

PROTECTIVE BEHAVIOURS

Years 3 – 4

Lesson Plans



WACSS Protective Behaviours Lessons

	1	2	3	4	5	6	7	8	9	10	11
Year 3 WESTERN AUSTRALIA – Health – Personal, Social, and Community Health											
Being Healthy, Safe, and Active											
Factors that strengthen personal identities, such as the influence of: family, friends, school.	●			●	●			●			●
Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendship, feelings.	●	●	●	●	●		●		●	●	●
Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help.	●	●	●	●	●	●	●	●	●	●	●
Communicating and Interacting for Health and Wellbeing											
Behaviours that show empathy and respect for others.	●		●								●
Circumstances that can influence the level of emotional response to situations.	●	●	●		●				●	●	●
Year 3 WESTERN AUSTRALIA – Digital Technologies – Processes and Production Skills											
Collecting and Managing and Analysing Data											
Create and communicate ideas and information safely.				●				●			
Year 4 WESTERN AUSTRALIA – Health – Personal, Social, and Community Health											
Being Healthy, Safe, and Active											
Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically.		●		●	●	●	●				●
Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities.	●	●	●	●	●		●		●		●
Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situation, using assertive behaviour and language, knowing who or where to go for help in the community.	●	●	●	●	●	●	●	●	●	●	●
Communicating and Interacting for Health and Wellbeing											
The positive influence of respect, empathy, and the valuing of differences in relationships.	●										●
Strategies to identify and manage emotions before reacting.	●	●								●	●
Strategies to cope with adverse situations and the demands of others.	●	●	●	●	●	●	●	●	●	●	●
Year 4 WESTERN AUSTRALIA – Digital Technologies – Processes and Production Skills											
Collecting and Managing and Analysing Data											
Create and communicate ideas and information safely, using agreed protocols (netiquette).				●				●			
Year 3 & 4 AUSTRALIAN CURRICULUM – Health – Personal, Social, and Community Health											
Being Healthy, Safe, and Active											
Explore strategies to manage physical, social, and emotional change.	●	●	●	●	●						●
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.	●	●	●	●	●	●	●	●	●	●	●
Identify and practise strategies to promote health, safety, and wellbeing.	●		●	●	●	●	●			●	●
Communicating and Interacting for Health and Wellbeing											
Describe how respect, empathy, and valuing diversity can positively influence relationships.	●										●
Investigate how emotional responses vary in depth and strength.	●	●	●								●
Year 3 & 4 AUSTRALIAN CURRICULUM – Digital Technologies – Processes and Production Skills											
Plan, create, and communicate ideas and information independently and with others, applying agreed ethical and social protocols.				●				●			

LEARNING INTENTION

- > Students learn to identify others' emotions through their words, facial expressions, and body language.
- > Students learn a range of strategies to respond to others' emotions.
- > Students learn about the meaning of empathy.

SUCCESS CRITERIA

- > Students can make facial expressions to show different emotions.
- > Students can identify what others are feeling by reading their facial expressions and body language.
- > Students can identify a range of strategies to respond to different emotions.
- > Students can identify a range of strategies to respond to others' emotions.
- > Students write their own definition for empathy and what it looks, sounds, and feels like.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Factors that strengthen personal identities, such as: the influence of: family; friends; school (ACPPS033).
- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Behaviours that show empathy and respect for others (ACPPS037).
- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > The positive influence of respect, empathy, and the valuing of differences in relationships (ACPPS037).
- > Strategies to identify and manage emotions before reacting (ACPPS038).
- > Strategies to cope with adverse situations and the demands of others (ACPPS038).



AUSTRALIAN CURRICULUM YEAR 3 & 4 Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Explore strategies to manage physical, social, and emotional change (ACPPS034).
- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).

Communicating and Interacting for Health and Wellbeing

- > Describe how respect, empathy, and valuing diversity can positively influence relationships (ACPPS037).
- > Investigate how emotional responses vary in depth and strength (ACPPS038).

RESOURCES

TEACHING RESOURCE 1

WE HAVE ALL THE RIGHT TO FEEL SAFE AT ALL TIMES

PRINT A3

WACSS POSTER

WE ALL HAVE THE RIGHT TO BE SAFE AND FEEL SAFE AT ALL TIMES

SCHOOL

WE CAN TALK WITH SOMEONE ABOUT ANYTHING NO MATTER WHO

PRINT A3

VIDEO 1

HOW IS SHE FEELING?

'Inside Out: Guessing the feelings' by Laia Garcia

TEACHING RESOURCE 2

WACSS Feelings Cards

VIDEO 2

'Empathetic Listening - Inside Out, 2015' by Academy of Social Competency

VIDEO 3

'Empathy Can Change the World' by Noah Couser

ACTIVITY SHEET

What empathy means to me

Looks like

Feels like

Sounds like



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.

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 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.

It is important to be able to understand and identify a wide range of feelings as it helps us express ourselves and understand why we are feeling the way we are. It is just as important to be able to identify and understand how others are feeling.

4



Watch the video: 'Inside Out: Guessing the feelings' by Laia Garcia

We are going to watch a video that can help us practise working out how other people may be feeling.

Students to guess the feeling and explain why they thought it was that feeling.



Inside Out: Guessing the feelings
Video is available on the WA Child Safety Services website



5



Play Name that Feeling game

Five students come to the front of the class and pick one WACSS Feelings Card (to make it more challenging encourage the students to pick and use the feelings on the back of the cards). Without showing anyone, all five students act out the feeling (at the same time) and the rest of the class have to guess how they are feeling (being aware of facial expressions and body language).

Once the class has guessed one feeling correctly, explore the different answers that were given. Discuss that not everyone feels the same emotion in the same situation. For example, someone may feel excited when school starts at the beginning of the year and someone else may feel anxious. It is important to think about and respect how other people might feel. Discuss how different students showed/mimed the same feeling differently, highlighting the fact that people also respond to feelings in different ways.

Discuss the following questions:

- > How did you know s/he is feeling _____?
- > What happens that might make you feel _____?
- > How did s/he act when s/he was feeling _____?
- > What else can you do when you are feeling _____?
- > What could you do to help a friend who is feeling _____?

6



Watch the video: 'Empathetic Listening - Inside Out, 2015' by Academy of Social Competency

EMPATHY: we know it is important for us to recognise how we are feeling and what to do with those feelings, but it is equally important to be able to recognise and understand the way other people are feeling. This is called empathy. Empathy allows us to identify and understand how others are feeling and see the world from someone else's perspective.



Empathetic Listening - Inside Out, 2015
Video is available on the WA Child Safety Services website

Explore the following questions:

- > How was Bing Bong feeling?
- > How do you know?
- > What did Joy do and say to try and help Bing Bong? (distract, change the subject etc.)
- > What did Sadness do and say?
- > What did Joy and Sadness do differently?
- > Explore how Sadness being empathetic impacted Bing Bong feelings and safety.

7



Watch the video: 'Empathy Can Change the World' by Noah Couser

Students watch the following video.



Empathy Can Change the World
Video is available on the WA Child Safety Services website



Discuss what empathy means. Ask students to share situations when someone has shown empathy towards them and a time when they have shown empathy to others.

8



Complete activity sheet

Students to explore and write down what empathy looks like, feels like, and sounds like to them.

