

PDHPE

Stage 3: Child Protection Education

Unit of work

Safe and unsafe
relationships

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Introduction

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

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

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

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

For effective child protection education, it is important to:

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

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

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

Unit description

Through this unit, students will investigate the diversity of relationships and explore reasons why relationships change. They will develop skills to recognise characteristics of respectful relationships and identify safe and unsafe online behaviour, types of violence, coercion and how power might be abused. Students will consider the effects of emotions on relationships and positive ways to respond to emotions. They will assess the importance of their own support networks as they identify ways to seek help when their rights are not being respected.

Students will develop and apply interpersonal and self-management skills to plan for safety online and offline, protect themselves and promote supportive upstander behaviour.

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

Students will investigate the essential question: What behaviours and actions make a relationship safe or unsafe?

Skills in focus

Self-management skills

Self-awareness

- awareness of rights and responsibilities

Emotion and stress management

- recognising emotions

Decision-making and problem-solving

- finding solutions to problems

Help-seeking

- accessing support and support networks

Interpersonal skills

Empathy building

- understanding others' needs and circumstances

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise safe and unsafe relationships and react in safe and positive ways. They will create, apply, practise and evaluate protective strategies to keep themselves and others safe.

Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to respond to unsafe relationships. This is achieved by encouraging students to draw on their knowledge and understanding of their personal rights and characteristics of positive relationships to help them make decisions to protect themselves and others.

Develop health literacy

Students are provided with opportunities to develop knowledge and understanding of the characteristics of positive relationships and actions and behaviours that indicate unsafe relationships. Students apply this knowledge to their own relationships in order to recognise appropriate people to have in their support network, abuse of power in relationships and when they should seek help.

Critical inquiry

Students are supported to question and challenge the actions of others that do not respect the rights of themselves or others. They have opportunities to develop skills to recognise disrespectful and harmful behaviour, question unsafe actions and challenge these behaviours and actions assertively. Students are also supported to explore community resources where they can seek help and question the information and messages they are providing.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p>PD3-1 identifies and applies strengths and strategies to manage life changes and transitions</p>	<ul style="list-style-type: none"> • Distinguish between different types of relationships and how they are different • Explore reasons why relationships change 	<p>Students will:</p> <ul style="list-style-type: none"> • identify different relationships they have and how they differ • identify why relationships might change in a positive way and a negative way
<p>PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p>	<ul style="list-style-type: none"> • Identify trusted adults in the community who can provide advice and support and how to access these people • Explore the emotions associated with feeling unsafe and propose strategies for managing these feelings 	<p>Students will:</p> <ul style="list-style-type: none"> • identify community and online resources to seek help and support • suggest positive ways of responding to negative emotions in a given scenario
<p>PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others</p>	<ul style="list-style-type: none"> • Describe actions that support caring and respectful relationships • Examine the influence of emotional responses on behaviour and relationships • Describe protective actions and identify skills to address abuse of power in relationships 	<p>Students will:</p> <ul style="list-style-type: none"> • record actions or behaviours that show respect in the classroom and community • discuss how positive and negative emotions can have an impact on relationships • identify ways power is used responsibly and when it is an abuse of power • describe ways to respond to abuse of power

Outcomes	Unit learning goals	Evidence of learning
<p>PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces</p>	<ul style="list-style-type: none"> • Propose a support network of trusted adults who could provide advice and support • Recognise and demonstrate safe behaviours and actions online • Plan for safety online and the ethical use of mobile devices and social media • Understand and recognise coercion and select appropriate ways to deal with coercive situations • Plan behaviours and actions that protect and promote health, safety and wellbeing • Understand their rights in order to recognise abuse • Recognise that knowing their rights can assist in knowing when to seek help 	<p>Students will:</p> <ul style="list-style-type: none"> • create a personal support network of up to 5 trusted adults who can provide advice and support • identify safe and unsafe online behaviour in scenarios • record information on how to be safe online • identify examples of coercion in a scenario • suggest strategies to resist coercion • create messages to promote protective strategies or supportive upstander behaviour in abusive situations • identify ways in which rights are not being respected
<p>PD3-9 applies and adapts self-management skills to respond to personal and group situations</p>	<ul style="list-style-type: none"> • Practise safe and supportive upstander behaviour and discuss how they can prevent or stop bullying 	<p>Students will:</p> <ul style="list-style-type: none"> • create a role play or short video to show when and how to take action when rights are not being respected
<p>PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>	<ul style="list-style-type: none"> • Demonstrate actions that support the rights and feelings of others 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate actions and behaviours that show respect and inclusion of classmates during a group activity or game

PDHPE Syllabus content

Key inquiry questions	Syllabus content
<p>How does my uniqueness change over time?</p>	<ul style="list-style-type: none"> • Examine how identity and behaviour are influenced by people, places and the media, for example: (ACPPS051) <ul style="list-style-type: none"> – distinguish different types of relationships and their diversity, eg families, friendships – explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships S I
<p>How can I manage transitions and challenges?</p>	<p>Investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053)</p> <ul style="list-style-type: none"> – identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts, eg parents/carers, family, community Elders, community organisations, teachers S I
<p>How do empathy, inclusion and respect have an impact on myself and others?</p>	<p>Examine the influence of emotional responses on behaviour and relationships, for example: (ACPPS056)</p> <ul style="list-style-type: none"> – analyse situations where emotions can influence decision-making S – discuss how appropriate emotional responses can have an impact on relationships, eg empathy, excitement, happiness S – explore scenarios to identify behaviours which make a scenario safe or unsafe, eg warning signs, secrets, threats, bribes, violence S I <p>Practise skills to establish and manage relationships, for example: (ACPPS055)</p> <ul style="list-style-type: none"> – explore reasons why relationships change and devise strategies to manage transitions, eg changing school, joining a new team, changing priorities, family separation S I – describe actions that support caring and respectful relationships S I – recognise risk, abuse and neglect in relationships and ways to seek help – select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, eg negotiation, refusal skills S I – describe protective actions to develop respectful relationships and identify skills to address the abuse of power in relationships, eg seeking help, persistence, assertive responses, problem-solving I – plan for responsible and respectful use of mobile devices and social media in relationships S

