

PROTECTING ME										
Revised 20/10/17										
Stage: 1 Year: 2	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10								
<b>Enduring Understandings</b>										<b>Essential Questions</b>
<p>E.1 We have a responsibility to protect and care for ourselves and others.</p> <p>E.2 The establishment of caring networks is essential for the provision of safe environments.</p> <p>E.3 Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.</p>										<ul style="list-style-type: none"> <li>• What is a positive caring relationship and how can the role of power influence my relationships?</li> <li>• What is abuse and how can I protect myself and others?</li> </ul>
<b>Major Outcomes</b>										<b>Lesson Overview</b>
<p><b>Knowledge and Understanding</b></p> <p><b>SLS1.13</b> Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <p><b>Skills</b></p> <p><b>COS1.1</b> Communicates appropriately in a variety of ways.</p> <p><b>Values and Attitudes</b></p> <p><b>V4</b> Increasingly accepts responsibility for personal and community health.</p>										<ol style="list-style-type: none"> <li>1. What things keep me healthy, happy and safe? (E.1)</li> <li>2. Why is it important to tell others how I feel? (E.1, E.3)</li> <li>3. What are warning signals? (E.1)</li> <li>4. How can I recognise safe and unsafe situations? (E.1)</li> <li>5. Who can I trust? (E.2)</li> <li>6. How can I protect myself? (E.1)</li> <li>7. When should people ask permission? (E.3)</li> <li>8. What can I do when I feel unsafe? (E.2, E.3)</li> <li>9. When are secrets unhappy? (E.1, E.2)</li> <li>10. Who will help me when I feel unsafe? (E.1, E.2, E.3)</li> </ol>
<p><b>Contributing Outcomes</b></p> <p><b>Knowledge and Understanding</b></p> <p><b>IRS1.11</b> Identifies the ways in which they communicate, cooperate and care for others.</p> <p><b>GDS1.9</b> Describes the characteristics that make them both similar to others and unique.</p> <p><b>Skills</b></p> <p><b>INS1.3</b> Develops positive relationships with peers and other people.</p> <p><b>DMS1.2</b> Recalls past experiences in making decisions.</p> <p><b>PSS1.5</b> Draws on past experiences to solve familiar problems.</p> <p><b>Values and Attitudes</b></p> <p><b>V3</b> Enjoys a sense of belonging.</p>										<p><b>KidsMatter SEL Focus</b></p> <p><b>Major:</b> Responsible Decision Making - Problem-Solving; Self-Management - Goal setting; Relationship Skills - Communication; Self Awareness - Identifying emotions; Responsible Decision Making - Assuming personal Responsibility; Responsible Decision Making - Respecting others; Relationship Skills - Refusal; Self-Management - Managing emotions;</p> <p><b>Minor:</b> Relationship Skills - Building Relationships; Responsible Decision Making - Respecting others; Relationship Skills - Refusal; Responsible Decision Making - Problem-Solving</p>
<p><b>Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)</b></p> <p><b>Growth and Development</b></p> <p>God has created each of us to grow into the fullness of life. We are made in God's image and therefore, we are of inherent dignity and worth. Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy and responsibility, according to God's plan. Each person grows and changes, passing through stages on a journey towards full maturity. God is with us on this journey, reassuring and challenging. We are never alone.</p> <p><b>Interpersonal Relationships</b></p> <p>Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God</p>										

intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.

### ***Safe Living***

This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.

### **Foundation Statement**

Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

### **Suggested correlations with other KLAs**

#### ***English***

- Narrative Text (concept development)
- Personal Response
- Factual Recount
- Discussion
- Talking and Listening

#### ***Creative Arts***

- Drama - Performing and Appreciating

#### ***Science and Technology***

- Living Things
  - Investigating growth and change

### **Technology**

The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.

- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=1503>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=307&id=1822>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=2236>
- [http://www.energykids.energaustralia.com.au/safety\\_zone/play\\_the\\_zappa\\_trakka\\_game](http://www.energykids.energaustralia.com.au/safety_zone/play_the_zappa_trakka_game)
- <http://www.coderedrover.org/>
- [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

<p><b>Subject Matter</b></p> <p><b>Growth and Development</b></p> <p><b>The Body</b></p> <ul style="list-style-type: none"> <li>• Body parts           <ul style="list-style-type: none"> <li>- private, non-private</li> </ul> </li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Personal rights and responsibilities</li> <li>• Caring relationships</li> </ul> <p><b>Interpersonal Relationships</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising individual needs</li> <li>• Caring</li> <li>• Privacy</li> <li>• Permission and choices</li> <li>• Positive relationships</li> <li>• Different kinds of relationships</li> <li>• Special people/things</li> <li>• Rules in relationships</li> <li>• People to go to for help</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Expressing needs, wants and feelings</li> <li>• Giving and receiving messages</li> <li>• Self-control</li> <li>• Identifying feelings of others</li> <li>• Understanding feelings of others</li> <li>• Positive self-talk</li> <li>• Showing concern for others</li> <li>• Expressing concerns</li> <li>• Seeking help</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> </ul> <p><b>Peers</b></p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Cooperating</li> </ul>	<p><b>Groups</b></p> <ul style="list-style-type: none"> <li>• Sharing and helping</li> <li>• Interacting with adults</li> </ul> <p><b>Safe Living</b></p> <p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Protection</li> <li>• Warning signals</li> <li>• Safe/unsafe situations</li> <li>• Kinds of touch</li> <li>• People who can help</li> <li>• Assertiveness (No-Go-Tell)</li> <li>• Secrets</li> <li>• Telling (persistence)</li> <li>• Responding to unsafe situations</li> </ul>
<p><b>Unit Evaluation</b></p> <p>Sample teacher and student unit evaluations are included at the end of the unit.</p>		<p><b>Assessment</b></p> <p>Assessment strategies are included throughout the unit.</p>