EXTENSION ACTIVITIES

Get creative

- > Why not tie emotional intelligence in with literacy skills? Ask the children to write a story about a time they or someone else felt a particular emotion. Collate the stories into a 'Feelings Storybook/Wall'.
- > Building a volcano. Continue to discuss the importance of using regulation strategies (like deep breathing) and then talking with an adult that you trust about your feelings. Build a volcano to further illustrate how 'big' feelings can 'explode' when not regulated.

Video

- > '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.



YEARS 3 – 4

LESSON 2 – WARNING SIGNS

LEARNING INTENTION

- > Students learn about Warning Signs and identify their own.
- > Students to understand the importance of noticing their Warning Signs.
- > Students to understand the importance of telling an adult they trust if their Warning Signs do not go away.
- > Students learn positive ways to regulate their emotions.

SUCCESS CRITERIA

- > Students can say, write, or draw their own Warning Signs.
- > Students can say why it is important to notice their Warning Signs and tell an adult they trust.
- > Students can say or write appropriate ways to regulate their emotions.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033).
- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to identify and manage emotions before reacting (ACPPS038).
- > Strategies to cope with adverse situations and the demands of others (ACPPS038).



AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Explore strategies to manage physical, social, and emotional change (ACPPS034).
- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Investigate how emotional responses vary in depth and strength (ACPPS038).

RESOURCES



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

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



Reinforce this topic in your daily teaching. Think about times students might have felt their Warning Signs and discuss in class. For example, class assembly performance, a new teacher in class, athletics carnival race.

1

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

Play the Popcorn game. Students start on the mat seated. When the educator says "Popcorn", students quickly stand up. The educator chooses the student who stood up first to name a feeling and give an example of when someone might feel like this. Invite other students to help if needed. Continue until all students have had a turn.

2



Introduce Warning Signs

Ask students about what signs our bodies give us when we are hungry, thirsty, tired, or cold. Then ask 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 the opportunity to share examples of what happens in their body 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.

Educator to share an appropriate experience with the students when s/he felt Warning Signs; for example:

I felt my Warning Signs just before I was getting onto the roller coaster at Adventure World – it felt like butterflies in my tummy and my hands got sweaty. My body was giving me a sign to think about what I was about to do – so I decided that I did want to go on the ride, but I wanted to go on with my friend so I felt safer.





Play Boom Bang Pop Balloon game

Explain that everyone has different Warning Signs. Introduce the activity, Boom Bang Pop Balloon to help us find out what their Warning Signs are. You can use the Boom Boom Balloon game if you have it.

Students stand in a circle (encourage children to have their eyes closed if they feel safe to do so). Educator to explain s/he is going to walk around the circle and pop the balloon. Explain that the students will not know when the balloon will pop, and it might make some students feel nervous.

Students can choose to keep their eyes open or take a few steps back to a place where they feel safe. Remind students of their right to be safe and feel safe at all times – if they do not want to participate, they can sit out.

Ask the students to notice the Warning Signs in their bodies throughout the game and when the educator comes near them. Educator to walk around the room blowing up the balloon. Walk close to the students so they can hear the educator breathing into the balloon (this helps build anticipation).

Once the balloon is filled, walk around the circle rubbing your fingers on the balloon to make squeaking noises. Observe and verbalise the students' body language when you approach them, for example, "someone is putting their hands to their mouth". Invite students to call out the Warning Signs they are feeling in their bodies.

Pop the balloon. If there are students in the class that are afraid of balloons, release the balloon so it whizzes around the room.

As a whole class describe and discuss:

- > Recall what Warning Signs the students felt in the balloon activity (e.g. butterflies in the tummy, jelly legs, shaking hands, goosebumps; etc.)
- > Other situations when someone might feel their Warning Signs (e.g. at the skate park, before the class assembly, if someone is being mean to me, if I see a snake). Explain that we might feel Warning Signs when we are doing something challenging or fun and scary at the same time. The important thing is to listen to yourself – if you feel your Warning Signs AND you feel unsafe, it is a good idea to find a trusted adult for help.
- > Ask students if they enjoyed the game. Ask if it was fun and scary at the same time?
- > Discuss choice (could sit out the game), control (could open eyes or stand back), and the time limit (we knew the balloon was going to burst soon and the activity would be finished). Explain that usually if we have choice and control over an activity, and we know how long it will be, we feel safer. In situations where we have little or no choice and control, and we don't know how long it will last, we can feel unsafe.



Complete activity sheet

Students to draw their Warning Signs on the activity sheet (or enlarge the activity sheet to A3 and complete as a class).

Explain that when we feel our Warning Signs, we might need to help our bodies and minds to calm down so we can work out what we need to do next. Ask students (either as a whole class or in small groups) to come up with emotional regulation strategies they can try to calm down. To make it exciting give the students a timeframe to race against the clock.



Introduce emotional regulation



Print from Childhood 101
www.childhood101.com/2015/04/take-5-breathing-exercise

Display and explain the Calm Down and Take Five Breathing Poster. Ask the whole class to try the technique:



- > *Stretch your hand out like a star.*
- > *Using your other hand, use your pointer finger to trace your fingers up and down.*
- > *Slide up each finger slowly, breathing in - slide down the other side, breathing out.*
- > *Continue until you have finished tracing all fingers on your hand.*
- > *Print out a small copy and provide each student with one to keep at their desk or display it in the classroom.*

EXTENSION ACTIVITIES

Games

- > Play games that build anticipation: Jenga, card tower, Pop up Pirate, Crocodile Dentist, Boom Boom Balloon.

Get creative

- > Make your own stress balls with balloons and flour. Students to decorate stress balls. Encourage students to utilise stress balls as an emotional regulation strategy.



LEARNING INTENTION

- > Students to learn about different situations: safe; fun and scary; risking for a reason; and unsafe.
- > Students to learn a variety of problem-solving strategies for risking for a reason and unsafe situations.

SUCCESS CRITERIA

- > Students can identify examples of safe; fun and scary; risking for a reason; and unsafe.
- > Students can identify a variety of problem-solving strategies to ensure they feel safe again if they are risking for a reason or in an unsafe situation.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Behaviours that show empathy and respect for others (ACPPS037).
- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Explore strategies to manage physical, social, and emotional change (ACPPS034).
- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).

Communicating and Interacting for Health and Wellbeing

- > Investigate how emotional responses vary in depth and strength (ACPPS038).



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'

Ask students to give examples of 'being safe' but not 'feeling safe' and vice versa. Play the Popcorn game to name a Warning Sign. Students are sitting down at their desks and when the educator says "Popcorn", the students stand up as quickly as they can to name a Warning Sign and a situation when someone might feel this. Move onto emotional regulation strategies if students run out of Warning Signs to name.

2



Introduce the Safety Check assessment and concepts of Safe; Fun and Scary; Risking for a Reason; and Unsafe

As a whole class brainstorm (on the whiteboard) examples of when we might feel safe; fun and scary; risking for a reason; and unsafe. Encourage students to think about different aspects of their lives when they may have these feelings; e.g. school, home, with friends, online. Ensure students are considering choice, control, and time limit in their assessment of how they categorise how they are feeling with the examples.

Divide the class into groups giving each group an A3 piece of paper and one of the Safety Check headings (e.g. one group has safe, one has fun and scary; etc.).

Give each group three minutes to write down as many situations where someone may feel this way. The group moves to the next table to add their responses to the next Safety Check heading. Rotate all groups to all Safety Check headings.



