

# PDHPE

Stage 1: Child Protection Education

Unit of work

Staying safe

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# Introduction

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

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

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

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

For effective child protection education, it is important to:

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

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

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

## Unit description

Through this unit, students will describe their unique qualities and strengths and consider how these can be used to help themselves and others stay safe when responding to situations. They will understand that everyone has the right to be safe and to tell others not to touch their body when they do not want to be touched. Students will practise a range of protective strategies for responding to various situations.

Students will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. They will develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate effectively and respectfully in the class and small groups.

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

Students will investigate the essential question: How can I use my strengths to keep myself safe?

## Skills in focus

### Self-management

Strengthening personal identity

- perseverance

Self-awareness

- developing greater control and responsibility for our actions, feelings and behaviours

Emotion and stress management

- recognising emotions

Decision-making and problem-solving

- finding solutions to problems.

### Interpersonal skills

Collaboration, inclusion and relationship-building

- recognising and using their own abilities and strengths and those of others.

## Propositions

Throughout this unit, the propositions are embedded as follows:

### Educative purpose

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

### Strengths-based approach

Activities in this unit are designed to allow students to demonstrate their strengths and capabilities when exploring ways to keep themselves and others safe. This is achieved by encouraging students to draw on their strengths to help them make decisions around staying safe and reacting to unsafe situations.

### Develop health literacy

Students are provided with opportunities to develop knowledge and understanding that supports them to express their emotions, recognise their personal strengths, seek help and report abuse. Opportunities are provided for students to apply the skills and knowledge they have developed to recognise and respond when their environment becomes unsafe.

### Critical inquiry

Students are supported to question and challenge the actions of others when they impact on their health and safety. They have opportunities to develop skills to recognise respectful relationships, question disrespectful interactions with others and make choices to respond to these interactions in a safe and positive way.

# PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
<p><b>PD1-1</b></p> <p>describes the qualities and characteristics that make them similar and different to others</p>	<ul style="list-style-type: none"> <li>• Describe their unique strengths</li> <li>• Identify parts of the body</li> <li>• Understand that their own and others' bodies are private</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify strengths they have</li> <li>• identify ways their strengths help themselves and others</li> <li>• identify male and female parts of the body that are private</li> </ul>
<p><b>PD1-2</b></p> <p>recognises and describes strategies people can use to feel comfortable, resilient and safe in situations</p>	<ul style="list-style-type: none"> <li>• Recognise safe choices for a variety of situations</li> <li>• Describe feelings and body signals that can help them recognise safe or unsafe situations</li> <li>• Demonstrate protective strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• recognise that people need permission to touch someone else's body</li> <li>• identify choices that help keep them safe</li> <li>• name feelings and body signals they might feel in safe and unsafe situations</li> <li>• identify a range of options for actions based on the No-Go-Tell strategy</li> </ul>
<p><b>PD1-3</b></p> <p>recognises and describes the qualities that enhance inclusive and respectful relationships</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of what it means to be respectful of others</li> <li>• Demonstrate cooperation and observe rules in class activities, for example, taking turns, sharing, communicating and responding appropriately</li> <li>• Identify groups people belong to and why they are important</li> <li>• Recognise how people feel when they are included and excluded from groups and activities</li> <li>• Recognise own emotions and demonstrate positive ways to react in different situations</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• contribute ways to show respect in the classroom</li> <li>• demonstrate active listening, sharing, turn taking and appropriate communication</li> <li>• name different groups they belong to and what they like about each group</li> <li>• share ideas on how characters might feel when being left out or included in groups</li> <li>• identify a positive way to respond to an emotion</li> <li>• demonstrate assertive behaviour</li> </ul>
<p><b>PD1-9</b></p> <p>demonstrates self-management skills in taking responsibility for their own actions</p>	<ul style="list-style-type: none"> <li>• Practise a range of protective strategies for responding to various situations</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate persistence when seeking help from trusted adults</li> <li>• demonstrate actions and help-seeking strategies to stay safe</li> </ul>

