Child Protection Education
Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education
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Introduction

Child protection is a sensitive, challenging area for school communities. Because children and young people are relatively powerless in abusive relationships they rely on responsible adults to intervene and to assist them.

The New South Wales Department of Education and Training, as an agency responsible for the care and welfare of students in schools, has a charter to protect the young people in its care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature.

It is the role of the Department to:

❖ provide educational programs in schools in child protection
❖ protect students in schools from abuse and neglect and to assist in the recognition of suspected child abuse and neglect
❖ provide on-going support to students within the normal duties of school staff.

Many schools have already developed child protection curriculum initiatives as part of Personal Development, Health and Physical Education (PDHPE) programs using Child Protection: Preventing Child Sexual Assault 7-12, Curriculum Statement K-12 and support materials (1989), and other child protection resources.

This document will assist teachers further in implementing child protection education within the framework of the NSW Board of Studies Personal Development, Health and Physical Education (PDHPE) Year 7-10 Syllabus (1991).
Aim

The aim of child protection education in secondary schools is to assist students to develop skills in:

❖ recognising and responding to unsafe or abusive situations
❖ exploring a range of protective strategies
❖ establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Rationale

Young people can learn ways to help protect themselves from abuse. They can be taught to:

❖ network with trusted people
❖ be aware that there are people and services to help them within their community
❖ formulate their own strategies for responding to unsafe or abusive situations.

It is important that students learn:

❖ about feeling safe and their right to be safe
❖ to identify the differences between positive and abusive relationships
❖ to differentiate between appropriate and inappropriate behaviours
❖ that they have a right to say NO to a person who treats them inappropriately or threatens their safety
❖ to let trusted people know about unsafe or uncomfortable situations
❖ personal safety strategies
❖ that they may have to persist with their own strategies in order to address the situation
❖ where help is available to children and young people within their communities.

The approach adopted in these support materials is widely supported by experts in the field of child abuse prevention. According to research (Daro 1992, Briggs and Hawkins 1997) school programs will be most effective if they:

❖ begin at the point of entry to school
❖ deal directly with relevant aspects of sexuality
❖ include scenarios dealing appropriately and specifically with child abuse
❖ enhance students’ support systems
❖ are integrated into ongoing curriculum
❖ raise awareness that
  – both boys and girls are at risk of child abuse
  – children and young people are more likely to be abused by known, liked and trusted people than by strangers
  – adolescents and children can also be abusive
  – manipulative and coercive behaviours can be used by abusers
  – protective strategies need to be practised as they can be difficult to use in abusive situations.

This approach is firmly grounded in theories of child and adolescent development. Children and young people are constantly involved in building up their understanding of the world by observing the way that other people deal with situations. These materials use the school community as a context for learning about relationships.

In these materials ‘child abuse’ is considered as a community issue which must be addressed if children are to be protected. The teaching and learning activities also encourage students to recognise and respond to abusive aspects of all relationships including peer relationships where bullying and harassment are particularly relevant.

A balanced perspective on child abuse

It is important for students to recognise that child protection is an issue for all children and young people.

It is also important that they understand that the term child abuse is used to refer to particular kinds of non-accidental harm to children and young people which are offences under the law, and require notification to the Department of Community Services (eg severe shaking of a baby or the sexual abuse of a child by an adult) in order to make the child safe.

Other cases may involve parents or others recognising that someone is experiencing difficulties caring for their children and that they may need help so that the children can be cared for properly.

As well as including child sexual, physical, emotional abuse and neglect, these materials address the dynamics of abuse in the broader framework of psychological manipulation, dating violence, cults and sexual harassment.

The peer group is often the first place students disclose child abuse or neglect. It is very important that the peer group knows how to support the child or young person and can encourage him or her to access adult support.

Further information on child abuse and neglect is provided in Appendix 1, page 151.
Key concepts in child protection education

**Theme 1: Recognising abuse**

- One thing that can jeopardise the personal safety and well-being of people is abuse within relationships.
- Abuse can take many forms including child abuse, bullying and harassment.
- Child abuse refers to situations where adults or caregivers abuse their power and do not provide adequate care and support for children or young people.
- Child sexual abuse is any sexual act or sexual threat imposed on a child (from 0 to 17 years). Adults or adolescents who perpetrate child sexual abuse exploit the dependency and immaturity of children. Coercion, which may be physical or psychological, is intrinsic to sexual abuse and differentiates such abuse from consensual peer activity (as quoted in the *Interagency Guidelines for Child Protection Intervention 1997*).
- Abuse can occur in all kinds of relationships, at home, at school, at work, in the community. It can occur in relationships which are close and others which are ‘not close’.
- Abuse:
  - undermines positive and healthy relationships
  - destroys trust
  - results in harm to those who experience it
  - is unacceptable.
- Abuse can cause harm to people’s bodies, emotions and thought processes. It can result in distorted thinking, low confidence and self blame.
- Opposites of abuse are caring, protection, respect and being fair.
- People are more vulnerable to abuse when they have relatively little power in a situation.
- It is important that children and young people can recognise abuse in relationships so that:
  - they can assess situations where their personal safety may be at risk and act to protect themselves
  - they can act in ways which respect their own and others rights to respect and safety.
- Being able to identify feelings and warning signs is valuable in assisting children and young people to decide if they are unsafe.
- It is useful for young people who may be unsafe or uncomfortable to TRUST their feelings or other signs, TALK about the situation with someone and TAKE CONTROL by developing a plan and acting on it.
Theme 2: Power in relationships

❖ We all have power. Power can be used positively or it can be abused.
❖ An appropriate balance of power supports healthy and caring relationships and safe communities.
❖ In positive relationships there is an appropriate balance of power and people feel safe and respected.
❖ Abuse of power occurs when people act in ways which do not respect themselves or others, or which do not respect their own or others’ rights to safety.
❖ Bullying, harassment and assault involve abuse of power. They are unfair and do not respect the rights of others. If they occur there are strategies that can be used to address them.
❖ Using power co-operatively encourages the combining of individuals’ qualities and skills so that the group can draw on a range of expertise and sources of support.

Theme 3: Protective strategies

❖ Individuals make positive use of their personal power when they:
  – contribute to the personal safety of their groups and communities
  – respect others’ rights to be safe
  – use good personal safety strategies themselves.
❖ Useful strategies for assessing and responding to uncomfortable and unsafe situations can be summarised as TRUST, TALK, TAKE CONTROL.
❖ Support is available in the school and the community as well as through personal networks.

Trust, talk, take control

In these materials the strategy of NO, GO, TELL developed in the Stages 1 – 3 materials is replaced by the broader strategy of TRUST, TALK, TAKE CONTROL.

<table>
<thead>
<tr>
<th>TRUST</th>
<th>your feelings, thoughts and your reading of the situation.</th>
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</thead>
<tbody>
<tr>
<td>TALK</td>
<td>about it to someone (use your network if appropriate).</td>
</tr>
<tr>
<td>TAKE CONTROL</td>
<td>by using your own plan for becoming comfortable and safe.</td>
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</table>
Creating the learning environment

An atmosphere of trust needs to be developed in the classroom if students are to engage in honest discussion about relationships and personal safety. Activities that help students to develop trust and build communication and co-operation will be useful. Your aim will be to develop a climate in the classroom where students feel safe and supported, and are confident to participate in activities.

Students will bring to the activities a range of personal experiences, many of which will be outside your personal experience. Teaching and learning activities need to be relevant to the students’ own lives and provide opportunities for students to discuss issues that are important to them.

Strategies and activities in child protection education will, at times, challenge personal beliefs and values and may remind students of experiences that are unpleasant or painful. Teaching and learning activities are therefore designed to emphasise and build on students’ strengths and positive feelings, rather than to arouse fear.

For this reason it is important when teaching child protection education that you constantly monitor students’ work and responses. This will also help you to divert attention from material that reinforces unhelpful views about abuse.

You are strongly advised against devising your own scenarios, case studies or role plays involving child abuse. For example, one of the main difficulties can be the reinforcement of ‘victim’ and ‘perpetrator’ roles.

It is also important that the names of the children provided in these materials are changed if they are the same as students’ names. In many cases, there is a space for a suitable name to be filled in on the worksheet by the teacher before it is copied.

Although it is not always possible to know, abusive situations which are similar to those which have been experienced by students should not be used.

The materials are based on the concept that anyone could be a target for abuse and anyone has the potential to engage in abusive behaviour. The terms ‘victim’, ‘perpetrator’ and ‘offender’ are not used unless the situation refers to a criminal offence.
Self management

Students’ right to choose their level of personal disclosure must be respected. **There should be no pressure from anyone for students to share personal views.** Requirements of the program need to be planned in such a way that students can demonstrate understandings and skills in hypothetical situations.

Time-honoured strategies

Teachers can develop an appropriate climate by:

- planning a program which moves from structured, ‘safe’ activities to higher risk activities
- establishing and maintaining consistent classroom routines and rules
- encouraging discussion and problem solving if group rules are broken
- expecting and reinforcing positive behaviours
- being patient and persevering through difficulties
- engaging students in establishing and maintaining a classroom environment free from bullying and harassment, in which opportunities for incidental learning are encouraged
- being consistent when dealing with students
- identifying for students the range of people in the student welfare network in the school
- modelling expected behaviours, for example, attentive listening, assertiveness and respect
- using a post box for the anonymous contributions of suggestions and questions
❖ acknowledging the strengths and abilities of each student
❖ affirming diversity in the responses of individual students and recognising that a balanced sharing of a range of perspectives will assist students to develop their own ideas and value systems
❖ displaying students’ work and seeking opportunities to promote child protection education in relevant aspects of school life (e.g., presentations to staff, parent or student meetings)
❖ establishing parameters within which incidents that arise in the classroom (e.g., name calling or harassment) can be used for problem solving, if those directly involved agree.
Dealing with sensitive issues

It is important to discourage students’ disclosure of any sensitive, personal information which they may later regret or which may compromise somebody else. You may wish to establish an explicit agreement with students to respect people’s right to privacy by not using names. Students can be encouraged to make references such as:

‘I know someone who...’

‘What if someone...’

‘What if a family member...’

‘What if a teacher...’

It is helpful if teachers can model responsible ways to discuss personal experiences. Sometimes you may need to tactfully cut off specific discussion and return the class to general discussion. For example:

‘Sometimes parents may lose their tempers. Let’s look at general situations without using names. Remember, we have made an agreement to protect the privacy of people who are not here, in class discussion. You can either talk about general situations in class, without names, or talk to me about it individually if it is a matter of concern.’

When sensitive information is disclosed:

❖ do not suggest that what the student has said is of no importance

❖ show respect for any experiences and feelings which students want to share

❖ be aware of how other members of the class respond

❖ acknowledge that you are aware of the possible effects on others and reassure students.

If you feel that a student needs help, you can:

❖ privately suggest that you would be happy to talk with him or her about the particular situation after the lesson

❖ refer the student to the school counsellor or other support person, if appropriate.
What is your role in supporting students on personal issues which do not relate to child abuse?

When students participate in activities that encourage reflection on personal values and relationships, the nature of relationships within the classroom (including those between teacher and students) is likely to become more personal. This provides an opportunity for learning to be maximised and teaching to be highly satisfying. It also places you in the position of needing to manage the dynamics of changing relationships in a professional, objective way.

The school community can provide invaluable support for teachers by developing parameters for student/staff relationships which are understood by staff, students and parents. You also need to be aware of the school’s resources, procedures and support networks so that students can be encouraged to use them.

From time to time, students may wish to discuss a range of issues related to their personal relationships or their concern for others. They may also seek to draw out your personal views and responses. Your role as a support person is invaluable. However you need to be clear about your responsibilities within the Department’s policy and procedures for child protection and code of conduct (see the reference and resource section). Students also need to be aware that if they tell a member of staff something that indicates that a criminal offence has occurred, the member of staff must advise the principal who will take appropriate action.

Debriefing

Debriefing of students may be necessary after activities which involve discussion of values, personal experiences, case studies or scenarios. It is important to allow sufficient time in the lesson for effective debriefing.

Debriefing aims to:

❖ dissipate the strong feelings that a student may experience while discussing scenarios or issues which have triggered a personal reaction
❖ disengage the student from the activity
❖ identify that their personal response was connected to that activity
❖ place the activity in perspective as they move on with the tasks of the day.

Debriefing students is critical after participation in scenarios, case studies or stories. The following is an example of a script that you could use for debriefing after an activity (a) or after a scenario or story (b):

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**Debriefing Script**

(a) After an activity:

1. How did you feel during today’s activity?
2. What did you learn from the activity?
3. How will you apply what you learned in the future?

(b) After a scenario or story:

1. What was the most challenging part of the activity?
2. How did you feel when the situation changed?
3. What did you learn from the experience?
(a) State that the activity is over and ask students the following:

❖ How do you feel after that activity/discussion? Is there anything else that you want to say?
❖ Tell the person next to you how you felt when we talked about...
❖ What lesson do you have next? What sort of things will you be doing during that time?

(b) Make clear that the activity is finished and ask the students such questions as:

❖ How did you feel whilst the scenario or story was being read?
❖ Would you like to see the story end in a different way?
❖ How do you feel now?

Responses can be verbal, written or drawn to cater for the full range of students.

If individual students have not been able to disengage from the activity, they may demonstrate this by withdrawn, restless or aggressive behaviour. The teacher needs to ensure that they receive additional individual debriefing as soon as possible. This may involve asking such questions as:

❖ How did you feel about the activity?
❖ What did you react to in the activity?
❖ What do you need to do now to be able to get on with the rest of the day?
❖ Are there other things that you need to do to deal with your personal reaction?

It may be important to let the student know that they can talk to you about it if they wish. Be prepared to encourage the student to talk to the school counsellor or their parents or other network support people, if appropriate.

**How can you support students?**

You need to be sensitive to the fact that students in your class may have experienced abusive situations, directly or indirectly (refer to the booklet *Child Protection: Supporting Students* Department of School Education (1997)).

When discussing situations that deal specifically with recognising abuse it is important that teachers:

❖ use fictitious examples (such as ‘What if...?’)
❖ pose situations (such as ‘Suppose...’) which allow students to consider potentially unsafe situations or sensitive issues without confrontation or personal involvement.
When students explore consequences of actions it is important to use conditional language such as ‘…might happen’ or ‘…could happen’ to avoid raising anxiety or reinforcing unnecessary fears. Additionally, when exploring actions it is important to pose questions such as ‘What might this person do? What could this person do?’

Schools report that when child protection education is introduced, staff need to be prepared for an increase in disclosures. It is reassuring to note that research has shown that even if the subsequent events are traumatic, when a young person discloses the abuse and is believed, his or her long term adjustment is likely to be enhanced.

**What can I do if a student tells me of child abuse?**

Teaching child protection education means being prepared to handle disclosures. It is possible, that while participating in child protection activities, a student will disclose experiences of some form of abuse. This could include sexual, physical or emotional abuse or neglect, including domestic violence. They may disclose by speaking about the situation as if it were happening to a friend. If they disclose in the presence of other class members it is important to use the strategy of **positive interrupting** to interrupt the disclosure and thereby protect the student’s privacy. This is done by:

- acknowledging that you have heard the student and stopping him or her from disclosing any further
- being supportive and indicating that he or she may want to tell you about it at a later time
- arranging to see the student as soon as possible, in an appropriate place.

In cases of child sexual abuse, it is extremely difficult for children or young people to disclose abuse. The abuse may have been occurring for some time, and strong feelings of shame and helplessness may be present. The student may have been threatened into secrecy and may need repeated assurance that you believe him or her and that it was right to tell you about the abuse.

Sometimes a student will try to elicit a promise that you will keep the secret. If this happens, it is important to be honest with the student and to explain that you have to report the disclosure. **All school staff are required to report sexual, physical and emotional abuse and neglect where they have reasonable grounds to suspect it may be experienced by students at the school.** Refer to **Child Protection: Procedures for Recognising and Notifying Child Abuse and Neglect (1997) 97/019 (S.018)** and **Child Protection: Supporting Students (1997).**
To affirm the supportive role of school staff, it will be helpful to explain to the student that you need to seek help from other adults experienced in these matters so that they can help you to help the student.

Hearing a student’s disclosure of sexual abuse can arouse strong feelings of shock, anger, revulsion, fear, disbelief, helplessness, protectiveness or sadness in the listener. Such feelings are natural and at the same time it is important that they are not conveyed to the student and that calm, positive support is given.

Teachers from non-Aboriginal backgrounds need to be aware that it is even more difficult for Aboriginal children to disclose to non-Aboriginal people, even if trust has been established. It is more likely that an Aboriginal child will disclose to another Aboriginal person such as an Aboriginal teacher or an Aboriginal Education Assistant (AEA).

Similarly, students from non-English speaking backgrounds may disclose to teachers or members of school staff from similar or the same non-English speaking backgrounds. Frequently students disclose to casual and student teachers and school staff members who are not teachers because they may be seen to be more easily approached.

Teachers of students, who have communication or language disorders or who are non-verbal, need to be sensitive to these students’ needs and to what they may be attempting to communicate. Remember that acting-out or withdrawn behaviour may indicate underlying distress.

You can help a student making a disclosure by:

9 listening
9 saying that you believe what the student has said
9 emphasising that, no matter what happened, it was not the student’s fault
9 doing everything you can to provide appropriate support.

You will not be helping the student if you:

( question the student to gain further information when you have reasonable grounds to believe abuse is occurring. (Do not seek details beyond those which the student freely wants to tell you.)
( make promises you cannot keep, such as promising that you won’t tell anyone or that you will make sure that the abuse will stop.
Who can offer me advice and support?

The feelings evoked by dealing with a disclosure need to be acknowledged and dealt with. This is particularly important for those adults who have experienced abuse.

In your role in protecting students it is important that you ‘look after yourself’ and seek support where it may be helpful. It will be hard for you to support others appropriately if your own responses are clouded by a build-up of personal reactions. It is important to consider seeking support as part of a natural debriefing process after experiencing a difficult event. It is helpful if the school executive has established processes for the staff to support each other in this way.

There is a range of sources of advice and support for school staff dealing with issues surrounding child abuse. They include:

❖ the school counsellor, who can advise you about departmental and local community resources
❖ the staff welfare officer at the district office who can advise you of available services
❖ the Employee Assistance Program (EAP)
❖ counsellors (who can be contacted through major hospitals, medical and health centres)
❖ agencies which offer specialised services for specific groups within their community.
Community involvement

Community involvement is fundamental to effective child protection education. Evaluation of child protection programs indicates that where parents or caregivers have an understanding of the program, students’ learning outcomes are improved.

It is essential to maintain communication between the school and the community in relation to child protection education.

Decisions about planning and implementing child protection education should be made in consultation with school communities so that PDHPE programs reflect local needs.

Permission by parents or caregivers is required before students can participate in child protection education and other aspects of PDHPE which deal with sensitive issues. Active permission is not essential for secondary school programs, but the school has a responsibility to inform parents prior to teaching about sensitive issues so that parents can raise any concerns.

Letters that will assist teachers to involve their communities have been translated into 20 community languages. These have been sent to all schools as part of the Child Protection 1997 folder.

Schools should aim to establish and maintain clear communication with parents, caregivers and community representatives, so that all members of the school community, including school staff and students, feel safe, comfortable and confident when dealing with child protection issues.
Child protection education should not be taught as an isolated component. It should be integrated within and across related content strands in PDHPE. Child protection education concepts should also be reinforced within other learning areas, where appropriate. For example, it will assist students if all teachers support the development and use of agreed safety strategies and positive relationship skills.

The teaching and learning activities in this document will help to develop the knowledge, understandings, skills, values and attitudes from the following content strands of the Years 7-10 PDHPE syllabus:

- interpersonal relationships
- personal awareness
- personal choice
- safe living and
- promoting health.

Scope and sequence

Balanced child protection education incorporates teaching and learning in three broad themes. These are:

1. Recognising abuse

   It is important that students develop knowledge and understandings, appropriate to their age and stage, about what constitutes abuse so that they can recognise situations of abuse.

   It is healthy for individuals to challenge abuse in personal relationships. Communities become safer when individuals recognise abuse and act to address it.

2. Power in relationships

   When discussing power in relationships, particular attention is given to building relationships which are positive and caring. Skills in establishing and maintaining positive relationships are reinforced.
3. Protective strategies

With knowledge about positive relationships and about abuse, young people can take appropriate actions if they are in uncomfortable or unsafe situations. When learning about protective strategies, students are given the opportunity to analyse situations and to explore alternative courses of action and their consequences.