On the whiteboard, write the headings safe; fun and scary; risking for a reason; and unsafe. Ensure adequate space is left under the risking for a reason and unsafe headings to add problem-solving strategies. Ask a student from each group to call out the responses and write them under each heading. Make note of students having different feelings to the same scenario – reiterate the importance of respecting how others feel.

3 Class discussion

In pairs, small groups, or as a whole class, identify problem-solving strategies for the scenarios under the headings Risking for a Reason, and Unsafe.

Write all strategies on the whiteboard.

Suggested strategies for risking for a reason include breathing techniques, reminding yourself why you are doing it and when it will be finished, it's okay to feel a bit scared about it, have a trusted adult nearby (e.g. to hold their hand).

Suggested strategies for feeling unsafe include breathing techniques to calm yourself, find a trusted adult to speak with, remove yourself from the situation (if you can), scream and run away (if you can), or contact the Kids Helpline.



Ask students to write this in their Health books so they can refer to it later.

4



Watch the video: 'Mr Bean Swimming Pool' by Mr Bean



Mr Bean Swimming Pool
Video is available on the WA Child Safety Services website

Ask the students the following questions:

- > When did Mr Bean feel safe and why? (on the small slide)
- > When did Mr Bean feel like it was fun and scary and why? (running towards the big slides)
- > When did Mr Bean risk for a reason and why do you think it was out of his comfort zone? (climbing to the top of the big slides)
- > When did Mr Bean feel unsafe and why? (when the boys came to the top of the big slide)
- > Did he feel like he had a choice to come down from the diving board? Did he feel like he was in control of when he could jump?
- > Discuss why Mr Bean felt pressured to jump (peer pressure). What could Mr Bean do to feel safe again?
- > When might you (students) feel pressure from friends to do something? What could you do to feel safer?

5



Complete activity sheet

Students to draw or write an example of a time they felt safe; fun and scared; risked for a reason; and unsafe. Students to write down two problem-solving strategies someone could use if feeling unsafe.



EXTENSION ACTIVITIES

Get creative

- > Students to complete a Y chart of what safe looks like, feels like and sounds like and repeat for fun and scary; risking for a reason; and unsafe. For risking for a reason; and unsafe, students to develop a list of strategies they can use if feeling unsure, uncomfortable, or unsafe.
- > Safety Check Ball. Educator to write safe; fun and scary; risking for a reason; and unsafe on a ball. The ball gets thrown to students in the class (ensuring eye contact is made or the students name is called out). When the student catches the ball, the student calls out what is closest to their right thumb and tells a time they felt that way including:
 - > *What am I doing?*
 - > *What was happening around them or to them?*
 - > *How were they feeling?*
 - > *Did they feel their Warning Signs?*
 - > *Did they have choice, control, and did they know the time limit?*
 - > *Was there an adult around that could help them if they needed?*
 - > *How did they respond? What did they do to feel safer?*



LEARNING INTENTION

- > Students to learn about networks and the importance of using these in the real world and online environment.
- > Students to learn strategies if feeling unsafe online.

SUCCESS CRITERIA

- > Students can identify five trusted adults for their network.
- > Students can identify a range of strategies to keep themselves safe online.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033).
- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Digital Technologies – Processes and Production Skills

Collecting and Managing and Analysing Data

- > Create and communicate ideas and information safely (ACTDIP013).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033).
- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

Digital Technologies – Processes and Production Skills

Collecting and Managing and Analysing Data

- > Create and communicate ideas and information safely, using agreed protocols (netiquette) (ACTDIP013).



AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Explore strategies to manage physical, social, and emotional change (ACPPS034).
- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).

Digital Technologies – Processes and Production Skills

- > Plan, create, and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013).

RESOURCES

TEACHING RESOURCE

WE TALK CAN WITH NO WHAT IT ABOUT IS MATTER SOMEONE ANYTHIN

PRINT A3

WACSS POSTER

WE ALL HAVE THE RIGHT TO BE SAFE AND FEEL SAFE AT ALL TIMES

WE CAN TALK WITH SOMEONE ABOUT ANYTHING NO MATTER WHY

PRINT A3

VIDEO

'Cybersmart Detectives'
by eSafety Commissioner

ACTIVITY SHEET 1

Who is on your Helping Hand Network?

A network helper must:

- ☐ Be available
- ☐ Listen to me
- ☐ Believe me
- ☐ Help me if I need it

Who are some adults you trust to be on your network?

If I felt unsafe online, I could:

1. _____
2. _____
3. _____

1800 55 1800

ACTIVITY SHEET 2

Dear _____

I have been learning that we all have the right to be safe and feel safe at all times, and we can talk with someone about anything, no matter what it is.

I would like you to be on my Helping Hand Network so I can talk with you about any worries I might have, as well as any good things that happen. As a network helper, I need you to:

- ☐ Be available
- ☐ Listen to me
- ☐ Believe me, and
- ☐ Help me if I need it.

If you need more information please visit www.wachildsafety.com.au

If you can be on my network, please put your name and phone number at the bottom of this letter.

Thanks,

Name _____

Phone _____

1800 55 1800

ACTIVITY SHEET 3

Dear Parents/Caregivers:

Your child has chosen five people to be on their network so they can talk with them about any worries they might have, as well as any good things that happen.

A network helper needs to:

- ☐ Be available
- ☐ Listen
- ☐ Believe the child, and
- ☐ Help the child, if needed.

Please support your child to distribute their Network Invitations and encourage them to make use of their network.

If you need more information please visit www.wachildsafety.com.au

Dear Parents/Caregivers:

Your child has chosen five people to be on their network so they can talk with them about any worries they might have, as well as any good things that happen.

A network helper needs to:

- ☐ Be available
- ☐ Listen
- ☐ Believe the child, and
- ☐ Help the child, if needed.

Please support your child to distribute their Network Invitations and encourage them to make use of their network.

If you need more information please visit www.wachildsafety.com.au



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

Review Safety Check

Students to tell a time they felt fun and scared, and when they risked for a reason.

2



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

Divide students into small groups. Give each group the full set of Theme 2 words (cut up) and have a race against the clock to see which group can organise the words to make the theme sentence.

Discuss that today we are thinking about the safe people we can talk with if we need help. Remind students that these are people we can talk with if we feel unsafe about anything online as well.

It is important to be safe and feel safe at all times including when we are online; e.g. when we are playing games, chatting/messaging/FaceTiming with people, watching videos; etc.

Talking with safe adults that we trust about what we are doing online can help us to keep safe.

Have the WACSS Theme Poster from Lesson 1 displayed in class and refer to it when required.

3



Watch the video: 'Cybersmart Detectives' by the Office of the eSafety Commissioner

Watch video and discuss the built-in questions with students.



Cybersmart Detectives
esafety.gov.au

Ask the following questions whilst reflecting on the story:

- > Why should we talk with a safe adult about what we are doing online?
- > Why should we talk with a safe adult if we want to try something new online?
- > Why should we talk with a safe adult if we want to talk with someone online who has messaged us?
- > Why should we talk with a safe adult if something doesn't look right or seems a bit strange online?
- > What are other examples (either online or in the 'real world') when we might need to talk with a trusted adult?