# PDHPE Syllabus content

Key inquiry questions	Syllabus content
How does my uniqueness shape who I am?	<ul style="list-style-type: none"> <li>• describe their own and others' strengths and achievements and identify how these contribute to personal identity, for example (ACPPS015):               <ul style="list-style-type: none"> <li>– recognise characteristics that make them both similar and different to others</li> <li>– describe their unique qualities and strengths</li> </ul> </li> </ul>
How do we grow and change over time?	<ul style="list-style-type: none"> <li>• describe physical and social changes that occur as children grow older and explore how these are acknowledged by family and community, for example (ACPPS016):               <ul style="list-style-type: none"> <li>– identify body systems and parts, eg male and female anatomy <b>I</b></li> <li>– describe the meaning of 'private' and understand their own and others' bodies are private, eg distinguish between appropriate and inappropriate touching, consent <b>S I</b></li> <li>– understand the contexts when body parts should be kept private</li> <li>– understand basic needs and rights of a child</li> <li>– identify and describe significant relationships in their lives, eg family <b>I</b></li> </ul> </li> </ul>
How can we be inclusive and respectful?	<ul style="list-style-type: none"> <li>• describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example (ACPPS019):               <ul style="list-style-type: none"> <li>– identify groups people belong to and why they are important, eg support from family, friends and cultural groups <b>I</b></li> <li>– recognise how family and community may have diverse stereotypical expectations for girls and boys, eg expressing different emotions, interests, characteristics, personality, physical appearance, abilities <b>S</b></li> <li>– demonstrate cooperation and observe rules in group activities, eg taking turns, communicate and respond to others appropriately, express appreciation to others <b>I</b></li> <li>– recognise how people feel when they are included and excluded from groups and activities <b>S</b></li> <li>– demonstrate an understanding of what it means to be inclusive and respectful to others, eg peers, people with disability <b>I</b></li> </ul> </li> <li>• identify and practise physical and emotional responses that account for their own and others' feelings, for example (ACPPS020):               <ul style="list-style-type: none"> <li>– recognise own emotions and demonstrate positive ways to respond to different situations, eg kinds of touch, assertiveness, seeking help, loss of a family pet <b>S</b></li> <li>– identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses <b>S</b></li> </ul> </li> </ul>

Key inquiry questions	Syllabus content
<p>How can I be responsible for my own, and others' health, safety and wellbeing?</p>	<ul style="list-style-type: none"> <li>• describe situations where they are required to make healthy and/or safe decisions, for example (ACPPS018):               <ul style="list-style-type: none"> <li>– recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road</li> <li>– describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear <b>I</b></li> </ul> </li> </ul>
<p>How can I act to help make my environments healthy, safe and active?</p>	<ul style="list-style-type: none"> <li>• practise strategies they can use to support their own and others' health, safety and wellbeing, for example (ACPMP030):               <ul style="list-style-type: none"> <li>– recall people they can contact to support themselves and others, eg phone numbers of organisations, emergency organisations <b>S I</b></li> <li>– demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell <b>S I</b></li> <li>– demonstrate actions they can use to seek help for or support others in different situations, eg bullying <b>I</b></li> </ul> </li> </ul>



## 1

## Respecting others

**Creating a safe, supportive, respectful, and inclusive classroom**

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

**Learning goals**

- Demonstrate an understanding of what it means to be respectful of others (PD1-3)
- Demonstrate cooperation and observe rules in class activities, for example, taking turns, sharing, communicating, and responding appropriately (PD1-3)

**Success criteria**

Students will:

- contribute ways to show respect in the classroom
- demonstrate active listening, sharing, turn taking and appropriate communication

**Resources**

- Y Chart

**Switch on**

Introduce the learning goals and discuss them with the class.

Revisit the definition of respect. Respect is treating people the way you want to be treated. It means being caring, kind and thinking and acting in a way that shows others you care about them and their feelings.

Introduce students to the characters Sam, Ali, and Jack using the scenario below.

Sam, Ali, and Jack are in the same class at school. Sometimes they need help to learn what is expected of them at school. Today Sam, Ali, and Jack upset some students but didn't understand why. Can you help them? Sam was excited about the weekend and wanted to tell everyone what happened but didn't listen to anyone else, Ali wanted to sit near the teacher and bumped into other students in the rush to get to the front, Jack was upset about something that happened at home that morning and yelled at other students.

# 1 Respecting others

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## Understand

Ask students questions such as:

- Do you think Sam, Ali or Jack were being respectful?
- What behaviours from Sam, Ali, and Jack were not respectful?
- How do you think the other students in the class felt when they were not respected?