The following diagram outlines the scope and sequence of child protection education from Kindergarten to Year 10. The three themes are divided into specific focus areas appropriate to each stage of learning.
# Child protection education K–10 scope and sequence

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<th>FOCUS AREAS</th>
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<td><strong>Early Stage 1</strong></td>
<td><strong>Stage 1</strong></td>
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<td><strong>1. RECOGNISING ABUSE</strong></td>
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<td>Body parts</td>
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<td>YES and NO feelings</td>
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<td><strong>Wanted and unwanted touching</strong></td>
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<td><strong>Safety strategies</strong></td>
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<td>NO GO TELL Networks</td>
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<td>Standing strong-saying NO</td>
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<td>My strategies</td>
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<td>Stage 3</td>
<td>Stage 4</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Protection</td>
<td>It is important to recognise that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected</td>
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<tr>
<td>Body parts</td>
<td>Feelings and warning signals</td>
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<td>Physical abuse and sexual abuse</td>
<td>Violence at home places children at risk of harm</td>
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<td>Emotional abuse and neglect</td>
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<td>Indicators of risk</td>
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<td>Identifying risk situations-people and places</td>
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<td>Different types of relationships</td>
<td>Sources and types of power in relationships</td>
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<td>Expectations of gender roles</td>
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<td>Personal rights</td>
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<td>Sources of power</td>
<td>Right not to be bullied – responsibility not to bully</td>
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<td>Coercion</td>
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<td>NO GO TELL Networks</td>
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<td>Networks</td>
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<td>Planning for safety</td>
<td>Recognising, assessing and responding to risk situations</td>
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<td>Responding to risk situations</td>
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<td>My strategies</td>
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Implementation

It is expected that child protection education will be taught as part of PDHPE programs in each stage.

Decisions about the implementation of child protection teaching and learning activities across Years 7–10 need to be made to ensure balance, effective sequencing and comprehensiveness.

For each child protection theme, there are two or three units of work provided. Each unit of work has explicit links to the outcomes, content strands and the key ideas of the 7–10 PDHPE syllabus.

Each unit of work is set out with a child protection focus, related content strands and key ideas, things to look for and activities. This can be seen on page 22. Teachers should select the activities most suitable for their students. Individual students within the group need to be catered for and activities may need to be modified. To assist teachers, sample answers have been provided to cover key concepts. These are intended as a guide only.

Students with disabilities, particularly those with verbal or communication disorders, are at much higher risk of all forms of abuse than non-disabled students. It is important for activities to be adapted to maximise their participation in child protection activities.

Students with disabilities working towards achieving Stage 4 outcomes may not be able to take part in some suggested activities because they have difficulties with mobility, communication or fine motor skills. Activities can be modified by asking students to sort pictures as a way of analysing or organising information, to record responses to questions on computer, or use Compics to respond and to move equipment about on their desks rather than move themselves. Stick-on labels can be prepared to assist students to complete worksheet activities.

Teachers may also need to consider using one-to-one withdrawal for preliminary activities, small group activities or modification of tasks eg making verbal tasks written, to accommodate students with speech problems.
An overview: Stage 4 child protection education

There are three themes:

1. Recognising abuse

It is important that students develop knowledge and understanding, appropriate to their age and stage, about what constitutes abuse so that they can recognise situations of abuse.

It is healthy for individuals to challenge abuse in personal relationships. Communities become safer when individuals recognise abuse and act to address it.

2. Power in relationships

When discussing power in relationships, particular attention is given to building relationships which are positive and caring. Skills in establishing and maintaining positive relationships are reinforced.

3. Protective strategies

With knowledge about positive relationships and about child abuse, young people can take appropriate actions if they are in uncomfortable or unsafe situations.

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

There is a theme overview for each theme:
Unit presentation: An example

Unit 1: Sometimes things can go wrong in caregiving

Child protection focus

Eg It is important to recognise that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected.

Related content strands and key ideas

Interpersonal relationships
- developing and maintaining relationships
- quality of relationships
- family

Safe living
- causal factors
- protective behaviours and counter measures

Things to look for

Can students
- identify key characteristics of caregiving?
- recognise some factors which can contribute to a breakdown in caregiving?
- differentiate between some different forms of abuse?
- list factors that contribute to a child’s safety?
- identify support strategies within the community for children and young people who may have been abused or who may be at risk of being abused?

Activities

Setting the scene
1. Care that kids need

Core learning
2. Characteristics of caregiving
3. When care is not provided, abuse may occur
4. Concerns about abuse
5. Tell a friend – It’s never too late

Extension work
6. Applying your understanding

Core learning activities aim to provide essential learning in the focus area. Participation in one or more of the activities is integral to the achievement of learning outcomes for the focus area.

Things to look for are suggested ways that students may demonstrate the achievement of related syllabus outcomes. Teachers can use these as a guide to make judgements about what their students know and can do.

Setting the scene activities act as introductory and awareness raising activities for the focus area/s. They ensure that the necessary concepts and understandings are established or reviewed.

Related content strands and key ideas show the PDHPE syllabus link with the teaching and learning activities in the unit.

Extensions activities are additional or optional activities. They aim to provide for individual learning needs and interests and further development of understanding in the focus area.
Activities to develop skills in responding effectively to uncomfortable or unsafe situations

Stage 4
With knowledge about positive relationships and about abuse, young people can take appropriate actions if they are in uncomfortable or unsafe situations.

When learning about protective strategies, students are given the opportunity to analyse situations 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.

This section provides two (2) units of work to support learning within this theme.

### Overview of units

<table>
<thead>
<tr>
<th>Unit and title</th>
<th>Child protection focus</th>
<th>Related contents strands and key ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Keeping safe</td>
<td>Recognising, assessing and responding to risk situations</td>
<td><strong>Interpersonal relationships</strong></td>
</tr>
<tr>
<td></td>
<td>Reducing the risk</td>
<td>• developing and maintaining relationships</td>
</tr>
<tr>
<td></td>
<td>Assertiveness</td>
<td>• quality of relationships</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
<td><strong>Safe living</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• protective behaviours and counter measures</td>
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<tr>
<td></td>
<td></td>
<td><strong>Personal awareness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• effective communication</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Protecting ourselves – Taking control</td>
<td>TRUST, TALK, TAKE CONTROL School and community support</td>
<td><strong>Safe living</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• protective behaviours and counter measures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• community responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Promoting health</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• behavioural change</td>
</tr>
</tbody>
</table>
Syllabus Objectives and Outcomes

The activities in these two units are based on the following Stage 4 objectives and outcomes from the NSW Board of Studies Personal Development, Health and Physical Education Syllabus Years 7–10, 1991.

<table>
<thead>
<tr>
<th>Stage 4 Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values and attitudes</strong> Students will develop:</td>
<td>Students will achieve this objective when they:</td>
</tr>
<tr>
<td>• a sense of their own worth and dignity as individuals</td>
<td>• accept the importance of developing a personal value system</td>
</tr>
<tr>
<td>• respect for the values and attitudes of others</td>
<td>• respect the rights, feelings and efforts of others</td>
</tr>
<tr>
<td>• a sense of belonging</td>
<td>• show concern for the welfare of others</td>
</tr>
<tr>
<td>• a sense of responsibility for personal and community health</td>
<td>• recognise the contribution they and others make to social living</td>
</tr>
<tr>
<td><strong>Students will develop skills in:</strong></td>
<td>• defend the need for making decisions that enhance health</td>
</tr>
<tr>
<td>• communicating effectively with others</td>
<td>• appraise the values and attitudes of society in relation to lifestyle and health</td>
</tr>
<tr>
<td>• decision-making in the context of maintaining healthy lifestyles</td>
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<tr>
<td>• interacting effectively with others and the environment</td>
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<tr>
<td>• planning to influence personal development</td>
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<tr>
<td>• individual and shared problem-solving</td>
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<tr>
<td>• clarifying their own value system</td>
<td></td>
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<tr>
<td></td>
<td>• share ideas, feelings and information with others</td>
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<td></td>
<td>• select appropriate ways to express feelings, values and beliefs in different contexts</td>
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<tr>
<td></td>
<td>• demonstrate the skills associated with assertiveness</td>
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<td></td>
<td>• select appropriate human and material resources to assist them in making decisions</td>
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<tr>
<td></td>
<td>• identify lifestyle decisions important to them</td>
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<tr>
<td></td>
<td>• make positive contributions to group activity within both competitive and co-operative situations</td>
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<tr>
<td></td>
<td>• select actions which will meet personal needs</td>
</tr>
<tr>
<td></td>
<td>• plan a course of action in response to a set task or situation</td>
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<tr>
<td></td>
<td>• generate alternatives to particular problem situations</td>
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<tr>
<td></td>
<td>• select from a variety of alternatives after considering the consequences</td>
</tr>
<tr>
<td></td>
<td>• share those beliefs and principles they hold to be important for well-being</td>
</tr>
<tr>
<td></td>
<td>• assess consequences of identified alternative courses of action</td>
</tr>
</tbody>
</table>
### Stage 4 Objectives

**Students will develop knowledge and understanding about:**

- factors that contribute to personal awareness and their effect on behaviour
- principles underlying the development and maintenance of positive relationships
- personal choices and practices in relation to life issues
- the role of individuals and communities in promoting health
- how personal and community attitudes and behaviours influence safe living

### Outcomes

- explain ways in which feelings of empathy and respect influence behaviour towards others
- explain the importance of communication for positive relationships
- identify the steps in the decision-making process
- outline community health services and their functions
- identify factors that may cause unsafe living
- describe the consequences of unsafe living on the individual and the community
CHILD PROTECTION FOCUS

Recognising, assessing and responding to risk situations
Reducing the risk
Assertiveness
Networks

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
• developing and maintaining relationships
• quality of relationships

Safe living
• protective behaviours and counter measures

Personal awareness
• effective communication

THINGS TO LOOK FOR

Can students
• recognise the influence of attitudes on risk taking behaviours?
• recognise when safe situations have become potentially unsafe?
• identify ways to avoid unsafe situations?
• select and apply strategies to protect themselves in unsafe situations?

ACTIVITIES

Setting the scene
1. Recognising and assessing potentially uncomfortable or unsafe situations

Core learning
2. Avoidance
3. Reducing the risk
4. Distancing
5. Assertiveness
6. Assertiveness revisited
7. Network supports
8. Reviewing my network
9. Designing a network card

Extension work
10. Networks in real life
Unit 1: Keeping safe

THEME 3: Protective strategies
FOCUS: Recognising, assessing and responding to risk situations
Reducing the risk
Assertiveness
Networks

Setting the scene

Activity one: Recognising and assessing potentially uncomfortable or unsafe situations

What you will need:
Worksheet 1.1 – cut into strips, one strip per group – page 125

1. Divide the class into groups.
2. Distribute a strip of cards to each group.
3. Ask the group to discuss each situation and to identify what other information they would need to determine if it was high risk or low risk.*
4. Ask each group to select one card. One group member reports on the group discussion.
5. Discussion based on the following questions:
   Q. What factors allow people to recognise a situation as high or low risk?**
   A. External factors such as: Are you alone? Is help available? Can you distance yourself easily? Are there aspects of the situation which could change quickly e.g., the presence of alcohol, drugs, weapons, mental instability?
   Q. Why are feelings, body reactions, warning signals and thoughts important when assessing a situation as high or low risk?
   A. All of these are sources of internal or external information about a situation.
   Q. Why does each person need to develop their own strategy for assessing risk?
   A. In most cases the tough decisions about discomfort or safety will need to be made individually. We all need to take responsibility for our own safety. Even if in retrospect, we regret our decision at the time, we can learn from it. Unsafe situations are often complicated and may not have simple solutions.

*Discussing responses to unsafe situations may remind some students of past traumatic events e.g., accidents, home or civil violence. You may need to reassure students that in these activities, the emphasis is on using their resources to build strong protective strategies for present and future use. Your sensitivity and professional judgement will be needed to determine how best to support individual students.

**Students should trust their judgement. This is a key concept in protective strategies.
Core learning

**Activity two: Avoidance**

**What you will need:**
- Worksheet 1.2 – one per student – page 126
- Worksheet 1.3 – one per student – page 127

1. Distribute worksheet 1.2 to each student.
2. Ask the students to complete the worksheet and share their answers with a partner.
3. As a whole class, work through each situation discussing reasons the situation is potentially unsafe and ways to avoid these situations.
4. Discussion based on the following questions:
   - Q. Is it always possible to avoid unsafe situations?
     - A. No. If not, we can focus on reducing the risk. For example, choosing a well-lit street to walk down if you are alone at night.
5. Action plan:
   - Discuss some general guidelines which would enable you to avoid potentially harmful situations?
   - Individuals record the guidelines that are appropriate for them on worksheet 1.3. This list will need to have other strategies added to it.

**Activity three: Reducing the risk**

**What you will need:**
- Worksheet 1.3 (see activity two) – page 127
- Worksheet 1.4 – one per group – page 128
- Worksheet 1.5 – one per student – page 129

1. Divide the class into small groups.
2. Distribute worksheet 1.4 to each group, noting that in scenario 3 either a male or female name could be inserted.
3. Ask students to read each situation.
   - Q. What aspects of each situation help you to recognise that it could be potentially harmful?
   - Q. Which situations relate more to ‘discomfort’ than ‘safety’?
   - Share these responses with the class.
Suggested teaching and learning activities

4. Protective strategy – avoidance.*
   Q. Is there anything that this person could have done beforehand to avoid the situation?
   Share these suggestions with the class and list these strategies on the board.

5. Protective strategy – reducing the risk.**
   Q. Once confronted with the potentially uncomfortable or unsafe situation, what could the person do to reduce the risk of harm?
   List suggestions from groups on the board.

6. Action plan:
   Distribute worksheet 1.5 to each student. In groups ask the students to develop an action plan for one or more of the above scenarios. Share these responses with the class.

7. In groups discuss general strategies which would be useful to reduce the risk when a situation turns potentially harmful.
   Individuals record the risk reduction strategies that could be useful to them on worksheet 1.3 (see activity two).

Activity four: Distancing

What will you need:
Worksheet 1.6 – one per student – page 130

1. Distribute worksheet 1.6 to each student.
2. Ask the students to complete the passage at the top of the worksheet by filling in the missing words.
3. Check the answers.
4. As a whole class, read situation one and work through the answers.
5. In pairs, ask the students to complete answers for each of the other situations.
6. As a whole class, share and discuss answers, focusing on the use of distancing in combination with assertive statements.*
7. Concluding activity:
   Individuals record the distancing strategies that could be useful to them on worksheet 1.3 (see activity two).

*It is important that students can identify unsafe situations and ways in which to avoid these unsafe situations in order to reduce the risk and potential for harm. This is taking control of their situation.

**It is important that students’ responses are positive in that they:
• are assertive
• respect the rights of others
• meet their own rights and responsibilities.
You may need to discuss inappropriate responses and come up with an alternative positive response.

*Distancing in some cases may require the person to leave the situation. This may not always be possible at the time.
Individuals who cannot leave a situation need to plan what they will do when they can leave. Part of this could include planning where they will ‘GO’ and who they will ‘TELL’.
Suggested teaching and learning activities

Activity five: Assertiveness

What you will need:
Worksheet 1.7 – one per student – page 131
OHT 1.1 – page 132

1. Display OHT 1.1 and read the hypothetical situation to the students.
2. Write the following question on the board. Divide the students into pairs and ask them to record an answer to this question.
   Q. How do you think female A might feel?
3. Protective strategy – assertiveness:
   Distribute worksheet 1.7 to each student. Read and discuss the definition of assertiveness and the behaviours associated with assertiveness.
4. In pairs, develop an action plan.
   Q. What can you, as female A say and do to be assertive?*
5. Concluding discussion:
   Share assertive strategies. Eg female A could say to her friend’s father: ‘Will you please stop making comments about me and how I dress. I don’t like it.’ If he persists, she could suggest to her friend that they go to her house instead.
6. Individuals record the assertive strategies that could be useful to them on worksheet 1.3 (see activity two).

Activity six: Assertiveness revisited

What will you need:
Worksheet 1.8 – one per student – page 133
Worksheet 1.9 – one per student – page 134

1. Distribute worksheet 1.8. As a class, read the scenarios and discuss how each person may feel.
2. Divide the class into pairs. Choose one scenario from worksheet 1.8 and complete the activity.
   One person rehearses assertive behaviours to address the situation while the other person encourages them.
3. Choose another scenario and repeat the activity with the other person rehearsing the assertive behaviours.

Teacher notes

*The young person in the story could protect herself by trusting her feelings, thoughts and warning signs, talking it over to herself, a friend, a trusted adult and taking control of her situation by using a protective strategy.
Remind students that sometimes it is very hard to be assertive with an older or bigger person. People do have a right to speak up about harassing or abusive behaviours.

It is possible that this activity may lead to students wishing to tell about bullying or discriminating treatment. You need to identify the support people available in your school and reassure the students that help is available.

Teachers need to remind students that assertive responses are the desired responses. Every child and young person has the right to feel comfortable and safe.
Suggested teaching and learning activities

Activity seven: Network supports

What you will need:
Worksheet 1.10 – one per student – page 135
O H T 1.2 – page 136

1. Discuss as a whole class the following questions:
   Q. What is a support network?*
   A. A support network is a group of people you trust, who you can talk to.
   Q. Why is a support network important?*
   A. So that people can have support when they need it.

2. As a whole class, discuss the following questions:
   Q. What qualities might a ‘good’ network support person have or need?
   A. They need to be easily accessible, trustworthy, good listeners, sensible, and have the time to focus on you as an individual.
   Q. Why do we need to identify network support people from different aspects of our lives?
   A. It will be difficult to talk about some issues with one particular group.
   Q. Why do some adults need to be included?
   A. There are some situations where adults need to provide support for a situation to change.

3. Distribute worksheet 1.10 to each student and ask them to complete it.

4. Explain that it is important to ask people if they are willing to be part of your support network.

5. Brainstorm as a whole class, ideas for a letter that could be sent to each network support person. Display O H T 1.2 as an example of a letter.

6. As a class, using the students’ ideas, construct a letter. Ask the students to complete their network support letters and send them to their support people.

*When students are ready to send their support network letters, you may wish to send an accompanying letter to explain to potential support network people the purpose of students forming these networks.

Teachers should be sensitive to the fact that some students may be so isolated that they may not have support networks.

They should be encouraged to begin thinking about developing a support network.
**Suggested teaching and learning activities**

**Activity eight: Reviewing my network**

**What you will need:**
- Worksheet 1.11 – one per student – page 137
- Worksheet 1.12 – one per student – page 138
- OHT 1.3 – page 139

1. Show the Kids-Tell network advertisement from ‘Tell a friend – It’s never too late’ video and discuss reactions.
2. Distribute worksheet 1.11 to each student.
3. Ask the students to complete the response table and discuss responses.
4. As a whole class, brainstorm answers to the following questions:
   - Why is it important to review our networks regularly?
   - How can your network support people help you?
   - What things can you do to keep network contacts?
5. Discussion based on the following questions:
   - What could you do if your support person doesn’t believe you or doesn’t act?
   - Why is it important to be persistent in telling people?
6. Distribute worksheet 1.12 and ask the students to complete.
7. Display OHT 1.3 and read through the information.
8. Ask students to answer the following questions:
   - Why is it difficult to ‘tell’ someone?
   - What are the good reasons for ‘telling’ someone?
   - What are your responsibilities when ‘telling’?
   - To tell the truth.
   - What are the consequences if you don’t fulfil your responsibilities of telling the truth?

**Teacher notes**

*This activity requires that students have negotiated membership of the people on their support network.

After setting up a network it is important to ‘review’ it regularly.

Some students may record a ‘no’ response. Teachers will need to discuss this with the student. The possibility of a ‘no’ response to some of the questions could form the basis of a follow up lesson.

**Development and maintenance of network supports is an ongoing process. The student has a responsibility to be active in this process.**

***You need to emphasise that persistence in telling is very important. If a student is not believed or not helped, they need to tell another support person in their network. This continues until help is received.

The process of ‘telling’ empowers people targeted for abuse or harassment and gives them some control over worrying things that are happening to them.

****Emphasis should be on:
- breaking trust
- facing the truth that you have abused your power
- damage to your support network.
Suggested teaching and learning activities

**Activity nine: Designing a network card**

**What you will need:**
Cardboard, scissors, materials to decorate

1. Ask the students to design a network card to keep in their wallets. Consider linked activities with creative arts for this activity.  
2. Ask the students to determine people they would choose to be in their support network. Have the students design a network card to keep in their wallets.

