

PDHPE

Stage 1: Child Protection Education

Unit of work

Strengths and
strategies for safety

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Introduction

It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) [Personal Development, Health and Physical Education \(PDHPE\) K-10 syllabus](#).

Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence as part of the mandatory 25 hour [Life Ready](#) course.

The Child Protection Education curriculum support materials are designed to guide teachers through syllabus implementation using effective teaching and learning approaches for sensitive content. The teaching and learning units provided are optional support materials for the implementation of child protection and respectful relationships education as part of the mandatory PDHPE K-10 syllabus.

Materials should be reviewed in full and endorsed by the school principal before use.

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures](#).

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

Unit description

Through this unit, students will demonstrate positive ways of interacting with others and identify how strengths can be used to demonstrate respectful behaviour. They will explore differences between themselves and their classmates and the benefits of diversity. Students will recognise how their body tells them when they are unsafe by investigating how body signals and inappropriate touch are warning signals. Students will identify and describe significant relationships in their lives and how these have changed over time. They will examine bullying behaviours and ways to respond to bullying from different perspectives.

Students will recognise they have a right to be safe and can use their strengths and strategies to keep themselves and others safe.

This unit provides teaching and learning activities around child protection education.

Students will investigate the essential question: What strategies and strengths can I draw on to keep myself and others safe?

Skills in focus

Self-management

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours

Emotion and stress management

- recognising emotions

Help-seeking

- recognising when help is needed
- accessing support and support networks.

Interpersonal skills

Social awareness

- respecting difference and diversity

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to further develop the knowledge and skills required to recognise unsafe actions and behaviours and react in safe and positive ways. They will create, apply, practise and evaluate strategies to promote the safety of themselves and others.

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to keep their environments safe and responding to unsafe situations.

Develop health literacy

Students are provided with opportunities to further develop knowledge and understanding of inappropriate touch and behaviours that intend to harm. Opportunities are provided for students to apply this knowledge to recognise and respond to various unsafe situations.

Critical inquiry

Students are supported to question and challenge the actions of others that impact on their own health and safety. They have opportunities to develop skills to recognise behaviours that indicate unsafe situations, question actions that make them feel uncomfortable and evaluate safe choices to respond to abuse.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD1-1 describes the qualities and characteristics that make them similar and different to others	- Describes characteristics that make them both similar to others and unique - Understand that their own and others' bodies are private	Students will: share examples of a similarity and difference between them and a partner
PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations	- Recognise situations when it is appropriate and inappropriate for others to touch the private parts of the body - Identify body signals that help them recognise safe and unsafe situations - Identify types of safe and unsafe touch - Distinguish between appropriate and inappropriate touch	Students will: - identify situations when it is appropriate and inappropriate for others to touch the private parts of the body - suggest ways to respond to bullying from different perspectives - suggest body signals that might come with YES and NO feelings - identify whether situations involve safe or unsafe touch - describe a safe touch and an unsafe touch
PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships	- Identify and describe significant relationships in their lives and how these have changed over time - Recall people they can talk to when they need help - Understand how bullying can promote certain feelings and actions	Students will: - describe how their relationships with people change over time - identify up to 5 people for their support network - create and distribute a poster describing how bullying makes people feel and why it is important to stop
PD1-7 explores actions that help make home and school healthy, safe and physically active spaces	- Recognise safe choices for a variety of situations related to secrets - Describe actions they can use to seek help - Demonstrate actions they can use to seek help for or support others in different situations, eg bullying	Students will: - identify secrets that they should tell - describe actions they can take when they have been asked to keep a secret but should seek help

Outcomes	Unit learning goals	Evidence of learning
PD1-9 demonstrates self-management skills in taking responsibility for their own actions	- Identify effective ways in which they could respond when they or someone else is being bullied or hurt - Practise a range of protective strategies for responding to various situations	Students will: - demonstrate strategies based on No-Go-Tell to respond to a bullying situation through role play - demonstrate actions and help-seeking strategies they would use to stay safe in a given scenario
PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong	- Demonstrate cooperation and observe rules in class activities - Identify positive ways to interact with others which show respect	Students will: - listen to instructions, takes turns and share with others - contribute to a class poem which outlines ways to show respect

PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness shape who I am?	- Describe their own and others' strengths and achievements and identify how these contribute to personal identity, for example (ACPPS015): - recognise characteristics that make them both similar and different to others
How do we grow and change over time?	- Describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community, for example (ACPPS016): - describe the meaning of 'private' and understand their own and others' bodies are private, eg distinguish between appropriate and inappropriate touching, consent S I - understand the contexts when body parts should be kept private - identify and describe significant relationships in their lives and how these have changed over time, eg family I
How can we be inclusive and respectful?	- Identify and practise physical and emotional responses that account for their own and others' feelings, for example (ACPPS020): - recognise own emotions and demonstrate positive ways to respond to different situations, eg kinds of touch, assertiveness, seeking help, loss of a family pet S - identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses S
How can I be responsible for my own, and others' health, safety and wellbeing?	- Describe situations where they are required to make healthy and/or safe decisions, for example (ACPPS018): - recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road - describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear I - predict outcomes of personal choices in order to make safe decisions S
How can I act to help make my environments healthy, safe and active?	- Practise strategies they can use to support their own and others' health, safety and wellbeing, for example (ACPMPO30): - demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell S I - demonstrate actions they can use to seek help for or support others in different situations, eg bullying I
What influences my decisions and actions to be healthy, safe and physically active?	- Examine contextual factors that influence their own and others' decisions and behaviours, for example (ACPPS021): - recognise people who influence their health decisions and behaviours and explain how the level of influence changes over time, eg parents/carers, family, peers, people in their community S I

1

Showing respect

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

- Demonstrate cooperation and observe rules in class activities (PD1-10)
- Identify positive ways to interact with others which show respect (PD1-10)

**Success criteria**

Students will:

- listen to instructions, takes turns, and share with others
- contribute to a class poem which outlines ways to show respect

**Resources**

- Strengths cards

Switch on

Introduce the learning goals and discuss them with the class.