Key inquiry questions	Syllabus content
<p>How responsible am I for my own and others' health, safety and wellbeing?</p>	<p>Recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example:</p> <ul style="list-style-type: none"> – model behaviour that reflects sensitivity to the needs, rights and feelings of others SI – discuss the importance of health, safety and wellbeing services in supporting children and share information about local services using ICT tools, eg online collaboration, multimedia presentation S
<p>What actions positively influence the health, safety and wellbeing of my community?</p>	<p>Investigate and adopt practices that help promote and maintain health, safety, and wellbeing, for example:</p> <ul style="list-style-type: none"> – plan for personal safety online and ethical use of mobile devices and social media I – propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers I <p>Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, for example: (ACPPS054)</p> <ul style="list-style-type: none"> – explore the emotions associated with feeling unsafe and propose strategies for seeking help and managing these feelings, eg fear, anger, feeling anxious SI – practise safe and supportive upstander behaviour and discuss how they can prevent and/or stop bullying and forms of discrimination and harassment SI

1

Respect in the classroom and community

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

- Describe actions that support caring and respectful relationships (PD3-3)
- Demonstrate actions that support the rights and feelings of others (PD3-10)



Success criteria

- Students will:
- record actions or behaviours that show respect in the classroom and community
 - demonstrate actions and behaviours that show respect and inclusion of classmates during a group activity or game



Resources

- Question box
- Tea party question cards
- 5 Y charts
- Word draw instructions

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if

they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for

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example, last night's dinner, to ensure the questions remain anonymous or a drawing.

- They must place their own paper into the question box.

Questions will be answered at the next lesson.

Explain to students that they are going to practise using the question box but with an answer, not a question. Students are to record an answer to the following question:

- What sorts of actions or behaviours of others make you feel uncomfortable, upset, or unsafe when working in a group activity? For example, when someone laughs at my ideas, when people don't listen, when someone talks over the top of my ideas, when I don't get to talk.

Allow students a few minutes to record their answer and place it in the question box. Remind students that everyone must record something and put it in the question box. If students can't think of an answer, they can record something that makes them feel good when working in a group.

Understand

Tea party

Students find a partner.

Have the class form an inner circle and an outer circle with one partner in either circle.

Explain to the class that they will be discussing some questions with their partner and they are to think of actions and behaviours that support each question.

Provide students in the inner circle with a tea party question card. Have the inner circle start with asking the question to their partner in the outer circle. Once students have had a chance to answer, the outer circle moves in a clockwise direction, so they have a new partner.

Provide students in the outer circle with a tea party question card. The outer circle asks the next question to their new partner.

Continue to rotate and ask questions, swapping the role of the question asker each time.

Explain to students that they are going to create respect posters.

Create 5 Y Charts with the sections 'looks like', 'sounds like', 'feels like'. Add the headings below to each one and distribute around the classroom.

- Respect in the classroom ...
- Respect in the playground ...
- Respect at home ...
- Respect at sport ...
- Respect at the shops ...

Students record an example relating to each heading. This can include some of the answers that their partners gave them in the previous activity. Ideas might include:

Looks like

- taking turns to talk
- listening to others' ideas
- including others, asking someone to join in an activity
- helping others, sharing

Sounds like

- using kind words
- not talking about other people's experiences
- no put downs or teasing
- asking people how they feel and what they think
- asking for others ideas

Feels like

- fair
- kind
- safe

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- caring
- supportive
- inclusive

When students have finished, or after a set time, have the students present some ideas related to each Y Chart and add them to the Y Charts.

Explain to students that the Y Charts are a reminder of how the class can show respect to each other.

Act and apply

Explain to students that they are going to play a game where they can practise showing respect to others in the class.

Students are to consider what is on the Y Charts to check if they are showing respect during the game.

Have students play a favourite class game or use the game below.

Word draw

Place students into groups. The object of the game is for the group to guess as many words as possible drawn by one of the group members.

Each group is given a different pile of cards with different items to draw so groups can't guess off another team.

The drawer selects the card on top of the pile and attempts to draw the item for the group to guess. Once the word is guessed correctly or passed on, the next card is drawn, and the game continues until one group guesses all words.

After the game ask the class the following questions:

- What ways did your group show respect to each other?
- How did your group help each other to complete the game?
- What behaviour helped to make sure everyone felt safe, respected, and included during the game?
- Were there any behaviours that made it harder or easier to complete the game?

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What is an action or behaviour that makes you feel safe and respected in your classroom?

2

Relationships and changes

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

- Distinguish between different types of relationships and how they are different (PD3-1)
- Explore reasons why relationships change (PD3-1)



Success criteria

- Students will:
- identify different relationships they have and how they differ
 - identify why relationships might change in a positive way and a negative way



Resources

- A3 paper with questions listed
- Sticky notes
- Different relationships worksheet

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Brainswarm

Explain to students that a 'brainswarm' is a brainstorm conducted in silence with sticky notes. Explain to students that by using this tool, there is no critiquing of ideas, dominant voices or a reluctance to contribute, which are valuable characteristics of respectful relationships.

Provide students with sticky notes to complete the following brainswarms. Students do not have to contribute to all brainswarms but should contribute to at least 3.

How are relationships started?

Suggested responses could include, relationships are started through people meeting each other or having something in common which links them, such as being part of a family, being at the school or in the same class, living close together, playing sport together, coming from the same town.

How do positive personal relationships progress, from just meeting, to becoming friends, to becoming close?

Suggested responses could include, relationships develop over time, through shared experiences and trust being developed.

Why do some relationships change?

Suggested responses could include, changing schools or moving away, not trusting someone anymore, unresolved arguments, not treating each other respectfully, family separation,

2 Relationships and changes

changes to common interests, meeting new people, becoming too busy.

What ingredients do you believe are essential for a healthy or positive relationship?

Emphasise that useful ingredients include – trust, care, respect, safety, fun, empathy, shared views, communication (talking and listening), honesty, praise, or compliments where appropriate, apologies where appropriate, loyalty, support.

Understand

Explain to students that as they grow older and have opportunities to do more things and meet new people, their relationships with others can sometimes change. By the end of primary school, we have often formed strong friendships with our peers but around this age people often begin to grow and change. This might mean that some relationships change.

Brainstorm different types of relationships. Examples may include:

- parent
- carer/child
- siblings
- grandparents/grandchildren
- uncles
- aunty/niece
- nephew
- stepparent/stepchild
- family friends
- cousins
- peer friendships
- online friendships
- teacher/student

Have students complete the Different relationships worksheet to identify people they have relationships with and to describe each relationship.