**Extension work**

**Activity ten: Networks in real life**

**What you will need:**
A range of materials to support campaign strategies

1. Explain that groups will have the opportunity to develop posters, slogans or campaigns to either:
   - encourage students to develop quality networks for themselves; or
   - to be good supporters if someone asks you to be on their support network.  
2. Students select the task they prefer and divide into groups.  
3. Each group develops a strategy to promote their ‘cause’ within the school or local community.  
4. Allow time for groups to complete their strategy.  
5. Have groups present their strategies to the class. Discuss ways that they could be used in the school community.
### Activity 1: Recognising and assessing potentially uncomfortable or unsafe situations - Worksheet 1.1

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>A friend offers to drive you home after a party. You notice she has been drinking heavily and she is acting strangely.</td>
<td>Your boyfriend puts his arm around you and starts to stroke your breasts.</td>
</tr>
<tr>
<td></td>
<td>A new neighbour has come to say hello. You are home alone. You want to be friendly.</td>
</tr>
<tr>
<td></td>
<td>On your way home from work you have to walk along a low-lit street.</td>
</tr>
<tr>
<td>Your girlfriend has been very depressed lately. You notice she is beginning to drink heavily.</td>
<td>It is raining. Your friend’s brother offers you a ride home in his car.</td>
</tr>
<tr>
<td></td>
<td>Two young women are travelling on a quiet road. Their car breaks down.</td>
</tr>
<tr>
<td></td>
<td>Two strangers have knocked at the door. They want to use your telephone to call the NRMA.</td>
</tr>
<tr>
<td>A stranger at the local shopping centre asks you to show them where the toilets are.</td>
<td>Your brother and some of his friends have been watching x-rated videos at your house, when your parents are away.</td>
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<tr>
<td></td>
<td>You are waiting for a bus late at night after a disco, with a friend.</td>
</tr>
<tr>
<td></td>
<td>A group of five to six teenagers arrive.</td>
</tr>
<tr>
<td>Your friend’s father is making suggestive comments about the clothes you are wearing.</td>
<td>A teacher has asked you to stay back after school for some extra work and help.</td>
</tr>
<tr>
<td></td>
<td>You are lost. You know you have to stop someone you don’t know to ask for help.</td>
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<tr>
<td></td>
<td>You walk into a public toilet to find two adults exchanging a package.</td>
</tr>
<tr>
<td>A man sitting opposite you on a train has moved to sit beside you. He keeps leaning on you.</td>
<td>Your friend’s brother has just gained his licence. When he takes you for a drive you notice he always takes a baseball bat with him.</td>
</tr>
<tr>
<td></td>
<td>Your boss at your part-time job pats you on your bottom.</td>
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<tr>
<td></td>
<td>You listen to a joke which is degrading towards women and are shown some pictures of naked women.</td>
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<tr>
<td>A sports coach puts an arm around a student’s shoulder to offer advice and comfort.</td>
<td>You are waiting for a train by yourself at the local station.</td>
</tr>
<tr>
<td></td>
<td>Your best friend has been very unhappy and angry lately. You decide to see a movie together and are surprised when he takes a knife with him.</td>
</tr>
<tr>
<td></td>
<td>A relative constantly asks you to let them give you a full-body massage.</td>
</tr>
</tbody>
</table>

Activity 2: Avoidance - Worksheet 1.2

For each of the following situations:
1. Explain why each situation has the potential to be unsafe.
2. Brainstorm ways to avoid the situation.

a) Hitchhiking:

<table>
<thead>
<tr>
<th>Potentially unsafe? Why?</th>
<th>Ways that we could avoid having to hitchhike</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Not telling your parents or caregivers where you are going:

<table>
<thead>
<tr>
<th>Potentially unsafe? Why?</th>
<th>Ways that parents or caregivers can be kept informed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

c) Walking home alone at night:

<table>
<thead>
<tr>
<th>Potentially unsafe? Why?</th>
<th>Ways to reduce the risk of walking home alone at night</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

d) Staying home knowing that there have been burglaries in the area and not locking the doors:

<table>
<thead>
<tr>
<th>Potentially unsafe? Why?</th>
<th>Ways that we could avoid being at risk at home</th>
</tr>
</thead>
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</table>

Realising a situation could be unsafe and avoiding it is one way of reducing the risk and potential harm to the individual.
Activity 2: Avoidance - Worksheet 1.3

Protective strategies I would like to use:

1. Avoidance

2. Reducing the risk

3. Distancing

4. Assertiveness

5. Network supports
Activity 3: Reducing the risk - Worksheet 1.4

1. ......................................(male) is walking home from school when an older boy he has seen before stops him to show him photos of people having sex. The older boy asks him to go home with him to see some more photos.

2. ......................................(female) (18), has had friends over for dinner. Her brother asks her to drive him to a party. She is not sure how much wine she has consumed.

3. One night after a school disco, ......................................(male) offers to give ...................................... a lift home because they live in the same street. On the way home he drives into a darkened car park and stops the car.
Activity 3: Reducing the risk - Worksheet 1.5

Action plan

Choose one of the situations from worksheet 1.4 and work out an ‘action plan’ that the person could follow to reduce the risk.

1. List responses the person could say to reduce their discomfort or risk

2. List people the person could talk to about the situation

3. List strategies that the person could use to avoid or reduce risk in this situation
Activity 4: Distancing - Worksheet 1.6

Use the words provided in the box to fill in the spaces:

important small uncomfortable distancing deliberate

feelings thoughts safe safety large

Communication is extremely _______________________ in developing and maintaining relationships. It is especially important to communicate our _______________________ and _______________________ to help keep us safe.

When we are comfortable and feel safe with others, we may have a ____________ distance between ourselves and others whilst at other times when we may feel ________________, we may create a ________________ distance between ourselves and others. In situations where we feel uncomfortable and unsafe, we often instinctively distance ourselves from the person causing us to feel this way. ________________ is a useful personal _______________________ strategy. Sometimes we may need to be very _______________________ about distancing ourselves in order to keep ourselves ________________.

**Task**

Read the following situations and decide for each situation if it is safe or unsafe. How might the person feel? What could they do and say to distance themselves?

1. A person is out with a group of friends. They are dared to jump off a fence which is quite high.
   - Safe/Unsafe - Reasons: __________________________________________________________
   - Feelings: _________________________________________________________________
   - What can the person do and say to distance themselves?

   - Safe/Unsafe - Reasons: __________________________________________________________
   - Feelings: _________________________________________________________________
   - What can the person do and say to distance themselves?

3. A teacher constantly talks to a student about their (teacher’s) personal problems. The student is flattered but also feels uncomfortable about it.
   - Safe/Unsafe - Reasons: __________________________________________________________
   - Feelings: _________________________________________________________________
   - What can the person do and say to distance themselves?

4. A person notices that his relationship with a favourite adult friend of the family is changing. The adult is asking him to do favours for him, including selling merchandise to his friends. He swears him to secrecy.
   - Safe/Unsafe - Reasons: __________________________________________________________
   - Feelings: _________________________________________________________________
   - What can the person do and say to distance themselves?
Activity 5: Assertiveness - Worksheet 1.7

**BEING ASSERTIVE MEANS**

- I SAY what I want, feel, think and I LISTEN to what others want, feel, think.
- I stand up for MY RIGHTS without violating the RIGHTS OF OTHERS.

**TO BE ASSERTIVE I**

- stay calm
- say what I want clearly (including the word ‘NO’)
- say what I feel and explain why
- repeat the message
- avoid giving excuses
- listen to what others say

Adapted from: NSW Department of Education: Child Protection: Preventing Child Sexual Assault 7-12. Curriculum Statement and support materials.
Activity 5: Assertiveness - OHT 1.1

Hypothetical situation:

................................................... (female A) used to like going to her friend
................................................... (female B’s) house. Lately though,
................................................... (female B’s) father has started making comments about her body and the way she dresses.
He also regularly makes jokes with sexual meanings aimed at her.

................................................... (female A) has felt unable to say anything to ...................................................... (female B) about her Dad.
She just keeps trying to stay away from him but she’s now decided that she has had enough.
Activity 6: Assertiveness revisited - Worksheet 1.8

Scenarios

1. ................................. (female) goes to the toilets during recess. While she is using the toilet a couple of girls look over the door at her. This has happened on more than one occasion.

2. ................................. (male) is overweight. He is called names and generally given a hard time by the other boys in his class when they are getting changed for sport.

3. ................................. (male) is the lead performer in the school musical as he is an excellent dancer and singer. He likes to spend his time practising new routines with the girls in his dance group. When the teacher is not around, some of the boys in his year have been calling him a ‘big girl’, ‘fag’ and a ‘gay boy’.

4. ................................. (female) is confined to a wheelchair for the next three months. Every time she goes to use the ramp to B block a group of boys block her way. They make comments as they eventually let her pass.
Activity 6: Assertiveness revisited- Worksheet 1.9

Pass the paragraph

Choose one of the scenarios on Worksheet 1.8. Each group member takes a turn to add a sentence to complete the paragraph.

If I were coaching the person in the scenario to be assertive, I would encourage them

• to act by...

• to tell or talk it over with...

• to plan for the future by...

And then I would congratulate her or him for being assertive.
Activity 7: Network supports - Worksheet 1.10

Complete the following sentences for each of the support people in your network.

Identify some reasons for choosing these people.

1. Name of support person .................................................................................................
   I choose this person because
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................

2. Name of support person .................................................................................................
   I choose this person because
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................

3. Name of support person .................................................................................................
   I choose this person because
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................

4. Name of support person .................................................................................................
   I choose this person because
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................

5. Name of support person .................................................................................................
   I choose this person because
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................
   • ...............................................................................................................................................................

Child Protection Education • Stage 4
Activity 7: Network supports - OHT 1.2

Support network letter

Dear ..................................................

At school, we have been talking about the fact that everyone has the right to feel safe and to be safe.

I am forming a ‘network support group’ of people I can trust and talk to if I am worried about my safety.

Network people are people whom I trust to be good listeners and sensible.

I would like you to be one of my network support people.

If you are prepared to be on my support network, please let me know and indicate convenient ways for me to contact you.

Thank you.

Signed: ...................................................................................................
**Activity 8: Reviewing my network - Worksheet 1.11**

After setting up a network support, it is important to continually review and check its effectiveness.

Network review check list:

<table>
<thead>
<tr>
<th></th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is there a variety of people on my network?</td>
</tr>
<tr>
<td>2.</td>
<td>Can I contact them easily?</td>
</tr>
<tr>
<td>3.</td>
<td>Do I have their contact phone numbers and addresses?</td>
</tr>
<tr>
<td>4.</td>
<td>Do I know what to say to them?</td>
</tr>
<tr>
<td>5.</td>
<td>Can each person help me?</td>
</tr>
<tr>
<td>6.</td>
<td>Do I contact them regularly?</td>
</tr>
<tr>
<td>7.</td>
<td>Do I know what to do if any of them don’t help me?</td>
</tr>
</tbody>
</table>

Adapted from: Protective Behaviours Consultancy Group of NSW Inc.: Keep Safe, Protective Behaviours for Adolescents.
Activity 8: Reviewing my network - Worksheet 1.12

- A support network is a group of people the young person can go to for support. Often young people depend to a large degree on their peer group for friendship and support. Sometimes the peer network does not provide the support needed. It is important that students establish a network of trusted adults to whom they can talk, be believed by and who would help them if they felt unsafe.

- The network card is one way of establishing a support network. It allows a concrete way of understanding networking.

Network card activity

1. On a piece of cardboard, the size of a credit card, design a network support card.

2. This card should indicate the names and phone numbers of family, friends and trusted adults.
Activity 8: Reviewing my network - OHT 1.3

Telling

Telling someone about abuse including bullying and harassment can be a difficult step to take. ‘If I tell someone, how will they react? Will they believe me? What if they think it was my fault? Can they really help anyway?’

There are a lot of good reasons for telling someone about abuse:

• to get help to stop the abuse

• to reduce the likelihood of other people being targeted

• to explore the options or strategies that may be appropriate in this situation

• so that you can get the support to manage this situation.
CHILD PROTECTION FOCUS

TRUST, TALK, TAKE CONTROL
School and community support

RELATED CONTENT STRANDS AND KEY IDEAS

Safe living
• protective behaviours and counter measures
• community responsibility

Promoting health
• behavioural change

THINGS TO LOOK FOR

Can students
• identify relevant rights and responsibilities within school and community procedures and legislation?
• discuss the roles of relevant community support agencies and the support services they provide?
• develop personal strategies for uncomfortable and unsafe situations?

ACTIVITIES

Core learning
1. TRUST, TALK, TAKE CONTROL
2. Trusting others to care for kids, even when it’s tough
3. TAKING CONTROL is easier if you know where you stand
4. More of TRUST, TALK, TAKE CONTROL

Extension work
5. Improving the school situation
**Unit 2: Protecting Ourselves - Taking Control**

**THEME 3:** Protective strategies
**TRUST, TALK, TAKE CONTROL**
**FOCUS:** School and community support

**Suggested teaching and learning activities**

**Setting the scene**

**Activity one:** TRUST, TALK, TAKE CONTROL*

What you will need:
Worksheet 2.1 – one per student – page 146
Worksheet 2.2 – one per student – page 147

1. Distribute worksheet 2.1 to each student and read the scenarios.
2. Ask the students to identify the risk factors in the situations.
3. Distribute worksheet 2.2 and explain the steps in the model using scenario one on worksheet 2.1.
4. In pairs, ask the students to complete this process for each situation.
5. Concluding discussion:
   Q. How will use of the TRUST, TALK, TAKE CONTROL strategy model vary in different situations?
   A. In some situations, eg, sex-based harassment**, you might only have to ask the person to ‘back off’ and they will. In other situations any or all of the steps may be complicated and take place over a long period of time.

**Activity two:** Trusting others to care for kids, even though its tough*

What you will need:
Worksheet 2.3 – one per student – page 148
Worksheet 2.4 – one per student – page 149

1. Revise concepts and understanding of issues related to child abuse.
   Q. What is child abuse?
   A. Harm to a child which is not accidental.
   Q. What forms can it take?
   A. Sexual abuse, physical abuse, emotional abuse and neglect.
   Q. Why are there laws in NSW relating to child abuse?
   A. Children will only be protected from abuse and neglect if responsible adults take action on their behalf.

**Teacher notes**

*This unit provides the opportunity to draw together and practise skills and strategies developed over a period of time.
Students will need to understand risk factors and protective strategies, including networking.
(See Theme 3, Unit 1 for ideas).

**Activity one** is intended to build on earlier learning about child abuse. See Theme 1 for ideas.

**Activity two** is intended to build on earlier learning about child abuse. See Theme 1 for ideas.

**Detailed information and teaching and learning activities relating to sex-based harassment are included in Stage 5, Theme 2.**
As awareness of how many children experience abuse and neglect has grown in the recent decades, a community system to support children has been put in place.

Q. Why do children and young people need protecting?
A. Child abuse often occurs because parents or carers are having difficulties themselves:
   • they do not have enough support
   • they may be experiencing stress related unemployment, illness, isolation or loneliness
   • they may not have experienced any models of non-abusive families themselves.

Q. What are the problems if only parents and caregivers have responsibility for caring for kids in the community?
A. Family members rely totally on each other for care and support. In this situation, children who love their parents and rely on them are particularly vulnerable when things go wrong.

Q. Who are the main government agencies who must play a role in protecting children from child abuse.
A. The Department of Community Services (sometimes called DOCS or DCS), is the lead agency, NSW Police (who become involved if there is a possibility that a crime has been committed eg sexual abuse), the Department of Health (who provide medical support and counselling) and the Department of Education and Training (because all children go to school and schools can recognise possible abuse and can offer support).

2. Distribute worksheet 2.3 using it as a stimulus for discussion in pairs. Clarify any issues raised and summarise the main points**

3. Distribute worksheet 2.4 and discuss in groups. As a class, discuss issues raised and points not understood.***

4. Concluding discussion:
   Q. How can I best support someone involved in a child protection case?
   A. • treat them normally
      • offer support without intruding
      • respect people’s privacy
      • understand that school staff are required to follow policy and procedures
      • talk to staff about any concerns
      • avoid gossip

**This information is taken from the Department’s notification procedures.

***Teachers need to be prepared for students’ questions about their own previous involvement in the notification process or the possibility that a notification may have involved somebody in the class.

Only general issues about cases should be discussed with no identifying details included.
Suggested teaching and learning activities

- take the harm that students may have experienced seriously
- understand that this is a stressful time and that children or young people involved may become withdrawn, irritable or angry at times
- understand that disruptions while the investigation occurs are usually short-term and then things will settle down again.

Activity three: TAKING CONTROL is easier if you know where you stand

What you will need:
Resource material on relevant issues*
Information sheet – 2.1 – page 150

1. Choose several situations where social conflict can arise.**
2. Divide the class into groups. Each group focuses on an issue they select.
3. Research information based on the following questions:
   Q. What procedures does the school have in place that are relevant to the issue?
   Q. What are teachers required to do?
   Q. What are students required to do?
   Q. What processes are in place to solve problems or address complaints associated with this area?
   Q. Are there any legal implications for young people associated with this issue?
   Q. What school and community support is available in this area?
4. Each group prepares a presentation, highlighting the most useful information that they found out.

*Useful resources are:
- the Macquarie Easy Guide to the Law for Young Australians, (1991), Macquarie University
- Procedures for Resolving Complaints About Discrimination Against Students, (1995), NSW Department of School Education.
- the school discipline policy and other relevant school-based procedures relating to attendance, suspension and drug use.

**These issues may include:
- sex-based harassment
- issues relating to sexual relationships
- alcohol and other drug use
- being questioned by the police
- not attending school.
Activity four: More of TRUST, TALK, TAKE CONTROL

What you will need:
Worksheet 2.2 (from activity one) – one per student – page 147
A4 paper for each group with six different headings which match the six options in Step 4 of this activity.

1. Distribute copies of worksheet 2.1 to students.
2. TRUST. Discuss the statement ‘if something appears to be wrong, it probably is’ and revise the concept that each of us develops our antennae about unsafe situations by tuning into our body reactions, feelings, thoughts and external warning signs, over time.
3. TALK. Review previous discussion about the importance of talking to somebody you trust about things that are worrying you. Ensure that students know that they can talk to teachers, and that there are specific people in the student welfare network in the school whose role is to support students.*
4. TAKE CONTROL. Divide students into six groups and allocate one of the following areas to each group:
   • at home
   • at school
   • at work
   • when walking
   • if confronted
   • out and about
5. Each group develops a list of strategies to improve control in the situation they have been allocated.**
6. Collect lists. Refine through class discussion and publish for all students.

*You may wish to invite the school counsellor, anti-racism contact officer, discrimination contact officer or other relevant person to talk to the students.

**Students’ lists could include:
At home:
• If you arrive home and you think someone may have broken in, don’t go in. Seek help.
Out and about:
• If your coach or instructor or anyone else makes you uncomfortable, speak to someone who can help.
Suggested teaching and learning activities

Extension work

Activity five: Improving the school situation

What you will need:
A4 paper and felt tip pens

1. Identify ways that the school provides support for students to apply the TRUST, TALK, TAKE CONTROL strategy.
2. Discuss as a class what factors would limit students’ use of the strategy within the school.
3. Discuss as a class how students could be involved in addressing the factors to improve the situation.
4. Develop practical strategies which include responsibilities and dates for review.
Activity 1: TRUST, TALK, TAKE CONTROL - Worksheet 2.1

1. As ............................................... (female) is leaving a party she realises that the driver has been drinking

2. ............................................... (male/female) is returning home from the movies. His or her date, whom he or she does not know very well, asks if he or she could come inside for a cup of coffee. There is no-one else home.

3. ............................................... (male) has been out with his mates. They get off the train three stops before him. He suddenly realises that there is only one other person left in the carriage, and this person has moved to sit opposite him.

4. An acquaintance of ............................................... (male's) father comes to the door when ............................................... (male) is at home alone. He always makes ............................................... (male) feel uncomfortable by talking about his sex life. The man asks when the father will be home.
Activity 1: TRUST, TALK, TAKE CONTROL - Worksheet 2.2

The TRUST, TALK, TAKE CONTROL model:

<table>
<thead>
<tr>
<th>TRUST</th>
<th>your feelings, thoughts and your reading of the situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALK</td>
<td>about it to someone (use your network, if appropriate)</td>
</tr>
<tr>
<td>TAKE CONTROL</td>
<td>by using your own plan for becoming comfortable and safe.</td>
</tr>
</tbody>
</table>

**The best course of action is the one that keeps us safe and reduces our risk of being harmed.**

How to put it into action:

What’s my gut feeling? ................................................................................................................

Who will I talk to?

