

PROTECTIVE BEHAVIOURS

Years 1 – 2

Lesson Plans



WACSS Protective Behaviours Lessons

	1	2	3	4	5	6	7	8	9	10	11
NATIONAL QUALITY STANDARDS											
1.1 Program - The educational program enhances each child's learning and development.	●	●	●	●	●	●	●	●	●	●	●
1.2 Practice - Educators facilitate and extend each child's learning and development.	●	●	●	●	●	●	●	●	●	●	●
2.2 Safety - Each child is protected.	●	●	●	●	●	●	●	●	●	●	●
5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.	●	●	●	●	●	●	●	●	●	●	●
Year 1 WESTERN AUSTRALIA – Health – Personal, Social, and Community Health											
Being Healthy, Safe, and Active											
Ways in which the body changes as individuals grow older.							●	●	●	●	●
Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult.		●	●	●	●	●		●	●	●	●
Communicating and Interacting for Health and Wellbeing											
Appreciation and encouragement of the behaviour of others through the use of: manners, positive language, praise.											
Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm.	●	●	●	●		●		●	●	●	●
Contributing to Healthy and Active Communities											
Actions that support a safe classroom, such as: moving around safely, sharing appropriately, following class rules.								●			●
Year 2 WESTERN AUSTRALIA – Health – Personal, Social, and Community Health											
Being Healthy, Safe, and Active											
Changes in relationships and responsibilities as individuals grow older.							●		●	●	●
Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community.		●	●	●	●	●		●	●	●	●
Communicating and Interacting for Health and Wellbeing											
Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language.	●	●	●	●	●	●			●	●	●
Year 1 & 2 AUSTRALIAN CURRICULUM – Health – Personal, Social, and Community Health											
Being Healthy, Safe, and Active											
Describe physical and social changes that occur as children grow and discuss how family and community acknowledge these.							●	●	●	●	●
Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation.		●	●	●	●	●		●	●	●	●
Communicating and Interacting for Health and Wellbeing											
Describe ways to include others to make them feel they belong.											
Identify and practise emotional responses that account for own and others' feelings.	●	●	●	●					●	●	●

The curriculum statements and links are true and correct as at September 2019

LESSON 1 – THEME 1 AND FEELINGS

LEARNING INTENTION

- > Students learn to express emotions through body language and facial expressions.
- > Students learn to identify different emotions of others by reading their body language and facial expressions.
- > Students learn strategies for responding to their different emotions.
- > Students learn strategies for responding to others' emotions.

SUCCESS CRITERIA

- > Students can use their body language and facial expressions to express different emotions.
- > Students can determine what others are feeling by reading their body language and facial expressions.
- > Students can identify a range of strategies for responding to different emotions.
- > Students can identify a range of strategies for responding to others' emotions.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).

AUSTRALIAN CURRICULUM YEAR 1 & 2

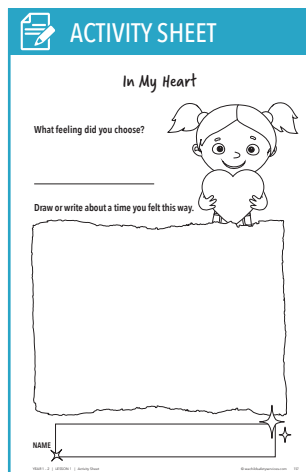
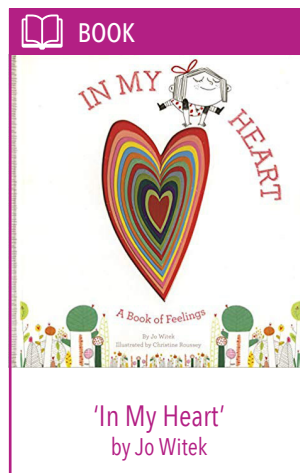
Personal, Social, and Community Health

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).



RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGES 12-13 OF THE TEACHING GUIDE

1

Introduce Protective Behaviours

This term every _____ (e.g. Wednesday morning) we will be learning about our feelings; keeping ourselves and others safe, and what we can do if we do not feel safe.

Put your hand up if you want to keep safe!

Put your hand up if you think that your parents/carers/family want to keep safe!

Put your hand up if you think that your teachers want to keep safe!

Everyone at school, everyone at your house, and everyone in our whole community has the right to be safe and feel safe at all times. Today we are going to start by looking at the first theme of Protective Behaviours.



2



Introduce Theme 1: 'We all have the right to be safe and feel safe at all times'

Place students into small groups. Give each group the full set of Theme 1 words (cut up) and have a race against the clock to see which group can organise the words to make the Theme 1 sentence.

3



Explore Theme 1

Show students the WACSS Theme Poster: 'We all have the right to be safe and feel safe at all times' and discuss the meaning. For example, I may 'be safe' when I go to a friend's house with a big dog but I do not 'feel safe'.

Explain that not everyone feels the same way in the same situation. For example, someone may feel excited when school starts but someone else may feel anxious.

Ask the students to provide examples of feelings to different situations, highlighting it is normal to feel differently to someone else.

4

Play the Popcorn game

Let's think about all the different feelings we have.

Students sit at their desks and are asked to stand up as quickly as they can and name a feeling when the educator calls "Popcorn". The educator chooses who was standing up first and writes the emotions on the whiteboard as students call them out.

5



Conduct a shared reading of 'In My Heart' by Jo Witek

Before you start reading, look at the pictures and ask some of the questions below before reading the text. After reading, use the same prompts to help students think critically about the text, underlying messages, and concepts.

RECOGNISE

- > How do you think the character on this page is feeling? How do you know s/he is feeling that way?
- > Can you show me a _____ face?

UNDERSTAND

- > What do you think happened that made the character feel _____?
- > What happens that might make you feel _____?

LABEL

- > What is the name of this feeling?

EXPRESS

- > What else can you do when you are feeling _____?

REGULATE

- > What do you think the character might do when s/he feels _____?
- > What could you do to help a friend who is feeling _____?
- > When you feel _____, what do you do?



6



Introduce the WACSS Feelings Cards

Ask two students to come to the front of the group. Each pair chooses a different WACSS Feelings Card (for more of a challenge encourage students to pick a feeling from the back of a WACSS Feelings Card). Without showing anyone, the students take turns to mime the feeling (being aware of facial expressions and body language). Once the feeling has been correctly guessed they can share a time they felt that way:

- > "I felt sad when ..."
- > "I felt frustrated when ..."
- > "I felt disgusted when ..."
- "I felt angry when ..."
- "I felt calm when ..."

It is important to think about how other people might feel and respect their feelings. This is the start of understanding and showing empathy.

7



Complete activity sheet

Students choose a WACSS Feelings Card, write the word, and draw or write about themselves feeling that way.

8

Review the different feelings

Conclude the lesson with reinforcement that everybody feels happy/sad/angry/disappointed sometimes. It is okay to ask for help if we need it and we can help our friends if they need.

EXTENSION ACTIVITIES

Videos

- > 'The Feelings Song' by KidsTV123
Watch and encourage students to join in, making up actions for the different feelings.
Video is available on the WA Child Safety Services website.
- > 'What are child rights?' by UNICEF Australia
Explore rights and responsibilities with students using this video. As a class, discuss and brainstorm the rights and responsibilities we have in relationships and how they affect respectful relationships.
Video is available on the WA Child Safety Services website.

Books

- > 'Tough Guys Have Feelings Too' by Keith Negley
- > 'You, Me and Empathy' by Jayneen Sanders



LESSON 2 – WARNING SIGNS

LEARNING INTENTION

- > Students to learn about Warning Signs.
- > Students to learn different self-regulation strategies.

SUCCESS CRITERIA

- > Students can identify and draw a range of Warning Signs.
- > Students can demonstrate at least one strategy to regulate their feelings.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
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- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).

AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).