Ask students to suggest reasons why each type of relationship might change and record their answers. Reasons may include:

- spending more time with someone
- changing schools
- family separation
- playing a new sport or interest in a new hobby
- losing trust in someone
- moving away from family or friends and not seeing them as often
- unresolved conflict
- a new connection with peers on social media/online gaming

Inform students that a healthy or positive relationship is like a recipe – the right ingredients make it great, if the ingredients are missing or if the ingredients change, it might not be as good as it could be.

Explain to students that you are going to read out some ingredients for a healthy or positive relationship that they suggested in brainswarm 4, and while you do that you want them to think of someone they are close to, and whether the relationship includes some of the ingredients mentioned. If students have not suggested many appropriate ingredients the following could be used:

- trust
- care
- respect
- safety
- fun
- empathy
- honesty
- support
- compromise

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- kindness
- forgiveness
- communication
- time together
- fairness
- listening
- consideration
- solving problems
- acceptance
- shared activities

Explain to students that each relationship does not need to have all the ingredients for it to be positive, but the more of the healthy ingredients it has, the closer, stronger, and healthier the relationship will be.

Ask students: If you are related or linked to a person, does that automatically mean that you are close to that person? Sometimes even members of families are not close.

Ask students: If a relationship changes and you lose some of the healthy ingredients, how might that affect someone? Examples include, not as close, angry, or sad, upset, lonely, might still be ok but just not as close.

Ask students: What are some unhealthy ingredients in a relationship? Examples include, bullying, teasing, ignoring, leaving out, lying, stealing, abuse, secrets, bribes, threats, being neglected.

What if some unhealthy ingredients found their way into the relationship? How might that affect someone? Examples include, making you feel bad all the time, confused, angry, scared, upset, frightened, uncertain, worried, lonely, you might want to end the relationship.

What could you do if one of your relationships started to change and you weren't sure about it anymore? Emphasise that students should always talk to a trusted adult about it.

Act and apply

In groups, students choose two different types of relationships and list a positive reason for a possible change in that relationship, and a negative reason for a possible change in that relationship.

Have groups present their ideas.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What are 5 healthy ingredients that you want in a relationship?

3

My support network

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

- Propose a support network of trusted adults who could provide advice and support (PD3-7)
- Identify trusted adults in the community who can provide advice, and support, and how to access these people (PD3-2)



Success criteria

- Students will:
- create a personal support network of up to 5 trusted adults who can provide advice and support
 - identify community and online resources to seek help and support



Resources

- Community and online support services worksheet
- [Kids helpline website](#)
- [e-Safetykids website](#)
- [Bullying. No Way! website](#)

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Students work together in pairs to brainstorm what a support network is. Ask students to consider:

- How do support networks help us?
- Why is it important to have a support network?

Allow each pair to share their answers with the class.

Understand

Revise the definition of a support network. A support network is a group of up to 5 adults who you trust and could tell if you were unsafe, threatened, or abused.

Explain to students that it is important that the relationships they have with their support network adults should have lots of healthy ingredients but especially:

- trust
- care
- respect
- support
- communication
- safety

3 My support network

It doesn't matter if you don't see these people often, as long as you have a way of contacting them and you trust that they will listen to you and help you.

Ask students: Why is it important to have up to 5 trusted adults in your support network and not more or less? Emphasise with students that it is easier to remember up to 5 adults, especially if you are unsafe and feel confused and upset. It is important to have up to 5 trusted adults in case you cannot find someone on your support network, if the adult you tell does not believe you, or if an adult is not able to help you. In some situations, one adult might be more appropriate to talk to than another.

Brainstorm a list of potential support network adults under the following headings:

- family
- friends
- online
- school
- community

In pairs, students research a local community resource that could offer support such as PCYCs, Police Stations, Youth Centres, After School Centres, Doctors and Counsellors/ Psychologists. Using the community and online support services worksheet or another method, students record the name of the community resource, any contact details such as phone number, website and address and a brief description of the support provided. Once pairs have researched a local community support they should explore online support services such as [Kids helpline](#), [e-Safetykids](#) from the e-Safety Commissioner Website and [Bullying. No Way!](#)

Ask students to suggest how they know an online support service is a reliable source.

Explain to students that government and education sites end in .gov and .edu.

These sites are heavily regulated and are checked by experts so are very reliable. Sites that end with .au are Australian sites that are more relevant than sites from other countries. Kids helpline is not a government or educational site but is a well-known Australian website that has been providing support to Australians for a long time.

Ask students to share the information they have found with the class.

Act and apply

Students work independently to record up to 5 personal support network adults. They should include a brief reason for choosing these adults and include ways to contact them.

Students expand their support network options by listing online and community resources that could support them. They should include a brief description of the support the resource provides and the contact details.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What is one of the most important relationship ingredients that you would like your support network adults to have?

4

Effects of emotions

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

- Examine the influence of emotional responses on behaviour and relationships (PD3-3)
- Explore the emotions associated with feeling unsafe and propose strategies for managing these feelings (PD3-2)



Success criteria

- Students will:
- discuss how positive and negative emotions can have an impact on relationships
 - suggest positive ways of responding to negative emotions in a given scenario



Resources

- [A Joy Story: Joy and Heron film](#)
- ['Someone is being mean to me online' webpage](#)

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Watch the short film [A Joy Story: Joy and Heron](#)

Ask students the following questions:

- What emotions do you think Joy (the dog) was feeling when they first went out on the boat? Examples could include, excited, happy.
- What did you notice about Joy's behaviour or actions? Examples could include, Joy was jumping around, Joy's tail was wagging, it looked like Joy was smiling.
- How did Joy's emotions change when the Heron started taking the worms? Examples could include, Joy was angry, annoyed.
- How did Joy react to angry feelings? Examples could include, Joy growled and chased Heron away. They had a fight over a worm.
- Why do you think Joy offered Heron the worms after seeing Heron's hungry babies? Examples could include, Joy understood how Heron was feeling, and how the babies were feeling, and wanted to help them.
- How did Joy's behaviour and actions change when Joy felt empathy for Heron? Examples could include, tail was wagging again. Joy made a thoughtful, kind gesture offering worms.
- How did Heron's behaviour and actions change when Joy showed empathy? Examples could include, Heron wanted to show appreciation to Joy and gave Joy some fish.

