Child Protection Education

Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education
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Student Services and Equity Programs

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Child protection education

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 talk about abusive relationships. It is very important that friends know how to support each other and can encourage their peers to access adult support.
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.
❖ An appropriate balance of power supports healthy and caring relationships and safe communities.
❖ Power can be used positively or it can be abused.
❖ 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’ right 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.
Child protection in PDHPE

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

Self help and support strategies are extended in the context of the school and the community.
# Child protection education K–10 scope and sequence

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<td>3. PROTECTIVE STRATEGIES</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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<td>Physical abuse and sexual abuse</td>
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<td>Sources and types of power in relationships</td>
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<td>Assertiveness</td>
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<td>Using personal networks</td>
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<td>Community support</td>
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<td>My strategies</td>
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</table>
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 four 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.

Teachers may consider using the general review sheet on page 184 before they begin teaching a unit on child protection education. The information provided by the students would give valuable insight into their current knowledge on issues relating to child protection education.

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 5 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 5 child protection

There are three themes:

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 challenge abuse.

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**
   - Self help and support strategies are extended in the context of school and community.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognising abuse</td>
<td>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 challenge abuse.</td>
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<td>Power in relationships</td>
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</tr>
<tr>
<td>Protective strategies</td>
<td>Self help and support strategies are extended in the context of school and community.</td>
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</tbody>
</table>
Unit presentation: An example

Unit 1: A matter of abuse

The **child protection focus** is the idea in the Stage 5 Child Protection Education Scope and Sequence which provides the focus for the unit of work.

**Child protection focus**

Eg Abuse – the extent of the problem

**Related content strands and key ideas**

- **Interpersonal relationships**
  - developing and maintaining relationships
  - quality of relationships
- **Safe living**
  - causal factors
  - protective behaviours and counter measures

**Things to look for**

Can students

- recognise the characteristics of abusive relationships in a range of situations?
- describe the concept of protection and make a considered case for the need for protection for individuals and groups?
- demonstrate understanding of the dynamics of psychological manipulation?
- demonstrate increased understanding of the value of protective strategies for themselves?

**Activities**

**Setting the scene**

1. Reviewing the nature of abusive relationships

**Core learning**

2. Abuse occurs in a range of situations
3. A matter of protection
4. Abuse can occur in all kinds of relationships
5. What is psychological manipulation?
6. Too good to be true
7. Cult awareness

**Extension work**

8. Spreading the word

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

**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.

**Extension 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 competencies in identifying sources of support and being able to use them effectively

STAGE 5
Self help and support strategies are extended in the context of the school and the community. This section provides two (2) units of work to support learning within this theme.

**Overview of units**

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<tr>
<th>Unit and titles</th>
<th>Child protection focus</th>
<th>Related contents strands and key ideas</th>
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<td>Unit 1:</td>
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<td>Protecting yourself</td>
<td>Practical personal safety strategy</td>
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<td></td>
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<td>• developing and maintaining relationships</td>
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<td>TRUST, TALK, TAKE CONTROL</td>
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<td>Unit 2:</td>
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<td></td>
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<td>• protective behaviours and counter measures</td>
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<td>• community responsibility</td>
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<td>Promoting health</td>
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<td>• health promotion strategies and targets</td>
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<td>• health care delivery</td>
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The activities in these two units are based on the following Stage 5 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 5 Objectives</th>
<th>Outcomes</th>
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<tr>
<td>Students will develop the following values and attitudes:</td>
<td>Students will achieve this objective when they:</td>
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<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>
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<tr>
<td>• a sense of responsibility for personal and community health</td>
<td>• show concern for the welfare of others</td>
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<td></td>
<td>• defend the need for making decisions that enhance health</td>
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<tr>
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<td>• appraise the values and attitudes of society in relation to lifestyle</td>
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<tr>
<td></td>
<td>and health</td>
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</table>

| Students will develop skills in:                                                 | • analyse feedback from themselves and others on their feelings, beliefs and behaviours |
| • communicating effectively with others                                           | • use a variety of communication skills, including assertiveness and conflict resolution, where appropriate |
| • decision-making in the context of maintaining healthy lifestyles                | • relate to others in a non-violent way                                   |
| • individual and shared problem-solving                                          | • apply the steps in the decision-making process to a variety of lifestyle contexts |
| • clarifying their own value system                                               | • assess the impact their decisions may have on themselves and others    |
|                                                                                 | • act to protect themselves in threatening situations                    |
|                                                                                 | • solve problems using a variety of people as resources                  |
|                                                                                 | • use problem-solving strategies in response to unfamiliar situations     |
|                                                                                 | • act in a way that publicly affirms their position on particular lifestyle issues |

| Students will develop knowledge and understanding about:                         | • describe positive ways of dealing with change and stress               |
| • factors that contribute to personal awareness and their effect on behaviour    | • describe ways of acting within a personal value system while under pressure |
| • personal choices and practices in relation to life issues                      | • identify choices related to sexual behaviour and their possible consequences |
| • the role of individuals and communities in promoting health                  | • recognise the various barriers to individual behaviour change          |
| • how personal and community attitudes and behaviours influence safe living     | • describe the contribution made by individuals and communities in health promotion |
|                                                                                 | • outline the attitudes and behaviours that cause unsafe living          |
|                                                                                 | • describe counter-measures for a variety of potentially dangerous situations |
Unit 1: Protecting yourself

CHILD PROTECTION FOCUS

Practical personal safety strategies
Recognising situations where it can be difficult to act
TRUST, TALK, TAKE CONTROL
Networks

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
❖ developing and maintaining relationships
❖ quality of relationships
Safe living
❖ causal factors
❖ protective behaviours and counter measures
Personal awareness
❖ effective communication

THINGS TO LOOK FOR

Can students
❖ defend the use of TRUST, TALK, TAKE CONTROL as a strategy to enhance safety and health?
❖ critically analyse personal safety options in order to make practical, individual choices?
❖ realistically assess their own readiness to use TRUST, TALK, TAKE CONTROL as a basis for improving their capacity to protect themselves and others in abusive situations?

ACTIVITIES

Setting the scene
1. Let’s not kid ourselves

Core learning
2. Reviewing TRUST, TALK, TAKE CONTROL
3. Updating networks
4. Further reflections on seeking support
5. A good plan meets the particular needs of a situation

Extension work
6. Promoting protection as a practical option
Unit 1: Protecting yourself - Stage 5

THEME 3: Protective strategies
FOCUS: Practical personal safety strategies
Recognising situations where it can be difficult to act
TRUST, TALK, TAKE CONTROL
Networks

Suggested teaching and learning activities

Setting the scene

Activity one: Let’s not kid ourselves*

What you will need:
- OHT 1.1 – page 152
- OHT 1.2 – page 153
- Chart paper and felt tip pens for graffiti sheets

1. Review the idea that anyone can be the target of some form of abuse and that we make ourselves more vulnerable if we deny the possibility that we can be targeted.
   Q. What are some kinds of abuse of power in relationships that we have discussed?
   A. Eg child abuse, domestic violence, discrimination and harassment, bullying, dating violence.
   Q. Are there others of which you are aware?
   A. Check each suggestion against the comments about abuse of power on OHT 1.1 or written on the board, and decide whether it fits the criteria for abuse established by the class.

2. Using chart paper, make graffiti sheets which include one of the following headings and one example of safety strategies on each sheet and place them on the walls around the room.
   - Possible abuse at home:
     Keep doors and windows locked when you are alone.
     Identify support people outside of your family as well as those who are family members.
   - Possible abuse at school:
     Watch out for other students and offer support if they need it.
     Know what the rules are and to whom you can talk, to get help.
   - Possible abuse while at a party:
     Arrange an alternative lift home in case you need it.
     Go with friends and watch out for each other.
     Take a phonecard.

Teacher notes

*Please note that worksheet 1.5 from Activity six in this Unit, page 166, could be used as a review of individual understanding and confidence with using the TRUST, TALK, TAKE CONTROL strategy.
This could either be an individual assessment activity or could be collected by the teacher to guage students’ understanding and needs.

There is also a general review sheet about protection from abuse at the back of this unit on page 184.
Suggested teaching and learning activities

- Possible abuse while on a date or going out with others:
  Go to public places until you feel comfortable with the person(s).
- Possible abuse in cars:
  Double date until you’re sure of the person.
  Don’t get in a car if the driver has been drinking or there are other signs that you could be unsafe.

3. Ask the students to record additional personal safety strategies that relate to each setting on the graffiti sheets.*

4. Encourage students to move around to consider the suggestions on each sheet.

5. As a whole class, invite students to comment about what they have read on the graffiti sheets.

  Q. Are there any suggestions that could have unintended risks?
  Q. Are there any strategies which anyone considers unacceptable or problematic for some reason? Why?**

6. Select some personal safety strategies as examples and discuss:

  Q. When would this not work?
  Q. Would it work for everyone?
  Q. What might stop people putting this strategy into place?
  Q. How could these factors be addressed so that the person could act?

7. Concluding discussion:

  Review TRUST, TALK, TAKE CONTROL as a strategy for dealing with abusive situations.

  Q. How can we encourage people to be vigilant about abuse without over-reacting?***

8. Show OHT 1.2 to remind students that safety strategies and talking about ways to build a safer community are examples of positive use of power.

---

Teacher notes

*You will need to consider ways to respond to the possibility of students’ talking about behaviour which challenges codes about age appropriate behaviour, eg drinking alcohol, other drug use or sexually explicit behaviour for students below the age of consent.

**Ensure that any unacceptable options are crossed out and that modifications and new positive suggestions are added.

***Students’ responses could include:

- Be straight about it. Encourage everyone to acknowledge that abuse exists, is harmful and needs to be challenged if communities are to be fair and positive for all their members.
- Encourage individuals to develop good judgement about when they are being targeted for abuse and to believe that they have a right to be treated with dignity and respect.
- Develop good shared understandings in friendship and class groups, the school, home, and local community about what is unacceptable behaviour and what people can do to recognise and challenge abuse and how to deal with it.
- Encourage the development of good communication between peers so that they can be honest with each other and provide support, including discouraging people from over-reacting.

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- Be straight about it. Encourage everyone to acknowledge that abuse exists, is harmful and needs to be challenged if communities are to be fair and positive for all their members.
- Encourage individuals to develop good judgement about when they are being targeted for abuse and to believe that they have a right to be treated with dignity and respect.
- Develop good shared understandings in friendship and class groups, the school, home, and local community about what is unacceptable behaviour and what people can do to recognise and challenge abuse and how to deal with it.
- Encourage the development of good communication between peers so that they can be honest with each other and provide support, including discouraging people from over-reacting.
Suggested teaching and learning activities

Core learning

Activity two: Reviewing TRUST, TALK, TAKE CONTROL*

What you will need:
Worksheet 1.1 – one per student – page 154
Information sheet 1.1 – one per student – page 155
OHT 1.3 – page 156

1. Briefly display OHT 1.3 and review the steps in the TRUST, TALK, TAKE CONTROL strategy for responding to abusive situations where you could be uncomfortable or unsafe.**
2. Distribute worksheet 1.1 and ask students to complete Section 1 (TRUST), 2 (TALK) and 3 (TAKE CONTROL) in pairs.
3. As a whole class, discuss some of the situations chosen and examples of responses in the TRUST, TALK, TAKE CONTROL sections. Clarify any misconceptions about TRUST, TALK, TAKE CONTROL.
4. Distribute information sheet 1.1 and encourage students to give examples of situations where the TRUST, TALK, TAKE CONTROL strategy would be appropriate.***
5. Concluding discussion:
The TRUST, TALK, TAKE CONTROL strategy has been developed in the context of abuse in different situations.
Q. Is it relevant for other strategies where personal safety could be at risk? Eg when someone is feeling ‘down’ and it has nothing to do with abuse?
A. In this situation the person should be supported to focus on Step 2, ie to TALK to somebody about it.
In a situation which requires immediate action, the TALK stage is obviously impractical. It is still relevant to TRUST your own reading of the situation and take action.
It is often helpful to talk with somebody after a stressful event.

Teacher notes

*See Stage 4, Theme 3, Unit 2 ‘Protecting ourselves - taking control’ for the introduction of this strategy.

**If students have been introduced to TALK, TRUST, TAKE CONTROL previously, this review will be enhanced by shared reflections on their experiences of it and on any changes in their reactions to it now that they are older.

***To extend discussion of Step 1, TRUST, students could discuss in pairs whether their own warning systems are more inclined to be ‘over sensitive’ so that they are prone to perceive threats around them and are ‘on guard’ even when there is no reason for this. Are their warning systems ‘under sensitive’, where others would say that they cannot see danger even when it is ‘staring them in the face’. Partners could give feedback.
Theme 3: Protective strategies

Suggested teaching and learning activities

Activity three: Updating networks*

What you will need:
OHT 1.4 – 1.7 – pages 157, 158, 159, 160
Chart paper and felt tip pens – one set per group

1. Review the concept of networks in child protection as it has been used through different stages at school.**
   Q. What do you remember about primary school child protection network ideas?
   Q. Why do you think that establishing personal support networks was stressed?
   Q. Which groups of people were recommended for a person’s network?
2. Show OHTs 1.4 – 1.7 which incorporate text from child protection activities in primary school and Stage 4. Invite comments on how these guidelines appear to the students now.
3. In pairs, complete the following activity:
   Each person is to think of a situation about which they are prepared to talk to their partner, where they have either:
   • asked for support from somebody or
   • told somebody about a concern.
   After taking turns to describe the situation briefly to their partner they should answer the following questions:
   Q. Did you get support in a way that was helpful? Yes or No?
   Q. If yes, what was helpful about the other person’s response?
   Q. If no, what was unhelpful?
   The person listening should make notes of the things that were helpful or unhelpful so that they can be shared (without any identifying information) in the following class discussion.
4. Compile a class list of helpful and unhelpful responses. Refine through discussion.**
5. In groups, on chart paper, develop suggested guidelines for support networks that suit your age group.
6. Encourage students to consider the suggestions on different charts.
7. Develop class guidelines for support networks on an OHT or on the board.***

*Formal networks such as school and community services are considered in Theme 3, Unit 2 on page 169.

**Further reflection on seeking support occurs in Activity four. These activities could be combined.

***You may also wish to explore the following question through discussion:
Q. What are the barriers to speaking up to somebody about things that you feel are personal and sensitive?
Q. What makes it hard to consider talking to a trusted adult about something about which you feel sensitive, even when you know that an adult is the only one with the power to help?
Q. What are the risks if people do not speak up about concerns relating to abuse?
***You will need to arrange for the guidelines to be copied so that they can be distributed to each student in the follow up lesson.
**Suggested teaching and learning activities**

They should include important points such as:

- Because you need different people for support on different issues, it is good to include a range of people if possible, eg family and non-family, peers and adults, people from school and other people from outside school.
- You need people in your network whom you can trust to help you work things out.

8. In preparation for more work on support networks in the next lesson, ask students to think about the people they would include on their own list of support people now. Inform students that you will be available to discuss any individual issues about networks.

Ask students to bring relevant material, eg previous network cards to the next lesson.

**Activity four: Further reflections on seeking support**

**What you will need:**
- Worksheet 1.2 – one per student – page 161
- Information sheet 1.2* – page 162
- OHT 1.5 and 1.7 (from Activity three) – pages 158, 160
- Class guidelines developed in Activity three – one per student

1. Distribute copies of the class guidelines from Activity three and provide positive feedback to the class about it.
2. In pairs, discuss:
   - Q. What issues have arisen as you have thought about relevant support people since the last lesson?
   - Q. What is easier and what is harder about identifying personal support network people as you get older?
   - A. Eg it is easier to make contact with people yourself and you are not so vulnerable. It may be harder to risk appearing stupid with someone you respect.
3. Display OHT 1.5 and 1.7 as a reminder of learning in Stage 4.
4. Each student completes worksheet 1.2 on which they determine one to five people for a current network.

Distribute information sheet 1.2 with the names of school contact people and contact details. Suggest that because abuse can occur at school it is good for each person to include an adult from school on their list.

**Teacher notes**

****It is important that each student can identify one person to whom they would be prepared to talk, no matter how trivial they think the problem or how worried they are. For some students, this will be extremely difficult. Encourage students to think of at least one person, eg one peer or one teacher at school. Students in this situation may need assistance to make contact with the person to increase the chance that they could speak up if they had concerns.

*****If students have developed a network card previously in PDHPE, it should be reviewed at this stage.

*You will need to fill in relevant names and contact details on this sheet. Consider including year advisor/patron, school counsellor, head teacher or co-ordinator student welfare or equivalent, principal, deputy principal, discrimination contact officer, ACLD (Aboriginal Community Liaison Officer), ESL teacher, anti-discrimination contact officer, SRC contact, peer mediation or peer support co-ordinator.

This sheet should provide reliable information on contact people that the school wishes to be available for students. Brief descriptions of what these people do and how they can be contacted should be officially endorsed.
**Teacher notes**

**Your school may also have information sheets about support programs which could be useful to support this discussion.**

---

**Suggested teaching and learning activities**

5. **Concluding discussion:**

Q. What would affect your choice of support person for a particular issue?**

**Activity five:** A good plan meets the particular needs of a situation

**What you will need:**
Worksheet 1.3 – one per student – pages 163, 164

1. Review a range of strategies that students can use as part of a plan to TAKE CONTROL in the TRUST, TALK, TAKE CONTROL strategy, if they feel uncomfortable or unsafe, or if abuse needs to be challenged.

   Include these on a diagram or mind-map on the board.*

2. Distribute worksheet 1.3 for individual completion.

3. On the board, briefly compile a list of volunteered options and consequences. Emphasise that even if this is a difficult situation, there are options.

4. Invite the sharing of options that were rejected. Students should be encouraged to explain their reasons. Draw out variations in individual responses to emphasise that solutions for some people will not be feasible for others.

5. **Concluding discussion:**

Q. What has the person in the scenario already done to take control?

A.
- They have trusted their own reaction. They are clearly fed up and want the situation changed.
- The person has approached a teacher who can help.
- The teacher is prepared to help.
- The teacher wants to support the person in finding an action plan that will work.
- The student is prepared to think options through as a basis for action.

Q. Do you think the situation in this scenario is likely to be resolved quickly?

A. It may take time to resolve and the student will need support to persist until it is worked out.

---

*Activities related to the strategies of avoidance, reducing the risk, distancing, assertiveness and network supports are included in Stage 4, Theme 3, Unit 1 on page 117.
Q. What kind of support helps most in situations that are a challenge over a period of time?
A. Eg supporters who:
- are ‘there’
- continue to accept you and encourage you
- give you confidence that you can deal with a situation successfully
- encourage you to ‘face facts’.

**Extension work**

**Activity six:** Promoting protection as a practical option

**What you will need:**
- Worksheet 1.4 – one per student – page 165
- Worksheet 1.5 – one per student – page 166
- OHT 1.8 – page 167
- OHT pens

1. Distribute worksheet 1.4 and in pairs, students consider the situation and record their responses.
2. As a whole class, consider the comments and questions on OHT 1.8 as well as positive responses volunteered from the class.
3. Individual reflection in student workbooks using worksheet 1.5.*

*Remind students that they can discuss any emerging concerns or questions with you or with support people.
Activity 1: Let's not kid ourselves - OHT 1.1

Abuse

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 the abuse of power.

Abuse:

❖ undermines positive and healthy relationships
❖ destroys trust
❖ results in harm to those who experience it
❖ is unacceptable.
Activity 1: Let’s not kid ourselves - OHT 1.2

Encouraging people to make positive use of their power

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.
Activity 2: Reviewing TRUST, TALK, TAKE CONTROL - Worksheet 1.1

If you feel unsafe or uncomfortable in a situation:

TRUST your feelings, your thoughts and your reading of the situation
TALK about it to someone (use your network, if appropriate)
TAKE CONTROL by using your own plan for becoming comfortable and safe.

Task

Choose a situation of abuse of power which is well-known in your community, eg bullying or harassment, about a particular issue. Briefly describe the kind of abuse selected.

---

TRUST

1. In this situation, what feelings, thoughts or other signals might the person targeted experience?

---

TALK

2. In this situation, who could it be appropriate to talk to? Why? What might happen as a result?

---

TAKE CONTROL

3. In this situation, what kind of plan would be relevant? Should there be alternative plans in case the first one does not work? If so, what could they be?
Activity 2: Reviewing TRUST, TALK, TAKE CONTROL - Information sheet 1.1

**TRUST**

Each of us develops our own antennae about unsafe situations. It is important that we aim for a healthy, well-balanced warning system which does not trigger too many false alarms but which also warns us of abuse or potential danger.

**TALK**

It is important that each person has someone to whom they can talk about anything, if they have concerns. Talking to someone means that you have a sounding board for your own reactions.

Talking to someone is not a magical solution, but you can get your own thoughts and feelings into perspective and it can help you to work out a plan.

Remember that you can talk to teachers, and that there are specific people in the student welfare network whose role is to support students, eg school counsellors.

**TAKE CONTROL**

It is helpful to use the personal power that we have to assess a situation and to work out a plan to manage the parts of the situation that are within our control.
Activity 2: Reviewing TRUST, TALK, TAKE CONTROL - OHT 1.3

The TRUST, TALK, TAKE CONTROL Strategy

If you feel unsafe or uncomfortable in a situation:

**TRUST**
- your feelings, your thoughts and your reading of the situation

**TALK**
- about it to someone (use your network, if appropriate)

**TAKE CONTROL**
- by using your own plan for becoming comfortable and safe.
Activity 3: Updating networks - OHT 1.4

Key messages in primary school child protection education

**NO**
Say NO if you can

**GO**
GO if you can

**TELL**
You should always TELL

A support network is a group of people you trust, whom you can talk to.
Years 7 and 8

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 many good reasons for telling someone about abuse, for example:

- 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 support to manage this situation.
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 that I trust to be good listeners and to be 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 3: Updating networks - OHT 1.7

#### Network review check list – Years 7 and 8

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<td>1. Is there a variety of people on my network?</td>
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<td>2. Can I contact them easily?</td>
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<td>3. Do I have their contact phone numbers and addresses?</td>
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<td>4. Do I know what to say to them?</td>
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<td>5. Can each person help me?</td>
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<td>6. Do I contact them regularly?</td>
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<td>7. Do I know what to do if any of them don’t help me?</td>
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*Adapted from: Protective Behaviours Consultancy Group of NSW Inc.: Keep Safe, Protective Behaviours for Adolescents*
**Activity 4: Further reflections on seeking support - Worksheet 1.2**

**Supporters**

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<th>Name</th>
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Activity 4: Further reflections on seeking support - *Information sheet 1.2*

**Student welfare support networks at school**

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<th>Who?</th>
<th>What do they do?</th>
<th>How can you contact them?</th>
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Activity 5: A good plan meets the particular needs of a situation - Worksheet 1.3

What’s the best action? – TAKING CONTROL

Scenario:
Imagine that you are experiencing a situation of harassment that is very hard to talk about. An older boy who lives down the road from you has been staring at you every time you walk past, on your way to and from school. He is there waiting and watching every morning, even if you leave early and every afternoon, even when you leave school late. It’s weird and it makes you feel extremely uneasy but you can’t explain why. This boy doesn’t go to your school but some of your friends know him and think that he’s really cool. There is no other route you can take to school. You are upset and worry about it all day. Your school work is suffering. Last night you had a terrible nightmare about it. You decide to speak to a staff member who is concerned and keen to help. You agree to work through the decision making model and to go back to discuss it.