# An Overview of Towards Wholeness (TW) in the PDH Unit

## Protecting Me - Stage1

**Key God's Word:**

Our body is a gift of God, God's temple, to be treated with respect. (1 Cor 3:16) TW p.19

We are responsible for each other. In everything do to others as you would have them do to you; for this is the law of the prophets. (Mt 7:12) TW p.21

God wants us to be safe and will protect us as we come and go now and forever. (Ps 121: 5-8) TW p.41

Speak up for people who cannot speak for themselves. Protect the rights of all who are helpless. Speak for them and be a righteous judge. Protect the rights of the poor and needy. (Prov 31: 8-9) TW p.41

Enduring Understandings	Towards Wholeness Beliefs and Values	Lesson Overview
E.1 We have a responsibility to protect and care for ourselves and others.	<ul style="list-style-type: none"><li>• Each person has rights and responsibilities in relation to personal safety. TW p.41</li><li>• We have a responsibility to protect and care for ourselves and others. TW p.41</li></ul>	<ol style="list-style-type: none"><li>1. What things keep me healthy, happy and safe?</li><li>2. Why is it important to tell others how I feel?</li><li>3. What are warning signals?</li><li>4. How can I recognise safe and unsafe situations?</li><li>6. How can I protect myself?</li><li>9. When are secrets unhappy?</li><li>10. Who will help me when I feel unsafe?</li></ol>
E.2 The establishment of caring networks is essential for the provision of safe environments.	<ul style="list-style-type: none"><li>• We should appreciate and respect our body and the bodies of others. TW p.35</li></ul>	<ol style="list-style-type: none"><li>5. Who can I trust?</li><li>8. What can I do when I feel unsafe?</li><li>9. When are secrets unhappy?</li><li>10. Who will help me when I feel unsafe?</li></ol>
E.3 Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.	<ul style="list-style-type: none"><li>• Honest and open communication is essential to the quality of our lives. TW p.27</li><li>• All human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope. TW p.36</li></ul>	<ol style="list-style-type: none"><li>2. Why is it important to tell others how I feel?</li><li>5. Who can I trust?</li><li>7. When should people ask permission?</li><li>8. What can I do when I feel unsafe?</li><li>10. Who will help me when I feel unsafe?</li></ol>

# Lesson 1 What things keep me healthy, happy and safe?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.	<p>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <p>GDS1.9 Describes the characteristics that make them both similar to others and unique.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> <li>Describes what is needed to keep them healthy, happy and safe</li> <li>Identifies similarities and differences in the ways we keep healthy, happy and safe</li> <li>Values their health and safety and that of others</li> </ul>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Problem-Solving; Self-Management - Goal setting

## Suggested Learning Experiences

On the board/smart board, jointly construct a three-circled venn diagram using the following headings:

- Things that keep me healthy
- Things that keep me happy
- Things that keep me safe

As a class, students brainstorm things that keep the class happy, healthy and safe: sport, art and craft, games, food, water, class/school rules, etc. Teacher explains that some of these things can fit into more than one category.

Students complete a personal venn diagram using the *Things that keep me healthy, happy and safe* assessment sheet. Compare these with the class venn diagram and record any similarities/differences?

After the assessment, teacher brings the class to the understanding that we all have the need/right to be happy, healthy and safe. These needs and rights can be met in similar or different ways than those around us. Our school rules, laws that the police enforce and our values exist to create a safe and happy school and community.

## OPTIONAL

Teacher displays a pot plant to the class and students prepare a list of things that the plant needs to stay healthy, happy and safe: sunshine, water, plant food, be placed in a spot where it won't get knocked over. As a class, discuss what might happen if the plant's needs aren't met. In small groups, prepare a list of care instructions for the plant. Students prepare a roster of carers for the plant and pin the care instructions next to the plant.