Explore with students why some children might not feel comfortable telling their parents or safe adults. Examples may include fear of getting into trouble and getting banned from using their device, thinking they can manage it themselves, or they might like the conversation they are having with someone online. Discuss the issues as they come up; e.g. what could be helpful about telling an adult?

Visit www.esafety.gov.au and explore the website with students, pointing out how students can access help and report an issue (e.g. cyberbullying, illegal, or disturbing content).

4

Create individual networks

Remind students of Theme 2: 'We can talk with someone about anything, no matter what it is'. As a whole class, brainstorm all the people who could be network helpers for the students – a network helper is the 'someone' we can talk with. These are adults who are accessible (you see or talk with them regularly) who would listen to you, believe you, and help you if you need it. Encourage a range of suggestions from home, school, sport, neighbourhood, and the wider community. Scribe onto whiteboard.

Discuss the benefits of network helpers being adults - our friends can be good listeners but may not be able to help us change the unsafe situation.

As a whole class, brainstorm what they want their network helpers to do if they feel unsafe or worried about something. Examples include encourage, listen, believe me, let me know how they can help. Discuss how the students could get in touch and talk with their network helpers; for example, go and see them, phone/FaceTime them, email, or send a message. Scribe onto whiteboard.

5



Complete activity sheet

Give each student a Helping Hand Network Activity Sheet (Activity Sheet 1). Ask students to think of an adult in their family who would make a good network helper and write the person's name on the thumb. Ask students to write the names of four more adults on the remaining fingers, encouraging them to think of adults who are outside of their family.

Remind students about the Kids Helpline for anything they want to talk about that is worrying them or causing them to feel unsafe, including anything that has happened online.

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.

If time and resources permit, allow students time to further explore the eSafety Commissioner website.



EXTENSION ACTIVITIES

Kids Helpline Call

- > Organise a video call with the Kids Helpline to help students learn about the service and ask any questions they may have.

Get creative

- > Students to make a short video to their network helper which includes:
 - > *What a network is.*
 - > *What their network helper's job description is.*
 - > *Why they chose them as a network helper.*



YEARS 3 – 4

LESSON 5 – SAFE AND UNSAFE SECRETS

LEARNING INTENTION

- > Students to learn about the differences between safe and unsafe secrets.
- > Students to learn how to respond to unsafe secrets.

SUCCESS CRITERIA

- > Students can say which secrets are safe and unsafe.
- > Students can identify the need to tell a trusted adult if they have an unsafe secret.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033).
- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033).
- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Explore strategies to manage physical, social, and emotional change (ACPPS034).
- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).



RESOURCES

TEACHING RESOURCE 1 (2 PAGES)

You only need to keep the secret for a short time	There is choice about keeping the secret
Everyone is feeling happy/excited	Someone is feeling worried/unsafe
No one is getting hurt on the inside or the outside of their body	Someone is getting hurt on the inside or the outside of their body
You can tell someone else if you want to	The secret must be kept for a long time or forever

Someone has broken the Body Safety Rules	Someone said if you tell, something bad will happen
There is no choice or control about telling the secret	Safe Secret
Unsafe Secret	

TEACHING RESOURCE 2

A friend is leaving your school and you are organising a goodbye party.	Someone at school is being bullied but asked you not to tell.
You watched the AFL Grand Final. Your dad recorded it because he was at work and he asked you not to tell him who wins.	Someone online asked you to send them a private picture or private video but tells you not to tell anyone.
Your friend is getting an award at assembly next week.	A friend is talking to someone online that they do not know and s/he is going to meet them but told you not to tell anyone.
A friend has told you that someone is touching her on her private parts. She tells you not to tell anyone.	Your friend is scared and feels unsafe but tells you not to tell anyone.

VIDEO

Safe Touch, Unsafe Touch

'Protect Yourself Rules – Safe Touch / Unsafe Touch'
by Fight Child Abuse

ACTIVITY SHEET

Safe and Unsafe Secrets

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

BAD BROKEN CHOICE	CONTROL EXCITED HAPPY	HURT NEVER SHOUT	TELL UNSAFE WORRIED
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Safe Secrets

You can _____ someone else if you want to.

No one is getting _____ on the inside or outside of their body.

Everyone is feeling _____ and/or _____.

There is _____ about telling the secret.

You only need to keep the secret for a _____ time.

Unsafe Secrets

You can _____ tell anyone.

Someone has _____ the Body Safety Rules.

Someone is feeling _____ or _____.

There is no choice or _____ about telling the secret.

Someone said if you tell, something _____ will happen.

Remember, if you are feeling unsafe you can talk with a trusted adult or contact the Kids Helpline 1800 55 1800

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

Ask students to remember at least one person from their network.



2

Introduce Safe and Unsafe secrets

- > Safe secrets are fun to keep and you can share them after keeping them for a short time.
- > Unsafe secrets might make you feel worried, anxious, scared, or unsafe.
- > It is important that we share unsafe secrets with an adult that we trust as soon as possible.
- > We can talk with someone on our network about anything at all, we don't have to keep secrets that are making us feel worried or unsafe.

3



Safe and unsafe secret cards activity

Cut secret descriptions (Teaching Resource 1) into separate cards. In small groups give secret descriptions to students to sort into safe and unsafe groups.

Students have 3 minutes to sort into correct groups and share with the whole class. Educator to display the answers on the whiteboard under safe and unsafe secret columns.

4



Scenario Cards activity

Divide students into small groups. Provide each group with a set of Scenario Cards (Teaching Resource 2). In their small groups, students to read each scenario and decide whether it is a safe or unsafe secret. Each group to place safe secrets in one pile and unsafe secrets in a second pile.

As a class compare answers and encourage students to explain rationale to why each secret is either safe or unsafe. Explore with students what they can do if they have an unsafe secret or feel unsafe (tell a trusted adult on their Helping Hand Network, or contact the Kids Helpline).

5



Watch the video: 'Protect Yourself Rules – Safe Touch / Unsafe Touch' by Fight Child Abuse



Protect Yourself Rules – Safe Touch / Unsafe Touch
Video is available on the WA Child Safety Services website

Prepare students with an overview of the video. We are going to watch a video about safe and unsafe touches and secrets.

After watching the video explore with students:

- > If someone touches you on the private parts of your body or asks you to touch them on their private parts, is that a safe or unsafe secret? Why?
- > If someone shows a picture or video of the private parts of someone's body is that a safe or unsafe secret? Why?
- > In the video what did the man do to try to make the child not tell the secret? (make a promise, gave them a present)
- > What could someone do if someone tried to touch them on the private parts of their body or asked them to touch theirs? (say no, run away, go and tell a trusted adult or the Kids Helpline or Police)
- > Why is it important to tell unsafe secrets to a trusted adult?
- > Who can remember who is on their Helping Hand Network? (revise with students)
- > What could someone do if nobody on their network listens or believes them? Who else could they tell? (Kids Helpline)





Students to find all words listed in the word search, using the words found, fill in the gaps to finish the sentences. Once filled in correctly the sentences will reinforce what makes a secret safe or unsafe.

EXTENSION ACTIVITIES

Video

- > For advanced Year 4s or students with a sound background of Protective Behaviours watch and explore the video 'Protect Yourself Rules - Tell' by Fight Child Abuse
Video is available on the WA Child Safety Services website.

Prepare students with an overview of the story. This is a cartoon but it is based on the experiences of some children. A person they thought they could trust told them they had to keep a secret that they felt uncomfortable about.

