<table>
<thead>
<tr>
<th><strong>PERSONAL POWER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage:</strong> 3 Year 6</td>
</tr>
<tr>
<td><strong>Enduring Understandings:</strong></td>
</tr>
<tr>
<td>E.1 Relationships with the people, the events and the things of this world are an essential part of students’ growing understanding of themselves.</td>
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<td>E.2 All human beings are entitled to feel safe, be respected and treated with dignity.</td>
</tr>
<tr>
<td>E.3 Safe living is concerned with protection of individuals through the promotion of safe practices and environments.</td>
</tr>
<tr>
<td><strong>Major Outcomes</strong></td>
</tr>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
</tr>
<tr>
<td><strong>Contributing Outcomes</strong></td>
</tr>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>COS3.1 Communicates confidently in a variety of situations</td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
</tr>
<tr>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
</tr>
<tr>
<td><strong>Values and Attitudes</strong></td>
</tr>
<tr>
<td>V3 Enjoys a sense of belonging</td>
</tr>
</tbody>
</table>
Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)

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.

Interpersonal Relationships
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 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.

Growth and Development
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.

Foundation Statements
Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

Suggested Correlation With Other KLAs

<table>
<thead>
<tr>
<th>English</th>
<th>Creative Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Narrative Text (concept development)</td>
<td>• Drama - Performing and Appreciating</td>
</tr>
<tr>
<td>• Personal Response</td>
<td>• Visual Arts - Making and Appreciating</td>
</tr>
<tr>
<td>• Literary Description</td>
<td></td>
</tr>
<tr>
<td>• Poetry</td>
<td>• Information and Communication</td>
</tr>
</tbody>
</table>
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. Some of the following sites have a great deal of information and it is important for the teacher to choose sections that are relevant to the needs and maturity of his/her class.

- [www.netalert.gov.au](http://www.netalert.gov.au)
- [http://kidshealth.org/kid/feeling/emotion/bullies.html](http://kidshealth.org/kid/feeling/emotion/bullies.html)

Subject Matter

Interpersonal Relationships
- Personal rights
- Rights and responsibilities
- Sources of power
- Coercion
- Harassment
- Types of abuse
- Effects of abuse
- Solving problems
- Importance of positive relationships
- Relating to people
- Changing networks
- Strengthening networks
- Challenging discrimination

Communication
- Appropriate expression of feelings

Growth and Development

The Body
- Appropriate and inappropriate touching

Personal Identity
- Gender images and expectations

Values
- Challenging discrimination

Safe Living

Personal Safety
- Protection

Families
- Parental responsibilities and rights

Assessment

Sample teacher and student unit evaluations are included at the end of the unit.

Assessment strategies are included in each lesson.
An Overview Of Towards Wholeness (TW) In The PDH Unit
Personal Power – Stage 3

Key God’s Word

'Treat others as you would like them to treat you.' Mt 7:12 (TW p. 31)

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

'Jesus modelled a spirit of gentleness and non-condemnation for our dealings with others. All people are of value and must be treated with dignity and respect’ - Mk. 12 : 28-34. (TWp.23)

Our body is the ‘temple of the Holy Spirit’ (1 Cor.6:19) and as such is a sacred place where God dwells. It is always worthy of respect.( p. 26)

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Beliefs and Values</th>
<th>Lesson Overview/Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E.1</strong> Relationships with the people, the events and the things of this world are an essential part of students' growing understanding of themselves.</td>
<td>• Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance sense of worth. TW p.30 • Each person has rights and responsibilities in relation to personal safety. TW p.41</td>
<td>1. What are positive relationships? 2. How can power be used responsibly? 4. How can I keep my relationships safe? 5. How should I respond to coercion? 6. What is bullying?</td>
</tr>
<tr>
<td><strong>E.2</strong> All human beings are entitled to feel safe, be respected and treated with dignity.</td>
<td>• All human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope. TW p.37 • We appreciate and respect our body and the bodies of others. TW p.35</td>
<td>3. How can boys and girls use power? 4. How can I keep my relationships safe? 5. How should I respond to coercion? 6. What is bullying? 7. What is abuse? 8. How do I recognise sexual abuse?</td>
</tr>
<tr>
<td><strong>E.3</strong> Safe living is concerned with protection of individuals through the promotion of safe practices and environments.</td>
<td>• A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments. TW p.41</td>
<td>4. How can I keep my relationships safe? 8. How do I recognise sexual abuse? 9. How do I identify and respond to risky situations? 10. How do I create personal safety plans?</td>
</tr>
</tbody>
</table>
Lesson 1  What are positive relationships?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>E.1 Relationships with the people, the events and the things of this world are an essential part of students’ growing understanding of themselves.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Develops and maintains a personal network of trusted adults who could provide advice and support</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Demonstrates appropriate actions that show concern for others and develop positive relationships</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging</td>
<td>• Displays a commitment to developing and maintaining positive relationships</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus: Major - Relationship Skills - Building Relationships**

**Suggested Learning Experiences**

Using *Relationships Acrostic Activity*, teacher models a poem of the word RELATIONSHIPS or develops a mind map. As a class, share understandings of the term ‘relationships’ and discuss why relationships are important. Brainstorm words that could be used in their own acrostic poem of RELATIONSHIPS or mind map.