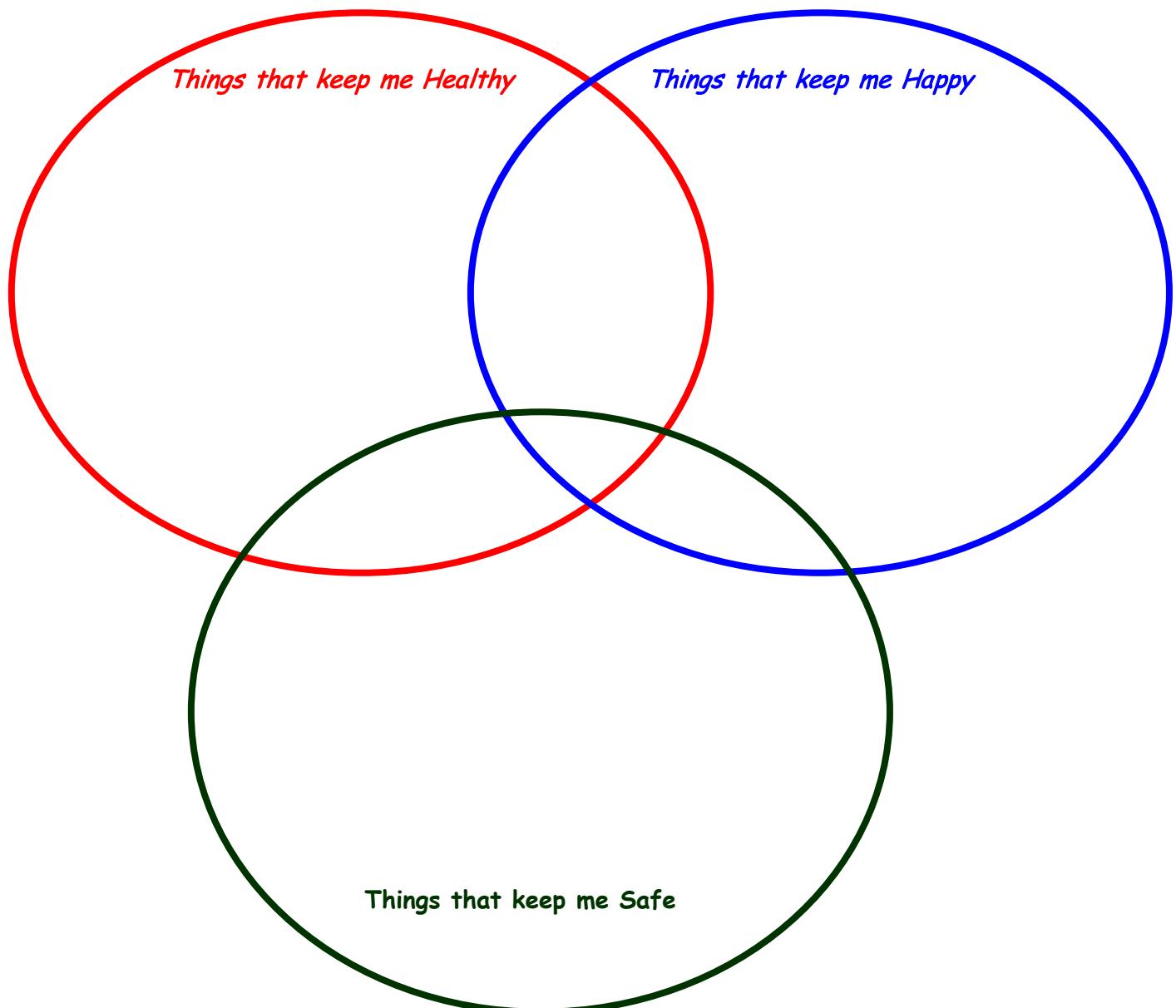
Resources	Assessment
<ul style="list-style-type: none"> <li>Things that keep me healthy, happy and safe assessment sheet</li> <li>Pot plant and related equipment</li> </ul>	Students completion of <i>Things that keep me healthy, happy and safe</i> assessment sheet.

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# What things keep me healthy, happy and safe?

Catholic Values/Beliefs: Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.

Name: \_\_\_\_\_



Compare your venn diagram with the class example and record at least two similarities and differences in the grid:

Similarities	Differences

## Lesson 1 – Things that keep me healthy, happy and safe

**Catholic Values/Beliefs:** Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.

Student: \_\_\_\_\_

This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

Outcomes	Indicators	Working towards	Achieved with support	Achieved
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.	Identifies what is needed to keep them healthy, happy and safe			
GDS1.9 Describes the characteristics that make them both similar to others and unique.	Identifies similarities and differences in the ways we keep happy, healthy and safe.			
<b>TASK:</b> Students complete the venn diagram recording: 1. Things that keep me healthy 2. Things that keep me happy 3. Things that keep me safe  Students compare their venn diagram with the class example and record at least two similarities and differences in the grid.				

## Lesson 2 Why is it important to tell others how I feel?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.	COS1.1 Communicates appropriately in a variety of ways.  IRS1.1 Identifies the ways in which they communicate, cooperate and care for others.	<ul style="list-style-type: none"> <li>Shows understanding about others' feelings</li> <li>Describes how carers meet their needs</li> <li>Show concern for the wellbeing of others</li> <li>Values positive caring relationships</li> </ul>
E.3 Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.	INS1.3 Develops positive relationships with peers and other people.  V3 Enjoys a sense of belonging.	

**KidsMatter SEL Focus:** Major - Relationship Skills - Communication; Minor - Relationship Skills - Building Relationships; Responsible Decision Making - Respecting others

### Suggested Learning Experiences

Teacher and students read the book *John Brown, Rose and the Midnight Cat*. As a class, discuss:

- How did Rose and John Brown show that they cared for each other?
- What were John Brown's and Rose's needs?
- How did John Brown show and tell Rose what he needed?
- How did Rose show John Brown what she needed?
- How do your parents/carers care for you?
- What might it be like if no one cared for you?

