

Keeping Children SAFE:

Protective Behaviours for Years 5 - 6



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Introduction

In Australia, child protection is a priority and Protective Behaviours Programs in School settings are an essential part of helping to protect children from harm. Research indicates that 1 in 4 girls and 1 in 7 boys are abused before they turn 18 with 96% of the incidents occurring from someone they know and trust. Each state has Child Protection Policies in Department of Education and Non-Government Schools that require schools to teach Protective Behaviour Programs in every year group to help prevent child abuse. Teachers are also required by law to report any belief, formed on reasonable grounds, that a child is or has been abused.

Protective Behaviours Programs promote wellbeing and safety, aim to reduce violence and prevent abuse by giving every child access to information, skills and support systems. They focus on empowering students and helping them to build life skills such as:

- Problem solving
- Assertiveness
- Persistence
- Ability to seek help
- Communication
- Self-awareness
- Emotional Intelligence

When teaching Protective Behaviours it is important to have a safe and supporting environment and to use strategies to help children deal with any trauma that might arise from the topics covered.

Things to consider include creating a safe learning environment that the children feel comfortable in; to develop their trust, build communication skills and reinforce their strengths. Coming up with some useful rules around the discussions helps the environment to stay a safe space for children. These include taking turns to speak, using third person in stories, encouraging a culture of respect, remembering that everyone might have different experiences and opinions, and that it is ok to pass.

It is important that the language that is used when discussing Protective Behaviours equips children with the knowledge and skills to be assertive and clearly communicate their boundaries. For example, when discussing the body use anatomically correct terms for body parts, their function, and how to respect and care for your own body. When speaking about reproductive body parts, the use of “private parts” helps children understand that these areas are private and belong to them; but be specific about what areas are private using the correct language.

In each lesson there are key messages/concepts that are safety messages and help the children to build their knowledge and skills to keep themselves safe and to access support and help.

Protective Interrupting and giving an option for topics that may cause distress helps support children’s different reactions to concepts that are being discussed. Giving a safe space such as the reading tent, if they feel overwhelmed or upset by the topic being discussed, helps create an environment of trust and safety. Protective Interrupting is used if a child starts to disclose a story or evidence of abuse during a class discussion; this helps protect themselves and the other students. A teacher can interrupt and advise they finish the story later in private. This should then be followed up promptly to keep the child’s trust and support them while they are feeling the confidence to disclose an incident of abuse.

Some things to consider:

- Although not required sometimes it is a good idea to get parent consent to discuss protective behaviours or send home parent information such as this brochure:
<https://tsto.gdhr.wa.gov.au/web/guest/-/talk-soon-talk-often-a-guide-for-parents-talking-to-their-kids-about-sex>
- When starting to teach body parts to younger students it is important to differentiate between male and female parts.
- If students giggle, it is ok. Explain it is a natural response to feel embarrassed. Just be firm that you don’t want to encourage silliness about the serious issues you are discussing.
- Praise students that are brave enough to join in conversations that might be uncomfortable and embarrassing for them.

- Reframe any inappropriate terms used for body parts, e.g. “penis” instead of “dick”.
- When discussing games that are seemingly harmless like when children play peekaboo under the toilet door, discuss that it is inappropriate behaviour.



This book covers the following messages, section by section:

1. We all have the right to feel safe at all times.
2. Early warning signs.
3. Risk taking and the Safety Continuum.
4. We can talk to people we trust.
5. Networks.
6. Persistence - Keep asking until someone helps.
7. Body Awareness.
8. Personal space.
9. Assertiveness.

This book is an excellent resource for teaching the skills and knowledge needed to help keep students safe and to develop strategies for protective behaviours in the Upper Primary Years, aimed at Years 5 and 6. It provides teaching information, lesson ideas, resources and activity pages linked to the Health and Physical Education ACARA curriculum outcomes.

Through an array of ideas and hands-on activities/worksheets, the students gain a thorough understanding of strategies to develop protective behaviours covering the Year 5 and 6 Curriculum Outcomes. The tasks have cross-curricular links to subject areas of Health and Physical Education, English, Art, Drama, HASS and Digital Technology.

References

1. New South Wales Child Protection Council. Child Sexual Assault: How to talk to children. Parramatta, NSW, 2000.
2. James, Marianne. Trends and Issues Series (no. 146). Child abuse and neglect: Redefining the issues. Canberra: Australian Institute of Criminology. 2006.
3. Australian Institute of Health and Welfare. Child Protection Australia 2011-12. Canberra, 2013.
4. Brennan, H. 'Ignorance is not Innocence' in Child Abuse Prevention Newsletter, 14(1), (pp. 17-19), 2006.
5. Carmody, T. F. & J.P. O'Sullivan. Project AXIS Child Sexual Abuse in Queensland: The Nature and Extent. Brisbane: Queensland Crime Commission Queensland Police Service, 2000.