RESOURCES

TEACHING RESOURCE 1

WACSS Feelings Cards

TEACHING RESOURCE 2

Sensory materials
(e.g. coffee beans, cotton balls,
spiky plants, jellybeans; etc)
and one container for each

ACTIVITY SHEET

Warning Signs

Colour all the
Warning Signs you find

Draw your
Warning Signs

NAME _____

TEACHING RESOURCE 3

Textas/crayons, glue,
ribbon/crêpe paper, googly
eyes, and one paper plate
for every two students

TEACHING RESOURCE 4

Ball to throw

WACSS POSTER (2 VERSIONS)

If I feel my Warning Signs, I can tell a trusted adult
on my network or contact the **kidshelpline**

Can't breathe Start crying
Body shakes Pounding heart
Goosebumps Butterflies in tummy
Tense muscles Gert feeling
Need to go to the toilet Sweaty hands
Jelly legs Wobbly knees

PRINT A3

BOOK

Max's Creepy Crawly Slimy Things

'Max's Creepy Crawly
Slimy Things'
by Cath Laws & Alicia Moore

TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 14 OF THE TEACHING GUIDE

EDUCATOR NOTE

YOU WILL NEED TO MAKE A SURPRISE BOX PRIOR TO THE START OF THIS LESSON.

Use a few containers where you can cut into the lid so students cannot see what is inside. Fill each container with different sensory materials, for example, coffee beans, jelly, canned beans/spaghetti, spiky plants, cotton wool, jellybeans; etc. Be mindful of food allergies for this exercise.



Reinforce this topic in your daily teaching. Think about times students might have experienced their Warning Signs and invite classroom discussions. For example, class assembly performance, just before a running race, a new teacher in class, school excursion.

1



Review Theme 1: 'We all have the right to be safe and feel safe at all times' and Feelings

Educator to spread out WACSS Feelings Cards on a table. Students to choose a WACSS Feelings Card and tell the class what it is, what it means, and a time they felt that way. If the student does not remember or cannot explain what it means, other students can be asked to help.

2



Introduce Warning Signs

Ask students about what signs our bodies give us when we are hungry, thirsty, tired, or cold. What about when we are scared?

When I feel scared my heart beats very fast. What happens in your body when you feel scared?

Give students opportunity to share examples of what happens in their bodies when they feel scared.

We also might get a 'gut feeling' about a situation or person. We call these body signals our Warning Signs. It is our body's way of telling us that we might be unsafe.

Show the WACSS Warning Signs Poster and ask students to identify each of the Warning Signs. You may like to remind students of how our bodies give us messages if we are hungry, thirsty, tired, or cold.

Share an appropriate experience with the students where you felt your Warning Signs.

I felt my Warning Signs when I was scared! Can you think of some other times that you might have felt scared?

Give students opportunity to share experiences of when they have felt scared. Be prepared to protectively interrupt.

3



Conduct a shared reading of 'Max's Creepy Crawly Slimy Things' by Cath Laws and Alicia Moore

After reading, use the following prompts to help students think critically about the text, underlying messages, and concepts.

- > *How do the characters feel at the start of the story and why?*
- > *How do you think the characters feel when Max touched or showed them a spider and why?*
- > *What Warning Signs did the characters feel in their bodies when Max touched or showed them a spider?*
- > *What Warning Signs did Max feel? Why didn't he tell anyone about his Warning Signs?*
- > *What Warning Signs do you think you might feel?*



- > How did Max feel when he found the hole in the garden?
- > Why do you think Max did not poke the stick down the hole he found in the garden?
- > When Max showed his picture to Gran and she didn't know what animal lived there, what did he do? (repeat question for Kim, Sam, and the Teacher)
- > What did Max do when he found out what type of animal lived in the hole? Why do you think he told his Gran?

Reinforce the importance of being persistent in asking for help until you get the help you need. Reinforce the importance of talking with trusted adults in our lives about things that make us feel unsafe.

Ask students to share a time that they felt Warning Signs in their body and what the Warning Signs felt like.

Discuss what you can do when you feel Warning Signs in your body (stop, take a deep breath, think about what to do next, ask for help).

4



Surprise Box activity



If you like to Get creative you could make the box look like the hole in the garden in 'Max's Creepy Crawly Slimy Things.'

Make a Surprise Box prior to this lesson. Use a few containers where you can cut into the lid so students cannot see what is inside. Fill each container with different sensory materials, for example coffee beans, jelly, canned beans/spaghetti, spiky plants, cotton wool, jellybeans; etc. Be mindful of food allergies for this exercise.

Students sit in a circle (or line up). Explain you have a box containing different items. Build anticipation about what might be in the box; i.e. it might be spiky, it might be soft, it might be alive, it might be dead, it might be slimy; etc. What do you think it could be? Go around the circle (with tissues on hand) allowing each student the opportunity to place their hand in the box. Students can choose to 'pass' if they do not want to participate.

It is important that the students know not to share what they think it is until everyone has had a turn. Encourage students to have their eyes closed (if they feel safe to do so).

Ask students to notice the Warning Signs in their bodies:

- > as they watch the other students
- > as they came closer to having their own turn
- > during their own turn

Pause throughout this activity to check which Warning Signs students are feeling.

5



Complete activity sheet

Students discuss where they felt Warning Signs in their body during the Surprise Box activity (e.g. butterflies in the tummy, jelly legs, shaking hands; etc).

Complete the Warning Signs Activity Sheet; either enlarge to A3 or give each student an individual A4 worksheet. Students to identify the Warning Signs on the illustration and draw their own Warning Signs.



6



Regulating emotions activity

Explain to students when they feel their Warning Signs it is important to help their bodies calm down so they can find a positive way to respond; for example, walk away or seek help.

Brainstorm with the class ways they can calm themselves down.

Students to make their own jellyfish to practise their belly breathing. Cut a paper plate in half and decorate with ribbon or crêpe paper for legs. Students to practise belly breathing into the legs of the jellyfish. Slowly exhaling (and making the legs move) and inhaling until the legs slow down. You can send the jellyfish home with the students or hang them in the classroom so students can practise using them at school.

7



Warning Signs activity

Throw a ball around the room (remind students to make eye contact before throwing).

When a student catches it, they name a Warning Sign.

Reinforce that it is always okay to ask for help from a trusted adult if students feel their Warning Signs and they feel unsafe. Remember they might need to be like Max and keep on trying to ask for help.

VARIATION:

Name a time they felt worried and scared and:

- > identify strategies to calm down
- > identify people they could ask for help if they felt unsafe

EXTENSION ACTIVITIES

Games

Play any games that build anticipation and discuss Warning Signs that students may feel in their bodies:

- > Jenga
- > Egg and spoon race
- > Card tower
- > Pop up Pirate
- > Crocodile Dentist
- > Boom Boom Balloon

Get creative

- > In pairs or small groups students to trace around a fellow student on butcher's paper. Students write, draw, or paint their Warning Signs on the paper.
- > 'Blow Out the Candle' breathing exercise. Students hold up five fingers. Slowly inhale and then each time they exhale, they 'blow out' one of the 'candles' (fingers) by folding it down. Continue until no 'candles' are left.



YEARS 1 – 2

LESSON 3 – SAFETY CHECK

LEARNING INTENTION

- > Students to learn about safe; fun and scary; and unsafe situations.
- > Students to learn problem-solving strategies if feeling unsafe.

SUCCESS CRITERIA

- > Students can identify times when then feel safe; fun and scary; and unsafe.
- > Students can identify a range of problem-solving strategies to feel safer.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
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WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).

AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

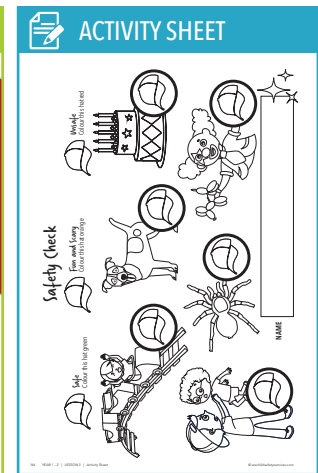
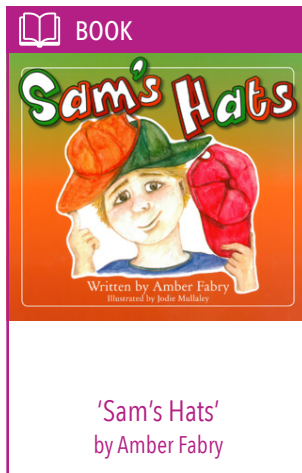
- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).



RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGES 15-17 OF THE TEACHING GUIDE

1

Review Theme 1: 'We all have the right to be safe and feel safe at all times', Feelings and Warning Signs.

Play the Popcorn game. Students to name a Warning Sign and a feeling.

2



Introduce the Safety Check

Show students the cover of the book 'Sam's Hats' by Amber Fabry.

Today we are going to read a story about boy who sometimes feels safe and sometimes feels unsafe. Sometimes he even feels safe and unsafe at the same time but in a fun way, like when he is climbing up a really tall tree.

Sometimes we might try things that feel a little bit scary but are fun as well. We might start off enjoying something fun and scary, and then we want it to stop because it feels unsafe.

If we feel lots of Warning Signs and want to stop or need help, this might be because we feel or are unsafe and it is important to tell an adult that we trust.

Hands up if you can tell me about a time you felt really safe and happy and not scared at all?

Students share examples.



Who can tell me about a time when you felt excited and scared at the same time because you were doing something that was fun and scary?

Students share examples.

Who can tell me about a time when you felt scared and worried and unsafe; maybe you felt lots of Warning Signs and you wanted to stop or needed help?

Students share examples (be ready to protectively interrupt).

Let's find out what happens to Sam in this story!

3



Conduct a shared reading of 'Sam's Hats' by Amber Fabry

After reading, use the following prompts to help students think critically about the text, underlying messages, and concepts:

- > *Today we are going to read a story about a boy named Sam. Sometimes Sam feels safe; when he is feeling safe his hat is green.*
- > *Sometimes Sam feels unsafe and when he feels unsafe his hat turns red.*
- > *Sometimes Sam feels fun and scared at the same time and his hat turns orange.*
- > *Can you think of a time where you were doing something that felt a little bit scary but you enjoyed doing it? (e.g. rides at the show)*
- > *When did Sam feel safe? (playing in the backyard, hanging upside down from his cubby, building sand castles)*
- > *Why do you think Sam felt safe?*
- > *When did Sam feel unsafe? (when his Dad carried him into the ocean)*
- > *Why do you think Sam felt unsafe? (didn't choose to go into the water, Dad holding him so not in control, he didn't know how long he would be out there)*
- > *When did Sam's hat start to change to orange and why? (when he learnt to body surf in, he had more choice and control)*
- > *What did Sam do when he felt unsafe in the tree? (he asked his Mum for help and took deep breaths)*

4



'Sam's Hats' activity

Using Teaching Resource 1 place each 'hat' in a corner of the room reminding students what each colour means (Green: Safe; Orange: Fun and Scary; Red: Unsafe).

Educator to emphasise not to follow friends to the corner they go to.

Educator to read out the different situations and students then walk to that corner.

- > Going to the dentist
- > Going on a rollercoaster
- > Getting lost at the shops
- > Speaking at assembly

When relevant, point out to students that we may not all feel the same about the same situation and we need to be respectful of this.

After the students have gone to their corners, ask students to explain why they chose that particular corner. Share problem-solving strategies for any situations where students are standing in the unsafe corner.





Students to colour the hats at the top of the page.

Students to look at each picture and colour the hat green, orange, or red to show how it makes them feel.

EXTENSION ACTIVITIES

Book

- > 'When Lyla Got Lost' by Abbie Schiller.

Get creative

- > Students to write a story about a time someone felt fun and scared but then it changed to feeling unsafe and what they did to feel safe again. Students to include what was happening at the beginning, how they were feeling, what changed, what they did to feel safe again, and who they told on their network.



YEARS 1 – 2

LESSON 4 – THEME 2 AND NETWORKS

LEARNING INTENTION

- > Students to learn that they can talk with someone about anything, no matter what it is.
- > Students to learn about networks and their importance.

SUCCESS CRITERIA

- > Students can say what they would do if they had a worry or felt unsafe.
- > Students can write the names of five trusted adults on their Helping Hand Network.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

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WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).

AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

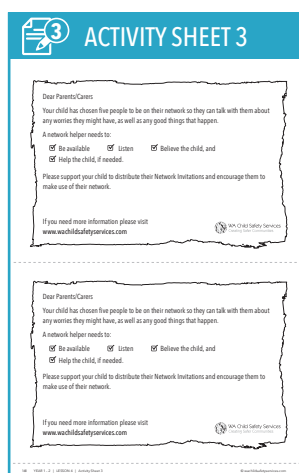
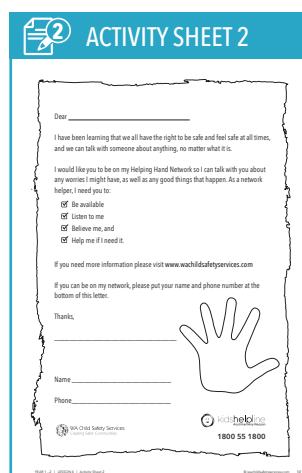
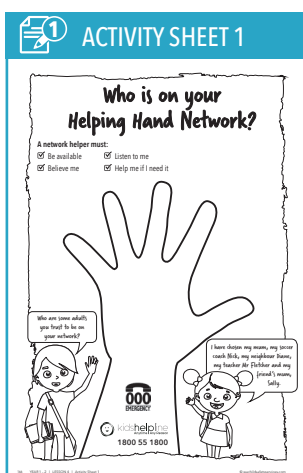
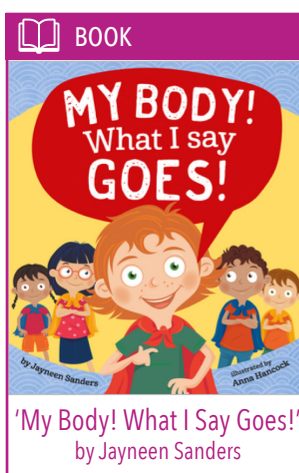
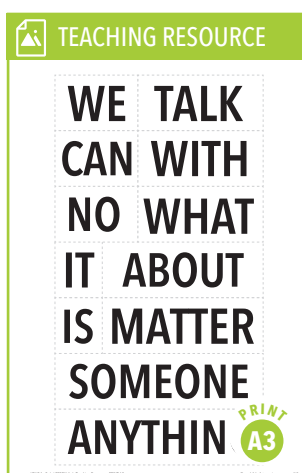
- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).



RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGES 18-19 OF THE TEACHING GUIDE

1

Revise the Safety Check

Go around the room and ask students to identify a time they felt fun and scared.



2



Introduce Theme 2: 'We can talk with someone about anything, no matter what it is' and show the WACSS Theme Poster

Introduce the topic of networks – adults we can talk with if we need help or someone to listen to us.

Conduct a quick word sort by handing out the Theme 2 words to 12 students 'We can talk with someone about anything, no matter what it is'. Ask students to line up in the correct order to form the second Protective Behaviours theme.

Once completed let students know:

Today we are thinking about who the 'someones' are in our lives: they are the people we can talk with if we need help. We call them our network helpers. We can talk with these safe adults that we trust about anything big or small, even if we feel embarrassed or scared to talk about it.

Ask students why they think a network helper should be an adult. Ask students what they would want a network helper to do (i.e. listen, believe, and help).

3



Conduct a shared reading of 'My Body! What I Say Goes!' (pages 1-21) by Jayneen Sanders

Whilst reading use the prompt questions in the story to help students think critically about the text, underlying messages, and concepts. Be prepared to protectively interrupt.

- > *What do you like to do when you feel happy?*
- > *What makes you feel sad?*
- > *Why do you think the boy is feeling scared? What makes you feel scared?*
- > *Why do you think the girl is feeling angry? What makes you feel angry?*
- > *Why do you think the boy is feeling proud? What makes you feel proud?*
- > *Who can you talk with about your feelings?*
- > *When do you feel safe?*
- > *When do you feel unsafe? Who do you tell?*
- > *Have you ever felt these Warning Signs? What did you do? Who did you tell?*
- > *Who will be on your network?*

4

Brainstorm Helping Hand Network helpers

Explain the Helping Hand Network is made up of five safe adults. Ask the students who could be on their Helping Hand Network (e.g. parents, grandparents, aunts/uncles, teachers, neighbours, sport coaches, friends' parents; etc). Remember to identify adults from a range of contexts and outside of the family.