Teacher informs students that these things (food, shelter, clothes, safety) are called rights. A right means that there is no question or maybe about it - children should have these things.

**TW:** Teacher reads the following two scenarios to the students:

- Your friend comes to school each morning and tells you that he is very hungry. His mum has to leave early for work each day and doesn't have time to feed him a proper breakfast. You feel worried. What should you do?
- Every afternoon you walk home with your neighbour who is in Year Five. Instead of walking the extra distance to cross safely at the pedestrian crossing, your neighbour makes you run across the busy road. This makes you feel scared and worried because you know this is wrong and dangerous. What should you do?
- You have left your hat inside the classroom during playtime. You know the school rule, 'don't enter a classroom without a teacher' but you ask your friend to go and get the hat from your desk so you can play. How do you think this makes your friend feel?

Teacher informs the students that we have a responsibility to protect and care for ourselves and others. This is why it is important to tell others how we feel. We can do this by communicating openly with the people who love and care for us and that we have a trusting relationship.

Brainstorm different feelings on board/smart board. Share situations when you have felt this way and brainstorm the different people to whom we can communicate these feelings. Using the *Communicating My Feelings* worksheet, each student chooses three feelings and records their responses.

Resources	Assessment
<ul style="list-style-type: none"> <li>Wagner, J. (1978). <i>John Brown, Rose and the Midnight Cat</i>. Victoria: Puffin.</li> <li><i>Communicating My Feelings Worksheet</i></li> </ul>	Students complete <i>Communicating My Feelings Worksheet</i> .

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# COMMUNICATING MY FEELINGS...

I FEEL \_\_\_\_\_  
WHEN \_\_\_\_\_  
\_\_\_\_\_

I FEEL \_\_\_\_\_  
WHEN \_\_\_\_\_  
\_\_\_\_\_

I FEEL \_\_\_\_\_  
WHEN \_\_\_\_\_  
\_\_\_\_\_

I CAN TELL \_\_\_\_\_

I CAN TELL \_\_\_\_\_

I CAN TELL \_\_\_\_\_

## Lesson 3 What are warning signals?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.  COS1.1 Communicates appropriately in a variety of ways.  V4 Increasingly accepts responsibility for personal and community health.	<ul style="list-style-type: none"> <li>Identifies the body's warning signals</li> <li>Expresses feelings about being unsafe</li> <li>Values their health and safety and that of others</li> </ul>

### KidsMatter SEL Focus: Major - Self Awareness - Identifying emotions

#### Suggested Learning Experiences

As a class define the term signal (something that gives us a message). Brainstorm a list of signals, for example red light, stop sign, emergency vehicle siren, thunder, burglar alarm, fire alarm. Discuss the messages given by each of the above signals. Perhaps teachers would like to print off or save for display on Smart board, some images of warning signals.

Teacher begins blowing up a balloon and keeps blowing, creating anticipation amongst the class as to when the balloon might burst. Students identify their body signals and feelings during the balloon blowing and teacher records these on the board.

Teacher explains that these signals are WARNING SIGNALS and tell us of danger or that something might be wrong. Students reflect on a time when they felt unsafe or scared and recall the warning signals they experienced.

Students mime the following situations:

- Being in the dark
- Walking into a spider web
- Seeing a snake
- Lost in a shopping centre
- Missing the bus home
- Riding a roller coaster

As a class describe what warning signals they might feel: squirmy tummy (butterflies), feel hot, cold, shivery body, sweaty hands, quick breathing, racing heart, frozen heart, smiley face, open eyes, shaky knees, feel like crying/watery eyes, quivering lip.

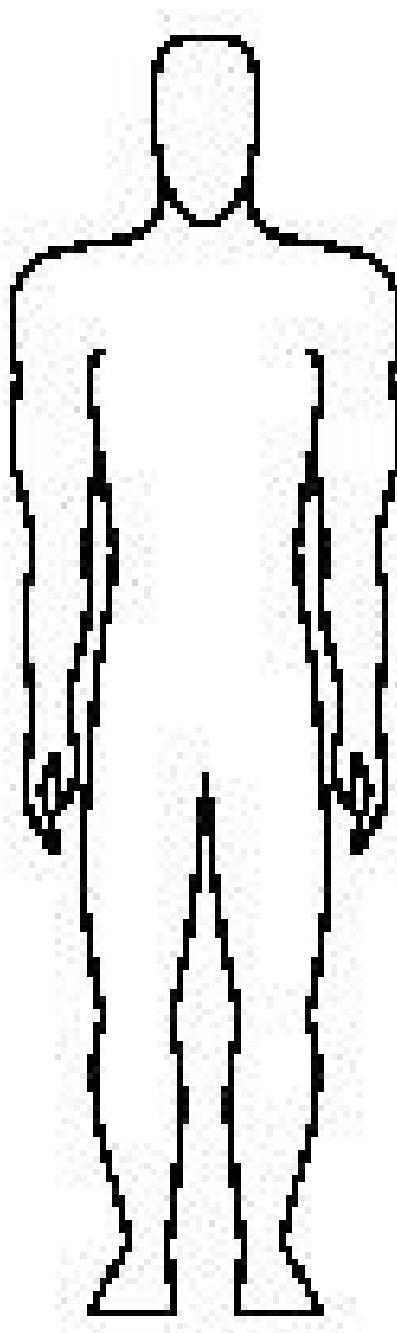
Students label such warning signals on the *Warning Signals* worksheet.

