

Theme 3: Protective strategies

Activities to
develop skills
in responding effectively to
uncomfortable or unsafe
situations



STAGE 4

Protective strategies

With knowledge about positive relationships and about abuse, young people can take appropriate actions if they are in uncomfortable or unsafe situations.

When learning about protective strategies, students are given the opportunity to analyse situations and to explore alternative courses of action and their consequences.

Focus areas include teaching and learning in the areas of safety strategies, assertiveness and talking about concerns.

This section provides *two* (2) units of work to support learning within this theme.

Overview of units

Unit and title	Child protection focus	Related contents strands and key ideas
Unit 1: Keeping safe	Recognising, assessing and responding to risk situations Reducing the risk Assertiveness Networks	Interpersonal relationships <ul style="list-style-type: none"> developing and maintaining relationships quality of relationships Safe living <ul style="list-style-type: none"> protective behaviours and counter measures Personal awareness <ul style="list-style-type: none"> effective communication
Unit 2: Protecting ourselves – Taking control	TRUST, TALK, TAKE CONTROL School and community support	Safe living <ul style="list-style-type: none"> protective behaviours and counter measures community responsibility Promoting health <ul style="list-style-type: none"> behavioural change

Syllabus Objectives and Outcomes

The activities in these two units are based on the following Stage 4 objectives and outcomes from the NSW Board of Studies Personal Development, Health and Physical Education Syllabus Years 7–10, 1991.

Stage 4 Objectives	Outcomes
<p>Values and attitudes</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • a sense of their own worth and dignity as individuals • respect for the values and attitudes of others • a sense of belonging • a sense of responsibility for personal and community health 	<p>Students will achieve this objective when they:</p> <ul style="list-style-type: none"> • accept the importance of developing a personal value system • respect the rights, feelings and efforts of others • show concern for the welfare of others • recognise the contribution they and others make to social living • defend the need for making decisions that enhance health • appraise the values and attitudes of society in relation to lifestyle and health
<p>Students will develop skills in:</p> <ul style="list-style-type: none"> • communicating effectively with others • decision-making in the context of maintaining healthy lifestyles • interacting effectively with others and the environment • planning to influence personal development • individual and shared problem-solving • clarifying their own value system 	<ul style="list-style-type: none"> • share ideas, feelings and information with others • select appropriate ways to express feelings, values and beliefs in different contexts • demonstrate the skills associated with assertiveness • select appropriate human and material resources to assist them in making decisions • identify lifestyle decisions important to them • make positive contributions to group activity within both competitive and co-operative situations • select actions which will meet personal needs • plan a course of action in response to a set task or situation • generate alternatives to particular problem situations • select from a variety of alternatives after considering the consequences • share those beliefs and principles they hold to be important for well-being • assess consequences of identified alternative courses of action

Theme 3: Protective strategies

Stage 4 Objectives

Outcomes

Students will develop knowledge and understanding about:

- | | |
|---|---|
| <ul style="list-style-type: none"> • factors that contribute to personal awareness and their effect on behaviour • principles underlying the development and maintenance of positive relationships • personal choices and practices in relation to life issues • the role of individuals and communities in promoting health • how personal and community attitudes and behaviours influence safe living | <ul style="list-style-type: none"> • explain ways in which feelings of empathy and respect influence behaviour towards others • explain the importance of communication for positive relationships • identify the steps in the decision-making process • outline community health services and their functions • identify factors that may cause unsafe living • describe the consequences of unsafe living on the individual and the community |
|---|---|

Unit 1: Keeping Safe

CHILD PROTECTION FOCUS

Recognising, assessing and responding to risk situations
 Reducing the risk
 Assertiveness
 Networks

RELATED CONTENT STRANDS AND KEY IDEAS

Interpersonal relationships

- developing and maintaining relationships
- quality of relationships

Safe living

- protective behaviours and counter measures

Personal awareness

- effective communication

THINGS TO LOOK FOR

Can students

- recognise the influence of attitudes on risk taking behaviours?
- recognise when safe situations have become potentially unsafe?
- identify ways to avoid unsafe situations?
- select and apply strategies to protect themselves in unsafe situations?

ACTIVITIES

Setting the scene

1. Recognising and assessing potentially uncomfortable or unsafe situations

Core learning

2. Avoidance
3. Reducing the risk
4. Distancing
5. Assertiveness
6. Assertiveness revisited
7. Network supports
8. Reviewing my network
9. Designing a network card

Extension work

10. Networks in real life

Unit 1: Keeping safe

THEME 3: Protective strategies

FOCUS: Recognising, assessing and responding to risk situations

Reducing the risk

Assertiveness

Networks

Teacher notes

*Discussing responses to unsafe situations may remind some students of past traumatic events eg, accidents, home or civil violence. You may need to reassure students that in these activities, the emphasis is on using their resources to build strong protective strategies for present and future use. Your sensitivity and professional judgement will be needed to determine how best to support individual students.