In small groups have students brainstorm different ways that they show respect in the classroom. Students then use a Y chart to record what respect feels like, sounds like, and looks like in the classroom.

Ask groups to present their ideas to the class. Use the ideas to develop a class display that demonstrates ways of showing respect during child protection education lessons. Explain that showing respect will help make the classroom a happy and safe place for everyone. The display might include taking turns to talk, listening to others' ideas, no put downs or teasing, using kind words, including others, being fair, being kind, helping others, and sharing ideas. This could be contextualised to school values.

## Act and apply

### Stick together

Arrange students into four groups. Each group forms a circle and agrees on a way to remain stuck together. This could be by touching feet, holding hands, linking arms, or any way the group comes up with. Have students complete challenges without coming unstuck. When there is a break in the group circle they must start again. Challenges could include moving around an area in the room, moving through obstacles, or the [Hula Hoop Challenge](#).

After students have attempted a challenge ask questions such as:

- How did you help each other to complete the challenge?
- What made it harder for the group to complete the challenge?
- How did you feel when you got through the challenge?
- How did you feel when there was a break in your circle and you had to start again?
- How could you make sure everyone felt safe, respected and included during the activity? Refer students to the list made in the previous activity outlining ways to show each other respect.

If time permits, have students repeat the challenge activity but with a focus on using what they have learnt about helping others to feel safe, respected and included.

# 2

## Groups I belong to

### Creating a safe, supportive, respectful, and inclusive classroom

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



### Learning goals

- Identify groups people belong to and why they are important (PD1-3)
- Recognise how people feel when they are included and excluded from groups and activities (PD1-3)



### Success criteria

Students will:

- name different groups they belong to and what they like about each group
- share ideas on how characters might feel when being left out or included in groups



### Resources

- Images of different types of groups

### Switch on

Introduce the learning goals and discuss them with the class.

Show students images of different types of groups people may belong to. Images could include family, extended family, peer groups, cultural groups, close family friends, classrooms, sports teams, work groups, music groups, and hobby groups.

Ask students questions such as:

- How do you think these people are connected?
- Why is it good to have connections with people? Suggested responses should include, connections with other people

can make us feel good about ourselves and can offer us support.

### Understand

Brainstorm different types of groups students belong to.

Students identify and record the different groups they belong to. They also include something they like about being in the group or something that makes the group special.

Ask students questions such as:

- How do the people in your groups show that they care about each other?
- How would you feel if you couldn't be in the group anymore?

## 2 Groups I belong to

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### Act and apply

Read students the scenarios below one at a time. Ask them to decide if Sam, Ali, or Jack are being included or left out and how they might be feeling. As a group:

- discuss whether students would like to be a part of each group and why.
- discuss whether students would change anything about the group.

**Formative assessment opportunity.**

Observing this activity allows students to demonstrate evidence towards outcome PD1-3, demonstrating knowledge of qualities of respectful relationships.

### Scenarios

Jack loves to play soccer and has started playing in a soccer group at school. Some of the other players don't think Jack is very good at soccer so they don't pass the ball to Jack.

The choir club at school welcomes anyone to weekly practise whether they are in the choir or not. Sam decides to go to practise and makes a few new friends, and they all enjoy singing together.

Ali has found a new friendship group. One of the group members seems to be in charge, and gets to choose who can and can't join in the activities. Ali is sometimes not allowed to join in.

Sam, Ali, and Jack have all joined an after-school sports group. They are so excited because they all receive a free ball. The boys are given blue balls and the girls are given pink balls, but everyone trains together. Sam, Ali, and Jack received their balls. Sam wanted a different colour ball, Ali wanted two balls and Jack didn't care what colour the ball was.

# 3

## My strengths

### Creating a safe, supportive, respectful, and inclusive classroom

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



#### Learning goals

Describe their unique strengths (PD1-1)



#### Success criteria

Students will:

- identify strengths they have
- identify ways their strengths help themselves and others



#### Resources

- Individual copies of strengths cards

### Switch on

Introduce the learning goals and discuss them with the class.

Use the strengths cards to introduce the concept of strengths.

Read through the cards and explain what each of them mean using examples.

Ask students to record 3 strengths they think are their most important strengths.

Ask students if there are any strengths that are only for boys or strengths that are only for girls. The key messages are that strengths aren't gendered and are for everyone to use.