Resources	Assessment
<ul style="list-style-type: none"> <li>Balloon</li> <li>Internet images of warning signals</li> <li><i>Warning Signals</i> worksheet</li> </ul>	<p>Student responses in mime activity and discussion about who to go to for help.</p>

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# WARNING SIGNALS

Warning signals tell us of danger or that something might be wrong. Label such warning signals on the body.



Who can I go to when I get these warning signals?

## Lesson 4 How can I recognise safe and unsafe situations?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.	<p>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <p>COS1.1 Communicates appropriately in a variety of ways.</p> <p>IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> <li>Recognises safe and unsafe situations and justifies their choices</li> <li>Describes unsafe situations and what to do in these situations</li> <li>Demonstrates actions they can take when they feel unsafe</li> <li>Values their health and safety and that of others</li> </ul>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Assuming personal Responsibility; Minor - Relationship Skills - Refusal

### Suggested Learning Experiences

Brainstorm safe and unsafe places and situations. Discuss what makes them safe or unsafe. Can this change with different circumstances? For example, playing at the beach is safe when you are supervised by an adult, however it can be unsafe if you walk off on your own. Playing on the computer can be safe when using appropriate sites and being supervised, but could be unsafe if you give out personal information.

Read the provided list of places and situations on the worksheet *Safe and Unsafe Situations*. Students decide whether these places or situations are safe or unsafe (or both), then give reasons for their decisions. Students discuss ways they can stay safe in these situations.

**TW:** Teacher asks some students to share their unsafe situations and their reasons why they think they are unsafe. Discuss what we can do if we find ourselves in unsafe situations. For example, **GO away from the situation or place, STOP the unsafe activity, TELL your parents or a trusted adult about the situation and TALK about ways to avoid getting into that, or a similar situation again.** Explain to the students that by doing this we are taking responsibility for our personal safety.

Teacher note: The concepts of **NO, GO and TELL** are introduced as examples of responses when abuse or unsafe situations are recognised. Understanding and skills associated with **GO and TELL** are developed further in the unit.

Students brainstorm other scenarios to practice the **GO and TELL** strategy. Some scenarios could be:

- a Year 6 student stole your book
- your friend is being bullied
- your friend falls off his bike
- you are on the internet and some rude pictures pop-up

In groups dramatise the scenario and present to the class.

Resources	Assessment
<ul style="list-style-type: none"> <li><i>Safe and Unsafe Situations</i> worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Student responses to <i>Safe and Unsafe Situations</i> worksheet.</li> </ul>

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# SAFE AND UNSAFE SITUATIONS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the list of places/situations below. Decide whether you think these places/ situations are safe or unsafe (tick the box), then give reasons for your decision.

Place/situation	Safe	Unsafe	Reason
Your backyard			
Playing at the park with your friends			
In bed at home with your parents in the next room			
Approached by a stranger when walking home from school			
Riding your bike in your street, in the evening			
Using a chatroom when on the computer			
Someone is repeatedly sending you unkind SMS			

## Lesson 5 Who can I trust?

Enduring Understandings	Outcomes	Indicators
E.2 The establishment of caring networks is essential for the provision of safe environments.  E.3 Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.	SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.  IRS1.11 Identifies ways in which they communicate, cooperate and care for others.  INS1.3 Develops positive relationships with peers and other people.  V3 Enjoys a sense of belonging.	<ul style="list-style-type: none"> <li>Identifies who can help them when they feel unsafe</li> <li>Identifies people they can trust</li> <li>Listens and responds to others</li> <li>Values positive caring relationships</li> </ul>

**KidsMatter SEL Focus:** Minor - Relationship Skills - Building Relationships; Relationship Skills - Refusal

### Suggested Learning Experiences

As a class, brainstorm a definition of trust. (Trust is believing in another person to do the right thing.) We have YES feelings about someone we trust. Define a YES feeling as 'the way I feel when something happens to me that I like'. A NO feeling is 'the way I feel when something happens to me that I don't like'. Students discuss ways they can say no when something doesn't feel right.

Teacher reads 3 attached case studies to the class. Students respond to the following questions:

- Why did the teacher trust Thelma?
- Why did Leo trust his dad?
- Why did Alinta trust Julian?
- When can we trust other people? (When we know them and we believe that they will do the right thing and we have a YES feeling about them.)
- Can you trust everyone you know? (Trusting relationships are based on shared prior experiences which form the basis of trust - you cannot trust strangers as you do not have a relationship with them.)

Teacher discusses the idea that sometimes people we care about can break our trust. Teacher reads the following what-ifs:

- What if Thelma put the stickers in her bag instead of on the teacher's desk?
- What if Leo's step-dad spent the ten dollars?
- What if Julian played roughly with Alinta's toy and broke it?
- How might each person feel if their trust was broken? (sad, mixed up, hurt)
- What body signals might the teacher, Leo and Alinta get when their trust was broken?
- What could each person do about their feelings? (TELL or talk to someone about the way they feel).