**Students should trust their judgement. This is a key concept in protective strategies.

Suggested teaching and learning activities

Setting the scene

Activity one: Recognising and assessing potentially uncomfortable or unsafe situations

What you will need:

Worksheet 1.1 – cut into strips, one strip per group – page 125

1. Divide the class into groups.
2. Distribute a strip of cards to each group.
3. Ask the group to discuss each situation and to identify what other information they would need to determine if it was high risk or low risk.*
4. Ask each group to select one card. One group member reports on the group discussion.
5. Discussion based on the following questions:
 - Q. What factors allow people to recognise a situation as high or low risk?***
 - A. External factors such as: Are you alone? Is help available? Can you distance yourself easily? Are there aspects of the situation which could change quickly eg, the presence of alcohol, drugs, weapons, mental instability?
 - Q. Why are feelings, body reactions, warning signals and thoughts important when assessing a situation as high or low risk?
 - A. All of these are sources of internal or external information about a situation.
 - Q. Why does each person need to develop their own strategy for assessing risk?
 - A. In most cases the tough decisions about discomfort or safety will need to be made individually. We all need to take responsibility for our own safety. Even if in retrospect, we regret our decision at the time, we can learn from it. Unsafe situations are often complicated and may not have simple solutions.

Suggested teaching and learning activities

Core learning

Activity two: Avoidance

What you will need:

Worksheet 1.2 – one per student – page 126

Worksheet 1.3 – one per student – page 127

1. Distribute worksheet 1.2 to each student.
2. Ask the students to complete the worksheet and share their answers with a partner.
3. As a whole class, work through each situation discussing reasons the situation is potentially unsafe and ways to avoid these situations.
4. Discussion based on the following questions:
 - Q. Is it always possible to avoid unsafe situations?
 - A. No. If not, we can focus on reducing the risk. For example, choosing a well-lit street to walk down if you are alone at night.
5. Action plan:
 - Discuss some general guidelines which would enable you to avoid potentially harmful situations?
 - Individuals record the guidelines that are appropriate for them on worksheet 1.3. This list will need to have other strategies added to it.

Activity three: Reducing the risk

What you will need:

Worksheet 1.3 (see activity two) – page 127

Worksheet 1.4 – one per group – page 128

Worksheet 1.5 – one per student – page 129

1. Divide the class into small groups.
2. Distribute worksheet 1.4 to each group, noting that in scenario 3 either a male or female name could be inserted.
3. Ask students to read each situation.
 - Q. What aspects of each situation help you to recognise that it could be potentially harmful?
 - Q. Which situations relate more to 'discomfort' than 'safety'?
 Share these responses with the class.

Teacher notes

During this activity, it is important to encourage the students to trust their judgement and to talk about each situation.

Students need to:

- *trust* themselves, their feelings, their judgements.
- *talk* about what is happening
- *take control* of the situation to achieve desired outcomes.

Teacher notes

*It is important that students can identify unsafe situations and ways in which to avoid these unsafe situations in order to reduce the risk and potential for harm. This is taking control of their situation.

**It is important that students' responses are positive in that they:

- are assertive
- respect the rights of others
- meet their own rights and responsibilities.

You may need to discuss inappropriate responses and come up with an alternative positive response.

*Distancing in some cases may require the person to leave the situation. This may not always be possible at the time.

Individuals who cannot leave a situation need to plan what they will do when they can leave. Part of this could include planning where they will 'GO' and who they will 'TELL'.

Suggested teaching and learning activities

4. Protective strategy – avoidance.*
 Q. Is there anything that this person could have done beforehand to avoid the situation?
 Share these suggestions with the class and list these strategies on the board.
5. Protective strategy – reducing the risk.**
 Q. Once confronted with the potentially uncomfortable or unsafe situation, what could the person do to reduce the risk of harm?
 List suggestions from groups on the board.
6. Action plan:
 Distribute worksheet 1.5 to each student. In groups ask the students to develop an action plan for one or more of the above scenarios. Share these responses with the class.
7. In groups discuss general strategies which would be useful to reduce the risk when a situation turns potentially harmful. Individuals record the risk reduction strategies that could be useful to them on worksheet 1.3 (see activity two).

Activity four: Distancing

What will you need:

Worksheet 1.6 – one per student – page 130

1. Distribute worksheet 1.6 to each student.
2. Ask the students to complete the passage at the top of the worksheet by filling in the missing words.
3. Check the answers.
4. As a whole class, read situation one and work through the answers.
5. In pairs, ask the students to complete answers for each of the other situations.
6. As a whole class, share and discuss answers, focusing on the use of distancing in combination with assertive statements.*
7. Concluding activity:
 Individuals record the distancing strategies that could be useful to them on worksheet 1.3 (see activity two).

Suggested teaching and learning activities

Activity five: Assertiveness

What you will need:

Worksheet 1.7 – one per student – page 131

OHT 1.1 – page 132

1. Display OHT 1.1 and read the hypothetical situation to the students.
2. Write the following question on the board. Divide the students into pairs and ask them to record an answer to this question.
Q. How do you think female A might feel?
3. Protective strategy – assertiveness:
Distribute worksheet 1.7 to each student. Read and discuss the definition of assertiveness and the behaviours associated with assertiveness.
4. In pairs, develop an action plan.
Q. What can you, as female A say and do to be assertive?*
5. Concluding discussion:
Share assertive strategies. Eg female A could say to her friend's father: 'Will you please stop making comments about me and how I dress. I don't like it.' If he persists, she could suggest to her friend that they go to her house instead.
6. Individuals record the assertive strategies that could be useful to them on worksheet 1.3 (see activity two).