Using *My Relationships* Activity, students identify and list at least 10 people with whom they have a connection or relationship. Draw symbols or use codes to indicate which relationships are closest. Discuss the terms ‘trust’, ‘respect’, ‘forgiveness’ and ‘sympathy’. Students further code relationships, by identifying those people whom they trust, and identify those people with whom they feel comfortable.

**TW:** The ultimate Christian model of relationships is to be found in the person of Jesus. Bring the students to the understanding that positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance a sense of worth. Recall some of the people with whom Jesus had relationships and identify in what ways they were sustained by love, trust and forgiveness. Students choose 3 people from their list of 10 and identify how their relationship with each person is sustained by sympathy, love, trust and forgiveness.

Of those 3 people (in the above task), students choose 1 and map the progression of this relationship from when they first met till now. Students prepare a series of steps/events that have contributed toward the closeness of the relationship, eg. I first met Toby at softball practice when I was 7. We loved playing together in the team. We slept over at each other’s houses and built a tree house together. When we were 9, Toby came on holidays with my family. Students are invited to share with a small group or the class.

Teacher discusses with students that positive relationships are like a recipe – the right ingredients and method make the product successful. Discuss that trust, respect and care are vital ingredients.

**HOME TASK:**

Students create a ‘recipe’ for positive relationships.

**Resources**

- *Relationships Acrostic Activity*
- *My Relationships Activity*

**Assessment**

- Recipe for positive relationships

Relatives who care
Easy going
Loving
Adults who are trusted
Talk to when I need advice
Interact with my friends
Open minded
New kid next door
Sister
Happy
Important
Personal
Support
My Relationships
Lesson 2   How can power be used responsibly?

<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>E.1 Relationships with the people, the events and the things of this world are an essential part of students’ growing understanding of themselves.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Describes the factors that influence positive use of power</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Values positive relationships</td>
</tr>
<tr>
<td></td>
<td>V3 enjoys a sense of belonging</td>
<td>• Evaluates personal decisions regarding the use of power</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility; Responsible Decision Making - Respecting others; Minor - Social Awareness - Perspective-Taking

Suggested Learning Experiences

TW: Positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance sense of worth.

Each person has rights and responsibilities in relation to personal safety.

As a class, develop a definition of power. Power is being able to do something or make something happen. Power can be the ability to make others do things. Recall sources of power from the unit You, Me and Us (if taught previously), or review content on Sources of Power Fact Sheet.

Discuss the statement, “Everyone has power and that it is how we use our power that is important.”

Discuss the importance of negotiation in relationships.

In small groups, students receive a set of cards from the Card Game Activity. The cards are placed face-down in a pile. Students take turns to choose a card and identify the power used in the situation and whether power was used in a responsible or abusive way. Students divide the cards into 2 piles depending on whether the card was classified as responsible or abusive. Identify if the power used in these situations was responsible or abusive.

In their groups, students discuss their own use of power in various situations – at home, at school, in the neighbourhood, with relatives.

Students identify their power by completing the following statements:

I have power when _______________________________________

I can use my power in a responsible way by _____________________

Teacher selects several students to share their sentences with the class.

Resources


Assessment

Student’s sentences regarding the responsible use of power

Appendix 26

Sources of power

- **size**
  - eg tall, solid peer

- **strength**
  - eg athlete

- **age**
  - eg adult, teen, baby

- **popularity**
  - eg popular team member

- **fame**
  - eg movie star, well known musician

- **position (authority)**
  - eg employer, religious leader, parent or carer, student representative

- **knowledge expertise**
  - eg car mechanic, doctor, teacher, police officer

- **money/possessions**
  - eg wealth, holiday house, sports car, boat, brand name clothes

- **connections**
  - eg knows or is related to someone famous or important

- **group size**
  - eg gang, club or organisation, religion

- **gaining trust**
  - eg friend, neighbour, relative

Look at each 'source' of power and discuss the examples. Think of more examples.
## Card game

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>A teacher punishes a student by humiliating the student in front of the class.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>An SRC member makes the other students line up to receive sports equipment at lunch time.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>A teacher stops two students from fighting and asks them to come to an office and discuss their differences.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>A babysitter always chooses his favourite TV programs. The children would sometimes like to have a turn to choose.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>A student with the latest computer toy makes her friends beg her before she will let them have a turn.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>When a child can't get his own way he often tells his mother that he hates her.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>When a family cannot afford a life-saving operation for their child, a famous doctor says she will perform the operation free of charge.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>A famous band landed at Sydney airport knowing that thousands of fans had been waiting there for hours. The band arranged to leave the airport secretly.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>One member of a group of friends feels uncomfortable about some of their activities. They pressure the person to join in, or not to be their friend anymore.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>A whole town plans a fund raising event. They make enough money to send to their local sports champion overseas to compete in the World Games.</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>A wealthy cinema complex owner persuades the council to turn a nearby park into a parking area for the cinema goers.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>A popular student asks a classmate who is not a friend to buy him an ice block from the canteen.</td>
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</tbody>
</table>

Lesson 3  How can boys and girls use power?