Choose 5 students to participate in an activity in front of the class.

Provide each student with the same number and size of blocks.

Tell students that they are each going to try to build one or more towers before the timer goes off. The rules are that their towers must be eight blocks high and they must use all their blocks. Set a timer or give students enough blocks so that the task is unachievable individually but achievable if the group was working together. For example, give students 40 blocks each and give them 10 seconds to build.

Have students attempt the task then ask the following questions:

- How did you feel about the challenge? Why?
- How would things change if everyone worked together? Why?

Have students attempt the task again but allow them to all work together with the same rules, the same number of blocks and the same time limit. For example, all 5 students work together to build towers 8 blocks high and use all 40 blocks in 10 seconds.

Ask students the following questions:

- Was it easier to achieve the task when you worked together?
- Was there anything about working together that made it harder?

1 Showing respect

- What might happen if one person didn't help?
- What might happen if one person took all the blocks and wouldn't let anyone help?
- What might happen if two people were fighting over one block?
- What might happen if someone threw a block at someone else?
- What might happen if someone blamed another person if they didn't complete the task?

Explain to students that they will be looking at things they can do to help people work together and to make sure that everyone feels safe and included in the classroom.

Understand

Revise the meaning of the word respect. Respect is treating people the way you want to be treated. It means being caring, kind, thinking, and acting in a way that shows others you care about them and their feelings.

Display and read through the Strengths cards.

Ask students to identify which strengths will help to show respect to other people in the class.

These strengths cards are then used in group discussions.

In groups, students are given one of the strengths cards that has been discussed. Students share an example of how that strength might be used to show respect in the classroom. For example, the strength of leadership could be used to make sure others are included and have a chance to be heard.

Each group shares their strength and how it could be used.

Discuss whether any of the strengths are just for girls or just for boys? Emphasise that we all have different strengths as people. Anyone, whether they are a girl or a boy, can have or develop any of the strengths.

Act and apply

As a class create an acrostic poem using the letters of the word Respect by identifying strengths and respectful behaviours for each one of the seven letters. Examples could include:

- realise being fair helps include others; ears are for listening to other's ideas, sharing helps people feel respected; patience helps us wait for our turn; everyone can be kind by helping others; care about others; talk in a friendly way.
- reply with kindness; everyone takes turns listening; show fairness and follow the rules; patience helps when taking turns; each person helping others; communicating calmly; thinking of how others feel.

Display the poem for students to refer to.

Exit ticket: An exit ticket requires students to respond to questions posed at the end of a class. Exit tickets help students reflect on what they have learned and may assist teachers to review student learning and inform teaching and learning practices for future lessons.

Question: What is one strength you could use to show respect to others in the classroom?

2

Same but different

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

Describes characteristics that make them both similar to others and unique (PD1-1)



Success criteria

Students will:

- share examples of a similarity and difference between them and a partner



Resources

- How does it rate? Labels
- Item images
- See, Think, Wonder template

Switch on

Introduce the learning goals and discuss them with the class.

Create a continuum within the classroom using the labels: love it, like it, unsure and don't like it.

Explain to students that you will call something out and they have to move to the label that shows how they feel about it. Alternatively provide students with the labels and ask them to indicate their position. With each item that you call out, allow time for students to think about how they feel, show their position, look at others position, and then ask some students to explain their position.

Call out items that are relevant to your students' lives or choose from the list below and use the Item images:

- swimming at the beach
- eating ice cream
- patting a dog
- going to the movies

- broccoli
- stuffed toys
- school
- homework
- chocolate
- Lego
- cleaning bedrooms
- playing online
- 'latest toy craze'.

Use a See, Think, Wonder template to discuss the positioning activity.

- **See:** ask students what they noticed about other people's responses.
- **Think:** ask students what they think about people having different feelings to them.
- **Wonder:** ask students what they wonder about other people's responses. An example is I wonder what it would be like if we were all the same.

Explain to students that because we are all individuals, we can sometimes feel the same way as our classmates about something and at other times feel completely different. Explain that this is ok and completely normal to be both the same and different to other people and that we don't have to like the same things to be friends.

Understand

Ask students to find and stand with one person in the room that has something that is the same as them. Explain that this could be a trait such as hair colour, gender, height, how they look, or anything else they can think of.

Ask students to find someone else in the room that has something about them that is different to them and stand with them.

Have students stay with their partner and form two circles, one inside the other. One person stands in the inside circle and their partner stands in the outside circle opposite them. If there is an odd number of students, you could join in.

Partners should face each other for this activity.