Task
Use the decision making model provided on the following page think through options and develop a plan that you can discuss with the teacher.
Activity 5: A good plan meets the particular needs of a situation - Worksheet 1.3 cont.

List the choices and get information on each choice

Option 1

Consider the consequences of each choice for yourself and others

Consequences

Option 2

Consequences

Option 3

Consequences

Recognise the need to make a decision

Make a decision and implement it. How will you evaluate it?
Activity 6: Promoting protection as a practical option - Worksheet 1.4

Who gave you this group?

Imagine that you are a group leader for Year 7 orientation activities.

You introduce them to the TRUST, TALK, TAKE CONTROL strategy as a way of handling bullying and harassment.

The group discussion is dominated by students who challenge you with the following comments and questions. You know that you need to come up with reasonable answers or they will be impossible. What could you say?

That’s ridiculous. I don’t need help to protect myself.

Isn’t it the adults’ job to protect us? We just want to have fun!

If some kids push me too far, I can’t help it if I lose control.

Do you believe that this works? Have you tried it?

Kids never talk about what’s really bugging them at school. Everyone blabs.
Activity 6: Promoting protection as a practical option - Worksheet 1.5

Individual activity

Possible situation of abuse:

How confident am I that if I were in this situation I could:

(circle the appropriate number)

TRUST my feelings, my thoughts or my own reading of a situation?

1 2 3 4 5
Very confident Perhaps I could Not very confident

Comments:

TALK to someone appropriate about my concerns about this abuse?

1 2 3 4 5
Very confident Perhaps I could Not very confident

Comments:

TAKE CONTROL by using my own plan for becoming comfortable and safe?

1 2 3 4 5
Very confident Perhaps I could Not very confident

Comments:
Activity 6: Promoting protection as a practical option - OHT 1.8

Responding to the group

That’s ridiculous. I don’t need help to protect myself.

Isn’t it the adults’ job to protect us? We just want to have fun!

If some kids push me too far, I can’t help it if I lose control.

Do you believe that this works? Have you tried it?

Kids never talk about what’s really bugging them at school. Everyone blabs.
UNIT 2: COMMUNITY SUPPORT

CHILD PROTECTION FOCUS

School and community support services

RELATED CONTENT STRANDS AND KEY IDEAS

Safe living
❖ protective behaviours and counter measures
❖ community responsibility

Promoting health
❖ health promotion strategies and targets
❖ health care delivery

THINGS TO LOOK FOR

Can students
❖ identify the names and describe the support roles of student welfare network people in the school?
❖ provide accurate advice to a peer on using the school’s anti-discrimination procedures?
❖ describe the purpose of apprehended violence orders in situations involving violence or threats of violence?
❖ identify criteria for choosing and accessing appropriate support services in the community?

ACTIVITIES

Setting the scene
1. Reviewing available support services

Core learning
2. Discrimination: a matter of law
3. Under extreme threat? An AVO may be relevant
4. Promoting the support available in our school

Extension work
5. Health and community services play a key role in the community
Unit 2: Community support - Stage 5

THEME 3: Protective strategies
FOCUS: School and community support services

**Suggested teaching and learning activities**

Setting the scene

**Activity one:** Reviewing available support services

*What you will need:*
Worksheet 2.1 – one per student – page 174
Information sheet 2.1 – one per student – page 175

1. Invite students to contribute to a class diagram or mind-map* of the kinds of support services that are available within the school and the community for people who have concerns about, or who have experienced abuse of some kind.**

2. In groups develop a list of questions that you would need to ask to clarify what a service offers.
   
   Eg
   
   Q. What kinds of support are offered?
   Q. Who can the service assist?
   Q. How do people gain access to the service?
   Q. What can the service offer and what are the limitations of what can be offered by the service?

3. Groups report back to the whole class. Compile a class list which includes the main points.***

4. Distribute information sheet 2.1 for students’ information. Highlight for students that helpline numbers, local councils, libraries and the phone book are useful starting points for finding out about relevant services for a particular issue.

5. Distribute worksheet 2.1 and explain to students that it provides a place for them to keep track of contact details for useful services that are available to them. Add contact details for a local agency.

6. Concluding discussion:
   Q. What can you do to help an agency give you good service?
   Eg
   • Be as clear as you can about the kind of support you need.
   • Do your own ‘homework’ to find out about the agency or service.
   • Ask a support person to accompany you.

*Eg
**The relevant information sections of the local phone book could be used for stimulus.
***Arrange for this list of questions to be duplicated for each student. Encourage students to use the list when finding out about any particular service.
Suggested teaching and learning activities

- Trust your own reading of situations.
- If the service cannot offer what is needed, ask for further suggestions or referrals.

Core learning

Activity two: Discrimination: a matter of law*

What you will need:

- Guest presentation from the school’s discrimination contact officer, anti-racism contact officer, or other staff members or students who can give accurate, positive information about the school’s anti-discrimination procedures.
- Information sheet 2.2 – one per student – pages 176, 177
- Information sheet 2.3 – one per student – page 178
- OHT 2.1 – page 179

1. Invite the school’s contact officer(s) or other representative to review some of the important implications of anti-discrimination laws in New South Wales using OHT 2.1
2. Distribute information sheet 2.2 for discussion in pairs.
3. Class discussion about the school’s anti-discrimination and anti-racism procedures.
   Students should be encouraged to raise questions and concerns with the contact officer or other representatives.
4. Distribute information sheet 2.3. Remind students about the Anti-Discrimination Board website. Explain that these questions are suggested to help them to develop a plan of action if they are concerned about discrimination or harassment.
5. Concluding discussion:
   Summarise the school’s approach in a way that could be understood easily by a new student.
6. Decide how this discussion will be followed up.*
Suggested teaching and learning activities

Activity three: Under extreme threat? An AVO may be relevant

What you will need:
Information sheet 2.4 – one per student – pages 180, 181
Cards with questions to be considered by five different groups (see Information sheet 2.4)

1. Ask the students to share what they know about AVOs.*
   Explain that AVOs are one community strategy available for situations of violence or threats of violence where a person’s safety is at risk.

2. Divide the class into groups of five. Each group numbers its members from one to five. All ‘ones’ are sent to work at station one and will work on question one. All ‘twos’ are sent to work at station two and will work on question two and so on.**

3. Distribute information sheet 2.4 and ask each group to read the relevant questions and information about AVOs.

4. After sufficient time, invite students to return to their original groups to explain the answer to the question they discussed.***

5. As a class, discuss all five questions.
   Q. What are the responsibilities which seem to be associated with AVOs for:
   a) the person seeking an AVO? and
   b) the offender?
   A.

   a) • to think about the behaviour that they want to stop
      • to contact the Police if the Order is breached
      • not to encourage the offender to break the conditions of the Order.

   b) • to take responsibility for their actions
      • not to break the conditions of the Order.

*An AVO is an Apprehended Violence Order.

**It is important that point two occurs so that the groups are a mix of students with different literacy levels. In this way more capable students help develop the understanding of the less capable student.

***At this point, students should explain the main information from 2.4 without reading it from the information sheet.
Activity four: Promoting the support available in our school

What you will need:
Guests who can discuss use of the students’ pamphlets etc for new students
Worksheet 2.2 – one per student – page 182
Materials for the development of posters, pamphlets or cards

1. Review the ideas that:
   • abuse is more likely to thrive in communities where it is not talked about and challenged
   • new people in a community can be more vulnerable to abuse.
   Remind students that bringing concerns into the open and providing support are useful ways to build up the power of vulnerable groups, eg new people in a situation.

2. Review understandings about power imbalance.

3. Invite the principal, Year 6 teachers, P & C representatives or other community representative to discuss ways that pamphlets could be used to inform new students and parents about support in the school.

4. Invite students to form groups to develop a plan for producing a pamphlet, posters or cards to promote the school as a caring place where support is available.

5. Distribute worksheet 2.2 to assist with the plan.
Suggested teaching and learning activities

Extension work

Activity five: Health and community services play a key role in the community

What you will need:
Research brief and relevant material for the kind of research project selected.*
Worksheet 2.3 – one per student – page 183

1. Develop a class list of the range of ways that paid and unpaid roles within health and community services areas contribute to people’s health and safety:
   Eg - counselling
   - health promotion
   - protective interventions
   - enforcing laws
   - family support
   - advocacy
   - parent education
   - medical assessments and treatment.

2. Invite students to choose one of the roles on the list for further research and distribute worksheet 2.3.

3. Group students so that they can research one area. In these groups students could share current knowledge before identifying focuses for their enquiry.

4. Establish the options for research and a time line for the completion of the work.
   Clarify a date for groups to report to the class on the outcomes of their research.

Teacher notes

*The careers adviser could advise you on useful ways to conduct this research locally. Eg the activity could be conducted in class with a set of materials that promote employment and training opportunities.

OR

Groups could visit or consult with relevant people or agencies.

OR

An excursion could be arranged to major services.

Interested students may wish to follow up this research with work experience and report back to the class.
Activity 1: Reviewing available support services - *Worksheet 2.1*

<table>
<thead>
<tr>
<th>Agency</th>
<th>Address</th>
<th>Phone</th>
<th>Support/Assistance offered</th>
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</table>
Activity 1: Reviewing available support services - Information sheet 2.1

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.

Child Protection and Family Crisis Service 1800 066 777
Crisis Centre Wayside Chapel (02) 9358 6577
Domestic Violence Line 1800 65 6463
Kids Help Line 1800 55 1800
Lifeline 131 114
Rape Crisis Centre (02) 9819 6565
(Outside Sydney metropolitan area) 1800 424 017
Salvo Youth Line (02) 9360 3000
Activity 2: Discrimination: a matter of law – Information sheet 2.2

Discrimination means treating others unfairly because they happen to belong to a particular group of people.

Harassment is any form of behaviour that is not welcome, not asked for or not returned, and that offends, intimidates or humiliates someone because they belong to a particular group of people.

Vilification is a public act that encourages (or incites) others to hate, have serious contempt for or severely ridicule a person or group of people because of their race, homosexuality or HIV/AIDS status.

The Discrimination Contact Officer is there to:
• provide support
• assist students
• direct formal complaints to the principal.

My school’s contact officer is:
____________________________________
Contact details:
____________________________________
____________________________________

For further information contact your principal.

NSW DEPARTMENT OF EDUCATION AND TRAINING

Information for students and parents

Procedures for Resolving Complaints About Discrimination Against Students

For further information contact your principal.
The New South Wales Department of Education and Training is committed to providing learning and working environments that are free from all forms of unlawful discrimination, harassment and vilification.

It is unlawful to discriminate against or harass a person on any of the following grounds:

- sex
- marital status
- disability (including HIV/AIDS)
- homosexuality
- transgender*
- age
- race**

When a student makes a complaint there are set steps which schools must follow. The principal has appointed a contact officer who will give advice.

Parents and caregivers can make complaints on behalf of their child.

*Since 1 October 1996 it has been against the law to discriminate against or harass people because:

- they are transgender, or
- you think they are transgender, or
- they have a relative or associate who is (or you think is) transgender.

Transgender means anyone who lives, has lived, or wants to live as a member of the opposite gender (sex) to their birth gender.

**Any complaints on the grounds of race (including colour, nationality, descent and ethnic, ethno-religious or national origin) are dealt with under the Anti-Racism Policy and Anti-Racism Grievance Procedures.

Students have the right to know:

- the meaning of discrimination under the Anti-Discrimination Act
- that a complaint can be made against them
- how to make a complaint about discrimination, harassment or vilification in the school.

Students have a responsibility to:

- respect one another
- behave in ways which are free from discrimination, harassment or vilification.

The NSW Department of Education and Training and its staff have a responsibility to:

- make sure that policies and practices do not discriminate against students
- make sure that curriculum materials are not discriminatory
- implement the complaint procedures
- combat discrimination, harassment and vilification through education programs.

If students feel they are being discriminated against they have the right to make a complaint. The discrimination must be because of their sex, marital status, disability (including HIV/AIDS), transgender, homosexuality or age.

Complaints can be against:

- staff
- the NSW Department of Education and Training
- other students.

Most complaints can be handled informally. There are steps to resolve formal complaints.

All complaints will be:

- handled sensitively
- kept confidential
- resolved quickly

Remember, parents and caregivers can make complaints on behalf of their child.

As citizens of NSW, parents have a responsibility to act in ways which do not involve discrimination, harassment or vilification, in accordance with the law.

To assist the NSW Department of Education and Training carry out its obligations, parents can:

- ensure that their children are aware of these procedures
- support educational programs that combat discrimination, harassment and vilification.
Activity 2: Discrimination: a matter of law - Information sheet 2.3

How can I try to sort out the problem?

A. Clarifying the problem

1. Why should I do something?
2. What can I do?
3. What is happening to me?
4. Are other people being treated unfairly as well?
5. How do I deal with unfair treatment?

B. Addressing the problem

1. Whom do I approach?
2. What do I want to say?
3. Am I too upset?
4. Do I want someone to be with me? Why would this be useful?
5. Have I got the main points written down? Why is this useful?
6. What can I do if my first approach doesn’t work?

Activity 2: Discrimination: a matter of law - OHT 2.1

Discrimination?

❖ Anti-discrimination laws in New South Wales apply to discrimination based on sex, race, marital status, disability, homosexuality (including HIV/AIDS), transgender and age.

❖ Public schools must not discriminate against students or staff. The Department of Education and Training has anti-discrimination and anti-racism policies and procedures for schools to follow.

❖ Students can raise concerns about discrimination, harassment or vilification with the school’s discrimination contact officer or the anti-racism contact officer. A parent or caregiver can also raise a concern on behalf of their child.

❖ Anti-discrimination laws also apply to harassment by students of other students, staff or community members.

Activity 3: Under extreme threat? An AVO may be relevant - Information sheet 2.4

1. What is an AVO?
An Apprehended Violence Order (sometimes called a ‘Restraining Order’) is a Court Order that can protect you from violence or threats of violence from a spouse, defacto, ex-partner, parent, child, neighbour or stranger.

You don’t have to be living with the person who assaults you to apply for this Order. AVOs are mostly used in domestic violence cases and most of those seeking them are women.

You may also be able to get an AVO if someone threatens your possessions, harasses or abuses you or if you reasonably believe that any of these things will happen.

2. Who can apply?
Anyone who fears violence or harassment, molestation or intimidation can apply for an Apprehended Violence Order.

When the victim is under sixteen years of age, only the police can apply on their behalf. If the victim suffers from an intellectual disability or mental illness the police can apply on the basis of their fear for the safety of the person.

An actual assault or other physical attack does not have to have happened for someone to apply for an AVO.

It is also possible for other family members to be protected by the same order.

3. How do AVOs work?
To be most effective, AVOs should be tailor-made to meet individual requirements. It is important to think about the sorts of behaviours and actions that you want to have stopped. For example, it might be specified that the offender must not harass, molest or assault you, come to your home or workplace or telephone you. If they do any of these things, contact the police and show them your Order. The police may then make an arrest for breach of the Order.

It is vital to follow through and report any breach of the Order.

All AVOs prohibit the offender assaulting, molesting, harassing, threatening or otherwise interfering with the victim. Unless otherwise stated, stalking and intimidation are also not allowed.

An AVO lasts for as long as the court decides the person needs protection. Where the court does not specify an exact period, the Order remains in force for six months. After this time, if needed, another AVO can be applied for at the court.

If you decide the Order is no longer necessary, the Order can be revoked (cancelled) through the court with your approval.

Making an application for an AVO does not involve criminal charges. It is only if the Order is breached that the police can arrest and charge the offender.

Adapted from: Department for Women, Domestic Violence: You don’t have to put up with it and NSW Police Service, Domestic Violence: Standard Operating Procedures.
Activity 3: Under extreme threat? An AVO may be relevant - Information sheet 2.4 cont

4. How can I get an AVO?

There are basically two ways to make an application for an AVO,

a) apply yourself or through your representative eg solicitor.
b) the police can make an application on your behalf.

Applying yourself involves going to the local court and making a complaint to the Chamber Magistrate* . The Chamber Magistrate does not make the order but starts the process to allow the application to be heard in court.

This can be done by serving:

a) a **Summons** by the police, on the person against whom the order is sought stating when they have to appear in court.
b) a **Summons and an Urgent/Interim Order** can be issued immediately after the person has made a complaint and the magistrate is satisfied with the grounds for requesting an AVO.
c) a **Warrant** can be issued for the offender’s arrest after several attempts, by police, to serve the person with the AVO have been unsuccessful. The person is then served with the AVO if the offender agrees to the complaints made against them. If they do not agree, a hearing will be set by the magistrate where both parties must give evidence.

In emergencies, it is possible to obtain temporary order through a Telephone Interim Order if the court is closed.

5. Do AVOs work?

Whether an AVO is an effective solution depends on the situation.

An AVO has the benefit of forcing the person who is causing the problem to face up to their actions. It can also have the effect of increasing the conflict that already exists.

Where an AVO is in place the Police can take quick action if there is a breach of the order. Regrettably an AVO is not a guarantee of safety. It is always worth while considering any alternative means of effectively resolving the situation that are available.

The victim has the responsibility not to encourage the offender to breach the Order (eg by inviting them in the house because they feel sorry for them) and to inform the police if the order has been breached.

*Local courts are most often found at or are near the local Town Hall.

Adapted from: Department for Women, Domestic Violence: You don’t have to put up with it and NSW Police Service, Domestic Violence: Standard Operating Procedures.
Activity 4: Promoting the support available in our school - Worksheet 2.2

AIM

This project aims to help new students and parents become aware of the support available in this school.

TARGET GROUP FOR YOUR CAMPAIGN (eg Year 7 students and their parents this year? Present Year 6 students? New students in other years? special classes?)

WHAT DO YOU AIM TO ACHIEVE?

TITLE/SLOGAN:

FORM: (eg Poster? Pamphlet? Presentation?)

STEPS IN THE PROCESS:

<table>
<thead>
<tr>
<th>Task</th>
<th>Who is responsible?</th>
<th>When?</th>
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How can we measure whether we achieved our aim?
Activity 5: Health and community services play a key role in the community - Worksheet 2.3

Q. What do these people generally do in their role?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Q. How would they gain employment into this job or organisation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Q. What are the employment and training opportunities within this area of work?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Q. Where can I gain further information about this line of work?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
General review sheet

Name: ......................................................
Date: ......................................................

What do I understand about protection from abuse?

Abuse involves ...........................................................................................................

Examples of abuse are ............................................................................................

Individuals make positive use of their personal power when they:

❖ contribute to the personal safety of their groups and communities
   How do people do this? ....................................................................................
   How can I do this? .........................................................................................
   When have I done it? ......................................................................................

❖ respect others’ rights to be safe
   What does this mean in our school? .............................................................
   When have I done it? ......................................................................................
   How might I be able to do this, say next week? .............................................

❖ use good personal safety strategies themselves
   What are some good personal safety strategies? ...........................................
   What can I do if I am threatened or unsafe? ...............................................  
   What personal safety strategies have I practised or used recently? ............
   Something I’d like to know more about is ...................................................
Activities to develop understanding and skills for establishing and maintaining non-coercive relationships and reinforcing attitudes and values related to equality, respect and responsibility.
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 and power in relationships.

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>Unit 1: Finding a balance</td>
<td>Constructing equal and respectful relationships Rights and responsibilities in sexual relationships</td>
<td><strong>Interpersonal relationships</strong>&lt;br&gt;• developing and maintaining relationships&lt;br&gt;• rights and responsibilities&lt;br&gt;• types of relationships&lt;br&gt;• quality of relationships&lt;br&gt;<strong>Personal choice</strong>&lt;br&gt;• responsibility for decisions&lt;br&gt;• sexual behaviour</td>
</tr>
<tr>
<td>Unit 2: Abuse of power</td>
<td>Abuse of power – sexual harassment and sexual assault</td>
<td><strong>Interpersonal relationships</strong>&lt;br&gt;• types of relationships&lt;br&gt;• rights and responsibilities&lt;br&gt;• quality of relationships&lt;br&gt;<strong>Personal awareness</strong>&lt;br&gt;• self-esteem&lt;br&gt;• effective communication&lt;br&gt;• individual differences</td>
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</table>
Syllabus Objectives and Outcomes

The activities in these two units are based on the following Stage 5 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 5 Objectives</th>
<th>Outcomes</th>
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<tr>
<td>Students will develop values and attitudes:</td>
<td>Students will achieve this objective when they:</td>
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<tr>
<td>• respect for the values and attitudes of others</td>
<td>• respect the rights, feelings and efforts of others</td>
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<tr>
<td>• a sense of belonging</td>
<td>• show concern for the welfare of others</td>
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<tr>
<td>• a sense of responsibility for personal and community health</td>
<td>• question forms of discrimination against people on grounds of their sex, race, marital status, sexuality or disability</td>
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<td>• recognise the importance of family life</td>
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<td>• display a commitment of developing and maintaining positive relationships</td>
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<td>• value positive relationships</td>
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<td>• appraise the values and attitudes of society in relation to lifestyle and health</td>
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<td>• be sensitive to the need for shared responsibility and decision-making</td>
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<tr>
<td>Students will develop skills in:</td>
<td>• analyse feedback from themselves and others on their feelings, beliefs and behaviours</td>
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<tr>
<td>• communicating effectively with others</td>
<td>• use a variety of communication skills, including assertiveness and conflict resolution, where appropriate</td>
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<tr>
<td>• decision making in the context of maintaining healthy lifestyles</td>
<td>• apply the steps in the decision-making process to a variety of lifestyle contexts</td>
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<tr>
<td>• interacting effectively with others and the environment</td>
<td>• select appropriate roles in different group situations</td>
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<tr>
<td>Students will develop knowledge and understanding about:</td>
<td>• describe the role of power in relationships</td>
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<tr>
<td>• principles underlying the development and maintenance of positive relationships</td>
<td>• explain the influence of gender, age and cultural and social attitudes on relationships</td>
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<tr>
<td>• personal choices and practices in relation to life issues</td>
<td>• describe ways of acting within a personal value system while under pressure to use or not use drugs</td>
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<tr>
<td>• the role of individuals and communities in promoting health</td>
<td>• identifying choices related to sexual behaviour and their possible consequences</td>
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<td>• recognise the various barriers to individual behaviour change</td>
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Unit 1: Finding a balance

CHILD PROTECTION FOCUS

Constructing equal and respectful relationships
Rights and responsibilities in sexual relationships

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
❖ developing and maintaining relationships
❖ rights and responsibilities
❖ types of relationships
❖ quality of relationships

Personal choice
❖ responsibility for decisions
❖ sexual behaviour

THINGS TO LOOK FOR

Can students
❖ indicate ways in which people can show respect and treat others as equals in friendships, partnerships and intimate relationships?
❖ explain how respecting rights and fulfilling responsibilities builds and maintains positive relationships?
❖ explain the importance of respecting rights and fulfilling responsibilities in sexual relationships?
❖ demonstrate different ways that a person could ask for sexual consent?
❖ recognise the importance of seeking active consent for every sexual encounter?