If ....................................................................., then ...................................................................................

If ....................................................................., then ...................................................................................

If they aren’t available or aren’t helpful, who will I talk to next?

If ....................................................................., then ...................................................................................

My plan for safety and calmness is ..................................................................................

..................................................................................................................................................

..................................................................................................................................................

..................................................................................................................................................

I know it will help me if I TRUST, TALK, TAKE CONTROL.
Activity 2: Trusting others to care for kids, even though its tough - Worksheet 2.3

The laws relating to child protection:
• stress the importance of confidentiality
• mean that notifiers cannot be sued if they have genuine concerns about a child
• give different agencies specific responsibilities and powers so that they can work together.

No person or agency can protect children from abuse or neglect on their own.

The government checks that all agencies:
• ensure that children are the focus of procedures
• secure the safety of the child with their own family wherever possible, and where it is not possible, make sure that family links are maintained
• give families the opportunity to participate appropriately in decision making for the protection of children
• are sensitive to issues of race, religion, age, gender, sex, culture, language, disability, location and sexuality.

How can I trust other people with child abuse concerns which are so personal?

When child protection issues are raised at school, staff and students need to trust and co-operate with others who can help.
Activity 2: Trusting others to care for kids, even when it's tough - Worksheet 2.4

If anyone tells an adult at school about child abuse, they must tell the principal.

The principal must notify the Department of Community Services (DCS).

DCS will investigate suspected child abuse and if necessary work with families to ensure that children and young people are protected from abuse and neglect.

In order to find out if a child is safe and their needs are being met, a district officer may seek information from staff or students.

If DCS officers think the law has been broken, they will advise the police.

Reporting child abuse is the first step in stopping the abuse and protecting kids from further harm.

The Department of Education and Training as one of a number of key agencies that work with kids has its own procedures to make sure that concerns about abuse are investigated and kids are protected.

DCS local offices are called Community Service Centres.

If you are interviewed, you are allowed to have a support person present.

Confidentiality and respecting people's privacy are guaranteed by the law. Only those who 'need to know' should be told.
### Support services

The following services offer 24 hour support. They are listed in the telephone book under:

- 24 hour Emergency Numbers
- Community Help and Welfare Services and
- Community Help for Young People.

They are listed in the front section of the white pages. Your local telephone directory may list other local services, including religious and cultural support services.

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection and Family Crisis Service</td>
<td>1800 066 777</td>
</tr>
<tr>
<td>Crisis Centre Wayside Chapel</td>
<td>(02) 9358 6577</td>
</tr>
<tr>
<td>Domestic Violence Line</td>
<td>1800 65 6463</td>
</tr>
<tr>
<td>Kids Help Line</td>
<td>1800 55 1800</td>
</tr>
<tr>
<td>Lifeline</td>
<td>131 114</td>
</tr>
<tr>
<td>Rape Crisis Centre</td>
<td>(02) 9819 6565</td>
</tr>
<tr>
<td>(Outside Sydney metropolitan area)</td>
<td>1800 424 017</td>
</tr>
<tr>
<td>Salvo Youth Line</td>
<td>(02) 9360 3000</td>
</tr>
</tbody>
</table>
Activities to develop skills in establishing and maintaining non-coercive relationships and reinforcing attitudes and values related to equality, respect and responsibility.

Stage 4

Theme 2: Power in relationships
When discussing power in relationships, particular attention is given to building relationships which are positive and caring. Skills in establishing and maintaining positive relationships are reinforced. Focus areas include teaching and learning in the areas of rights and responsibilities, power in relationships and effecting change to build a safer community.

This section provides three (3) units of work to support learning within this theme.

### Overview of units

<table>
<thead>
<tr>
<th>Unit and title</th>
<th>Child protection focus</th>
<th>Related contents strands and key ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> We all have power</td>
<td>Sources and types of power in relationships</td>
<td><strong>Interpersonal relationships</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developing and maintaining relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• quality of relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Personal awareness</strong></td>
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<td></td>
<td></td>
<td>• self esteem</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> A two way street</td>
<td>Rights and responsibilities in different relationships</td>
<td><strong>Interpersonal relationships</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• types of relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• family</td>
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<td></td>
<td></td>
<td>• developing and maintaining relationships</td>
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<td>• rights and responsibilities</td>
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<td>• quality of relationships</td>
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<tr>
<td><strong>Unit 3:</strong> This business called bullying</td>
<td>Right not to be bullied - responsibility not to bully</td>
<td><strong>Interpersonal relationships</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• peer groups</td>
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<td></td>
<td></td>
<td>• rights and responsibilities</td>
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<td></td>
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<td>• quality of relationships</td>
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<td></td>
<td></td>
<td><strong>Personal awareness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• effective communication</td>
</tr>
</tbody>
</table>
Syllabus Objectives and Outcomes

The activities in these three units are based on the following Stage 4 objectives and outcomes from the NSW Board of Studies Personal Development, Health and Physical Education Syllabus Years 7–10, 1991.

<table>
<thead>
<tr>
<th>Stage 4 Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values and attitudes</strong></td>
<td>Students will achieve this objective when they:</td>
</tr>
<tr>
<td>Students will develop:</td>
<td>• value themselves as an important member of various groups</td>
</tr>
<tr>
<td>• a sense of their own worth and dignity as individuals</td>
<td>• respect the rights, feelings and efforts of others</td>
</tr>
<tr>
<td>• respect for the values and attitudes of others</td>
<td>• show concern for the welfare of others</td>
</tr>
<tr>
<td>• a sense of belonging</td>
<td>• recognise the importance of family life</td>
</tr>
<tr>
<td>• a sense of responsibility for personal and community health</td>
<td>• appraise the values and attitudes of society in relation to lifestyle and health</td>
</tr>
<tr>
<td>• be sensitive to the need for shared responsibility and decision-making</td>
<td></td>
</tr>
</tbody>
</table>

Students will develop skills in:

• communicating effectively with others

• decision-making in the context of maintaining healthy lifestyles

• interacting effectively with others and the environment

• clarifying their own value system

• share ideas, feelings and information with others

• select appropriate ways to express feelings, values and beliefs in different contexts

• assess the impact that key influences have on decision-making

• make positive contributions to group activity within both competitive and co-operative situations

• share those beliefs and principles they hold to be important for well-being

• evaluate different points of view

Students will develop knowledge and understanding about:

• principles underlying the development and maintenance of positive relationships

• factors that contribute to personal awareness and their effect on behaviour

• personal choices and practices in relation to life issues

• explain the importance of communication for positive relationships

• describe the types of responsibilities involved in different relationships

• compare the needs, feelings and beliefs of themselves with those of others

• explain ways in which feelings of empathy and respect influence behaviour towards others

• identify the steps in the decision-making process
Unit 1: We all have power

CHILD PROTECTION FOCUS
Sources and types of power in relationships

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
- developing and maintaining relationships
- rights and responsibilities
- quality of relationships

Personal awareness
- self esteem

THINGS TO LOOK FOR

Can students
- recognise different sources of power in relationships?
- distinguish between the positive use of power and abuse of power in relationships?
- understand that when people in a group use their power in a fair and OK way that respects the rights of others, there are advantages for everyone in the group?

ACTIVITIES

Setting the scene
1. What is power?

Core learning
2. What gives people power?
3. Power balance
4. Trust and power
5. Use and abuse of power
6. Choices about using my power

Extension work
7. Hurting inside
8. My friendships
Unit 1: We All Have Power!

Theme 2: Power in relationships
Focus: Sources and types of power in relationships

Suggested teaching and learning activities

Setting the scene

Activity one: What is power?

What you will need:
Student workbooks

1. Brainstorm answers to the question What is power?*
2. Write the following dictionary definition of ‘power’ on the board and discuss.
3. Brainstorm students’ responses to the question: Q. Where does the power that people have come from?
   List related thoughts, feelings, phrases on the board. For example, having possessions that others admire, being the boss, achievements, personality, being mature, being strong.
4. Ask the students to work individually or in pairs to:
   - group the words from the board which seem to be related to each other
   - think of a summary word for each group of words
   - draw a diagram (or mindmap) with the word ‘power’ surrounded by their summary words**
5. Invite some students to talk about their diagrams.
6. Discussion:
   Q. What similarities exist?
   Q. What different views exist?
   Q. How does the power base change within different environments?
   A. In one friendship group a particular style of dress may be valued and give a member ‘power’ in the group. In another, expertise with computers may be highly valued and a source of power.

Teacher notes

*Power could also be described as being able to do something or make something happen; having strength; being able to exert force over others.

**Example:
**Core learning**

**Activity two: What gives people power?**

**What you will need:**
- Worksheet 1.1 – one per student – page 75
- Information sheet 1.1 – page 76
- OHT 1.1 – page 77
- Scissors and glue – one per pair
- Student workbooks

1. Distribute worksheet 1.1.
2. Discuss the different sources of power. Use the descriptions on the worksheet to clarify the meanings of any unfamiliar terms, e.g., charisma, convention.
3. Establish pairs and ask the students to match the source of power card with the relevant example and glue the paired cards into their workbooks. Space should be left between each matched pair of cards.
4. Ask the students to think of another example of each source of power and to write it in the space.
5. As a whole class, discuss the answers from information sheet 1.1 including some suggestions of additional examples. Clarify any issues from the group.
6. Show OHT 1.1. Concluding discussion:
   - Q. How do people benefit from a sharing of power within groups?
   - A. The qualities and skills of individuals complement each other so that the group can draw on a range of expertise. It is often more fun to share tasks and responsibilities with others. The individuals learn from each other.

**Activity three: Power balance**

**What you will need:**
- OHTs 1.2 and 1.3 – pages 78 and 79

1. Review the concept of power.
2. Discussion based on the following question:
   - Q. In what ways do our laws and government make sure that power is shared?
Suggested teaching and learning activities

A. For example, in our democracy, all citizens 18 years and over elect their representatives who form governments. Our courts incorporate a jury system. Laws apply across the community?
Q. How is power shared in personal relationships?
A. Through conscious and subconscious decisions about making decisions and sharing responsibilities.
3. Show OHT 1.2. Discuss the differences between formal and informal power sharing arrangements and seek other examples.
4. Show OHT 1.3. Discussion based on the following questions:
Q. How can power be abused in relationships, for example between brothers and sisters?
A. If one harasses the other. If one is expected to take more responsibility than the other, regardless of age.
Q. How might that abuse damage the relationship?
A. Trust is likely to be difficult to establish. Ability to care for and respect each other will be weakened. Feelings of self confidence may be lost.
5. Concluding discussion:
An appropriate balance of power supports healthy, caring relationships.
Q. What are some things that people can do in relationships that help to balance power?
A. People valuing each other’s opinions and making sure that each person’s views are listened to and respected.
People taking responsibility for apologising when they consider that they may have been unfair or offensive to others.

Activity four: Trust and power

What you will need:
Worksheet 1.2 – one per student – page 80
Post box
Chart paper and felt tip pens
Student workbooks

1. Discuss the words students associate with ‘trust’ in relationships?
Create a shared definition of the word ‘trust’.
2. Invite students to think about classroom or group situations (eg clubs, teams) where people trusted each other.

Teacher notes

Democracies support the view that power should be shared by all citizens.
*Systems of power sharing are set up within relationships between people although these are usually not written down.
Eg how friends make decisions about where to go when they go out; how tasks will be shared in families; who makes the final decisions on what will happen.
**This activity provides an opportunity to remind students about formal rules and procedures that help to balance power in the school environment. Anti-discrimination laws are particularly relevant.
***Abuse of power is unhealthy for relationships.

*Ideas could include:
• having confidence in someone
• believing that someone will treat you fairly
• being prepared to rely on someone, eg to repay a loan, to help you if you need it, to not make fun of you.
• being trustworthy or reliable
• something that is built up over time and through experiences.
An alternative trust-building activity such as blindfold walks could be included here.
Q. What were the things that helped to build that atmosphere of trust?

A. Fairness, respect for others as individuals, encouragement, sticking to rules, caring, realistic expectations, opportunities to demonstrate trustworthiness.

3. List ideas on the board under the heading ‘things that help to develop trust’.

4. Divide students into groups to make up a wall of trust – worksheet 1.2. The wall of trust has bricks which gradually help people to trust each other more. Use the list on the board for ideas.

5. Display the group’s work.

6. Discussion based on the following questions:
   Q. How do people feel when trust is broken?
   A. Disappointed, hurt, cheated, angry.

   Q. Which ideas from the wall of trust could be used to help to build trust in this class?
   A. For example, implement a rule about ‘no put downs’, encourage apologies, speak up when things are unfair, listen without interrupting, use humour sensitively, looking for a range of opinions rather than expecting agreement.

   Q. Can trust be repaired when it is broken?
   A. Yes. People have to be willing to repair it and it may take time.

   Q. What are examples of things we could do to repair trust?
   A. Sincere apologies, given and received. Commitment not to repeat the behaviour that resulted in the breakdown of trust and plans for what could be done if it did happen again. Agreement about repairing damage.

   Q. What could people do to show that they are trustworthy?**

   Q. What are the advantages if people are willing to re-build trust if it is broken?
   A. Trust can grow stronger and people can relax and share more of themselves without risking ridicule. It’s more fun. People feel safe.

7. Conclusion:
   Invite students to complete the following sentences and place them anonymously in the post box for later discussion:
   ‘I can use my power and build trust by...’
   ‘It would be good if other people in the class...’***

**Some examples that students may suggest include:
- agree to take responsibility for own words and actions
- separate people from actions: ‘I don’t like it when you do that’ rather than ‘you are an idiot’
- treat people’s personal business or views confidentially: don’t ‘blab’.

***Responses to the ‘posted issues’ will need to be followed up in the next lesson.
**Suggested teaching and learning activities**

**Activity five: Use and abuse of power**

**What you will need:**
- Worksheet 1.3 – cut into cards, one set per group* – page 81
- Information sheet 1.3 – page 82
- OHT 1.4 – page 83
- ‘Positive Power’, ‘Abuse of Power’ and ‘Not Sure’ cards for each group

1. Divide the class into groups of six or seven and demonstrate the group activity by going through two examples together.
2. Distribute worksheet 1.3.
3. Divide the cards among the group members. Each person is to decide if the situation on the card is positive use or abuse of power and state why. The group discusses the decision and the group member with the card decides which pile to place it on.**

4. As a whole class discuss:
   - Q. What was the critical factor in deciding whether situations involved positive use or abuse of power?
   - A. Someone was taking advantage of someone else.
5. Display OHT 1.4 and discuss the definitions.***
6. In pairs, ask the students to choose three situations that show an abuse of power then discuss:
   - Q. How might the person targeted by the abuse of power feel?
   - A. Angry, hurt, resentful, lonely, stupid
7. Each pair lists non-violent ways this person could maintain or regain power in this situation.****
8. As a whole class, share and discuss answers to each situation.
9. Concluding discussion:
   - Q. What could be the effect on people if they frequently experienced situations where power was abused?
   - A. They could become depressed, lose confidence, withdraw into themselves, believe they ‘deserve it’, believe they have no power, become very sensitive.

---

**Teacher notes**

*Alternatively, this activity could be completed by each group writing a ‘+’ or ‘-’ on the uncut worksheet.

**To help group members remember the categories, it may be useful for groups to write signs for each pile. The symbols +, -, ? may be sufficient.

***Issues about self abuse (eg self mutilation, self induced vomiting, not eating, dependence on alcohol or drugs) may arise in discussion. All students need to be encouraged to act in their own best interests. Self abuse is a matter for concern although it needs to be handled very sensitively with the individual. Staff and students should talk over any concerns about self abuse with the school counsellor.

****Developing answers to these activities or questions reinforces the influence that students have over their own lives. The aim is to enable them to make decisions in their own lives with confidence rather than relying upon others or expecting others to make decisions for them.

This is part of the process of empowerment. Empowerment means people are aware of the choices they have in their own lives and can act in those situations.
**Teacher notes**

**Suggested teaching and learning activities**

Q. What might people do to maintain or regain power in abusive situations using non-violent strategies? Emphasise the strategies:
- talk to the person, if appropriate
- trust your sense that the situation is not O K
- talk to someone you trust about the situation
- take control by using your own plan.

**Activity six: Choices about using my power**

**What you will need:**
Worksheet 1.4 – one per student – page 84
Post box

1. State that in this activity, we will be considering the choices we have about using our own power.
2. Everyone has power in some ways. Discuss:
   Q. How has your ability to act (your power) changed as you have become older?
   A. Capable of doing more, accepting more responsibility, making more decisions independently.
3. Remind students that everyone has power in some ways. With power comes the responsibility to use power in a way that respects the rights of others.*
4. Ask students to think of ways in which they have power in the classroom.** List on the board.
   Q. How can the power be used in a way that is ‘not O K’?
   A. Ridiculing others. Lack of respect for others. Not completing work.
   Q. What might happen as a result?
   A. Learning limited. Lack of trust. Reduced enjoyment. Time taken by behaviour not learning.
   Q. How can power be used in a way that is fair and O K?
   A. Being on time. Taking the work seriously. Being co-operative. Respecting others.
   Q. What might happen as a result?
5. Distribute worksheet 1.4. Students write or draw about their power in the classroom.
6. Concluding discussion:
   Q. How do class rules relate to the use of power in the classroom?

*OHT 1.1 could be shown.
**Contributions to the post box from activity four could be introduced here, if appropriate.
Suggested teaching and learning activities

Q. Which class rules encourage the positive use of power?
Q. What changes to the class or school rules could be helpful in encouraging the positive use of power?

Ideas could be written down and placed in the post box anonymously, for discussion in the next lesson.***

Extension work

Activity seven: Hurting inside (poem)

What you will need:
Worksheet 1.5 – one per student – page 85

1. Distribute worksheet 1.5 to each student and read the poem to the class.
2. Ask the students to discuss the following questions in pairs:
   Q. How did you feel while the poem was being read? How do you feel now?
   Q. What is the secret being talked about in the poem?*
      A. Child sexual abuse.
   Q. Do you think the subject of the poem is a boy or a girl? Why?
      A. We don’t know for sure. Stress that while both boys and girls are targeted for child sexual abuse, most boys find it harder to talk about, ie they don’t report it.
   Q. Which verse/s shows that this child feels he/she is to blame and is ashamed of what was happening?
      A. Verse three and verse five.
   Q. Is this a typical response from children?
      A. Yes ‘It must have been my fault’ is a typical response.
   Q. How did the child work out that what was happening was wrong?**
      A. What happened felt rotten. It was a secret.
   Q. What has been the effect of being abused for this child?
      A. Confusion, fright, need to block out memories, ashamed.
   Q. How has the uncle abused his power in this relationship?
      A. He has used this child without respecting his or her body or right to be protected by adults.
   Q. What might a child or young person do if their feelings are telling them that this sort of touching is wrong?

Teacher notes

***Students will be encouraged to use the post box if their contributions are followed up. If suggestions are made about class rules they should ideally be considered by the class and rules adapted if agreed. Ideas about school rules also need to be acted on. They could be taken by class representatives to the Deputy Principal or SRC, for example.

*Child sexual abuse perpetrators rely upon the victim ‘keeping the secret’. They groom the victim in such a way that the victim feels they are to blame. This poem provides an opportunity to review this concept with students.

**This is an opportunity to remind students that feelings are often good indicators of inappropriate touching. Listening to our feelings may help us to recognise potentially threatening or unsafe situations where power has been abused in a trusting relationship.
A. Trust their reactions. Talk to someone about it as soon as possible. Take control by putting their own action plan in place.***
3. Class discussion on all questions and responses. Discuss any issues.

**Activity eight: My friendships**

What you will need:
Student workbooks

1. Ask the students to write, draw or indicate responses to the following questions:
   Q. What ‘ingredients’ do you like to have in your friendships?
   A. Fun, sharing, care, respect, trust, humour.
   Q. How would you like to see power being shared in your friendships?
   A. Equally, in a balanced way, fairly.
   Q. What could you do if you became aware that one of your friends was not using power in a fair way?
   A. Take control of your concern and act on it.
   Q. How would you know?
   A. Hear rumours, things don’t add up, feel confused, attacked, yukky, uneasy or put down, know that the behaviour was unfair. Notice that the weakest members of the group are being picked on. Notice that some people’s feelings are being dismissed or ridiculed.
   Q. Who could you talk to?
   A. Your friend, another friend, someone in your network.
   Q. What could you do? What would you do?
   A. Talk about it without ‘put downs’ – ‘tough on the issue, soft on the person’, ie refer to the behaviour, not the person. Talk it over with someone else so that you can develop your own plan.
2. Ask the students to share their responses. Discuss.