Understand

Display the range of emotions Joy felt, for example, excited, happy, angry, annoyed, and empathetic.

Ask students to identify the positive emotions. Examples could include, excitement, happiness (joy), empathy.

With a partner, students discuss the actions and behaviours they might have when feeling these emotions.

Have volunteers share some of their partner's ideas, for example, jump around, smile, hug people, do kind things for people, help others.

Pairs join another pair and discuss how these actions and behaviours affect the people around them. Examples could include, they might feel happy too, they might feel cared for, they might show kindness back, and some people might get excited with you. If you're too excited people might get annoyed if they don't feel the same way.

Have a group spokesperson share some ideas from each group.

Ask students to identify the negative emotions from the short film, for example, annoyed, angry, some students may mention sad.

In the same groups, students discuss the actions and behaviours they might have when feeling these emotions. Examples could include, hurt people, cry, yell, run, and say mean things.

Ask students how these actions and behaviours affect the people around them. Examples could include, upset others, make others angry, people fight back.

Ask students: What have you noticed about how someone is feeling, the way they behave, and act, and how it affects others? Examples could include, happiness can spread happiness

and make people around you feel better, anger can spread anger and make people around you feel bad, angry, or worse.

Remind students that when our feelings change from a positive feeling to a negative feeling, it can sometimes be a warning sign that the situation is becoming unsafe.

Explain that sometimes our negative feelings can build up and intensify.

Explain to students that they are going to explore the building up of intense, stronger, or more deeply felt emotions.

Emotion Statues (Adapted from [Resilience, rights & respectful relationships: Teaching for Social and Emotional Learning and Respectful Relationships](#))

Explain that you will call out a negative emotion and students need to form a mirrored statue with a partner to show that emotion. You will then call out a stronger form of that emotion and in response students need to intensify their statue pose.

Demonstrate an example with the emotions worried and terrified.

Students find a partner and move to a space in the room and stand face to face. Students take it in turns to mirror their partner's statue for each emotion.

Call out the following emotion combinations for students to demonstrate:

- worried or terrified
- angry or furious
- hurt or devastated
- embarrassed or humiliated

Call out the emotions again and have students discuss with their partner the types of events that might lead to the different levels of that emotional intensity. For example,

4 Effects of emotions

Worried or terrified

- someone threatens to hurt you
- someone is chasing you to hurt you;

Angry or furious

- someone has taken something of yours without permission
- they don't give it back and they destroy it

Hurt or devastated

- your friend says they don't want to play with you
- your friend spends less and less time with you and then tells you they aren't friends with you anymore

Embarrassed or humiliated

- someone teases you about something that happened to you
- this person spreads it around the school

Ask students to share some experiences that could create intense emotions.

Explain to students that intense emotions may occur with a serious incident; they can build up over time or they can build up depending on the frequency of the experience.

Explain to students that it is normal to feel intense emotions in some situations and that they can also be a warning sign that a situation has become unsafe. What is important is how we respond to these emotions. There are both positive and negative coping strategies that people use to respond to these emotions.

Ask students: Why do you think it might be good to understand how someone else might be feeling? Examples include, it helps us support someone, be kind, caring, and fair. These are all key ingredients in positive relationships.

Ask students: Why do you think it might be important to recognise our own emotions? Emphasise that our emotions help us to recognise whether a situation is safe or unsafe.

We can use our emotions to help us make decisions to keep us safe.

Ask students: When you feel negative emotions or intense negative emotions and you recognise a situation is unsafe, what can you do? Emphasise that they can try to stop the behaviour that is making you feel those emotions, they can remove themselves from the situation, and they can tell a trusted adult about how they are feeling.

Explain to students: If you are still feeling negative or intense emotions there are other strategies you might use. Some negative ways some people deal with their negative feelings include: taking it out on others and using violence and aggression. As we discussed before these behaviours often affect others around us and often make things worse.

Ask students: If we have used strategies to change an unsafe situation and we are still feeling negative emotions what things can we do that might make things better?

Explain to students that the following positive coping strategies can help us feel better or help us think clearer to make better decisions:

Physical activity

- includes things like exercise, sport, dance, active play which can help lift your mood.

Self-calming activity

- includes things that calm you down, like drawing, meditation, being in a quiet space, listening to soothing music, taking a shower, mindfulness.

Social activity

- includes things that connect you with others like talking things over, help-seeking or playing with others

(Adapted from the State of Victoria (Department of Education and Training) 2016 [Resilience, rights & respectful relationships: Teaching for Social and Emotional Learning and Respectful Relationships](#))



Act and apply

In pairs, students explore [‘Someone is being mean to me online’](#) webpage.

Students choose one example of cyberbullying from the [‘Someone is being mean to me online’](#) webpage and create a brief, two or three sentence scenario around this example explaining what happened, who it happened to, and the negative emotions that were felt. View student scenarios as students are working to provide feedback and assistance, where necessary, and to ensure scenarios are appropriate.

Ask students to suggest positive ways the character in their scenario could respond to their negative emotions. This could include ways to stop the cyberbullying, seeking help and positive coping strategies.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PD3-2, demonstrating knowledge of strategies to respond to negative emotions in order to help themselves and others.

Ask pairs to share their scenarios and positive ways of responding to negative feelings.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What are some positive strategies to deal with negative emotions?

5

Rights in relationships

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

- Understand their rights in order to recognise abuse (PD3-7)
- Recognise that knowing their rights can assist in knowing when to seek help (PD3-7)
- Practise safe and supportive upstander behaviour and discuss how they can prevent or stop bullying (PD3-9)



Success criteria

- Students will:
- identify ways in which rights are not being respected
 - create a role play or short video to show when and how to take action when rights are not being respected



Resources

- Rights scenarios worksheet
- [‘The Upstander’](#) video

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Watch the short video [‘The Upstander’](#).

Discuss the following questions:

- Why do you think Belle replaced her headphones when she heard other students bullying Tina? Examples include, she found it easier to ignore the bullying than to stand up to it.

- What do you think Tina is feeling when she is being bullied? Examples include, fear, scared, worried.
- What do you think Belle is feeling when she sees Tina being bullied? Examples include, fear, relief it isn't her, guilt, concern.
- What choice did Belle make about the bullying? Examples include, she chose to be an Upstander and support Tina to stop the bullying.