Explain to students that they are to ask their partner a question to find out more about them. Students must discuss their answer with their partner.

After each question, the inside circle must move to the right to a new partner.

If students need prompting, examples of questions could include:

- What is your favourite food?
- What colour are your eyes?
- Do you like Summer or Winter?
- What month is your birthday?
- How old are you?

- What do you like doing at school?
- What do you like to do on the weekend?
- What is one of your strengths?
- What do you like to do during the lunch break?
- Are you left-handed or right-handed or both?
- Would you rather eat a fruit or a vegetable?

At the completion of this activity discuss the following questions.

- What did you notice about your answers and your partners?
- Why is it ok to have different opinions and responses to your friends?
- How might boys and girls be the same in some ways?
- How might boys and girls be different in some ways?
- Why is it ok for girls and boys to like doing the same things? Emphasise that being a boy or a girl doesn't change what we do and don't like. It is our interests that decide what we enjoy, not our gender.
- What would happen if everyone in the class was exactly the same? Examples include, it would be boring, and we wouldn't come up with new ideas or new ways of doing things. We wouldn't learn new things from each other like ways to do things, games to play, or different foods to eat.
- In what way does it make our class better to be different from each other?

Act and apply

Provide students with a piece of paper and have them draw a line down the middle (or close to). If resources and time permit, students could create this using computer software or apps on a device.

2 Same but different

Students create a picture on one side to show how they are similar to someone in the class and create a picture on the other side to show how they are different to someone in the class. This could include traits such as height, gender, or hair colour; interests such as playing sport or playing with certain toys; strengths they share; number of people they live with.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PD1-1, demonstrating knowledge of characteristics that make them similar and different to others.

Display student work for others to see.

3

My support network

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Identify and describe significant relationships in their lives and how these have changed over time (PD1-3)
- Recall people they can talk to when they need help (PD1-3)



Success criteria

- Students will:
- describe how their relationships with people change over time
 - identify up to 5 people for their support network



Resources

- Number cards
- Images of families
- Support network templates

Switch on

Prior to this lesson place clearly identified cards that represent the numbers 1-10 (or more if required) around the room.

Introduce the learning goals and discuss them with the class.

Display the word family and an image of a family. Brainstorm words related to family. If time and resources allow, create this using a word cloud tool.

Introduce students to the numbered cards around the room and ask students to move to the card that shows how many people are in their family. This does not have to be people that live at home together, students can choose how to interpret the definition of their family.

What did you notice? What do you think families look like?

Ask volunteers to describe who makes up their family.

If students can think of a time when there were less or more people in their family, ask them to move to that number.

Ask all students: Why do you think the number of people in your family might change? Examples might include a new baby being born, death of a family member, other family members coming to live with them, children being adopted, new relationships bringing new family members.

Ask students to find a partner who has a different number of people in their family and ask them to sit together.

Understand

Read each of the following questions for students to discuss with their partner.

3 My support network

- How many people live at your house?
- Do you have brothers or sisters?
- What does your family like to do together?
- What languages does your family speak?
- What jobs do you do at home to help your family?
- How do people in your family help each other?
- What is something you needed help with when you were younger but now you can do it yourself?

Ask students to give examples of what they no longer need help with and record on the board. Examples include brushing hair, brushing teeth, getting dressed, tying shoe laces, making the bed, eating food, bathing.

How did you know you didn't need help with these things anymore? Examples include, they just started doing it, parents didn't have time to help so they had to do it, kept practising until they got it, parents told them they could do it themselves, they saw other kids my age doing it.

Ask students to give examples of things they still need or want help with. Examples include doing homework, cleaning their rooms, packing lunch, cooking, resolving arguments with siblings or friends, reading, riding a bike, getting to places.

Remind students that the people we trust to help us when we need it are our support network.

Ask students to name some people that would have been their support network when they were babies. How did they help?

Explain to students that the people that help us as we get older can often change. As we start to grow older and do more things without our parents/carers we have more people we have connections with.

Explain to students that it is important to have people around us that we can ask for help

when we need it. As we grow older, we can do more things for ourselves and by ourselves but there will always be things we want or need help with.

Display the heading 'Who helps me now?' on the board. Have students brainstorm people that help them now. Examples include parents, carers, older siblings, other family, friends, teachers, coaches, support workers.

Tell students that it is important to think of up to 5 trusted adults they could go to for help now that they are older.

Act and apply

Ask students the following questions to help them think about the people who could be a part of their support network.

- Who would you want to help you if you hurt yourself or you were feeling sick?
- Who would you tell if you felt unsafe?
- Who would you tell if you felt something was wrong with you, but you didn't know what?
- Who would you tell if you learnt something new?
- Who could you tell if you got in trouble for something?
- Who could you tell if you had a fight with your friend?
- Who would you tell if you had a happy secret?
- Who do you think could help you if you were being bullied or someone hurt you?
- Who would you tell if someone tried to touch the private parts of your body?
- Who else do you trust and feel safe with?

Have students record up to 5 people they have chosen to be part of their support network using the templates provided.

Exit ticket: How has your support network changed since you were a baby?

4

My body is private, and I can look after it myself

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Understand that their own and others' bodies are private (PD1-1)
- Recognise situations when it is appropriate and inappropriate for others to touch the private parts of the body (PD1-2)



Success criteria

- Students will:
- identify situations when it is appropriate and inappropriate for others to touch the private parts of the body



Resources

- Yes, sometimes, no, and uncertain cards
- Doll or picture of a baby

Switch on

Introduce the learning goals and discuss them with the class.

