an adult with them, if their height is less than 1.5 metres they can't go on some rides.

Groups share their findings and ideas with the class. Display the lists of rules for the next activity.

- ❖ Discussion based on the following questions:
 - What are some similarities or differences between these lists of safety rules?
 - What is the purpose of the rules? (To try to prevent accidents, injuries or harm.)
 - Can rules keep you safe by themselves? (No. You need to know the rules and follow them. Even then accidents and injuries could still happen.)
 - Can you have a rule for everything? Why? Why not? (No. In the playground instead of 'walk on the asphalt', 'don't play in the garden', 'don't climb the fences' and so on, it is better to say 'play safely'.)
 - What if you don't know the rules? (If you are in danger you might have a warning signal. It is important to trust your body signals and feelings. If you feel unsafe you can use your child protection education strategy- NO GO TELL!)
- *It is important that students understand that NO GO TELL is a safety strategy not a rule. As it is recognised that children cannot always use this strategy it is crucial that they do not feel somehow to blame in an abusive situation because they did not 'follow' the strategy.*

conclusion

- ❖ Individually or in groups students design a safety sign for the NO GO TELL strategy. Make sure it can be easily understood particularly by children. Share with an audience and display in the school.



main idea

Having a support network of adults I can trust is very important. I can go to my network to talk about warning signals, uncomfortable feelings or unhappy secrets. My network is there for help and support.

Networks

field building

- ❖ Engage students in trust activities eg leaning back and pushing their partner to support them, being led blindfolded.

Talk about what is involved in a trusting relationship.

- *Trust can be a difficult, abstract concept. If the concept requires further development, activities from Early Stage 1*
- *'Trust' can be adapted as additional field building activities.*

- ❖ Using a picture stimulus or a story, clarify the meaning of the word *adult*. *What is an adult?* (An adult is a grown up. Grown ups have a responsibility for caring for children.)

Clarify as well what is meant by the words *children, teenagers and adolescents*.

Students create a picture file for each using magazine cut outs. Display.

core learning

- ❖ Inform students that everyone needs to know exactly who they can trust, so that if they feel unsafe or something or someone is hurting them they have a group of trusted adults from whom they can choose someone to talk to.

Students individually make a list of the following:

All the adults I could tell if I am worried about something.

- *It may be necessary to clarify the approximate age of some selected adults because young children's perceptions of age are not always accurate. Students need guidance to make selections across a range of contexts eg neighbour, relative, friend, school community member. Network choices should not all be people from the same family or who live in the same house.*

Students review their lists in response to the questions:

- Which adults on your list are good listeners? (tick or highlight) Why?
- If you told the adults on your list about a problem, do you think they would believe you? (another tick)
- Do you feel they would help you? (another tick)
- Are they easy to contact? (another tick)

- ❖ From their lists students select the five adults with the most ticks. Students create a visual representation of their network of five adults. Three suggestions follow:

- a) Students draw or paint five balloons.

In each balloon they write the name of an adult they could tell about a problem. Students may wish to draw or paint faces on the balloons.

- b) Students cut out a paper flower stem and a flower centre on which they write their name. Students then write the names of five people on five petals cut from coloured paper. Use glue to form a network flower.

Display flowers together to form a class network garden. The main idea could be added as a caption.

- c) Students paint a picture of five people they could TELL if they had a warning signal or were feeling unsafe. Cut out and link them to form a chain. For example, father - neighbour - family friend - teacher - aunt.

- *Visual representation of students' networks is an important aspect of reinforcing the concept.*

- ❖ Students identify and record details about each of their network members such as:

- Their name - eg Marion Brown
- Relationship - eg my friend and neighbour
- Address - eg 27 Safety Street, Talkville
- Phone No. - eg 9876-5432.

- *Clarification of details about network choices assists students to become more familiar with these people as well as indicating to the teacher where inappropriate choices have been made eg deceased relatives or media stars.*

- *Where school staff are included it may not be appropriate to identify specific details such as given names and home addresses and telephone numbers. However, ensure that some method of contact is provided.*

- *Students' networks need to be reviewed at least twice yearly to account for changing relationships, residences and other circumstances.*

- ❖ Students generalise to answer the following question in one or two sentences and a picture.

- Who can I tell if someone touches private parts of my body?





main idea

Saying NO can be hard sometimes.