**TW: Honest and open communication is essential to the quality of our lives. All human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope. When Jesus was troubled who did he trust and share his feelings with?**

Students trace the outline of their hand and in each finger nominates a person whom they trust. Encourage students to choose people from different facets of their life.

Resources	Assessment
<ul style="list-style-type: none"> <li>Scenarios reference sheet</li> </ul>	Teacher observation of student responses in discussions.

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*Curriculum materials to support the teaching and learning in PDHPE, Stage 1.*

# TRUST SCENARIOS



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

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

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

## Lesson 6 How can I protect myself?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.	<p>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <p>COS1.1 Communicates appropriately in a variety of ways.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> <li>Demonstrates actions they can take when they feel unsafe and identifies who can help them</li> <li>Describes who and what can protect children</li> <li>Appreciates the need for safe practices</li> </ul>

### KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem-Solving

#### Suggested Learning Experiences

Teacher and students read the book *My Dearest Dinosaur*. Students discuss:

- What is protection? (Protection is being safe from harm or danger)
- Who needs protection in the story? Why?

Students brainstorm a list of who or what needs protection and why (chance of being hurt).

Students consider ways we protect ourselves, our possessions and our environment. For example, wearing seat belts and helmets, locking gates, following signs, following boundary rules, using sun screen, following safety rules, wearing protective clothes, playing safely on the computer.

**TW:** Students mime ways to protect themselves - crossing roads safely, telephoning home to let loved ones know they are safe, putting on a seat belt, carrying scissors correctly, turning off the electricity switch before plugging in or unplugging appliances, taking extra care in the bathroom (so as not to slip in the bath or shower) and using appropriate sites on the internet. Teacher reminds the students that by making such safe choices we are acting responsibly to protect ourselves and others.

Teacher explains to students that there are different ways that children might get hurt:

- Their bodies might be hurt (physically)
- Their feelings might be hurt (emotionally)
- Their thinking might be hurt (mentally).

**TW:** Teacher introduces the term abuse. Sometimes children can be hurt or put in danger. If someone is hurt or put in danger and it is not accidental, we call it abuse. The opposite of abuse is caring or protecting. Teacher highlights that we all have the right to feel safe and protected.

As a class view the video clip 'Hector's World Episodes 1-5 on

[www.cybersmart.gov.au/young%20kids/visit-hectors-world/keeping-your-personal-information-safe/story-1-details.aspx](http://www.cybersmart.gov.au/young%20kids/visit-hectors-world/keeping-your-personal-information-safe/story-1-details.aspx)

The class creates a list of rules of how to protect their personal information online. Refer to Cybersmart website for more detailed lesson plans.

Students brainstorm who or what can help protect children and keep them safe from being hurt or abused. For example, Who? Self, parents, teachers, police, doctors, family, relatives  
What? Rules, pedestrian crossing signs, seat belts, helmets

**OPTIONAL:** Role play phoning home in an emergency 000 and practise telling name, address and phone number.

Resources	Assessment
<ul style="list-style-type: none"> <li>• Wild, M. (1993), <i>My Dearest Dinosaur</i>, Sydney, Ashton Scholastic</li> </ul>	Student responses during discussions.

Lessons 1-10 are adapted and reproduced with kind permission from: NSW Department of Education and Training. (1997). *Child Protection Education. Curriculum materials to support the teaching and learning in PDHPE*. Stage 1.

## Lesson 7 When should people ask permission?

Enduring Understandings	Outcomes	Indicators
E.3. Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.	COS1.1 Communicates appropriately in a variety of ways. SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others. INS1.3 Develops positive relationships with peers and other people. V3 Enjoys a sense of belonging.	<ul style="list-style-type: none"> <li>Practises the NO GO TELL strategy</li> <li>Understands the need to seek permission</li> <li>Observes rules regarding group conduct</li> <li>Displays a commitment to developing and maintaining positive relationships</li> </ul>

KidsMatter SEL Focus: Major - Responsible Decision Making - Respecting others

### Suggested Learning Experiences

As a class, discuss the term 'permission' and create a shared meaning (to be told you are allowed to do something). List the times when gaining permission is necessary – leaving the classroom, going to a friend's house, borrowing something. Teacher explains that sometimes people don't ask for permission before they do something even though they should. Students discuss why they think that asking permission is important? (So you don't hurt someone's feelings, you are showing respect to others and so you don't do something that is unsafe.)

Teacher reads the scenario:

*Kian had a special toy that he brought to school one day. He showed it to the class. They really liked it. Linda thought it was really great. When the class was going outside to play, Linda decided to touch Kian's toy and have a turn. She took it outside and ran to show her friends. As she was running she fell over and broke the toy. Linda didn't know that the toy was a present from Kian's grandparents who had come to visit from a long way away.*

Students discuss the following:

- What body signals might Kian get when he sees his toy broken?
- What feelings might Kian have?
- How is Kian being hurt?
- What could you do if you were Kian? (Say NO – you can't touch it, GO and TELL someone so the person might stop. The person might also learn to ask permission next time.)
- What if the person who broke the toy was a family member or close friend? (Inform students this can make you feel uncomfortable because you don't want to damage the relationship. However, it is always important to TELL a trusted adult about the situation, so you won't be hurt, you will feel safe and you know you have done the right thing by telling. The teacher should acknowledge that it can be difficult to TELL about another person especially when it is an adult with whom you have a relationship.)