Curriculum Links

Health and Physical Education

Identities and Change:

Students explore how identities can be shaped by people and places, and how we can cultivate positive self-identities (AC9HP6P01)

- exploring how role models influence individuals' perceptions of themselves; for example, athletic role models, social media influencers, parents, friends, and trainers
- exploring how First Nations Australians identify within and across communities through their connection to Country/Places; for instance, the Bama People of the rainforests of North Queensland or the Quandamooka People of South East Queensland
- analysing how cultural practices and beliefs impart meanings for cultural groups, including Australians of Asian heritage, and contribute to the development of positive self-identities
- investigating how relationships with individuals and locations can shape personal and cultural identities over time
- investigating varying degrees of connection
- examining how family, peers, popular culture, gender stereotypes, and the media impact the formation of self during development

Students explore resources and strategies to manage transitions and changes, including those associated with puberty (AC9HP6P02)

- acknowledging that experiences of puberty differ, and the resources and strategies chosen to navigate these changes are personal
- investigating the range of resources and products available to address the physical changes associated with puberty, including items for managing menstruation
- acknowledging that the physical changes experienced during puberty are linked to rites of passage ceremonies in many First Nations Australian communities
- investigating how families and cultural groups recognise and commemorate significant stages of development in young people's lives
- analysing how responsibilities and roles develop as individuals mature, and exploring strategies for effectively managing these growing responsibilities
- exploring how the developmental changes during puberty prepare a person's body for procreation

Interacting With Others:

Students describe and illustrate how empathy and respect can be demonstrated to positively influence relationships (AC9HP6P04)

- examining strategies for responding to changes in relationships, such as starting a new school, shifting priorities or interests, experiencing family break-up, or joining a new sports team
- suggesting strategies for managing the evolving dynamics of relationships, including addressing bullying and harassment, and cultivating new friendships
- investigating and engaging in various roles and responsibilities within physical activities aimed at promoting enjoyment, safety, and positive outcomes for all participants
- understanding how the language and labels used concerning First Nations Australians can cause offence, and understanding this awareness can foster and fortify respectful relationships
- exploring the behaviours exhibited by individuals when treating others with respect, and contrasting them with behaviours that constitute forms of bullying, racism, or gender-based violence

Students describe and apply strategies to value diversity within their communities (AC9HP6P05)

- proposing strategies to aid others in understanding perspectives that differ from their own and to foster discussions about individual and cultural similarities and differences with the aim of addressing discrimination, such as sexism, racism, and homophobia
- examining initiatives that sporting and cultural groups utilise to celebrate diversity, combat discrimination and racism and promote the wellbeing of their communities
- discussing the role bystanders can play in promoting respectful interactions and confronting disrespect and discrimination, such as homophobia, transphobia, and racism
- exploring how adaptations and modifications to physical activities can facilitate inclusivity for students with diverse abilities
- exploring the significance of cultural expressions among First Nations Australians in maintaining a profound and enduring connection to Country/Place and its impact on overall wellbeing
- examining how beliefs, values and cultural practices convey meaning and shape people's sense of identity and belonging, particularly among Australians of Asian heritage

Students apply strategies to regulate emotions and analyse how emotional responses influence interactions (AC9HP6P06)

- investigating the emotions linked with feeling unsafe or uncomfortable and suggesting strategies to effectively manage these situations
- analysing situations where emotions can impact decision-making, including within peer groups, family dynamics, and physical activities
- Examining situations where emotional responses can be intense or unpredictable, such as feelings of grief associated with loss, and practising strategies to self-regulate and manage the expression of strong emotions

Students articulate strategies for seeking, giving, or denying consent and practise how to communicate their intentions effectively and respectfully (AC9HP6P07)

- investigating the steps involved in seeking, giving, or denying consent (including asking, responding, listening, and reacting) and practising effective communication of intentions at each stage
- rehearsing and refining strategies for interpreting both verbal and non-verbal cues related to seeking, giving, and denying consent across various situations
- analysing how a person's reaction to being denied permission to do something can impact the feelings of others, and discussing options for managing situations when this may occur; for example, addressing feelings of disappointment, shame, and anger associated with rejection

Making Healthy and Safe Choices:

Students analyse and practice protective behaviours and help-seeking strategies applicable to a variety of online and offline situations (AC9HP6P08)

- investigating sources of health information and identifying places where they can seek help, prioritising those that are reliable and trustworthy
- examining methods to normalise and reduce the stigma around help-seeking behaviour to ensure all students feel more comfortable and confident in seeking assistance when needed
- discussing strategies for maintaining online safety when utilising digital tools and environments, including exploring options and procedures for reporting negative or harmful behaviour
- exploring steps they can take when feeling unsafe online, such as knowing who to confide in if someone posts an embarrassing picture of them without permission, or recognising when to disengage from negative online social interactions
- suggesting strategies they can use if they witness others in unsafe situations, such as accessing support networks or confiding in a trusted adult
- examining the responses of characters in TV shows or movies when in unsafe or risky situations, and discussing the effectiveness of their reactions to the situation