### Understand

Explain to students that we all have strengths and that different people can have different strengths. Some people find it very easy to be

kind to others, some are better at being brave and trying new things, whilst others find it easy to come up with new and interesting ideas. We can all use our strengths to help each other.

Students look at the strengths they identified about themselves and think about whether they have used those strengths in the last couple of days.

Complete a think, pair, square with the class using the prompts below.

Think: Ask students to think about how they could show one of the strengths they have identified.

Pair: Ask students to form pairs and discuss how they could show the strength they have identified.

Square: One pair joins another pair to form a square. Ask each student to share one of their partner's strengths, a way they could show it, and why it is important.

## 3 My strengths

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### Act and apply

Read each scenario below to the class. After each scenario ask students if any of their strengths could help Sam, Ali, or Jack and how it would help them.

#### Scenarios

Jack loves to play soccer and has started playing in a soccer group at school. Some of the other players don't think Jack is very good at soccer so they don't pass the ball to Jack. One day Jack heard one player tell his friend 'Don't pass it to Jack, he can't even kick, and we'll lose the game because of him.' Jack was upset.

Ali has found a new friendship group. One of the group members seems to be in charge and gets to choose who can and can't join in the activities. Ali is sometimes not allowed to join in.

Sam, Ali, and Jack have all joined an after-school sports group. They are so excited because they all receive a free ball. The boys are given blue balls and the girls are given pink balls, but everyone trains together. Sam, Ali, and Jack received their balls. Sam wanted a different colour ball, Ali wanted two balls, and Jack didn't care what colour the ball was.

Display strengths cards in the classroom for students to refer to in future lessons.

## 4

## Emotions

**Creating a safe, supportive, respectful, and inclusive classroom**

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

**Learning goals**

Recognise own emotions and demonstrate positive ways to react in different situations (PD1-3)

**Success criteria**

Students will:

- identify a positive way to respond to an emotion

**Resources**

- Emotion cards

**Switch on**

Introduce the learning goals and discuss them with the class.

Listen to or sing a song about emotions, for example, 'If you're happy and you know it'

Have students brainstorm different emotions.

Ask students to demonstrate what a range of emotions could look like and sound like.

Discuss body signals for each emotion: What does your body feel like inside and outside when you experience different emotions?

**Understand**

Display the emotions from the previous activity. These might include happy, sad, worried, proud, excited, scared, angry. You may wish to use the emotion cards in support resources.

Ask students to identify the emotions that don't feel very good or feel uncomfortable, and circle them as they name them.

Ask students: What body signals do you get when you feel these emotions?

Brainstorm ways to respond to uncomfortable emotions. Suggested responses could include talk to someone, draw a picture of how you feel, sit with someone, play with a pet, play a favourite game, hug a favourite toy, squeeze a stress ball, find a quiet space, ask a friend to play, run around in a safe place, do some star jumps, skip or dance, listen to music, close your eyes or find a happy place.

## 4 Emotions

### Sam, Ali, and Jack scenarios

Read the scenarios below to the class. Ask students to identify the emotions that the characters are feeling and to suggest positive ways that they could respond.

Sam has joined a new soccer team and the first training session is tomorrow after school. Sam is very nervous to meet everyone as no one on the team goes to the same school. What could Sam do?

Ali loved her pet dog Oscar. They had grown up together. One day Oscar got sick. Ali looked after Oscar and couldn't wait for Oscar to get better so they could run and play together again. But Oscar didn't get better and Ali's parents said Oscar was too sick and they had to take him to the vet. Ali's dog died not long after. Ali cried and cried. Ali felt sad and lonely without Oscar. What could Ali do?

Jack had been watching a movie and saw something that was scary. That night Jack couldn't sleep and just kept thinking about the movie. Jack kept hearing noises and worrying that something was going to happen. Jack's parents told Jack that there was nothing to be scared about and to go back to bed. Jack was still very scared. What could Jack do?

Students then add how they reacted to that emotion, and how they could have responded in a more positive way.

#### **Formative assessment opportunity.**

Collecting student work allows students to demonstrate evidence towards outcome PD1-3, demonstrating knowledge of emotions and how to respond to these emotions in a positive way to enhance relationships.

Have volunteers share their work.