When I can say NO I need to say it in a strong, clear way.

Using body language can help make my message clearer.

conclusion

- ❖ Engage students in an activity where they introduce members of their network to the class either in small groups or to the whole class. Encourage students to plan a formal introduction such as:

“This is Marion. She is my neighbour. She lives next door to me. I chose her because she is kind and she listens to me.”

extension

Students write a letter or send an e-mail to one or more adults on their network to explain the concept eg

Dear Uncle Kevin

You are on my network. I can talk to you if I am feeling uncomfortable, unsafe or hurt. I hope you will listen.

Love Moshe.

- *The inclusion of a covering message briefly explaining the context of the message may be appropriate eg they have been nominated by the student as someone he/she can trust, talk to, be believed by and would help if the student felt unsafe. Caution needs to be taken when using public communications systems so that personal details about children are not made available to other users.*

Saying NO

- *It is important that students are provided with frequent opportunities to practise the skill of saying NO assertively as it is a difficult skill for many students.*

- *In the role plays reinforce the use of appropriate body language and a strong clear voice. Share good examples of assertive behaviour as a class on an ongoing basis.*

- *NB. When working with students with special needs many activities about protective strategies, particularly assertiveness, may need significant modification. Some skills required for this focus area - saying NO and GOING from an unsafe situation could present difficulties for students with physical disabilities or communication disorders. It is important instead, to focus on activities about networking and communicating concerns, modifying them according to the abilities and needs of students.*

field building

- ❖ Read a story about an unsafe situation from the booklist eg *Nolly and Groogle, the Gillows of Crimpley Creek* by S Gordon and S Litt. Pose the question: What should you do if you have a warning signal or you feel unsafe?

The teacher emphasises that it is all right to say NO if someone makes you feel threatened or unsafe.

- ❖ Inform students that there are many ways of saying NO. Make a game where the students each have to invent different ways of saying NO eg in a soft voice, in a squeaky voice, with a laugh, NO NO NO, no with a questioning voice, no while nodding or rolling eyes.)

core learning

- ❖ Discuss *body language*.

Students try to guess what message the teacher, without speaking but with exaggerated body language, is sending eg I'm surprised, STOP that, I'm not happy.

Students in pairs take turns to send messages to their partner with body language. Partners try to guess the message.

- ❖ Inform students that to say NO in a strong, clear way we need to use our voice and body language together.

Individual students demonstrate to the class ways to use body language to say NO clearly. Discuss.

Record descriptions of gestures and expressions on a body outline eg label *eye to eye, non-smiling face, folded arms, clear voice*.

- *Different cultures have very different perceptions of*
- *Anglo-celtic assertive and aggressive behaviour. Some*
- *cultures emphasise group cooperation and non-*
- *competitiveness; others emphasise individual*
- *competitiveness and self assertion. There are culturally*
- *different ways of regarding assertive behaviour in children*
- *and there are different limits imposed on children being*
- *assertive. Self-protection requires a degree of*
- *assertiveness, and in a situation where personal safety is*
- *threatened, assertiveness skills are often necessary.*

- ❖ Practice in saying NO.

The teacher models the activity with a student, eg *Petra has some money to buy fruit at the canteen. Her friend Molly wants Petra to buy lollies*. The teacher demonstrates assertive behaviour "NO, I want to buy fruit!"

Students work in pairs and practise saying NO and giving a reason if they can, eg "NO, it's too dangerous to cross the road here!" This should not be said in an aggressive or offensive way.





Suggestions for other situations:

- A friend wants you to cross a busy road. There is no pedestrian crossing.
- Some friends want you to go to their house to play. Your parents told you to come straight home.
- Your brother wants you to bike ride in the school grounds on the weekend but the Principal has said you do not have permission.
- Your uncle wants you to sit on his lap and cuddle him. You don't like his rough beard.
- Your older sister wants you to watch a scary movie. You don't want to.
- Your friend wants you to catch tadpoles but you know that it is unsafe and you don't have your parents' permission.

- *If necessary during core activities, also demonstrate aggressive behaviour. Inform students that this is undesirable behaviour and not an effective way of saying NO in most situations. Debriefing is required after role plays.*

extension

- ❖ Inform students that it can sometimes be hard to say NO to others.