Set up a continuum within the classroom. Label each corner with one of the following: yes, sometimes, no, uncertain.

Pose the following questions and have students move to the corner that reflects their response. Alternatively provide students with the labels and ask them to indicate their position. After each response, choose volunteers to explain their response.

- Do you need help to wash yourself?
- Do you need help to dry yourself?
- Do you need help to dress yourself?
- Do you think another person needs to bath and dry a baby?
- Do you think another person needs to dress a baby?

- Do you think it is ok for another person to look at or touch the private parts of your body if you are not sick and you don't need help?
- Do you think it is all right for an older or bigger person to look at or touch the private parts of your body if they are sore?

Understand

Show students a doll or a picture of a baby.

Ask students the following questions:

- What might a baby need help doing? Examples include, most things, such as eating, dressing, washing/bathing, having its nappy changed.
- Who might care for the baby and help them with these things? Examples include parents/carers, relatives.

4 My body is private, and I can look after it myself

- What are the names of the private parts of our bodies? Emphasise that the vagina, penis, testicles, vulva, bottom, anus are private parts of the body.
- Why are these parts private? Emphasise that they are personal and we do not allow most people to see or touch them. We often cover these parts with clothes when we are with other people.

Where relevant it is important to discuss other parts of the body which are considered private for some and not others including for cultural reasons for example, some Muslim women and young girls choose to cover their hair with a hijab in public. In some countries, people must cover their shoulders and knees when visiting churches and temples.

- When might a parent or carer need to touch the private parts of a baby? Examples include, when they need to be washed or when a nappy is changed.
- Is it necessary for your parents or carers to touch the private parts of your body? Why? Why not? Explain that as children get older, they can look after their bodies themselves. If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies.

When working with some students with disabilities it will be important to discuss the need for other people such as a School Learning Support Officer (SLSO) to touch the private parts of students' bodies. Teachers and SLSOs should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them. Emphasise that this should only happen at the time of need for example, when toileting or bathing. Teachers should consider their context and the appropriate information they need to discuss with their class.

- Is it ok for an adult to look at the private parts of your body? Why? Why not? Emphasise that if the private parts of your body are injured or sore, a parent, carer or doctor may need to look at the private parts of your body.

Remind students that the adults they have relationships with will care for them in different ways as they get older.

Inform students that the care they get should respect their rights and make them feel safe, protected, and comfortable.

Act and apply

Ask students what they can do if someone or something is making them feel uncomfortable or scared, or if a person wants to hurt their body or touch the private parts of their body.

Remind students that they can say No, they can Go, and they can Tell.

Read the following scenario to students and discuss the questions that follow:

Jack was 7 years old and was having a sleepover at a friend's house. Jack and Dash were excited about the sleepover and had been looking forward to it all week. Jack and Dash had played lots of games, run around in the park next door, and played with Dash's dog. They were happy, dirty, and hungry.

After dinner Jack and Dash were sent to have a bath. While they were in the bath one of Dash's parents came to help Dash wash. Dash's parent then started washing Jack's body including his private parts.

- What might Jack be feeling when Dash's parent started to touch him?
- What do you think about Dash's parent coming into the bathroom while Jack and

4 My body is private, and I can look after it myself

Dash were in the bath? Emphasise that it was ok for Dash's parent to check on them, but it would not be ok for Dash's parent to touch the private parts of their bodies.

- Did Dash or Jack need help washing the private parts of their body? Emphasise that they are old enough to wash their own bodies and they weren't sick or injured.
- Was it ok that Dash's parent washed Jack's private parts? Emphasise that it wasn't ok.
- How might you feel if this happened to you?
- What body signals might you get?
- Did Jack do anything wrong? Emphasise that Jack did nothing wrong.
- What could Jack do? Examples include, say no, tell Jack's parent to stop, tell a trusted adult about what happened.
- Do you think you could go from this situation? Emphasise that it might not be safe to go from a sleepover but if you are feeling uncomfortable or unsafe you could ask your friend's parents if you could go home or if you could call your parents or carers and you could ask them to pick you up. It is still important to tell a trusted adult about what happened and how you felt.

Use the fist to five strategy to gain feedback from all students. It's simple. It's silent. It's safe. Ask the question below and students use their fist or another method of communication to show their level of understanding or contribution to an activity or lesson. Students demonstrate a closed fist for 0 (the lowest level) through to 5 open fingers (the highest level).

- Question: How well do you think you can recognise when it is ok or not ok for someone to touch the private parts of your body?

Ask students how they are feeling after the lesson. A feelings or mood meter or a thumbs up/thumbs down method could be used to allow students to respond silently.

5

Safe and unsafe touch

Creating a safe, supportive, respectful, and inclusive classroom

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**Learning goals**

- Identify body signals that help them recognise safe and unsafe situations (PD1-2)
- Identify types of safe and unsafe touch (PD1-2)

**Success criteria**

Students will:

- suggest body signals that might come with Yes and No feelings
- identify whether situations involve safe or unsafe touch

**Resources**

- Body signals cards
- Soft animal toy or images provided
- Safe and Unsafe touch situation cards

Switch on

Introduce the learning goals and discuss them with the class.