- > *What was the secret the Coach wanted Darius and Jamal to keep?*
- > *Was this a safe secret (fun and okay to keep for a short time) or an unsafe secret (someone getting hurt, feeling unsafe and needing to tell a trusted adult)?*
- > *What did the Coach do/say to try to get Jamal to keep this unsafe secret?*
- > *Who did they tell the unsafe secret to?*
- > *Why is it important to tell unsafe secrets to trusted adults?*
- > *Who can remember who is on their network?*
- > *What could someone do if nobody on their network listens or believes them? Who else could they tell (Kids Helpline).*

Reinforce being persistent/asking another network helper for help.

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 safe secret.



YEARS 3 – 4

LESSON 6 – PERSISTENCE

LEARNING INTENTION

- > Students learn the importance of persisting in asking for help until they reach their goals.

SUCCESS CRITERIA

- > Students can say/write an example of a goal they achieved from being persistent.

CURRICULUM MAPPING**WESTERN AUSTRALIAN CURRICULUM YEAR 3****Personal, Social, and Community Health**

Being Healthy, Safe, and Active

- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

WESTERN AUSTRALIAN CURRICULUM YEAR 4**Personal, Social, and Community Health**

Being Healthy, Safe, and Active

- > Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

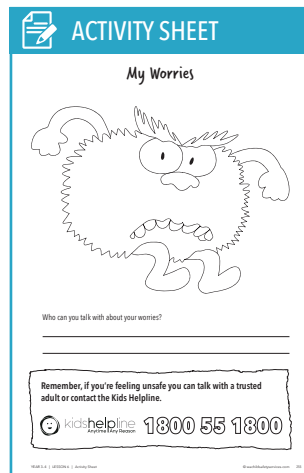
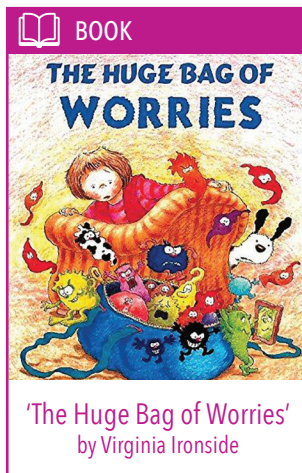
AUSTRALIAN CURRICULUM YEAR 3 & 4**Personal, Social, and Community Health**

Being Healthy, Safe, and Active

- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).



RESOURCES



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 Safe/Unsafe Secrets and Networks

Ask class to identify what makes a secret safe or unsafe. Ask students what they can do if they have an unsafe secret

2 Introduce Persistence

Ask students for a definition of persistence. Example definition of persistence – continuing a course of action in spite of difficulty or opposition.

Today we are going to talk about not giving up and how we can persist in achieving our goals, whether it's to master an activity or to access help if we need it.

3 Conduct a shared reading of 'The Huge Bag of Worries' by Virginia Ironside

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



- > *How did Jenny feel at the beginning of the story? Did it change and why? (happy, changed to gloomy because she was worried about everything)*
- > *What were some of Jenny's worries? (getting fat, her dog having fleas, her best friend going away, bad marks at school, people whispering about her in the playground, her mum and dad arguing, wars and bombs)*
- > *Why do you think her worries followed her everywhere?*
- > *How did Jenny try and get rid of her worries? (ignoring them, throwing them away, locking them out).*
- > *Who did she ask for help? (brother)*
- > *Why did she want to give up asking for help? (she felt stupid and didn't think anyone would listen to her or help her)*
- > *Did her worries go away? (no, they got bigger)*
- > *Did the worries go away when she told her friend? (no)*
- > *What advice could you give Jenny? (persist in asking for help – don't give up)*
- > *Who finally helped Jenny with her worries and how? (the old lady who lived next door, sorted the worries into groups)*

Reiterate that Jenny needed to be persistent in asking for help and that she needed to find an adult to help her (not her brother or her friend).

4 Group activity

In small groups students to answer the following questions:

- > *When have you needed to be persistent in asking for help?*
- > *How did being persistent in asking for help make you feel?*
- > *What helped you to persist in asking for help?*

5 Class feedback

Groups feedback as a whole class and discuss. Remind students about the Kids Helpline if the people on their Helping Hand Network are not available or have not listened to them, believed them, or taken action to help them.

6



Complete activity sheet

Students to complete the Worry Monster Activity Sheet. Students to write their worries in the middle of the monster, write down what they can do about their worries and who they can tell about their worries.



EXTENSION ACTIVITIES

Get creative

- > Students to write a story about a time they were persistent in asking for help. Students to include:
 - > *What was happening to them or around them?*
 - > *How were they feeling?*
 - > *Who they asked for help first, second; etc.*
 - > *How many times they had to ask for help before someone listened and gave them the help they needed?*
 - > *How they felt once they were listened to and got the help they needed?*
- > Students to make a short video on what persistence means to them, a time they were persistent in asking for help when they felt unsafe, and advice to younger students about what they can do if feeling unsafe - ensure the Kids Helpline is referred to. Compile into a classroom movie and share with peers, families, and younger students to reinforce learning. This can also make a great assembly item.



YEARS 3 – 4

LESSON 7 – BODY SAFETY

LEARNING INTENTION

- > Students to learn the anatomical names for the private parts of their body.
- > Students to learn about the Body Safety Rules.

SUCCESS CRITERIA

- > Students can name or write the anatomical names for the private parts of their bodies.
- > Students can produce a poster or song about the Body Safety Rules.

CURRICULUM MAPPING**WESTERN AUSTRALIAN CURRICULUM YEAR 3****Personal, Social, and Community Health**

Being Healthy, Safe, and Active

- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

WESTERN AUSTRALIAN CURRICULUM YEAR 4**Personal, Social, and Community Health**

Being Healthy, Safe, and Active

- > Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033).
- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

AUSTRALIAN CURRICULUM YEAR 3 & 4**Personal, Social, and Community Health**

Being Healthy, Safe, and Active

- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).



4



Watch the video song: 'Boss of My Body' by The Mother Company.



Boss of My Body

Video is available on the WA Child Safety Services website

After watching, reflect on the words to the 'Boss of My Body' song.

As a class brainstorm, discuss 'Why do we have rules about our body?'

5



Explore the Body Safety Rules

Use the WACSS Body Safety Rules Poster to explore the Body Safety Rules with the students.

- > *I am the boss of my body!*
- > *No one should see, touch, take a photo or video of the private parts of your body without a good reason.*

If:

- > *your private parts are hurting;*
- > *you have a question about your private parts;*
- > *someone has touched or asked to touch your private parts; or*
- > *someone has asked you or made you touch their private parts*

tell a trusted adult or call the Kids Helpline.

Reiterate that it is never the child's fault if the Body Safety Rules have been broken with an adult.

6



Complete activity sheet

In small groups students to cut out the names of the parts of the body and glue them in the correct place (including the private parts).

7

Small group activity

Students to come up with their own Body Safety Rules and create a poster or song.



WA Child Safety Services would love to see what your students create. Send us a link to the song or contact us through our website at www.wachildsafetysservices.com so we can share their messages with the whole community.





You could use this body safety song as an assembly item – a great way to reinforce body safety messages throughout the whole school.