***Refer to Protective Strategies, Theme 3, for further clarification.
## Activity 2: What gives people power? - Worksheet 1.1

<table>
<thead>
<tr>
<th>Sources of power:</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| **Information** Power through knowing things | • being an older child in a family where the children are young  
• being able to manage your own feelings and to seek support from others when it will help |
| **Charisma** Power through being attractive | • being the Prime Minister  
• being the president of the school SRC |
| **Expertise** Power through knowledge understanding, skills or experience in a particular area | • being an Aboriginal elder  
• being on a jury and having to keep discussions confidential |
| **Position** Power through authority or status | • being best friends with a ‘gold medal’ athlete  
• being family friends with someone who is an expert in an area in which you want to become involved |
| **Reward** Power through ability to reward others | • being lead singer in a well known band  
• being voted the person most students would like to meet |
| **Connection** Power through knowing someone who has another type of power | • knowing procedures to appeal against unfair practices  
• knowing effective ways to get a part time job locally |
| **Strength** Power through being emotionally or physically strong | • people responsible for selecting teams or members of performances  
• teachers awarding special prizes |
| **Convention** Power through social customs | • being able to use first aid in an emergency  
• being able to manage a difficult task |
**Activity 2: What gives people power? - Information sheet 1.1**

<table>
<thead>
<tr>
<th>Sources of power</th>
<th>Examples:</th>
</tr>
</thead>
</table>
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| **Convention.** Power through social customs. | • being an Aboriginal elder  
• being on a jury and having to keep discussions confidential |
Activity 2: What gives people power? - *OHT 1.1*

Everyone has power in some ways.

With power comes the responsibility to use the power in ways that show respect and concern for others.
Activity 3: Power balance - OHT 1.2

The balance of power

Arrangements for balancing power can be formal and written down, for example:

♠ the Australian Constitution
♠ anti-discrimination laws
♠ school rules and
♠ teachers’ code of conduct.

Informal and not written down, for example:

♠ friends work out how decisions are made and how conflicts are resolved
♠ family members take on different roles and responsibilities.
Activity 3: Power balance - OHT 1.3

Power in relationships

People are more at risk of being emotionally and physically hurt when they have relatively little power in a situation.

Balancing power helps to build healthy, fair relationships between individuals.
Activity 4: Trust and power - Worksheet 1.2

We believe that these things can help build trust within a group

This wall of trust has been built by
Names:.......................................................................................................................................................................................................................

It was unveiled on – Date:.............................. Signed:...............................................................................................................
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Child Protection Education • Stage 4
**Activity 5: Use and abuse of power - Worksheet 1.3**

The following statements demonstrate the use of power in different situations. Decide if the situation involves a positive use (P) or an abuse (A) of power.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Year 10 student pushes in front of a Year 7 student at the canteen</td>
<td>The SRC at your school decides to raise funds for the Cystic Fibrosis Association</td>
</tr>
<tr>
<td>An adult touches a young child sexually</td>
<td>A shop assistant serves all the people in the shop before serving a person with an intellectual disability</td>
</tr>
<tr>
<td>A coach wants you to play in a position where you don’t normally play</td>
<td>A boss asks you to over-charge a customer when you bill them</td>
</tr>
<tr>
<td>A parent sets limits on what time you have to be home</td>
<td>A friend asks you to lie for them</td>
</tr>
<tr>
<td>A group of students make crude jokes in front of a teacher who they know will be embarrassed</td>
<td>A teacher warns a student that if they continue to talk they will be moved</td>
</tr>
<tr>
<td>A parent says, ‘I expect you to respect the family’s rules while you live in this house’</td>
<td>Employees are given a salary increase because they have achieved their targets for the year</td>
</tr>
<tr>
<td>A teacher uses embarrassing put downs against a student</td>
<td>An older brother makes his younger sister give sexual favours to his friend</td>
</tr>
</tbody>
</table>
### Activity 5: Use and abuse of power - Information sheet 1.3

The following demonstrate the use of power in different situations. Decide if the situation involves a positive use (P) or an abuse (A) of power.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>P</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>A</td>
<td>A teacher uses embarrassing put downs against a student</td>
<td>A</td>
</tr>
</tbody>
</table>
Activity 5: Use and abuse of power - OHT 1.4

People make choices about using the power they have

Positive use of power involves acting or influencing others in ways which show respect for yourself and for others. It also involves protecting your own and others’ rights to safety.

A buse of power occurs when people do not respect the rights of others or themselves.
Activity 6: Choices about using my power - *Worksheet 1.4*

I have power in the classroom when

I could use my power in an unfair way by

The likely results are

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

The likely results are

The benefits to me of using my power positively could be
Activity 7: Hurting inside - Worksheet 1.5

Hurting inside

I have to keep a secret,
or my uncle will be mad. 
He said I am his special friend, 
but what he did felt bad.

He made me keep a secret, 
he knows Mum would be mad 
if she thought he did those things.
They feel dirty - they feel bad.

I’m lying here - and all alone, 
it must have been my fault. 
Uncle Jim has gone back home, 
I’m glad I wasn’t caught.

But now I’m scared of Uncle Jim, 
I’m really in a stew. 
He will be coming back one day, 
what am I going to do?

I hate that man and what he did, 
I feel all bad and rotten. 
I’m going to block out what he did, 
until it is forgotten.

Oh, little person you are wrong 
to keep that awful secret. 
Your mum and dad love you the best, 
they’ll keep you safe - so speak it!

Source: Duffield Dr Nora: Talking to Kids About Trouble
CHILD PROTECTION FOCUS
Rights and responsibilities in different relationships

RELATED CONTENT STRANDS AND KEY IDEAS
Interpersonal relationships
• types of relationships
• family
• developing and maintaining relationships
• rights and responsibilities
• quality of relationships

THINGS TO LOOK FOR
Can students
• define a relationship?
• describe qualities of a positive relationship?
• explain the difference between rights and responsibilities?
• recognise rights and responsibilities in different relationships?
• explain the importance of respecting rights and fulfilling responsibilities in personal relationships?
• indicate the difference between a non-abusive and abusive relationship?

ACTIVITIES
Setting the scene
1. Types of relationships
2. Ingredients for a good relationship
3. Give and take

Core learning
4. Understanding rights and responsibilities in the classroom
5. Responsibilities in the family
6. Fulfilling responsibilities

Extension work
7. Acting on our rights and responsibilities
**Unit 2: A Two Way Street**

**THEME 2:** Power in relationships  
**FOCUS:** Rights and responsibilities in different relationships

### Suggested teaching and learning activities

#### Setting the scene

**Activity one:** Types of relationships

**What you will need:**  
Student workbooks

1. Introductory comments:  
   We come into contact with many different people in our lives. We become close to some people. With some we have important relationships* but we are not close. Other relationships are not close at all.

2. Decide on some simple symbols that could be used for each category, ie close, important but not close and not close.

3. Invite students to complete the following tasks individually  
   - List examples of the different people you associate with in your life, ie the different relationships you have.
   - Draw a diagram that groups different people and shows the links you have with them.
   - Use three symbols to indicate whether the relationship is close, important but not close or not close at all.
   - Complete the statement, ‘A relationship is ....................................................’.

4. Invite the students to share their definitions of a relationship.**

5. Concluding discussion:  
   Q. Think of a close positive relationship you have. What makes it positive?

**Activity two:** Ingredients for a good relationship

**What you will need:**  
Student workbooks

1. Ask the students to list some ‘ingredients’ of positive relationships in their workbooks and then share their lists with a partner.*

2. Ask students to contribute their answers to a class diagram. Record all answers.**

---

*Relationships can be defined as connections between people.

**Eg A relationship is an association with people we know.

*Students’ ideas could include:
- be respectful and considerate
- value the different views of individuals
Suggested teaching and learning activities

3. Discussion based on the following questions:

Q. Are there any ingredients that anyone wants to reject from the list? Why?

Q. What changes in a relationship might put pressure on it?
A. Moving house or area, less time to share activities, the development of other friendships, stress on individuals.

Q. What are the likely effects of abuse of power in relationships?
A. Unfair treatment of another, lack of respect for another person’s feelings and rights.

Q. Is abuse the same as conflict? What is the difference?
A. Conflict usually results from failure to understand another’s actions or the impact of one’s own actions upon another. With communication and empathy, conflicts can be resolved. The power balance can be equal.

In abuse situations the power balance is unequal. If the abuser is prepared to take full responsibility for the abusive behaviour, the power balance could become equal and a resolution could be negotiated.

Q. Would the diagram be different for close relationships, relationships that are important but not close and relationships that are not close?
A. Yes. Some components of positive, close relationships would be inappropriate in ‘not close’ relationships, eg showing affection.

Q. Which ‘ingredients’ are basic to respect, well-being and safety in relationships?
A. Trust, balance of power, concern for each other.

Q. What are the benefits to groups and communities where people accept responsibility to contribute positively to relationships?

4. Concluding discussion:

Q. How can we support our close relationships?
A. Time for listening and sharing, time for fun, offering support, volunteering to share responsibilities, remembering important dates.

Teacher notes

- use good communication skills and listen well
- consult each other about decisions and activities
- be co-operative
- share workloads
- accept and fulfill responsibilities
- understand that conflict is a normal part of relationships and sort it out in non-violent ways
- admit mistakes and apologise for hurt.

**Eg

**Eg

***The TRUST, TALK, TAKE CONTROL model from Protective Strategies, Theme 3, could be reinforced here if it has already been introduced.
**Suggested teaching and learning activities**

**Activity three: Give and take**

**What you will need:**
Student workbooks

1. Brainstorm the meaning of ‘give’ and ‘take’ in relationships.
2. Ask the students to develop a diagram of their relationships with other people* by following these steps:
   - List people to whom they relate (ie have a connection), in their workbooks.
   - Write ‘me’ in a circle in the middle of a piece of paper or workbook page and place the people they relate to around them, varying the distance from the centre according to how important they are to them.
   - Circle up to ‘ten most important people’ in their lives and write beside each name the kind of relationship, eg mother, friend, neighbour, step-parent, grandfather, coach.
   - Draw an arrow going from the student’s name out to any other names if the student ‘gives’ these other people a lot of time, energy, care or support.
   - Draw an arrow towards the student’s name if they ‘receive’ a lot from the other person (the other person cares for them, provides shelter, food, transport, listens, remembers their birthday, is interested in what they have been doing).
3. Divide the class into groups to discuss the following questions:
   - Q. Are there some people to whom you give a lot, but receive less in return? How does this feel?
   - Q. Does the reverse happen in some instances? How does this feel? When is it appropriate for this to happen?
   - Q. What is the importance of having ‘give’ and ‘take’ in a relationship?
   - Q. Is it important to have people that you can turn to for help?
4. Report back on the discussion.
5. Concluding discussion:
   - Relationships are a ‘two way street’.
   - Relationships don’t just happen, they need to be built up.**

*Eg

**Teacher notes**

**Teacher notes**

**Theme 2: Power in relationships**

*C Alternatively ask students to draw or write or develop skits about ‘relationship building’. For example, the Kids-Tell advertisement in ‘Tell a Friend – It’s never too late’ could be used as a model to promote the positive behaviours in a fun way.*
**Core learning**

**Activity four: Understanding rights and responsibilities in the classroom**

**What you will need:**
Worksheet 2.1 – one per student – page 94

1. Distribute worksheet 2.1. Clarify the statements about rights and responsibilities at the top of the worksheet. In pairs, students decide which statements are rights and which are responsibilities.*

2. Ask the students to stand with their feet either side of an imaginary or chalked line drawn across the front of the classroom.

3. Stand at the end of the line and inform the students they have to step immediately to the right if the statement read is a ‘right’, and step immediately to the left if the statement read is a ‘responsibility’.

4. Briefly discuss the reasons this statement is a right or responsibility.

5. All students move back to stand astride the line before a new statement is read.

6. Ask the students to return to their seats. In pairs, match the ‘rights’ and ‘responsibilities’ on the worksheet. Some responsibilities may apply more than once.

7. As a whole class, discuss:
   - Q. Is there an associated ‘responsibility’ for every right?
   - Develop a list of responsibilities that go with the right to be treated with respect.

8. Concluding discussion:
   - Q. What could people do if their rights have been abused in a classroom situation?
   - A. Speak up to the person and ask them to stop.**

---

**Teacher notes**

*Rights: 1, 4, 6, 9, 11, 12, 14.
Responsibilities: 2, 3, 5, 7, 8, 10, 13.

A positive relationship recognises that all people are entitled to be treated with consideration and respect. To have this, people need to be aware of their rights and responsibilities in a relationship.

Rights - Are things that all children should have. All children have the right to be safe, to have their bodies, thoughts and feelings respected and the right to be treated fairly.

Responsibilities - are a role or task which is yours to do. Carrying out responsibilities can ensure that rights are met.

**This is an opportunity to remind students of agreed procedures and support that is available. It could be used to strengthen class agreements about dealing with these situations.

The TRUST, TALK, TAKE CONTROL strategy could be refined if it has been introduced previously. See Stage 4, Theme 3, Protective Strategies.
Activity five: Responsibilities in the family

What you will need:
Worksheet 2.2 – one per student – page 95

1. Distribute worksheet 2.2.

2. Invite the students to imagine the following scenario as you read it. They will need to list the children’s ‘rights’ on the worksheet.

The year is 2020. You are a parent with three lively children who range in age from 12 – 15 years. These children have been irritating you with frequent statements about their rights to freedom (to go out with their friends whenever they want to), adequate food (more ‘fast’ food), clothing, shelter and a free education (which one interprets as the right to decide whether they go to school or not).

In your stress you remember the lesson in Year 8 PDHPE when Mr/Ms XYZ said very clearly that with all rights, come responsibilities.

You cannot remember if there were good lists of children’s responsibilities worked out. You do remember that families work out their own ways to balance power and ensure that every person is safe and respected.

You decide to take action to improve the balance in your relationship with your children. What responsibilities do you consider are reasonable for young adolescents in their families?

3. List the rights your children have claimed. Develop a list of responsibilities for your children on the worksheet.

4. Whole class discussion:
   Q. Does your list of responsibilities look reasonable to you as a young person?
   Q. Why is it sometimes easier to emphasise rights over responsibilities (as in the scenario)?
   Q. How do maturity and independence relate to the way we handle rights and responsibilities?

5. Invite students to make a note in their workbooks about an area of their life which would be better if they either:
   • asserted a right
   or
   • took more responsibility.

   Q. How could they do this?

6. Invite any students who would like class support for developing a plan and acting on it, to do so. Clarify with the student what would be supportive and gain agreement from volunteers to provide it.

*If students in your class have difficulty with writing you may wish to have them work in pairs.

Families need to work together to ensure the rights of family members are respected. This relies upon everyone fulfilling their responsibilities.
**Teacher notes**

*Adults have a responsibility to look after children and young people. It is not OK if they use their strength or age to coerce or manipulate a child into sexual or other activities. This is abuse. Acceptance of responsibilities and the respect for the rights of others contribute to positive, personal relationships.

**Suggested teaching and learning activities**

**Activity six: Fulfiling responsibilities**

**What you will need:**
Worksheet 2.3 – one per student – page 96

1. Distribute worksheet 2.3 to each student. Work through the first two scenarios, a) and b), with the students. Discuss the responses to each question.

2. In pairs, ask the students to read and respond to the questions following the last two scenarios.

3. As a whole class, share and discuss the responses. Give the students the opportunity to comment.

4. Concluding discussion:
   - Q. Why is it important that people accept responsibilities and respect rights of others in personal relationships?
   - Q. What rights have not been respected in scenario (d)?
   - Q. What responsibilities are not fulfilled by the offender in situations of child sexual abuse?*

**Extension work:**

**Activity seven: Acting on our rights and responsibilities**

**What you will need:**
Nil

1. Students pair up with another student (A&B). Each pair moves so that ‘B’ is standing as part of an inside circle and ‘A’ as part of an outer circle.

   The scenarios:
   a) You accidentally break your mother’s favourite cup. What could you say or do to take responsibility?
   b) You are arguing with your sibling who suddenly punches you. What could you do to take responsibility in a non-violent way?
   c) A group of boys constantly pick on another boy in your class. What could you do to act responsibly?
   d) You hear your boyfriend/girlfriend telling others something you had told them in confidence. What could you do to act responsibly?
   e) Your father’s friend keeps touching you. This makes you feel extremely uncomfortable. What could you say to your father?

*Adults have a responsibility to look after children and young people. It is not OK if they use their strength or age to coerce or manipulate a child into sexual or other activities. This is abuse. Acceptance of responsibilities and the respect for the rights of others contribute to positive, personal relationships.*
Suggested teaching and learning activities

2. Read each scenario to the class one at a time.
   • Scenario a). ‘A’s’ imagine themselves in the situation described. ‘B’s’ provide feedback.
   • Now ‘B’s’ imagine themselves the other person in the situation and ‘A’s’ provide feedback.
   • Continue to alternate the roles of ‘A’ and ‘B’ for scenarios b) to d).

3. As a whole class, discuss the following questions:
   Q. How did you feel during the activity?
   Q. How do you feel now?
   Q. What are our basic rights and responsibilities in personal relationships?
   Q. Why is it important that we accept responsibilities and respect the rights of others in personal relationships?
   Q. If someone you know had their personal rights not to be touched, hassled, or bullied abused by someone, what could you do to help?

4. Conclusion:
   Post box activity. Ask the students to write down any questions or concerns they have about responsibilities in relationships. Names do not need to be given.*

Teacher notes

*Questions and concerns will need to be followed up in the next lesson.
Activity 4: Understanding rights and responsibilities in the classroom - Worksheet 2.1

Rights and responsibilities

RIGHTS are things that everyone should have. All people have the right to be safe and to be treated fairly, and to have their bodies, thoughts and feelings respected.

RESPONSIBILITIES are a role or task which is yours to do. Carrying out responsibilities can make sure that rights are met.

Classroom rights and responsibilities

Rights as a student in the classroom.
Responsibilities as a class member.

Task

Label the following as either a right (✓) or a responsibility (✓✓).

1. To learn without being distracted.  
2. To keep my hands to myself.  
3. To put my rubbish in the classroom bin.  
4. To feel safe.  
5. To respect other people’s property.  
6. To be treated with respect.  
7. To take care of my own property.  
8. To listen to the opinion of others.  
9. To express my opinion freely in discussion.  
10. To treat others as I would like to be treated.  
11. To work in a clean environment.  
12. To learn in a positive environment.  
13. To do my own work without disrupting others.  
14. To have my personal property left alone by others.
Activity 5: Responsibilities in the family - Worksheet 2.2

The children’s rights were:

1. 

2. 

3. 

4. 

5. 

Responsibilities for my children:

• 

• 

• 

• 

• 

•
Activity 6: Fulfilling responsibilities - Worksheet 2.3

Read the following descriptions and answer the questions that follow each of them.

(a) .................................(male) is twelve years old. His parents have just separated and he is now living with his mother.
   (i) How might he feel about his responsibilities? .............................................................................................................
   (ii) What rights could be important for him? ............................................................................................................................

(b) .................................(female) is thirteen years old and has recently arrived in Australia from Vietnam. She is beginning to learn English and has just started in her new school.
   (i) What rights and responsibilities should she have in her new school?
   (ii) What responsibilities will her classmates have towards her?
   (iii) How would you feel if you were in .................................(female’s) situation?

(c) .................................(female 1), .................................(male) and .................................(female 2) have been close friends since primary school. .................................(male) and .................................(female 1) have started ‘going together’.
   (i) What is the responsibility of .................................(male) and .................................(female 1) towards .................................(female 2)?
   (ii) Suggest what .................................(female 2) could do to accept this change in their relationship.

(d) .................................(female 1) is told by her friend .................................(female 2), that someone has forced her to be involved in sexual activities.
   (i) What rights of .................................(female 1’s) friend have not been respected?
   (ii) What responsibilities were not fulfilled by the person who forced her?
   (iii) What responsibilities does .................................(female 1) have towards her friend?
Unit 3: This business called bullying

CHILD PROTECTION FOCUS
Right not to be bullied – responsibility not to bully

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
• peer groups
• rights and responsibilities
• quality of relationships

Personal awareness
• effective communication

THINGS TO LOOK FOR

Can students
• define bullying?
• identify bullying situations?
• explain the effects of bullying?
• identify positive and practical ways to deal with bullying?
• identify the rights and responsibilities people have when relating to others?

ACTIVITIES

Setting the scene
1. The characteristics of bullying

Core learning
2. Developing a definition of bullying
3. Why is bullying worth fixing?
4. The power of the silent majority
5. How common is bullying?
6. Making choices for a peaceful life
7. That’s unfair – what can I do?