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

### Act and apply

Ask students to choose one emotion and describe a time when they felt that emotion. Students create a picture of the situation and construct a sentence to explain it. A sentence starter such as 'I felt... when...' can be provided to encourage the use of I statements and allow students' ownership of their emotions.



## 5

## Safe or unsafe?

**Creating a safe, supportive, respectful, and inclusive classroom**

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

**Learning goals**

- Recognise safe choices for a variety of situations (PD1-2)
- Describe feelings and body signals that can help them recognise safe or unsafe situations (PD1-2)

**Success criteria**

- Students will:
- identify choices that help keep them safe
  - name feelings and body signals they might feel in safe and unsafe situations

**Resources**

- Images of safe and unsafe situations
- [Episode 1: Details, details... from Hector's World](#)

**Switch on**

Introduce the learning goals and discuss them with the class.

- Watch episode 1: Details, details... from [Hector's World](#)

Discuss the following questions:

- What information was Ranjeet going to send?
- Why was this unsafe?
- What are some of the choices Ranjeet could make to stay safe?

Show images of the situations listed below or ask students to act them out. For each situation ask students to identify some of the choices they could make to stay safe.

- Swimming at the beach or in a pool. Safe choices include, swimming between the flags, not swimming alone, having an adult watch you.
- Crossing a road. Safe choices include, crossing at the crossing, crossing at the lights, holding an adult's hand, walking across the road, Stop, Look, Listen, Think before crossing the road.
- Being driven in a car or bus. Safe choices include, wearing a seatbelt, staying in your seat, not distracting the driver, getting in and out of the car or bus on the footpath side.
- Cooking dinner. Safe choices include, cooking with an adult, getting adults to do the cutting, wearing oven mitts, not touching the stove.
- Playing a game online. Safe choices include, not accepting people you don't know as friends, not sharing personal information, keeping your profile private, not sharing your password, not opening messages from people you don't know.
- Riding a bike. Safe choices include wearing a helmet, riding on the footpath, riding with two hands.

## 5 Safe or unsafe?

- Walking to school. Safe choices include, walking straight to school, walking on the footpath away from the road and holding an adult's hand.

Explain that sometimes these safe choices aren't enough to keep us safe. Sometimes the situation can change from safe to unsafe and our feelings and body signals might change. Our feelings and body signals can be warning signs that we are unsafe.

## Understand

Read through the scenarios below and discuss the questions.

### Scenario 1

Ali is riding a bike to the park. Ali made sure to wear a helmet and take a drink bottle. Ali rides along the path to the park and sees some friends from school are there riding their bikes too.

- How might Ali be feeling?
- What body signals might Ali have?
- What do you think these body signals are telling Ali?
- Do you think Ali is safe or unsafe?
- What should Ali do?

Ali rides over to everyone else and they ride their bikes up and over jumps, in and out of trees, and race around the track. Not long after a group of bigger kids come to the park. They don't have bikes and they are being loud and some of them are swearing. One of the kids looks at Ali and says 'I want your bike! Let me have a turn'.

- How might Ali be feeling?
- What body signals might Ali have?
- What do you think these body signals are telling Ali?
- Do you think Ali is safe or unsafe?
- What safe choice could Ali make?
- What if the person that wanted the bike was a girl? Would it make a difference? The key message is if Ali feels unsafe it doesn't matter what the person's gender is.

Ali decides that it is better to go home and tell someone what happened.

### Scenario 2

Sam was online playing one of his favourite games. Some of Sam's friends from school were online too. They were all chatting and enjoying the game. Sam was at the highest level out of everyone. Sam's friends were all sending messages saying how good Sam was at playing the game and some were asking for tips.

- How might Sam be feeling?
- What body signals might Sam have?
- What do you think these body signals are telling Sam?
- Do you think Sam is safe or unsafe?
- What should Sam do?

**5** Safe or unsafe?

One of Sam's friends' messages Sam and says that one of their cousins is going to send a friend request because they've been talking about how good Sam is at the game. Sam's friend says that this cousin, JK10, is a bit older but isn't as good at the game as Sam is. Sam feels pretty good and accepts the friend request. Suddenly Sam gets 5 new friend requests from JK10's friends. Sam accepts the friend requests but soon starts getting really mean messages. These messages say, 'You can't play', 'You are useless'.