EXTENSION ACTIVITIES

Video

- > 'Protect Yourself Rules – Grades K-3 - All Lessons' by Fight Child Abuse
As a class watch and explore the following video [Protect Yourself Rules - Grades K-3 - All Lessons By Fight Child Abuse](#)
Video is available on the [WA Child Safety Services](#) website.

Get creative

- > Create a bookmark or postcard with the Body Safety Rules. Display them in class or students can take them home.
Ensure students include the Kids Helpline number on their design.



YEARS 3 – 4

LESSON 8 – PUBLIC AND PRIVATE

LEARNING INTENTION

- > Students to learn what information is public and okay to share online.
- > Students to learn what information is private and not okay to share online.

SUCCESS CRITERIA

- > Students can identify public and private information.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Digital Technologies – Processes and Production Skills

Collecting and Managing and Analysing Data

- > Create and communicate ideas and information safely (ACTDIP013).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

Digital Technologies – Processes and Production Skills

Collecting and Managing and Analysing Data

- > Create and communicate ideas and information safely, using agreed protocols (netiquette) (ACTDIP013).

AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).

Digital Technologies – Processes and Production Skills

- > Plan, create, and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013).

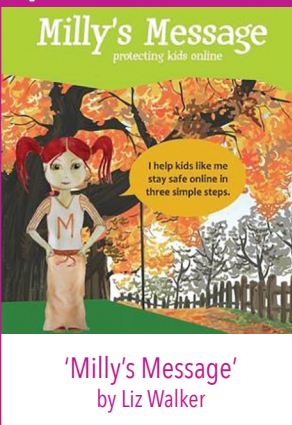


RESOURCES

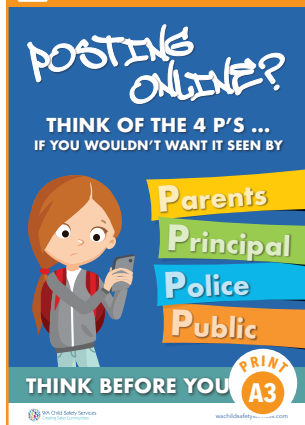
TEACHING RESOURCE (5 PAGES)

PRINT A3

BOOK 1



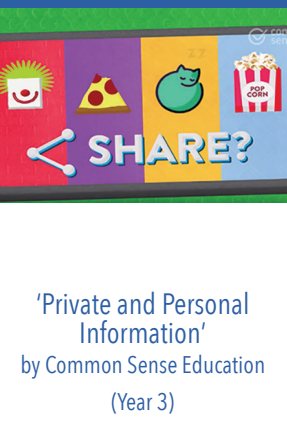
WACSS POSTER 1



WACSS POSTER 2



VIDEO



ACTIVITY SHEET

What makes you, you?

Colour personal information (key to share) in green, and private information (not okay to share) in red.

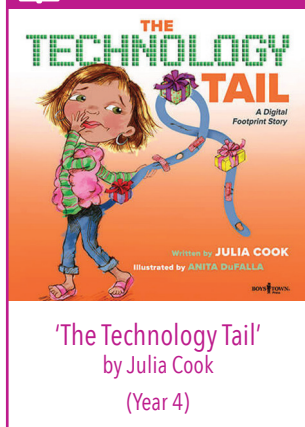
Games you like to play	Private photos and private videos
Your address	Your favourite sports team
Your birth date	Your full name
Things about your pet	Food you like
The name of your school	Things you're interested in

What do you like doing online?

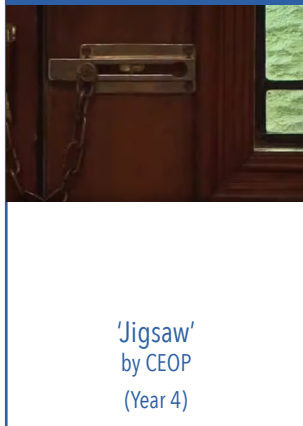
What can you do if something online is upsetting you or making you feel worried/unsafe?

kidshelpline | eSafety Commissioner

BOOK 2



VIDEO 2



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

Ask students to name some Body Safety Rules.

2

Introduce Public and Private

Ask students to recall the parts of the body that are public that other people can see, and those that are private (just for you). Follow on with public and private clothing, places, and behaviours. "Today we are going to talk about information that can be shared publicly and information that should be kept private, just for you".

3

**Group activity**

Place the Teaching Resource around the room.

Students have two minutes at each station to add to the public and private columns. Share with whole class. Ensure all anatomically correct private body parts have been identified. Clarify any inappropriate terminology.

4

**Conduct a shared reading of 'Milly's Message' by Liz Walker**

Explain that you will now read a book about seeing public and private images online. After reading, use the following prompts to help students think critically about the text, underlying messages and concepts:

- > *What personal details are safe to share online?*
- > *What personal details are not safe to share online? (e.g. our birthday, address, phone number and school)*
- > *If you send something (photo, video, message) by private message online to a friend or someone you have met online is that information still private? (Explain to students that once shared, the information is public, and they lose control of what the other person does with it and who they show).*
- > *In the book, who showed Milly the movie on the phone that made her feel horrible? (someone at school)*
- > *If someone sees something that makes them feel upset or uncomfortable or if someone is shown private parts of the body, what could they do? (cover your eyes, look away, turn off device, say to yourself "that's not for me", tell a trusted adult- you have done nothing wrong). Refer to the WACSS Cyber Safety Poster for helpful strategies.*
- > *Is it okay to share what you have just seen with a friend or sibling? Why/why not?*
- > *What did Milly do when she saw something online that made her tummy feel green? (listened to what her tummy was telling her, gave back the phone, and recognised she needed to talk about it with an adult she trusted)*

5

**Explore considerations when posting online**

Introduce the WACSS Posting Online Poster (Teaching Resource 1), and the WACSS Device Poster (Teaching Resource 2) to students and discuss, linking back to the reading of 'Milly's Message'.



6**YEAR 3 ONLY****Watch the video: 'Private and Personal Information' by Common Sense Education****Private and Personal Information**
Video is available on the WA Child Safety Services website

After watching the video, discuss:

- > *What is the difference between personal information and private information?*
- > *Why is it important that we do not share private information online?*
- > *Once we post information online is it public or private?*
- > *Once we post information/photos online can we remove it?*
- > *How can we make sure we are talking with friends we know online?*
- > *What can we do if we see something that is upsetting, confusing, or scary online? (close your eyes, walk away, tell a trusted adult, report it on the site, and seek advice from eSafety Commissioner website)*

7**YEAR 3 ONLY****Complete activity sheet**

Students to write personal information in the bubbles about what makes them who they are; colour public information green, and private information red. Write what they like doing online; and what they can do if something online is upsetting or scary.

8**YEAR 4 ONLY****Option 1: Conduct a shared reading of 'The Technology Tail' by Julia Cook**

Explain this book is about something we call a digital footprint. Just like we leave footprints when we walk through sand or snow, we can leave a footprint when we have been online.

After reading 'The Technology Tail' discuss:

- > *What is a 'technology tail'? (digital footprint)*
- > *Why is it important to be aware of your digital footprint?*
- > *What impact does it have on you now and in the future?*
- > *What can you do online that causes 'holes', 'tears', or 'scratches' in your technology tail/digital footprint?*
- > *If you have 'holes', 'tears', or 'scratches' in your technology tail/digital footprint how is your technology tail/digital footprint representing you?*
- > *What can you do to make sure you do not get 'holes', 'tears', or 'scratches' in your technology tail/digital footprint?*
- > *What can you do online that causes 'gifts' and a positive presence on your technology tail/digital footprint?*
- > *What could you do if you need help with your technology tail/digital footprint?*

Discuss with students the importance of building a positive online presence. Your digital footprint impacts and shapes what others know about you and how they see you.