ACTIVITIES

Setting the scene
1. Personal relationships and feelings

Core learning
2. The keys to a good friendship
3. Personal partnerships
4. Rights and responsibilities in sexual relationships
5. The dream relationship
6. Asking for sexual consent

Extension work
7. Does marriage change the rules about consent?
Unit 1: Finding a Balance - Stage 5

THEME 2: Power in relationships
FOCUS: Constructing equal and respectful relationships
Rights and responsibilities in sexual relationships

Suggested teaching and learning activities

Setting the scene

Activity one: Personal relationships and feelings

What you will need:
Worksheet 1.1 – one per student – page 118

1. Distribute worksheet 1.1 to each student.*
2. Ask the students to record responses to the statements on the sheet and to share them with a partner of their choice.
3. Then, as a whole class, ask for students to volunteer responses.
4. Concluding discussion based on the following questions:
   Q. Apart from actual abusive behaviour, what other behaviours damage relationships?
   A. Eg being rude, ignoring people, being superior, being critical, impatience.
   Q. What behaviours are likely to be helpful to relationships?
   A. Eg being polite, checking what others think rather than making assumptions, listening well, communicating your own needs clearly, keeping irritations in perspective, apologising when you have done something thoughtless or hurtful.

Core learning

Activity two: The keys to a good friendship

What you will need:
Chart paper and felt tip pens

1. Review the qualities that contribute to a healthy, positive relationship. Brainstorm and list qualities on the board.
   If students do not suggest them, add ‘respect’ and ‘treat as equals’ to the list.
2. Divide the class into groups of four to five. Distribute a sheet of chart paper and felt tip pen to each group.
3. Q. What are some down to earth ways through which people demonstrate ‘respect’ and ‘equality’ in relationships?

Teacher notes

*This activity could be done without the worksheet by the teacher reading the statements and asking the students to write or draw the ‘feeling’ responses.
It may be necessary to guide students to focus their answers on a friendship.

The diagram could look like this:

- tolerance
- consideration
- respect
- share
- communicate
- co-operation
- treat as equals
- consultation

Qualities of a good friendship
**Suggested teaching and learning activities**

A. Eg
- accept and carry out responsibilities
- one does not dominate
- the friends deal positively with conflict
- each person can admit wrong doing and apologise for any hurt or thoughtlessness.

4. Whole class discussion on the following:
   Q. Think of a relationship that’s important to you. What are the advantages to you and the other person if you treat each other with respect and as equals in the relationship?
   A. Eg can expect to be treated fairly, don’t have to feel responsible for them, can be caring and spontaneous and expect the other person to be honest and fair with you.
   Q. What can you do to promote this kind of relationship?
   A. Take responsibility for your own needs and communicate clearly and honestly what you think, listen to your friend, be fair, initiate problem solving where necessary, keep confidences.

5. Develop a ‘T’-chart to examine:
   - the differences between relationships where there is equality and one where there is inequality
   - the difference between a relationship with mutual respect and one where there is no respect.

Eg **Equality in a friendship**

**Equality**
- respect for opinions expressed
- valuing friend’s efforts
- shared tasks
- mutual decisions about leisure
- room to negotiate individual activities and person’s own interests

**Inequality**
- more freedom for one than the other
- important decisions are not shared
- one person is the main ‘caregiver’ and the other expects to be cared for
- leisure activities likely to be decided by one person
- contact with one person’s friends, family could be discouraged.

Eg **Respect in a relationship**

**Respect for other**
- non-offensive language
- listen attentively to each other when it is important
- show interest in each other’s activities
- value others’ opinions
- tolerate differences in opinion
- check others’ views
- take notice of things that are important to them.

**No respect for the other**
- ‘put downs’ and abusive behaviour
- not giving full attention to important discussions
- showing little concern for things that are important to the other
- only talking about yourself
- describing the friend’s opinions as stupid.
Suggested teaching and learning activities

6. Whole class discussion based on the following questions:
   Q. Do respect and equality in relationships just happen?
   A. No, they need to be negotiated and worked out.
   Q. Do respect and equality guarantee a successful relationship?
   A. Relationships built on respect and equality promote the self-
       respect of the individuals within them. Whatever happens in the
       relationship, the people involved are more likely to be able to deal
       with issues positively and in a way which does not place their self
       respect in jeopardy.

Activity three: Personal partnerships*

What you will need:
Worksheet 1.2 – one per student – page 119
Chart paper and felt tip pens

1. Divide the class into small groups. Distribute worksheet 1.2 to each
   student.
2. Ask each group to develop ideas for a charter of personal
   partnership rights and report these back to the class. Write all the
   responses on the board. Discuss variations and common themes.
   Each group then reviews their lists in light of the class discussion.
3. Remind students that power balances can be supported if we think
   of rights as having complementary responsibilities for each
   person.**
4. Work through the following examples to work out the
   complementary responsibility:
   Eg each person has the right to be treated with respect as an
   individual by his or her partner.
   Q. What would be the complementary responsibility?
   A. Each person has the responsibility to respect his or her partner
      as an individual.
5. Ask the students to move back into groups and establish
   responsibilities that complement each right.
6. As a whole class, ask each group to share some answers and develop
   a collated list of rights and responsibilities.
7. Ask each student to highlight the rights and responsibilities that
   they feel are important and discuss in the group reasons for any
   different answers.

* It may be useful to spend time clarifying how the group views
   a partnership.
   Discussion should be inclusive of gay and lesbian partnerships. This
   discussion should emphasise the rights and responsibilities relevant
   for all personal partnerships.

**Responsibilities are the actions
we take that demonstrate respect
for rights. Fulfilling responsibilities
helps to protect rights.

Domestic responsibilities which
cause tensions in relationships,
lead to the exploitation of girls and
women as well as domestic
violence.
Teacher notes

***You may wish to link this activity with related work on developing and maintaining positive relationships including communication skills, negotiation skills and conflict resolution strategies.

Suggested teaching and learning activities

8. As a group:
   • List and discuss some suggested responsibilities for a sexual relationship.
9. Class discussion.
10. Concluding discussion:
    Q. How might meeting responsibilities and respecting the rights of others contribute to establishing and maintaining positive relationships?***

Activity four: Rights and responsibilities in sexual relationships

What you will need:
Worksheet 1.3 – cut into strips – one per group – page 120

1. If appropriate, review discussion from Activity three, ‘Personal partnerships’.
2. Divide the class into groups of four to five and distribute a set of strips from worksheet 1.3 to each group. Mix up the strips prior to handing them to each group.
3. Ask each group to organise the strips of paper into a well structured summary about rights and responsibilities in sexual relationships.
4. Invite each group to move around to look at the strips and scripts of the other groups.
5. Ask groups to read the script order to the class and explain the reasons for this order. The class is to reach a consensus on the order.
6. Concluding discussion:
    Q. What is the summary about?
    Q. What is meant by rights and responsibilities with a partner?*
    Q. What are other rights and responsibilities if the relationship is sexual?
    Q. If a person is pressured, threatened or blackmailed to give sexual consent, does this mean the activity is consensual or abusive?
    A. Abusive. Coercion makes consent for sexual activity invalid.

*Rights are the things we are entitled to in a relationship - they should be respected by others.
Responsibilities are the actions we take to demonstrate respect for rights.
### Activity five: The dream relationship

**What you will need:**
Worksheet 1.4 – one per student – page 121

1. Distribute worksheet 1.4 to each student and read the story to the class.
2. Divide the class into groups of four to five. Ask each group to have a discussion based on the questions on the worksheet:
3. As a whole class, discuss answers to the questions and issues arising.
   - Q. Think about an ideal relationship. What rights and responsibilities do you think are important?
   - Q. What do you consider are the most important responsibilities in a sexual relationship?
4. Concluding discussion:
   - Q. What are people’s rights and responsibilities in a sexual relationship?*
   - Q. What can a person do if these rights and responsibilities are not respected?
   - A. Not respecting these rights and responsibilities could constitute assault or abuse. Use strategies to let people know if your rights are being abused, or seek advice from someone who can help you work out what you want to do.

### Activity six: Asking for sexual consent

**What you will need:**
Worksheet 1.5 – one per student – page 122

1. Distribute worksheet 1.5 and ask the students to read the stories.*
2. Designate a values continuum across the room:
   - Strongly agree
   - Strongly disagree
   - Strongly agree = Phil is responsible for his inappropriate behaviour.
   - Strongly disagree = Cindy is responsible for Phil’s inappropriate behaviour.

*Decisions about participation in sexual activity are personal. No one has the right to touch the sexual or private parts (including bottoms and mouths) of another person without their consent.

Nor does anyone have the right to demand that someone touch their sexual or private parts.

Every individual has the right to decide when they have their first sexual experience.

Opinions and attitudes to sexual behaviour in society vary greatly.

Some people believe, for religious and personal reasons, that sexual intercourse should be postponed until marriage. Some may feel a conflict between what other people or, for example, their religion expects of them, and what seems appropriate for them.

Each individual has the right to make his or her own choices about sexual behaviour. It involves deciding what is right for themselves, whilst respecting the views and feelings of other people.

*Alternatively the material could be read to the class.

If you feel that the students may have difficulty responding independently of others, you might get the students to write responses beforehand and give reasons for their answers and then have them express this visually on the values continuum.

(The reason for this activity is to allow students to recognise the need to ask for sexual consent. Sexual activity requires both partners to give consent.)
**Suggested teaching and learning activities**

3. Ask the students to take a position along the continuum which best reflects their viewpoint and discuss why they have chosen their positions. Allow them to change position after discussion.

4. As a whole class:
   - identify the statements Phil makes that show he made assumptions about Cindy's behaviour
   - identify any statements (if any) which ask for mutual consent to the sexual behaviour
   - identify examples of power being misused in these descriptions
   - describe some strategies Phil and Cindy could use to ensure their rights are respected and responsibilities met in future relationships?

5. Discussion based on the following questions:
   Q. What supports these attitudes and expectations?
   Q. How could we change them?
   A. One of the responsibilities partners have is to respect their partner's right to say 'No'. They fulfil this by 'actively' seeking sexual consent (asking for their consent) and the partner actively giving consent.**

6. Brainstorm 'ways of asking for and giving sexual consent'*** and discuss these questions:
   Q. Who has the responsibility of asking for sexual consent?
   A. Both partners.
   Q. Who has the responsibility of giving sexual consent?
   A. Both partners.

7. Optional:
   Q. Why is it important to make no assumptions about consent and to actually check if consent is given?
   A. It ensures that consent is mutual. It provides an opportunity for either partner to change their mind at any time during sexual activity. It encourages both people to take responsibility for their own actions and choices.

**Teacher notes**

Asking someone doesn’t necessarily guarantee consent. It will be helpful if students can say ‘NO’ assertively and accept and respect ‘NO’ as a response from their partner.

It might also be stressed that partners have a responsibility to make their intentions clear to each other and to make no assumptions about behaviour.

**Attitudes and expectations can be the result of the construction of gender where males and females have expected roles in relationships and sexual activity.

To change these attitudes and expectations it is important that individuals do not make assumptions about males and females and their behaviour and attitudes.

One way to do this is to discuss and agree upon relationship rights and responsibilities and communicate these clearly to each other.

***Asking for sexual consent supports the other person’s right for safety. Consent is invalid if it involves coercion or if the behaviour is illegal, ie sex with an under-age person.

This means that people must take responsibility for their own behaviour, regardless of the words or actions of other people at the time. If behaviour is illegal the Police will not consider whether the other person agreed or not, in deciding if the law has been broken.

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This means that people must take responsibility for their own behaviour, regardless of the words or actions of other people at the time. If behaviour is illegal the Police will not consider whether the other person agreed or not, in deciding if the law has been broken.
Suggested teaching and learning activities

Extension work

Activity seven: Does marriage change the rules about consent?

What you will need:
Nil

1. Discussion in pairs.
   Q. Should there be a different test for what is abusive in public as opposed to private situations?
   A. No. Abuse is unacceptable in any setting. People can be charged with assault in public or private situations.*

2. Whole class discussion based on the following questions:
   Q. Is it necessary to gain consent for sexual intercourse within a marriage?**
   Q. What is assumed by the statement ‘sometimes women say ‘NO’ when they really mean ‘YES’? Is this realistic? Who benefits from this statement?
   Q. How can people in partnerships deal with the issue of ‘NO’ meaning ‘YES’?
   A. Consent must be given. Forced sexual activity is abusive no matter what the relationship. Regardless of their gender, each partner needs to be honest and say ‘NO’ when they mean it. If they are consenting to sexual behaviour they must clearly indicate this. Partners need to actively seek consent during sexual activity. It is the right of any person to change their mind, at any time during sexual activity. This can include changing their mind from ‘NO’ to ‘YES’ or ‘YES’ to ‘NO’. Unrealistic beliefs only benefit the perpetrator.

3. Students individually write in their workbooks three statements. What could they suggest to a friend, who has asked for advice about saying NO to a partner who wants to have a sexual relationship?

Teacher notes

*Any partner in a relationship has the right to decide when their body can be touched. This includes sexual touching.

If one partner does not want to participate in sexual activity they should make this view clear to their partner. They should not fear offending their partner. Their partner should respect this.

Each person has a responsibility to ask the other for consent and must actively seek this permission.

In the same way, both partners have a responsibility to make their intentions clear to each other. Partners should not make assumptions about each other.

**A marriage does not protect any person from laws about consent. Both partners must give consent for sexual activity. No partner has the right to force their partner to have sexual intercourse.

A marriage or a de facto arrangement is a public declaration of caring - the partners agree to love and care for each other. When this care breaks down and a partner is targeted for abuse it is a matter of concern for the whole community, just as it would be if a stranger attacked this person in the street.

Violence is not a normal part of marriage and a marriage licence is not a licence to abuse.
Activity 1: Personal relationships and feelings - *Worksheet 1.1*

Complete the following statements by recording how you might feel in the following situations:

a. When someone ignores me I feel

b. When I am with a group of new people I feel

c. When someone gets angry with me over small things I feel

d. When someone gives me a compliment I feel

e. When someone acts superior to me I feel

f. When someone apologises for any hurt they may have caused me I feel

g. When someone tells me I’m wrong I feel

h. When someone asks my opinion about something I feel
## Activity 3: Personal partnerships - Worksheet 1.2

Our proposed charter of rights and responsibilities for partners

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to be treated with respect</td>
<td>• to treat the partner with respect</td>
</tr>
<tr>
<td>• to raise issues for discussion</td>
<td>• to listen</td>
</tr>
<tr>
<td>• to say ‘NO’</td>
<td>• to believe the person when he or she says no and to respect that decision</td>
</tr>
<tr>
<td>• to be safe</td>
<td>• to respect the right of the other person to be safe and to take action to support their safety</td>
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Activity 4: Rights and responsibilities in sexual relationships - Worksheet 1.3

Script activity

Cut along the dotted line and mix up the summary before handing it to groups. Each group is to try to put the summary together in a logical sequence.

In moving from adolescence into adulthood, individuals may begin to develop relationships that are more than just friendships.

This is often referred to as ‘dating’ or ‘going out with someone’ or ‘having a girlfriend or boyfriend or partner’.

Through relationships, individuals discover the types of personalities that attract them and the qualities they want in a partner.

These relationships provide individuals with opportunities to use and develop skills needed to build and maintain good relationships. These skills will help later partnerships and marriages to be positive, loving and enduring.

For relationships to work successfully, each individual’s rights need to be respected and responsibilities need to be fulfilled.

There are important rights and responsibilities to do with sexuality. These rights and responsibilities apply to both partners in the relationship.

One right of all individuals is not to be pressured, coerced, manipulated or forced into sexual activity. The related responsibility is that no-one should ever pressure someone else to participate in sexual activity unless they give consent.

Individuals have the right to be safe. A complementary responsibility is to practice ‘safer’ sex strategies in sexual activities where both people have agreed to a sexual relationship. Safer sex strategies can help protect individuals from unplanned pregnancy and sexually transmitted diseases including HIV/AIDS.
Activity 5: The dream relationship - Worksheet 1.4

‘I want sex to be special’

In this extract from Peter by Kate Walker, Peter has just rejected Gloria’s sexual advances. He explains why, in pushing her away, he has said ‘No’.

I’m not scared of sex, I want it like crazy, but not like that, with someone I don’t even like.

Sex has got to be the ultimate in revealing yourself and I don’t want to reveal myself to just anyone. I’d like to get to know a girl first before I drop my pants. That doesn’t mean I’m scared, it just means I’m choosy.

I would really like to meet a girl I could go out with, take photographs with. We could develop them together, make comments on each other’s pictures, suggest ways to make them better, that sort of thing…

We’d do it eventually, of course, my girl and me. It wouldn’t happen because we got drunk or carried away. It’d be special. There’d be candles, and maybe wind-chimes playing.

This girl…my girl…she’d love me. She’d tell me really softly, with her lips against my shoulder so I’d feel the words as well as hear them. I’d love her too. We’d tell each other everything. There’d be no secrets…

This was my life. Our life. The rest of the world could go hang.

Answer the following questions: (Group work)

(a) Which sexual rights is Peter claiming here?

(b) What sexual responsibilities is he acknowledging?

(c) What do you think of Peter’s attitude? Is he being realistic, or is he being too much of a romantic?

Adapted from: Eshuys, Guest et al, Getting it Together.
Activity 6: Asking for sexual consent - Worksheet 1.5

Phil and Cindy

The same story but from two different points of view

Phil: ‘I still don’t understand what happened. Cindy and I had been dating for about two months and while we had not slept together yet, I had certainly made it clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe this was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and have me come snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. Granted, she did grumble a little when I started to undress her but I just figured she wanted to be persuaded. Lots of women feel a little funny about being forward and want men to take responsibility for sex. I don’t know. We had sex and it was fine. I took her home from the party and I thought everything was OK. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?’

Cindy: ‘I’ll never forget that night as long as I live. Phil and I had been dating a while and he had always acted like a perfect gentleman – well, we had done our share of kissing but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my room mate. It was a little flashier than I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn’t have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Phil all alone. The next thing I know he was all over me, forcing me to have sex with him. It was horrible. I didn’t want to scream and make a fool of myself with all those other people downstairs but I tried to fight him off. I guess I was just too wiped out to be very effective. Needless to say, I never want to see Phil again. He seemed like such a nice guy. What happened?’

Adapted from: Men Stopping Rape Inc, Madison, USA as quoted in Boys-Talk, Friedman, B., A program for young men about masculinity, non-violence and relationships.
Unit 2: Abuse of power

CHILD PROTECTION FOCUS

Abuse of power – sexual harassment and sexual assault

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
❖ types of relationships
❖ rights and responsibilities
❖ quality of relationships

Personal awareness
❖ self-esteem
❖ effective communication
❖ individual differences

THINGS TO LOOK FOR

Can students
❖ demonstrate an understanding of the abuse of power involved in discrimination, sexual harassment and sexual assault?
❖ identify positive and practical ways of dealing with sex-based harassment?
❖ challenge myths about sexual assault with accurate information?

ACTIVITIES

Setting the scene
1. What power!

Core learning
2. What’s discrimination got to do with me?
3. Sexual harassment is offensive
4. Who harasses who?
5. I feel offended by this
6. Sexual assault: a crime
Unit 2: Abuse of Power - Stage 5

THEME 2: Power in relationships
FOCUS: Abuse of power – sexual harassment and sexual assault

Teacher notes

*The activities which follow relate to discrimination, harassment and assault as abuses of power. In order to motivate students to explore these confronting issues, it will be useful if they have been encouraged to form an optimistic view of the value of a safe community where people respect each other.

**Identification of examples could provide an opportunity to acknowledge the positive action of students and young people that are known to the class.

***Emphasise the point that ordinary people often achieve extraordinary things, or use their power in a way that makes a positive impact on their group, family or community.

Suggested teaching and learning activities

Setting the scene

Activity one: What power!*

What you will need:
Worksheet 2.1 – one per student – page 129
OHT 2.1 – page 130
Materials to support group demonstrations of power statements.

1. Show OHT 2.1 and read to the class. Then invite students, in pairs, to identify and record in their workbooks examples of positive community action which have dealt with a crisis or achieved something worthwhile. Examples could be school based, local, national or international.**

2. Discuss some examples as a whole class.

Q. How has the power of individuals or groups been used positively in each of these examples?***

3. Distribute worksheet 2.1 to review the concept of power in relationships.

4. In groups, choose one statement from the worksheet and find a way to demonstrate the group’s understanding of the statement to the class. Encourage the creative use of skits, drawings, songs, writing or other available media.

5. Groups present their demonstration to the class who try to identify the statement.

6. Concluding discussion.
Suggested teaching and learning activities

Core learning

Activity two: What’s discrimination got to do with me?