Extension work
8. Why should I put up with it? Take action
Unit 3: This Business Called Bullying

**Theme 2:** Power in relationships

**Focus:** Right not to be bullied – responsibility not to bully

### Teacher notes

*Additional background information on bullying is included in Appendix 2, on page 164.

**The “Y” diagram on worksheet 3.1, page 104, can be completed using words or drawings.

***It is helpful to discourage the labelling of people as ‘bullies’ or ‘victims’ as this oversimplifies the dynamics of bullying and makes it difficult for people to change their behaviour.

Bullying and harassment are behaviours related to the group or social context at the time. ‘Putting others down’ can be a shared experience to reinforce belonging to a group. It can also be a basis for humour. It is therefore possible for bullying and harassment to develop in a wide range of situations and for anyone to be tempted to bully others or to be the target.

### Suggested teaching and learning activities

#### Setting the scene

**Activity one:** The characteristics of bullying*

What you will need:
Worksheet 3.1 – one per student or drawn in student’s workbooks – page 104

1. Ask students to complete worksheet 3.1 individually.** Explain that they will not be asked to share their diagrams.

2. Discussion based on the following questions:
   - Q. What is happening with the use of power in bullying situations?
   - Q. Who is failing to act on their responsibility to respect other people’s rights to safety and respect?
     - A. Only the person using the bullying behaviour.
   - Q. What are some consequences of bullying behaviour being allowed to continue? For individuals? For the environment in which it happens?
   - Q. Do you think we are all capable of bullying behaviours?***
   - Q. Could any of us be targeted by bullying behaviours in some circumstances?
     - A. Yes. For example, being new in a situation where other people ‘know the ropes’ or being different in some way from the majority.
   - Q. What are the most frequent excuses for bullying?
     - A. He or she deserves it. Everyone does it. It’s just part of growing up.
   - Q. How can these excuses be challenged?

3. Ask students to consider their ‘Y’ diagram. Are there additional words or pictures they would like to add.
Suggested teaching and learning activities

Core learning

Activity two: Developing a definition of bullying

What you will need:
OHTs 3.1 and 3.2 – pages 105 and 106
Chart paper (5 – with five different headings which match the 5 options on OHT 3.1) and felt tip pens

1. Explain that it will be useful for work in this unit on bullying if the class has an agreement about what bullying is and how it can be defined.
2. Display OHT 3.1 and discuss the five categories.
3. Divide the class into five groups. Distribute one sheet of chart paper to each group so that each group has a different aspect of bullying to discuss and record.
4. Display completed lists and discuss. Add any further examples suggested by the class. Make adjustments to lists as agreed. Display OHT 3.2 and compare with group lists. Emphasise the statement on the bottom of this OHT.
5. Ask students, in pairs, to develop a clear definition of bullying which could be understood by all students.
6. Ask each pair to combine with another to come up with an agreed definition, and then to follow the same process for two sets of five.
7. Collect the resulting ideas of each ‘ten’ to synthesise into a class definition of bullying. Explain that there will be opportunities to work further on the definition as the unit progresses.

Activity three: Why is bullying worth fixing?

What you will need:
Worksheet 3.2 – cut into set of cards – one set per group – page 107
Worksheet 3.3 – one per student – page 108

1. Divide the class into groups and provide each group with one or two cards from worksheet 3.2.
2. Invite discussion about the situation on the card and then discuss the following questions:
   Q. How is the person targeted likely to feel?
   Q. What might be the effects on their thinking about themselves and the group?

*Check that students understand the difference between direct and indirect bullying. Indirect bullying may be an unfamiliar concept. Direct bullying involves one person or group bullying others themselves. Indirect bullying is characterised by ‘setting someone else up’ to do the bullying. Excluding people is also considered to be ‘indirect’ bullying.

*It may be necessary to revise the concept of abuse and ways of recognising abusive situations before students complete this activity.

**You may also ask for volunteers to suggest their own experiences. Only continue discussion of real experiences if the group agrees to be supportive of the person involved and the privacy of others involved is respected.
Q. How could their thoughts and feelings affect the way they act?
Q. What could happen if these thoughts and feelings went on for a long time?
3. Read worksheet 3.3 to emphasise the loneliness and trauma for some students who are the targets of bullying or harassment.
Q. How does Michael feel?
Q. Is Shirley being abused?
4. Concluding discussion:
Q. Why is bullying worth fixing?
A. It is an abuse of power to bully others. If people get away with bullying behaviour they may be likely to continue and increase this violent behaviour into other relationships with family and friends
Q. What rights and responsibilities are affected by bullying and harassment?
A. All individuals have the right to be safe and respected. All individuals have a responsibility to treat others fairly and with respect.

**Activity four: The power of the silent majority**

**What you will need:**
OHT 3.3 – page 109

1. Display OHT 3.3.
2. Discussion:
   Q. Do most students want students and teachers to be concerned about bullying?
   Q. Do you think it is possible to stop bullying and harassment completely
   • in this classroom?
   • in this school?
   Q. How can the silent majority of students use their shared power to stop (or reduce) bullying
   • in this classroom?
   • in this school?
3. Write a list of these ideas for display in the classroom.
4. Concluding discussion:
Bullying and harassment thrive in secrecy. If people talk about bullying and can seek help and get it, the power of bullying is greatly reduced.

*If students respond 'NO'; then encourage them to consider the possibility of reducing bullying in the classroom and school.

**Some examples that students may suggest are:
• not ignoring bullying situations
• letting the person who is bullying know that they think it should stop
• inviting the person targeted to join in some other activity
• being willing to provide support if the targeted person asks for it
• helping teachers to identify the particular areas of the playground, school or travel routes where supervision is important
• raising the issue through SRC for student action.
**Suggested teaching and learning activities**

**Activity five:** How common is bullying?

**What you will need:**
- The result of any school survey on bullying photocopied onto an OHT or summarised as an information sheet for reference.*
- OHTs 3.4 and 3.5 – pages 110 and 111
- OHT pens

1. Review previous discussions. Refer to the class definition of bullying. Are there suggestions for improving it?
2. Display information from a school survey or use OHT 3.4.
3. Discuss aspects of the survey and the following questions:
   - Q. Are there any gender differences in bullying behaviour and those who are targeted by bullies? Are the reports from students different at different ages?
   - Q. Would teachers know that this bullying behaviour is occurring? Why? Why not?
   - Q. Would parents know that this bullying behaviour is occurring? Why? Why not?
   - Q. Is there anything that surprises you about the results of the survey?
   - Q. Would the results have been different if the survey had asked about sex-based or racial harassment?

Introduce the concept that if bullying is going to be challenged, the power of the group is needed.
Eg understand that self respect and respect from parents and other adults comes from not bullying others.
Remember that it feels awful to be bullied and it could happen to anyone.
Some will be individual strategies.
Eg say positive things to yourself to remind yourself that it’s not your fault – everyone has a right to respect.
Talk to someone you can trust who can help.
4. Display OHT 3.5 and explain the key components.** Begin to fill in the spaces with students’ ideas.
5. Concluding discussion:
   - Q. How can school and classroom rules support the use of ‘power for peace’?

**Teacher notes**

*Bullying or harassment surveys may have been conducted in your school in association with:
- discipline
- student welfare
- SRC
- gender equity
- anti-racism or anti-discrimination.

It is valuable to use information that can’t be dismissed because it relates to the students’ own environment.

**Key components include:
- respecting the rights of others
- respecting the opinions of others.**
**Activity six:** Making choices for a peaceful life

**What you will need:**
- OHT 3.5 (partially completed from previous activity) – page 111
- OHT 3.6 – page 112
- OHT pens

1. Show OHT 3.5 which was begun by the class in activity five: ‘How common is bullying?’ and review previous discussion. Add new ideas to OHT 3.5.
2. Show OHT 3.6 and discuss.
3. If the majority of students have felt like hurting someone, what has stopped most of them doing it?
4. Ask students, in pairs, to think of a time when they did feel like hurting someone. Write down on a ‘Y’ diagram (see activity one: ‘The characteristics of bullying.’) what the situation looks like, feels like, sounds like, when they might be tempted to abuse their power.
5. Develop a class list of ideas to challenge bullying behaviour, while supporting the people using the bullying behaviour to take more responsibility.
6. Invite voluntary agreements about implementing it. Set a date to review the agreements and to check progress.
7. **Concluding discussion:** Bullying behaviour is based on a use of power at someone else’s expense, ie an abuse of power. What benefits are achieved for a person’s own sense of power if they know they could give someone else a hard time and choose not to.

**Activity seven:** That’s unfair – what can I do?

**What you will need:**
- OHT 3.5 (Partially completed from activity five and six) – page 111
- OHT pens

1. Display OHT 3.5 again and highlight examples of bystander behaviour.
2. Set up a values continuum along an imaginary line on the classroom floor, or along chalk ledge.
3. Place cards for strongly agree at one end and strongly disagree at the other end.
4. Read the following statements and ask the students to move to the position on the line that is closest to their view on each statement as you read it. Then pause to ask the student in different positions to explain why they are on that position. After discussion, allow students to change positions if they want to.
   • Parents have a more accurate idea than teachers about how much bullying and harassment is occurring in a school.
   • It’s useless to talk about reducing bullying and harassment. It’s human nature.
   • Students themselves have the greatest responsibility to stop bullying and harassment.

5. Discuss:
   Q. What can we do in this classroom if we observe bullying or harassment?
   Q. How can we support each other to do this?

6. Add new ideas to OHT 3.5.
7. Seek voluntary agreements and set a time to review progress.

**Activity eight:** Why should you put up with it? Take action.*

*Other activities related to strategies to use when you are the target of bullying are contained in Stage 4, Theme 3, Protective Strategies.

1. Show OHT 3.5 again.
2. Seek volunteers to make a large poster for the class which makes use of all the class’ suggestions on OHT 3.5. Make agreements on ways to use the poster to give incentives for positive action against bullying.
3. Q. What do we want students who are targeted for bullying or harassment to do?
   Q. How can we support each other to do that?
Activity 1: The characteristics of bullying - Worksheet 3.1

Bullying

Looks like

Feels like

Sounds like
Activity 2: Developing a definition of bullying - OHT 3.1

Forms of bullying

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-physical and verbal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-verbal</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Rigby, Ken: Bullying in Schools and What to do About it.
### Activity 2: Developing a definition of bullying - OHT 3.2

#### Forms of bullying

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>Hitting</td>
<td>Getting another person to assault someone</td>
</tr>
<tr>
<td></td>
<td>Kicking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spitting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Throwing stones</td>
<td></td>
</tr>
<tr>
<td><strong>Non-physical and verbal</strong></td>
<td>Verbal insults</td>
<td>Persuading another person to insult someone</td>
</tr>
<tr>
<td></td>
<td>Name calling</td>
<td>Spreading malicious rumours</td>
</tr>
<tr>
<td><strong>Non-verbal</strong></td>
<td>Threatening and obscene gestures</td>
<td>Removing and hiding belongings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliberate exclusion from a group or activity</td>
</tr>
</tbody>
</table>

In practice the different forms of bullying often occur together. Physical intimidation is often accompanied by verbal abuse. One is used to reinforce the other, as when a child is repeatedly struck and called names. In bullying we are concerned not only with physical injury: the constant undermining of an individual by taunts, jeers and name calling can be equally devastating.

Source: Rigby, Ken: Bullying in Schools and What to do About it.
### Activity 3: Why is bullying worth fixing? - Worksheet 3.2

Cut each situation along the dotted line and distribute one to each group.

| A student follows you to school every morning, making jokes about whatever you are wearing. | Your older brother or sister takes all the money you were saving and says if you tell your parents, he or she will make your life miserable whenever they aren’t around. |
| Someone in your English class insists on copying every one of your homework assignments. | Your friend has cerebral palsy which affects his speech. The students in the year above are always mimicking him. |
| A certain person at school is spreading untrue rumours about you. Now people are starting to give you funny looks. | A friend ‘borrowed’ a piece of your clothing, wears it all the time, and now denies that you own it. |
| A student demands that you leave the locker room before you are ready to go. | One person in your group of friends insists that everyone wear a certain brand of jeans. If you don’t, they say you will be thrown out of the group. |
| A student ‘accidentally’ pokes or trips you every time you pass him or her in the hallway. | A friend had an argument with someone and now insists that everyone else stop talking to this person. |
| When you buy something at a shop, the young assistant, who lives near you, never gives you all your change. | One person on your basketball team has talked the other team members into not letting you have the ball during games. |

Source: Quest International: Working Towards Peace – Managing Anger, Resolving Conflict and Preventing Violence
Activity 3: Why is bullying worth fixing? - Worksheet 3.3

Bullying is a silent nightmare

**Michael’s story** (14 year old boy)

‘When I was in primary school, I got picked on non-stop for two years. No-one talked to me I hadn’t done anything to get blamed for, and I still don’t know the reason I got picked on.

I used to cry myself to sleep every night. I was miserable. My parents knew and they talked to the Principal who tried to help. My parents knew all the bullies’ parents. One girl even lived in the same street and we had been friends since we were two years old. Like a sheep, she dumped me because no-one else talked to me. This all happened in Year 6 and I have lost nearly all my self-confidence and hate being on my own. I’d hate to think this was happening to anyone else. I have a fear that if one girl doesn’t talk to me they will start again and it will never stop. I don’t want it to go on for the rest of my school life I couldn’t cope.’

**Shirley’s story** (13 year old girl)

Shirley is a new girl in her high school. She arrived half way through Term 2 and has been at her new school for eight weeks. She has made friends with a group of six girls. She has visited two of their homes and gone to the movies with the same two girls. She thinks that Susan and Nicole really like her and feels that the rest of the group are nice friends as well.

At recess one day Kristie, a girl in the group, begins calling Shirley a ‘bitch’ and tells her she is no longer a part of their group. Shirley has no idea why Kristie had said this.

Susan and Nicole, who have been talking to Shirley about plans for the weekend, suddenly stop talking and move next to the other girls in the group. Kristie continues ‘slagging off’ at Shirley and Shirley looks for support from the other girls. No one comes to her aid.

Adapted from: Commonwealth Department of Employment, Education and Training: No Fear, A Whole School Approach, A kit addressing gender based violence. Secondary. Focus Area No. 8, Student Resource.
Activity 4: The power of the silent majority - OHT 3.3

Secondary students’ opinion about action to stop bullying

Teachers should stop it 79%

Teachers and students should be concerned about bullying 73%

Students should stop it 69%

Teachers and students should work together to stop it 58%

I usually try to stop it 36%

I personally could use some help to stop being bullied 33%

I would be interested in talking about bullying with other students 30%

These opinions form part of a survey of more than 25,000 primary and secondary students.

Source: Slee Phillip: The P.E.A.C.E Pack – A Program for Reducing Bullying in Our Schools
Activity 5: How common is bullying? - OHT 3.4

Percentage of students reporting being bullied weekly

<table>
<thead>
<tr>
<th>YEAR</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<tbody>
<tr>
<td>Students</td>
<td>Boys: 31</td>
<td>31</td>
<td>17</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>15</td>
<td>12</td>
<td>5</td>
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<tr>
<td>starting Year 7</td>
<td>Girls: 36</td>
<td>21</td>
<td>18</td>
<td>23</td>
<td>20</td>
<td>15</td>
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<td>25</td>
<td>24</td>
<td>16</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>starting Year 8</td>
<td>Girls: 28</td>
<td>21</td>
<td>18</td>
<td>11</td>
<td>20</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Table notes: Students starting secondary school in Year 7 were drawn from 4 primary and 18 secondary schools. Students starting secondary school in Year 8 were drawn from 14 primary and 14 secondary schools.

Source: Slee Phillip: The P.E.A.C.E Pack – A Program for Reducing Bullying in Our Schools
Activity 5: How common is bullying? - OHT 3.5

Using our power for peace

We all have the RIGHT to be SAFE
Activity 6: Making choices for a peaceful life - OHT 3.6

Age groups of students

(Percentages of students who reported that they have felt like hurting or upsetting another student).

Based on samples of 15,332 boys and 10,433 girls.

Source: Rigby, Ken: Bullying in Schools and What to do About it.
Activities to develop an understanding of child protection as a community issue

Stage 4
It is important that students develop knowledge and understanding, appropriate to their age and stage, about what constitutes abuse so that they can recognise situations of abuse.

It is healthy for individuals to challenge abuse in personal relationships. Communities become safer when individuals recognise abuse and act to address it.

This section provides three (3) units of work to support learning within this theme.

### Overview of units

<table>
<thead>
<tr>
<th>Unit of work and title</th>
<th>Child protection focus</th>
<th>Related content strands and key ideas</th>
</tr>
</thead>
</table>
| Unit 1: Sometimes things can go wrong in caregiving | It is important to recognise that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected | **Interpersonal relationships**
  - developing and maintaining relationships
  - quality of relationships
  - family
  **Safe living**
  - causal factors
  - protective behaviours and counter measures |
| Unit 2: How can we tell if we are unsafe? | Feelings and warning signals | **Personal awareness**
  - effective communication
  - individual differences |
| Unit 3: Homes are sometimes unsafe places for adults and children | Violence at home places children and young people at risk of harm | **Interpersonal relationships**
  - family
  - developing and maintaining relationships
  - quality of relationships
  **Personal awareness**
  - self-esteem |
The activities in these three units are based on the following Stage 4 objectives and outcomes from the NSW Board of Studies Personal Development, Health and Physical Education Syllabus Years 7-10, 1991.

<table>
<thead>
<tr>
<th>Stage 4 Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values and attitudes</strong></td>
<td>Students will achieve this objective when they:</td>
</tr>
<tr>
<td>Students will develop:</td>
<td>• accept the importance of developing a personal value system</td>
</tr>
<tr>
<td>• a sense of their own worth and dignity as individuals</td>
<td>• show concern for the welfare of others</td>
</tr>
<tr>
<td>• respect for the values and attitudes of others</td>
<td>• respect the rights, feelings and efforts of others</td>
</tr>
<tr>
<td>• a sense of responsibility for personal and community health</td>
<td>• value their health and that of others</td>
</tr>
<tr>
<td>• a sense of belonging</td>
<td>• appraise the values and attitudes of society in relation to lifestyle and health</td>
</tr>
<tr>
<td>• recognise the importance of family life</td>
<td></td>
</tr>
</tbody>
</table>

| Students will develop skills in: | Students will develop knowledge and understanding about: |
| • communicating effectively with others | • describe ways in which the normal process of growth and development may be affected |
| • thinking critically about personal and community lifestyle issues | • identify the physical, social and emotional needs of children and adolescents |
| • decision-making in the context of maintaining healthy lifestyles | • explain the importance of communication for positive relationships |
| • interacting effectively with others and the environment | • compare the needs, feelings and beliefs of themselves with those of others |
| • clarifying their own value system | • describe ways they can support the self-esteem of themselves and others |
| • share ideas, feelings and information with others | • identify the steps in the decision-making process |
| • select appropriate ways to express feelings, values and beliefs in different contexts | • identify factors that may cause unsafe living |
| • explain key facts and opinions related to lifestyle issues | • evaluate positive contributions to group activity within co-operative situations |
| • assess the impact that key influences have on decision-making | • share different points of view |
| • make positive contributions to group activity within co-operative situations | • share those beliefs and principles they hold to be important for well-being |
| • evaluate different points of view | • describes ways in which the normal process of growth and development may be affected |
| • share those beliefs and principles they hold to be important for well-being | • identify the physical, social and emotional needs of children and adolescents |
| • describe ways they can support the self-esteem of themselves and others | • explain the importance of communication for positive relationships |
| • identify the steps in the decision-making process | • compare the needs, feelings and beliefs of themselves with those of others |
| • identify factors that may cause unsafe living | • describe ways they can support the self-esteem of themselves and others |
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| • identify the physical, social and emotional needs of children and adolescents | • explain the importance of communication for positive relationships |
| • compare the needs, feelings and beliefs of themselves with those of others | • describe ways they can support the self-esteem of themselves and others |
| • identify the steps in the decision-making process | • identify factors that may cause unsafe living |
Unit 1: Sometimes things can go wrong in caregiving

CHILD PROTECTION FOCUS

It is important to recognise that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected.

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
- developing and maintaining relationships
- quality of relationships
- family

Safe living
- causal factors
- protective behaviours and counter measures

THINGS TO LOOK FOR

Can students
- identify key characteristics of caregiving?
- recognise some factors which can contribute to a breakdown in caregiving?
- differentiate between some different forms of abuse?
- list factors that contribute to a child’s safety?
- identify support strategies within the community for children and young people who may have been abused or who may be at risk of being abused?