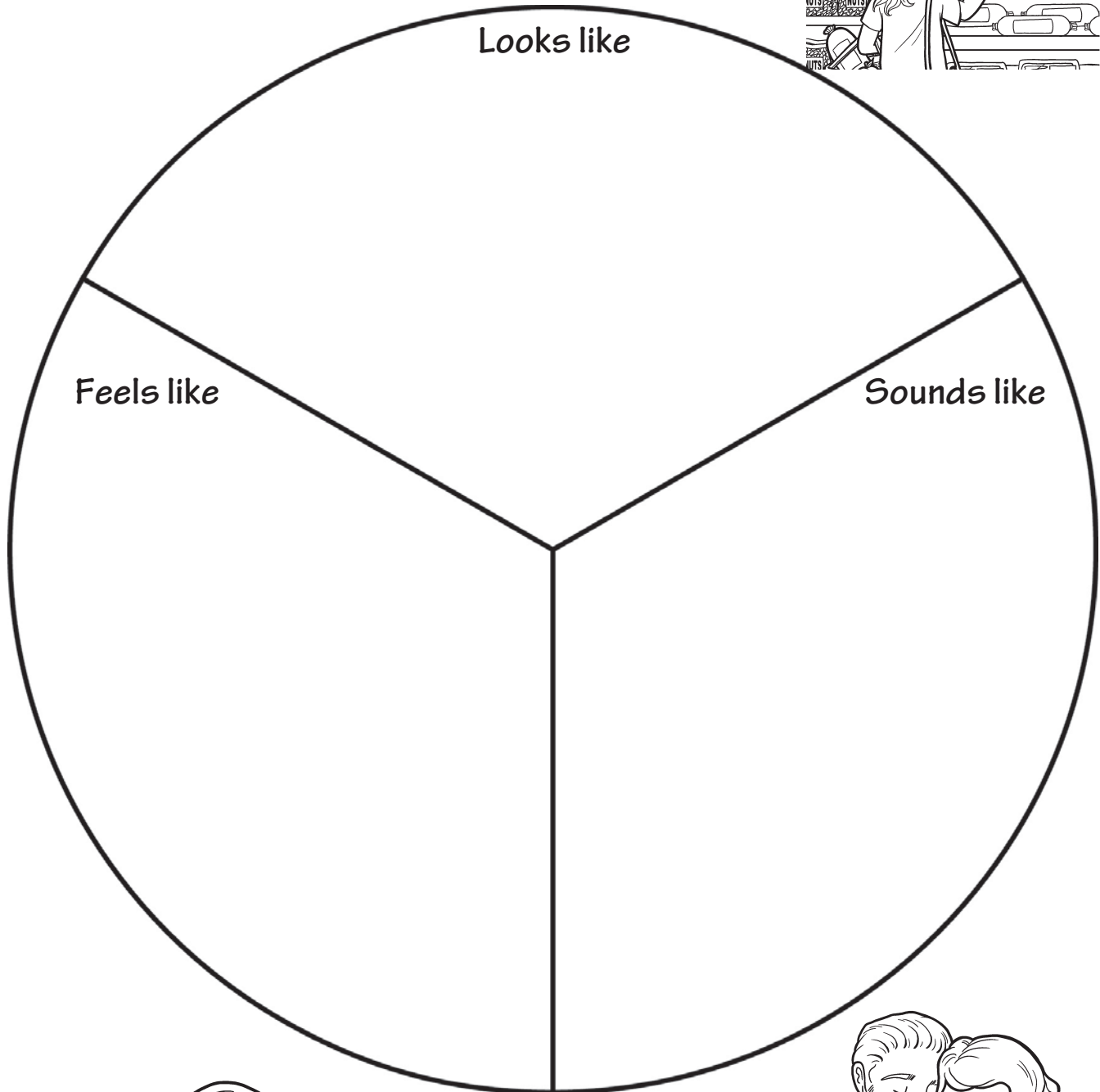
Students explore various sources and types of health information and consider how these apply to their own and others' health choices (AC9HP6P09)

- investigating how family, friends, media, and public identities may influence individuals' behaviour and choices regarding their health
- analysing the nutritional information of various foods and devising strategies to relay healthier choices to their families
- identifying trusted individuals with whom they can share their health needs and concerns and practising methods to effectively communicate health-related issues with a range of support people
- examining and comparing pertinent health information and opinions, while identifying aspects that can be verified as accurate and reliable

Activity 2

Adult Protection Thinking Chart

- It is an adult's job to protect and keep children (under 18 years) safe. Think about the important adults in your life and things they do weekly to protect, care and keep you safe.



Activity 5

My Many Coloured Days Poem

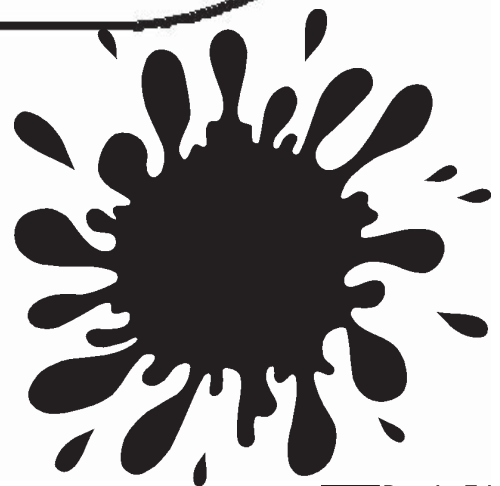
- Watch "My Many Coloured Days" by Dr Seuss. Chose a colour to represent a feeling and write a poem about it. Use Link 2 to view the video.