Activity six: Assertiveness revisited

What will you need:

Worksheet 1.8 – one per student – page 133

Worksheet 1.9 – one per student – page 134

1. Distribute worksheet 1.8. As a class, read the scenarios and discuss how each person may feel.
2. Divide the class into pairs. Choose one scenario from worksheet 1.8 and complete the activity.
One person rehearses assertive behaviours to address the situation while the other person encourages them.
3. Choose another scenario and repeat the activity with the other person rehearsing the assertive behaviours.

Teacher notes

*The young person in the story could protect herself by trusting her feelings, thoughts and warning signs, talking it over to herself, a friend, a trusted adult and taking control of her situation by using a protective strategy.

Remind students that sometimes it is very hard to be assertive with an older or bigger person. People do have a right to speak up about harassing or abusive behaviours.

It is possible that this activity may lead to students wishing to tell about bullying or discriminating treatment. You need to identify the support people available in your school and reassure the students that help is available.

Teachers need to remind students that assertive responses are the desired responses. Every child and young person has the right to feel comfortable and safe.

Teacher notes

*When students are ready to send their support network letters, you may wish to send an accompanying letter to explain to potential support network people the purpose of students forming these networks.

Teachers should be sensitive to the fact that some students may be so isolated that they may not have support networks.

They should be encouraged to begin thinking about developing a support network.

Suggested teaching and learning activities

Activity seven: Network supports

What you will need:

Worksheet 1.10 – one per student – page 135

OHT 1.2 – page 136

1. Discuss as a whole class the following questions:

Q. What is a support network?*

A. A support network is a group of people you trust, who you can talk to.

Q. Why is a support network important?*

A. So that people can have support when they need it.

2. As a whole class, discuss the following questions:

Q. What qualities might a 'good' network support person have or need?

A. They need to be easily accessible, trustworthy, good listeners, sensible, and have the time to focus on you as an individual.

Q. Why do we need to identify network support people from different aspects of our lives?

A. It will be difficult to talk about some issues with one particular group.

Q. Why do some adults need to be included?

A. There are some situations where adults need to provide support for a situation to change.

3. Distribute worksheet 1.10 to each student and ask them to complete it.

4. Explain that it is important to ask people if they are willing to be part of your support network.

5. Brainstorm as a whole class, ideas for a letter that could be sent to each network support person. Display OHT 1.2 as an example of a letter.

6. As a class, using the students' ideas, construct a letter. Ask the students to complete their network support letters and send them to their support people.

Suggested teaching and learning activities

Teacher notes

Activity eight: Reviewing my network*

What you will need:
 Worksheet 1.11 – one per student – page 137
 Worksheet 1.12 – one per student – page 138
 OHT 1.3 – page 139
 Video – ‘Tell a friend – It’s never too late’ – Each school received a copy in 1997.

1. Show the Kids-Tell network advertisement from ‘Tell a friend – It’s never too late’ video and discuss reactions.
2. Distribute worksheet 1.11 to each student.
3. Ask the students to complete the response table and discuss responses.
4. As a whole class, brainstorm answers to the following questions:
 - Q. Why is it important to review our networks regularly?
 - A. Change in relationships, change in environment, eg schools, knowledge of who will act and believe you.
 - Q. How can your network support people help you?
 - A. Provide help, listen to you, provide advice.
 - Q. What things can you do to keep network contacts?*
 - A. Regular communication, sharing of experiences both good and bad, respect for your contact person.
5. Discussion based on the following questions:
 - Q. What could you do if your support person doesn’t believe you or doesn’t act?
 - Q. Why is it important to be persistent in telling people?***
6. Distribute worksheet 1.12 and ask the students to complete. Whole class discussion on why telling is important and why persistence is important.
7. Display OHT 1.3 and read through the information.
8. Ask students to answer the following questions:
 - Q. Why is it difficult to ‘tell’ someone?
 - Q. What are the good reasons for ‘telling’ someone?
 - Q. What are your responsibilities when ‘telling’?
 - A. To tell the truth.
 - Q. What are the consequences if you don’t fulfil your responsibilities of telling the truth?****

*This activity requires that students have negotiated membership of the people on their support network.

After setting up a network it is important to ‘review’ it regularly.

Some students may record a ‘no’ response. Teachers will need to discuss this with the student. The possibility of a ‘no’ response to some of the questions could form the basis of a follow up lesson.

**Development and maintenance of network supports is an ongoing process. The student has a responsibility to be active in this process.

***You need to emphasise that persistence in telling is very important. If a student is not believed or not helped, they need to tell another support person in their network. This continues until help is received.

The process of ‘telling’ empowers people targeted for abuse or harassment and gives them some control over worrying things that are happening to them.