<table>
<thead>
<tr>
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<th>Outcomes</th>
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<tbody>
<tr>
<td>E.2 All human beings are entitled to feel safe, be respected and treated with dignity.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Identifies gender stereotypes that affect the use of power</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Expresses appropriate use of power to support the rights and feelings of others</td>
</tr>
<tr>
<td></td>
<td>V3 Enjoys a sense of belonging</td>
<td>• Values positive relationships</td>
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</table>

**KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving**

**Suggested Learning Experiences**

As a class, identify one male and one female super hero from a well-known TV show, cartoon or computer game. For each character, the class brainstorms the character’s sources of power and the ways they use their power, eg Batman uses power to fight evil and save Gotham City.

**TW:** Teacher brings the students to the understanding that all human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope. Give examples of how abusing power takes away these rights.

In pairs, students complete the *Super Heroes and Power Activity* and share their answers with another pair.

Discuss the following as a class:

- What are some situations where girls use power in the school?
- What are some situations where boys use power in the school?
- How does boys’ use of power affect other boys?/girls?
- How does girls’ use of power affect other girls’/boys?
- When is the use of power by girls or boys unfair or not OK?
- What should students do and say if they see power being abused in the class/playground?

In small groups, discuss how these situations could be improved by changing the way power is used. Groups report suggestions to the class.

**Resources**

- *Super Heroes and Power Activity*

**Assessment**

Student work sample of *Super Heroes and Power Activity*

Choose your favourite Super Hero from a TV show, book or computer game.

My favourite Super Hero is ___________________

My Super Hero has the power to _______________

1. What are some of the messages that these characters (super heroes) give to boys and girls about using power?
   •
   •
   •

2. Are these responsible ways of using power? Explain why/not
   •
   •
   •

3. In the show/cartoon/game which ways of using power are presented as most valuable/favourable?
   •
   •
   •

4. If boys and girls believe these messages about power, how might it affect the way they act?
   •
   •
   •
Lesson 4  How can I keep my relationships safe?

<table>
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<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Identifies individuals and services in the community that help protect their wellbeing</td>
</tr>
<tr>
<td>E.2 All human beings are entitled to feel safe, be respected and treated with dignity.</td>
<td>PSS3.5 Suggest, considers and selects appropriate alternatives when resolving problems</td>
<td>• Suggests strategies to help a friend who may be subject to abuse</td>
</tr>
<tr>
<td>E.3 Safe living is concerned with protection of individuals through the promotion of safe practices and environments.</td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

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

**Suggested Learning Experiences**

Share ideas of a safe place and describe the characteristics that make it safe - warm, cosy, relaxed, fun, protected by my parents. Discuss the early warning signs that students might feel in a dangerous or scary situation. Eg:

- butterflies in the stomach
- goosebumps
- racing heart
- sweaty palms

TW: Teacher explains that communal approaches to safe living and the establishment of caring networks, is essential for the provision of safe environments.

What would you do if a friend or family member were doing something that made you feel unsafe? - Teacher reinforces the No Go Tell response. Students suggest ways to get safe and ways to stay safe in situations. List people and organisations who can help keep us safe eg Kids Help Line (ph: 1800 551 800), Salvation Army etc.

TW: Teacher reinforces the need to appreciate and respect our body and the body of others. Remind students that each person has rights and responsibilities in relation to personal safety. Bring students to the understanding that developing strategies to keep ourselves and others safe shows responsibility and an effort to uphold our rights.

Students prepare a Safety Strategies poster including examples of how to stay safe - get away, don’t keep an unhappy secret, get help from a friend/adult, distract the person, and people they can go to.

**HOME/SCHOOL TASK** Students describe and/or illustrate a safe place, a safe sound, a safe person and a safe feeling using the Safe and Unsafe Activity.

**Resources**

- Safe and Unsafe Activity
- Butchers paper, magazines, scissors and glue
- Assessment
  - Student work sample of Safety Strategies Poster

**Safe and Unsafe**

<table>
<thead>
<tr>
<th>Safe</th>
<th>Unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td></td>
</tr>
<tr>
<td>Sound</td>
<td></td>
</tr>
<tr>
<td>Person</td>
<td></td>
</tr>
<tr>
<td>Feeling</td>
<td></td>
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</tbody>
</table>

DID YOU KNOW THERE IS A KIDS HELP LINE?  
PHONE: 1800 551 800 24 HOURS A DAY  TOLL FREE
This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Working Towards</th>
<th>Achieved with support</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>Identifies individuals and services in the community that help protect their wellbeing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>Suggests strategies to help a friend who may be subject to abuse</td>
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</tbody>
</table>

**TASK:**
Students prepare a *Safety Strategies* poster including examples of how to stay safe - get away, don't keep an unhappy secret, get help from a friend/adult, distract the person.
Lesson 5  How should I respond to coercion?

<table>
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<tr>
<td>E.1 Relationships with the people, the events and the things of this world are an essential part of students’ growing understanding of themselves.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Recognises situations where coercion is used to influence people</td>
</tr>
<tr>
<td>E.2 All human beings are entitled to feel safe, be respected and treated with dignity.</td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Practises assertive ways to deal with different types of harassment and coercion</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe relationships</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Relationship Skills - Negotiation; Minor: Self Awareness - Recognising Strengths

**Suggested Learning Experiences**

Teacher explains the terms ‘coercion’ and ‘harassment’. Coercion occurs when one person makes or tries to make another person do something that they don’t want to do. Coercion may involve guilt, threats, force or bribes. Harassment is any act that is not wanted and offends or humiliates a person. It is usually directed at a person who is considered different in some way.