Hands up who can think of an adult in their life that could be on their Helping Hand Network?

Ask students:

- > *Can you contact this person?*
- > *Do you think _____ would listen to you?*
- > *Do you think they would believe you?*
- > *Do you think they would help you if you were feeling worried, scared, or unsafe?*



Ask these questions each time to explicitly teach students that each network helper needs to be accessible, listen, believe them, and help them if needed.

Repeat the above until there is a range of trusted adults from diverse areas in the students' lives (looking for more than just family members).

5



Complete activity sheet

Draw a hand on the board or enlarge the Helping Hand Activity Sheet (Activity Sheet 1).

You came up with some great ideas for adults that could give you a helping hand if you were feeling worried, scared, or unsafe. Now we are going to write them down on our own Helping Hand Networks. Here is an example (write the names on the board or activity sheet to demonstrate).

Jenny chose her Mum (write on the thumb) and her Pop (write on the thumb).

We can write the names of people in our family that would give us a helping hand here, on the thumb. Then Jenny chose her teacher, Mrs Smith; her netball coach, Trish; her after school care playleader, Rob; and her next-door neighbour, Mrs James. These are the adults who Jenny thinks would help her to feel safe (write these names on the fingers).

Remind students they always have the Kids Helpline 'up their sleeve'.

Jenny could also ring the Kids Helpline (show the details on the activity sheet). The Kids Helpline is a special phone number just for kids who are feeling worried, scared, or unsafe. It doesn't cost any money to call the Kids Helpline and you can ring it from any mobile or landline phone. You can even use the phone here at the school office. You could also find the Kids Helpline website (e.g. on your iPads) to webchat or email.

Now it's your turn to make a Helping Hand Network. On your thumb write the name of an adult from your family that would help you to feel safe. On your other fingers, try to think about other adults who help you to feel safe.

Provide example prompts. Children this age may not be able to identify four adults outside of their family, but it is helpful for students to start to think about who can help them in other aspects of their lives. Students can write the names of extended family on other fingers if necessary.

6



Network Invitations and Parent Letter

Once each student has created their network, they can complete the Network Invitations. These invitations can be taken home with a covering letter that encourages students to hand out their Network Invitations to their network helpers.

Provide each student with five Network Invitations (Activity Sheet 2), and one Parent Letter cover sheet (Activity Sheet 3). Encourage the students to take the Network Invitations home to distribute to the safe adults they have selected to be on their network.

7

Introduce emergency network helpers

There may be times when we are feeling unsafe or scared and need help but don't have a network helper that you can talk with straight away. This is when we need to use our emergency network helpers. If there isn't anyone you know around, who could you ask for help? (an adult wearing a uniform/someone that works at the shops; etc.)



Ask for examples of times that any students were lost and what they did to get help.

Ask for examples of times that any students felt worried, scared, or unsafe and asked an adult for help.

Ask students what someone could do if they asked someone for help and the person couldn't help them.

EXTENSION ACTIVITIES

Get creative

- > Theme 2 word sort. In preparation, you will need to have a few sets of Theme 2 words individually cut out. In small groups, student race against a timer to sort the words into the correct order of Theme 2. 'We can talk with someone about anything, no matter what it is'.
- > Students to create a bookmark with their network helpers' names and phone numbers (or email addresses) along with the Kids Helpline number.



LESSON 5 – SAFE AND UNSAFE SECRETS

LEARNING INTENTION

- > Students to learn about the differences between a safe and an unsafe secret.
- > Students to role-play telling someone about an unsafe secret.

SUCCESS CRITERIA

- > Students can identify the difference between a safe secret and an unsafe secret.
- > Students can identify appropriate responses to having an unsafe secret.
- > Students can identify with whom to share unsafe secrets.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).

AUSTRALIAN CURRICULUM YEAR 1 & 2

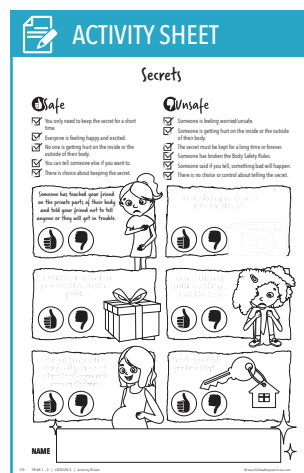
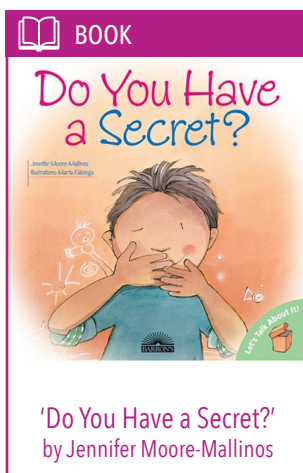
Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).



RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 20 OF THE TEACHING GUIDE

1



Review Theme 2: 'We can talk with someone about anything, no matter what it is' and Networks

Display the WACSS Theme Poster in the room.

Play the Popcorn game. Students sit at their desks and are asked to stand up as quickly as they can and name someone on their Helping Hand Network when the educator calls "Popcorn". Encourage students to think of people both in and external to their families. Include the Kids Helpline.

2

Introduce Safe and Unsafe Secrets

Show students the cover of the book 'Do You Have a Secret?'

Today we are going to read a story about surprises (safe secrets) that are safe and fun, and unsafe secrets that might make us feel worried, uncomfortable, or scared. Has anyone ever kept a fun surprise (safe secret) for a short time?

Allow students to give examples (be ready to protectively interrupt if required).





Conduct a shared reading of 'Do You Have a Secret?' by Jennifer Moore-Mallinos

While I am reading this story, listen out for examples of fun, safe secrets that we only keep for a short time, and examples of unsafe secrets that we need to tell a trusted adult straight away because 'We can talk with someone about anything, no matter what it is.' Put your hand up as soon as you hear a safe or unsafe secret.



When reading the book, use the words 'safe' and 'unsafe' in place of 'good' and 'bad'.

Use questions throughout the text of the story for further discussion.

- > What were the things in the story that were safe secrets?
- > Why were these safe secrets? (excited or happy feelings, can eventually tell someone, nobody is being hurt on the inside or on the outside of their bodies)
- > What were the things in the story that were unsafe secrets?
- > Why were these unsafe secrets? (not allowed to tell anyone, had to keep the secret forever, feel scared/worried/unsafe, someone is getting hurt)
- > What can someone do if they have an unsafe secret?



Secrets Box activity

Cut up Teaching Resource cards. Each of these cards describes a situation in which someone has told the student to keep a secret (e.g. "Someone told you to keep a secret about flowers for your teacher" or "Someone told you to keep a secret about someone being punched").

Now that we have read a story about safe and unsafe secrets we are going to practise what to do when there is a secret.

In small groups or pairs, students take turns to come up to the front of the class (as a group) and choose a secret card. They (or the educator) read the card and decide whether it is a safe secret or an unsafe secret (and why they think so).

Prompt questions:

- > What makes this a safe or unsafe secret?
- > How would the person be feeling?
- > Is anyone getting hurt on the inside or outside of their body?
- > When can they tell the safe/unsafe secret?
- > Could they tell someone about the secret if they wanted to?
- > Has someone said that something bad will happen if they tell?
- > Who else knows about the secret?
- > Unsafe: What could someone do in this situation? (tell someone on their network, call the Kids Helpline)

Reinforce to students that if someone tells you or asks you to keep an unsafe secret, you can always tell an adult that you trust. Also reiterate to students that if they are unsure about keeping any secret, they can talk with a trusted adult about it.



Educator to ask the rest of the class to put their thumbs up if they think it is a safe secret and thumbs down if they think it is an unsafe secret. If it is a safe secret, the student can hold onto it (for a little while).