Brainstorm different feelings. For example, happy, sad, worried, scared, excited, surprised.

Revise body signals and yes/no feelings.

- What are Yes feelings? Feelings we get when we feel safe and comfortable.
- What types of body signals might we get when we feel safe? Examples include, a smiley face, light body, relaxed muscles, open eyes, butterflies, and anything else students have identified.
- What are No feelings? Feelings that we get when we feel uncomfortable or unsafe.
- What types of body signals might we get when we feel unsafe? Examples include, butterflies in the tummy, squirmy tummy, warm body, cold-shivery body, sweaty hands,

quick breathing, racing heart, shaky knees and anything else students have identified.

Emphasise that different people will feel different body signals when they feel safe and unsafe. We feel things differently because we are all unique. It is important to recognise the body signals that you have when you feel safe and unsafe.

Understand

Have students sit in a circle and introduce them to a soft toy or use the images provided.

Ask students how they could touch the toy in a way that wouldn't damage it. Examples include softly, calmly, gently, carefully, pat, hug.

Pass the toy around for all students to touch.

Ask students what it felt like to touch the toy. Examples include nice, happy, loving, caring, kind, safe, comfortable.

Explain to students that touches that make you feel safe, comfortable, or cared for are called a safe touch.

Display the heading 'safe touch'.

Brainstorm ways of touching or being touched that would be a safe touch. Examples include, a hug, high five, fist bump, handshake, tickle, kiss, massage.

Explain to students that touches that hurt our bodies or make us feel upset, uncomfortable, unsafe or give us a No feeling are unsafe touches.

Display the heading 'unsafe touches'.

Brainstorm kinds of touch that would make them feel unsafe or uncomfortable or give them No feelings. Examples include, punch, hit, slap, squeeze, kick, pinch.

If students identify touches such as hug, kiss, or massage, acknowledge them and include them on the list. Explain that sometimes a hug, kiss or massage could make you feel uncomfortable. This will be addressed further in the following lesson.

Explain to students that unsafe touch is a type of abuse. Abuse is when someone does something on purpose to make someone else feel hurt or harm or to put them in danger.

What can you do if someone touches you in a way that makes you feel unsafe? Examples include, say no by asking them to stop, go somewhere else if you can, and tell a trusted adult.

Act and apply

Read through the safe and unsafe situation cards.

As a class discuss each situation and work together to sort the situations into safe and unsafe piles.

For each situation ask students what body signals the people involved might have.

Read through the unsafe touch situations and ask students to suggest what someone could do if that happens to them or if there was a way to avoid the unsafe touch. Strategies should be related to No-Go-Tell. Examples for each situation are below.

Georgie likes to stay at her cousin's house with her little cousins. Georgie's older cousin loves playing soccer. When Georgie plays too, her cousin kicks the ball really hard at her. Georgie asks her cousin to kick it softer, but her cousin keeps doing it and says, "It's part of the game and she has to get used to it".

Answer: Georgie has said no to the touch by asking her cousin to kick it softer, when her cousin didn't listen, she could have stopped playing and told an adult. To try to avoid the same touch, the next time Georgie's cousin wants her to play soccer, she could say she will only play if the ball is kicked softer.

Jesse catches the bus home from school every day. When Jesse is waiting in line to catch the bus another student stands in the line in front of him. When Jesse asks this student not to push in, they push Jesse.

Answer: Jesse could say no by telling the student not to push him, Jesse could move away from the student, Jesse could go and tell a teacher on duty.

Zane's uncle visits often. He makes Zane sit on his lap and read his home reader. Zane doesn't like sitting on his uncle's lap to read.

Answer: Zane could say no by telling his uncle he wants to sit somewhere else; Zane could tell his parents or carers he doesn't feel comfortable sitting on his uncle's lap. To try to avoid the same touch, the next time Zane's uncle comes over and asks him to sit on his lap, Zane could say 'No, thank you. I'd like to sit on the floor or chair next to you.'

Shaun's sister is younger than him. They were playing a game together but when Shaun won the game his sister got angry at him. She started kicking and punching him.

Answer: Shaun could say no to his sister and tell her to stop, Shaun could go by moving away from his sister, Shaun could tell a trusted adult. To avoid the same touch, the next time Shaun wants to play a game with his sister he could play near an adult.

Carly's parents have their friends over for parties and barbecues all the time. She doesn't like one of her parent's friends that comes over. He makes her give him a kiss goodnight. Carly only likes kissing her Mum and Dad goodnight.

Answer: Carly could yell out no next time he comes in, Carly could tell her parents that she doesn't like their friend kissing her. To try to avoid the same touch, Carly could say 'I want to give you a high five instead.' if she was comfortable with a high five.

Sienna was playing with her friends at school. Her friend Josie wanted Sienna to only play with her and no one else. Josie grabbed Sienna's arm, squeezed it really tight and tried to pull Sienna away from the group.

Answer: Sienna could say no to Josie by asking her to stop or let go of her arm, Sienna could tell a teacher what happened. To try to avoid the same touch Sienna could ask Josie not to squeeze her arm like that again.

Conclude with a discussion using the following questions:

- Why do you think it is important to listen to our body signals? Emphasise that they can be warning signs of whether we are safe or unsafe.
- Do we all have the same body signals for the same feelings? Emphasise that because we are all individuals sometimes we will feel the same as others and sometimes we will feel different.
- What should you do if you experience unsafe touch? Emphasise the message to say no, go if you can and always tell a trusted adult.