Students give examples for each:
- Coercion: I won’t be your friend if you don’t….., You can’t come with us if you don’t…. I’ll let you have a turn of my game if you ….
- Harassment: Calls you names in front of others, puts things in or touches your belongings.

**TW:** Teacher shares with the students the belief that all human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope.

Discuss the difference between a gift and a bribe. A gift is given without conditions or expectations. A gift becomes a bribe when the giver expects a favour or act in return. Teacher asks students to: share times when they may have been bribed; or to examples of bribes that may occur in their lives.

**TW:** Revise the belief that each person has rights and responsibilities in relation to personal safety. Discuss some possible responses to harassment, coercion and bribes and list some suitable strategies for dealing with them.

In small groups, students create a scenario involving harassment and coercion and the associated risk relating to:
- Drug use, alcohol, smoking
- Road safety
- Water safety
- Breaking school rules
- Bullying
- Being online

**OR** use the scenario from the *Not Guilty Encounter* (REDI 2003 The Big Move)

Prepare assertive responses and role-play the scenarios for the class with evidence of making strong and positive decisions against decisions.

Students respond to the following questions:
- How would you feel in these situations?
- What reactions would your body have to these bribe situations?
- What strategies were used to coerce the student in the scene?
- What plans could you put into practice to improve these situations?
- What coercive language was used?
- How could peers positively influence each other for a safe outcome?

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commonwealth Department of Education, Science &amp; Training. (2003). REDI: The Big Move</td>
<td>Student's responses to questions after watching the scenarios</td>
</tr>
</tbody>
</table>

Lesson 6  What is bullying?

<table>
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<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Devises strategies to respond to risky and dangerous situations</td>
</tr>
<tr>
<td>E.2 All human beings are entitled to feel safe, be respected and treated with dignity.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Analyses the effects of actions that enhance or disrupt relationships</td>
</tr>
<tr>
<td></td>
<td>COS3.1 Communicates confidently in a variety of situations</td>
<td>• Models behaviour that reflects sensitivity to the needs, rights, feelings of others</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Demonstrates assertive responses to express their need for safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciates the need for safe relationships</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Respecting others; Social Awareness - Perspective-Taking

**Suggested Learning Experiences**

TW: Remind the children, positive relationships are sustained by sympathy, love, trust and forgiveness. They enhance sense of worth. Students recall their ‘Recipes for Relationships’ from Lesson 1. Discuss that relationships don’t always stay the same. List some factors that may cause a relationship to change, in light of what sustains positive relationships.

Students brainstorm ingredients in relationships that may indicate that a relationship should not continue unless changes are made, eg bullying, abuse, violence, lying, being neglected, being ignored.

Students read the book *Willy the Champ*. As a class respond to and discuss the questions in the *Willy the Champ Activity*.

Review the concept of bullying. Briefly discuss:
- stereotypes – not all bullies are strong, large and not all who are bullied are weak, small etc.
- types of bullying – physical, emotional, social.
- gender of bullies.
- places where children are bullied – on the bus, at lunchtime, in class, with a large crowd of observers, in places with little adult supervision, toilets, internet, mobile phones.
- why children bully each other – consider the 4 basic needs and the abuse of power.
- the role of the bystander: it is everyone’s responsibility to stop bullying.

As a class, discuss how Willy kept himself safe by ending the relationship with Millie or making the relationship less close.

As a class, list some ideas of what could be said to end a relationship or make it less close if it was necessary. Role play some of the suggestions.

Using the Not Guilty Encounter (REDI, 2003, *The Big Move*) students click on each of the characters to learn the story and create a profile of each character in the story. Eg.

<table>
<thead>
<tr>
<th>Character</th>
<th>Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen</td>
<td></td>
</tr>
<tr>
<td>Abby</td>
<td></td>
</tr>
<tr>
<td>Carla</td>
<td></td>
</tr>
<tr>
<td>Seow Ling</td>
<td></td>
</tr>
<tr>
<td>Kiri (Lifeguard)</td>
<td></td>
</tr>
</tbody>
</table>
In pairs, draw a cartoon sketch of the bullying taking place in the Not Guilty scene. Students identify who is being bullied, who is doing the bullying, what type of bullying is happening and how could the girls get help to stop the bullying.

In small groups, students role-play their cartoon and the audience suggests different conclusions to the story that involve positive use of power.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Willy the Champ</em> Activity</td>
<td></td>
</tr>
</tbody>
</table>

Read the story Willy the Champ and answer these questions.