Discuss:

- Who might it be hard to say NO to? (Refer to relationships eg family or friends.)
- Why might it be hard to say NO sometimes? (Guide the discussion to feeling *mixed up* or *confused*. Sometimes you aren't sure if you are safe or unsafe because someone you care for is with you. You might not want to upset this person or make a problem.)

Sometimes you can be confused about whether a touch is OK because the WHO factor is OK but the kind of touching (the WHAT or the HOW) is not OK.

- Should you say NO in these situations?
- How can you say NO in these situations? (By saying NO and giving a reason in a respectful but strong way eg NO Uncle, I have to go to school now.)

The teacher informs students that if the other person is upset or angry or if there is a problem it is not their fault. You have a right to be safe. The other person is at fault for causing you to feel confused or unsafe.

- *Students need to be aware that when they have mixed up or confused feelings as a warning signal it is a strong indicator that they need to talk to a trusted adult.*
- *Teachers should be aware that some students may believe that they can never question the authority of an older or bigger person. Remind students that if an older or bigger person makes you feel confused or unsafe, it is all right to say NO or refuse a request made by them.*

Assertiveness

field building

- ❖ Play the game *Lion, Mouse, Elephant*. Choose students to role play how each says NO.
 - The lion stands arrogantly and says NO with a roaring voice.
 - The mouse stands timidly and says NO softly.
 - The elephant stands proudly and says NO in a clear, strong way.

Introduce the words assertive and non-assertive. Explain that the elephant says NO in an assertive way and the mouse says NO in a non-assertive way. The teacher may wish to explain that the lion says NO in an aggressive way.

Create a shared meaning for *assertive* and an opposite meaning for non-assertive.

- *An example of a shared meaning might be: assertive is strong and clear, non-assertive is weak and unclear and aggressive is fierce. 'Kitten, cat, lion' is a similar game which can be used.*

core learning

- ❖ The teacher reads the following situation.

John is walking to school. A Year 6 student comes up to him and asks him for his lunch money.

The teacher presents an overhead transparency of John 's choices (appendix 8).

Discuss each option and the likely consequences. Categorise each option into assertive and non-assertive behaviour. Discuss reasons for placement in each category.

- *Students may suggest aggressive options such as "I'd punch him". It is important to explore the likely consequences of this option and whether they would lead to personal safety or not. Aggressive options may be necessary in some extreme situations.*

main idea

Being assertive can help me when I have warning signals or feel unsafe.



- ❖ The teacher reads the first part of the unfinished story. Do not use class students' names in this story.

The unfinished story

Wanda is a teenager who often visits Susanna and her parents. She usually brings a present for Susanna. Susanna likes Wanda. She sometimes carries Susanna on her back. She often helps her to build tall buildings. They always use the lego blocks in Susanna's bedroom.

Wanda is very good at building lego. She builds boats, cars and bridges. Today she is building the Harbour Bridge. When it is nearly finished, she walks over to Susanna and gives her a cuddle. At first she enjoys the cuddle but Wanda begins to squeeze her tightly.

Then she whispers in her ear, "Let's close the door and take off your pants! Then we'll have an ice-cream." She squeezes her bottom. Susanna feels frightened but Wanda keeps touching her. She begins to wriggle.

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

- Wanda often visits Susanna.
- She also helps her to build tall buildings.
- They use the lego blocks in Susanna's bedroom.
- Wanda asks Susanna to take her pants off.

Buzz session (in pairs): What could Susanna do?

- ❖ Discussion based on the questions:

- Was Susanna in danger? Why?
- What did Wanda do that was wrong?
- Did Susanna do anything wrong?
(NB. The teacher emphasises that Susanna did nothing wrong.)
- What could Susanna do?
- Do you think Susanna should tell her parents about Wanda? Why?

During the discussion the teacher should:

- Remind students that Wanda's behaviour is wrong.
- Indicate that Susanna could protect herself by:
 - saying NO assertively (NO)
 - removing herself from the situation if she can (GO)
 - telling a trusted adult what has happened (TELL).

- ❖ Teacher rereads the unfinished story and continues the story.

Continuation:

Using a very loud voice Susanna says, "No, let me go!" Wanda is surprised and immediately drops her arms. Susanna runs out of her bedroom. Her mother hears her call out. Susanna tells her mother about Wanda. Her mother is pleased that Susanna told her about this.