****Emphasis should be on:

- breaking trust
- facing the truth that you have abused your power
- damage to your support network.

Teacher notes

Suggested teaching and learning activities

Activity nine: Designing a network card

What you will need:

Cardboard, scissors, materials to decorate

1. Ask the students to design a network card to keep in their wallets. Consider linked activities with creative arts for this activity.
2. Ask the students to determine people they would choose to be in their support network. Have the students design a network card to keep in their wallets.

Extension work

Activity ten: Networks in real life

What you will need:

A range of materials to support campaign strategies

1. Explain that groups will have the opportunity to develop posters, slogans or campaigns to either:
 - encourage students to develop quality networks for themselves; or
 - to be good supporters if someone asks you to be on their support network.
2. Students select the task they prefer and divide into groups.
3. Each group develops a strategy to promote their 'cause' within the school or local community.
4. Allow time for groups to complete their strategy.
5. Have groups present their strategies to the class. Discuss ways that they could be used in the school community.

Activity 1: Recognising and assessing potentially uncomfortable or unsafe situations – *Worksheet 1.1*

	A friend offers to drive you home after a party. You notice she has been drinking heavily and she is acting strangely.	Your boyfriend puts his arm around you and starts to stroke your breasts.	A new neighbour has come to say hello. You are home alone. You want to be friendly.	On your way home from work you have to walk along a low-lit street.
	Your girlfriend has been very depressed lately. You notice she is beginning to drink heavily.	It is raining. Your friend's brother offers you a ride home in his car.	Two young women are travelling on a quiet road. Their car breaks down.	Two strangers have knocked at the door. They want to use your telephone to call the NRMA.
	A stranger at the local shopping centre asks you to show them where the toilets are.	Your brother and some of his friends have been watching x-rated videos at your house, when your parents are away.	You are waiting for a bus late at night after a disco, with a friend. A group of five to six teenagers arrive.	The driver of a car asks you directions. They want you to show them on a map inside the car.
	Your friend's father is making suggestive comments about the clothes you are wearing.	A teacher has asked you to stay back after school for some extra work and help.	You are lost. You know you have to stop someone you don't know to ask for help.	You walk into a public toilet to find two adults exchanging a package.
	A man sitting opposite you on a train has moved to sit beside you. He keeps leaning on you.	Your friend's brother has just gained his licence. When he takes you for a drive you notice he always takes a baseball bat with him.	Your boss at your part-time job pats you on your bottom.	You listen to a joke which is degrading towards women and are shown some pictures of naked women.
	A sports coach puts an arm around a student's shoulder to offer advice and comfort.	You are waiting for a train by yourself at the local station.	Your best friend has been very unhappy and angry lately. You decide to see a movie together and are surprised when he takes a knife with him.	A relative constantly asks you to let them give you a full-body massage.

Adapted from: Directorate of School Education, Victoria: Get Real! – A Harm Minimisation Approach to Drug Education for Secondary Schools.

Activity 2: Avoidance – Worksheet 1.2

For each of the following situations:

1. Explain why each situation has the potential to be unsafe.
2. Brainstorm ways to avoid the situation.

a) Hitchhiking:

Potentially unsafe? Why?	Ways that we could avoid having to hitchhike

b) Not telling your parents or caregivers where you are going:

Potentially unsafe? Why?	Ways that parents or caregivers can be kept informed

c) Walking home alone at night:

Potentially unsafe? Why?	Ways to reduce the risk of walking home alone at night

d) Staying home knowing that there have been burglaries in the area and not locking the doors:

Potentially unsafe? Why?	Ways that we could avoid being at risk at home

Realising a situation could be unsafe and avoiding it is one way of reducing the risk and potential harm to the individual.

Activity 2: Avoidance – Worksheet 1.3

Protective strategies I would like to use:

1. Avoidance

2. Reducing the risk

3. Distancing

4. Assertiveness

5. Network supports

Activity 3: Reducing the risk – *Worksheet 1.4*

1.(male) is walking home from school when an older boy he has seen before stops him to show him photos of people having sex. The older boy asks him to go home with him to see some more photos.

2.(female) (18), has had friends over for dinner. Her brother asks her to drive him to a party. She is not sure how much wine she has consumed.

3. One night after a school disco,(male) offers to give a lift home because they live in the same street. On the way home he drives into a darkened car park and stops the car.

Activity 3: Reducing the risk – *Worksheet 1.5*

Action plan

Choose one of the situations from worksheet 1.4 and work out an ‘action plan’ that the person could follow to reduce the risk.

1. List responses the person could say to reduce their discomfort or risk

2. List people the person could talk to about the situation

3. List strategies that the person could use to avoid or reduce risk in this situation

Theme 3: Protective strategies

Activity 4: Distancing – Worksheet 1.6

Use the words provided in the box to fill in the spaces:

important small uncomfortable distancing deliberate
 feelings thoughts safe safety large

Communication is extremely in developing and maintaining relationships. It is especially important to communicate our and to help keep us safe.