- How might Sam be feeling?
- What body signals might Sam have?
- What do you think these body signals are telling Sam?
- Do you think Sam is safe or unsafe?
- What safe choice could Sam make?

Sam decides that it would be a good idea to tell a parent and get help to block these new friends.

**Scenario 3**

Jack always walked to and from school. Jack didn't live far from school but sometimes it was tiring. One day Jack was walking to school along the path. There was only one road to cross between Jack's house and school. At the road Jack walked down a bit further to the crossing, looked both ways, and crossed when the cars had stopped. On the other side of the road Jack's best friend was waiting.

- How might Jack be feeling?
- What body signals might Jack have?
- What do you think these body signals are telling Jack?
- Do you think Jack is safe or unsafe?
- What should Jack do?

On the way home from school Jack said goodbye to friends and crossed at the crossing. It had just started to rain, and Jack was going to get wet. Then Jack heard a big clap of thunder. Jack started to run when a car started driving slow beside Jack. The driver told Jack that they were sent to pick Jack up. Jack was getting wet and was really worried about the thunder. Jack didn't know the driver of the car and didn't know what to do.

- How might Jack be feeling?
- What body signals might Jack have?
- What do you think these body signals are telling Jack?
- Do you think Jack is safe or unsafe?
- What safe choice could Jack make?

Jack decides that it was safer to just run home than get in the car with a stranger.

## 5 Safe or unsafe?

### Act and apply

#### Formative assessment opportunity.

Observing this activity allows students to demonstrate evidence towards outcome PD1-2, demonstrating knowledge of safe choices.

Read one of the unfinished stories below to students.

You are riding your bike at the bike track and meet up with some friends. Your friends are going to the big drop and want you to come but you haven't ridden down such a high, steep hill.

You are playing online and one of the best players wants to start a chat with you. You start chatting and they seem really friendly. They want to know how old you are and what school you go to.

You go to the beach with your family. You are swimming between the flags. Your uncle asks you to go out deeper with him.

You are at a sports game and really need to go to the toilet. The toilets are close, and your parents let you go on your own. When you get there, you see an adult you don't know standing near the toilets.

You are playing with your cousins at their house in the backyard. Your older cousin is looking after you all. The next-door neighbour asks you if you want to see their new puppy, but they say it's a secret and no one else is allowed to know.

- What they could do to avoid the situation.
- The safe choice they will make and why.
- How their unfinished story will end.

Ask students to record, present or act out the ending to the unfinished story. Ask students to explain the actions they took.

Discuss how students are feeling. If anyone has any uncomfortable feelings it might be necessary to play an active, fun class game such as River, Bank, Bridge. Students line up along a line or a rope. The side they stand on is the bank, over the line is the river and bridge is when they have one foot in the river and one foot on the bank. Start students on the bank and call out river, bank, or bridge in any order. Students must jump to the correct spot that was called. If students miss a jump or jump to the wrong spot, have them complete a physical activity such as 5 star jumps or running to a designated place and back before joining in the game again.

Discuss with students:

- The feelings and body signals they might feel in that situation.
- Whether they would feel safe or unsafe.

## 6

## Standing strong

**Creating a safe, supportive, respectful, and inclusive classroom**

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

**Learning goals**

Recognise own emotions and demonstrate positive ways to respond to different situations (PD1-3)

**Success criteria**

Students will:

- demonstrate assertive behaviour

**Switch on**

Introduce the learning goals and discuss them with the class.

Play the game Kitten, Cat, Lion. Choose students to role play how each says NO.

The lion stands arrogantly and says NO with a roaring voice.

The kitten stands timidly and says NO softly.

The cat stands proudly and says NO in a clear, strong way.

Introduce the words assertive and non-assertive. Explain that the cat says NO in an assertive way and the kitten says NO in a non-assertive way. Explain that the lion says NO in an aggressive way.

Create a shared meaning for assertive, non-assertive, and aggressive. An example of a shared meaning might be, assertive is strong and clear, non-assertive can be unclear, and aggressive is fierce and angry.

Remind students that being assertive is a strength they can use when they need to say no.

**Understand**

Read the following scenario to students:

Ali is walking to school. A Year 6 student comes up and asks for Ali's lunch money.

Brainstorm actions Ali could take. Actions could include, say no in a confident way, start crying, run away or tell an adult. Students may suggest aggressive options such as "I'd punch them". It is important to explore the likely consequences of this option.