My colour is: _____

My feeling is: _____



Title: _____



Activity 12

Safety Scenarios Online

- ✿ Using the safety continuum, think about examples of online scenarios that are Safe, Fun Scary, Risking On Purpose and Unsafe. List them under the headings below.

Safe	Fun To Be Scared
Risking On Purpose	Unsafe

What can you do if you get into an unsafe situation online?



Section 4: People We Trust

Curriculum Links for this Section:

Health and Physical Education - Students analyse and practice protective behaviours and help-seeking strategies applicable to a variety of online and offline situations (AC9HP6P08)

Students explore resources and strategies to manage transitions and changes, including those associated with puberty (AC9HP6P02)

Students describe and illustrate how empathy and respect can be demonstrated to positively influence relationships (AC9HP6P04)

Students apply strategies to regulate emotions and analyse how emotional responses influence interactions (AC9HP6P06)

Students articulate strategies for seeking, giving, or denying consent and practise how to communicate their intentions effectively and respectfully (AC9HP6P07)

Students explore various sources and types of health information and consider how these apply to their own and others' health choices (AC9HP6P09)

Students examine how behaviours can impact the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

Students positively engage in groups and teams by contributing to group activities, encouraging others, and negotiating roles and responsibilities (AC9HP6M09)

Drama - Students investigate methods of combining the elements of drama to convey ideas, perspectives, and/or meaning in improvisations, devised drama, and/or scripted drama (AC9ADR6D01)

English - Students craft and revise literary texts, experimenting with figurative language, storylines, characters and settings inspired by texts they have encountered (AC9E5LE05)

Students employ interaction skills and understand formality when paraphrasing, questioning, clarifying and interrogating ideas, they develop and support arguments, as well as share and evaluate information, experiences and opinions (AC9E6LY02)

Digital Technology - Students choose and utilise suitable digital tools proficiently to share content online, organise tasks, and collaborate on projects, showcasing agreed-upon behaviours (AC9TDI6P08)

Teacher Ideas and Information for Section 4: People We Trust

Review: *When things feel unsafe, we can use the safety continuum to assess how risky a situation is and if it is a good idea.*

Introduction and main message: We can help ourselves to be safe by talking to people we trust.

Learning intentions:

- Introduce the concept of safety.
- Students will develop an understanding of the safety continuum.
- Students will apply a problem-solving approach within the safety continuum.

Warm up: Watch this story telling of "Some secrets should never be kept" sensitively exploring how to tell someone you trust about inappropriate touch.

Link 1: <https://www.youtube.com/watch?v=4y13KGEq5C8>

Explicit teaching: We can help ourselves to be safe by talking to people we trust. Explore people in the community and the qualities they have that make them trustworthy. Discuss the difference between a surprise and a secret.

Surprises are something that lots of people know about and you only must keep for a short period of time to make someone happy. If someone asks you to keep a secret that is only between you and one or two other people, and they tell you that you cannot tell anyone ever about it and it makes you feel unsafe or uncomfortable - TELL SOMEONE YOU TRUST IMMEDIATELY.

Think, pair, share:

Five adults in their lives students can trust.

Discuss how these adults might change over time.

Brainstorm what makes someone trustworthy.

Whole group activity: Write a poem about what makes someone trustworthy. (Activity 13)

Reinforce the main message and review what was discussed in the lesson: *We can help ourselves to be safe by talking to people we trust.*