Discussion based on the following questions:

- Would 'telling' her mother have been hard for Susanna? Why? Why not?
 - *The teacher reminds students that sometimes it can be very hard to say NO to an older, bigger or 'tougher' person or to remove oneself from a difficult situation.*

conclusion

Students draw a picture of Susanna and her mother after Susanna had told. Remind students that Susanna's mother was pleased that Susanna told her.

Share as a class.

Prepared to GO

field building

- ❖ Read books or view videos where characters GO or leave a situation where they feel unsafe eg *The Three Little Pigs, Hansel and Gretel, Jack and the Beanstalk*.
- ❖ Discussion on "Safety Houses" based on the following questions:
 - What are safety houses?
 - How can they help children?
 - Are there any safety houses nearby?
 - If so, where are they?

The video *Pete and Penny-Keeping Ourselves Safe* could be incorporated now, provided students have completed some activities from the theme 'Recognising Abuse'.

- ❖ Invite some local Safety House people to visit the class and talk to the students, and answer any questions.
 - *Many children often nominate safety houses as places they would go when they feel scared, but they are actually wary of approaching them independently.*



main idea

It is not always possible to GO but if I can I have to think about how and where to GO.



main idea

Some secrets should not be kept. There are many people I can tell if I have an unhappy secret. Someone will help me. Even if it is a secret problem I should always find someone I can tell.

core learning

❖ The teacher poses the question for discussion: Is it always possible to GO?

Discuss each of the following situations:

- Hannah was at her uncle’s place in an unfamiliar suburb when she felt her warning signals.
- Steven was at his babysitter Tara’s house when she showed him her private parts.
- Lessi was in a car with someone who wanted her to touch his private parts. The doors were locked.

Brainstorm in three lists some options for these children. Label or highlight in three colours the options that are consistent with the NO GO TELL strategies. Acknowledge that it may not always be possible to GO from unsafe situations but it is always important to try to TELL.

- *Accept all options but check each one with students to assess whether it is a safe option by asking “What might happen then? Would this be a safe option?” Do not refer to individual students who volunteered options nor cross any options out.*
- *It is important that the option of not being able to GO from each situation is discussed. Always reinforce the concept that children are never to blame if they can’t say NO or GO from a situation but they should always TELL someone as soon as they can.*

conclusion

❖ Students draw and write about one person or one place they would GO to if they felt unsafe.

Happy and unhappy secrets

- *When discussing secrets students may indicate that they wish to tell about a personal secret. Never ask the student to disclose his or her secret. However it is important to confirm whether the secret is a happy or unhappy secret.*
- *If the secret is an unhappy secret, further questions such as “Who else knows this secret?” “What will happen if you tell?” should be asked to determine whether the situation needs to be reported to the principal for notification.*
- *NB. If concerns are substantiated it is not the teacher’s role to find out more detailed information but to report the situation to the principal or to personally notify the Department of Community Services.*

field building

- ❖ Read a story about happy and unhappy secrets from the booklist such as *I Have a Secret* by J Nelson and M Duarle or *The Huge Bag of Worries* by Virginia Ironside.

Discussion based on the questions:

- What was the secret? (What were the secrets?)
- How did — feel about the secret?
- Was it a happy secret or an unhappy secret?
(Repeat for each secret in the book.)
- Have you ever had a happy secret? What was it?
- Is it OK to keep a happy secret?
- How do you feel when you keep an unhappy secret?
- Is it OK to keep an unhappy secret? What should you do?
(The teacher emphasises that a secret which makes you feel sad or confused, is an unhappy secret and should not be kept. It is always OK to tell a trusted adult about an unhappy secret.)

core learning

- ❖ The teacher reads some of the suggested secrets posing the following questions after each secret.

Is this:

- a happy secret (good to keep)... smile and put finger on lips;
- an unhappy secret (tell someone)... wave hands in the air.
- How might you feel keeping this secret? What body signals might you have?*
- What should you do about this secret?