If it is an unsafe secret, they can practise telling the educator that they have an unsafe secret. After all the cards have been read out, the educator collects all of the safe secrets and emphasises that safe secrets are only kept for a short time before they can be shared.

5

Complete activity sheet

Educators to remind students what makes a safe secret (surprise). For each situation, students to colour a thumbs up in green if it's a safe secret, or a thumbs down in red if it's an unsafe secret.

EXTENSION ACTIVITIES

Get creative

- > Students to make a present or surprise for Mother's/Father's Day, Christmas, Easter or 'just because'. Explore with students what makes it a surprise or a safe secret.
- > Students to make a short video which is to include: what is a safe secret (including an example), what is an unsafe secret (including an example) and what to do if they have an unsafe secret. This can be used to collate a class movie to reinforce the concept with the class and peers.



LEARNING INTENTION

- > Students to understand the importance of persisting in asking for help until they feel safe again.

SUCCESS CRITERIA

- > Students can draw or write an example of when they used persistence.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).

AUSTRALIAN CURRICULUM YEAR 1 & 2


Personal, Social, and Community Health


Being Healthy, Safe, and Active

- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).




RESOURCES

 VIDEO




'Monkey Puzzle – By Julia Donaldson – READ ALOUD'
by Robert Carter

 ACTIVITY SHEET

Persistence

I was persistent when

Who can you call if you feel unsafe?

 **1800 55 1800**

NAME

TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 21 OF THE TEACHING GUIDE

1

Review Theme 2: 'We can talk with someone about anything, no matter what it is', Safe and Unsafe Secrets, and Networks

Students to brainstorm what makes a secret safe and unsafe, and what they can do if they have an unsafe secret.

2

Introduce Persistence

Today we are going to talk about not giving up even when we don't get the help we need the first time, the second time, and even the third time!

It can sometimes be really hard to keep on asking for help, but if we feel unsafe or worried, we can persist in asking for help until we feel safe again. That is called being persistent. Let's find out what happens in this story.



Watch the video reading: 'Monkey Puzzle - By Julia Donaldson - READ ALOUD' by Robert Carter

After watching the video, use the following prompts to help students think critically about the underlying messages and concepts:

- > *What happened to monkey and how do you think he felt at the beginning of the story?*
- > *Who did monkey ask for help from?*
- > *Did monkey find his Mum in the first place that he looked? How do you think he was feeling when he couldn't find her?*
- > *How many times did monkey look for his Mum? (seven times)*
- > *Imagine asking for help seven times and still not getting help. How do you think that would feel? What could someone do if that happened to them?*
- > *Why was it important for monkey to not give up and to keep on asking for help?*



Monkey Puzzle - By Julia Donaldson - READ ALOUD
Video is available on the WA Child Safety Services website

NOTE: This book is sometimes named 'Where's My Mom?'

4

Revisit the students' Networks

- > *Who can remember who is on their Helping Hand Network?*
- > *Has anyone used their network helpers to talk with or ask for help?*
- > *What can someone do if they asked everyone on their network for help but nobody listened or helped? (try the 'numbers up their sleeve', Kids Helpline, and in an emergency 000)*

5

Class brainstorm

- > *What are some things that you persisted with again and again?*
- > *How did it make you feel when you kept on trying and it wasn't working or you couldn't quite do it?*
- > *Why did you keep trying (persisting)?*
- > *Was it easy to keep trying (persisting)?*

Explain to students that being persistent can be frustrating. It can make people feel sad, frustrated, angry, or determined (everyone will feel differently).

When people feel unsafe or scared, persisting in asking for help can be even more difficult and scary. It is even more important to keep on trying to get help from the adults on your network until someone listens, believes you, and gives you the help you need.

Remind students about the Kids Helpline.





Students to write and draw an example of a time that they were persistent in asking for help.

Prompt examples include:

- > asking for help with homework
- > when they hurt themselves
- > when they needed help fixing something that was broken.

EXTENSION ACTIVITIES

Videos

- > 'Ballerina Video Clip 3' by Amila Anjana
Video is available on the WA Child Safety Services website.
- > 'Perseverance - Finding Nemo' by Shelly Heinz
Video is available on the WA Child Safety Services website.

Watch these videos and discuss:

- > Who was persistent?
- > How were they persistent?
- > How many times did they try until they got the help they needed or succeeded?



LEARNING INTENTION

- > Students to learn the public and private parts of the body.
- > Students to learn the anatomical terms for the private parts of the body.

SUCCESS CRITERIA

- > Students can name the private parts of the body.
- > Students can write an 'underpants rule'.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Ways in which the body changes as individuals grow older (ACPPS016).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Changes in relationships and responsibilities as individuals grow older (ACPPS016).

AUSTRALIAN CURRICULUM YEAR 1 & 2

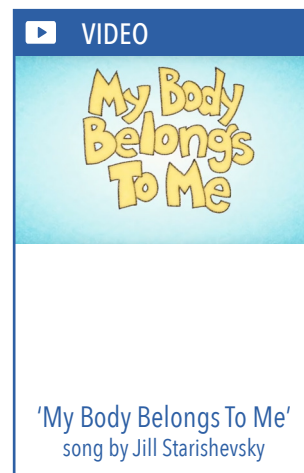
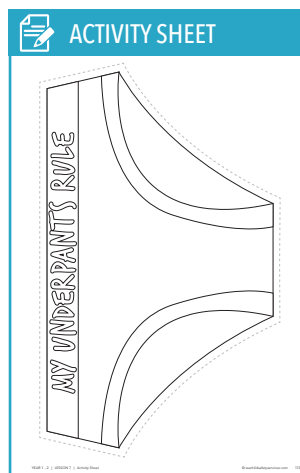
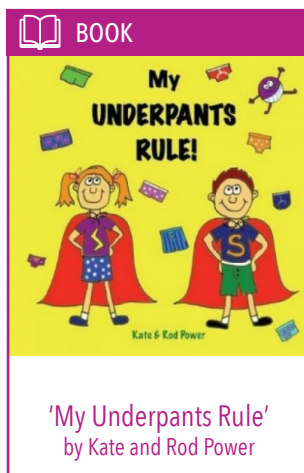
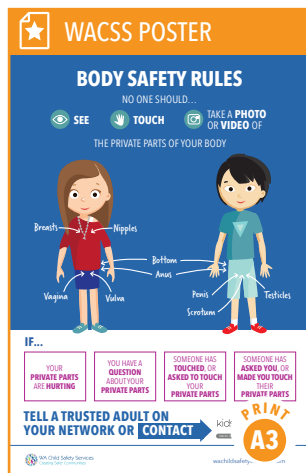
Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016).



RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 22 OF THE TEACHING GUIDE

1

Review Persistence and Networks

Ask students if they can remember someone on their network.

Ask students to talk about a time they persisted in something.

2



Introduce Body Safety

Today we are going to learn about keeping our bodies safe. We are going to learn about different parts of our bodies.

Show the WACSS Body Safety Rules Poster and ask a student to point to the head, shoulders, knees, and toes on the poster. Ask if these parts of the body are public, which means okay for other people to see, or private, which means they need to be covered by bathers or clothes.

Discuss that we all have a head, shoulders, knees, and toes but there are some parts of our bodies that are different.

Boys have private parts that they cover with their underwear or bathers and girls have private parts that they cover with their underwear or bathers.



Pointing to the poster ask students to identify the correct words for the private parts of a girl's body: breasts, vulva, vagina, bottom and a boy's body: penis, scrotum, testicles, bottom.

Private parts of the body are private and just for you. No one should see, touch, or take a photograph of the private parts of your body unless there is a good reason.

Explore what this might be; e.g. changing a baby's nappy, going to the doctor; etc.

Explain to the students that the inside of the mouth is a private area.

Nobody can kiss you or put something in your mouth without permission.

3



Conduct a shared reading of 'My Underpants Rule!' by Kate & Rod Power

Ask students to answer each one of the five questions in the story.

After reading, discuss some of the underpants rules. Write the rules on the whiteboard.

- > What's under my pants belongs only to me.
- > Others can't touch under my pants.
- > Others can't ask to see under my pants.
- > If this rule is broken, I can run, kick, or scream. Yes, it is really okay to make a big scene.