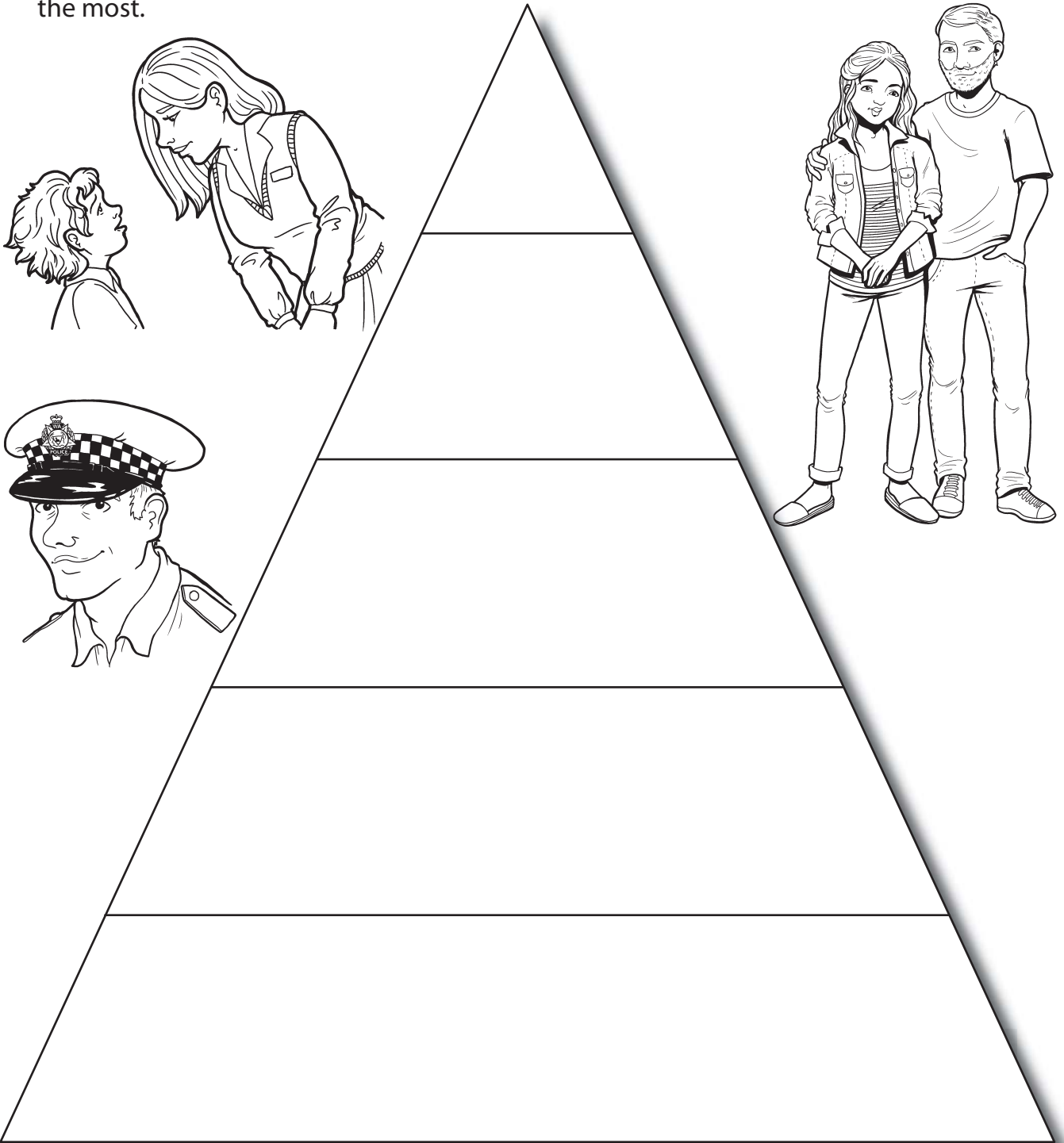
We can talk with someone we trust about anything, no matter what it is.

Surprises are something that lots of people know about and you only must keep for a short period of time to make someone happy. Some secrets should be shared if they make you uncomfortable.

Activity 14

People I Trust Pyramid

- Make a trust pyramid of adults in your life with the upper levels being people you trust the most.