Suggested secrets:

- 'Dad's present is a nice, woolly jumper. Don't tell him.'
- 'Someone has pulled the pipe off the toilet and it's flooding. Don't tell.'
- 'I put snails in a little Kindergarten boy's lunch box this morning. Don't tell anyone.'
- 'My sister is dressing up as a clown for the party. Don't tell anyone.'
- 'I bought a vase for Mother's Day. Don't tell my mum.'
- 'You're going to get bashed up after school. Don't tell anyone.'
- 'I'm going to hide the Easter eggs under the children's desks. Don't tell them.'

- * It is important to remind students to use body signals to gauge secrets especially if they have warning signals or mixed up feelings.





main idea

It is important that I tell a trusted adult if I am feeling mixed up, uncomfortable or unsafe or if I have an unhappy secret.

conclusion

- ❖ On paper students copy: 'A happy secret gives me a nice feeling.' Students write and draw about a happy secret.

extension

- ❖ Students write about a happy secret (real or imagined) in a secret code that only they can 'crack'. Alternatively a secret situation based on favourite characters from a folk tale or a story may be drawn in comic book or cartoon style.

- *If the teacher has concerns about the work produced by a student in the extension activity, questions may need to be asked to establish reasonable grounds for the concern such as "Does this person (or creature) have an unhappy secret? Who else (in the picture) knows about this secret? What might happen if the person (or creature) told the secret?"*
- *If the teacher still has concerns it may be necessary to ask "Is this person (or creature) like you or someone you know?"*
- *Concerns about the safety or future risk to the safety of a student, or a child the student knows, should be reported to the principal for notification or notified directly to the Department of Community Services.*

Telling

field building

- ❖ Revise NO GO TELL. Remind students that sometimes it can be hard to TELL.

core learning

- ❖ The teacher reads the following scenario to students. Do not use students' names:

Prayna was Daryl's friend. They played together all the time. After school they would visit each other's houses.

One afternoon when Daryl came to Prayna's house he saw the special watch that Prayna's new father had brought her from his trip to Switzerland.

Daryl liked the watch.

That night Prayna's watch was missing. She was very upset and her whole family searched everywhere. Prayna didn't sleep very well. (Pause)

Discuss:

- What body signals might Prayna have?
- What feelings might Prayna have?

A few weeks later when Prayna was playing at Daryl's house she saw her special watch in Daryl's school bag. She was certain it was her watch and told Daryl so. Daryl replied that it was his watch and his father had given it to him.

Prayna couldn't believe it. Daryl was her friend. He had lied. She didn't know what to do. She was sad and mixed up. When she went home, her mother asked her what was wrong but she didn't want to talk about it.

Prayna had a hot feeling in her tummy. She wanted to tell her mum but Daryl was her friend. Daryl's mother got very cross sometimes and Prayna didn't want Daryl to be punished. Prayna was very quiet and didn't want to play at Daryl's any more. She started having bad dreams. Prayna's mother could not understand it.

Discussion based on the following questions:

- Why was Prayna feeling mixed up? *(It is confusing when someone you have a relationship with hurts your feelings, thoughts or body. Because you care about them your feelings get mixed up.)
- Why didn't Prayna want to talk to her mother about it? (It was too hard, she was mixed up, she didn't want Daryl to get into trouble.)
- How do we know Prayna needed to talk to someone about her problem and her feelings? (She had warning signals - a hot feeling in her tummy and bad dreams. She was quiet and didn't want to play.)**
- What could happen if Prayna didn't tell? (Daryl could steal or take more things from other people. Prayna could keep feeling sad, mixed up and having bad dreams).
- Who could Prayna talk to about her problem? (Her mum, dad, grown up sister, teacher, neighbour.)
- What could happen for Prayna if she did tell? (She could feel better. She might feel relief, the bad dreams might stop or she might get her watch back.)

- * Encourage students to discuss the existing relationship of friendship and trust between Prayna and Daryl and reasons for her confusion about what he had done - her trust had been 'broken'.





- ***It is important to communicate that when a child feels mixed-up, uncomfortable or unsafe, it is an important warning signal.*
- *They should talk about it so they feel some relief and receive help to resolve the problem.*

- ❖ The teacher selects puppets which are suitable to take on the roles of Prayna and an adult (her mother or a trusted adult). In small groups of two or three, students role play various possible TELL situations eg Prayna telling her mum what has been happening.
- ❖ The teacher reads the rest of the story. Students are asked to close their eyes and imagine they are Prayna.....

Prayna's Aunty noticed that she had been upset for a long time and told Prayna that if she needed to talk they could.