Reinforce that they are the bosses of their own bodies; that no one should see, touch, or take a photo of the private parts of their bodies unless there is a good reason, like going to the doctor if private parts hurt.

4



Complete activity sheet

Each student to write one of the underpants rules (from the rules that have been scribed). They can then decorate the underpants and cut them out.

Educator to 'peg' each pair of underpants to a piece of string (similar to a clothesline) for display.

5



Watch the video reading: 'My Body Belongs to Me' by Jill Starishevsky



My Body Belongs To Me [Animated Short Film]
Video is available on the WA Child Safety Services website

Reinforce messages and ask students to brainstorm a list of things someone could do if they were asked to keep an unsafe secret or if someone touched the private parts of their body.



6

Review Helping Hand Network

Play the Popcorn game. Students sit at their desks. When the educator calls "Popcorn" students to stand up as quickly as they can and name someone on their Helping Hand Network who they can talk with if they feel unsafe, need help, or if an Underpants Rule was broken.

Encourage students to think of people both within and external to their families. Include the Kids Helpline.

EXTENSION ACTIVITIES

Videos

- > Song 'Boss of My Body' by The Mother Company
Watch video and learn the words to the 'Boss of My Body' song
Video is available on the WA Child Safety Services website.
- > My Body Safety Rules - 5 things every child should know' by Educate2Empower Publishing
Video is available on the WA Child Safety Services website.



LEARNING INTENTION

- > Students to learn the difference between public and private clothes, places, behaviours, and information.

SUCCESS CRITERIA

- > Students can identify the difference between public and private in a range of scenarios.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Ways in which the body changes as individuals grow older (ACPPS016).
- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

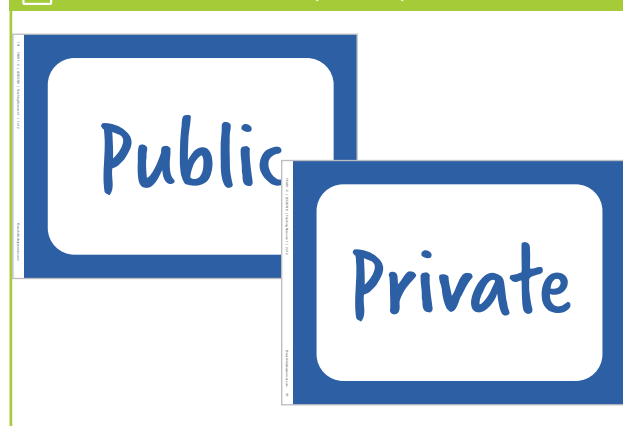
Being Healthy, Safe, and Active

- > Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016).
- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).



RESOURCES

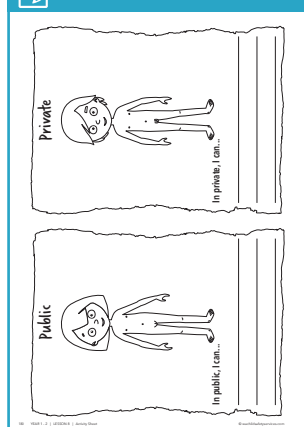
TEACHING RESOURCE 1 (2 PAGES)



TEACHING RESOURCE 2 (4 PAGES)



ACTIVITY SHEET



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGES 23-24 OF THE TEACHING GUIDE

1

Review Body Safety

Play the Popcorn game. Educator to ask students to stand up and say a public part of the body. Repeat for private parts of the body. Making sure students use the correct terminology for all private parts of the body and include the mouth as a private part.

2

Revise the Underpants Rules

- > What's under my pants belongs only to me.
- > Others can't touch under my pants.
- > Others can't ask to see under my pants.
- > If this rule is broken, I can run, kick, or scream. Yes, it is really okay to make a big scene.

Reinforce that they are the bosses of their own bodies; that no one should see, touch, or take a photo of the private parts of their bodies unless there is a good reason, like going to the doctor if private parts hurt.

3

Introduce Public and Private

Last week we learned about the public and private parts of our bodies. Today we will learn about the difference between public and private clothes, places, behaviours, and information.

Do you know the difference between what is public and what is private?

Public means that it is something that we can share or do with other people. Private means that it is just for us, things we do on our own (and should not be shared).

There are public and private parts of our bodies, clothes, places, behaviours, photos, videos, and information. It is important that we keep our private parts, private clothes, and private information to ourselves. Knowing whether something is public or private can help us to keep ourselves and others safe.

4

Class brainstorm

As a whole class brainstorm public and private clothes, places, behaviours, and information.

PUBLIC

- > **Clothes:** hat, shirt, pants/trousers, dress, socks, shoes; etc.
- > **Places:** shopping centre, school, park, and shared spaces; etc.
- > **Behaviours:** running, jumping, reading, sitting, talking; etc.
- > **Information:** activities we like, favourite sport teams, our first name, food we like; etc.

PRIVATE

- > **Clothes:** underwear.
- > **Places:** bathroom, toilet, bedroom – discuss how these are private places where we can have space to ourselves to get dressed, go to the toilet and have a bath/shower.

Explain that when there is more than one person in the room (even in a private place) we should then treat the area as public. That means wearing public clothes and engaging in public behaviours.

Explore reasons why someone might need to be in a private place with someone (e.g. help with changing clothes, for babies/toddlers to help go to the toilet, to help clean themselves).

As we get older, we do not need as much help with these things because we can do them ourselves. Some families have shower/bath times together, but it is a good idea that we wash and dry our own private parts because they are ours and we are big enough to look after our own bodies.

- > **Behaviours:** going to the toilet, getting dressed, having a shower/bath, nose picking; etc.
- > **Information:** full name, address, where the spare key is kept; etc. This is information we can only tell other people if we ask a trusted adult first.



5



Public and private places activity

The educator is to copy enough sets of Teaching Resource 2 scenario cards so each small group has a full set.

Educator to place public and private Teaching Resource 1 cards at the front of the class on the floor and keep a full set of scenarios to read from.

Divide the class into groups of about four or five students.

Students to line up in their group and each group is given a set of scenario cards. The student at the front of the line is to receive Scenario Card 1, the second student receives Scenario Card 2, the third student receives Scenario Card 3, and continue down the line until each student has a card.

The educator then holds up Scenario Card 1.

The students at the front of each line are then asked if they think the scenario is public or private, and then place their scenario card on the relevant public or private Teaching Resource card at the front of the class.

Explore each scenario with the class and ensure shared understanding of public and private.

Continue until all students have had a turn.

6



Complete activity sheet

Students to choose a public place and write where it is. Draw the appropriate clothes to be worn in public on the character and list some public behaviours they could be doing. Repeat for a private place.

EXTENSION ACTIVITIES

Get creative

- > Revise the Body Safety Rules as a class (with actions):
 - > I am the boss of my body (standing up straight with thumb pointing to themselves).
 - > Nobody should see (point to eyes), touch (arms to cross over body), or take a photo (pretend to take a photo) or video of the private parts of our bodies.
 - > If I have a question, if my private parts hurt, or if someone touches my private parts or asks me to touch theirs, I can say "No" and tell a trusted adult as soon as I can.
- > Public and private target practice - make paper aeroplanes with the class, set up a public target and a private target. Call out public and private information, parts of the body, clothing, and behaviour. The nominated student chooses the target and aims their plane towards it. This activity could be a competition.
- > Explore with the whole class what students like to do online (e.g. gaming). Ask students what they can do to keep themselves safe when online. Explore private and public information online and what they can do if they feel unsafe, someone is mean, or they see something that upsets them. Introduce WACSS Cyber Safety Poster and explore.



LESSON 9 – PERSONAL SPACE AND CONSENT

LEARNING INTENTION

- > Students to learn to identify different types of touch and personal space distance.
- > Students to learn that their bodies belong to them and they can decide the types of touch and personal space distance they have with others.