Understand

Revise: What is a right? Emphasise that rights are things that all people should have.

Brainstorm a list of rights or conditions which students believe all children should expect.

5 Rights in relationships

Use the following headings for the brainstorm and to record students' responses:

- to be safe
- to be cared for
- to have their bodies respected
- to have their thoughts and feelings respected
- to be treated fairly

Address any suggestions by students that are wants by explaining that they represent wants, not needs.

Ask students the following questions:

- Do you think any of the behaviour in the film 'The Upstander' respected the rights of others? Examples include, no in the beginning and yes in the end.
- What rights were not being respected? Examples include, the right to be safe, the right to have feelings respected.
- Who was not respecting these rights? The students that were bullying.
- Who could have protected the student that didn't have her rights respected? Examples include, teachers, parents, and other students.
- How could these rights have been met? Examples include, students not bullying, other people standing up to the bullying.
- What is empathy? Emphasise that empathy is the ability to understand what someone is feeling and feel it with them.
- How did Belle show empathy for Tina? Examples include, she supported her and stood up for her rights.

Explain to students that for rights to be met other people have to respect those rights. People must demonstrate actions and behaviour that support and protect the rights of others.

Who has a responsibility to make sure the rights of children are being protected? Emphasise that adults have this responsibility.

Do children have a responsibility to protect the rights of others? Emphasise that children are responsible for respecting the rights of others and treating others fairly, but they never have the full responsibility for the safety and protection of others.

In pairs, students read through the scenarios on the rights scenarios worksheet and answer the questions.

Discuss the scenarios as a whole class.

Discuss the following questions:

- What could you do if someone acts towards you in a way that does not respect your rights? Emphasise that students can take action to get their rights respected. If this doesn't work, they may need to seek help from an adult.
- What if an adult harms or threatens you? Emphasis that adults have particular responsibilities towards children. Children are entitled to be protected – not harmed, by adults. There are people who can help. These could be family members, neighbours, support network adults, teachers, and other adults whose job it is to look after the safety and wellbeing of children.
- Are there times when children are not entitled to be safe from abuse or harm? Emphasise that adults are always responsible for ensuring children are safe from harm. Adults who abuse children sometimes try to make them think that they don't deserve to be safe or respected so they will keep the abuse a secret. These adults usually know that what they are doing is wrong. Children always have the right to be safe and respected.

5 Rights in relationships

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

Act and apply

Replay the short video [‘The Upstander’](#).

Explain to students that they are going to create a script for a role play or short video that shows a different bullying situation.

In pairs, students are to create the script with an ending which demonstrates what they could do when their rights and the rights of others are not being met.

Have students role play or record their short videos and show them to the class.

Formative assessment opportunity.

Observing this activity allows students to demonstrate evidence towards outcome PD3-9, demonstrating self-management skills to recognise how and when to seek help.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- Why does it help to know your rights?

6

Safety online

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

- Recognise and demonstrate safe behaviours and actions online (PD3-7)
- Plan for safety online and the ethical use of mobile devices and social media (PD3-7)



Success criteria

- Students will:
- identify safe and unsafe online behaviour in scenarios
 - record information on how to be safe online



Resources

- Online scenarios worksheet
- [#GameOn: Ep4 – Telling Dean clip](#)
- [‘Be an eSafe kid’ webpage](#)

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Explain to students that they will be exploring the risks of sharing content and images online.

Ask students to record or hold their fingers up on both hands and put one finger down each time they can answer yes to the following statements:

- Have you ever had a photo taken of you or taken one yourself?
- Have you ever had a photo of you uploaded onto social media or uploaded one yourself?
- Have you ever had a comment made about your photo?
- Have you ever downloaded an app without your parent's permission?

- Do you use any form of social media?
- Are your social media accounts public?
- Have you ever accepted a friend on a social media account that you didn't know?
- Have you had a photo of yours shared by someone after it was uploaded?
- Have you ever felt uncomfortable about a photo being shared, or been teased, or bullied about the photo?

Acknowledge that everyone that answered yes to two or more of the questions has had the potential to be at some level of online risk. The more times you answered yes, the more potential risk you have.

Explain to students that because so many things they do are online using devices, it is very important to understand the risks of being online, the responsibilities that come with using online devices and what to do when an online environment becomes uncomfortable or unsafe.

Understand

Watch the clip by on the e-Safety Commissioner's Website called [#GameOn: Ep4 - Telling Dean](#)

Divide the class into 4 groups and give each group two of the questions below to discuss:

- What types of content have you posted online? Examples include, pictures of themselves, food pictures, videos of their family, status updates.
- What types of content or images should you think twice before posting? Examples include, nasty comments, a picture of a family member, a video of your friend dancing without asking permission first.
- Why do kids like to share online? Examples include, communicating with friends and family, it's fun, they want to create an online identity.
- When should you get advice before posting content or images online? Examples include, your first time posting, if you're unsure if a picture might be unsafe or disrespectful to post.
- How can you keep your location private as an extra security measure? Examples include, checking your settings in the app, turning off location settings on your phone, keeping identifying information, for example, your school logo out of the picture.
- How do you control who sees what you share online? Examples include, adjusting your privacy settings, letting other people know how you feel about your images being shared with others.
- Who should you share content or images with? Examples include, friends, family, people you know.
- When should you share something that doesn't belong to you? Emphasise only when you have permission from the person to do so.

(Activities adapted from the [Forever Lesson Plan](#) Teacher resource on the educators section of the [esafety commissioner's website](#))

Have each group present their answers and discuss as a class.

Students explore '[Be an eSafe kid](#)' through the e-Safety Commissioner's Website to identify how to be safe online.

Students create a page with four sections and record information around being safe online under the four headings:

- Be safe
- Be curious
- Be kind
- Be secure

Discuss the information that students recorded as a class.

Act and apply

Provide each student with one of the scenarios from the Online Scenarios worksheet.

Formative assessment opportunity.

Collecting this work allows students to demonstrate evidence towards outcome PD3-7, demonstrating knowledge of strategies for staying safe online.

Students read through the scenario and record their answer to the discussion questions. The questions are:

1. What were the safe and unsafe behaviours or actions in the scenario?
2. What would you do next if you were the person in the scenario?
3. Which of your support network adults would you tell if you needed advice or support in this situation?
4. What safety messages would you give to someone to increase safety or reduce the risk online?