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly.

If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

6

Confusing touch

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

Distinguish between appropriate and inappropriate touch (PD1-2)



Success criteria

Students will:

- describe a safe touch and an unsafe touch



Resources

- Soft animal toy or images provided
- Touch flashcards – how, what and who

Switch on

Introduce the learning goals and discuss them with the class.

Revise the types of safe and unsafe touch from the previous lesson and record on the board.

Have students demonstrate a safe touch on the soft toy or image used in the previous lesson.

Understand

Explain to students that sometimes touch can be confusing. Ask students: Why might the same type of touch be both a safe touch and an unsafe touch? Emphasise with students that sometimes safe touches start to give us no feelings because of how the touch is given, where it is given or who is giving it.

Display the words how, what and who.

Explain that sometimes a safe touch feels good to start with but might start to feel uncomfortable.

Discuss the following 'what if' situations:

- Someone is tickling you on your feet. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if this person kept tickling your feet and it tickled so much you couldn't breathe properly, and they wouldn't stop? Emphasise that this is unsafe. What made this touch become unsafe? How it was given. Highlight the heading how.
- Your parents give you a kiss goodnight. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if a stranger tried to kiss you? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that it is who it was given by. Highlight the heading who.
- You and your friend give each other a high five when you see each other. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if your friend gave you a really hard high five and it hurt your hand? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that it is how it was given. Highlight the heading how.

6 Confusing touch

- Someone you know is massaging your feet and it feels really good. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if they start to massage the private parts of your body? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that this is unsafe because of what was touched. Highlight the heading what.
- Your uncle always picks you up and spins you around when you see him. Is this a safe touch or an unsafe touch? Emphasise that this is safe. What if your uncle touches the private parts of your body when he does this? Emphasise that this is unsafe. What made this touch become unsafe? Emphasise that it is what was touched. Highlight the heading what.

Remind students that an unsafe touch that hurts them, harms them, or puts them in danger on purpose is called abuse.

Explain to students that when someone is touching them and they feel confused, unsafe, or uncomfortable they should say no by asking the person to stop touching them. If they won't stop, they should try to go somewhere safe if they can and always tell a trusted adult about what happened.

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly.

If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Act and apply

Display the Touch Flashcards. These include who, touch, what, how and when.

Build a word bank for each of the cards. For example, who: Mum, Dad, brother, sister, stranger, friend, uncle, aunty, cousin, someone, Grandad, Grandma; Touch: Hug, high five, fist bump, handshake, tickle, kiss, massage, punch, hit, slap, squeeze, kick, pinch; What: feet, arm, head, legs, chest, penis, vagina, private parts, tummy; How: gently, softly, hard, strong, light, roughly.

Demonstrate how to create a sentence about a safe touch using these cards. For example, Mum (who) kisses (touch) my cheek (what) softly when she says goodnight to me (when).

Demonstrate how to create a sentence about an unsafe touch using the cards. Someone at school (who) punches (touch) my arm (what) very hard (how).

As a class, discuss how changing the who, touch, what, how and when in a situation can change a safe touch to unsafe touch or an unsafe touch to a safe touch.

Note: Keep the discussion global rather than personal to reduce risk of public disclosures by students.

As a class, change the sentences above using the word bank. Demonstrate how changing the who, touch, what, how and when in a situation can change a safe touch to unsafe touch or an unsafe touch to a safe touch. Observe students during the lesson to check for understanding.

Formative assessment opportunity.

Observing or collecting this work allows students to demonstrate evidence towards outcome PD1-2, demonstrating knowledge of appropriate and inappropriate touch.

Exit ticket: If you started feeling confused or uncomfortable about a touch, what could you do? An example would be for students to say No, they can Go, and they can Tell.

7

Happy and unhappy secrets

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Recognise safe choices for a variety of situations related to secrets (PD1-7)
- Describe actions they can use to seek help (PD1-7)



Success criteria

- Students will:
- identify secrets that they should tell
 - describe actions they can take when they have been asked to keep a secret but should seek help



Resources

- Secrets cards

Switch on

Introduce the learning goals and discuss them with the class.

Play secret leader

Students form a circle and 1 person is chosen to be the guesser and stands in the middle of the circle with their eyes closed. Without speaking, choose a secret leader in a way that everyone knows who it is except the guesser. The guesser must not know who the chosen person was, everyone is to keep it a secret. The secret leader is to perform movements that the rest of the class must copy. Once the secret leader gets started the guesser can open their eyes. The guesser has 3 guesses to pick who the secret leader is. The people following the leader must not give away the identity of the leader

on purpose. Once the guesser has had three guesses the game is over, and the secret leader is identified. The game can be replayed with a new guesser and leader if time permits.

After the game ask students the following questions:

- What were we keeping secret in that game? Answer is the identity of the leader.
- How did you feel when you had to keep the secret?
- How did you feel when the secret was told?
- What is a happy secret? Answer is a secret that gives you a happy feeling.
- What types of body signals do you get with a happy secret?
- Was it a happy secret or an unhappy secret in our game? Answer is happy.

7 Happy and unhappy secrets

Understand

Explain a happy secret to students.

One that gives us happy feelings when we keep it. Happy secrets are secrets that other people are meant to find out about eventually and they'll usually feel happy about them.