SUCCESS CRITERIA

- > Students can draw or write about the types of touch they feel comfortable with.
- > Students can draw or write a range of strategies for responding to those who violate their personal space.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Ways in which the body changes as individuals grow older (ACPPS016).
- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017)

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

Contributing to Healthy and Active Communities

- > Actions that support a safe classroom, such as: moving around safely, sharing appropriately, following class rules (ACPPS022).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Changes in relationships and responsibilities as individuals grow older (ACPPS016).
- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).



AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016).
- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).

RESOURCES

BOOK

'Personal Space Camp'
by Julia Cook

WACSS POSTER

IF ANYONE COMES INTO MY PERSONAL SPACE WHEN I'VE ASKED THEM NOT TO, TOUCHES MY BODY IN A WAY I DON'T LIKE OR TOUCHES THE PRIVATE PARTS OF MY BODY

I CAN:

HELP! NO! YELL NO

SCREAM FOR HELP

TELL A TRUSTED ADULT OR CONTACT THE KIDS HELPLINE

MOVE AWAY

PRINT A3

ACTIVITY SHEET

Personal Space

If someone comes into my personal space and touches me in a way I don't like, I can:

Yell No! Run away Tell an adult

NAME

VIDEO

'Get out of your sister's bubble - THE GOOD DINOSAUR Movie Clip'
by Fresh Movie Trailers

TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 25 OF THE TEACHING GUIDE

1

Review Public and Private, and Body Safety

Students to brainstorm the Body Safety Rules and explain the difference between public and private.

2

Introduce personal space

Today we are going to talk about our personal space and respecting other people's personal space.

Who knows what personal space means?

Allow students to share ideas about personal space.

3

Personal space bubble activity

Ask all students to stand up and pretend to blow up a bubble around them (mime blowing up a balloon that encloses them).

Ask students to walk around the room whilst moving their arms around them to show their personal space bubble, being careful not to go into anyone else's personal space or 'pop' their personal space bubble.

Ask students to sit down again, making sure that they are not in anyone else's personal space.

Explain the following points to the students:

We are the bosses of our own bodies and we can make our own decisions about who comes into our personal space and when they come into our personal space.

Explore with students why people would come into someone's personal space (to give a hug, to help get changed, to sit next to them, to hold hands; etc.)

We can decide who we kiss, cuddle, hug, and even give high fives or fist bumps to (include students' examples).

Sometimes we might want people to come into our personal space. We can decide how they come into our personal space and for how long.

Other times we might not feel like having anyone come into our personal space and that is okay because we are the bosses of our bodies.

What can we say if we do not want people coming into our personal space?

It is important to respect other people's personal space and we shouldn't touch them or hug them unless we ask first. If they don't want us to touch them, then we need to make sure we don't go into their personal space because they are the boss of their own body.

We always need to have permission (consent) to be in someone's personal space and touch them in any way

This may be the first time students are introduced to the word 'consent' - use the word in addition to the word 'permission'.

Ask students to check their personal space bubbles to see if they need to reposition themselves so they aren't popping another student's personal space bubble.

Next explain that,

Today we will be talking about personal space and how to recognise if we are invading someone's personal space. We will also find out what we can do if someone is invading our personal space.



4



Conduct a shared reading of 'Personal Space Camp' by Julia Cook

Use the following prompts to help students think critically about the text, underlying messages, and concepts.

- > How did Louis invade other people's personal space?
- > What happened when Louis went to the personal space camp?
- > What did he learn?
- > Has anyone ever invaded your personal space? What did you say and do?

5



Personal space choices activity

Divide the classroom into two areas: Personal Space Invader and Personal Space Expert. Educator to ask the questions listed below, and students are to move to the Personal Space Invader or the Personal Space Expert side to show their response. Whilst students are moving, remind them to remain in their own personal space bubble.

Educator to write on the whiteboard the scenarios that were Personal Space Invaders.

- > Keeping my hands to myself when we line up.
- > Climbing on kids at mat time.
- > Sitting near my friends, but not too close.
- > Grabbing at someone's clothes.
- > Asking before giving a friend a hug.
- > Licking someone.
- > Saying "okay" if my friend doesn't want to hold my hand.
- > Saying "excuse me" if I need to move past someone.
- > Pushing people out of my way.
- > Someone playing with my hair when I don't want them to.
- > Someone touching the private parts of someone else's body.
- > Stepping out of the way if someone is coming towards me.
- > Someone standing too close when they are talking to me.

On completion of the activity read through the scenarios on the whiteboard of the Personal Space Invader and discuss what someone could do and say in this situation to help them feel safer and more comfortable. Remind students of the importance of telling a trusted adult on their network if someone repeatedly invades their personal space or touches the private parts of their body.

Show the WACSS Personal Emergency Poster and reinforce messages.

6



Complete activity sheet

Students to draw themselves in their personal space bubble. Students to trace over the dotted words (things they can do if someone invades their personal space).



7

Watch the video: 'Get out of your sister's bubble – THE GOOD DINOSAUR Movie Clip' by Fresh Movie Trailers



'Get out of your sister's bubble' – THE GOOD DINOSAUR Movie Clip
Video is available on the WA Child Safety Services website

Watch video and revise personal space.

EXTENSION ACTIVITIES

Get creative

- > Students walk in pairs towards each other and stop when one of them doesn't want to be any closer to the other person. Measure the space between the two students, discussing the space that each person leaves and what might impact this (e.g. close friends, family, or acquaintances). Swap partners and discuss.
- > As a class brainstorm what it looks like, sounds like, and feels like when someone wants you to come into their personal space and then repeat for when someone doesn't want you to come into their personal space.
- > WACSS Greetings Poster. This activity is suitable for the classroom. Show the Greetings Poster and practise with the class in pairs. One student is the 'greeter'. Both students decide which greeting they feel comfortable with. Students to ask "Can I give you a?". If they both agree, they can perform the chosen greeting. If they both don't agree, they respect personal space and wave.



YEARS 1 – 2

LESSON 10 – THE RIGHT TO SAY NO

LEARNING INTENTION

- > Students to learn that they are the bosses of their bodies.
- > Students to learn how to be assertive.

SUCCESS CRITERIA

- > Students can identify body language and verbal skills of assertiveness.
- > Students can show different ways of saying "no" through role-play.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Ways in which the body changes as individuals grow older (ACPPS016).
- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017)

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Changes in relationships and responsibilities as individuals grow older (ACPPS016).
- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).



AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

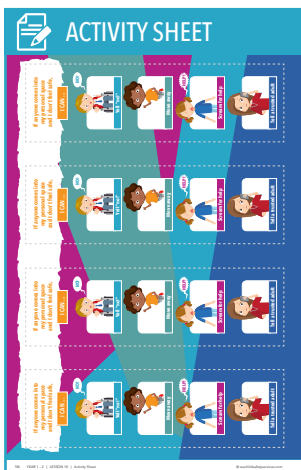
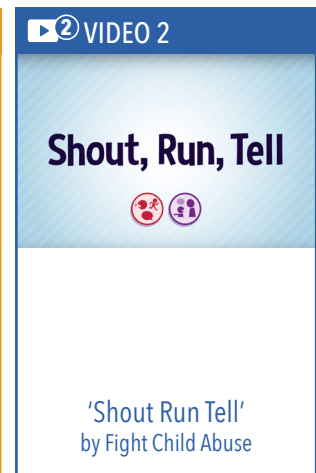
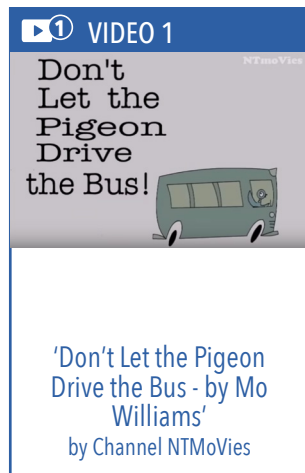
Being Healthy, Safe, and Active

- > Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016).
- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).

RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 26 OF THE TEACHING GUIDE

1

Review Personal Space and Consent

Students to stand up and blow up their personal space bubbles. Brainstorm what someone can do if someone else comes into their personal space without consent.

2

Introduce The Right to Say No

Explore the meaning of the right to say "no". We all (everyone) have the right to say "no" when it comes to our personal space and body safety.

Explore reasons why we might need to be assertive and say "no".