Discuss each option and the possible consequences.

Categorise each option into assertive and non-assertive behaviour.

Discuss reasons for placement in each category.

## Act and apply

Refer students to the definition of assertiveness that was developed at the beginning of the lesson.

Students role play being assertive in pairs. Provide students with a situation and have each person practise saying no in an assertive way. Situations could include:

- a bigger kid says, "give me your money!"
- your friends tell you to jump off the top of the climbing equipment.
- your brother tells you to let the dog out of the backyard.
- your cousin tells you to go and pat a big growling dog.
- someone asks you to show them your private parts.
- a person you don't know asks you to get in their car with them.

Ask students:

- Do you think it would be hard to say no in an assertive way to someone bigger or older than you? Why?
- What strengths would help you to say no? Examples include being brave, assertive, and determined.

## 7

## Persistence

**Creating a safe, supportive, respectful, and inclusive classroom**

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**Learning goals**

Practise a range of protective strategies for responding to various situations (PD1-9)

**Success criteria**

Students will:

- demonstrate persistence when seeking help from trusted adults

**Resources**

- Images or links to videos showing persistence
- Videos showing persistence including:
  - [Spiders making a web video](#)
  - [Learning to dribble a soccer ball video](#)

**Switch on**

Introduce the learning goals and discuss them with the class.

Ask students to attempt a body-brain teaser that would be quite challenging for them such as tap your head while you rub your belly then swap arms.

Discuss the following questions:

- How did you feel doing the body-brain teaser?
- What did you do if you were finding it hard to do?
- If you were able to do it, how did it feel?
- What strength would help you when doing the challenge? Examples could include not giving up, being patient, being determined.

- Show images or videos of activities that require persistence for both creatures and people, for example, [spiders making a web](#), [learning to dribble a soccer ball](#) or learning to ride a bike.
- Ask students: How do you think these creatures/people do what they are trying to do?
- Tell students this is called persistence. Create a shared meaning for the word persistence, for example, trying again and again until you have success.

**Understand**

Ask students to think of possible reasons why people don't listen or act when we tell them something, for example, they are in a hurry, they are busy, tired, doing something else, don't believe you, or don't understand what you mean.

## 7 Persistence

Imagine you have an important message to tell. Ask students to suggest situations where they have important messages that they have to tell someone. Role play some of these situations, for example, the door of the canary's cage won't close properly, and the canary might fly away.

Choose a student to play the main role of trying to tell. Choose four other students to play the roles of other people who might be involved in the situation. The first three people do not listen or act upon what the first student tries to tell them. Have the fourth person listen and act on the important message.

Repeat the role play for another situation with different students.

Discuss the following questions:

- Is being persistent easy?
- How can being persistent help?

### Act and apply

Read the following unfinished story. Do not use class students' names in this story.

Len's mother is a doctor who works two nights a week at the local hospital. Uncle Kim always comes over on Sunday and Tuesday nights to cook dinner and look after Len while his mother is at work. Tonight, after eating dinner, Len goes to the bathroom, showers, and puts on his pyjamas. When he is ready for bed, he goes into the living room to kiss Uncle Kim goodnight.

'Sit down Len, I've got a big surprise for you,' says Uncle Kim smiling. Len is very excited and wonders what surprise his uncle has for him. 'I'm going to buy you a skateboard' says Uncle Kim.

'Uncle Kim, thank you, thank you,' cries Len and gives his uncle a big hug.

Uncle Kim gives him a hug. He rubs his hand over Len's back and slips his hand inside Len's pants.

'If you keep this a secret, I'll buy you a skateboard,' he whispers to Len. Len feels confused and sick in the stomach, but he really wants a skateboard.

It is important during the discussion to remind students that Uncle Kim's behaviour is wrong and that Len did nothing wrong.

Discuss the following questions.

- How did Len know he was in danger?
- How does your body react to frightening situations?
- What did Uncle Kim do that was wrong?
- Did Len do anything wrong?
- What could Len do to stop Uncle Kim touching him? Examples include, Say NO or DON'T assertively, remove himself from the situation if he can.
- Should Len tell his mother? Why? Why not?
- Would it be hard to tell his mother about the touching? Why? Why not?
- What might happen if Len does tell but his mother is too tired or doesn't believe him?
- How could Len be persistent? A suggested response could include, telling his mother again in the morning when she's not tired. If she still doesn't believe him Len should tell other trusted adults until someone does believe him
- What strengths could Len use to tell his mother about what his uncle did to him? Examples may include, being persistent, brave, honest or determined.