Ask students for examples of a happy secret. Examples include a surprise party or birthday presents.

Explain an unhappy secret to students.

One that gives us an unhappy, uncomfortable or no feeling. An unhappy secret is one that you might be threatened to never tell. Emphasise that a secret which makes them feel sad, unhappy, confused or a no feeling, is an unhappy secret and should not be kept. It is important to tell a trusted adult about an unhappy secret.

Read the following situations to students and ask them to indicate whether the secret is happy (for example, smile and put a finger on their lips) or unhappy (for example, wave hands around, shake their head).

- Two students stay in for recess to help decorate the classroom for a surprise party in the afternoon. The teacher asked the students to keep the surprise a secret. Answer is happy.
- Dad's present is a nice, woolly jumper. Don't tell him. Answer is happy.
- Someone has filled the toilet with toilet paper and it's flooding. Don't tell. Answer is unhappy.

- You put snails in someone's lunch box this morning. Don't tell anyone. Answer is unhappy.
- My sister is dressing up as a clown for the party. Don't tell anyone. Answer is happy.
- I bought a vase for Mother's Day. Don't tell my Mum. Answer is happy.
- You're going to get hit after school. Don't tell anyone. Answer is unhappy.

Ask students which secrets they would keep and which ones they would tell.

Act and apply

As a class, read the Secrets cards and sort them into either a secret you should keep or a secret you shouldn't keep pile.

Discuss the body signals and warning signs they might have with each secret and why each secret should or should not be kept.

Points to highlight during the discussion:

- Card 1: Everyone will find out about the baby soon. They will probably be happy and surprised when they know.
- Card 2: A lot of people know about the party. The teacher will probably be surprised and happy when he finds out.
- Card 3: This is abuse. You have been told never to tell anyone. You should tell a trusted adult about it.
- Card 4: The lady next door is not making anyone unhappy or hurting anyone. Your whole family know about it. Your friends might think it was a bit unusual, but they would not be upset if they found out.
- Card 5: Your friend will receive the card soon and be surprised and happy.
- Card 6: Your Grandad's favourite drink is not hurting anyone or making anyone unhappy. Your whole family know about it. Other people might think it was funny, but they would not be angry or upset if they knew.

7 Happy and unhappy secrets

- Card 7: This is physical abuse. You have been threatened not to tell. You should tell a trusted adult about it so the abuse can stop.
- Card 8: This is abuse. You and your friends have been threatened not to tell. Even though a number of children are involved in this secret it is still not ok. Someone should tell a trusted adult.

Ask students to describe actions they could take if they have been asked to keep an unhappy secret.

Exit ticket: When should you tell a secret?
Examples include, when it is an unhappy secret, gives you no feelings, makes you feel unsafe or uncomfortable.

8

What is bullying?

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

Understand how bullying can promote certain feelings and actions (PD1-3)

**Success criteria**

Students will:

- create and distribute a poster describing how bullying makes people feel and why it is important to stop

**Resources**

- Yes and no feelings cards

Switch on

Introduce the learning goals and discuss them with the class.

Brainstorm some examples of bullying.

Have students draw, record, or create a scenario that shows bullying. Explain to students that they are not to include anyone in the class in their scenario.

Select volunteers to share their scenarios. Ensure students understand not to use anyone's name when sharing.

Understand

Ask students to recall emotions that don't feel very good or feel uncomfortable. You could use the yes and no feelings images to support this. The emotions could include sad, worried, scared, angry and confused.

Have students recall emotions that feel good or safe. You could use the yes and no feelings images to support this. The emotions could include happy, excited, calm, and peaceful.

Explain to students that words and actions of others can make us feel different emotions and cause us to act in different ways because of those emotions.

Ask the following questions:

- How do you feel when someone shares something with you?
- What might you do or say when this happens?

- How do you feel if someone always takes something in the classroom and won't let you have a turn? Items could include: a favourite classroom book, a popular chair or space in the classroom, sports equipment.
- What might you do or say when this happens?
- How might you feel when someone tells you they think you're good at something?
- What might you do or say when this happens?
- How might you feel when someone says they don't like you or that you're bad at something?
- What might you do or say when this happens?

Explain to students that all feelings are normal and acceptable, and that different people feel different things in the same situation, and this is also normal. However, how we behave and act because of those feelings is important. Some actions and behaviours are not acceptable.

Ask students what they think bullying is. This may include definitions of bullying, examples of bullying or opinions on bullying.

Explain to students that bullying isn't when you have a fight with someone. Bullying isn't when you get angry with someone and call them a name. Bullying is something that someone does to someone else on purpose to make them feel bad and does it over and over again. It's when someone picks on the same person all the time or when someone is always leaving another person out of the group or when someone is always trying to hurt another person.

Create a shared definition of bullying.

Bullying is when someone's behaviour hurts or harms someone on purpose and it keeps happening. It can include hurt to our bodies and hurt to our thoughts and feelings.

Brainstorm behaviours that could be bullying. Examples include, hitting, punching, pinching, slapping, pushing, threatening, name calling, leaving someone out, teasing, telling lies about someone, stealing things from someone, saying things that make someone feel unimportant, texting or typing horrible messages.

Ask students whether bullying is acceptable behaviour. Emphasise that it is not.