9

YEAR 4 ONLY



Option 2: Watch the video: 'Jigsaw' by CEOP



Jigsaw

Video is available on the WA Child Safety Services website

After watching the video, discuss:

- > *Sharing private information online is like leaving the front door open and letting a stranger into your bedroom. They will be able to find out lots of private information about you like Simon did about Becky.*
- > *What types of photos are appropriate to use as profile pictures (whilst children are under the recommended age for social media some children may engage in online activities that require a profile picture).*
- > *A profile picture should be appropriate to share in public.*
- > *Private photos showing private parts or private clothing (underwear) should not be shared online or used as profile pictures.*
- > *What can a child do if they have sent a private picture or information to someone online? (talk with a trusted adult, contact the Kids Helpline)*

10

YEAR 4 ONLY

Create poster

Students to identify one safety rule about being online. In small groups collate these rules and create a poster to be displayed throughout the school.

EXTENSION ACTIVITIES

Book

- > Conduct a shared reading of 'Chicken Clicking!'. After reading, use the following prompts to help students think critically about the text, underlying messages, and concepts.
 - > *What personal/private information did the little chick post online?*
 - > *Why is this information private information?*
 - > *What else is private information that should not be posted online?*
 - > *What type of information is public and okay to share online?*
 - > *Who did little chick think she was chatting with online?*
 - > *Who was little chick really chatting with?*
 - > *How did the wolf trick little chick?*
 - > *What were some of the internet safety rules that little chick broke?*

Remind students that even if they have broken a safety rule, it is always okay to talk with a trusted adult.

Video

- > 'Online safety: Staying safe online' by Discovery Education UK
Video is available on the WA Child Safety Services website.



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 body belongs to them and they can decide the types of touch and personal space distance they have with others.

SUCCESS CRITERIA

- > Students can identify what types of touch they feel comfortable with.
- > Students can identify what they can do if someone violates their personal space.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).



RESOURCES

VIDEO 1

'Close Enough'
by Baraboo School District

ACTIVITY SHEET 1

VIDEO 2

'Consent for Kids'
by Blue Seat Studios

ACTIVITY SHEET 2

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

Students to take turns telling the class something that is okay to share online.

2 Introduce Personal Space

Introduce how to recognise if you are invading someone's personal space and what to do if someone is invading your personal space.

3 Watch the video: 'Close Enough!' by Baraboo School District and complete activity sheet



Close Enough!
Video is available on the WA Child Safety Services website

After watching the video, in small groups students to:

- > Come up with a definition of personal space.
- > With a ruler, measure (like the video) how much space each person needs for their personal space in the group. Using Activity Sheet 1, record the measurements next to each person's name.

Return to whole class, share results, and discuss:

- > *What are some reasons people might allow others into their personal space or to come closer into their personal space? (they are friends and want a hug, they want to hold hands, they are at the dentist and they need their teeth examined; etc.)*
- > *What signs might someone show (physically and verbally) that you are getting too close to their personal space? (move away, unhappy or uncomfortable look on their face, put their hands out, say "no" or "you're too close"; etc.)*
- > *How might someone feel if someone enters their personal space without their consent? (unsafe, uncomfortable, scared, nervous, embarrassed)*
- > *How can we show respect to people's personal space? (ask for permission/consent to enter someone's personal space, listen and respect their answer, take note of people's words and body language)*
- > *What can someone do (encourage students to think about both physically and verbally) if someone enters their personal space without their consent or touches the private parts of their body? (say an assertive no, move away, put their hands up to motion stop, tell a trusted adult or contact the Kids Helpline)*

4

Measuring personal space

As a whole class stand in a circle. Students to check the personal space measurements of the person standing on either side of them and measure the distance with a ruler.

Students to then stand the measured distance apart from that person. Students to look around the circle and observe the different spaces.

Educator to highlight that everyone is the boss of their own body and will feel differently about the amount of space they need – this is okay and we all need to respect other people's personal space.

5



Watch the video: 'Consent for kids' by Blue Seat Studios and reinforce messages



Consent for kids
Video is available on the WA Child Safety Services website



At 2 minutes, the video refers to children not being able to consent to 'sexual stuff' because they're kids. Please use professional judgement to decide whether to stop the video before this point.



6



Complete activity sheet

After watching the video, students to complete the Consent Activity Sheet (Activity Sheet 2). On the Y-chart, students to write what consent looks like, feels like, and sounds like. Write three things someone can do if someone comes into their personal space without consent.

EXTENSION ACTIVITIES

Game

- > Role-plays: Discuss what other situations could occur where people's personal space is invaded. Students to form into groups and create a scenario where someone's personal space is invaded (own ideas or use ideas below) and how people can respond appropriately. All groups will then perform their role-plays for the class or buddy class.
 - > *Group of students eating lunch, another student walks over to the group and touches their hair saying how smooth and silky it is.*
 - > *Group of students walking down the hallway, another student blocks their path and doesn't let them pass.*

Get creative

- > Students to make a short video about what consent means to them; what it looks like, feels like, and sounds like. Students to include one strategy they can use if someone comes into their personal space without consent. Compile videos into a class movie to reinforce message and share with peers, family, and younger students.



LEARNING INTENTION

- > Students to learn about body boundaries, consent, and respect.
- > Students to learn about assertive behaviours.

SUCCESS CRITERIA

- > Students can identify the difference between assertive and non-assertive behaviours.
- > Students to demonstrate assertive and non-assertive behaviours.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Strategies to identify and manage emotions before reacting (ACPPS038).
- > Strategies to cope with adverse situations and the demands of others (ACPPS038).

AUSTRALIAN CURRICULUM YEAR 3 & 4

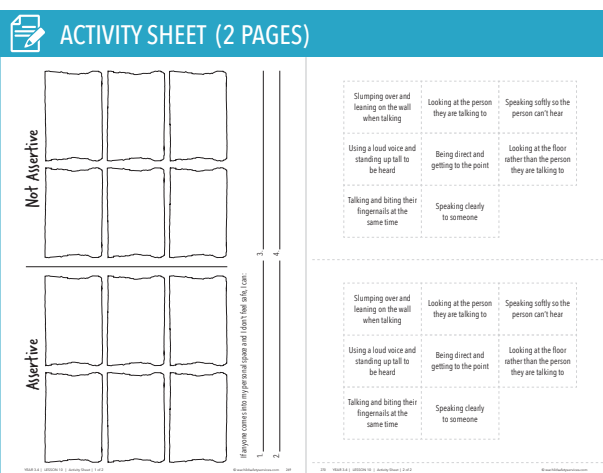
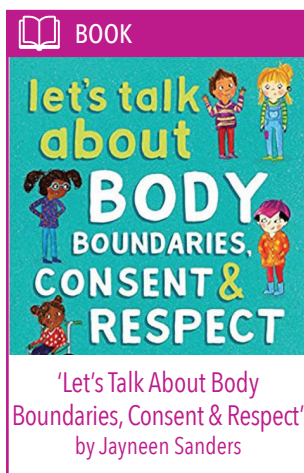
Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).