Scenarios include:

Mahli had been chatting to a friend online called TallDude11. They'd been talking for a while and TallDude11 had asked Mahli to meet him at the local shops. Mahli told her friends about it, and when and where they were going to meet. Mahli didn't tell her parents because she didn't think they'd let her meet up with a boy. When Mahli went to meet TallDude11 she couldn't see any boys her age but there was an older guy waiting where she was supposed to meet TallDude11.

Jack kept getting group text messages while he was trying to win a battle on his favourite game. When he checked his phone, he'd missed 60 messages. They were all about a photo someone had sent to everyone. It was a photo of Johan, a kid from school. Someone had started a poll about ways they could bully Johan and posted it for everyone to see, including Johan.

Ethan was pretty excited about getting his first phone. The first thing he did was set up a profile on one of the social media apps that his friends were on. He wasn't too sure how it all worked and didn't really want to ask his parents, so he just had a go. He had added his name, address, school, age, soccer club, and phone number. He remembered he had to set his account to private, but he didn't know how so he was going to ask one of his friends to show him the next day. Not long after Ethan received a friend request from someone he didn't know, but they said they were friends with one of his friends from school. Ethan accepted the friend request and they started messaging. Ethan didn't know who he was messaging and was worried this person might not actually know his friend.

Peta and George had been taking photos and posting them online. One photo of them together was getting heaps of likes. Then someone started making fun of them, saying they were dating, and that they loved each other. Someone else made some nasty comments about their looks. Then the nasty comments kept coming.

Beth had a few friends over for her birthday. They had been swimming all day and they were getting ready for bed. One of her friends wanted to check out one of the new social media apps Beth had on her phone. Beth had to help her Mum, so she gave her friend her password to get onto the app. The next day Beth was looking at this app and noticed there were lots of posts that she hadn't posted. Some of them were mean and nasty, and there was one photo of her that she didn't want on there. Then she noticed a new post pop up. Someone was controlling her account.

Kanoa had many friends on his social media app. He didn't know them all, but he kept his personal information private, so he didn't think it really mattered. There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird, but he sent one. Rhianna said he was super cute, and she loved the photo, and not long after sent him one of her. Rhianna said he could be a model and that if she had a couple more photos, she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency, and they wanted to pay him for more photos, and could he send some soon.

6 Safety online

Collect students' work and discuss the following as a whole class:

- What were the safe/unsafe behaviours or actions in your scenario?
- What safety messages would you give to someone to reduce their risk online?

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- Why do you need a safe profile online?

7

Coercion

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

Understand and recognise coercion and select appropriate ways to deal with coercive situations (PD3-7)



Success criteria

Students will:

- identify examples of coercion in a scenario
- suggest strategies to resist coercion



Resources

- Kanoa and Rhianna worksheet

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Revise the meaning of a bribe. Emphasise that bribes are given to get someone to do something they don't want to do by offering a gift, a favour, a special outing, or giving privileges.

Revise the meaning of a threat. Emphasise that threats are words or actions which are meant to force another person to do, or not do, something. Threats often suggest that something harmful may happen if the person does not obey.

Group challenge: Divide students into small groups. Each group will compete against each

other to answer a question or complete a task before anyone else. One person from each group competes against the other groups. Once a question or task has been completed, the winner remains, and the other groups have a new group member for the next challenge. Allocate a point to the group that wins each challenge. Continue rounds until all students have had a chance to compete for their group.

Questions and tasks should allow demonstration of a variety of skills or knowledge and could include:

- A maths question
- Recalling timetables facts
- Spelling a word
- Completing a set number of physical movement activities such as hopping or star jumps
- Solving a puzzle
- A building challenge

7 Coercion

- Balancing in a given pose for the longest time
- Answering questions around content completed
- Finding a given word in a find-a-word
- Drawing an object.

As a class discuss the following questions:

- What were some feelings and body signals you experienced when it was your turn to complete the task or challenge? Examples include, feeling uncomfortable, stressed, heart beating faster, tight throat, nervous, not wanting to have a turn, not wanting to let the group down, excited, confident, calm.
- Did anyone feel pressure to win for their group when it was their turn?
- Did you feel that the pressure came from yourself or from your group?
- When might people be put under pressure by other people? An example is when other people try to make them do something they don't want to do.
- What might people do to pressure others into doing something they don't really want to?
- Can people be pressured in non-physical ways? Examples include being pressured through threats or bribes being made. Non-physical bullying such as looks, and gestures may occur.

Understand

Hold up a closed fist and ask if anyone feels that they could get you to open your fist.

Ask students to suggest ways to open your fist.

Explain to students that in pairs they are going to try to open their partner's fist, but they are not allowed to touch their partner in any way.

After a minute, have students swap roles and repeat the task.

Ask each pair to record the strategies they used to try to open each other's fists.

Introduce the term coercion. Create a shared definition.

Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to do. Coercion usually involves pressure.

Display the heading 'coercion'. Below the word coercion add the following sub-headings: force, bribes, threats, guilt.

Using the strategies recorded from the previous activity, have students take turns placing the strategies under the appropriate heading.

Discuss reasons for the card placement and how each strategy is a form of coercion.

Discuss the concept of guilt. Create a shared definition.

Guilt is feeling bad about doing something wrong or not doing something that was expected, for example, you might feel guilty if you break a rule, take the last piece of cake, and someone else misses out or you forget someone's birthday.

Explain to students that guilt can be a natural response but does not necessarily mean that a person is guilty. Sometimes it means that someone thinks they have done something wrong, even if they haven't.

7 Coercion

Explain to students that guilt can be appropriate (when you have done something wrong or not respected someone's rights) or inappropriate (if you feel you have to do something that you don't want to do just to make someone else happy.)

Explain that guilt can sometimes be used to pressure a person into doing something they don't want to do. Sometimes guilt might be used to make a person keep a secret that shouldn't be kept. People can be made to feel guilty if they were part of the secret, or because someone they know will get into trouble.

Remind students that unhappy or unsafe secrets are harmful and should be told to a trusted adult.