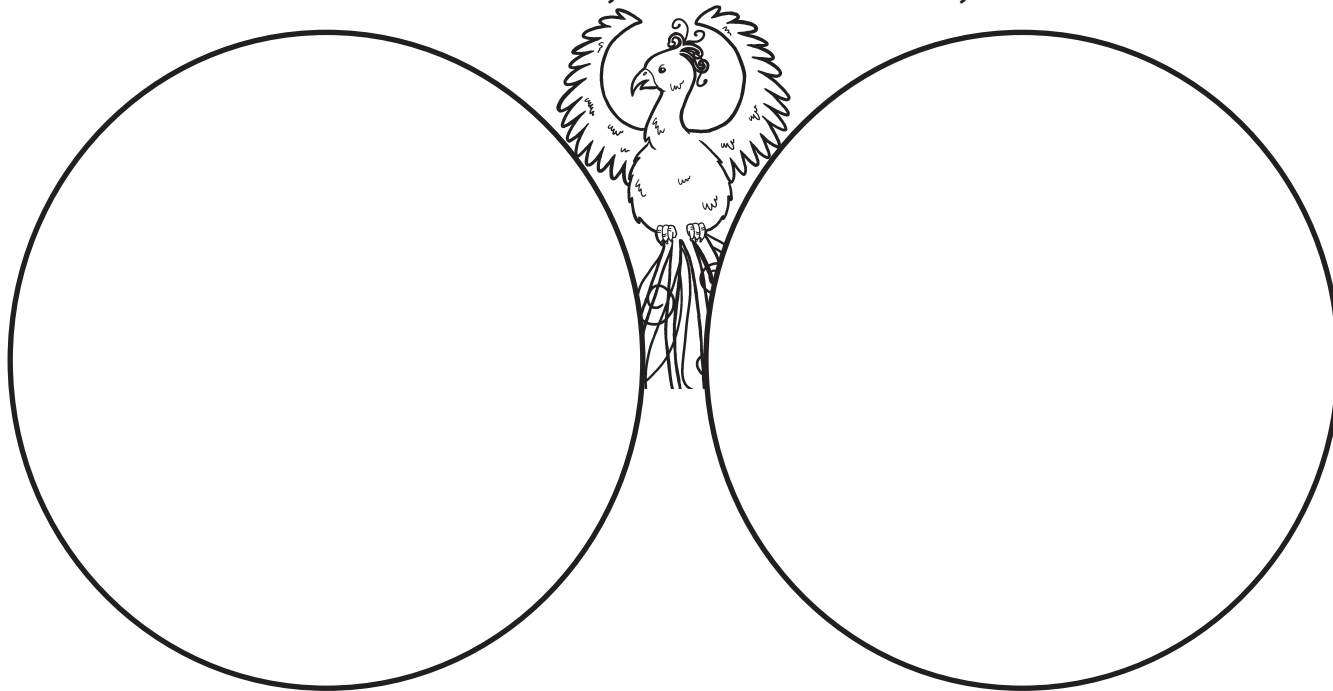


Who do you trust the most and why? _____

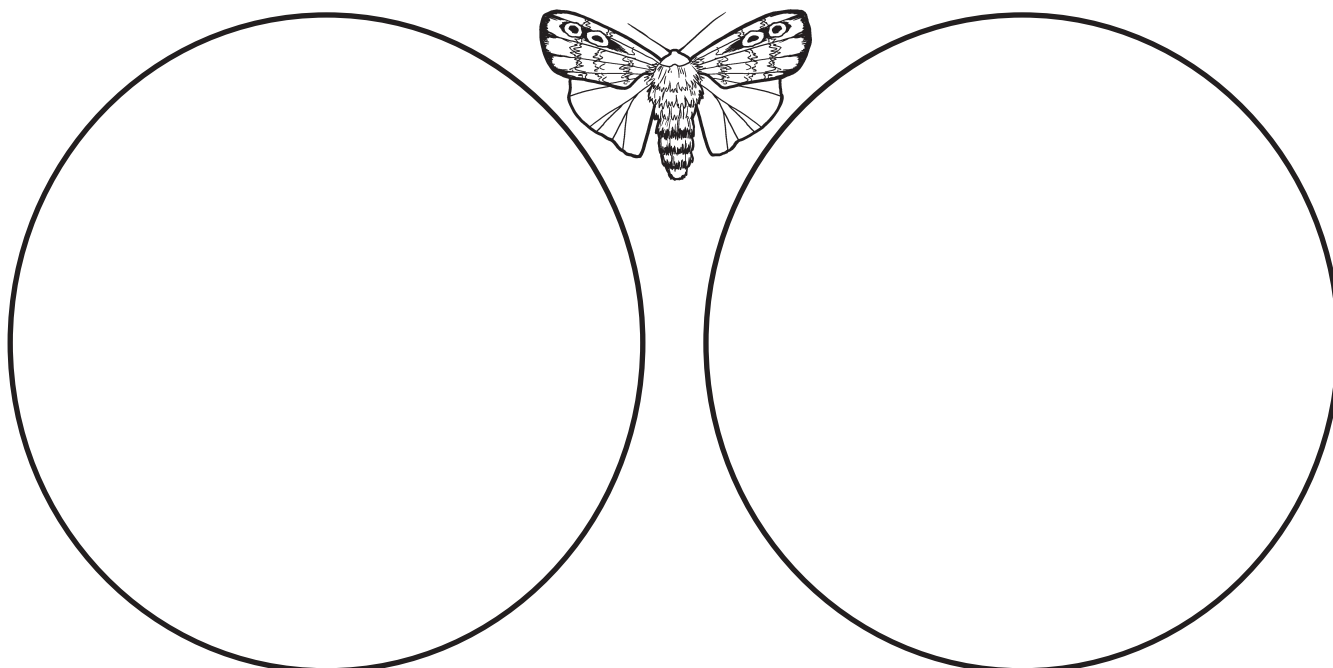
Activity 20

Safety Network Symbols

- ☛ Choose a symbol for each of the people on your network and draw their symbol in a circle below. Then explain why you chose it, e.g. I chose a bird for my aunt because she makes me feel I have the freedom to fly but can still come safely back to the nest.



Why I chose each symbol: _____



Activity 24

Persistence Poem

- ✿ Make an acrostic poem from the letters in 'persistence' about being persistent.

P _____

E _____

R _____

S _____

I _____

S _____

T _____

E _____

N _____

C _____

E _____

- ✿ Find all the persistence words in the mini word search.

I	E	T	P	K	M	L	I	B	E	I
G	C	O	U	L	E	D	E	C	B	M
R	N	J	K	A	E	M	L	V	F	E
I	E	M	R	Q	V	H	E	A	V	N
M	T	N	E	V	L	O	S	E	H	C
T	S	I	S	R	E	P	I	N	X	O
B	I	F	H	M	D	H	W	A	C	U
U	S	S	S	R	C	Z	Q	V	O	R
N	R	S	R	A	E	N	D	I	I	A
X	E	U	N	N	J	L	T	R	Y	G
V	P	I	D	W	G	C	L	Q	A	E

achieve
encourage
help
learn
persist
persistence
solve
try

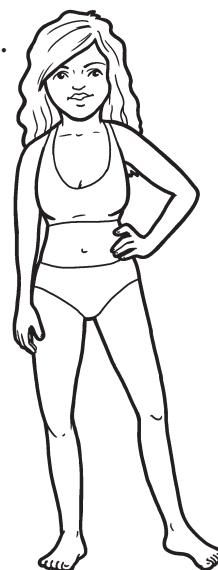


Activity 26

Peer Pressure

What would you do in these situations? Answer the questions below.