Prayna told her Aunty what had happened and how she was worried and didn't want Daryl to be punished.

Prayna's Aunty told Prayna she was sensible to talk about her problem and that she would try to help.

Prayna's Aunty talked to Prayna's mother and Daryl's mother. A few days later Daryl came to give Prayna her watch back. Prayna felt much better.

conclusion

- ❖ The teacher poses the questions:
 - How might Prayna's feelings be hurt?
 - How might Prayna's thoughts about herself and her friendship with Daryl be hurt? The teacher selects some students who had role played a similar TELL situation to role play the situation for the class.
- ❖ Students fold a sheet of paper in half. On one half, they draw a picture of Prayna and some of her thoughts and feelings when her watch was missing.
On the other half, they draw a picture of how Prayna might be thinking and feeling when she gets her watch back.

Persistence

- *It is important for the teacher to use the term 'persistence' as it is an important concept in child protection.*

field building

- ❖ Discuss some examples of activities that require persistence for both creatures and people eg insects building a nest or a beehive or spiders making a web, hitting a soft ball off a tee, learning to skip, finishing a difficult puzzle, cross country walking.

Create a shared meaning for the word persistence (eg trying again and again until you have success).

core learning

- ❖ Ask students to think of possible reasons why people don't listen or act when we tell them something (eg they are in a hurry, they are busy, tired, doing something else, don't believe you or don't understand what you mean.)

Imagine you have an important message to tell. Ask students to suggest situations where they have important messages that they have to tell to someone. Role play some of these situations eg *The door of the canary's cage won't close properly and the canary might fly away.*

Choose a student to play the main role of trying to tell. Choose four other students to play the roles of other people who might be involved in the situation. These people do not listen or act upon what the first student tries to tell them.

Repeat the role play for another situation with different students. Change the ending of the role play so that the last person listens and acts on the important message.

Discuss:

- Is being persistent easy? (No. It is a big effort and can be difficult.)
- How can being persistent help? (You usually have success in the end.)

main idea

Telling can be hard.

Sometimes when I

TELL people they don't

listen or act. I have to

be persistent if I'm

feeling hurt or unsafe.





- ❖ The teacher reads the unfinished story. Do not use class students' names in this story.

An unfinished story

Len's mother is a doctor who works two nights a week at the local hospital. Uncle Kim always comes over on Sunday and Tuesday nights to cook dinner and look after Len while his mother is at work. Tonight, after eating dinner, Len goes to the bathroom, showers and puts on his pyjamas. When he is ready for bed he goes into the living room to kiss Uncle Kim goodnight.

'Sit down Len, I've got a big surprise for you,' says Uncle Kim smiling. Len is very excited and wonders what surprise his uncle has for him. 'I'm going to buy you a skateboard' says Uncle Kim.

'Uncle Kim, thank you, thank you,' cries Len and gives his uncle a big hug.

Uncle Kim gives him a hug. He rubs his hand over Len's back and slips his hand inside Len's pants.

'If you keep this a secret, I'll buy you a skateboard,' he whispers to Len. Len feels confused and sick in the stomach but he really wants a skateboard.

Students summarise the unfinished story. Teacher records the summary, for example:

- Uncle Kim minds Len when Len's mother works at night.
 - Uncle Kim slips his hand inside Len's pants and promises to buy him a skateboard.
 - Len feels confused and sick in the stomach.
- ❖ 'Buzz' session (in pairs): What could Len do?

Discussion based on the questions:

- How did Len know he was in danger?
- How does your body react to frightening situations?
- What did Uncle Kim do that was wrong?
- Did Len do anything wrong?
(NB. The teacher emphasises that Len did nothing wrong)
- What could Len do to stop Uncle Kim touching him?
- Should Len tell his mother? Why? Why not?
- Would it be hard to tell his mother about the touching? Why? Why not?

During the discussion the teacher should:

- Remind students that Uncle Kim's behaviour is wrong.