1. How did the gorillas relate to Willy?

2. How did Willy relate to Millie?

3. Which relationship do you think was positive? Explain why.

4. What could Willy do to improve the relationship with the gorillas?

5. Imagine the gorillas were bullying Willy at the pool. What appropriate strategies could Willy use to deal with this situation?
Lesson 7 What is abuse?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.2 All human beings are entitled to feel safe, be respected and treated with dignity.</td>
<td>SLS3.13 describes safe practices that are appropriate to a range of situations and environment</td>
<td>• Identifies factors that contribute to different types of abuse</td>
</tr>
<tr>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Analyses the effects of actions that enhance or disrupt relationships</td>
<td></td>
</tr>
<tr>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>• Suggests strategies to help a friend who may be subject to abuse</td>
<td></td>
</tr>
<tr>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe relationships</td>
<td></td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Minor – Social Awareness – Perspective-Taking

Suggested Learning Experiences

List some basic needs that children require to be safe and healthy in body and mind (freedom, fun, belonging, power, food, clothing, housing, medical needs, emotional needs). These needs are based on children's rights.

TW: All human beings are entitled to justice, freedom from coercion, dignity, friendship, tolerance and hope. We appreciate and respect our body and the bodies of others. Revise the belief that each person has rights in relation to personal safety. Discuss the responsibility that adults have to ensure that children's basic needs and rights are met. Differentiate between needs and wants. Note that when adult carers refuse to provide for children's basic needs this is neglect. Give some examples of neglect.

Teacher informs students that neglect is a type of abuse. Harm that is not accidental is abuse. As a class, students brainstorm words that they associate with the term abuse. Classify responses according to type of harm: physical (body), emotional (feelings), mental (thinking). Complete True/False Statements Activity.

Define emotional abuse: Emotional abuse is when carers of a child continually use words and actions that hurt the child's feelings and thoughts. Complete Emotional Abuse Act.

Display definition for physical abuse: Physical abuse is non-accidental harm or injury to a child by a carer or other person. Physical abuse harms a child physically. It can also harm a child's emotions and thinking. List some injuries, harm or actions that may be classified as abuse and suggest what effect they think abuse may have on a person.

Distribute segments of the story Danny using the Danny Activity. Children work in small groups to determine the correct sequence of the story and identify some of Danny's feelings, thoughts and behaviours that could show he was affected by abuse or neglect. Suggest whom Danny could tell about his problems.

Write about what you could do as Danny's friend to help him feel better about himself using the How might abuse have affected Danny? Activity.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
</table>

## True/false statements

### Physical, emotional and mental harm

| Physical harm is harm to your body. | People only feel emotional harm if they cry. |
| Physical harm is only the harm you can see on the outside of your body. | Emotional harm is harm to your body. |
| Physical harm is your own fault. | Mental harm is harm to your thinking. |
| Burns, cuts, bruises, and broken bones are all examples of physical harm. | Hurt thinking is brain damage. |
| Physical harm usually involves pain. | Your thinking happens inside. |
| Physical harm is always easy to see. | Thinking is invisible. |
| Brain damage is physical harm. | You can touch your thinking. |
| Emotional harm is harm to your feelings. | Mental harm isn't as painful as physical harm. |
| Feelings happen inside your body. | It can be hard to know what a person is thinking. |
| Feelings are invisible. You cannot touch them. | You can always tell if a person's thinking is harmed. |
| Because emotional harm happens on the inside, it is not as important as physical harm. | Emotional and mental harm do not affect the way a person acts. |
Emotional abuse

Read the following statements and decide whether they describe emotional abuse.

Parents constantly teasing and saying a child is stupid and hopeless.

Caregivers always ignoring a child.

Parents missing the school concert.

Parents never holding, touching or hugging a child.

A father never letting a twelve year old child go into town alone.

A carer always blaming a child for every problem.

A parent always telling a child to put away toys after playing.

A mother regularly threatening and scaring a child.

A babysitter locking a child in a room or the car for long periods of time.

A mother yelling at a child when the child comes home two hours late.

A father not letting a child have friends to play with.

Parents telling a child that he or she is evil or bad.

A carer shouting at a small child when the child tries to run onto the road.
Appendix 17

Danny

Separate story along dotted lines and distribute one segment to each group member.

Danny is a friend of yours. Danny is a great frisbee thrower. He also enjoys playing the guitar and is very talented.

After school you often go to the park with friends and play. You often throw the frisbee together for hours. After playing in the park you and Danny usually go home to do homework. Danny practises guitar.

Danny is a great friend most of the time but every now and then he acts a bit ‘funny’. He often has headaches or stays home from school ‘sick’. Or sometimes he comes to school but he’s a bit smelly and his clothes aren’t washed. Every now and then Danny stops talking to anyone and gets a bit aggressive. One time he smashed his guitar. Later he said it was an accident and his Mum bought him a new one.

Another time Danny was nearly falling asleep at lunchtime. When you asked if he was OK, Danny asked if you ever wet the bed or had trouble sleeping. When you looked puzzled he told you to forget it and ran off.

In the middle of last summer, Danny had thick, red marks on his neck and wore his jumper all week. He refused to take it off. He got really angry with anyone who gave him a hard time about it and got into a physical fight with a friend.

Lately Danny has stopped playing his guitar and the other day he asked if you wanted it. You notice Danny has a bruise under his eye.

Yesterday Danny was kind of quiet all day and he stayed in all lunchtime.

He said he wanted to finish his project but it looked perfect to you.
Danny

Separate story along dotted lines and distribute one segment to each group member.

Today Danny won’t throw the frisbee around and he won’t talk much. He just says he’s really useless and he doesn’t know why you bother to be his friend because he’s so stupid.