ACTIVITIES

Setting the scene
1. Care that kids need

Core learning
2. Characteristics of caregiving
3. When care is not provided, abuse may occur
4. Concerns about abuse
5. Tell a friend – It’s never too late

Extension work
6. Applying your understanding
Unit 1: Sometimes things can go wrong in caregiving

**THEME 1:** Recognising abuse

**FOCUS:** Recognising that sexual, physical and emotional abuse and neglect are detrimental to children and young people and that they need to be protected

### Suggested teaching and learning activities

**Setting the scene**

**Activity one:** Care that kids need

**What you will need:**
- Chart paper and felt tip pens – one per group
- A4 paper – one per student

1. In groups brainstorm the basic necessities which are required to survive physically.
2. Compile a class list. Discuss ways that the items can be grouped.*
3. Whole class discussion based on the following question:
   - Q. As well as the basic necessities, what else do children need to grow and develop as healthy, balanced people?**
4. In groups, ask the students to write their own ‘Charter of Children’s Needs’.***
5. Ask groups to report back.
6. Beside each need, ask the students to list people who provide for those needs or who could provide for them. Encourage the students to think of a number of examples for each need.

**Teacher notes**

*Eg adequate food, water, shelter, medical care.

**This discussion should elicit responses about emotional care as well as physical care eg:
- guidelines about how to behave
- love
- the opportunity to make friends
- encouragement to learn to do things for themselves when they can
- security.

Children have a right to have provided for them the basic physical and emotional necessities of life.

This care should promote and nurture the child’s social, emotional, cognitive and intellectual development.

This care should also develop the confidence of the child.

***In this instance, a ‘charter’ is a written document giving privileges, rights etc.

Students’ lists could include:
- a base of love and support
- the right to maintain contact with family members etc.
**Core learning**

**Activity two: Characteristics of caregiving**

**What you will need:**
- Post-it notes
- Chart paper and felt tip pens – one per question
- Tape or clips

1. List each of the following questions on separate pieces of chart paper.
   - Q. How does the care that people need change over time?*
     - A. While some needs for care vary with maturity and independence, all people require emotional support, the provision of adequate food, clothing, health care, adequate housing and education.
   - Q. Does the way care is provided for children vary from parent to parent?
     - A. In some ways. While parents and caregivers have different ways of showing affection and care, in a caregiving relationship the child’s needs will be met. E.g., some people kiss their children hello or hug them. Others more commonly shake hands. Some parents demonstrate caregiving through their use of humour, commitment to listening to their children, trusting children to make their own decisions, applying fair discipline.
   - Q. How would we know if a child is not being cared for properly?
     - A. They may not be adequately clothed or fed. They may not receive necessary medical attention or they may not be emotionally supported.

2. Students record their ideas on post-it notes and stick them to the chart paper under the relevant question.

3. Students could collect examples of words and pictures showing caregiving between parents and children and young people e.g. greeting cards, words from songs or titles, pictures from magazines, ads, cartoons.

4. As a whole class discuss the above responses. Highlight words associated with ‘care’ for display.

5. Concluding discussion:
   - Q. What are the key characteristics of caregiving relationships?
   - Q. Who are the people in our schools who have a specific student welfare role?

*Students’ responses could include:
- babies need to be fed, clothed and cleaned by caregivers
- primary school age children can do much more for themselves but still rely on overall care from parents or caregivers
- many 20 year olds have licences and can drive themselves
- adults are usually capable of living by themselves.

In order to develop understanding about child abuse, students need to be able to contrast abuse with care which is built on respect and an appropriate balance of the needs of the carer and the person cared for.

Discussion of care could include other situations e.g. caring for pets or the environment.

The answers provided are suggestions.
## Suggested teaching and learning activities

### Activity three: When care is not provided, abuse may occur

**What you will need:**
- Teacher information sheet 1.1 – page 33
- Dictionaries
- Chart paper and felt tip pens – one per group

1. Explain that caregiver situations are different from friendships because one person is given responsibility to take care of someone who needs care because they are young or need help (e.g., a serious illness).
   Invite students to provide examples where they may be caregivers or cared for. For example, looking after a younger brother or sister when your parents are out, agreeing to babysit for a neighbor, someone needing help to eat and move around if they are sick or injured, your parents providing you with emotional support.
   When caregiving breaks down for some reason, the person being cared for can be harmed.

2. Inform the students that children can experience different types of harm. They can be harmed physically, emotionally or mentally.

3. Some harm is accidental and would occur regardless of the quality of care.*

4. Discuss with the students the idea that not all harm is accidental.
   When children are harmed physically, emotionally or mentally and it is not an accident, it is called abuse. Child abuse is a crime (against the law) because the community believes that children must be cared for.

5. Q. What types of abuse have you heard about?
   A. Sexual, physical, emotional, domestic violence, bullying.
   Q. Are there any other types of abuse?
   A. Neglect is a form of abuse. The NSW Children (Care and Protection) Act 1987, describes four kinds of child abuse - sexual, physical, emotional abuse and neglect.

6. As a class, brainstorm and record any words that are associated with each type of abuse.
   Teacher records responses for each type of abuse.**

<table>
<thead>
<tr>
<th>Physical</th>
<th>Sexual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>Using force</td>
</tr>
<tr>
<td>Severe</td>
<td>Penetration</td>
</tr>
<tr>
<td>Pinching</td>
<td>Secret</td>
</tr>
<tr>
<td>Pushing</td>
<td>Pornography</td>
</tr>
</tbody>
</table>

*Accidents are unplanned or unexpected events which would be very difficult to prevent or could not be prevented.

The teacher needs to facilitate discussion that leads students to conclude that protection is an issue for all children.

See information on child abuse and neglect, Appendix 1 on page 151.

Sometimes children can suffer emotional and physical abuse or neglect because the care giving relationship is under stress. It is important to note that strategies can be put in place to support parents and caregivers so that they can provide care.

It is possible that while participating in child protection activities a student will disclose, or start to disclose, experiences of abuse. See pages 12 and 13 (what can I do if a student tells me of child abuse) of the Introduction section.

**It may be useful to use the following diagram as a way of collating the responses.

You may need to use dictionaries and discussion to explore the meanings of words in completing this worksheet. Also consider using the definitions included in the Child Protection Procedures booklets.
7. Concluding discussion:
   • the whole community needs to be concerned about the safety and care of its children
   • parents need to be able to seek support when they are having difficulty caring for their children.

   Q. What would make it difficult for parents to ask for help?
   A. Fear of loss of privacy and other people’s respect.

Parenting and caring can be very challenging. It is helpful if the community acknowledges this and provides education, support and care for parents.

**Activity four: Concerns about abuse**

**What you will need:**
- Worksheet 1.1 – one per student – page 34
- OHT 1.1 – page 35

1. Display OHT 1.1 and read.
2. General class discussion on strategies which can be used to recognise potentially harmful situations:
   • thoughts
   • safe or unsafe feelings
   • appropriate or inappropriate touching
   • warning signals
   • body reactions.
3. What feelings might a child of four years of age have if they were in an unsafe situation?
4. What strategies could you teach a four year old child to help them to take action in an unsafe situation? (This could involve them developing and accessing a support network using NO, GO, TELL).*
5. Ask students to repeat this activity for a child of ten years of age.**
6. Distribute worksheet 1.1 to each student.
7. Ask the students to read each statement and decide if they have ‘no concerns about abuse’, ‘some concerns about abuse’ or ‘serious concerns about abuse’.***
8. Then decide:
   Q. What factors need to be considered when determining if a child is safe?

---

*NO, GO, TELL has been previously addressed in Child Protection Education Stages 1 – 3. It involves the child being assertive and saying NO to the abuse, making a plan to GO if they can and TELLING someone about the abuse when they can. This will be developed in Theme 3, Stage 4 as TRUST, TALK, TAKE CONTROL.

**It is important to remind students at every stage of child protection education, that protective strategies can be used by children and young people.

As children grow older, they should develop their ability to identify:
• safe or unsafe feelings
• appropriate or inappropriate touching
• warning signals
• body signals
• thoughts

which may assist in the identification of a situation as safe or unsafe.

The aim of this activity is to stimulate discussion of factors or circumstances which could indicate harm. You may wish to explore differences in students’ responses. Factors such as

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See Introduction. These are key concepts in stages 1 to 3.
Suggested teaching and learning activities

A. The child's rights are being respected, i.e., the right to be free from physical, emotional and sexual harm and neglect. Necessary discipline is carried out within this context.

Q. What factors indicate the possibility of abuse?
A. At times, the punishment is severe, the child is subjected to inappropriate physical and emotional harm or is neglected.

Q. How do we know if the child is safe?
A. There is no danger to the child. The child is being provided with the care needed to grow and develop.

9. Revise support networks within the school for students who have concerns about abuse or neglect.

Activity five: Tell a friend – It’s never too late

What you will need:
OHT 1.2 – page 36
Video – ‘Tell a friend – It’s never too late’* (16 mins), Stevie’s Story
Accompanying presenter’s discussion notes

1. Show the class the section labelled ‘Stevie’s story’ video option 2 in the video, ‘Tell a friend – It’s never too late’. This will run for 16 minutes including ‘commercial breaks’.

2. The presenter’s notes offer suggestions for discussion starters.

3. At the completion of the video and associated discussion it is advisable to end the segment by revisiting the following concepts:
   - Offenders are the only ones responsible for sexual abuse.
   - Warning signals are our body’s alarm signals telling us that we are not safe.
   - It is hard to say ‘NO’ – but it is never too late to tell. Telling is not easy but it is important.
   - Everyone needs a support network. These people can help you if you are feeling unsafe. In pairs, identify the people in your support network.**
   - Child sexual abuse is an abuse of the power between a more powerful person and a child or young person.
   - Abusers are deliberate in abusing the trust and power they have. Abusers set children up to feel safe, cared for and ‘special’.
   - Eighty-five percent (or more) of abusers are known to and trusted by the children or young people they abuse, i.e., an offender could be someone you know and trust.

Teacher notes

frequency, severity and other circumstances will help to determine the level of risk to the child.

***The teacher needs to accept a range of responses regarding physical abuse and discipline. Although corporal punishment is banned in schools, there is a range of views on the appropriateness of physical punishment as an aspect of caregiving.

*This video package was produced by the Child Protection Council in 1997. A copy has been provided to each school. ‘Melanie’s Story’ is suggested for use in Stage 5. The video package may also have been used in primary schools so it is important that you present this to students as a ‘new activity’ while using the video.

It is imperative that the teacher views the video before showing it to the class as it contains confronting and sensitive material.

It may be more appropriate to view ‘Stevie’s Story’ in sections to encourage students to discuss each issue.

**The support network can include trusted friends, adults and relatives.

Refer to Stage 4, Theme 3, Unit 1, activities 7 and 8 for further background and ideas on personal ‘networks’.
Suggested teaching and learning activities

- People who sexually abuse children and young people do not consider or respect the rights of those children they target.

4. Concluding discussion:
   Display OHT 1.2 and discuss.

Extension work

Activity six: Applying your understanding

What you will need:
- Cardboard – one piece per student/group
- Felt tip pens

1. Ask the students, as individuals or as members of a group, to develop a poster for younger children (age of their choice) to encourage them to seek help if they feel unsafe in a situation.
2. Display these posters around the school or in nearby primary schools, if appropriate.
Activity 3: When care is not provided, abuse may occur - Information sheet 1.1

**Examples of this abuse can include:**
not providing adequate supervision, food, shelter, clothing, medical aid, nursing or providing unhygienic living conditions, keeping a child strapped in or restrained for long periods, leaving dangerous substances around.

**Examples of this abuse can include:**
excessive discipline, beating, shaking, burns, cuts, poisoning, choking, being tied up, held under water, suffocated, strangled, given drugs or alcohol, bruising, welts, broken bones, and internal injuries.

**Examples of this abuse can include:**
being told consistently they are no good, being rejected and shown no affection, being subjected to verbal abuse and threats, being isolated from friends, being restricted socially, being locked up.

**Examples of this abuse can include:**
suggestive behaviour, exposing genitals, fondling or touching private body parts, viewing pornographic material, masturbation, oral sex or penetration of the anus or vagina with any object, suggestive comments eg ‘Your body and mine would fit very well together’.

**Neglect**

**Physical abuse**

**Emotional abuse**

**Sexual abuse**

Source: NSW Department of School Education, Procedures for Recognising and Notifying Child Abuse and Neglect.
**Activity 4: Concerns about abuse - Worksheet 1.1**

Read each statement. Place a cross in the box indicating your level of concern about the child’s safety or risk of harm.

<table>
<thead>
<tr>
<th></th>
<th>No Concerns</th>
<th>Some Concerns</th>
<th>Serious Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A child or young person is sent to her room by her parents for being disobedient and rude.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A child or young person is sent to his room every night after dinner and told not to come out no matter what’s happening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A father belts his two year old child with a stick when the child is disobedient.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Every time a mother gets angry with her child she hits him several times, leaving severe bruising.</td>
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</tr>
<tr>
<td>5. A friend of the family sits beside a young boy at the dinner table. He places his hand on the young boy’s thigh.</td>
<td></td>
<td></td>
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<tr>
<td>6. A young girl’s older brother offers to rub her shoulders. In doing so, he also rubs her breasts.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. A child is told he is a ‘silly little boy’.</td>
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<td></td>
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</tr>
<tr>
<td>8. A child is constantly told she is ‘stupid and hopeless’ by her parents and that they would be better off without her.</td>
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<td></td>
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<tr>
<td>9. A father gives his thirteen year old son a hug.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A mother loses her temper. She takes it out on her child by getting the extension cord and whipping the child across the legs and bottom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A five year old child is sent to school without a jumper and when asked about it, cries and says, he doesn’t own one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. A father grabs his child and yells ‘What are you doing? You’ll hurt yourself’.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 4: Concerns about abuse - OHT 1.1

Children and young people can feel unsafe or uncomfortable with some people or in some situations.

It is important that when children and young people feel unsafe they have the skills to stop, think and take action to help to protect themselves from harm and to seek help.

If children and young people can recognise unsafe, threatening or inappropriate situations, they can choose to take action.

Abuse is never O.K. It is not children’s or young people’s fault. Children have a right to be safe. Child abuse is a crime.
What is child sexual abuse?

Child sexual abuse occurs when an adult, older person, younger person or child uses his or her power over a child to involve the child in sexual activity.

The offender may trick, bribe, threaten, and if necessary force a child to take part in sexual activity. Offenders may manipulate and coerce the child.

Child sexual abuse can include suggestive behaviour or comments, exposure, viewing pornographic material, fondling genitals, masturbation, oral sex, and penetration of the vagina or anus by a finger, penis or any other object.
Unit 2: How can we tell if we are unsafe?

CHILD PROTECTION FOCUS
Feelings and warning signals

RELATED CONTENT STRANDS AND KEY IDEAS

Personal awareness
• effective communication
• individual differences

THINGS TO LOOK FOR

Can students
• identify feelings related to abuse?
• recognise the usefulness of feelings to identify unsafe or threatening situations?
• discriminate between appropriate and inappropriate behaviour as a way of determining safe and unsafe situations?

ACTIVITIES

Setting the scene
1. Feelings and abuse

Core Learning
2. Identifying inappropriate behaviour
3. Warning signals for children

Extension work
4. Creating a campaign
Unit 2: How can we tell if we are unsafe?

**Theme 1: Recognising abuse**

**FOCUS: Feelings and warning signals**

**Teacher notes**

Initially, it may not be possible to recognise a situation as unsafe. Also, safe situations can change, thus becoming unsafe.

This unit emphasises the importance of becoming aware of feelings, thoughts, body reactions and external warning signals when assessing a situation.

*Refer to the information about child abuse and neglect in Appendix 1 on page 151.

Children have a right to be safe. Child abuse can occur when things go wrong in the care of children. Child sexual abuse involves more complex abuse in relationships where adults or more powerful children take advantage of other children.

**Students are encouraged to end their acrostic on a positive note to promote the concept that positive outcomes can be achieved by seeking help.**

**Suggested teaching and learning activities**

**Setting the scene**

**Activity one: Feelings and abuse**

**What you will need:**

Chart paper and felt tip pens

1. Revise the types of care that babies and children need.
2. Summarise the characteristics of child abuse.*
3. Divide the class into small groups and distribute chart paper. Ask each group to think of one word related to child abuse as the basis of a word pattern (or acrostic).
4. Ask the students to write their word in large letters down the centre of the chart paper.
5. Ask the groups to brainstorm thoughts and feeling words that express a young child’s response to this situation. Groups may choose to nominate an age to help them clarify their responses. Use these to create an acrostic. Ask groups to aim to end their acrostic on a positive note. Some students may prefer to do this as an individual activity.**

**eg**

Pain

Mixed up

Mixed up

H urt

Angry

Angry

cr Y

N owhere

N owhere

Sad

cy Ing

cry Ing

Impact

P ain

P ain

violent C e

confU sed

confU sed

A sk for help

worthLess

worthLess

calm

A lone

A lone

Tell

Tell

Information

Information

pO wer

pO wer

N o-more

N o-more

6. Invite groups to share their acrostic with the class.
7. Discuss the feeling words used by groups.
8. Display sheets.
**Suggested teaching and learning activities**

**Core learning**

**Activity two:** Identifying inappropriate behaviour

- **What you will need:**
  - Worksheet 2.1 – one per student – page 42

1. Distribute worksheet 2.1 and read the situations to the class.
2. Ask students to discuss the questions on worksheet 2.1 in pairs.
3. As a whole class, discuss strategies that these young people could use to stay safe. Record these ideas in notebooks.
4. **Concluding discussion.** Draw out the following points:
   - Children and young people have the right to be safe.*
   - Children and young people should trust their feelings and what they know about appropriate and inappropriate behaviour to decide whether a situation is potentially threatening.**

**Activity three:** Warning signals for children

- **What you will need:**
  - Worksheet 2.2 – one per student – page 43

1. Review the concept that body reactions and feelings are good indicators of unsafe situations.
   - **Q.** How does your body react when you are in an obviously unsafe situation? (Eg when you trip near the edge of a cliff, walking alone in an isolated area).
     - Thumping heart, sweaty palms, butterflies in your stomach, feeling as if you can't move, loss of control of bodily functions.
   - **Q.** What uncomfortable feelings are associated with being in an obviously unsafe situation?
     - Panic, frightened, terrified, angry, vulnerable, scared.*
2. Distribute worksheet 2.2.
   - Discussion based on the following questions:
   - **Q.** When can listening to your feelings be particularly helpful?**
     - For example, when you sense that a situation that was comfortable has become uncomfortable.
     - When you have a strong ‘gut’ reaction against what someone else is suggesting that you do.
   - **Risk can also produce excitement and anticipation which may be experienced as pleasurable. Reference could be made to the flight or fight response. Even these responses would be uncomfortable if they persist or are likely to reoccur.**
   - **Children experience varying degrees of feelings in response to situations. Some children may not experience warning signals in unsafe situations.**

*Children and young people have the right to be safe and not tricked into touching that which they do not want or about which they feel uncomfortable.

**Feelings can be good indicators of the appropriateness of touching and of potentially threatening situations.**
**Teacher notes**

***Students need to develop their capacity to 'read' whether a situation is safe or unsafe. This involves becoming sensitised to internal and external signals. You will need to support students' individual needs on this issue so that there is a balance between safety and risk.

****This worksheet could be modified for appropriate or inappropriate behaviour.

---

**Suggested teaching and learning activities**

Q. Do you think that all people have feelings which warn them when they might be unsafe?****

A. Some people may not be able to identify the feelings they are experiencing or they may not recognise their feelings as warning signals of an unsafe situation.

Q. If a person doesn’t have uncomfortable feelings how else can they tell if they are unsafe?

A. They can also look for external warning signs. They can determine if the behaviour is appropriate or inappropriate (see previous activity).

Is it unsafe? Is it illegal? Are someone’s rights not being respected? Are you on your own? Could you get help if you needed it?

3. For each scenario on the worksheet ask each student to identify the feelings they may experience.****

4. Discuss, highlighting the range of different reactions. Emphasise that we each need to learn to read our own reactions and to develop our own strategies for assessing whether we are safe or not.