When we are comfortable and feel safe with others, we may have a distance between ourselves and others whilst at other times when we may feel we may create a distance between ourselves and others. In situations where we feel uncomfortable and unsafe, we often instinctively distance ourselves from the person causing us to feel this way. is a useful personal strategy. Sometimes we may need to be very about distancing ourselves in order to keep ourselves

Task

Read the following situations and decide for each situation if it is safe or unsafe. How might the person feel? What could they do and say to distance themselves?

1. *A person is out with a group of friends. They are dared to jump off a fence which is quite high.*
 Safe/Unsafe – Reasons:
 Feelings:
 What can the person do and say to distance themselves?.....

2. *A person's best friend brags about sex. The person feels pressured and uncomfortable.*
 Safe/Unsafe – Reasons:
 Feelings:
 What can the person do and say to distance themselves?.....

3. *A teacher constantly talks to a student about their (teacher's) personal problems. The student is flattered but also feels uncomfortable about it.*
 Safe/Unsafe – Reasons:
 Feelings:
 What can the person do and say to distance themselves?.....

4. *A person notices that his relationship with a favourite adult friend of the family is changing. The adult is asking him to do favours for him, including selling merchandise to his friends. He swears him to secrecy.*
 Safe/Unsafe – Reasons:
 Feelings:
 What can the person do and say to distance themselves?.....

Activity 5: Assertiveness – Worksheet 1.7

BEING ASSERTIVE MEANS

- I SAY what I want, feel, think and I LISTEN to what others want, feel, think.
- I stand up for MY RIGHTS without violating the RIGHTS OF OTHERS.

TO BE ASSERTIVE I

- stay calm
- say what I want clearly (including the word 'NO')
- say what I feel and explain why
- repeat the message
- avoid giving excuses
- listen to what others say

Adapted from: NSW Department of Education: Child Protection: Preventing Child Sexual Assault 7-12. Curriculum Statement and support materials

Activity 5: Assertiveness – OHT 1.1

Hypothetical situation:

..... (female A) used to like going to her friend

..... (female B's) house. Lately though,

..... (female B's) father has started making

comments about her body and the way she dresses.

He also regularly makes jokes with sexual meanings

aimed at her.

..... (female A) has felt unable to say

anything to (female B) about her Dad.

She just keeps trying to stay away from him but she's

now decided that she has had enough.

Activity 6 :Assertiveness revisited – Worksheet 1.8

Scenarios

1. (female) goes to the toilets during recess.
While she is using the toilet a couple of girls look over the door at her. This has happened on more than one occasion.

2. (male) is overweight. He is called names and generally given a hard time by the other boys in his class when they are getting changed for sport.

3. (male) is the lead performer in the school musical as he is an excellent dancer and singer. He likes to spend his time practising new routines with the girls in his dance group. When the teacher is not around, some of the boys in his year have been calling him a ‘big girl’, ‘fag’ and a ‘gay boy’.

4. (female) is confined to a wheelchair for the next three months. Every time she goes to use the ramp to B block a group of boys block her way. They make comments as they eventually let her pass.

Activity 7: Network supports – Worksheet 1.10

Complete the following sentences for each of the support people in your network.

Identify some reasons for choosing these people.

1. Name of support person
 I choose this person because
 -
 -
 -

2. Name of support person
 I choose this person because
 -
 -
 -

3. Name of support person
 I choose this person because
 -
 -
 -

4. Name of support person
 I choose this person because
 -
 -
 -

5. Name of support person
 I choose this person because
 -
 -
 -

Theme 3: Protective strategies

Activity 7: Network supports – OHT 1.2

Support network letter

Dear

At school, we have been talking about the fact that everyone has the right to feel safe and to be safe.

I am forming a ‘network support group’ of people I can trust and talk to if I am worried about my safety.

Network people are people whom I trust to be good listeners and sensible.

I would like you to be one of my network support people.

If you are prepared to be on my support network, please let me know and indicate convenient ways for me to contact you.

Thank you.

Signed:

Adapted from: Protective Behaviours Consultancy Group of NSW Inc.: Protective Behaviours, A Handbook for People who Care for Kids.

Activity 8: Reviewing my network – Worksheet 1.11

After setting up a network support, it is important to continually review and check its effectiveness.

Network review check list:

	Response	
	Yes	No
1. Is there a variety of people on my network?		
2. Can I contact them easily?		
3. Do I have their contact phone numbers and addresses?		
4. Do I know what to say to them?		
5. Can each person help me?		
6. Do I contact them regularly?		
7. Do I know what to do if any of them don't help me?		

Adapted from: Protective Behaviours Consultancy Group of NSW Inc.: Keep Safe, Protective Behaviours for Adolescents.

Activity 8: Reviewing my network – Worksheet 1.12

- A support network is a group of people the young person can go to for support. Often young people depend to a large degree on their peer group for friendship and support. Sometimes the peer network does not provide the support needed. It is important that students establish a network of trusted adults to whom they can talk, be believed by and who would help them if they felt unsafe.
- The network card is one way of establishing a support network. It allows a concrete way of understanding networking.