As a class students brainstorm sentence starters for asking permission. For example, May I borrow ...?, Can I see...?, Could I hold....? Students practise giving permission or saying NO in an assertive manner. Discuss what to do next if the person you have said no to isn't responding appropriately.

Revisit the NO, GO and TELL strategy.

Students draw a picture of their favourite toy or favourite private possession and record:

- People to whom they would give permission to touch this toy.
- What they might say to these people, to give permission to touch the toy.

Resources	Assessment
	Student responses in discussion relating to permission and choices.

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## Lesson 8 What can I do when I feel unsafe?

Enduring Understandings	Outcomes	Indicators
E.2 The establishment of caring networks is essential for the provision of safe environments. E.3 Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.	DMS1.2 Recalls past experiences in making decisions.  PSS1.5 Draws on past experiences to solve familiar problems.  SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.  V4 Increasingly accepts responsibility for personal and community health.	<ul style="list-style-type: none"> <li>Predicts consequences of options in order to make a decision</li> <li>Follows basic safety procedures (NO, GO and TELL)</li> <li>Demonstrates actions they can take when they feel unsafe and identifies who can help them</li> <li>Appreciates the need for safe practices</li> </ul>

### KidsMatter SEL Focus: Major - Relationship Skills - Refusal

#### Suggested Learning Experiences

Revisit the need to ask permission and the need to use the NO, GO and TELL strategy when you feel uncomfortable in a certain situation.

Teacher reads the unfinished story 'Nadia'. Teacher selects several students to retell sections of the story. (Do not use the names of students in the class in this story.) In pairs, discuss what Nadia should do. Ask the students to discuss:

- How does Nadia feel at the start of the story?
- How does Nadia feel at the end of the story?
- Why do you think she feels this way?
- What did Bill do that was wrong?
- Did Nadia do anything wrong? TEACHER EMPHASISES THAT NADIA DID NOTHING WRONG.
- What could Nadia do next?
- Why do you think it would be difficult for Nadia to tell someone about Bill's behaviour?

Teacher reminds students that Bill's behaviour is wrong and that Nadia could protect herself using the NO, GO and TELL strategy.

**TW: Students suggest options for Nadia and the teacher records these on the board. Remind the students about the importance of using their support network to tell about things that give us NO feelings. Students evaluate the possible effectiveness and consequences of the strategies they suggested for Nadia. Inform students that their bodies belong to them and therefore they are special and private. We should appreciate our bodies and the bodies of others.**

Students brainstorm those people and times when people may need to touch the private parts of their body. Discuss:

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

Resources	Assessment
An Unfinished Story sheet	Student rehearsal of NO, GO, TELL and responses in discussion relating to Nadia's options.

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# AN UNFINISHED STORY...



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

*'Yes, sure', Bill says.*

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

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

## Lesson 9 When are secrets unhappy?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.  E.2 The establishment of caring networks is essential for the provision of safe environments.	DMS1.2 Recalls past experiences in making decisions.  PSS1.5 Draws on past experiences to solve familiar problems.  SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.  V4 Increasingly accepts responsibility for personal and community health.	<ul style="list-style-type: none"> <li>Predicts consequences of options in order to make a decision</li> <li>When appropriate, identifies problem situations</li> <li>Discuss actions they can take when they feel unsafe</li> <li>Appreciates the need when to keep and not keep secrets</li> </ul>

**KidsMatter SEL Focus:** Major - Self Awareness - Identifying emotions; Self Management - Managing emotions

### Suggested Learning Experiences

As a class, students prepare a list of happy secrets, for example, a surprise party, a present for a special friend, a new puppy, a holiday. Teacher records these on the board/SMART board. Students choose a secret from the list and describe to a partner how they might feel if they were keeping this secret.

**TW:** As a class, discuss why it is OK to keep happy secrets. Happy secrets are those that give us YES feelings, they make us happy and excited and they don't hurt anyone. Teacher explains that if students get a NO feeling or Warning Signs it is OK to TELL someone they trust about the secret. By doing this, they are keeping themselves and others safe and protected.

Students think of the story of *Little Red Riding Hood* and respond to the following:

- What if the wolf had told Red Riding Hood not to tell anyone that she had seen him and that he would hurt her if she told?
- How might Red Riding Hood feel?
- What body signals might she get?
- In what ways could Red Riding Hood be getting hurt? (physical, feelings, thinking)
- What should Red Riding Hood do?

Teacher and students read the book *The Trouble with Secrets* and discuss the secrets in the book.

Students prepare pop sticks with ☺☺☺ faces glued to them. In response to the following secrets, students hold up their pop sticks and explain their reasons for choosing that option. Secrets include:

- You are told not to tell your friend about a surprise party.
- Your sister tells you to keep a secret about how she is going to the shops instead of going to school.
- Some children in your class stole some stickers and said they would hit you if you told the teacher.
- You are asked by your dad not to tell anyone where his favourite fishing spot is.
- You have a present for the person who looks after you, hidden under your bed.
- You have received an email from someone you don't know who wants to know your name, school and address.