What you will need:
Worksheet 2.2 – one per group – page 131
OHT 2.2 – page 132
Booklet – Useful information from the NSW Anti-Discrimination Board – Appendix 2* – one per student – page 217

1. Review the concept of abuse of power.**
2. Introduce discrimination as an abuse of power highlighting the following points:
   • one example of abuse of power is discrimination against people because of their membership of a particular group
   • laws, including the New South Wales Anti-Discrimination Act, (1977) have been developed as a way to ensure fair treatment on the basis of some characteristics which, in our community, have caused people to be targeted for abuse.
3. Divide the class into groups and distribute a copy of worksheet 2.2 to each group. The group’s tasks are to answer the questions on the bottom of the sheet and to choose a group member to report back.
4. Each group reports their answers to the class.
5. Distribute copies of the information from the Anti-Discrimination Board website (Appendix 2) for students’ use.
6. Discussion of issues raised with clarification of key points from OHT 2.2.
7. Conclusion:
   Clarify any questions not answered previously, or establish a process for doing so.
   Point out to students that the Anti-Discrimination Board website is constantly being updated.

Teacher notes

*You will need to photocopy Appendix 2 and distribute one copy to each student.
**See Stage 5, Theme 1, Unit 1.
**Theme 2: Power in relationships**

### Suggested teaching and learning activities

**Activity three: Sexual harassment is offensive**

*What you will need:*
- Worksheet 2.3 – one per student – page 133
- OHT 2.3 – page 134

1. Review the concept of abuse of power as it occurs in bullying and discrimination.**
2. Introduce harassment as a form of power abuse which has much in common with bullying. It’s also used in the community to describe abusive behaviour which targets people because they happen to belong to a particular group. One example of this is sex-based harassment where you are harassed because you are a woman or a man or a boy or a girl.

   Sexual harassment is a form of sex discrimination.
3. Divide the class into groups and distribute worksheet 2.3 for completion by each group.
4. Discuss group responses.
   - Q. How many people in the group think that girls worry about sex-based harassment more than boys?
5. Display OHT 2.3.
   - Q. How do these survey results tally with the student views? Discuss.
6. Q. What can students do if they are concerned about harassment at school?
   - A. Speak to the discrimination contact officer. Raise the issue with a trusted friend or teacher.

**Activity four: Who harasses who?**

*What you will need:*
- OHT 2.4 – page 135
- Chart paper and felt tip pens

1. Display OHT 2.4.
2. In mixed sex groups (if possible) discuss the following questions and record ideas on chart paper:
   - Q. What kinds of harassment of boys have you observed?*
   - Q. Who harasses boys?
   - Q. How do girls sexually harass other girls?**

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**Teacher notes**

*A range of excellent activities on sexual harassment is included in the 'No Fear', A whole school approach - A kit addressing gender based violence, Commonwealth Department of Employment, Education and Training, see Appendix 3, Teacher References on page 226.

**See Stage 4, Theme 2, Unit 3, page 97.

*Sexual harassment is one aspect of sexual abuse. Sexual harassment in the context of sexual abuse refers to things such as unwanted sexual comments, unwanted sexual suggestions, offensive gestures and unwanted sexual contact. Sexual harassment can also involve being treated unfairly or harassed because of your gender. It is also a kind of bullying in which a person is continually ‘picked on’ because of their gender.

**By making comments on size of breasts, comments on alleged sexual activities.
3. As a whole class, discuss and summarise group views about harassment on the board.***

4. Concluding discussion:
   Q. What can be done to change:
   • the common experiences of harassment?
   • the attitudes of the many males who support harassment?****

Activity five: I feel offended by this

What you will need:
Nil

1. Introduce the idea that dealing with offensive comments about groups of people can be personally difficult and that this activity will provide an opportunity to practise in a safe way.

2. List on the board three to four statements which begin with, ‘All... or No...’ and are non-complimentary.
   Eg
   • All guys are untrustworthy. They are always out for what they can get.
   • No young people make good employees. They don’t have enough experience.

   Invite students to add to the list, similar generalisations which they find offensive.

3. Invite students’ suggestions for things that you could say to let the person using the statement know that you find the statement unfair or offensive, without being aggressive yourself.

   Student responses could include:
   • I find that offensive. It’s just not true.
   • I don’t like it when you generalise like that. It’s a real put-down.
   • Be fair. That may be true for some, but it’s not true for all.
   • I am offended by what you just said.

4. Ask students to record at least two of the responses that they could use.

5. Explain that for this exercise you will take on the role of the ‘harasser’.

   The role of each student you ‘harass’ will be to say back to you one of the phrases that they have written down. Explain that this is only for the practice of challenging responses so that it doesn’t matter what the student actually thinks of the statement.

***Harassing behaviour generally reinforces the idea that boys are the powerful and esteemed sex and that girls’ interests and concerns should come second. Boys are harassed for having qualities which are perceived to be weaker or ‘girl like’.

Refer to the Gender Equity Strategy for exploration of how gender is constructed. A kit of support materials was sent to all schools in 1996.

****A change in this high percentage may come about through the social de-construction of beliefs about males which support this behaviour. This means that males will need to deliberately act in ways that do not perpetuate traditional gender roles, just as girls may need to act more assertively in some situations (rather than acting submissively).
6. Choose statements from the board and direct them to a range of students and invite their response.

7. After a few examples, pause to discuss the reactions of the students responding and the observers.
   Q. How did the students feel about using these responses? Comfortable? Uneasy?
   Q. Is offensive behaviour of this and other kinds usually challenged in this school and community? What are the implications if you challenge? If you don’t?
   Q. What strategies could you suggest for dealing with comments that somebody finds offensive in this class?
   Q. What avenues for support exist in the school if any school community member wants to raise issues about offensive behaviour or language?

**Activity six: Sexual assault: a crime**

*What you will need:*
- Worksheet 2.4 – one per group – page 136
- Worksheet 2.5 – one per student – page 137
- Information sheet 2.1 – page 138
- OHT 2.5 – page 139

1. Introduce the idea that sexual assault is an extremely serious abuse of power.
2. Show OHT 2.5 and discuss.
3. Divide the class into group and distribute worksheet 2.4 for completion in groups.
4. Discuss responses to worksheet using facts from information sheet 2.1.
5. Distribute worksheet 2.5 to each student.
6. Discuss reactions to this worksheet which is likely to be confronting to some students.
7. Concluding discussion:
   Q. Is the worksheet implying that individuals should not be responsible for provocative behaviour?
   A. No. Everyone should take responsibility for what they say and do. The other person’s behaviour is never an acceptable reason for coercion or force. The person applying the pressure is responsible for it.
Activity 1: What power! - Worksheet 2.1

What power!

1. We all have power. Power is a normal part of human relationships.

2. An appropriate balance of power supports healthy and caring relationships and safe communities.

3. Power can be used positively or it can be abused.

4. In positive relationships there is an appropriate balance of power and people feel safe and respected.

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

6. With power comes a responsibility to use the power in ways that show respect and concern for others.

7. 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.
Activity 1: What power! - OHT 2.1

This community sounds OK

‘I get a real buzz out of working in this community. Everyone looks out for everyone else. I feel as if I am accepted and that people are confident about the contribution that I can make.

One problem is the negative attitudes of the media towards young people in this town.

We’ve decided to tackle this issue and I think we will make a difference. These kids are prepared to consider new ideas and there’s no big division between the males and females.’

Youth project officer
Activity 2: What's discrimination got to do with me? - Worksheet 2.2

What does discrimination mean?

Discrimination means treating someone unfairly because they happen to belong to a particular group of people.

Most of us have prejudices against, or negative views of, groups of people who are different from ourselves.

If we aren’t careful, these feelings can easily lead us to discriminate against people who belong to those groups.

In New South Wales many types of discrimination are against the law. The laws dealing with discrimination help give everyone in New South Wales an equal opportunity or a ‘fair go’.

Group Work:

(i) How would a person feel if they were a victim of discrimination?

(ii) What are some types of discrimination that you know are against the law?

(iii) List any questions that your group has about discrimination.

•

•

•

Activity 2: What's discrimination got to do with me? - OHT 2.2

What is discrimination?

❖ the Anti-Discrimination Act (1977) applies to discrimination based on sex, race, age, marital status, homosexuality, disability and transgender.

❖ public schools are not allowed to discriminate against students or staff on the basis of these characteristics. The Department of Education and Training has anti-discrimination and anti-racism policies and procedures.

❖ the Anti-Discrimination Act also applies to harassment by students of other students, staff or community members.

Activity 3: Sexual harassment is offensive - Worksheet 2.3

What is sexual harassment?

Two definitions:

1. Sexual harassment is when someone, or a group of people, behave sexually towards you when you don’t want them to. Sexual harassment is a type of sex discrimination.

   Depending on the circumstances, each of the following actions can be sexual harassment:
   - suggestive behaviour
   - sexual staring or leering
   - sexual or smutty jokes
   - sexual proposition, such as continually asking you out, phoning you, or asking for sexual favours
   - sexual or physical contact, such as touching, slapping, kissing or pinching
   - sexual comments, insults or teasing
   - sexually offensive gestures
   - intrusive questions about sexual activity
   - sexually explicit or offensive material about you, or others of your sex, that is displayed in a public place, or put in your work area or belongings.

   In some cases, just one of these actions may be enough to amount to sexual harassment.

   Our statistics show that it is usually men who sexually harass women. However, sometimes women sexually harass men, men sexually harass other men, and women sexually harass other women.

   *NSW Anti-Discrimination Board*

2. Basically sexual harassment is unwanted attention of a sexual nature which makes you feel uncomfortable, intimidated, vulnerable, pressured, hurt or powerless.
Activity 3: Sexual harassment is offensive - OHT 2.3

Sex-based harassment: Australian trends

Verbal sex-based harassment is reported:
❖ as a known part of school life, by 90 percent of students
❖ as happening often, by one-third of primary and over 40 percent of secondary students.

Both sexes are equally likely to be victims.

Physical sex-based harassment (embarrassing touching, pinching or interference with clothes) is reported:
❖ as happening in their school by 50 percent of students at both levels of schooling
❖ as happening often by around 10 percent of students.

Boys are the usual perpetrators of sex-based harassment of both boys and girls, although some girls also harass both sexes. Some researchers, (Bjorkvist 1994, Adams 1992) suggest that sex-based harassment by girls may be under-reported.

Verbal ostracising behaviour by cliques of one’s own sex is a standard part of a school life reported by:
❖ 80 percent of Year 6
❖ 90 percent of Year 10 students.

Source: NSW Department of School Education, Resources for Teaching Against Violence (Revised).
Activity 4: Who harasses who? - OHT 2.4

Sex-based harassment

Sex-based harassment is often linked with other forms of discrimination such as racism.

[It is]...the imposition of behaviour based on sex stereotyping. It is often unrecognised, trivialised or accepted as teasing. It includes sexual harassment but is not always explicitly sexual. [It is therefore]...any form of behaviour that is not welcome, not asked for or not returned, and that offends, intimidates or humiliates someone on the basis of their sex.

Source: NSW Department of School Education, Procedures for Resolving Complaints about Discrimination against Students.

Sex-based harassment may occur between:
- males and females
- males and males
- females and females.

It may occur among students, staff or community members. It may occur between:
- students and students
- staff and students
- staff and staff
- staff and community members
- community members and students.

Source: NSW Department of School Education, Resources for Teaching Against Violence (Revised).
### Activity 6: Sexual assault: a crime - Worksheet 2.4

#### Understanding sexual assault

<table>
<thead>
<tr>
<th>1. All sexual assaults occur in dark alleys or in parks.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
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<td>![ ]</td>
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<tr>
<th>2. The way the victim dresses or acts provokes sexual assault.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
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<th>3. An assault has not taken place if there is no sign of a struggle or use of a weapon.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
</tr>
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<table>
<thead>
<tr>
<th>4. Sexual assault is usually committed by someone unknown to the victim, ie a stranger.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
</tr>
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<tr>
<th>5. People who commit sexual assault are unlikely to be friendly, kind and understanding.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
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<tr>
<th>6. Sexual assaults only happen to young attractive women and men.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
</tr>
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<table>
<thead>
<tr>
<th>7. Women are the only victims of sexual assault.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
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<thead>
<tr>
<th>8. Having sex with a partner or a friend when she or he doesn’t want it is not sexual assault.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
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<tr>
<th>9. Sexual abuse could never happen to me.</th>
<th>TRUE</th>
<th>FALSE</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
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Adapted from: NSW Board of Studies, Personal Development, Health and Physical Education, 7-10 Teaching Kit.
Activity 6: Sexual assault: a crime - Worksheet 2.5

Is it ever OK to force sexual contact?

If:

❖ he or she is wearing tight, sexy clothing? NO
❖ he or she is hitchhiking? NO
❖ he or she visits them alone at night? NO
❖ he or she is stoned or drunk? NO
❖ he or she paid for dinner and drinks? NO
❖ they have been going out together for a long time? NO
❖ he or she has had sexual intercourse with other people? NO
❖ he or she allows them to give him or her a massage? NO
❖ he or she allows intimate touching over their clothing? NO
❖ he or she allows intimate touching under their clothing? NO
❖ he or she says they will have sex but changes their mind? NO
❖ he or she starts to be sexual but then says ‘NO’? NO
❖ he or she is really aroused? NO
❖ he or she has had sex with them before? NO
❖ he or she has said ‘NO’ before and given in? NO

What is your reaction? ........................................................................................................................................................

Adapted from: Men Stopping Rape Inc, Madison, USA as quoted in Boys-Talk, Friedman, B., A program for young men about masculinity, non-violence and relationship.
### Activity 6: Sexual assault: a crime - Information sheet 2.1

| Myth 1: | Most attacks take place in the victim’s home or the offender’s home and many sexual assaults do occur during daylight. |
| Myth 2: | This is a blaming statement used by people who find it difficult to comprehend sexual assault. The way a person dresses or acts does not give a person permission to sexually assault them. There is no excuse for sexual assault. Everyone has to take responsibility for their own behaviour. |
| Myth 3: | Many people who are sexually assaulted do not struggle. Often they are frightened, threatened by force and can be afraid that the attacker will use violence if they scream or struggle in any way. Sometimes an attacker will target a person who is affected by alcohol or other drugs, as they are less able to resist. |
| Myth 4: | Most offenders are known to the victim. Most common offenders are: a relative, partner, neighbour, boyfriend, friend. An offender could be an acquaintance or boss. |
| Myth 5: | It is known that the motivation to sexually assault is not sexual attraction. Sexual assault is about an abuse of power in a relationship. Sexual assault can happen to males, females, a person of any age, race or level of wealth, attractive or otherwise. |
| Myth 6: | No! Although women have the highest incidence of sexual assaults men are sexually assaulted too. It is believed that the percentage of males sexually assaulted could be higher as males tend to fear ‘reporting’. Sexual assault is just as traumatic for males as it is for females. |
| Myth 7: | Forcing a partner or friend to have sex is sexual assault. Forcing someone to have sex does not necessarily involve physical force. Coercion may take the form of threats, bribes or supplying alcohol or other drugs without the person’s knowledge. It still constitutes abuse. |
| Myth 8: | Anyone is a potential victim of sexual assault. |

*Adapted from: NSW Board of Studies, Personal Development, Health and Physical Education, 7-10 Teaching Kit.*
Activity 6: Sexual assault: a crime - OHT 2.5

Sexual assault

Any person who has sexual intercourse with another person without the consent of the other person and who knows that the other person does not consent to the sexual intercourse is liable to penal servitude for 14 years.

Crimes Act 1900
Theme 2: Power in relationships
Activities to assist students to recognise abuse in a range of relationships
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 four (4) 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:** A matter of abuse | Abuse - the extent of the problem | **Interpersonal relationships**  
  - developing and maintaining relationships  
  - quality of relationships  
  **Safe living**  
  - causal factors  
  - protective behaviours and counter measures |
| **Unit 2:** Some effects of abuse | The effects of abuse | **Interpersonal relationships**  
  - developing and maintaining relationships  
  - quality of relationships  
  **Personal awareness**  
  - self-esteem  
  - effective communication  
  **Safe living**  
  - protective behaviours and counter measures  
  - consequences |
| **Unit 3:** Homes are sometimes unsafe places for adults and children | Domestic violence - the hidden issue | **Interpersonal relationships**  
  - family  
  - developing and maintaining relationships  
  - quality of relationships  
  **Safe living**  
  - protective behaviours and counter measures  
  - consequences  
  **Promoting health**  
  - behavioural change |
| **Unit 4:** It’s never OK - No excuses | Child sexual abuse | **Interpersonal relationships**  
  - types of relationships  
  - quality of relationships  
  - rights and responsibilities  
  **Personal choice**  
  - responsibility for decisions  
  - sexual behaviour |
## Syllabus Objectives and Outcomes

The activities in these four units are based on the following Stage 5 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 5 Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Students will develop the following values and attitudes:</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>• 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>• respect for the values and attitudes of others</td>
<td>• show concern for the welfare of others</td>
</tr>
<tr>
<td>Students will develop skills in:</td>
<td>Students will develop knowledge and understanding about:</td>
</tr>
<tr>
<td>• clarifying their own value system</td>
<td>• explain the influence of gender, age, cultural and social attitudes on relationships</td>
</tr>
<tr>
<td>• communicating effectively with others</td>
<td>• describe ways of acting within a personal value system while under pressure</td>
</tr>
<tr>
<td>• thinking critically about personal and community lifestyle issues</td>
<td>• recognise the various barriers to individual behaviour change</td>
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</table>
Unit 1: A matter of abuse

CHILD PROTECTION FOCUS

Abuse – the extent of the problem

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
❖ developing and maintaining relationships
❖ quality of relationships

Safe living
❖ causal factors
❖ protective behaviours and counter measures

THINGS TO LOOK FOR

Can students
❖ recognise the characteristics of abusive relationships in a range of situations?
❖ describe the concept of protection and make a considered case for the need for protection for individuals and groups?
❖ demonstrate understanding of the dynamics of psychological pressure or manipulation?
❖ demonstrate increased understanding of the value of protective strategies for themselves?

ACTIVITIES

Setting the scene
1. Reviewing the nature of abusive relationships

Core learning
2. Abuse occurs in a range of situations
3. A matter of protection
4. Abuse can occur in all kinds of relationships
5. What is psychological manipulation?
6. Too good to be true
7. Cult awareness

Extension work
8. Spreading the word
Unit 1: A Matter of Abuse - Stage 5

THEME 1: Recognising abuse

FOCUS: Abuse – the extent of the problem

Suggested teaching and learning activities

Setting the scene

Activity one: Reviewing the nature of abusive relationships*

What you will need:
Worksheet 1.1 – one per student – page 36
Information sheet 1.1 – one per student – page 37
OHT 1.1 – 1.3 – pages 38, 39, 40

1. Introduce or review the concept that one of the things that can jeopardise the personal safety and well-being of people is abuse within relationships.

2. Distribute worksheet 1.1 and ask students, in pairs, to identify what factors the situations have in common.

3. Discuss as a whole class. Draw out these key points and clarify by reference to the examples in the worksheet:
   - abusive behaviour involves someone abusing their power and taking advantage of someone else
   - abuse of power disregards the rights of the other person to safety and respect.
     (How are the rights of the person being disregarded in each situation in the worksheet?)
   - when power is abused it is not used in a fair and OK way.
     (What is unfair in each situation?)
   - People are more at risk of abuse when they have relatively little power in a situation.
     (In what ways does the person being targeted have less power than the abuser?)
   - In many situations where power is abused the individuals targeted are harmed. A person’s physical body, thoughts or feelings can be harmed by abuse.
     (In what ways could these situations result in harm to the person being targeted?)

4. Show OHT 1.1 – ‘Everyone has power in some ways’, OHT 1.2 – ‘Power in Relationships’ and OHT 1.3 – ‘People make choices about using the power they have’. Discuss the main concepts.**

*Please note: This activity assumes that students have participated in teaching and learning activities about different forms of abuse. See a detailed treatment of abuse as a misuse of power in Stage 4, Theme 2 - Power in Relationships.

Child abuse as an example of non-accidental harm to children is included in Stage 4, Theme 1 - Recognising Abuse.

**The concept of power and its relationship to health and safety are important. A detailed treatment (including use of the same OHTs) is included in Stage 4, Theme 2, Unit 1 ‘We all have power’.
Teacher notes

Suggested teaching and learning activities

5. Concluding discussion:
   Q. What strategies could improve the power balance in the situations in worksheet 1.1?
   Distribute information sheet 1.1 to assist with ideas.
   Encourage other suggestions. Students should note these.

Core learning

Activity two: Abuse occurs in a range of situations*

What you will need:
Worksheet 1.2 – one per student – page 41
Worksheet 1.3 – one per student – page 42
Information sheet 1.2 – page 43
OHTs 1.2 and 1.3 (as in activity one) – pages 38, 39, 40

1. Show OHTs 1.2 and 1.3. Revise the concepts of positive power and abuse of power in relationships.
2. Distribute worksheet 1.2. Invite students to record a ‘P’ or ‘A’ next to each scenario according to whether they consider it shows positive use or abuse of power.
3. Class discussion on answers using information sheet 1.2.
4. Distribute worksheet 1.3 and ask each group to list people who could be targeted for abuse in each situation. Encourage a wide range of responses.
5. Class discussion. Collect examples for each category.
6. Concluding discussion:
   Q. Could anyone be the target of abuse, regardless of their power in a situation eg parent, child, grandparent, teacher, student, principal, school canteen volunteer, employee, employer, friend, coach, team member, famous person, politician?
   A. Yes.
   Q. What are the opposites of abuse?
   A. Care, support, protection, respect, being fair.

*To ensure balanced discussion of ‘abuse’ and ‘protection’, activities two and three should be considered together.
Suggested teaching and learning activities

**Activity three: A matter of protection**

**What you will need:**
Worksheet 1.4 – one per student – page 44

1. Write the words ‘abuse’ and ‘protection’ on the board. Review the class work on the nature of abuse in relationships.*
2. Invite students to complete the following sentence:
   Abuse is unacceptable because...
   Eg It hurts people. It does not respect the other person’s rights to safety and respect. It is unfair. It undermines a safe community because people feel threatened.
3. Introduce ‘protection’ as a word which summarises the range of ways that individuals, groups and the community can effectively counter abuse.
4. Write the following words that dictionaries link with ‘protect’ on the board.
   Protect: Keep safe, defend, guard, preserve from danger or harm.
   Discussion:
   Q. Who needs to be protected from abuse?
   A. If anyone can be targeted for abuse, everyone needs to be protected.
   Q. Who may resist the idea that they may need protection from abuse?
   A. Men and boys, young people, people in authority – parents, teachers, employers, people who have a ‘tough’ image, people who believe they should be able to handle things themselves.
   Q. Why might they be resistant?
   A. Men and boys may be affected by social pressure to be ‘independent’, ‘tough’ and ‘able to handle anything’.
   Young people may want to prove ‘that they can handle anything’.
   People in authority may have a view that they should be ‘in control’ of everything and respected by everyone as a result.
   Anyone who values a ‘tough’, strong, ‘nothing can touch me’ kind of image will be reluctant to acknowledge vulnerability.
   People who do not like to cause a fuss may put up with abuse or avoid seeking help.