Brainstorm what assertiveness looks like and sounds like - write answers on the whiteboard.

3



Explore assertive and non-assertive behaviours

Show students the teaching resource to compare the postures. Explore with students. Students to point out the assertive behaviours. Acknowledge that we might feel nervous and scared, but we try to be brave and stand up for ourselves by doing the following:

- > Stand tall.
- > Look at the person.
- > Take a deep breath.
- > Talk in a strong and clear voice.
- > Say, "I am the boss of my body" or "Stop that, I don't like it" as examples.

Explore the use of the hands to be assertive.

For example, we can put our hands out like a fence in a stop motion.

What other ways can we use our bodies to be assertive?

Explore with students the different ways of saying "no":

- > A polite "no, thank you".
- > An assertive "No! Stop that, I don't like it".
- > An emergency "NO! STOP! HELP!" and run away.

Discuss a range of situations where the different ways of saying "no" may be appropriate.



In a Personal Emergency it is okay to be like the police, ambulance, or fire brigade and break the rules (e.g. go through red traffic lights). If a child has a Personal Emergency (e.g. someone tries to touch their private parts) they can break the rules, yell an emergency 'NO!', and do whatever they need to do to get away.

4



Watch the video: 'Shout Run Tell' by Fight Child Abuse

Explain to the students that they are now going to watch a video about a situation where someone needed to use their emergency 'NO!'.

Explore with students that sometimes people may not feel like they can use their emergency 'NO!', but as soon as they can it is important to tell a trusted adult or the Kids Helpline about what happened.

Watch the video 'Protect Yourself Rules - Shout Run Tell' by Fight Child Abuse



Shout Run Tell
Video is available on the WA Child Safety Services website

After watching the video explore with students the assertiveness strategies the children in the video used (for example hands out, yelled no, ran away, told a trusted adult).

Explain to students that if they feel unsafe and someone is breaking the Body Safety Rules they can 'break the rules' and be like an ambulance (police or fire brigade) and go through red traffic lights - they can shout, run away, and go and tell a trusted adult what happened.

Reiterate that it is never the child's fault if this happens.

5



Watch the video: 'Don't Let the Pigeon Drive the Bus - by Mo Willems' by Channel NTMoVies



Don't Let the Pigeon Drive the Bus - by Mo Willems
Video is available on the WA Child Safety Services website

Ask students to be the bus driver's helpers and practise the different ways of saying "no" and their assertiveness (e.g. tone and volume of voice, body language) throughout the book.

After watching the video explore with students the following:

- > How did it feel being assertive?
- > What did it feel like when the pigeon did not listen to you?
- > How did you change your body language and voice to show you were serious?

Explain to students how they can use their assertiveness skills in the context of personal space.

Reinforce the importance of personal space, respecting others' decisions about their personal space, how to use our body language (and read others' body language) and the importance of asking for permission (consent).

Reinforce the WACSS Personal Emergency Poster (refer to resource from Lesson 9).



6

Assertive role-play

In pairs, role-play a situation where one person does not like what is happening and has to practise their assertiveness to get the other person to stop. Then swap roles. As a class reflect on:

Student being assertive:

- > How did it feel being assertive?
- > What did you do to make the other student know you did not like it and wanted them to stop?

Other student:

- > What signs did you see that the other student was uncomfortable with what you were doing?
- > What did the other student do that made you realise s/he wanted you to stop?

7



Complete activity sheet

Educators give each student a bookmark to complete.

Students to brainstorm 'assertive superpowers' to decorate the back of their bookmarks.

For example:

- > Stand tall.
- > Look at the person's eyes.
- > Keep calm.
- > Talk in a strong and clear voice.

EXTENSION ACTIVITIES

Get creative

- > Students to make a short video of each student saying 'I am being assertive when I...'. Encourage students to show assertiveness in their voice and body language. Collate students' videos to make a class movie to show the class and their peers.
- > Students to make a poster outlining assertiveness strategies and what to do if they feel unsafe or someone is not respecting their personal space. Poster to be displayed around the school or in the classroom to consolidate learning.



LEARNING INTENTION

- > To revise content of the Protective Behaviours program.

SUCCESS CRITERIA

- > Students can identify Theme 1: 'We all have the right to be safe and feel safe at all times' and Theme 2: 'We can talk with someone about anything, no matter what it is'.
- > Students can identify the Body Safety Rules.
- > Students can demonstrate belly breathing.

CURRICULUM MAPPING

NATIONAL QUALITY STANDARDS

- 1.1 Program - The educational program enhances each child's learning and development.
- 1.2 Practice - Educators facilitate and extend each child's learning and development.
- 2.2 Safety - Each child is protected.
- 5.2 Relationships between children - Each child is supported to build and maintain sensitive and responsive relationships.

WESTERN AUSTRALIAN CURRICULUM YEAR 1

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Ways in which the body changes as individuals grow older (ACPPS016).
- > Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017)

Communicating and Interacting for Health and Wellbeing

- > Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020).

Contributing to Healthy and Active Communities

- > Actions that support a safe classroom, such as: moving around safely, sharing appropriately, following class rules (ACPPS022).

WESTERN AUSTRALIAN CURRICULUM YEAR 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Changes in relationships and responsibilities as individuals grow older (ACPPS016).
- > Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > *Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020).*



AUSTRALIAN CURRICULUM YEAR 1 & 2

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016).
- > Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).

Communicating and Interacting for Health and Wellbeing

- > Identify and practise emotional responses that account for own and others' feelings (ACPPS020).

RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

FOR IMPORTANT INFORMATION ABOUT THIS TOPIC, PLEASE REFER TO PAGE 27 OF THE TEACHING GUIDE

1

Review Theme 1 and Theme 2

Today we are going to remember all of the things we have learned in our Protective Behaviours lessons.

Revise Theme 1: 'We all have the right to be safe and feel safe at all times' and Theme 2: 'We can talk with someone about anything, no matter what it is'.





Play the Feelings Ball game

Student to make eye contact with another student then throw the ball to them. When students catch the ball they call out the feeling closest to their right thumb and share a time they felt that way.

For example:

I felt angry when...

If a student doesn't know what one of the feeling words means, it's a great opportunity to build upon their feeling vocabulary and discuss that feeling with the class. Remember to reinforce responding appropriately when we feel angry/frustrated; etc.



Watch the video: 'My Body Safety Rules - 5 things every child should know' by Educate2Empower Publishing



My Body Safety Rules - 5 things every child should know
Video is available on the WA Child Safety Services website

Watch video and revise the five Body Safety Rules with the class.

- > My body is my body and it belongs to me
- > I have a safety network
- > Warning Signs
- > Private Parts
- > Secrets

After watching video discuss as a whole class:

- > What can someone do if they do not want to give someone a hug?
- > What is another way you can show someone you care about them without giving them a hug?
- > Who can tell me who is on their safety network (Helping Hand Network)?
- > Who can tell me the four things people on our safety network need to do? (1-Be accessible/available, 2-Listen, 3-Believe me, 4-Take action to help me if necessary)
- > Who can tell me some of their Warning Signs?
- > If someone is feeling unsafe (they might feel their Warning Signs) what can they do? (go and tell someone on their network or a trusted adult)
- > If someone is feeling unsafe and asks for help but they don't get the help they need, what can they do? (be persistent- keep on telling until they feel safe again)
- > Who can tell me the correct names for boys' private parts?
- > Who can tell me the correct names for girls' private parts?
- > What are the rules about the private parts of our bodies? (nobody can see, touch, take a photo, or video of the private parts of our bodies, without a good reason)
- > Who can tell me how to work out if a secret is a safe secret and okay to keep? (it is a surprise, there is a happy outcome, I can tell people on my network if I want to, nobody is getting hurt, the secret is eventually shared)
- > How do we know if a secret is an unsafe secret that we need to tell a trusted adult? (someone said never to tell anyone, someone is scared or getting hurt, they may be threatened not to tell anyone, the secret might make me feel Warning Signs, the secret is about the Body Safety Rules being broken)



Certificates

Present students with a certificate for completing the WACSS Protective Behaviours program.