Network card activity

1. On a piece of cardboard, the size of a credit card, design a network support card.
2. This card should indicate the names and phone numbers of family, friends and trusted adults.

Activity 8: Reviewing my network – OHT 1.3

Telling

Telling someone about abuse including bullying and harassment can be a difficult step to take. ‘If I tell someone, how will they react? Will they believe me? What if they think it was my fault? Can they really help anyway?’

There are a lot of good reasons for telling someone about abuse:

- to get help to stop the abuse
- to reduce the likelihood of other people being targeted
- to explore the options or strategies that may be appropriate in this situation
- so that you can get the support to manage this situation.

Unit 2: Protecting Ourselves – Taking Control

CHILD PROTECTION FOCUS

TRUST, TALK, TAKE CONTROL

School and community support

RELATED CONTENT STRANDS AND KEY IDEAS

Safe living

- protective behaviours and counter measures
- community responsibility

Promoting health

- behavioural change

THINGS TO LOOK FOR

Can students

- identify relevant rights and responsibilities within school and community procedures and legislation?
- discuss the roles of relevant community support agencies and the support services they provide?
- develop personal strategies for uncomfortable and unsafe situations?

ACTIVITIES

Core learning

1. TRUST, TALK, TAKE CONTROL
2. Trusting others to care for kids, even when its tough
3. TAKING CONTROL is easier if you know where you stand
4. More of TRUST, TALK, TAKE CONTROL

Extension work

5. Improving the school situation

Unit 2: Protecting Ourselves – Taking Control

THEME 3: Protective strategies

TRUST, TALK, TAKE CONTROL

FOCUS: School and community support

Suggested teaching and learning activities

Setting the scene

Activity one: TRUST, TALK, TAKE CONTROL*

What you will need:

Worksheet 2.1 – one per student – page 146

Worksheet 2.2 – one per student – page 147

1. Distribute worksheet 2.1 to each student and read the scenarios.
2. Ask the students to identify the risk factors in the situations.
3. Distribute worksheet 2.2 and explain the steps in the model using scenario one on worksheet 2.1.
4. In pairs, ask the students to complete this process for each situation.
5. Concluding discussion:
 - Q. How will use of the TRUST, TALK, TAKE CONTROL strategy model vary in different situations?
 - A. In some situations, eg, sex-based harassment**, you might only have to ask the person to ‘back off’ and they will. In other situations any or all of the steps may be complicated and take place over a long period of time.

Activity two: Trusting others to care for kids, even though its tough*

What you will need:

Worksheet 2.3 – one per student – page 148

Worksheet 2.4 – one per student – page 149

1. Revise concepts and understanding of issues related to child abuse.
 - Q. What is child abuse?
 - A. Harm to a child which is not accidental.
 - Q. What forms can it take?
 - A. Sexual abuse, physical abuse, emotional abuse and neglect.
 - Q. Why are there laws in NSW relating to child abuse?
 - A. Children will only be protected from abuse and neglect if responsible adults take action on their behalf.

Teacher notes

*This unit provides the opportunity to draw together and practise skills and strategies developed over a period of time.

Students will need to understand risk factors and protective strategies, including networking.

(See Theme 3, Unit 1 for ideas).

**Detailed information and teaching and learning activities relating to sex-based harassment are included in Stage 5, Theme 2.

*This activity is intended to build on earlier learning about child abuse. See Theme 1 for ideas.

Teacher notes

**This information is taken from the Department's notification procedures.

***Teachers need to be prepared for students' questions about their own previous involvement in the notification process or the possibility that a notification may have involved somebody in the class.

Only general issues about cases should be discussed with no identifying details included.

Suggested teaching and learning activities

As awareness of how many children experience abuse and neglect has grown in the recent decades, a community system to support children has been put in place.

Q. Why do children and young people need protecting?

A. Child abuse often occurs because parents or carers are having difficulties themselves:

- they do not have enough support
- they may be experiencing stress related unemployment, illness, isolation or loneliness
- they may not have experienced any models of non-abusive families themselves.

Q. What are the problems if only parents and caregivers have responsibility for caring for kids in the community?

A. Family members rely totally on each other for care and support. In this situation, children who love their parents and rely on them are particularly vulnerable when things go wrong.

Q. Who are the main government agencies who must play a role in protecting children from child abuse.

A. The Department of Community Services (sometimes called DOCS or DCS), is the lead agency, NSW Police (who become involved if there is a possibility that a crime has been committed eg sexual abuse), the Department of Health (who provide medical support and counselling) and the Department of Education and Training (because all children go to school and schools can recognise possible abuse and can offer support).

2. Distribute worksheet 2.3 using it as a stimulus for discussion in pairs. Clarify any issues raised and summarise the main points.**

3. Distribute worksheet 2.4 and discuss in groups. As a class, discuss issues raised and points not understood.***

4. Concluding discussion:

Q. How can I best support someone involved in a child protection case?

- A.
- treat them normally
 - offer support without intruding
 - respect people's privacy
 - understand that school staff are required to follow policy and procedures
 - talk to staff about any concerns
 - avoid gossip

Suggested teaching and learning activities

- take the harm that students may have experienced seriously
- understand that this is a stressful time and that children or young people involved may become withdrawn, irritable or angry at times.
- understand that disruptions while the investigation occurs are usually short-term and then things will settle down again.