Read the following examples of coercion and answer questions as a class:

Discussion of the scenarios should emphasise the following points:

- Coercion involving guilt can be harder to resist and harder to talk about.
- Coercion involves lack of care and respect for someone's feelings, safety, and personal rights.
- Coercion is not OK. Talking to a trusted adult will help you to decide what to do about the unsafe situation.

Costa wants to borrow Rob's new jacket. Rob's parents told him he wasn't to lend his clothes to anyone. Costa says that Rob is so lucky because he gets everything he wants from his parents and Costa's parents never buy him anything. Rob feels guilty.

1. What did Costa say that was coercive?
2. How did Rob feel?
3. Was that an appropriate response?
4. What should Rob do?

Karlie went shopping with her friend. On the way home her friend showed her two pairs of earrings that she had stolen from a shop. Karlie was shocked. Her friend said that Karlie could have one pair if she never told anyone how she got them. Karlie loved the earrings but later she felt unhappy whenever she wore them.

1. What did Karlie's friend say that was coercive?
2. How did Karlie feel?
3. Was that an appropriate response?
4. What should Karlie do?

Brad's Uncle was fun to be with and took Brad to the movies often. When they were alone, Brad's Uncle would play a tickling game with him. Lately, Brad felt uneasy about this game. He said that Brad had let him do it before so now it was too late to stop. Brad felt guilty because he had enjoyed the game before.

1. What did Brad's Uncle say that was coercive?
2. How did Brad feel?
3. Was that an appropriate response?
4. What should Brad do?

Act and apply

Provide students with the Kanoa and Rhianna worksheet with the extended scenario below. In pairs students read the scenario and discuss the questions at the end.

7 Coercion

Kanoa had many friends on his social media app. He didn't know them all but he kept his personal information private, so he didn't think it really mattered. There was one girl that messaged him every day and they became really good friends. Her name was Rhianna. She asked him to send a photo. Kanoa thought it was a bit weird, but he sent one. Rhianna said he was super cute, and she loved the photo, and not long after sent him one of her. Rhianna said he could be a model and that if she had a couple more photos, she could send it to her modelling agency. She thought Kanoa would get heaps of money modelling. Not long after Rhianna said she had sent his photo to the modelling agency and they wanted to pay him for more photos and could he send some soon.

Kanoa felt pretty good thinking that he was good enough to be a model and he was excited about being paid for his photos. He really wanted some new shoes that all his mates had and thought about how he could buy them if he was making money.

Kanoa decided to send another photo to Rhianna and asked when he would get paid. Rhianna replied and said the modelling agency needed a few more photos to set up a profile for Kanoa and then he could start making money. Rhianna sent a few photos of other boys showing the types of photos the modelling agency were after. The photos made Kanoa feel very uncomfortable, he didn't want to take the types of photos Rhianna had sent him. Rhianna said that he could make really good money

and that if he gave her his address the modelling agency would send a little bit of money for the first photo. Not long after Kanoa received \$20 in the mail with a letter that said the photos were good, but the agency needed more.

The next time Kanoa was online, he saw he had missed a lot of messages from Rhianna. They were all about the money the agency had sent, and how they were getting impatient and needed the photos or they would find someone else. Kanoa thought about it and decided the photos they wanted were not ok, and he didn't want to do it anymore, even though he'd get money for it. Rhianna sounded really angry in her next text, and told Kanoa he had wasted her time, and made her look bad with the modelling agency. She said if he could just send one more photo then she might be able to get him more time. Kanoa didn't want Rhianna to feel bad and he wanted her to like him. He decided one more photo wouldn't hurt. Kanoa sent the photo but it didn't feel right. He regretted sending it instantly and he felt sick in the stomach. Kanoa decided that he wouldn't send anymore photos.

Rhianna was really happy that Kanoa had sent her the photo and wanted more. Kanoa said he couldn't do it anymore. Again, Rhianna got angry but Kanoa still said no.

The next message Kanoa got from Rhianna made his body freeze. Rhianna said that if Kanoa didn't send the photos the agency wanted then they would send his photos to his parents. Kanoa didn't know what to do.

7 Coercion

As a class discuss the following questions:

1. What types of coercion did Rhianna use? (force, bribes, threats, guilt)
2. What behaviours, actions or words demonstrate the types of coercion? You can highlight the text to show where this occurred.
3. How did Kanoa's feelings change throughout the scenario?
4. Which feelings occurred when Kanoa was being coerced?
5. What were Kanoa's feelings telling him?
6. How could Kanoa have resisted each example of coercion?
7. Who do you think Rhianna is? Why? Why not?
8. What do you think Kanoa should have done and should do now?

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What are the different forms of coercion?

8

Sources of power

Creating a safe, supportive, respectful, and inclusive classroom

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Learning goals

Describe protective actions and identify skills to address abuse of power in relationships (PD3-3)



Success criteria

Students will:

- identify ways power is used responsibly and when it is an abuse of power
- describe ways to respond to abuse of power



Resources

- Types of power cards (prepared for each group)
- Use of power cards

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Place three chairs out the front of the class and ask for three volunteers to sit on each chair.

Have a fourth volunteer come out the front and arrange the three people in a way that shows one person has more power than the other two.

Ask the class to determine who has the most power and what gave them that power.

Repeat the activity a couple of times with new volunteers each time.

Ask students: What were some of the ways power was shown? What makes someone

powerful? Examples include, size, age, position, knowledge.

Revise the meaning of power. Explain that power is being able to do something or make something happen or to make other people do something.

Have 3 volunteers verse each other in a game of scissors, paper, rock and the winner is given the power to decide who gets to go out to the next break first.

Ask students how they feel about another student choosing who can go out to break first and why they feel that way. Discuss if they would feel the same way if it was the teacher deciding. Why?

Discuss how this student has power and explain that the power is of position as it was given by the teacher.

Ask students: How might this power be used fairly? How might this power be used unfairly?

8 Sources of power

Understand

Prepare the Types of power cards for each group. In groups, students match the type of power with an example of the power and a situation where that type of power is being used.

Discuss answers as a class.

Remind students that every person has power. Although power may not always be as obvious as the kinds of power discussed in the previous activity.

The amount of power a person has will change according to different situations. In every group of people, from a family to a community, there will be people who always have a lot of power. These people are often the leaders of the group who guide the people and help them to achieve the goals of the group. Other members of the group also use their power within the group.

Remind students that they all have power and the choice of how they use that power. Power itself is not good or bad, but how someone chooses to use their power is up to them. Using power is a choice. You can choose to use power, or you can choose not to use power.