*From activity two.
**Teacher notes**

**This activity provides an opportunity to introduce or review some of the protective strategies most relevant to the students at the time. For example, detailed treatment of TRUST, TALK, TAKE CONTROL occurs in Theme 3 of Stages 4 and 5.

*The definition of relationships used in the primary child protection education material is ‘relationships are connections or links with other people’.

**This activity may raise issues for students about relatives or friends who have died, or whom they do not see when they want to, because of distance or family conflict. It may also raise issues for students who do not wish to see a parent, parents or relatives. It could also arouse anxiety for students who are isolated, lonely or insecure about peer relationships.

Encourage the completion of the diagram as a private exercise which reflects how each student feels about the people with whom they are in relationships. Whether other people would agree is not important.

Students may wish to destroy the paper after they have done the exercise.

---

**Suggested teaching and learning activities**

Q. What effect could this have?
A. They may be more vulnerable to abuse if they are not alert to it and it may be difficult to seek help or deal with it because they have not developed ways to talk about it.

5. Distribute worksheet 1.4 for completion in groups. Each group is to discuss the strategies listed and highlight the ones they think could be most helpful.**

6. Discuss issues raised, clarifying how any ‘unclear’ examples are ‘protective’.

**Activity four: Abuse can occur in all kinds of relationships**

**What you will need:**
- OHT 1.4 and 1.5 – pages 45, 46
- Student workbooks

1. Show OHT 1.4.
2. Introduce the concept that an important aspect of recognising abuse is knowing about the kinds of relationships in which it can occur. Review the concept of a relationship.*
3. Ask students, individually, to draw a diagram like the one on OHT 1.4 and record the names of people who are in each circle for themselves, personally. They should begin with the ‘close’ circle.**
4. Clarify any issues and reinforce the concept that each person needs to make their own assessment of their relationships.
5. Class discussion:
   Q. Can relationships be important if you do not see the person very often, or at all? Why?
   A. Yes. Eg family members who live at a distance or whom you do not see often. Children and young people need to discuss with their parents and caregivers, issues about contact with important people in their lives.
   Eg the Family Law Act supports the right of children and (young people) to express their wishes about contact with family members so that those wishes can be taken into account in custody and access matters.
   Q. What determines whether you consider that a relationship is close or not?
   A. This is a personal decision for individuals.
Q. Do relationships with people with whom you are close change over time?***

6. Using the OHT 1.4 as a focus, ask students if they can think of examples of abusive behaviour in each category.

Close:
- A person pressures their partner to take risks that they do not want to take and threatens to break off the relationship if they do not.
- A parent’s drug use means that they do not pay attention to their child’s need for care and support.

Important:
- A teacher harasses a student about being overweight.

Not important:
- An internet user collects money for a product which does not exist.

7. Concluding discussion:
Show OHT 1.5 and discuss.

Q. Why might we resist thinking about the possibility of abuse in our close or important relationships?
A. We depend on these relationships and any challenge to them may make us feel insecure, less confident, disloyal or guilty.
In situations where we can choose to end the relationship, eg friends, boyfriends, girlfriends, we may be faced with ‘hard’ decisions.

Activity five: What is psychological pressure or manipulation?*

What you will need:
- Worksheet 1.5 – one per group – page 47
- OHT 1.6 – page 48

1. Display OHT 1.6 and discuss.
Q. Can you think of examples which fit the definition?
Eg spreading rumours, psychological bullying or harassment**, sexual abuse when tricks or bribes are used, advertising campaigns which encourage you to agree with a particular view on something, or be influenced to buy something.

***Students’ ideas may include:
- family members will always be important in some way
- families may change over time and who is important may change as a result
- friendships may also change over time depending on where you live, what your interests are and whether the relationship changes.

*Other activities which relate to psychological manipulation as it occurs in
(i) child sexual abuse can be found in Stage 4, Theme 1,
(ii) domestic violence in Stage 4, Theme 1 and
(iii) cults later in this unit of work.

**Examples of psychological bullying or harassment are:
excluding someone from the group; spreading rumours or threatening them.
Q. What kinds of advantage may people gain through psychological pressure or manipulation?
Eg money, power over the other person, agreement to a course of action, objects that they want, or in extreme forms, brainwashing somebody so that they will agree with what the person manipulating wants.

Q. Is there an element of psychological pressure or manipulation in parenting and being a child in a family?***
A. Yes. Eg parents offering incentives for work around the house, children telling parents that everyone else is going to the party and they are the only one not allowed or using lines such as, 'I know you don’t love me’, ‘You never trust me’ when they want something.

2. In groups, complete the T-chart on worksheet 1.5 with examples of pressure or psychological manipulation that students consider are reasonable in the left column and those that are unacceptable (or abusive) in the right column.

Important differences relate to:
- the intention of a person, eg are people acting responsibly and respecting the rights of those being targeted
- the degree of power imbalance involved
- whether the ‘manipulation’ forms part of an agreed contract which the people have
- whether the person targeted could be expected reasonably to understand the tactics and make a choice about their own participation
- whether vulnerable individuals or groups are being targeted
- whether harm is likely to result
- whether there are any rules or laws to regulate the practices.

4. Concluding discussion:
Q. What is meant by the term ‘buyer beware’?
A. If you are going to buy something, make sure you understand all the conditions, even the hidden conditions.

Q. How can young people avoid being ‘conned’?
Students’ responses could include:
- Realise that it could happen to you.
- Develop confidence in your own judgement rather than relying on what others think.
- Avoid being pressured into making a decision on the spot.
- Become aware of your own areas of vulnerability.
Suggested teaching and learning activities

- Trust your ‘gut’ reactions to situations and talk to someone you trust about them.
- Be alert.
- Be prepared to question assumptions and get more information.

Activity six: Too good to be true

What you will need:
Worksheet 1.6 – 1.8 – one per student – pages 50, 51, 52
OHT 1.7 – page 49

1. Display OHT 1.7 and discuss.
   Q. What needs are appealed to in the kind of approach that is described?
   Distribute worksheets 1.6, 1.7 and 1.8. Different groups could be allocated different scenarios for completion. In groups, identify the factors that would make the person vulnerable and complete the worksheet.*

2. Discuss the group’s responses to the three scenarios highlighting the risk, harm and likely feelings of the person involved in each scenario.

3. Discussion based on the following questions:
   Q. What are some of the factors that could make children and young people vulnerable to being targeted for psychological pressure or manipulation?
   A. Children and young people rely on adults for protection. In some situations they may be even more vulnerable because of change through death, adoption, divorce or other personal circumstances, which have resulted in a particular yearning to be loved and to belong.
   Q. What other groups could be particularly vulnerable to psychological pressure or manipulation?
   A. Adolescents who want to be popular. Anyone who is lonely or who is used to harassment and exclusion may be vulnerable to an offer to ‘belong’.
   Q. Could anyone be vulnerable to psychological manipulation?
   A. Probably, if it is well targeted or the person is vulnerable at the time.

*Eg
- In the first scenario the man wants a job and has been unemployed for a long period.
- His confidence is probably low and he has a sense of failure and isolation.
- He would love to have the money to pay back debts.
- The family wedding is a situation where he wants to be generous, look good and be respected.
Teacher notes

Suggested teaching and learning activities

4. Concluding discussion:
   Q. How do you feel after dealing with these scenarios?
   A. Angry? Annoyed? Concerned that people can be taken in by false promises?
   Q. What can people do to protect themselves and others from harm associated with psychological manipulation?
   A. TRUST your reactions: Does this seem too good to be true? Is this person’s behaviour appropriate? TALK to someone (it’s never too late) and TAKE CONTROL by developing a plan.
   Q. What can people do if they become aware that they have been tricked in the past?
   A. TALK to someone who can help, regardless of how ‘silly’ you may feel and TAKE CONTROL by working out a plan to sort out the situation so that you are safe now and in the future. Remember that everyone makes mistakes. It is good if we can learn from them.
   The responsibility for psychological abuse rests with the person using it, not the person targeted.

Activity seven: Cult awareness*

What you will need:
OHT 1.8 – 1.11 – pages 53, 54, 55, 56
Chart paper and felt tip pens

1. Q. What are some examples of organised groups in society?
   A. Sporting clubs, religious groups, community service groups.
   Q. What are the main functions of these groups?
2. Display OHT 1.8.
   Q. What are the main ideas presented?
   A. • They are the friendliest and most loving people.
      • The leader is inspired and cares about people.
      • The group has a cause you never thought could be achieved.
3. A group that operates this way can be called a cult.**
4. Display OHT 1.9 and discuss the characteristics of cults.
5. Display OHTs 1.10 and 1.11 and discuss:
   Q. What distinguishes cults from other groups?
   Q. How can people be manipulated into joining cults?

*This activity is provided as an option where awareness of cult activity may be relevant.

**The use of the term cult could be controversial. Emphasise that it is used here to identify groups which use abusive practices. It is not intended to reinforce unhelpful stereotypes about religious groups. The emphasis is on the actions and behaviour of a group, not its ideas.
6. Concluding discussion:
   Q. Have any of you been approached by someone you think may have been a cult member? What happened?
   Q. How did you handle the situation?
   Q. What alerted you to the idea that it may be a cult?
   Q. What strategies can you use to avoid getting manipulated into a cult?

**Extension work**

**Activity eight:** Spreading the word

**What you will need:**
Worksheet 1.9 – one per student – page 57
Materials and equipment for whatever medium the students will use to develop a campaign.

1. Introduce the task and the options available for presenting the information to others in the school or community.*
2. Distribute worksheet 1.9. Explain how it is to be used and the parameters for the project.
3. Encourage groups to swap ideas with another group and make sure that their messages are useful and non-offensive.
4. Display or perform the resulting work in class or in appropriate settings in the school or the community.
5. Celebrate the achievements of the groups on this tough issue.

*This activity provides an opportunity to use art, dance, creative movement, literature or media to plan, implement and review a campaign to increase awareness of abuse.
Activity 1: Reviewing the nature of abusive relationships - Worksheet 1.1

Scenarios

1. A new student in Year 9 is being ‘hassled’ by a group of students who have been asked to show her around. They know a student from her old school whom they do not like. They tell her that new students usually have trouble being accepted at this school.

2. A sports coach leaves the most consistent team member out of the final series on the basis that he missed one night’s training. Others in the finals team have also missed training. It is known that the coach does not get on with this player’s parents.

3. Five male students frequently stalk a young female teacher out of school hours and make comments about her breasts.

4. A teacher singles out one student in the class, with humiliating comments about her family.

5. An adult encourages a young boy to believe that if he speaks to anyone about their secret sexual games, the boy’s parents will abandon him and he will be responsible for breaking up the family.

6. An employer pays a particular worker less than the agreed amount for the position, on the basis that the employee is young and doesn’t speak good English.

What do these abusive situations have in common?

......................................................................................................................................................................
......................................................................................................................................................................
......................................................................................................................................................................
Activity 1: Reviewing the nature of abusive relationships - Information sheet 1.1

Scenarios – advice

1. The new student would feel reassured about what to do if she received information about the school’s approach to bullying and who to go to for help. It may reduce the risk of bullying if one student showed her around rather than ‘the group’. The student could refuse to be intimidated by these students and put into place her own plan of action for getting used to the new school.

2. The person who has been left out could speak up. Team members could offer to support the person in discussions with the coach. Someone involved could raise the issue of selection practices with the club or association for clarification. A complaint could be made to the club president.

3. The teacher could ask the boys to stop following her. She could seek support from the principal, the staff welfare officer or the police to help her work out a plan of action to deal with the harassment.

4. The student herself, or others in the class, could ask the teacher to stop making comments about her family. Students could raise concerns about the teacher’s behaviour with the school executive or a member of the student welfare staff and ask for support to address the issue. A formal complaint could be made to the relevant head teacher or to the principal.

5. The boy should have the opportunity to learn from parents and other caregivers, that there is a difference between happy secrets and secrets which should not be kept. It would be helpful if he knew that it was wrong for older people to touch his private parts (unless he needed help to take care of them) or to ask him to touch theirs. The adult involved in the abuse would be less powerful in a family or community that was alert to abuse.

6. The worker could seek advice from the employees’ representative at the work site or the Industrial Relations Department if he or she does not have the agreed amount in writing. The worker could also seek the assistance of an older person as a supporter and advocate in any approach to the employer.
Activity 1: Reviewing the nature of abusive relationships - 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 1: Reviewing the nature of abusive relationships - OHT 1.2

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 1: Reviewing the nature of abusive relationships - OHT 1.3

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.

Abuse of power occurs when people act in ways which do not respect themselves or others and do not respect their own or others’ rights to safety.
Activity 2: Abuse occurs in a range of situations - Worksheet 1.2

The following situations 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>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student finds someone’s jacket left in the classroom and claims it as their own.</td>
<td>At work, one person is given the worst jobs all the time. The person tries their best but the boss always complains about the way the work is done.</td>
</tr>
<tr>
<td>A dance student reacts to unwelcome touching from her teacher, intended to calm her down, by saying, ‘Please don’t touch me. I’m getting lots of support from my friends and I’m OK’.</td>
<td>Friends of a student, whose mother has a mental illness, give her sensitive, practical support and discourage gossip.</td>
</tr>
<tr>
<td>When a teacher at the school dies, a group of students, parents and teachers plan the memorial service.</td>
<td>An aunt gives expensive presents to one of her nephews and none to the others. She says he is the only one that looks like her side of the family.</td>
</tr>
<tr>
<td>A group of ex-friends spreads rumours about a student’s older sister or brother.</td>
<td>Students and parents participate in developing a ‘support for new kids’ program. They consult ‘recent’ new kids to decide what would be most helpful.</td>
</tr>
<tr>
<td>A group of students constantly harass a student with a limp. They call him names which imply that he is stupid.</td>
<td>When a guy becomes aware that his partner constantly flirts with others and joins in ‘off’ jokes about him, he decides to end the relationship.</td>
</tr>
<tr>
<td>A husband gives his wife $30 a week (a small proportion of his pay) to pay for family food and then harasses her for being a hopeless manager because there is not enough meat on the menu.</td>
<td>A teacher listens with respect when a student tells him about problems at home. The teacher seeks the student’s permission to mention the problems to the year adviser and says he is available as a sounding board for the student.</td>
</tr>
</tbody>
</table>
### Activity 2: Abuse occurs in a range of situations - Worksheet 1.3

**Who could be targeted for abuse in these situations?**

<table>
<thead>
<tr>
<th>Home – family – caregiving</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg</td>
<td>Eg</td>
</tr>
<tr>
<td>• child</td>
<td>• student</td>
</tr>
<tr>
<td>• parent</td>
<td>• teacher</td>
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</table>

<table>
<thead>
<tr>
<th>Work</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg</td>
<td>Eg</td>
</tr>
<tr>
<td>• experienced employee</td>
<td>• neighbour</td>
</tr>
<tr>
<td>• new employee</td>
<td>• shop keeper</td>
</tr>
<tr>
<td>•</td>
<td>• customer</td>
</tr>
<tr>
<td>•</td>
<td>• friend</td>
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<td>•</td>
</tr>
</tbody>
</table>
**Activity 2: Abuse occurs in a range of situations - Information sheet 1.2**

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

| A | At work, one person is given the worst jobs all the time. The person tries their best but the boss always complains about the way the work is done. |
| P | A dance student reacts to unwelcome touching from her teacher, intended to calm her down, by saying, ‘Please don’t touch me. I’m getting lots of support from my friends and I’m OK’. |
| P | Friends of a student, whose mother has a mental illness, give her sensitive, practical support and discourage gossip. |
| P | When a teacher at the school dies, a group of students, parents and teachers plan the memorial service. |
| A | An aunt gives expensive presents to one of her nephews and none to the others. She says he is the only one that looks like her side of the family. |
| A | A group of ex-friends spreads rumours about a student’s older sister or brother. |
| P | Students and parents participate in developing a ‘support for new kids’ program. They consult ‘recent’ new kids to decide what would be most helpful. |
| A | When a guy becomes aware that his partner constantly flirts with others and joins in ‘off’ jokes about him, he decides to end the relationship. |
| P | A group of students constantly harass a student with a limp. They call him names which imply that he is stupid. |
| P | A husband gives his wife $30 a week (a small proportion of his pay) to pay for family food and then harasses her for being a hopeless manager because there is not enough meat on the menu. |
| P | A teacher listens with respect when a student tells him about problems at home. The teacher seeks the student’s permission to mention the problems to the year adviser and says he is available as a sounding board for the student. |
## Activity 3: A matter of protection - Worksheet 1.4

### Examples of protective strategies

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Family members, friends, school staff and school executives listen carefully to people’s concerns.</td>
<td>• Friends are willing to join forces with someone who is being bullied or harassed.</td>
<td>• The School Discipline Policy identifies rules relating to expected behaviour, positive encouragement for appropriate behaviour and sanctions for inappropriate, including abusive, behaviour.</td>
</tr>
<tr>
<td>• Individuals are encouraged to learn ways to assess and manage risk and to build their own resilience.</td>
<td>• Adults within a group take it in turns to drive and not drink.</td>
<td>• Anti-Discrimination Procedures provide a way that people being discriminated against or harassed on the basis of their sex, marital status including pregnancy, disability, (including HIV/AIDS), transgender, homo-sexuality or age, can raise concerns.</td>
</tr>
<tr>
<td>• Families provide supervision and adequate care for children. Children respect their parents’ role.</td>
<td>• Constitutions or codes of ethics for groups and organisations provide guidelines for their fair and proper operation.</td>
<td>• The Student Welfare Policy states a range of ways that students should be involved in their schooling.</td>
</tr>
<tr>
<td>• Child protection education, eg children learn NO, GO TELL strategies at home and in primary school.</td>
<td>• Networks support individuals within them.</td>
<td>• The community provides protection through: eg Child protection legislation</td>
</tr>
<tr>
<td>• Young people recognise that they can be targeted for abuse and develop their own TRUST, TALK, TAKE CONTROL strategies.</td>
<td>• Group members encourage each other to be aware of ways to address problems, eg students and staff know about the Anti-Racism Policy and procedures at school and provide support against discrimination or harassment on the basis of race (including colour, nationality, descent and ethno-religious or national origin).*</td>
<td>• Government provision of police, court system and community services, and Criminal Law.</td>
</tr>
</tbody>
</table>

*New South Wales Anti-Discrimination Act (1977).*
Activity 4: Abuse can occur in all kinds of relationships - OHT 1.4

People who are close to me
People who are important to me
People who are not close or important

ME
Activity 4: Abuse can occur in all kinds of relationships - OHT 1.5

Summary

Abuse can occur in all kinds of relationships.

Abuse destroys trust and undermines positive, healthy relationships.

Abuse in close and important relationships can be difficult to recognise and stop.
Activity 5: What is psychological manipulation - Worksheet 1.5

**Psychological pressure and manipulation**

Add your own examples to these lists.

<table>
<thead>
<tr>
<th>OK forms</th>
<th>Abusive forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• advertising legal products</td>
<td>• setting a new person up to do something that will make them look stupid</td>
</tr>
<tr>
<td>• coaxing a friend to do something that you think will benefit them</td>
<td>• selling second hand products as if they were new</td>
</tr>
<tr>
<td>• distracting a two year old from an unsafe situation</td>
<td>• taking advantage of an elderly person’s confusion about money to cheat them</td>
</tr>
<tr>
<td>• a coach encouraging members of a team to use their different strengths to improve the team performance</td>
<td></td>
</tr>
</tbody>
</table>


Activity 5: What is psychological manipulation - OHT 1.6

Psychological pressure or manipulation can be described as clever or devious influence on a person’s mental or emotional state in order to gain advantage.
Activity 6: Too good to be true - OHT 1.7

Initially abuse, where someone is being psychologically pressured or manipulated, may make the person feel ‘special’ and ‘understood’ and offer an apparent solution to problems.
Activity 6: Too good to be true - Worksheet 1.6

Read the following scenario.

____________ (male) has been looking for a job for eighteen months since he was retrenched from his previous position. He has had no success and secretly feels isolated and rejected.

He has used up the only money he had saved. He has recently borrowed some money from friends just to pay his bills.

His favourite cousin is having a large family wedding soon and many family and friends have been invited. He wants the family to feel proud of him.

An advertisement appears in the local paper which catches ______________ (male’s) attention:

Could you do with $800 a week right now? Are you male, between 20 and 35 years of age and average looking? We will give you instant cash payments of $400 for modelling photographs of yourself. We take the photos, all you have to do to register is send $50 to PO Box 33, Smithville.

What factors would make ______________ (male) vulnerable to this scam?
• .......................................................................................................................................................................................................................................................
• .......................................................................................................................................................................................................................................................
• .......................................................................................................................................................................................................................................................
• .......................................................................................................................................................................................................................................................

Why is this likely to be a risky strategy for ______________ (male)? .................................................................
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What problems could result? ..............................................................................................................................................................................
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How is he likely to feel if he later discovers that he has been tricked? .................................................................
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.......................................................................................................................................................................................................................................................

What other dangers are there in this type of situation? .......................................................................................................................................................................................................................................................
Activity 6: Too good to be true - Worksheet 1.7

Read the following scenario.

________________ (female) has always had a dream to be in the athletics team for the Olympics. She beat all opposition in district track and field events in primary school. Admittedly she was tall and strong for her age. She is now fourteen and training hard with a group of athletes and her new coach every morning.

Her coach initially said that he did not think she had the exceptional talent necessary. However after one particular race his attitude changed and he grabbed her shoulders, looked at her and said, ‘Maybe you do have the talent. With the right attitude and a lot of work you might make it all the way. But you will need to do exactly what I say. You will need to live with my family so that every spare minute can be spent on your program and so that I can supervise your diet. Your parents won’t like it, but if you really want to get to the Olympics, you will have to disregard what they say. They know nothing of current training techniques.’