Tina is a swimmer and wears a one-piece swimsuit to her squad practices. When she meets friends at the pool in the holidays, they pressure her to wear a bikini to be "cool". What could she say/do?



Adam is playing soccer after school and his friends decide to play shirts vs skins. Adam asks to be on the shirts side, but his friends pressure him to be on the skins team. What could Adam say/do?



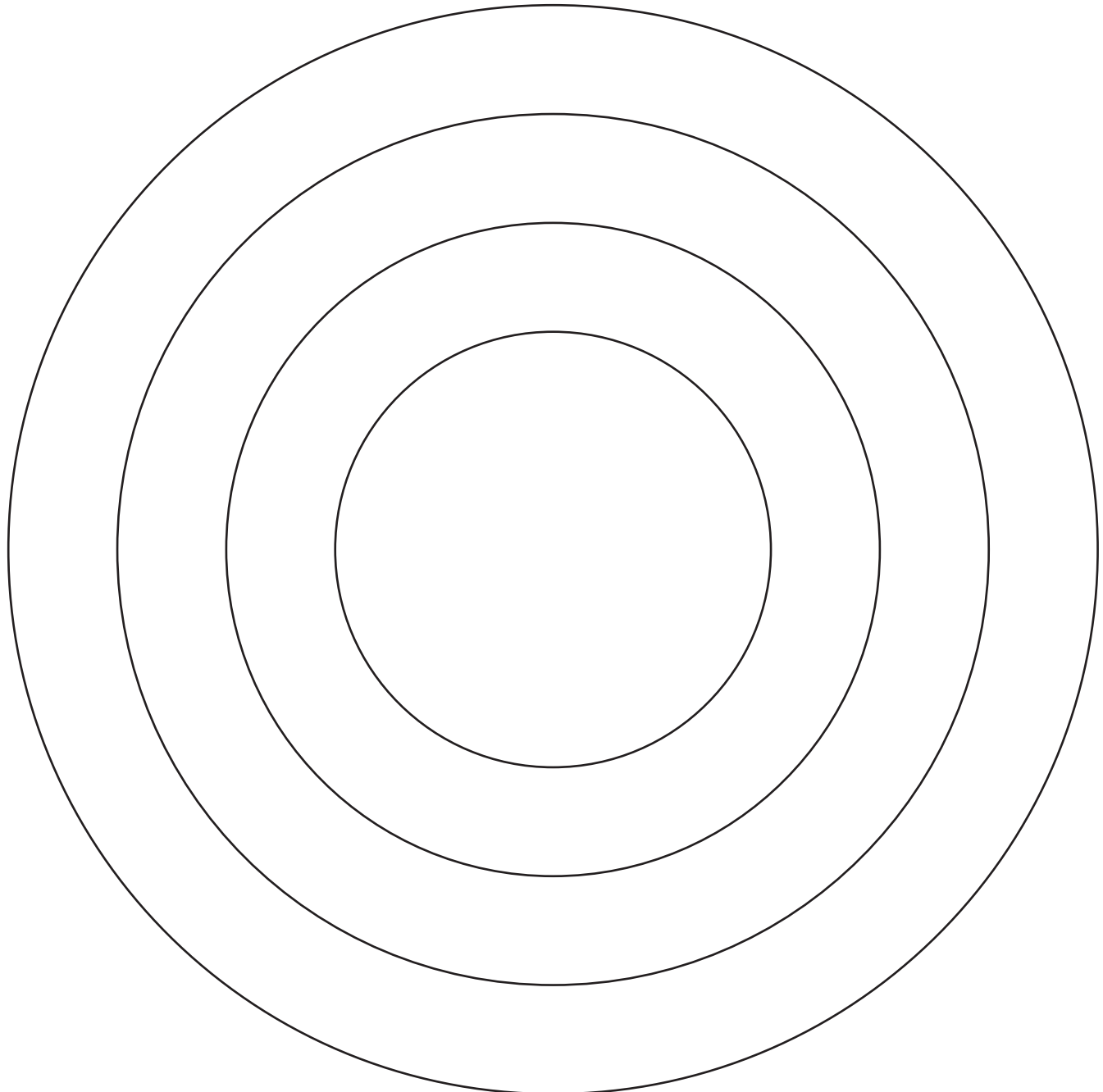
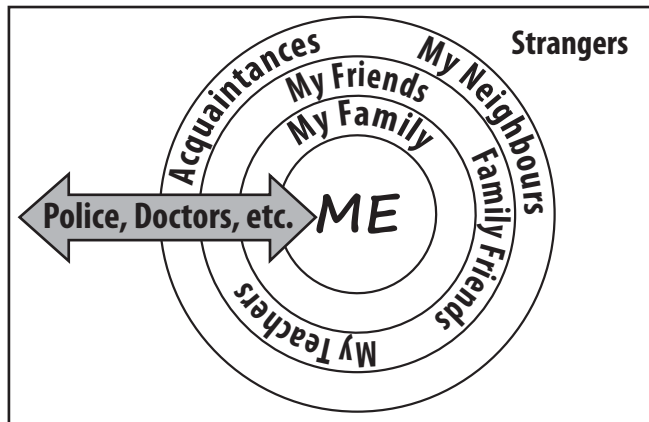
A group of friends dare Raffa to 'moon' people out the window of the bus on an excursion. Raffa feels uncomfortable. What could Raffa say/do?