Danny doesn’t want to go home, even when it gets dark. You tell Danny you have to go or you’ll be in big trouble for being unsafe. Then Danny asks if he can come and stay at your house.

You feel very funny about this. Danny has never stayed at your house before and you don’t stay at his house. It’s a school night. You wonder what your parents will say.

Danny starts throwing rocks at the light in the park. He tells you he doesn’t care if he gets arrested. He tells you he doesn’t care about anything much. Then he kicks his foot hard into the wall. It must really hurt.

You invite Danny to your place but say you can’t promise that he’ll be able to stay the night.

You both walk back to your place. Danny is walking slowly. Suddenly he stops and tells you that he can’t go home. He tells you that his father bashes him every night. He says that his father hates him and it’s got so bad lately he’s scared his father will kill him.

Danny wants you to promise that you will never tell another person what he’s told you.
## How might abuse have affected Danny?

<table>
<thead>
<tr>
<th>feelings</th>
<th>thoughts</th>
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<table>
<thead>
<tr>
<th>behaviour</th>
<th>school life</th>
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</table>

<table>
<thead>
<tr>
<th>social life (friendships)</th>
<th>health</th>
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</tbody>
</table>
Lesson 8  How do I recognise sexual abuse?

### Enduring Understandings

- **E.2** All human beings are entitled to feel safe, be respected and treated with dignity.
- **E.3** Safe living is concerned with protection of individuals through the promotion of safe practices and environments.

### Outcomes

- **SLS3.13** describes safe practices that are appropriate to a range of situations and environments
- **PS3.5** Suggests, considers and selects appropriate alternatives when resolving problems
- **V4** Increasingly accepts responsibility for personal and community health

### Indicators

- Devises strategies to respond to risky and dangerous situations
- Demonstrates assertive ways to deal with different types of harassment or abuse
- Appreciates the need for safe practices in a range of situations and environments

### KidsMatter SEL Focus:

**Major** - Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility; **Minor** - Responsible Decision Making - Problem-Solving

### Suggested Learning Experiences

As a class, students brainstorm a list of private objects and personal information (such as name, address, telephone numbers). Students then brainstorm private parts of the body. These are parts which are usually covered in public and not freely shared with others. Teacher discusses that some cultures include the mouth and lips as private parts and need to be covered.

**TW:** Whilst discussing private parts of the body, share with students the following scripture and belief: Our body is the ‘temple of the Holy Spirit’ (1 Cor. 6:19) and as such is a sacred place where God dwells. Therefore we need to appreciate and respect our body and the bodies of others.

Teacher poses the question: When might it be OK for another person to touch a child’s sexual (private) parts? – Injured, sick, need cleaning if young.

Teacher reads scenarios from Card Game Activity. Students decide if the suggested situation is an example of sexual abuse.

Teacher poses the following questions: What should you do if someone touches or tries to touch the sexual parts of your body for the wrong reasons? (Say NO, GO away from the situation if you can and TELL a trusted adult about the touch so it will stop). Students suggest trusted adults.

What should you do if someone shows you photos, magazines or videos of the sexual parts of a person’s body? Why is it OK for teachers to show you diagrams of the sexual parts of the body in lessons? As a class, discuss how inappropriate behaviour of others can be a warning sign that harm might follow.

### Resources


### Assessment

Student ability to classify situations as sexual abuse – card game

Card game

Lena is blind. When she was younger her older sister helped Lena to get ready for school. She helped her take off her pyjamas, shower and get dressed. Sometimes, Lena’s sister used to spray her with perfume and Lena felt very special. Lena can do all this herself now.

Les loves to spend time at home with his mother. Although Les likes to pretend he is tough there is nothing he likes more than to cuddle up with his mother in front of the TV.

On the weekends Anne often helped her mother and uncle in their take-away food bar. One day her mother was sick. At the end of the day Anne’s uncle took her into the storeroom and promised to give her an extra $10 pocket money if she would rub his genitals through his trousers.

Claudia’s older friend Helen recently bought a motor bike. She has twice offered Claudia $20 if she will go to the local river instead of school. Helen wants to photograph Claudia, naked, in different positions.

On Saturday, Oliver, the soccer coach, often asks his under-12 team to stay at his house overnight. Usually the boys sleep in the living room. Last Saturday night Oliver asked Alex and Dominic to come into his bed and wrestled with them in the nude.

Andrew, who is in Year 12 at high school, often brings his friend Paul home after school. They play pool in the garage. Last week Andrew asked his young sister Kathy to dress only in her underpants while she served them sandwiches and drinks.

Khali’s parents expect her to come straight home from school. One afternoon the bus doesn’t come and she is one-and-a-half hours late getting home. As she walks in the door her father yells at her because he was worried.

Jodie really loves gelato. One rainy afternoon, when she was fed up with being indoors, her older brother said “Come on Jodie, I’ll shout you a gelato.”

Lesson 9  How do I identify and respond to risky situations?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>E.3 Safe living is concerned with protection of individuals through the promotion of safe practices and environments.</td>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environment</td>
<td>• Identifies factors which contribute to risky situations</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Predicts the consequences of their choices</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
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</table>

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

**Suggested Learning Experiences**

Students brainstorm things that they are allowed to do now that they weren’t allowed to do when they were younger. Teacher highlights that as children grow older they are allowed more independence and with independence comes responsibility for personal safety.