What factors would make __________ (female) vulnerable to this approach?

• .......................................................................................................................................................................................................................................................

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• .......................................................................................................................................................................................................................................................

Why is this likely to be a risky strategy for __________ (female)? .......................................................................................................................... ...

What problems could result? ..............................................................................................................................................................................

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

How is she likely to feel if she later discovers that she has been tricked? ............................................................................................................................... ...

What other dangers are there in this situation? ...............................................................................................................................................................

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

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Activity 6: Too good to be true - Worksheet 1.8

Read the following scenario.

____________________ (female) and her brother __________________ (male) have music lessons from the same tutor. __________________ (female) is desperately hoping to be selected for the orchestra in the production that her tutor is putting on in the town.

He suggests that she needs extra lessons to perfect one piece. He is prepared to give her free lessons if she doesn’t tell her parents or her brother because they will be embarrassed that the family can’t offer to pay.

____________________ (female) agrees because he is so kind and understanding. At the lessons he encourages her to talk about her family and friends. She tells him things that she didn’t think she would ever be able to tell anyone. He is so kind and supportive that when he cuddles and strokes her she feels very safe and special. Gradually the rehearsal time decreases and they just talk and joke.

When she suggests that they spend more time on rehearsal he tells her that she is extremely ungrateful and that he will have to consider doubling her brother’s tuition fees to make up for the time he’s wasted on her. She knows that her parents can’t afford it. He then apologises and tells her that he is sorry, he is so confused. He thinks he is falling in love with her.

What factors would make __________________ (female) vulnerable to this approach?

• .......................................................................................................................................................................................................................................................  
• .......................................................................................................................................................................................................................................................  
• .......................................................................................................................................................................................................................................................  
• .......................................................................................................................................................................................................................................................  

Why is this likely to be a risky strategy for __________________ (female)?  

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What problems could result?

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

How is she likely to feel if she later discovers that she has been tricked?

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

What other dangers are there in this type of situation?

...........................................................................................................................................................................................................................................................................................................
Activity 7: Cult awareness - OHT 1.8

Psychological pressure and manipulation

‘When you meet the friendliest people you have ever known, who introduce you to the most loving group of people you’ve ever encountered, and you find the leader to be the most inspired, caring, compassionate and understanding person you’ve ever met, and then you learn that the cause of the group is something you never dared hope could be accomplished, and all of this sounds too good to be true, it probably is too good to be true!’

Jeannie Mills

Adapted from: CultAware. Reprinted with permission of AFF, PO Box 2265, Bonita Springs, FL 34133, USA (http://www.csj.org).
Activity 7: Cult awareness - OHT 1.9

**Cult awareness**

In order to help young people to identify the tactics of unscrupulous groups, an American group called CultAware has developed the following material.

A cult is a group:

- whose leaders deceive and manipulate people in order to get them to join in and to stay in the cult
- which has strong, sometimes total control over the members’ lives, for example telling them where to live, where and when to work or go to school, what to do with their money, who may be friends or romantic partners, when – and if – to marry, when – and if – to have children and how to raise them, what kind of medical care they can receive, how to schedule time, what to eat, what to wear, when, or if, to see their families
- whose authoritarian leader(s) and teachings may not be doubted or questioned
- whose leader(s) claims to have a special status; power; secret knowledge; or special relationship with a higher power
- which uses carefully-planned techniques sometimes known as mind control or brainwashing so its leader(s) will benefit, while at the same time exploiting and harming its members and their families.

*Cults can grow out of any set of ideas or beliefs. Defining a cult is a question of how its members act or behave. It is not a question of what its members believe or what their ideas are. It’s a question of deed, not creed.*

*Adapted from: CultAware. Reprinted with permission of AFF, PO Box 2265, Bonita Springs, FL 34133, USA (http://www.csj.org).*
What distinguishes cults from other groups?

Groups that aren’t cults:

- are not deceptive
- tell people what life in the group will be like
- use the real name of the group and its leaders
- allow people time to think over their commitments to it carefully
- respect the individual’s autonomy and independence
- respond to critics respectfully
- respect the family and one’s commitment to it
- have built-in controls to watch over their leader(s), so that behaviour and abuses can be monitored and corrected.

Adapted from: CultAware. Reprinted with permission of AFF, PO Box 2265, Bonita Springs, FL 34133, USA (http://www.csj.org).
Activity 7: Cult awareness - OHT 1.11

What distinguishes cults from other groups? (cont)

Cults:

- deceive people
- don’t tell them what life will be like in the group
- sometimes don’t use the real name of the group or its leaders
- sometimes do not explain the nature of the group
- demand firm commitment to join before people have a chance to think things over carefully or consult with family and friends or other support systems
- force people to obey their demands and don’t respect the individual’s autonomy and independence
- may respond to critics with intimidation or physical or legal threats
- view the family as an outside enemy or interfering factor
- operate secretly, allowing no public or organisational scrutiny, no checks and balances, no way of checking or monitoring misbehaviour or abuses and no way to correct them.

To summarise, whether or not a group is a cult depends upon its actions and behaviour, as described above, not its ideas.

Adapted from: CultAware. Reprinted with permission of AFF, PO Box 2265, Bonita Springs, FL 34133, USA (http://www.csj.org).
Activity 8: Spreading the word - Worksheet 1.9

AIM: This project aims to make a selected target group within the community aware of the need for everyone to be alert to abuse.

PROJECT: ................................................................................................................................................................
................................................................................................................................................................

TARGET GROUP FOR YOUR CAMPAIGN: ..........................................................................
................................................................................................................................................................

PLANNED OUTCOME FOR TARGET GROUP: ........................................................................................................................................................................
......................................................................................................................................................................

TITLE/SLOGAN: ..................................................................................................................................................

Choose a title or slogan for your campaign eg:
‘No-one deserves to be stuffed around’
‘If it seems too good to be true, then it might be’
‘Beware snake oil merchants’
‘What’s flattering to you?’

MEDIUM: (eg Art, Movement, Media) ..............................................................................................................

STEPS IN THE PROCESS:

<table>
<thead>
<tr>
<th>Task</th>
<th>Who is responsible?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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</tr>
</tbody>
</table>

How will we make sure that the project is not abusive or offensive?

........................................................................................................................................................................
........................................................................................................................................................................
Unit 2: Some effects of abuse

CHILD PROTECTION FOCUS

The effects of abuse

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
❖ developing and maintaining relationships
❖ quality of relationships

Personal awareness
❖ self-esteem
❖ effective communication

Safe living
❖ protective behaviours and counter measures
❖ consequences

THINGS TO LOOK FOR

Can students
❖ identify behaviours that may indicate physical, emotional and sexual abuse or neglect of children?
❖ discuss barriers to disclosure of sexual abuse by females and males?
❖ identify some effects of the non-disclosure of abuse?

ACTIVITIES

Setting the scene
1. Getting the facts straight on child sexual abuse

Core learning
2. Some effects of child sexual abuse
3. It’s hard to talk about some issues
4. Factors that make it difficult for females to talk about sexual abuse
5. Why males don’t tell - the effects of abuse on males
6. Myths that put pressure on females and males
7. Some effects of physical and emotional abuse and neglect on children

Extension work
8. How can I help?
Suggested teaching and learning activities

Setting the scene

Activity one: Getting the facts straight on child sexual abuse

What you will need:
Information sheet 2.1 – one per student – page 66
Information sheet 2.2 – one per student – page 67

1. Distribute information sheet 2.1. Explain how to interpret the information contained in the graph.*
2. Ask the students to answer the following questions:
   Q. Looking at the left hand side of the graph, which groups of people were the main abusers of children in this data?
   A. Male adult known to the child, male child under 16 years of age, father, stepfather/de facto, male adult unknown to child and uncle.
   Q. Looking at the columns on the graph, which gender (graph) are the main victims of child sexual abuse?
   A. Girls
   Q. Are only girls abused?
   A. No.
   Q. What do you notice about the proportion of perpetrators known to the child compared to strangers?**
   Q. Who are the main perpetrators of male child sexual abuse?
   A. Males known to the child.
   Q. What other things does this graph tell you about child sexual abuse?
   A. Eg females can be perpetrators.
3. As a whole class, discuss the following:
   ‘When strangers abuse children the news is on the front pages in the paper. When a family member abuses a child, it is rarely talked about by the media.’
   Q. Why might this be so?
   Q. What community attitudes does this reflect?
   Q. Who is protected by the view that risks to children come mainly from strangers?
4. Distribute information sheet 2.2 and clarify the main points.

*The graph lists groups of perpetrators of child sexual abuse on the left hand side.
The columns represent the numbers of victims abused by the group of perpetrators.
The dark shading represents (see graph) male child victims and the pale shading, female child victims.
The term perpetrator is used to refer to people who have committed child abuse. You may wish to use the simpler terms, abuser or person who has abused a child.

**Based on the NSW data of reported and confirmed cases of child sexual abuse, in at least eighty five percent of child sexual abuse cases, the perpetrator is from the child’s immediate family or is known and trusted by the child.
Fifteen percent of child sexual abuse cases involve abuse by a stranger.
5. **Concluding discussion:**
   Q. How should these facts influence the way we educate children about child protection?***

**Reminder:** You may wish to collect back copies of the information sheet 2.1 as it contains sensitive material.

### Activity two: Some effects of child sexual abuse

**What you will need:**
Worksheet 2.1 – one per student – page 68

1. Divide the class into small groups.
2. Distribute worksheet 2.1 to each student.
3. Ask the students to read through worksheet 2.1 as a group and find facts, questions and comments related to the article. Record these on chart paper.
4. As a whole class, ask each group to share their answers.
   An opportunity needs to be provided for discussion and the answering of questions posed by groups.

### Activity three: It's hard to talk about some issues

**What you will need:**
Board or chart paper and felt tip pens
Space for concentric circles

1. Arrange the class into concentric circles where each student is facing a partner. Explain that this activity is designed to explore why some things are easier to talk about than others (stress that none of the situations will deal directly with sexual abuse).
   The following topics are suggested:
   a) Are the Olympic Games a good thing for NSW? Why? Why not?
b) Is it fair that some parents have different rules for girls and boys about ‘going out’?  

c) Imagine that you are in a country where you do not speak the language. You are desperate to go to the toilet. No one speaks English. How could you communicate your need in a socially acceptable way?  
d) Tell each other about an embarrassing moment when you wished the ground would ‘open up and swallow you’.  

2. Read the first topic and give each pair two minutes to discuss it. At the conclusion one circle moves so that each person has a new partner. Continue for the other topics.  

3. Discuss:  
   Q. Which of these was the easiest to talk about? Why?  
   Q. Which of these was the hardest to talk about? Why?  
   Q. Was it the same for everyone?  
   Q. Does the person to whom you are talking make a difference? Why?  

4. Develop a list of factors that make it difficult to talk about some issues.  

Activity four: Factors that make it difficult for females to talk about sexual abuse  

What you will need: Worksheet 2.2 – one per student – page 70  

1. Explain to the class:  
   • When people have experienced sexual abuse, it is helpful to tell someone. The difficulty is that personal experiences of sexual abuse are extremely difficult to talk about.  
   • Some reasons for this relate to the extremely personal nature of unwanted sexual behaviour and are similar for males and females.  
   • Other factors relate to a person’s own experience of what it means for them to be male or female. Sexual abuse is likely to be experienced as an attack on boys’ and girls’ notions of their maleness or femaleness. This is another effect of sexual abuse which undermines a boy’s or girl’s sense of self worth and confidence to take action.  

2. Review previous activities where the effects of sexual abuse has been considered.  

3. Distribute worksheet 2.2 and ask students to complete it individually.  

*The class list could include:  
   • if people don’t usually talk about this issue in conversation  
   • if you have to say things that may be upsetting or embarrassing to others  
   • if you don’t know what the other person will think of you  
   • if the subject could reflect badly on you or your family  
   • if it is something that involves you personally  
   • if by telling someone else you may ‘lose control’ of a personal situation.
**Teacher notes**

**Suggested teaching and learning activities**

4. Class discussion.
   
   Q. What does the friend in the scenario need to be prepared for?
   
   A. She may not be believed. Her behaviour may become the focus of questioning, not his. Her account of what happened may be challenged and it may be her word against his. Her motives for ‘accusing’ this man may be questioned. She may feel frightened, lonely, guilty, angry, confused, embarrassed.
   
   Q. What stereotypical reactions act as barriers to a female reporting sexual abuse or assault?**
   
5. Invite students to share ideas about what the friend in the scenario needs to be prepared for and how she could be supported.

**Activity five:** Why males don’t tell – the effects of abuse on males

**What you will need:**

Information sheet 2.3 – pages 71, 72

Chart paper and felt tip pens

1. Divide the class into small groups and distribute information sheet 2.3.

2. Each group considers the eight reasons that the information sheet suggests for males not reporting sexual abuse. Which reason does the group consider could be most difficult for young males to deal with?*

3. Whole class discussion of ‘biggest barriers’ and reasons for the groups’ choices.

4. Concluding discussion.

**Emphasise:** It is very important that males and females can respond to warning signals and are aware of a range of strategies to seek help and address the abuse and its effects on them.**

---

* Females disclosures of sexual abuse are often discounted by stereotypical reactions such as:
  - you must have led him on
  - you could have stopped it at any time
  - if you dress that way what do you expect?
  - had you been drinking?
  - what did you get in return?
  - what a shame for you and your family
  - he would never do that
  - you’re talking rubbish.

* The way abuse is perceived is affected by gender. Eg many groups of boys expect to be powerful and dominant, therefore, their self image as a powerful and dominant person is affected when they are sexually abused.

To retain their self image they are likely to deny abuse or its effects.

If they do acknowledge it to themselves, they may put a lot of energy into keeping up ‘a front’ to others.

** See Theme 3 Protective Strategies in Stages 4 and 5.
Suggested teaching and learning activities

Activity six: Myths that put pressure on females and males

What you will need:
Information sheets 2.4 and 2.5 – one per student – pages 73, 74

1. Divide the students into small groups.
2. List the three myths from information sheet 2.4 on the board:
   - Q. What messages do these myths give about victims?*
     A. These myths send the false message that people do not have abuse experiences. They discount the truth and make victims feel isolated and alone.
   - Q. Who benefits from these myths? Who is disadvantaged by these myths?
     A. The perpetrator benefits. If he or she is a ‘nice, friendly, average man or woman’, he is unlikely to be suspected. The myth contributes to the victims’ fears of not being believed if they do tell and reinforces the fear that their value as males or females may be questioned.
   - Q. What impact can these myths have on the abused person if he believes it?
     A. Victims may be less likely to disclose. Their self-image may be damaged and they may blame themselves.
   - Q. What impact can these myths have if people believe them?
     A. They can make it difficult for people to feel OK about telling others they have been abused. The perpetrator is protected by this and can continue to abuse with less fear of being ‘found out’.
3. Concluding discussion:
   - Q. What can people do to challenge these myths?
     Distribute information sheet 2.5 for students’ reference.

Teacher notes

Sexual abuse incorporates acts of sexual assault. These myths can be applied to on-going abuse and any isolated incidents of abuse.

*Mysts build on common fears held by many people and are probably the largest factor stopping people reporting or disclosing sexual abuse.
**Teacher notes**

*It is important, as with all the group activities, for you to move between groups, keeping students on task and observing individual reactions to the task. Students may experience strong emotional reactions to the situations presented.

They may need to be reminded that these are hypothetical situations and that the purpose of the activity is to focus on the behaviour that may result.

Individual concerns may need to be followed up after the lesson.

**Effects** may be social, emotional, physical or cognitive (thinking).

***Alternatively, ask students to think of a child they know who is the same age as the child in the story and who is in a supportive home. How might the child’s feelings and behaviours be different if they lived in this situation?

****Children need older people to understand that their behaviour may be a way of signalling or covering up distress. It would not be helpful to blame them or pressure them to talk about facts or solutions which they are not ready for. They need sensitive support.

---

**Suggested teaching and learning activities**

**Activity seven:** Some effects of physical and emotional abuse and neglect on children

**What you will need:**
Worksheet 2.3 – 2.5 – one per group – pages 75, 76, 77
Chart paper and felt tip pens

1. Divide the class into six groups.

2. Distribute a worksheet to each group. Each scenario may be done by more than one group.

3. Demonstrate the activity by reading the scenario from worksheet 2.3. Briefly discuss in groups the possible feelings and behaviours the child may exhibit and the range of effects that could be experienced.

4. Ask the group to nominate a recorder, leader and presenter.

5. Ask the leader to read the scenario from the worksheet to the group. Ask the group to discuss the scenario, establishing how the child might feel and behave, and to consider the possible effects of the abuse on the child. The recorder writes this on the worksheet.*

6. As a whole class, ask each group to share their scenario and state the imagined feelings, behaviours and effects.**

7. The teacher writes the heading ‘effects of abuse on children’ in the centre of the board. Groups state some of these effects and record as a mind-map or diagram around the heading.***

8. Whole class discussion based on the following question:
   Q. What kind of support would help this child?
   Q. What would not be helpful?****
Extension work

Activity eight: How can I help?

**What you will need:**
- Paper for group T-chart

1. Divide the class into small groups.
2. Each group develops a T-chart of 'do’s' and 'don’ts' for a situation where a friend tells you that they have been sexually abused or assaulted.
3. Display the group’s chart and as a class highlight the most useful summary statements.
4. Compile these into a class T-chart and distribute to each class member, reminding students that being believed, not being rejected and having people respect your privacy are big factors in people’s recovery and are VERY HELPFUL.
These statistics are based on cases of child sexual abuse notified to the Department of Community Services which were confirmed as child sexual abuse after investigation.

The proportion of offenders known to the child compared to strangers has been similar in all years of data collection.

### Activity 1: Getting the facts straight on child sexual abuse - *Information sheet 2.2*

<table>
<thead>
<tr>
<th>Myths</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stranger danger is the main problem in child abuse.</td>
<td>Stranger danger is not the main problem. In 85% of cases the offender is a member of the child’s immediate family or someone the child knows and trusts - a parent, relative, older friend or neighbour.</td>
</tr>
<tr>
<td>2. The victims of child sexual abuse are usually teenage girls.</td>
<td>Girls and boys of all ages are sexually abused. The majority of victims are toddlers, babies and young children, but child sexual abuse can happen to young people up to 17 years. (Sexual assault of adults is covered by different laws).</td>
</tr>
<tr>
<td>3. Child sexual abuse occurs only in poor or ‘problem’ families.</td>
<td>Child sexual abuse occurs in all kinds of families, small or large, and regardless of the educational or socio-economic backgrounds of the parents.</td>
</tr>
<tr>
<td>4. Children lie about sexual abuse or imagine it is happening.</td>
<td>Children rarely lie about or imagine sexual abuse. In 98% of cases their statements are found to be true.</td>
</tr>
<tr>
<td>5. If a child is sexually abused it usually happens only once.</td>
<td>Because the offender is often a person who can easily arrange to be alone with a child, it is more common for sexual abuse to be repeated. In some cases it can go on for years.</td>
</tr>
<tr>
<td>6. Sexual abuse of children usually involves violence.</td>
<td>Sexual abuse of children seldom involves violence because offenders known to a child do not usually need to use force. Instead they use promises, threats and bribes and take advantage of the fact that they have power over the child.</td>
</tr>
</tbody>
</table>

*Source: NSW Child Protection Council, Fact Sheet 6, Child Sexual Assault: How to Talk to Children.*
Activity 2: Some effects of child sexual abuse - Worksheet 2.1

How does child sexual abuse affect children?

Children who have been sexually abused have lived – often for a long time – with fear, guilt, loneliness and confusion. They have learnt to cope in different ways with their isolation. When they finally tell, or when the sexual abuse is discovered, they react in different ways – sometimes in ways that adults do not understand and may resent. Some children are obviously frightened and upset; others may appear calm, cold, and unaffected. Adults need to be wary of reacting less sympathetically and giving less support to a child who does not react in the way they expect or think appropriate.

Threats and Tricks

To understand children’s feelings, it helps to consider what they may have been through. Offenders use many threats and tricks to keep children silent – especially to stop them telling their mother.

Offenders often use threats like, ‘If you try and tell anyone I’ll hurt your little brother’. ‘It’s your fault, you should have stopped me’. ‘Your mother would never get over it if she found out.’ ‘This would ruin your mother’s health if she found out.’ ‘I’ll kill you if you tell’. ‘You’re no good; who would believe you?’ ‘It will be your fault if the family breaks up.’ ‘If you tell, they’ll send me to prison.’

In subtle, and not so subtle ways, offenders make the child feel responsible for what has happened, and responsible for protecting the rest of the family from the knowledge as well. When the offender is the child’s father or the mother’s boyfriend, de facto, or new husband, the threats, tricks, and deceptions have even more impact.

When the abuse is uncovered the child’s mother may feel hurt to think that the child has felt unable to confide in her. She may believe there is something wrong with their relationship. Understanding what the child has been going through helps to put a different light on the child’s silence and perceived lack of trust.
As well as worrying about the reactions of their families, children also worry about what other people will think. ‘Will everyone in the street know?’ ‘Will anyone talk to me?’ ‘Will everyone at school find out?’

Some girls worry that they might be branded as ‘bad’; some boys worry that people may think they are ‘gay’.

These are only a few of the overwhelming feelings children have to cope with. They highlight the fact that sexual abuse always has a damaging effect on children and that individual reactions and responses differ.

**Group Work**

(i) Find three (3) FACTS relating to different aspects of a child’s feelings as a victim of child sexual abuse.

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- ...........................................................................................................................................................................................
- ...........................................................................................................................................................................................

(ii) Note any questions relating to the article?

- ...........................................................................................................................................................................................
- ...........................................................................................................................................................................................

(iii) Note any comments that your group would like to make about the article?

- ...........................................................................................................................................................................................
- ...........................................................................................................................................................................................

*Adapted from: NSW Child Protection Council, Fact Sheet 5, Child Sexual Assault: Its often closer to home than you think.*
Activity 4: Talking about sexual abuse is extremely difficult - Worksheet 2.2

Scenario
A female friend has told you that she has been sexually abused by an older male. She has agreed to talk to an adult about it if you suggest someone and go with her.