5. In groups, ask students to think of a situation in a movie or book they found frightening. List feelings, thoughts, body reactions and external warning signals that the group thinks they would have in this situation.
Extension work
Activity four: Creating a campaign

What you will need:
Depending on activity:
Cardboard and felt tip pens
Tape recorder and cassette
Video camera and tape
Chart paper and felt tip pens

1. In pairs or groups, ask students to develop a media campaign helping kids to recognise unsafe situations.
2. Initially students will need to decide on:
   • the medium they will use, eg radio, newspaper article, poster, video
   • the messages they wish to convey
   • the equipment they require
   • an action plan for the production of their campaign.
3. This activity could take several lessons depending on the choice of medium.
4. At the completion of the task, students present their campaign to the class or another class or group of students.
Activity 2: Identifying inappropriate behaviour - Worksheet 2.1

<table>
<thead>
<tr>
<th>...........................................(female), aged ten,</th>
<th>...........................................(male 1), aged twelve,</th>
</tr>
</thead>
<tbody>
<tr>
<td>was watching television at home alone after school. Her mum and dad never arrived home before six o’clock.</td>
<td>sometimes hangs out with his older brother’s friends.</td>
</tr>
</tbody>
</table>

Dad’s squash partner,...........................................(male), arrived before five o’clock to ask whether her father was playing squash that night. ...........................................(male) sat on the lounge next to .................................................... (female).

As he spoke to her, he kept moving closer. He then put his hand on her leg. ...........................................(female) began to feel extremely uneasy.

.............................................(male 1), aged twelve, sometimes hangs out with his older brother’s friends.

One day he heard them talking about sexual activities and private body parts. ...............................(male 1) felt curious but uneasy.

A guy called ..............................................(male 2) noticed .................................................... (male 1’s) reaction and quietly said as they were leaving ‘You’re for it mate. You’re going to give me lots of pleasure. Breathe a word to your brother and you’re dead.’

**Task**

With a partner, answer the following questions:
1. What is the inappropriate behaviour in each case? Why is this behaviour inappropriate?
2. How might the young people who are being targeted feel in these situations?
3. How are their feelings a sign of a possibly threatening situation?
4. What body reactions or feelings might you have, if you felt like this?
5. What could people do to improve their safety in each of these situations:
   - at the time of the incident
   - after the incident
   - in future?
**Activity 3: Warning signals for children - Worksheet 2.2**

**Task**
Identify what the young person is likely to feel in each situation.

<table>
<thead>
<tr>
<th>Task</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every morning as ............................................ (male) goes to the shop to buy bread, Mrs Roberts, the shopkeeper, stares and winks at him.</td>
<td></td>
</tr>
<tr>
<td>2. On her 10th birthday ............................................ (female) had a party. Her aunts, uncles, cousins and friends attended. Everyone gave her a hug and a kiss.</td>
<td></td>
</tr>
<tr>
<td>3. ............................................ (female's) boyfriend comes around to invite her to a party that night. She decides to go. When they arrive, she notices that people are acting very strangely. They are unable to walk steadily and they are very loud and aggressive.</td>
<td></td>
</tr>
<tr>
<td>4. ............................................ (female's) uncle and aunty paid a visit to her on the weekend. Her uncle gave her a kiss and hugged her for a long time.</td>
<td></td>
</tr>
<tr>
<td>5. ............................................ (female) wants to buy a new bike. Her 25 year old cousin ............................................ (male) has offered to give her the money if she becomes his special girl.</td>
<td></td>
</tr>
<tr>
<td>6. As ............................................ (male 1) and ............................................ (male 2) are playing basketball after school ............................................ (male 2) falls over and hurts his knee. ............................................ (male 1) puts his arm around him and helps him onto a bench.</td>
<td></td>
</tr>
<tr>
<td>7. ............................................ (male) is showing off on his bike as he goes around the corner. He loses control as a car approaches.</td>
<td></td>
</tr>
</tbody>
</table>
CHILD PROTECTION FOCUS

Violence at home places children and young people at risk of harm

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
- family
- developing and maintaining relationships
- quality of relationships

Personal awareness
- self-esteem

THINGS TO LOOK FOR

Can students
- identify behaviours that are associated with violence in the home?
- identify some of the effects of violence in the home on the targeted person and children who witness the violence?
- distinguish between commonly held myths and the reality of domestic violence?

ACTIVITIES

Setting the scene
1. Conflict can be a healthy part of relationships

Core learning
2. Violence damages personal relationships
3. ‘Tuning in’ to the issue
4. Effects of violence on children
5. Changing attitudes

Extension work
6. Spreading the word
Unit 3: Homes are sometimes unsafe places for adults and children

Theme 1: Recognising abuse

FOCUS: Violence at home places children and young people at risk of harm

Suggested teaching and learning activities

Setting the scene

Activity One: Conflict can be a healthy part of relationships

What you will need:
Nil

1. As a class, discuss the characteristics of a caring home environment.
2. At times the caring family or domestic situation can be disturbed by conflict which may involve violence.
   Q. What are some issues which may be the basis for conflict within a family?
   A. Activities with the family versus activities that individuals want to do with friends, sharing responsibilities, competing needs for the available money, sharing versus privacy.
3. Is it possible for people to share a house without conflict? Students respond in their workbooks.
4. Invite discussion.*
5. Divide the students into pairs and discuss:
   Q. What is domestic violence?**
6. As a whole class, ask the students to share their responses.

Core learning

Activity two: Violence damages personal relationships

What you will need:
Worksheets 3.1 – 3.5 – one per group – pages 50 – 54
Worksheet 3.6 – one per student (alternative activity) – page 55

1. Divide the class into groups of five (numbers may require some students to work within a group as a pair). These groups will be ‘home groups’.
2. Introduce the concept that abuse can occur in close personal relationships. This is a form of violence and is sometimes described as domestic violence.
3. Students in the home group number themselves (one to five).

Teacher notes

You may have students affected by domestic violence in the class. Speak in general terms of ‘some families...’, not ‘your family...’.

*You may wish to draw on examples from current television shows or books. Accept all responses, being sensitive to the students who may be uncomfortable with conflict. Draw out the idea that conflict is normal in any relationship. Violence is destructive to relationships. Conflict is positive in relationships when it is resolved in ways that meet everyone’s needs ie win/win not win/lose.

**Domestic violence is violence between people in personal, intimate relationships.

Each student will be required to report back as an ‘expert’ to their home group.

This process can take time. You may need to monitor the time spent in completing this activity.

Another approach is to have each group of students move around to the displayed information. Working as a group, they read and complete worksheet 3.6. A class discussion on answers and any issues raised should follow.
**Teacher notes**

A list of resources and services related to domestic violence is included in Resources for Teaching Against Violence (Revised 1996). Each school has a copy.

A list of useful support services can be found in Stage 4, Theme 3, Unit 2, activity 3 Information sheet 2.1 on page 150.

People should also access their support network.

*You may choose to play one or all of the songs below as stimulus for this activity.

NB. Permission has been granted to reproduce the lyrics of ‘Luka’ as an OHT only. Any variation to this breaches copyright.

Alternative songs:

**Victims of domestic violence often feel overwhelmed and helpless. They can believe there is...**

---

**Suggested teaching and learning activities**

4. Students then form new groups, all ones together, all twos together etc. These will be ‘research groups’.
5. Each research group is given one of the worksheets 3.1 – 3.5.
6. Ask the students to study the information on their worksheet, discuss and clarify the meaning of each point, so they can go back as ‘experts’ and share the information with their home group.
7. The students return to their home group.
8. Each student takes a turn to share the information from their worksheet with the others in their home group. The group members may ask questions of the ‘expert’ to help them to understand aspects of domestic violence.
9. Group members record important points made by each ‘expert’ in their workbooks.
10. Each group decides on one important aspect of domestic violence that they hadn’t known before to share with the class.
11. As a whole class:
   - share and discuss the issues raised
   - identify the benefits for men, women and children of campaigns to address domestic violence.

**Activity three:** ‘Tuning in’ to the issue

What you will need:
- Worksheet 3.7* (if selected) – page 56
- OHT 3.4 – page 57

1. Choose a song about violence within a relationship. Use OHT 3.4 if appropriate.*
2. Display the words to the song.
3. If available, play the song.
4. Distribute worksheet 3.7. Give the students sufficient time to answer the questions.
   - Q. How did you feel in response to this song?
   - Q. What abusive behaviours are described in the song? Where possible, use words from the song to highlight your answer.
   - Q. What effects do you think violence can have on children or adolescents??
   - Q. What messages might children who witness domestic violence receive about relationships?
Suggested teaching and learning activities

5. In pairs, ask the students to discuss their answers.
6. Discussion based on the following questions:
   Q. How can songs like this be helpful?
   Q. What messages would be useful for Luka to hear?
7. Each student writes a positive message or strategy for Luka (or a person like her) for display.***

Activity four: Effects of violence on children

What you will need:
Worksheet 3.8 – one per student – page 58
OHT 3.5 and 3.6 – pages 59 and 60

1. Distribute worksheet 3.8 to each student.
2. Ask the students to answer the questions then join with another student to discuss their responses.
3. Ask the students to share their responses with the class. Allow opportunity for the students to comment and discuss the issues arising.
4. Display OHT 3.5 and 3.6 to summarise the effects that children can experience if they are living with violence. Invite comments and questions from the class.

Activity five: Changing attitudes

What you will need:
Worksheet 3.9 – one per student – page 61
Worksheet 3.10 – one per student* – page 62
Chart paper and felt tip pens

1. Distribute worksheet 3.9 to each student.
2. As a whole class, read the story ‘The Neighbour’.
3. Write the following questions on the board and ask students to answer them:
   Q. What leads you to believe the neighbour has heard this type of situation before?
   Q. What does the writer mean by, ‘Can I continue to listen and remain silent?’

Teacher notes

no way out of their situation. They often cover up its occurrence because of fear and embarrassment.

*Delete answers on student worksheet before duplicating.

People who ignore domestic violence, or any other abusive behaviour, contribute to its continuation, i.e. by doing nothing, they are actually doing something destructive.

VICTIMS OF DOMESTIC VIOLENCE NEED TO KNOW THAT THEY CAN TALK ABOUT IT, THAT IT IS NOT THEIR FAULT AND THAT THE POLICE WILL TAKE IT SERIOUSLY.
Teacher notes

Suggested teaching and learning activities

Q. What are the implications of not doing anything?
A. The neighbour is realising that doing nothing is an action that supports the violence continuing.

Q. What does the phrase, ‘down the street eyes remain glued, and ears blocked’ mean?

Q. What does the neighbour decide to do?

Q. What reasons might people give for not wanting to get involved in domestic violence situations?

Q. What might be the result of the writer reporting the domestic violence?

Q. What might be the result if they don’t report it?

4. Share and discuss student responses and issues.

5. Distribute worksheet 3.10 and discuss community attitudes to domestic violence studies.

Q. Have attitudes to domestic violence changed?

Q. What is needed to bring about personal and social change?

6. Students record these ideas either in their workbooks or on chart paper.
Extension work

Activity six: Spreading the word

What you will need:
Depending on activity:
Cardboard and felt tip pens
Tape recorder and cassette
Video camera and tape
Chart paper and pens

1. In pairs or groups ask the students to develop a media campaign targeting domestic violence.
2. Initially students will need to decide on:
   • the medium they will use, eg radio, newspaper article, poster, video
   • the messages they wish to convey – how to convey positive strategies
   • the equipment they require
   • an action plan for the production of their campaign.
3. This activity could take several lessons depending on the choice of medium.
4. At the completion of the task, students present their campaign to the class or another class.

It is important to convey the message that there is support available for the victims and children. The media campaign needs to focus on this message. It would be useful to have some examples of brochures available.
Activity 2: Violence damages personal relationships - Worksheet 3.1

**Physical abuse**
Violence in a personal relationship can involve **physical abuse** with behaviours such as:

- punching, slapping, grabbing, kicking, biting, breaking bones, bruising, burning, choking
- using weapons such as knives, guns and implements
- damaging household goods and furniture
- denial of basic human needs, i.e. sleep, food or shelter.

**Task**
As a group, read and discuss the information. You will then return to your home group as an ‘expert’ on this information.
Activity 2: Violence damages personal relationships - *Worksheet 3.2*

**Social abuse**

Violence in a personal relationship can involve **social abuse** with behaviours such as:

- preventing social contacts outside the home, even with family and friends
- preventing a partner from learning the country’s main language
- limiting personal freedom such as following the partner to work, determining access to friends, constant phone calls at work or accusations of imagined ‘relationships’
- isolating a person by ‘putting down’ her/his friends and family, locking her/him in or out of the house, disconnecting the telephone or never letting her/him use the car
- humiliating her/him in front of friends and acquaintances.

**Task**

As a group, read and discuss the information. You will then return to your home group as an ‘expert’ on this information.
Activity 2: Violence damages personal relationships - Worksheet 3.3

**Psychological, emotional or verbal abuse**

Violence in a personal relationship can involve psychological, emotional or verbal abuse with behaviours such as:

- the use of words or actions like shouting, insulting, threatening, constantly ‘putting down’ the partner so that they start to feel unattractive, hopeless, worthless and inferior
- encouraging other people and children in the relationship to believe the person is inferior
- causing the victim to believe they deserve the violence
- deliberately misusing the power they have in a relationship to manipulate or intimidate the other person.

**Task**

As a group, read and discuss the information.

You will then return to your home group as an ‘expert’ on this information.
Sexual abuse
Violence in a personal relationship can involve sexual abuse with behaviours such as:

- any form of forced or unwanted sexual activity from pornography, exposure, touch through to assault and rape.

Task
As a group, read and discuss the information.

You will then return to your home group as an ‘expert’ on this information.
Activity 2: Violence damages personal relationships - Worksheet 3.5

Financial or economic abuse
Violence in a personal relationship can involve financial or economic abuse with behaviours such as:

- denying money
- denying freedom to buy or own goods or property, or access education or services

It occurs when a person has total control of all financial resources and uses this control to exert power over their partner. The partner may not be allowed to get a job or if they are employed must hand over all their pay. They may have to beg for basic necessities.

Task
As a group, read and discuss the information.
You will then return to your home group as an ‘expert’ on this information.
Activity 2: Violence damages personal relationships - Worksheet 3.6

Read the information provided on worksheets 3.1 to 3.5 and complete the questions:

1. Domestic violence refers to violence or abuse in a personal ..................................................................................................................

2. List four examples of domestic violence:
   •....................................................................................................................
   •....................................................................................................................

3. How could denial of sleep, food and shelter affect children?...................................................................................................................
   ............................................................................................................................................

4. How can isolating a partner socially from friends and family affect children in the relationship?...................................................................................................................

5. What are examples of domestic violence behaviour that restrict the social needs of a person?
   i. ........................................................................................................................................
   ii. ........................................................................................................................................
   iii. .......................................................................................................................................

6. How could a victim feel as a result of verbal abuse, ‘put downs’ and threats?
   ........................................................................................................................................

7. How could a victim of domestic violence have a job, but lack money? ............................................................................................
Activity 3: 'Tuning in' to the issue - Worksheet 3.7

Complete the following questions once the song is heard.

Q. How did you feel in response to this song?
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................

Q. What abusive behaviours are described in the song? Where possible, use words from the song to highlight your answer.
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................

Q. What effects do you think violence can have on children or adolescents?
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................

Q. What messages might children who witness domestic violence receive about relationships?
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................
..........................................................................................................................................................................................................................................................
Activity 3: 'Tuning in' to the issue - OHT 3.4

Luka
by Suzanne Vega

My name is Luka
I live on the second floor
I live upstairs from you
Yes I think you’ve seen me before

If you hear something late at night
Some kind of trouble, some kind of fight
Just don’t ask me what it was
Just don’t ask me what it was
Just don’t ask me what it was

I think it’s because I’m clumsy
I try not to talk too loud
Maybe it’s because I’m crazy
I try not to act too proud

They only hit until you cry
And after that you don’t ask why
You just don’t argue anymore
You just don’t argue anymore
You just don’t argue anymore

Yes I think I’m okay
I walked into the door again
Well, if you ask that’s what I’ll say
And it’s not your business anyway
I guess I’d like to be alone
With nothing broken, nothing thrown
Just don’t ask me how I am
Just don’t ask me how I am
Just don’t ask me how I am

©‘Luka’
Words and Music by Suzanne Vega (W/C 100%)
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Shane wished he could ‘turn down the sound in his head’. His parents were always arguing. It would start with the usual bickering and his Dad complaining. After a few drinks his Dad would start pushing his Mum around. He said she deserved it because she was a ‘stupid twit’ and a ‘lousy cook’. Sometimes his Mum would get really hurt and she couldn’t go out because of the bruises. Shane heard her crying a lot and wished there was some way of stopping his Dad. Shane’s Mum said, ‘It was a family matter and not to tell anyone.’ Shane’s Mum worried that if the police were involved that her husband would lose his job or break up the family. So Shane kept ‘turning the sound down in his head.’

Discuss

1. What kinds of abuse are occurring here?
2. What does the law call these behaviours? What does the law say about these?
3. What are some reasons why Shane’s Mum did not call the police?
4. What effects do you think the domestic violence might have on Shane:
   - in the short term?
   - in the long term?
5. What could Shane do to keep safe?
   - stay in his room
   - play his music (head phones)
   - tell a trusted adult
   - have an escape plan
   - have a number to ring
   - get an Apprehended Violence Order.

Adapted from: Protective Behaviours Consultancy Group of NSW Inc: Keep Safe - Protective Behaviours for Adolescents.
Some effects of family violence on children can include:

• Infants
disturbed sleep, delayed development, lack of energy, physical neglect, fearful reaction to a loud voice.

• Toddlers
frequent illness, severe shyness, low self-esteem, hitting, biting, trouble in pre-school or daycare.

• School age children
frequent illness, hitting, stealing, lying, nightmares, eating problems, repetitive self harm, poor school results, trying ‘too hard’ to please, alcohol or other drug abuse. The oldest child often becomes family ‘caretaker’.

Note: These behaviours may be unrelated to violence.

Activity 4: Effects of violence on children - OHT 3.6

Long term effects

• Children who are exposed to domestic violence may grow up to behave in the same way as their parents.

• Boys living in violent families might also become hostile to women close to them and may also behave abusively.

• Girls may adopt a ‘victim’ role with feelings of powerlessness. They may also become abusive themselves.

Note: It is important to remember that children exposed to violence in the home do not necessarily become violent or take on ‘victim’ roles.
Activity 5: Changing attitudes - Worksheet 3.9

The Neighbour

I’m standing at the lounge room window. Listening, shivering, frozen into inaction...again. I’ve turned the light off, so I can listen unseen. How does she survive?

‘Look,’ I hear her plead with him, ‘just go, leave me alone, it’s over.’

‘I won’t leave you, and I’m not ***** going. You’re mine, and I’m not going to be alone, you hear? Have you been with someone else already? Is that why you want me to leave? You *****.’

‘I’m not yours. You don’t own me.’ She doesn’t give in this time. ‘There’s nobody else. This is not working. You don’t know how to be a husband and father. It’s over. This can’t go on.’

Something smashes – it sounds like a wall, possibly furniture. My inaction is action. Can I continue to listen and remain silent? I fear for my own children too.

‘You can’t walk away from me *****!’ I can almost hear his hand raise, his other grab for her arm.

‘Don’t’ she pleads, ‘Don’t do this, I’ll take the kids and go. You can stay in the house, we can talk later. Maybe we can get some help.’

‘Shut your face, you’re not going anywhere.’

The sounds of violence interrupt the Sunday Night movie. But down the street eyes remain glued, and ears blocked. My breathing quickens as I hear her cry, my icy stature shatters. I can not play the accessory any longer. I pick up the phone and dial.

Adapted from: Commonwealth Department of Employment, Education and Training: No Fear, A Whole School Approach, A kit addressing gender based violence. Secondary. Focus Area N o. 8, Student Resource.
Activity 5: Changing attitudes - Worksheet 3.10

Q Have community attitudes to domestic violence changed?

Two studies into community attitudes about domestic violence were commissioned by the Office of the Status of Women (OSW) – one in 1987 and one in 1995.

What do you think the results for the questions (below) might be?

The answers (boxed below) show that attitudes are changing. BUT the study reported that the community admits not wanting to get involved.

The 1995 OSW study concluded that:

While there is greater community understanding of domestic violence in 1995, this has not yet been translated into improved community responses both at a personal and wider community level.

i) In 1987, what % of respondents believed that domestic violence is a private matter to be handled in the family?

ii) In 1995, what % of respondents believed that domestic violence is a private matter to be handled in the family?

iii) In 1987, what % of respondents considered domestic violence to be a criminal offence?

iv) In 1995, what % of respondents considered domestic violence to be a criminal offence?

(A Adapted from: Commonwealth Department of Employment, Education and Training: No Fear, A Whole School Approach, A kit addressing gender based violence Secondary. Focus Area N o. 8, Student Resource)