Activity 31

My Personal Space

- Examine your own personal space levels and what boundaries you would like to communicate in different relationships.
- For example:

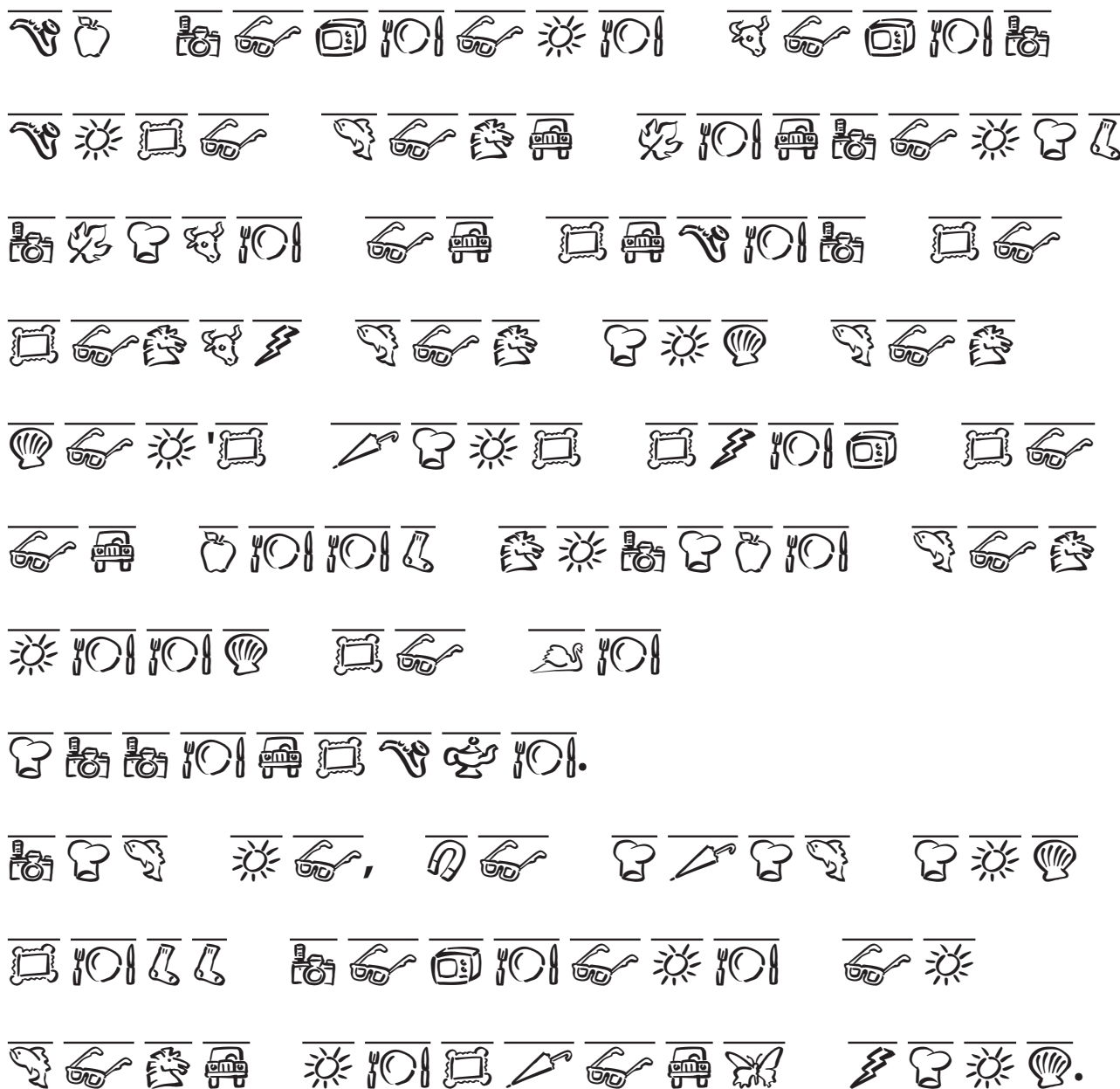


Activity 36

Secret Code

- ☛ The secret message is written in symbols. In the code key at the bottom of the page you can find what each symbol means. Write the letter above the symbol and you can read the secret message.

Good luck!



a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z