Activity three: TAKING CONTROL is easier if you know where you stand

What you will need:

Resource material on relevant issues*

Information sheet – 2.1 – page 150

1. Choose several situations where social conflict can arise.**
2. Divide the class into groups. Each group focuses on an issue they select.
3. Research information based on the following questions:
 - Q. What procedures does the school have in place that are relevant to the issue?
 - Q. What are teachers required to do?
 - Q. What are students required to do?
 - Q. What processes are in place to solve problems or address complaints associated with this area?
 - Q. Are there any legal implications for young people associated with this issue?
 - Q. What school and community support is available in this area?
4. Each group prepares a presentation, highlighting the most useful information that they found out.

Teacher notes

*Useful resources are:

- *the Macquarie Easy Guide to the Law for Young Australians*, (1991), Macquarie University
- *Procedures for Resolving Complaints About Discrimination Against Students*, (1995), NSW Department of School Education.
- *the school discipline policy and other relevant school-based procedures relating to attendance, suspension and drug use.*

**These issues may include:

- sex-based harassment
- issues relating to sexual relationships
- alcohol and other drug use
- being questioned by the police
- not attending school.

Teacher notes

*You may wish to invite the school counsellor, anti-racism contact officer, discrimination contact officer or other relevant person to talk to the students.

**Students' lists could include:

At home:

- if you arrive home and you think someone may have broken in, don't go in. Seek help.

Out and about:

- if your coach or instructor or anyone else makes you uncomfortable, speak to someone who can help.

Suggested teaching and learning activities

Activity four: More of TRUST, TALK, TAKE CONTROL

What you will need:

Worksheet 2.2 (from activity one) – one per student – page 147

A4 paper for each group with six different headings which match the six options in Step 4 of this activity.

1. Distribute copies of worksheet 2.1 to students.
2. TRUST. Discuss the statement 'if something appears to be wrong, it probably is' and revise the concept that each of us develops our antennae about unsafe situations by tuning into our body reactions, feelings, thoughts and external warning signs, over time.
3. TALK. Review previous discussion about the importance of talking to somebody you trust about things that are worrying you. Ensure that students know that they can talk to teachers, and that there are specific people in the student welfare network in the school whose role is to support students.*
4. TAKE CONTROL. Divide students into six groups and allocate one of the following areas to each group:
 - at home
 - at school
 - at work
 - when walking
 - if confronted
 - out and about
5. Each group develops a list of strategies to improve control in the situation they have been allocated.**
6. Collect lists. Refine through class discussion and publish for all students.

Suggested teaching and learning activities

Teacher notes

Extension work

Activity five: Improving the school situation

What you will need:

A4 paper and felt tip pens

1. Identify ways that the school provides support for students to apply the TRUST, TALK, TAKE CONTROL strategy.
2. Discuss as a class what factors would limit students' use of the strategy within the school.
3. Discuss as a class how students could be involved in addressing the factors to improve the situation.
4. Develop practical strategies which include responsibilities and dates for review.

Activity 1: TRUST, TALK, TAKE CONTROL – Worksheet 2.1

1. As (female) is leaving a party she realises that the driver has been drinking

.....

.....

2. (male/female) is returning home from the movies. His or her date, whom he or she does not know very well, asks if he or she could come inside for a cup of coffee. There is no-one else home.

.....

.....

3. (male) has been out with his mates. They get off the train three stops before him. He suddenly realises that there is only one other person left in the carriage, and this person has moved to sit opposite him.

.....

.....

4. An acquaintance of (male's) father comes to the door when (male) is at home alone. He always makes (male) feel uncomfortable by talking about his sex life. The man asks when the father will be home.

.....

.....

Theme 3: Protective strategies

Activity 1: TRUST, TALK, TAKE CONTROL – Worksheet 2.2

The TRUST, TALK, TAKE CONTROL model:

TRUST	your feelings, thoughts and your reading of the situation
TALK	about it to someone (use your network, if appropriate)
TAKE CONTROL	by using your own plan for becoming comfortable and safe.

****The best course of action is the one that keeps us safe and reduces our risk of being harmed.****

How to put it into action:

What's my gut feeling?

Who will I talk to?

If, then

If, then

If they aren't available or aren't helpful, who will I talk to next?

If, then

My plan for safety and calmness is

.....

.....

.....

I know it will help me if I TRUST, TALK, TAKE CONTROL.

Activity 2: Trusting others to care for kids, even though its tough – *Worksheet 2.3*

The laws relating to child protection:

- stress the importance of confidentiality
- mean that notifiers cannot be sued if they have genuine concerns about a child
- give different agencies specific responsibilities and powers so that they can work together.