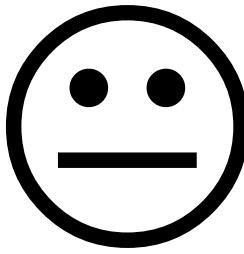
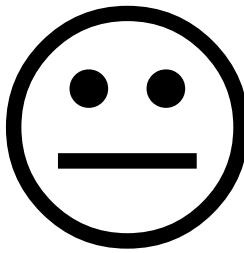
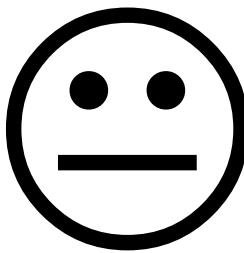
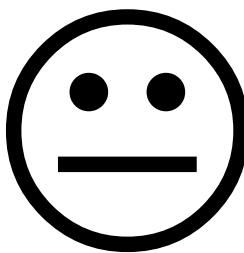
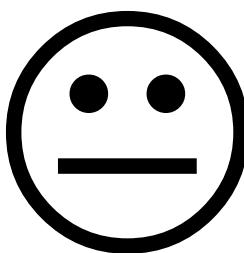
**OPTIONAL:** In small groups students take turns to share other possible secrets and their friends use the pop sticks to reveal whether they think it is a happy or unhappy secret.

**HOME TASK:** Send home an invitation for parents to attend the next lesson involving the viewing of *Kids can say No* video.

<b>Resources</b>	<b>Assessment</b>
<ul style="list-style-type: none"><li>• Johnson, K. <i>The Trouble With Secrets</i></li><li>• Pop sticks &amp; craft materials</li><li>• Faces stencil</li><li>• <i>Little Red Riding Hood</i></li></ul>	Student responses in pop stick activity.

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# WARNING SIGNALS!



## Lesson 10 Who will help me when I feel unsafe?

Enduring Understandings	Outcomes	Indicators
E.1 We have a responsibility to protect and care for ourselves and others.	DMS1.2 Recalls past experiences in making decisions.	<ul style="list-style-type: none"> <li>Predicts consequences of options in order to make a decision</li> </ul>
E.2 The establishment of caring networks is essential for the provision of safe environments.	PSS1.5 Draws on past experiences to solve familiar problems.	<ul style="list-style-type: none"> <li>Follows basic safety procedures (NO, GO and TELL)</li> </ul>
E.3 Honest and open communication will enable us to become mature and responsible with an ability to make and evaluate personal choices.	<p>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> <li>Discusses actions they can take when they feel unsafe and identifies who can help them</li> <li>Appreciates the need for safe practices</li> </ul>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Assuming personal Responsibility; Relationship Skills - Communication; Minor - Responsible Decision Making - Problem-Solving

### Suggested Learning Experiences

**Teacher note:** Teacher may like to invite parents/carers to partake in this lesson which involves the viewing of *Kids can say No* video.

As a class, students respond to the flash cards NO, GO and TELL by explaining what each word means. Students do a brief relaxation exercise and picture themselves assertively saying NO and then visualising GO and TELLING a trusted adult.

**TW:** Teacher also revises other major strategies and beliefs taught in the unit:

- We have a group of people whom we trust to tell about things that give us NO feelings
- We all have the right to feel safe
- We should all respect our bodies and the bodies of others
- We have the responsibility to protect and care for ourselves and others

Using the above strategies and beliefs, the students practice responding to 'what if' situations:

- What if someone was hurting you in the playground. What could you do?
- What if someone gave you a cuddle and you had a big NO feeling about the way they were touching you. What could you do?
- What if someone wanted you to cross a busy road and there was no pedestrian crossing. What could you do?
- What if you were asked to touch another person in a way that gave you a warning signal. What could you do?
- What if you were in your cubby house and your sister's friend told you to smoke a cigarette. What could you do?

Resources	Assessment
<ul style="list-style-type: none"> <li>No Go Tell flashcards</li> <li></li> </ul>	Student responses to <i>What if</i> situations.

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# TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
<b>A. EVIDENCE</b> <b>To what extent does the assessment evidence provide:</b>				
1. A valid and reliable measure of the targeted outcomes/enduring understandings?				
2. Sufficient information to support inferences about each student's understanding/level of achievement?				
3. Opportunities for students to demonstrate their understandings through authentic learning tasks?				
<b>B. LEARNING EXPERIENCES AND INSTRUCTION</b> <b>To what extent did students:</b>				
1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?				
2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?				
3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?				
4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?				
5. Have opportunities to rehearse, revise, and refine their work based on feedback?				
6. Self-assess and set goals prior to the conclusion of the unit?				

PTO

**1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)**

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**2. How do you know what they learnt? (What evidence do you have to support your judgement?)**

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**3. What would you refine to improve student learning outcomes?**

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## Student Unit Reflection

### Stage 1



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Unit/Topic: \_\_\_\_\_

Completing the sentences below will help me to remember the important things I learnt about how to keep myself happy, healthy and safe.



One of the things I enjoyed learning about was....



One thing I would change is....



One thing I enjoyed sharing with my family at home was....

What things from this unit would I like to learn more about?

The rating I give myself for how hard I worked in this unit is...

1

2

3

4

5