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

Discuss what personal space is and then ask students to walk around the room. When a student is coming into another's personal space, that student holds out their arm, saying "Stop" or "Excuse me". Practise for a few minutes.

Ask all students to stand up tall and with their finger, outline their invisible personal space bubble or 'body boundary'. Explain that everyone in the world, young and old, boys and girls, have an invisible 'body boundary' and that if someone tries to come inside our boundary or bubble without our permission we can let them know that we want them to stop.

2

Introduce assertive communication

Today we are going to talk about your right to personal space and being in charge of your own body. It is also important to remember that we must respect other people's personal space.

Explain that today you are going to practise what to do and say if someone does not respect your personal space or tries to touch you in a way that you do not like.



3



Conduct a shared reading of 'Let's Talk About Body Boundaries, Consent and Respect' by Jayneen Saunders

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

There are many questions raised in the story and a educator guide with questions is at the back of the book – some examples of focus questions are below:

- > *What does respect mean?*
- > *Are you allowed to say "no" if you do not want to hug a friend, teenager, or an adult? Why?*
- > *What could you do instead if you do not want to hug someone?*
- > *How can a baby tell you that they like or do not like a hug if they cannot talk?*
- > *Are you allowed to change your mind about holding hands, hugs, and other touches? Why?*
- > *Who can you talk with if someone does not respect your personal space or touches you in a way that you don't like? (Review networks)*

Explore what being assertive looks like - standing tall, looking at the person, taking a deep breath, talking in a clear and loud voice.

4



Small group activity

Organise students into small groups and give each group the Assertive/Not Assertive Activity Sheets. Instruct students to sort the list of behaviours into assertive and non-assertive. Students to add to their lists and share with the whole class.

5

Role-play

In pairs, students come up with a scenario where one of them displays assertive or non-assertive behaviours and then role-play to the rest of the class with the students guessing whether it was assertive or not and why.

Students stand in pairs and practise scenarios.

Remind students to:

- > *Stand tall.*
- > *Look at the person .*
- > *Talk in a clear and loud voice.*

SCENARIO EXAMPLE

Student One is Grandma and Student Two is the child.

Student One: Grandma opens arms and says, "Come here and give Grandma a kiss" (don't touch each other in the scenario).

Student Two: Child says, "Can I give you a high five instead?" and puts out hand for high five. Grandma gives a high five.

Swap.



EXTENSION ACTIVITIES

Get creative

- > In small groups or individually, students to complete a Y chart – what assertiveness looks like, feels like and sounds like.
- > As a class, divide students into groups. Each group of students creates a short video about assertiveness which can be shown to younger students. Give each group of students a different focus to make their video on.

For example:

Group 1: What does assertiveness mean?

Group 2: Examples of assertive and non-assertive communication (both verbal and non-verbal).

Group 3: Examples of situations where assertive communication can be used.

Group 4: What students can do if someone comes into their personal space and they feel uncomfortable or unsafe.

Videos can be collated into a movie to show to younger years, peers, or at assembly.



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 their safety network.
- > Students can identify the Body Safety Rules.

CURRICULUM MAPPING

WESTERN AUSTRALIAN CURRICULUM YEAR 3

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Factors that strengthen personal identities, such as the influence of: family, friends, school (ACPPS033).
- > Physical, social, and emotional changes that occur as individuals grow older, such as changes to: the body, friendships, feelings (ACPPS034).
- > Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm, using appropriate non-verbal communication skills, seeking help (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > Behaviours that show empathy and respect for others (ACPPS037).
- > Circumstances that can influence the level of emotional response to situations (ACPPS038).

WESTERN AUSTRALIAN CURRICULUM YEAR 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help, thinking optimistically (ACPPS033).
- > Strategies that help individuals to manage the impact of physical, social, and emotional changes, such as: positive self-talk, assertiveness, seeking help, sharing responsibilities (ACPPS034).
- > Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community (ACPPS035).

Communicating and Interacting for Health and Wellbeing

- > The positive influence of respect, empathy, and the valuing of differences in relationships (ACPPS037).
- > Strategies to identify and manage emotions before reacting (ACPPS038).
- > Strategies to cope with adverse situations and the demands of others (ACPPS038).



AUSTRALIAN CURRICULUM YEAR 3 & 4

Personal, Social, and Community Health

Being Healthy, Safe, and Active

- > Explore strategies to manage physical, social, and emotional change (ACPPS034).
- > Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- > Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).

Communicating and Interacting for Health and Wellbeing

- > Describe how respect, empathy, and valuing diversity can positively influence relationships (ACPPS037).
- > Investigate how emotional responses vary in depth and strength (ACPPS038).

RESOURCES

TEACHING RESOURCE 1

WE HAVE ALL SAFE THE RIGHT TO FEEL BE SAFE AT AND ALL TIME

PRINT A3

TEACHING RESOURCE 2

WE TALK CAN WITH NO WHAT IT ABOUT IS MATTER SOMEONE ANYTHIN

PRINT A3

WACSS POSTER

WE ALL HAVE THE RIGHT TO BE SAFE AND FEEL SAFE AT ALL TIMES

WE CAN TALK WITH SOMEONE ABOUT ANYTHING NO MATTER WHO

PRINT A3

ACTIVITY SHEET (3 PAGES)

What have you learned about Protective Behaviours?

1. Fill in the blanks with the following words: When, safe, right, all, safe. We have the right to feel safe at all times.

2. Draw a line from each word to the type of word it belongs to: someone is getting hurt, the someone who has made a mistake, the someone who has been hurt, the someone who has been helped, the someone who has been hurt and is now safe, the someone who has been hurt and is now safe.

3. What are some safe adults on your Helping Hand Network?

4. What is the name of the helpline you can call or text with online if you have a problem about something?

5. Fill in the blanks with the following words: what, safe, anything, someone. We have the right to feel safe at all times.

6. Write on the picture the correct names for girls' and boys' private parts.

7. What could you do if someone touched you in a way that made you feel uncomfortable or unsafe?

8. What was an important thing you learned about Protective Behaviours?

Thank you for sharing your learning!

Remember, if there is anything you need to talk about, you can find someone on your network or speak with your teacher.

CERTIFICATE

Certificate of Participation

For participating in the WA Child Safety Services Protective Behaviours Program for Year 3/4

WA Child Safety Services
Protective Behaviours Program



TEACHING AND LEARNING ACTIVITIES

BEFORE YOU GET STARTED

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

1



PRINT
A3



PRINT
A3



PRINT
A3

Review Theme 1 and Theme 2

Today we are going to revise all of the topics we have covered in our Protective Behaviours lessons.

Using the theme word sorts (Teaching Resource 1 from Lesson 1, and Teaching Resource 1 from Lesson 4), in small groups get students to place themes into the correct order, discuss their meaning, and report back to the class.

As a class, 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'. You might like to use the WACSS Theme Poster from Lesson 1 as a prompt.

2

Pair share activity

Discuss the important things that you have learned in the Protective Behaviours sessions. Each pair to report back to the group. Write these on the whiteboard.

3



Complete activity sheet

Students to complete the What Have You Learned Activity Sheet to review the topics covered in the Protective Behaviours lessons.

4



Certificates

Conclude lesson by handing out certificates for completing the WACSS Protective Behaviours program.