If you choose to use your power in a way that does not respect the rights of others you abuse power. If you use your power in a way that respects the rights of others you are using power in a responsible way.

In the same groups, students play the use of power card game.

- Each group is given a pile of 'Use of Power' cards that they must sort into two piles: responsible use of power and abuse of power.
- Each member of the group takes turns to choose a card from the pile and reads it aloud.

- The group discusses whether the power was abused or used responsibly and adds it to the correct pile.
- Check answers as a whole class and discuss how students knew the use of power was ok or not ok.

Ask students: If someone is abusing their power how might it affect someone?
Examples include:

- they aren't having their rights respected
- they may feel negative emotions
- they might respond in a negative way
- they may have emotional or physical harm depending on how the power is abused

Act and apply

In their group students take the cards from the 'abuse of power' pile and work through the following tasks for each card:

- List the rights that aren't being respected.
- Describe the effect this could have on someone, and
- Propose ways someone could respond to the abuse of power in a positive way (respecting the rights of others).

Have groups present their ideas.

Allow the student who had the power in the Switch On activity to decide who leaves first for the break.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What is one way you have used power responsibly?

9

My strategies

Creating a safe, supportive, respectful, and inclusive classroom

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



Learning goals

Plan behaviours, and actions that protect and promote health, safety and wellbeing (PD3-7)



Success criteria

Students will:

- create messages to promote protective strategies or supportive upstander behaviour in abusive situations

Switch on

Introduce the learning goals and discuss them with the class.

Respond to any questions from the question box from the previous lesson if you haven't already done so.

Display each of the following child protection education concepts:

- Respecting others
- Changes to relationship
- Support networks
- Emotions and behaviour
- Rights in relationships
- Online safety
- Coercion
- Sources of power
- Bullying
- Upstanders.

Ask students to record what they know about the concepts. Students should attempt to comment on as many concepts as they can.

If students are having difficulty, or have not recalled much about any concept, ask questions such as the following to assist:

Respecting others:

- What is respect?
- What actions or behaviours make you feel safe and respected in our classroom?
- How can you show respect to others in our classroom?

Relationship changes:

- Why might a relationship change?
- What is an ingredient for a positive relationship?
- What would you do if you weren't sure about a relationship?

Support networks:

- What is a support network? Who might be in a support network?
- What is a community resource you could access for support?
- What is an online resource you could access for support?
- What is a positive relationship ingredient that you would like a support adult to have?

Emotions and behaviour:

- What are some positive and negative emotions?
- What are some actions and behaviours that people might have when they feel negative emotions?
- What are some actions and behaviours that people might have when they feel positive emotions? How can emotions be warning signs?
- What are some body signals that come with certain emotions?
- What is empathy? What are some positive coping strategies to deal with negative behaviour?

Rights in relationships:

- What are rights?
- What are some examples of rights?
- Who is responsible for making sure children's rights are met?
- What can you do if your rights are not being respected?
- Why does it help to know your rights?

Online safety:

- What are some unsafe behaviours that occur online?
- What can you do to increase your safety online?
- What message would you give someone about being safe online?

Coercion:

- What is coercion?
- What is an example of coercion?
- What do people do to try to coerce someone into doing something they don't want to do?

Abuse of power:

- What is power?
- What are some sources of power?
- What is an example of someone using power in a responsible way?
- What is an example of abuse of power?
- How might an abuse of power affect someone?
- What is one way you have used power?

Have students move around, and read through the ideas, and add anything extra.

Understand

Discuss the following questions with students:

- What are some forms of abuse or violence that children and young people might experience? Make sure physical, sexual, emotional abuse, neglect are mentioned.
- What are some other forms of abuse of power in relationships? Make sure bullying, harassment, coercion are mentioned.
- Why is abuse in relationships unacceptable in our community? Emphasise that it destroys trust in relationships. It causes harm to those who experience it.
- What are some things we can do if we are the target of abuse? Emphasise that we can confront the abuser by telling them to stop, by being assertive and acting confident. We can avoid the abuser, make an excuse, or just leave the situation. We can block people on social media or leave an abusive online situation by switching off. We can tell a friend or a trusted adult about the situation or report online abuse.

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- Why might it be difficult to use all of these strategies if you are the target of abusive behaviour? Emphasise that it can be very difficult to take action or to talk about a situation of abuse. Everyone has a choice in how they will respond. They have the right to do what is best for them personally.
- How can we help if we see or know that another person is experiencing abuse? Emphasise that we can offer support to the person. If the person is being bullied or harassed, we can take action on his or her behalf. If the person is being physically or sexually abused, we should encourage him or her to seek help from a trusted adult.

Display the following headings:

- Possible abuse at home
- Possible abuse at school
- Possible abuse on an organised activity (camp, sport)
- Possible abuse when going out with friends.
- Possible abuse online.

Provide an example of abuse that might occur in each situation. Examples might include:

Abuse at home: Margi's parents often tell her she is stupid and useless.

Abuse at school: A group of students at school threaten younger students to give them their money or they will hurt them.

Abuse at an organised activity: Sami was at a children's camp. One of the camp counsellors would always tease and laugh at Sami. They would always 'accidentally' bump into or trip Sami.

Abuse when going out with friends: Jacob was playing at his local park. A group of teenagers came to the park, and started calling Jacob names, and threatening to hurt Jacob.

Abuse online: Every day Lani would get messages on her phone telling her she was fat and that no one at school liked her.

Divide the class into groups. Allocate groups one of the environments (the same environment could be allocated to two separate groups).

Each group should list strategies that could be used to reduce the risk of abuse or actions that a person could take if they were being abused.

They should also list strategies that could be used from an upstander perspective.

Discuss each group's answers with the class. Ask students questions such as the ones below to facilitate discussion and further thought:

- When might these strategies not work?
- What might make these strategies difficult for some people to use?
- What else could the person do?

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

Act and apply

In the same groups, students create a multimedia message based on the environment they were given around one of the following:

- How to be an upstander in that situation and help to protect people's rights in a safe way.
- How to reduce risk and increase safety.

Students present or record their message.

All students are given a piece of paper for the question box. If students don't have a question, they can record an answer to the following question:

- What is a strategy you have learnt about to deal with abuse?

Evaluation

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

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