Task

1. Who would you suggest? What qualities make them ‘a good risk’?
2. How could you encourage her to participate in this decision?
3. For what does she need to be prepared?
4. What advice can you give her?
5. For what do you need to be prepared?
6. How can you be supportive and still allow her as much control of the situation as possible? Why is this important?
Activity 5: Why don’t males tell - the effects of abuse on males - Information sheet 2.3

Why male survivors don’t report sexual assault

Boys and young men do not report their sexual assaults for many of the same reasons as women and girls – including guilt, embarrassment and fear of not being believed. Boys have additional pressures placed on them not to disclose.

**Fear of being hurt**

The fear of being physically hurt by the abuser or other people can be very real. The fear can be particularly real for young men in prisons or other institutions who risk being labelled as a ‘dobber’ or ‘easy prey’.

**Being tough and independent**

Hegemonic/dominant masculinity demands that young men be tough and independent. For some young men to admit defeat or weakness is opening up their masculinity to challenge.

**Guilt about sexual arousal**

Young men may feel guilty because their body responded during the assault. If he had an erection he may feel that what happened to him was not sexual assault. He may even feel that he was to blame because he responded.

**‘I’ll just cause too much trouble’**

Males have many external reasons for not telling of their abuse. In the case of incest, disclosure may lead to family break-up which could be blamed on the victim.

Disclosure also brings the very real fear of confronting the abuser. This fear will be worse if the abuser made any threats during the abuse. Naturally, ‘If you tell anyone I’ll kill you’, is not taken lightly. Finally, the victim may also fear the legal, emotional and social consequences of the assault being officially reported.

**Fear of not being believed**

This fear of not being believed is one of the greatest concerns of both male and female survivors. Young men have many reasons to fear not being believed as male sexual assault is rarely spoken about and many people deny that male sexual assault even occurs. This fear may be even greater when the abuser is female.

**Fear of being blamed for assault**

Young men may fear being blamed for the assault because, ‘I shouldn’t have got myself into trouble’. To suggest that men ask to be assaulted is similar to the myth that women ask to be raped because of what they wear. Further, males are expected to ‘stand up for themselves and fight’. Having internalised these attitudes, boys often feel prohibited from discussing their sexual assaults.

**Fear of being labelled a homosexual**

If the abuser was male a young man may think the abuser picked him because he ‘looked gay’. Sometimes feelings of arousal are experienced. Guilt associated with this may lead to fear of being labelled as homosexual.

Unfortunately, in a culture where being gay is often considered one of the worst insults to young men, this is a major reason why boys may not disclose.

**Different levels of tolerance of abuse**

Boys/males may believe that because there has been little/no physical harm, that the situation does not constitute abuse. As a result boys/males are more likely to dismiss these situations as no big deal.

Activity 5: Why don’t males tell - the effects of abuse on males -
Information sheet 2.3 cont

Why survivors don’t report sexual assault

Some Facts:

- The notion that only gay men get raped and that straight men cannot be
  forced into such acts against their will is as damaging and insulting as the
  notion that all women need do is cross their legs and wear respectable
  clothing to avoid rape. Although men suffer as much as women following
  such assaults, society’s acknowledgment and understanding of male rape
  and the provision of support services for men are almost non-existent.

- Sexual assault is prevalent in Australia, yet it is still largely a taboo subject.
  Both females and males are victims of rape. Conservative estimates are that
  1 in 10 boys and 1 in 4 girls are sexually assaulted or sexually abused in some
  way by the time they are 18 years of age. Almost all reported sexual violence
  (97%) is committed by men, but males are still a significant proportion of all
  victims (26% of under 18 year olds).

- Paedophilia should not be confused with homosexuality. A person who is a
  paedophile sexually offends against children. A person who is homosexual
  is sexually attracted to people of the same sex. Most sexual abuse of children
  is perpetrated by heterosexual men.

Adapted from: Healey, K. Sexual Abuse: Issues For The Nineties, Vol 57
### Activity 6: Myths that put pressure on females and males - Information sheet 2.4

#### Myths and realities about sexual abuse

<table>
<thead>
<tr>
<th>Myth</th>
<th>Reality</th>
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</thead>
<tbody>
<tr>
<td><em>Sexual abuse only affects women.</em></td>
<td>Sexual abuse affects boys and men just as much as it affects girls and women. Males and females experience fear, guilt, denial and pain. These can be made more difficult by common social expectations.</td>
</tr>
<tr>
<td><em>Male abusers are homosexual.</em></td>
<td>The majority of sex abusers are heterosexual males who are known to the victim. Friends of the family, fathers, stepfathers, siblings, uncles, and grandfathers are included in groups of perpetrators of child sexual abuse for girls and boys. Researchers generally agree that most sexual abuse against boys is carried out by men who are heterosexual. Not only is this myth not true, it reflects the homophobic nature of sections of society.</td>
</tr>
<tr>
<td><em>If people have been sexually abused they should find it easy to report.</em></td>
<td>Fear of not being believed is one of the greatest concerns of both male and female survivors of sexual abuse. They report that it can be hard to get other people to believe them. There are usually no witnesses to sexual abuse and there is therefore pressure on the person targeted to prove that it happened.</td>
</tr>
</tbody>
</table>

*Adapted from: Healey, K. Sexual Abuse: Issues For the Nineties, Vol 57.*
Activity 6: Myths that put pressure on males - Information sheet 2.5

What’s helpful?

We can help to dispel these myths and support males and females who have experienced sexual abuse by following these principles.

- Believe the survivors.
- Know the facts.
- Be open to the truth.
- Be aware that myths frequently benefit perpetrators.
- Learn to have positive communication in relationships.
Activity 7: Some effects of physical and emotional abuse and neglect on children - Worksheet 2.3

Read the passage and imagine the thoughts and feelings that this child may have, how she may behave as a result of these feelings, and how this may affect her now or in the future.

A two year old girl is living with her mum. Lots of adults come and go in her life. She never knows where she will be or who will be around when she wakes up. She is not fussy any more. She hangs on to whoever is there. Sometimes when she wakes up there is no one there at all. She wonders if anyone will ever come for her. There is a bottle in the cot. She curls up and sucks on it. It tastes ‘yuk’ and sour, but somehow sucking on it makes her feel a bit better. Her nappy is soaking wet. It stinks and the skin on her bottom burns. She doesn’t bother to cry. She has learnt that there is no point in crying any more.

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<thead>
<tr>
<th>Thoughts and feelings</th>
<th>Behaviours</th>
<th>Effects</th>
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<td>Now</td>
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<td>Future</td>
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</table>

Activity 7: Some effects of physical and emotional abuse and neglect on children - Worksheet 2.4

Read the passage and imagine the *thoughts* and *feelings* that this child may have, how he may *behave* as a result of these feelings, and how this may affect him now or in the future.

A ten year old boy lives with his mum and dad and three brothers. He thinks he is stupid; he’s always been told that. He tries really hard to do what his mum and dad want, but they keep changing the rules – he gets confused all the time. He thinks his parents put up with him only because they have to. He is scared they will kick him out one day. Dad hits him with the back of his hand when he gets in the way, which seems to happen a lot. He belts him if he does anything wrong – but he is never quite sure what he’s done that is wrong and Dad never tells him. For as long as he can remember, it’s been like this, but it’s different for the other kids in the family. They just don’t seem to get into trouble like he does.

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</table>

Activity 7: Some effects of physical and emotional abuse and neglect on children - Worksheet 2.5

Read the passage and imagine the thoughts and feelings that this child may have, how she may behave as a result of these feelings, and how this may affect her now or in the future.

A seven year old girl is living with her mum and dad. When she wakes up in the morning she feels hopeless.

Her mum and dad are always busy and often go away and arrange for her to stay with whichever relatives are around. She wants mum and dad to love her and she thinks it’s her fault that they don’t and that she is just horrid and unlovable. She can never please her parents. She thinks it is because she is an awful, wicked child who needs to be reminded of this all of the time.

Her mum and dad try to help her with homework. They belt her or lock her in the laundry to make her learn, but all she can do is cry. She doesn’t know how to learn what they want. If she could be grown up maybe mum and dad would like her more.

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Unit 3: Homes are sometimes unsafe places for adults and children

CHILD PROTECTION FOCUS

Domestic violence – the hidden issue

RELATED CONTENT STRANDS AND KEY IDEAS

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

Safe living
❖ protective behaviours and counter measures
❖ consequences

Promoting health
❖ behavioural change

THINGS TO LOOK FOR

Can students
❖ describe the abuse referred to as domestic violence?
❖ predict possible effects of domestic violence on children and young people?
❖ discuss issues which influence the acknowledgment and reporting of domestic violence?
❖ recognise that dating violence is a form of domestic violence?

ACTIVITIES

Setting the scene
1. Let’s dispel some myths

Core learning
2. Domestic violence affects children too!
3. Break the silence
4. Domestic violence may begin in courtship
Unit 3: Homes are sometimes unsafe places for adults and children - Stage 5

THEME 1: Recognising abuse
FOCUS: Domestic violence – the hidden issue

Suggested teaching and learning activities

Setting the scene

Activity one: Let’s dispel some myths

What you will need:
Worksheet 3.1 – one per student – page 83
Information sheet 3.1 – pages 84, 85, 86

1. Ask the students to discuss the following questions with a partner.
   Q. What ideas do you associate with the words ‘domestic violence’?
   Q. How is conflict different from domestic violence?*
   Q. What developments in the 20th century have influenced community attitudes towards domestic violence?
   A. Human rights movement, changing role of women, recognition of the value of individuals, research into the effect of punishment.

2. Provide students with brief information about domestic violence.**

3. Distribute worksheet 3.1 to each student and ask the students to complete it individually.

4. As a whole class, discuss the reality behind each myth (using information sheet 3.1).

5. Discuss the issues using the following questions:
   Q. What messages do the myths give about victims or offenders?
   Q. Who benefits from the myths?***
   Q. Who is disadvantaged by these myths?
   Q. What impact will these myths have on the victim if he or she believes them?
   Q. What impact will the myths have on others if they believe them?
   Q. What do we need to do to dispel these myths?

Teacher notes

This activity is introduced in Stage 4, Theme 1, Unit 3 - ‘Homes are sometimes unsafe places for adults and children’. It is extended in this stage.

*Students’ ideas could include:
- conflict is ‘normal’ in relationships
- conflict is concerned with different people needing or wanting different things
- conflict can be resolved in ways that are win-win for both parties
- domestic violence involves someone wanting to control someone else.

**Refer to Information sheet 3.1 and Stage 4, Appendix 1, on page 151.

Summary:
Domestic violence occurs when tensions erupt into severe controlling, bullying, beatings or bashings. It is physical or verbal violence that would not be tolerated in the street or workplace.

The term domestic violence developed because this abuse often takes place behind the closed doors of a home. However, it is more useful to consider domestic violence as violence within personal, intimate relationships.

***Myths and realities explanations are very valuable because they enable us to see how myths advantage and disadvantage perpetrators and those targeted in society.
Suggested teaching and learning activities

Core learning

Activity two: Domestic violence affects children too!

What you will need:
Worksheet 3.2 – one per group – page 87
Information sheet 3.2 – one per student – pages 88, 89, 90
OHT 3.1 – page 91

1. Display OHT 3.1.

2. Read the following comments, made by children living with domestic violence, to the students:
   ‘The next thing Mum knew Dad was punching her and she was being rushed to hospital in an ambulance.’
   ‘The first time it happened I ran and hid under my bed. I stayed there for hours...I was too scared to come out.’
   ‘Sometimes when he was doing it we all used to try and stop him, all four of us at once, but there was nothing we could do.’

3. As a whole class, discuss:
   Q. What negative messages do children get through an experience of domestic violence?*

4. Divide the class into small groups and distribute a copy of worksheet 3.2 to each group.**

5. Ask the students to discuss each question in their groups and record their responses.

6. As a whole class, discuss each question. Present the facts (using information sheet 3.2) during discussion.

7. Concluding discussion:
   Q. How can children in this situation be helped?
   Assist students by generating responses.***

---

Teacher notes

Knowledge opens the issue up to further examination and helps shift the balance so that statements about relationships are not accepted without critical appraisal.

To introduce this activity you may prefer to play a song about domestic violence to help students start thinking about its effects.

These might include:
- ‘Behind The Wall’ by Tracey Chapman. © 1983 Purple Rabbit Music for Australia, EMI.

*Children living with violence may learn to believe that:
- violence is a way to solve conflict
- they have no influence over their own lives
- those who are most ruthless win
- nobody can be trusted.

**Alternatively you may wish to display each question on OHT and use these to discuss the facts.
It may be appropriate for the students to use Information sheet 3.2 as a source of information.

***Children living with violence can be helped by ‘breaking the silence’:
- trusting the signs that things are wrong
- talking to someone about ways of helping.

It will be useful to children if the non-offending parent is encouraged to consider the situation from the children’s viewpoint and to seek help.
Activity three: Break the silence

What you will need:
Worksheet 3.3 – one per student – page 92
OR
OHT 3.2 – page 93

Choose either the campaign activity on OHT 3.2 or the poem ‘A Mother’s Tale’.
1. Distribute worksheet 3.3 OR display OHT 3.2 and read it.
2. Ask the students to answer the questions.
3. As a whole class, work through the answers to each question, asking students to share their responses.
4. Ask the students to copy the following questions into their workbooks, leaving spaces for answers.
   Q. Why isn’t abuse of males reported as widely as abuse of females by males? (eg it happens to females more often, males are reluctant to report being abused, the abuse might not be physical).
   Q. Who else might be involved in domestic violence?
   Q. What might be some consequences of ignoring domestic violence?
5. In pairs, discuss the questions and record answers.
6. As a whole class, ask the students to share their responses.
7. Concluding discussion:
   Q. Why is domestic violence a community issue?*

Activity four: Domestic violence may begin in courtship

What you will need:
Worksheet 3.4 – one per group – page 94
Chart paper and felt tip pens

1. Divide the class into small groups and distribute copies of worksheet 3.4.
2. Ask the group to designate a reader, recorder and reporter. Read the article and discuss the questions provided on the worksheet.

*Domestic violence severely disrupts the lives of a number of people in our society, in a variety of relationships and roles within those relationships.

Often the participants are caught in a destructive pattern of inter-action and are unable to get out.

If change is to occur, the whole community needs to be aware of the potential for violence in personal, intimate relationships and to be prepared to be honest about it and its effects.

Hidden abuse undermines healthy, fair relationships and safe communities.

See Stage 4, Theme 1, Unit 3 page 44 for further information on domestic violence.
Theme 1: Recognising abuse

Suggested teaching and learning activities

3. As a whole class, ask each group to share their responses by sharing their facts, asking questions of the class and making comments related to the article.*

4. Concluding discussion:
   Q. Why might some young women remain in abusive relationships?
   Q. What might break the cycle of dating violence?**
   • List some positive, healthy and responsible ways to deal with conflict in a relationship.***

Teacher notes

*You may wish to collect the questions and suggested issues for use in a future lesson.

**Refer to Protective Strategies for domestic violence in Stage 4, Theme 1, Unit 3 – Homes are sometimes unsafe places for adults and children, page 44.

***Students’ responses could include:
   • speaking up when something is bothering you
   • listen to what the problem is for them
   • be tough on the issue not the person
   • be prepared to fix the problem.
### Activity 1: Let’s dispel some myths - Worksheet 3.1

**Myths about violence in personal, intimate relationships**

<table>
<thead>
<tr>
<th></th>
<th>UNSURE</th>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
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<tbody>
<tr>
<td>1. Married relationships are private and what happens to one of the people in that relationship is nobody else’s business.</td>
<td></td>
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<tr>
<td>2. Many people want to be bashed.</td>
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<tr>
<td>3. It’s the booze, their upbringing, they’re having a bad time. It’s not the person.</td>
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<tr>
<td>4. Women who had violent fathers end up in violent marriages.</td>
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<tr>
<td>5. No one can help.</td>
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<td>6. If a women doesn’t like it, she can leave.</td>
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*Adapted from: Department for Women, Domestic Violence – ‘You don’t have to put up with it’.*
Activity 1: Let’s dispel some myths - Information sheet 3.1

Myths about violence in personal, intimate relationships

People may say:

1. *Married relationships are private and what happens to one of the people in that relationship is nobody else’s business.*

   **In fact:**
   
   Violence is not a normal part of marriage or any close relationship. One person does not own another and when brutality is used to control someone it is of concern to the whole of society, just as it would be if a stranger attacked someone.

People may say:

2. *Many people want to be bashed.*

   **In fact:**
   
   This belief is not only twisted, it’s unjust. No one wants to be hurt. We will always experience annoyance with others and will not always get our own way. Family problems cannot be resolved by beating a partner, mother, daughter or anyone else. We have to learn alternative ways of resolving our relationship differences.

People may say:

3. *It’s the booze, their upbringing, they’re having a bad time. It’s not the person.*

   **In fact:**
   
   Drunkenness is often described as a cause of violent behaviour. However, several studies have shown that this is not the case. In one study, in over 50% of cases of domestic violence reported to the police, the abuser was sober. Alcohol often triggers violence but it is not the cause. The causes of domestic violence are complex and have to do with people believing that they have power over others and can treat them badly, if they want to. Drunkenness does not produce cruel or violent behaviour unless the person has this belief system.

*Adapted from: Department for Women, Domestic Violence – ‘You don’t have to put up with it’.*
Activity 1: Let’s dispel some myths - *Information sheet 3.1 cont*

People may say:

4. Women who had violent fathers end up in violent marriages.

   **In fact:**
   
   There is no evidence to suggest that this is true. An Australian survey has shown that 71% of women who sought shelter from violence in refuges grew up in families which were not violent.

People may say:

5. *The law can’t help.*

   **In fact:**
   
   Recent research in NSW shows that the majority of people who sought protection orders through the courts (ie Apprehended Violence Orders) found that this had assisted them in some way; eg stopping or reducing the violence and increasing their self-confidence to deal with confrontation. USA and Canadian research has also indicated that the likelihood of arrest by the police acts as a strong deterrent to violent behaviour.

People may say:

6. *If a woman doesn’t like it, she can leave.*

   **In fact:**
   
   A range of economic, social and emotional factors make it very hard for a woman to leave her partner. Many women who leave still face violence, harassment and even murder by their partners. In one study quoted in ‘A Culture of Violence; Issues for the Nineties’, Volume 59, almost half of the murders ‘carried out’ by husbands (in NSW and Victoria 1988 – 1990) took place after the woman left the relationship.

Adapted from: Department for Women, Domestic Violence – ‘You don’t have to put up with it’.
Activity 1: Let’s dispel some myths - Information sheet 3.1 cont

The factors trapping women or men in violent domestic relationships are complex and include:

- **Economic dependence.** Women have far fewer financial resources than men. 85% of women stayed in violent relationships because there was nowhere else they could go. This was related to the lack of finances and lack of knowledge about services they could contact for help.

- **Staying because of the children.** Many women believe that keeping their marriage together is important for the sake of the children, regardless of the violence.

- **Fear of reprisals.** Many women fear, with justification, that leaving the relationship will not stop the violence. They indicated that they feared the violent partner would carry out his threats against her or the children.

- **Lack of knowledge or access to help.** Despite community education campaigns, many women lack knowledge about their legal rights, eg to legal protection or a supporting parent pension. They may also experience problems in obtaining access to these rights even when they know about them. This may be because of language difficulties, prejudice on the part of the service providers, or because they are living in rural or isolated areas.

- **Social isolation.** Many women who are involved in violent relationships have become separated from family and friends. This may be because of the shame which they feel at what is happening to them, lack of understanding by family members and friends, and/or because their partners often deliberately try to isolate them from these sources of support.

- **Emotional dependence.** Many women suffering domestic violence are committed to their relationship and/or love for their partner. They want the violence to stop, not the relationship. In a 1994 study, 43% of the women continued hoping their partner would change.

- **Shame.** Feelings of guilt and shame coupled with loss of self worth make it difficult to leave the situation. After years of abuse, many women have no confidence in their ability to cope on their own. Moreover, leaving the relationship may often be seen as an act of betrayal or a failure to fulfil the duties of wife and mother. A great deal of shame continues to surround family breakdown as well as the stigma attached to sole parenthood, which is difficult to face.

Adapted from: NSW Department of School Education, Resources for Teaching Against Violence.
Activity 2: Domestic violence affects children too! - Worksheet 3.2

The effects of violence in the home on children

In your group discuss the following questions. At the end of your discussion the teacher will present facts relating to each question.

1. Does the presence of children in the house discourage a partner from being violent? Why/Why not?

2. Do the children exposed to domestic violence become victims too? How might this happen?

3. How might children react to witnessing violence between their parents?

4. Do women often report the abuse they experience through domestic violence? Why/Why not?

5. What are the possible effects of witnessing domestic violence upon children?

6. Does pregnancy protect women from domestic violence?

Adapted from: NSW Department of School Education, Resources for Teaching Against Violence.
Activity 2: Domestic violence affects children too! - Information sheet 3.2

The effects of violence in the home on children

Q: Does the presence of children in the house discourage partners from being violent?

A: Not usually. During Queensland’s domestic violence phone-in, 88% of victims said they had dependent children and 90% of those said the children had witnessed the violence.

Q: Do the children exposed to domestic violence become victims too?

A: At least half of all children living in violent households are being abused. Most are physically abused, some are sexually abused and all are suffering emotional abuse. Increasingly, there is recognition that children witnessing domestic violence experience emotional abuse and are at risk of neglect. Their needs for care, protection and support need to be monitored.

Q: How might children react to witnessing violence between their parents?

A: How a particular child reacts to domestic violence will depend on many factors including the severity and nature of the violence, the child’s age, stage of development, gender, social support network and personality.

Some children, particularly older ones, will intervene to try to help their mother and may try to restrain their father. Others will be stunned into a terrified silence by what they see – the ‘frozen watchfulness’ or ‘frozen fright’ described by researchers.

Younger children may feel the violence is their fault, that in some way they have caused it. They may think along the lines of, ‘If I’m good enough, they won’t get angry and he won’t hit her’, and start to react like victims – frustrated, angry and depressed when they can’t stop the violence.

All children are affected by domestic violence and some are severely traumatised.

Adapted from: NSW Department of School Education, Resources for Teaching Against Violence.
Do women often report abuse they experience through domestic violence?