Review qualities of people they trust. Identify five people they trust that belong to their support network who they could go to for help. Discuss how their support network may have changed since they were in Kindergarten. Do friends /peers appear in their networks? Why/why not?

**TW:** Revise the understanding that a communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments.

Identify places in the local community where students could go for help if they felt unsafe. For example, Kids Helpline, Police Station, network members.

Recall how our body alerts us to the possibility of danger/harm by sending us messages/feelings. For example: butterflies in the stomach, goosebumps, racing heart, sweaty palms.

Students divide butchers paper into 3 columns as below:

- Places I feel safe
- Features that suggest safety
- Features that suggest I should STOP and THINK

Suggest a variety of situations/locations as examples and complete the table.

Complete *What If Activity* in pairs, giving suggested action that could be taken as a response to at risk situations. Teacher adds following ‘what if...’ on the issue of cybersafety.

<table>
<thead>
<tr>
<th>At Risk</th>
<th>Possible Risk</th>
<th>No Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Resources**


**Assessment**

Teacher observation of student responses to *What If Activity.*

## What if?

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1</strong> You are going to the movies with a friend. You are on the train platform and no one is around. A group of young people appear and start teasing you.</td>
<td><strong>2</strong> You are on the way home from training when it starts raining. The coach suggests you take a short cut with him around the back of some old deserted factories.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>at risk</td>
<td>at risk</td>
</tr>
<tr>
<td>possible risk</td>
<td>possible risk</td>
</tr>
<tr>
<td>no risk</td>
<td>no risk</td>
</tr>
</tbody>
</table>

| **3** There is a fight in your home between two family members who lose their tempers during an argument. They become physically violent. | **4** A friend you have come to know through the internet begins asking you for a lot of personal information, such as where you live and when your parents are at home. |
|   |   |
| at risk | at risk |
| possible risk | possible risk |
| no risk | no risk |

| **5** You are at home alone and a neighbour comes over to visit. He says he just wants some company, someone to talk to. Your family rule is not to open the door to anyone if you are home alone. | **6** You are playing in the quadrangle after school when a classmate and some students you know from another school smash glass bottles on the ground. They suggest you join in. |
|   |   |
| at risk | at risk |
| possible risk | possible risk |
| no risk | no risk |

| **7** You know your friend carries a knife in his school bag. He has asked you not to tell anyone. | **8** You feel extremely uncomfortable at a party when a relative dances very closely with you and rubs your bottom. |
|   |   |
| at risk | at risk |
| possible risk | possible risk |
| no risk | no risk |
Lesson 10   How do I create personal safety plans?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.3 Safe living is concerned with protection of individuals through the promotion of safe practices and environments.</td>
<td>SLS3.13 describes safe practices that are appropriate to a range of situations and environment</td>
<td>• Demonstrates ways to improve unsafe environments/situations</td>
</tr>
<tr>
<td></td>
<td>IRS3.11 describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Identifies individuals and services in the community that help protect their wellbeing</td>
</tr>
<tr>
<td></td>
<td>V4 increasingly accepts responsibility for personal and community health</td>
<td>• Develops and maintains a personal network of trusted adults who could provide advice and support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
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**KidsMatter SEL Focus:** Minor - Responsible Decision Making - Problem-Solving

**Suggested Learning Experiences**

As a class, brainstorm safety plans in the school such as emergency evacuations and responses to play injuries. Teacher highlights that the most important aspect of a plan is that it is made in advance.

Present the Safety Plan Checklist to the class. In pairs, students use the Safety Plan Checklist to devise plans for one of the examples from the Planning for Safety Scenarios Activity.

Students record plans and present to the class. Compare suggestions for the same scenario. Teacher reminds students that no matter what plans they make for safety, unexpected things can happen or we may choose to take risks that result in unsafe situations.

**TW:** Teacher asks the class:

• When might we need to seek help from another person?
• When we seek help from another person, what are we hoping will happen?
• What are some things that an adult can do to support us?
• What are some things that a peer or friend can do to support us?

Revise the belief that a communal approach to safe living and the establishment of caring networks, is essential for the provision of safe networks.

Students select or are designated one of the scenarios from the Managing Risks Activity and devise a plan using Reducing Risk - On the Street and Reducing Risk - At Home Alone Activities. Record and share with a partner.

**HOME TASK**

Students prepare a wallet card with the names and contact details of their network members. Include Kids Helpline, phone: 1800 55 1800.

**Resources**

- Butchers paper and textas
- Planning for Safety - Scenarios Activity. page 168.
- Managing Risks Activity
- Safety Plan Checklist Activity. p 167

**Assessment**

Student work sample of personal safety plan using a scenario from the Managing Risks Activity.