No person or agency can protect children from abuse or neglect on their own

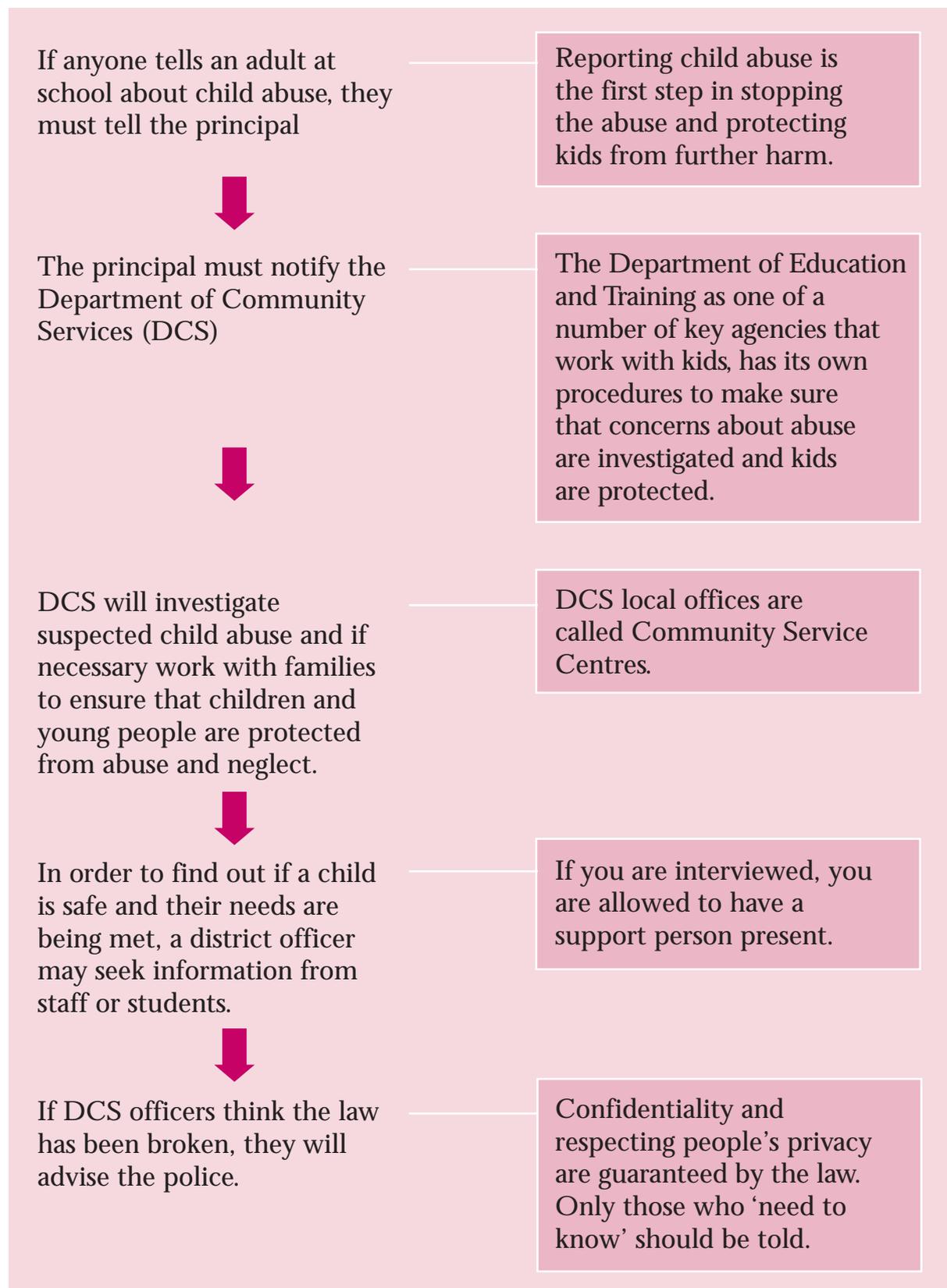
How can I trust other people with child abuse concerns which are so personal?

When child protection issues are raised at school, staff and students need to trust and co-operate with others who can help

The government checks that all agencies:

- ensure that children are the focus of procedures
- secure the safety of the child with their own family wherever possible, and where it is not possible, make sure that family links are maintained
- give families the opportunity to participate appropriately in decision making for the protection of children
- are sensitive to issues of race, religion, age, gender, sex, culture, language, disability, location and sexuality.

Activity 2: Trusting others to care for kids, even when its tough – Worksheet 2.4



Activity 3: TAKING CONTROL is easier if you know where you stand – Information sheet 2.1

Support services

The following services offer 24 hour support. They are listed in the telephone book under:

- 24 hour Emergency Numbers
- Community Help and Welfare Services and
- Community Help for Young People.

They are listed in the front section of the white pages. Your local telephone directory may list other local services, including religious and cultural support services.

Child Protection and Family Crisis Service	1800 066 777
Crisis Centre Wayside Chapel	(02) 9358 6577
Domestic Violence Line	1800 65 6463
Kids Help Line	1800 55 1800
Lifeline	131 114
Rape Crisis Centre (Outside Sydney metropolitan area)	(02) 9819 6565 1800 424 017
Salvo Youth Line	(02) 9360 3000