Ask students: How do you think someone might feel if they are bullied? Examples include, sad, angry, scared, upset.

Ask students: How might someone react when they are bullied? Examples include, cry, get angry, hurt someone, feel sad, and have bad thoughts about themselves.

Discuss places that bullying can happen. Examples include, at school, at home, during sport, in the playground, on the way to or from school, online, on the phone, on the bus, at the shops, almost anywhere.

Ask students to explain why bullying is wrong.

Explain that bullying can hurt or harm people's bodies, the way people feel and the way they think, and it doesn't respect their right to be safe. Bullying can continue to hurt people for a long time after it has happened.

Ask students to suggest what they could do if they were being bullied. Examples include: say no by asking the person to stop what they are doing, go by moving away from the person who is bullying, find a teacher or an adult and tell them what has happened.

8 What is bullying?

Act and apply

Students work in pairs to design and create a poster to distribute throughout the school promoting how bullying makes people feel and why it is important to stop bullying. Where appropriate, students could use their pictures from the Switch on activity and just add words and images to create their poster. Students could create this using a device which could include images and animation.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PD1-3, demonstrating knowledge of the effects of bullying.

Provide opportunity for students to share their work with the class.

Use the fist to five strategy to gain feedback from all students. It's simple. It's silent. It's safe. Ask the question below and students use their fist or another method of communication to show their level of understanding or contribution to an activity or lesson. Students demonstrate a closed fist for 0 (the lowest level) through to 5 open fingers (the highest level).

- How well do you think you know how bullying affects others?

9

What can I do about bullying?

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

- Identify effective ways in which they could respond when they or someone else is being bullied or hurt (PD1-9)
- Demonstrate actions they can use to seek help for or support others in different situations, for example, bullying (PD1-7)



Success criteria

Students will:

- suggest ways to respond to bullying from different perspectives
- demonstrate strategies based on No-Go-Tell to respond to a bullying situation through role play

Switch on

Introduce the learning goals and discuss them with the class.

Read the following scenario to students:

Jack was playing basketball after school with Sam. They had been playing one on one when Jack's friend, Ali, turned up with some friends. Ali asked if they could all play together and Jack and Sam said yes. As they were playing Ali bumped into Sam and Sam fell to the ground. Ali's friends laughed. The game continued and Jack noticed that Ali wouldn't pass the ball to Sam. When Sam did get the ball,

Ali teased Sam about not being good at passing. Ali said things like 'Do you call that a pass?' and 'You're too slow, give me the ball'. Ali would pretend to throw the ball to Sam really hard and really close, which seemed to frighten Sam. Jack noticed Sam wasn't smiling anymore. It didn't look like Sam was having a good time. When Sam started to leave the basketball courts, Ali ran over and took Sam's hat. Ali put the hat on and ran off when Sam tried to get it back. Ali then threw Sam's hat up in a tree where it got stuck.

Discuss the following questions:

- Who was being bullied and how do you know?
- How do you think the person being bullied was feeling?
- What body signals might they be having?
- How would you feel?

Understand

Revise the definition of bullying created in the previous lesson.

Bullying is when someone's behaviour hurts or harms someone on purpose and it keeps happening. It can include hurt to our bodies and hurt to our thoughts and feelings.

Split the class into 6 groups.

Give each group one of the following characters: Person being bullied, Person doing the bullying, and Person who sees or knows about the bullying.

Explain to students that they are to discuss how their character in the scenario above might be feeling and record those feelings. They may even wish to draw something to show body signals.

Ask students to identify things that their character could do to respond to the bullying.

Allow time for groups to present to the class and suggest ways to respond to bullying.

Emphasise to students that it is important to use safe strategies such as No-Go-Tell when responding to bullying. Anyone who feels safe enough can stand up to bullying and say no. People being bullied can try to go from the situation and people who see the bullying can

go to the person being bullied to support them or go and find an adult to help. Anyone who is bullied or who sees or knows about bullying can tell someone about it.

Act and apply

Give each student in each group a number starting from 1. Students then form new groups based on their number, all 1s are together, 2s together and so on. This aims to ensure that all groups have members that have looked at bullying from different perspectives.

In their new groups, students role play, or present ways that the characters in the scenario above could respond to bullying in a way that helps.

Ask volunteers from the audience to give feedback to each group on the strategies they used to respond to the bullying.

10

My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Practise a range of protective strategies for responding to various situations (PD1-9)



Success criteria

Students will:

- demonstrate actions and help-seeking strategies they would use to stay safe in a given scenario



Resources

- Definition match
- What would you do? Cards

Switch on

Introduce the learning goals and discuss them with the class.

Definition match

- As a class use the Definition match cards to match the words to their definitions.

Understand

List the following child protection concepts on the board.

- Support networks
- Safe and unsafe touch
- Body signals
- Happy and unhappy secrets
- Seeking help
- Bullying and abuse
- Ways to respond to bullying.

Ask students to recall what they know about each concept.

Revise the No-go-tell strategy.

When we are feeling unsafe or have warning signs that we are unsafe we can say no in a strong way if we feel safe to do so, we can go if we are able to and we should always tell someone about what happened.

Act and apply

Organise students into groups of 2 or 3.

Read the scenario on each What would you do? Card. After each card, ask students to think about the strategies they have learnt, that could help them to respond in each situation.

In their groups, students present a scenario and how they would respond to the scenario.

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?