Planning for safety - scenarios

**You are going to the movies in town with your best friend. It is school holidays. Your parents cannot give you a lift.**

*Make a plan.*

**A family friend who makes you feel uncomfortable by making sexual comments about your body, has offered to come over in the holidays and take you out.**

*Make a plan.*

**You and your class are going on a bush walking excursion.**

*Make a plan.*

**Another student has threatened to ‘bash you up’ after training. You are going to training alone after school and you travel home by bus.**

*Make a plan.*

**You are going to stay at a neighbour’s house while your parent goes into hospital.**

*Make a plan.*

**You are going to share a room with someone at camp who has been pressuring you to share some alcohol. You don’t want to.**

*Make a plan.*
1. Nancy has arranged to meet her Aunt in the local park. She is half an hour early so she sits down on a bench to wait. An older girl sits down beside her. The girl is holding an open bottle of whisky.

2. Doug has caught the train into town to meet his friends at the cinema. There are groups of young people hanging around the town centre. He notices someone has a knife.

3. Mimi is at home alone on a Saturday morning. There is a knock at the door.

4. Pete has stayed longer at the homework centre than he planned. He has to walk home in the dark.

5. Van’s parents have gone out for the evening. He is at home alone with his younger brother.

6. Marta is first to get home each day because her parents work. She has to walk some distance from the bus stop. When she arrives home one day she notices that the front window is wide open.

7. Adnan is riding his bicycle home from his friend’s place. There are not many people around.

Reducing risk

On the street

- Look alert and aware. People will be less likely to pick on you. Don’t look helpless. Hold your head up and watch what’s going on around you.

- Don’t wear obviously expensive sport shoes, sunglasses or display expensive bags, watches, jewellery or personal stereos.

- Don’t load yourself down with heavy packages, books or a heavy bag.

- Don’t take short cuts through car parks, laneways or isolated areas.

- Walk in the middle of the footpath. Stay away from doorways and alleyways.

- If it’s dark, only use streets which have good lighting.

- If a gang or group of young people hassle you, keep walking. Cross the road or even double back and go another way.

- Don’t ride your bicycle where you wouldn’t walk. You are not safer on a bicycle.

- If someone threatens you and demands your money or other possessions, hand them over. Your safety is more important.

- Be wary of strangers or other people being too friendly or asking for personal information.

- If you are being followed, go straight to a shop, a house where somebody is home or call out for help.

- If travelling at night when there are not many people around, on the train, ride near the guard’s carriage or on the bus, sit near the driver.

- Don’t be embarrassed to SHOUT if you need help.
Reducing risk

At home alone

- If you come home and a door or window is unlocked or open when it shouldn’t be don’t go in. Seek help.

- Leave lights on around your home at night so it doesn’t look as if you are by yourself.

- Close the blinds and curtains at night.

- Lock the doors and windows but don’t deadlock the doors so you can get out in a hurry, if you need to.

- If you live in a flat, don’t go to deserted areas of the building at night, such as the laundry room, stairwells, the carpark or the roof.

- Don’t open the door to anyone you don’t know.

- Don’t tell anyone, at the door or on the telephone that you’re alone. Say, “My parents are busy now”.

- If someone is delivering something, ask them to leave it on the doorstep. If you have to sign for it, tell them to slip the paper under the door. If they want money, ask them to come back at another time.

- If there is an emergency, ring 000. Be prepared to give your phone number immediately.
Safety plan checklist

Consider the following:

✔ Where will I be?
  (Make sure you know exactly.)

✔ Who will I be with?
  (relationships/trust)

✔ At what times will I be there?
  (start, end, home)

✔ How will I get there and back?
  (Arrange beforehand - car, bus, train, taxi, lift, with whom?)

✔ What transport safety considerations do I need to make?
  (bus, train, near guard or bus driver, timetable check, with whom? how late?)

✔ What arrangements will I make if I’m running late?
  (phone number for contact person, phone card or change)

✔ What gear, equipment and resources will I need?
  (phone card, change, contact numbers, ID cards, sunscreen, jacket, bicycle helmet)

✔ What other information do I know or need to know?
  (phone numbers, addresses, a map, transport timetable)

✔ Where are the exits and nearest safe places?
  (nearest shop or business, telephones, public transport, police station)

✔ What if there is an emergency?
  (Don’t be afraid to ask for help. Go to a house or a person who could phone for help. Ring 000)

✔ Who else should know these details?
  (caregivers need to know)
# TEACHER REFLECTION - UNIT EVALUATION

## A. EVIDENCE

To what extent does the assessment evidence provide:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

## B. LEARNING EXPERIENCES AND INSTRUCTION

To what extent did students:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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</tbody>
</table>
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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______________________________________________________________________________

______________________________________________________________________________
Think about the Personal Development and Health Education Unit you have just finished which focused on keeping yourself happy, healthy and safe, then complete the sentences below.

<table>
<thead>
<tr>
<th>Two important things I have learnt about/learnt to do during this unit are…</th>
<th>What I learnt will help me in my life because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>A question about this unit that I asked in class was…</td>
<td>Something that still puzzles me is…</td>
</tr>
<tr>
<td>A question about this unit that I asked at home was…</td>
<td>I have changed my ideas about…</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is…</td>
<td>If I wanted to research more about this unit I could…</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about others because of what I have learnt in this unit is…</td>
<td>I think the effort I put into my learning in this unit was:</td>
</tr>
<tr>
<td>(Circle one number)</td>
<td>No effort 0 1 2 3 4 5 6 7 8 9 10 Most effort</td>
</tr>
</tbody>
</table>