Most women do not report their husbands to the authorities for abuse because of fear of reprisals or counter charges from the husband. Battered women are often:

❖ too terrorised to be able to always protect their children, and too worn down by repeated violence to seek help
❖ in real fear of losing their children to authorities whom they fear will disapprove of their home life and may take the children into care
❖ at greater risk themselves of abusing their children. Research suggests battered women are 8 times more likely to hurt their children while they are living in a violent relationship than when they are safe from violence.

What are the possible effects of witnessing domestic violence upon children?

Not all children will be affected in the same way. There will be as many different effects and behaviours as there are different children. Some of the characteristics displayed by children who witness domestic violence include:

❖ sadness or depression, nervous and withdrawn demeanour
❖ anxiety and fear
❖ learning and concentration difficulties which may lead to low school performance
❖ bedwetting, nightmares
❖ restlessness
❖ psychosomatic illnesses including headaches, abdominal complaints, asthma, peptic ulcers, rheumatoid arthritis and stuttering
❖ excessive cruelty to animals
❖ aggressive language and behaviour in their play
❖ adolescents taking aggressive or submissive roles in their relationships
❖ running away from home.

These behaviours may also result from other stresses and causes.

Adapted from: NSW Department of School Education, Resources for Teaching Against Violence.
Growing up in a violent family can teach children that violence is an acceptable part of family life and the relationship between husbands and wives. They learn:

❖ that the only way to cope with stress and pressure is through the use of violence
❖ disrespect for women
❖ that it is acceptable to love and physically hurt someone at the same time
❖ that using violence is an appropriate way to solve problems
❖ that it is okay to use physical force to get what you want.

The damage suffered by children in indirect ways may be just as severe and they may:

❖ suffer emotional neglect. Parents may neglect their responsibilities because they are so stressed and engrossed in their own turmoil and struggle for survival
❖ have to cope with the see-sawing feelings in the house as the cycle of violence revolves
❖ be prevented from taking part in normal sporting or hobby activities for various reasons, most commonly the father’s attempts to keep his family isolated
❖ be forced to change school and home several times as their mothers flee the violence.

Does pregnancy protect women from domestic violence?

Violence involving children often begins even before they are born. For many women, pregnancy provides no relief from the violence and threats within their marriage. For some women pregnancy may even provoke violence. A violent and jealous male may resent his partner’s pregnancy because he is not prepared to share her. There may be financial or sexual pressures that are compounded by pregnancy. Battered women are far more likely to miscarry their babies than other women – perhaps twice as likely. An abusive man will often target the breasts, stomach and genitals of his pregnant partner.

Adapted from: NSW Department of School Education, Resources for Teaching Against Violence.
Activity 2: Domestic violence affects children too! - OHT 3.1

The effects on children

For children, living with domestic violence may mean witnessing regular incidents involving raised voices, slapping, pushing, yelling and screaming, threats, or situations where the fighting is more brutal.

As well as fearing for their loved ones, children are often targets of violence themselves.

One of the most frightening aspects of domestic violence for children, especially younger children, is an overwhelming sense of powerlessness to stop the violence and control the chaos at the centre of their lives.

Some children try to escape by running away or by becoming ‘invisible’. Others release their feelings through ‘difficult’ behaviour.

Activity 3: Break the silence - Worksheet 3.3

A Mother’s Tale

They care now
People talk about that poor man
About the children – they’ve lost their father
Their mother did him in.
Our neighbours tell all who care to listen
(epecially those who pay)
About how we appeared to be such
A normal family, but...
But she kept to herself
She wouldn’t let her kids mix with
The neighbourhood kids
Always a bit above herself, I thought,
Didn’t really fit in. A bit strange somehow.

They care now
How I dress the kids
Whether I wear make-up
Or shave my legs
They all want to know
Now
What went on behind closed doors
Beyond anonymous smiles
Out of gold picture frames.

Not then,
Not before
I couldn’t get them to listen
Then
I tried
I hinted at dark time secrets
Cracks in the mirror
But they were afraid to see
To see reflections.
Gold picture frames
Much preferred.
It was our lives
What we did to each other
Was our business
What he did to me
Was nobody’s business
Of no interest
To anyone else...
So why now?

(Sue Davis 1994)

Questions:

1. What is the poem about?

2. What is meant when the poet writes, ‘I couldn’t get them to listen’?

3. What is meant by: ‘But they were afraid to see’?

   What do the phrases ‘.....was our business’ and ‘... was nobody’s business’ say about people’s attitudes to domestic violence?

4. What are common attitudes people have to domestic violence?

Activity 3: Break the silence - OHT 3.2

1. What ideas about bystanders and domestic violence are presented in this picture?

2. Do you believe this is a true picture of how people react when they hear and see domestic violence? Why might this be so?

3. Some people feel strongly about domestic violence and believe it is something for the whole community to be concerned about. Why do you think they feel this way?

4. Pictures and messages, as shown above, are used in campaigns to try and reduce domestic violence. What do you think they want to achieve by using such pictures and messages?

5. What could people do if they are aware of, or witness domestic violence?

Activity 4: Domestic violence may begin in courtship - Worksheet 3.4

Dating Violence

Imagine this scenario:
A young woman goes to casualty at the local hospital with a bruised and swollen face. She does not want the staff to know that her boyfriend did this to her.
He apologises to her when they leave the hospital but explains that he lost his temper because she was paying too much attention to another guy at a party.
Months later, she becomes engaged to her boyfriend (who has hit her again a number of times). She believes that when he feels more secure in marriage he will change and no longer be violent.

Questions for discussion
How does the boyfriend justify his violence towards his girlfriend?
What is the weakness in his argument?
What widely held community views support her belief that ‘marriage will fix it’?
Australian and overseas studies have found that offenders and victims of domestic violence or dating violence are generally young when abuse begins in a relationship. Do you think young people associate violence in dating or courtship with domestic violence? Why? Why not?

What could you say to challenge these statements?
• He’ll change when we’re married.

• He’s really sorry and has promised he will never hit me again.

• She’s pretty inexperienced. She needs me to keep her in line.

• It’s my fault. I really upset him.

• She/he had a rotten childhood. She/he needs me to take care of her/him.

• With my help he/she will change.
Unit 4: It’s Never OK – No Excuses

CHILD PROTECTION FOCUS

Child sexual abuse

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships
❖ types of relationships
❖ quality of relationships
❖ rights and responsibilities

Personal choice
❖ responsibility for decisions
❖ sexual behaviour

THINGS TO LOOK FOR

Can students
❖ distinguish between myths and realities about child sexual abuse?
❖ recognise the dynamics perpetrators use to ‘set up’ and keep children in sexually abusive situations?
❖ predict possible thoughts and feelings of people associated with child sexual abuse?

ACTIVITIES

Setting the scene
1. Tell a friend – It’s never too late

Core learning
2. Let’s break the silence
Unit 4: It's Never OK - No Excuses - Stage 5

**THEME 1:** Recognising abuse

**FOCUS:** Child sexual abuse

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**Teacher notes**

*This video package was produced by the Child Protection Council in 1997. A copy has been provided to each school.

‘Stevie’s Story’ is suggested for use in Stage 4. 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 very important that you view this video before showing it to students. It contains very confronting material.

Schools need to ensure that parents have been informed about the content of the video before it is used.

***The video provides an excellent opportunity to review the TRUST, TALK, TAKE CONTROL strategy from Theme 3, Stages 4 & 5.

As an alternative to this story, use the video ‘Abbey, My Love’© (45 mins) 1991 Allegra Films Inc, distributed by Training, Health and Education Videos Pty Ltd, see Appendix 3. The activity can be completed in the same way using this alternative video.

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**Suggested teaching and learning activities**

**Setting the scene**

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

**What you will need:**

Video – Tell a Friend – It’s Never Too Late, Melanie’s story (18 mins)*

Accompanying presenter’s discussion notes

1. Show the class the section labelled ‘Melanie’s Story’ video option 2 in the video ‘Tell a Friend – It’s Never Too Late’. This will run for 18 minutes including the ‘commercial break’.

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

3. Concluding discussion:

   - Reinforce the following points:
     - Offenders are the only people responsible for sexual abuse.
     - Early warning signs such as sweaty hands and a lurching stomach are our body’s alarm signals telling us that we are not feeling safe. They should be trusted.
     - An offender may be someone you know and trust.
     - It is hard to say ‘NO’ – but it is never too late to tell.
     - Telling is not easy but it is important to talk to someone with whom you feel comfortable.
     - Your support network can help you if you are feeling unsafe. Tell a friend – the people you have identified in your support network.
     - Take control by developing your own plan of action.

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*This video package was produced by the Child Protection Council in 1997. A copy has been provided to each school.

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Suggested teaching and learning activities

Core learning

Activity two: Let’s break the silence

What you will need:
- Worksheet 4.1 – one per two students – pages 100, 101, 102
- Worksheets 4.2 – one per group – page 103
- Chart paper and felt tip pens

1. Distribute worksheet 4.1 to every second student.
2. Read the story to the class and then debrief.
   Q. How did you feel when you were listening to the story?
   Q. How do you feel now?
3. Divide the class into six groups.
4. Ask each group to complete the following questions and record answers on chart paper:
   Q. How did the father manipulate and coerce the daughter (the victim of sexual abuse)?
   Q. How did the father manage to keep the daughter ‘silent’ and to suffer continued abuse?
5. Distribute worksheet 4.2 to each group and allocate one of the characters from the story.* (NB. The father is not one of the characters available.)
6. For each character, ask the group to:**
   - predict some possible thoughts and feelings the character might have experienced
   - decide how this might affect the character’s behaviour
   - list any questions that the character might have about the abusive situation.
7. Ask groups to report back to the class and share:
   - some factors they have identified
   - some possible thoughts and feelings and questions characters may have.
8. Concluding discussion:
   Lead the discussion by highlighting:
   - the ‘control’ a perpetrator has in abusive situations
   - the difficulty the victim experiences in trying to ‘break the silence’
   - the way in which the perpetrator cleverly and secretly undermines and erodes support networks.

Teacher notes

Theme 1: Recognising abuse

*You will need to list a different character on each sheet ie daughter (victim), mother, brother, younger sister, the boss, the friend.
(NB. The father must not be included.)

**It is important that you debrief the students following this activity.

Debriefing questions:
- How did it feel to predict the character’s thoughts and feelings?
- What ideas did it give you about the issues involved in the situation?

This activity is best completed as a group because it provides a greater opportunity for students to express their opinions and to hear the opinions of others. This increases the possibility that they will share in class discussions.
**Teacher notes**

*You may need to clarify some misconceptions in relation to responsibility. The only person responsible for this situation is the perpetrator.

**Time for debriefing should be planned as the confronting content in the story may cause distress to some students.

**Suggested teaching and learning activities**

**Activity three: The ‘bombshell’**

**What you will need:**
- Worksheet 4.3 – one per student – pages 104, 105, 106
- Chart paper and felt tip pens

1. Distribute worksheet 4.3 to each student.
2. Divide the class into small groups.
3. Read the story to the class.
4. Ask the students in their groups to discuss:
   Q. How did you feel whilst the story was being read?
   Q. How did you feel at the end of the story?
   (The students may wish to base discussion on feelings related to particular characters.)
5. Ask each group to discuss the questions on the worksheet and record group answers on chart paper.*
6. Ask groups to share their answers with the class. Discuss any issues or concerns arising from the story.**
Activity 2: Let's break the silence - Worksheet 4.1

‘Break the silence’

I’ll never forget the first time it happened. For some reason Dad was watching me a lot that day and there seemed to be something wrong. I thought I had done something to make him mad at me.

After I went to bed that night, he came in and sat on the edge of my bed like he usually did. I knew he was going to talk to me, and I was glad I would find out what I had done. He started off by telling me how proud he was of me. He said I was growing up to be such a real lady. Then he said it was a Dad’s responsibility to make sure I was growing and developing properly. I believed him. He said all daddies touched their little girls’ private parts.

I remember being mad at my best friend because she was older than me, and she had never told me about this. It took me several months to ask her about it. She said her dad never did anything like that. When I mentioned this to Dad, he said it was because her dad didn’t think she was ready. He had an answer for everything, and for the longest time I believed him. Still, I hated what he was doing and eventually, I hated him.

That first night was only the beginning. For years, I lived in terror of my Dad. I would cringe whenever I heard footsteps in the middle of the night. I would pray, ‘God, let it be Mum.’ When the door opened I knew immediately if it was Dad or not. I would pretend to be asleep, but it didn’t matter. He would wake me up.

I got to the point where I would fixate on something in the room and try to ignore what was happening. Sometimes I would even imagine myself on the ceiling and look down to see what was happening to that poor little girl. This really scared me because I thought I was going crazy.

I hated taking showers because Dad would just walk in the bathroom. He always had some excuse – either he needed something or he thought he heard me slip and came in to see if I was OK. I knew he just wanted to look at me.
Activity 2: Let's break the silence - Worksheet 4.1 cont.

If I locked the door I'd get in trouble. He kept telling me how beautiful I was. That really made me sick, and I started wearing clothes that would hide my figure. There was no escaping the man. He had total control over me, and he knew it. I was scared to death of him.

When I turned sixteen, I got a job. He even controlled that. He would call my boss and tell her what hours I could work and when I needed time off. My boss told me my Dad had some kind of problem. If she only knew...

But I was too scared to tell anyone. By the time I realised that what he was doing was not OK, it had happened for several months. I tried to fight him one night, and he threatened to hurt my younger sister if I told anyone. He also said no one would believe me, that Mum would blame me and would kick him out. It would break up the family. He had all the bases covered. Suddenly I was responsible for the family.

He told me I was as guilty as he was. If I didn’t like it, why didn’t I stop him or tell someone before? I started feeling guilty and totally ashamed. I just wanted to die.

I thought maybe once I started going out with guys, he would let up. It only got worse. Dad would grill me after every date and accuse me of doing all these things when what he was doing was worse – he was my Dad.

To make matters worse, Dad started telling Mum and my brother that I was sleeping around and that I was just a ‘common whore’. He kept talking about me coming home one day and announcing I was pregnant. I started hating him more and more. This just gave him more ammunition to turn the family against me. I was now labelled as hateful and rebellious.

I was confused. Why would my Father accuse me of all these horrible things? I just couldn’t understand it. I realise now that he was preparing for the future. If it ever came out what he was doing to me, he could point at my reputation and at how much I hated him and say I was just trying to get him in trouble. Oh, he was clever. The truth is, I wouldn’t let any guy touch me.
Activity 2: Let’s break the silence - Worksheet 4.1 cont’d

I really believed I would meet someone who would love me and take me away from all this. I had always wanted Dad to love me, but not in this way. I tried not to let what he had done to me and my life get to me.

But I did finally let it get to me. It came to the point where I hated him so much I would do anything to get out of the house. I would shake every night dreading him coming into my room. I started taking showers at school or at friends’ homes so he couldn’t walk in on me and I started doing things just to make him mad. The first thing I did was start smoking. He hated it and would look for my cigarettes to throw them away. I would light up as soon as I left the house, hoping he would see me. It was my way of letting him know he couldn’t control everything. Later, I started partying. I would smoke pot and drink to try to forget. I started trying to gain weight so he wouldn’t call me beautiful any more and I had sex with my boyfriend. He seemed to care for me, and he was someone I knew my Dad wouldn’t like.

Eventually I got pregnant and Dad seemed relieved. It was ‘proof’ that he had been right all along. I’ll never forget when I told my brother I was pregnant. He just looked at me and said, ‘Well it was bound to happen sooner or later’. Right then I hated my Dad more than ever. He had made my brother believe the worst about me.

So I left and married my boyfriend. The sexual abuse stopped, but the verbal abuse continued for years. Dad still says things that are just horrible. Many of the people I grew up with still look at me as a promiscuous rebel and I still have a hard time facing some people.

I did tell one of my girlfriends about the abuse when I was younger, but we both kept it a secret because we were so scared of his threats. It was not until I found out my Dad was abusing my younger sister that I knew I had to tell someone. I never thought he would. I figured I could live with what happened to me, but there was no way I was going to let him hurt anyone else. So I decided to confront my Mum. I had to protect my little sister. By this time I had started counselling.
Activity 2: Let’s break the silence – Worksheet 4.1 cont’d

I experienced a range of emotions as my story came out – hate, shame, anger and guilt. For a long time I even hated Mum. She failed to protect me, and I couldn’t forgive her for that. It took time to realise that she’d been manipulated too! I didn’t expect her to believe me, but she did.

Eventually I learned to place the blame and guilt on Dad. He was the adult. He was supposed to protect me and keep me safe. But he used his power to manipulate and control me and hurt me physically and emotionally.

After I reported the abuse, he was charged. Sexual abuse is a crime. He is going to counselling and says he is only starting to realise what he has done.

I am learning to use my strength as a survivor of child sexual abuse to get on with my life and look to the future. I am becoming more confident everyday and I know now that I’m a worthwhile person. I am a good friend and a fun person. I am working out what I want to do with the rest of my life. I hope my story will help others to speak out.
Activity 2: Let's break the silence - Worksheet 4.2

Characters: Eldest daughter, mum, brother, younger sister, the friend, the boss.

Instructions:
1. What might be the thoughts and feelings the character (listed above) could have in this abusive situation?
2. Record the resulting behaviour; ie the way they might behave as a result of these thoughts and feelings.

Lorraine’s Story

This story began when I questioned my nine year old daughter as to where she had obtained the considerable sum of money she was jangling in her hand. Nothing on earth could have prepared me for her answer. She said, Daddy gives me money when he has sex with me… At that moment reality exploded and blind searing panic took over. In that split second a thousand questions clamoured in my brain, each demanding an answer. What will I do? How can I protect her? Who will believe this? Is she damaged? Will my children be taken away? Will he go to goal? How could he do this? What have I done wrong? Please God don’t let this be reality! Am I going mad?

My mind switched into automatic pilot. I functioned like an automaton. I just couldn’t deal with all that at once. Looking back all those years ago I am still amazed at how resourceful the human body can be. On the outside you can put on such a mask of normality when on the inside you are screaming at the top of your lungs.

I took my daughter in my arms and told her, ‘Mummy will protect you’. She was crying, ‘Daddy said I wasn’t to tell’.

I literally did not know what to do. I knew he had totally betrayed my trust in him and everything I believed and yet, knowing all this, I still loved him. I really thought I was going mad. Surely I should hate him with all the contempt he deserved, but I didn’t - I deplored the violation he had forced upon my daughter but a part of me, over which I seemed to have little control, still cared deeply for him.

When I eventually summoned the courage to confront him he did not deny my accusations. In fact he left home and immediately began intensive treatment and counselling. After a year and a half he convinced me that he was cured. Naive? Maybe, but he was very convincing and I really wanted to believe in him, and the psychiatrist, and the hypnotherapist. My daughter also wanted him to come home. She didn’t want Daddy to go away, she just wanted the abuse to stop.

My other three children emphatically denied that Daddy had ‘touched’ them. Life was anything but smooth and our family life deteriorated as each day went by. The children’s school progress seemed to go from bad to worse. My sons began to get into trouble with the law, in fact my youngest son become increasingly uncontrollable.

By the time my daughter had turned sixteen life had become absolutely unbearable. We fought constantly and her father always took her side against mine, as a matter of fact he had a way of convincing me that everything that went wrong was my fault.

Then my husband took an overdose of tablets and was rushed to the local hospital. The social worker at the hospital questioned all of us at length to try to ascertain why he had taken the overdose. My daughter then told the social worker a story of horror, of how the abuse had actually never stopped, how it had continued over the years. I can understand how easy it would be for anyone to believe that I should have seen what was going on but I just didn’t. I do not think there are words to describe the contempt I felt towards myself.
Activity 3: ‘The bombshell’ - Worksheet 4.3 cont

How often I have heard people blaming mothers for sexual assault. Well, no-one could blame me more than I blamed myself. Yet I was not the perpetrator of these crimes. My ‘crime’ was that I was ignorant.

My husband recovered from the overdose to face the charges to which he pleaded guilty and eventually was sentenced to prison. Only then did the real story start to emerge.

I learnt of the reign of terror he had forced on my children, I discovered how he had repeatedly threatened to kill me and to banish those who did not obey, to boarding schools or institutions. He had bullied my daughter into believing that if she did not comply with his demands he would scar her for life and expose her to her friends as the rubbish that he tried to convince her she was.

He told her he hated me and that it made him sick to be in the same room with me. All this occurred while he constantly told me he loved me.

If I felt so disabled I could barely comprehend how severely my children suffered. Depression was my constant companion for a very long period and, on occasions even now, it still pays me a visit. I am a person who does not allow the world to bear witness to my pain and I always like to give the impression that I am in total control and able to cope. I became so controlled that I was no longer able to cry.

Anger was the one emotion which seemed to spur me on. Perhaps in a way this has been my survival technique. There is a danger that anger will destroy you if allowed to get out of hand and when I became aware of this, I began to make anger work for, and not against, me.

One very real fear for me was what people would think if they discovered what had happened. Quite honestly the reactions of many people can be pretty devastating, to say the least. No matter how selective you are about who you tell, sometimes the people you expect to be the most supportive are the most disappointing. One thing you do learn very quickly is just who your friends are, and those friends are priceless.

Over the years I have learned many things, not the least that my children are wonderful survivors each in their own way. I also know there are friends and family on whom I can rely through any circumstances. I have discovered that I have strengths and abilities of which I was never previously aware. There are good and decent people in the world (this is a hard one) and I am a worthwhile person.

The key to survival in this horror is strong support systems, counselling from people experienced as sexual assault counsellors, and the inbuilt survival skills which I believe most possess.

The world will never be quite the same place and I certainly will never view it naively, I have grown a veneer of cynicism and I find it much harder to trust people than I used to, but perhaps that is as it should be. The naive girl has long gone and a more confident and wiser woman has emerged.

Adapted from: Dympna House Inc., Facing the Unthinkable: A survival guide for mothers whose children have been sexually abused.
Activity 3: ‘The bombshell’ - Worksheet 4.3 cont

Discussion questions:

i. In what ways did this father abuse his relationship with his daughter and his other children?

ii. How did he try to make sure that they did not tell anyone?

iii. What feelings does this mother identify in her own reactions? What does she explain about her experience of each of these?

iv. The mother comments, ‘How often I have heard people blaming mothers for sexual assault’. Who is advantaged by their belief that ‘mother should have known about sexual abuse of their children’? Who is protected by this belief? Is it fair?

v. What does this mother identify as the keys to dealing with this extreme family crisis.

This activity originally appeared in Child Protection; Preventing Child Sexual Assault, K-12, Department of Education, 1989.