- Indicate that the child in the story could help protect himself by:
 - i. saying NO or DON'T assertively (NO)
 - ii. removing himself from the situations if he can (GO)
 - iii. telling a trusted adult what has happened (TELL).
 - *The teacher should also remind students that sometimes it can be very hard to say NO to another person or to remove oneself from a difficult situation.*
- ❖ Discuss the following:
 - What might happen if Len does tell but his mother is too tired or doesn't believe him?
 - How could Len be persistent? (Tell his mother again, in the morning when she's not tired. If she still doesn't believe him Len should tell other trusted adults in his network until someone does believe him.)
- ❖ Individually or in pairs students create a comic strip about some things that might happen when Len tells a number of trusted adults about his problem.

My strategies

- *Ensure that students' strategies are concrete and easily recalled by students. Skills need to be regularly revised and reinforced if they are to be accessed by students in real unsafe or abusive situations.*

field building

- ❖ Read or look at some of the resources students in the class have created so far in child protection education.
 Discuss the favourite activities students have. Choose some students to role play some of the situations in their stories, reports from group work, collages or illustrations that refer to the NO GO TELL strategies. The teacher may link role plays to the NO GO TELL cards from Early Stage 1 (appendices 5, 6 and 7).

main idea

There are strategies I can use to help me when I have a NO feeling or am unsafe.



core learning

- ❖ The teacher reads the unfinished story. Do not use the names of students in the class in this story.

An unfinished story

Every afternoon after school, Therese's big brother, Joe, takes care of her. Therese is a girl about your age. Most afternoons Therese and Joe watch television together. Sometimes Joe's friend Glen comes over. This afternoon Therese is in her bedroom looking through her card collection. Joe and Glen are in the lounge-room watching television. Joe calls out to Therese, 'I'm going to the shop to get the bread. Glen will stay here to mind you.'

'All right', calls Therese and continues playing.

'You go and change into your pyjamas while I'm gone because Mum and Dad will be home soon. You know they like you to be ready for bed when they get home,' Joe calls out.

'Oh, all right', answers Therese and goes into the bathroom closing the door behind her. Therese begins to wash and get changed when she hears a noise at the bathroom door. She turns around with a towel wrapped around her. Glen is standing at the door and is staring at Therese. Therese feels very uncomfortable.

She walks out past Glen and goes to her room. Glen follows her and offers to brush her hair. Therese allows him to do it because she gets a nice feeling when someone brushes her hair. But she becomes scared and confused when Glen pulls away her towel and stares at the private parts of her body. Therese's heart begins to thump and she knows she is in danger.

Students summarise the unfinished story. The teacher records the summary, for example:

- Every afternoon after school, Therese's big brother, Joe, takes care of her.
- Sometimes Joe's friend Glen comes over.
- Glen opens the bathroom door and looks at Therese who is standing with a towel wrapped around her.
- When Glen is brushing her hair she becomes scared and confused when Glen pulls away her towel and stares at the private parts of her body.

'Buzz' session (in pairs): What could Therese do?

- ❖ Discussion based on the following questions:
 - When did Therese first feel she was in danger?
 - What was the danger?



- What did Glen do that was wrong?
(NB. The teacher emphasises that Therese did nothing wrong.)
- What could Therese do now?
- What could she do later?

During the discussion the teacher should:

- remind students that Glen’s behaviour is wrong;
- indicate that Therese 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 should also tell students that sometimes it can be very hard to say NO or to remove oneself from a difficult situation.

- ❖ List the things Therese might do. Discuss the outcomes of each action, eg:
 - What might happen if Therese screamed?
 - What might happen if she ran away?

What could Therese do?	Consequences
tell her mother	<ul style="list-style-type: none"> her mother speaks to Glen her mother doesn’t believe her

conclusion

- ❖ Students each choose one of Therese’s options and describe it by predicting the outcome for Therese. This could be drawn or written. Sitting in a circle, students briefly present their work and state what they think are the best options for Therese.
(NB. The teacher indicates that there is no correct answer. Students should choose solutions that would make THEM feel safest.)

Drama presentation

- ❖ In small groups or as a whole class students rewrite as a play a popular story or folk tale (eg *Hansel and Gretel*) incorporating child protection education concepts. Students are asked to change the ending of the story as they wish.

Students perform for a student or parent audience. If it is possible arrange to video tape the performance or performances and make a copy for students to borrow to view at home.

- *Sharing examples of students’ work in child protection activities with a wide audience is an effective way of increasing community support. Evaluations of child protection programs indicate that community support can greatly enhance the learning outcomes of students. (Briggs and Hawkins 1997)*