## 8

## No-go-tell

**Creating a safe, supportive, respectful, and inclusive classroom**

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**Learning goals**

- Identify parts of the body (PD1-1)
- Understand that their own and others' bodies are private (PD1-1)
- Demonstrate protective strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance (PD1-2)

**Success criteria**

Students will:

- identify male and female parts of the body that are private
- identify a range of options for actions based on the No-Go-Tell strategy

**Resources**

- Body outlines
- Body parts cards
- Body parts images
- No-Go-Tell images

**Switch on**

Introduce the learning goals and discuss them with the class.

Display a large copy of the male and female body outlines using a front and back view. Read each body part card and ask a student to place the card on the matching body part on the body outline. After all cards are on the body outline point to the body parts and read the names together, including the correct anatomical name for private parts of the body.

Revise the meaning of public and private body parts. Public parts are ok for anyone to see, private body parts are for those that they belong to and only those people can give other people permission to look at or touch.

Ask students to name which parts are private parts of our bodies. These parts include the penis, testicles, vagina, vulva, breasts, anus and bottom.

Discuss the following questions:

- Why are these body parts private? An example is that they are personal and covered by clothing when we are with other people.

Where relevant it is important to discuss other parts of the body which are considered private for some and not others including for cultural reasons, for example, some Muslim women and young girls choose to cover their hair with a hijab in public. In some countries, people must cover their shoulders and knees when visiting churches and temples.

## 8 No-go-tell

- When don't we need to cover the private parts of the body? Examples include, when we are alone and when we are washing or dressing.

In some areas of Australia and in many other countries it is considered ok for very young children to wear no clothes and for young girls and women to leave their chests or breasts uncovered.

Who can look at or touch the private parts of our bodies?

We can touch our own private parts in private. Parents and caregivers, carers, and support workers need to touch the private parts of babies and small children when they care for them. As children get older, they can look after their bodies themselves. If you are ill, injured or need help to look after yourself, another person may need to touch the private parts of your bodies. When working with some students with disabilities it will be important to discuss the need for other people such as a School Learning Support Officer (SLSO) to touch the private parts of students' bodies. Teachers and SLSOs should be added to 'parents and caregivers' as acceptable people to touch their private parts as they care for them. Emphasise that this should only happen at the time of need, for example, when toileting or bathing. Teachers should consider their context and the appropriate information they need to discuss with their class.

### Understand

Ask students what they can do if someone or something is making them feel uncomfortable or scared, or if a person wants to hurt their body or touch the private parts of their body.

Remind students that they can say No, they can Go, and they can Tell.

Explain that they are going to learn about No-Go-Tell and display the No-Go-Tell images.

### No

Display the word No.

Remind students that we can say no if someone wants us to do something that makes us feel uncomfortable.

Use the following statements for students to practise saying no in an assertive way:

- A friend wants you to cross a busy road. There is no pedestrian crossing.
- Some friends want you to go to their house to play. Your parents told you to come straight home.
- Your brother wants you to bike ride in the school grounds on the weekend, but the Principal has said you do not have permission.
- Your uncle wants you to sit on his lap and cuddle him. You don't like his rough beard.
- Your older sister wants you to watch a scary movie. You don't want to.
- Your friend wants you to catch tadpoles, but you know that it is unsafe, and you don't have your parents' permission.

Remind students that if an older or bigger person makes them feel confused or unsafe it is all right to say no or refuse a request made by them.

### Go

Display the word Go.

Ask students what they can do if they don't feel safe saying no, or if saying no doesn't change what is happening. An example is that they can go.

Go means you can move away from the situation to a safe place.

## 8 No-go-tell

Discuss the following questions:

- When might you need to go from a situation? Examples include, when you need to get away from someone or something scary, to get away from someone who might hurt you, when you are feeling uncomfortable about someone.
- Is it always possible to go? Remind students that sometimes we can't go from a situation.
- Ask students to suggest times when it isn't possible to go from a situation or give the examples below and ask students if it is possible to go:
  - Ali was at her uncle's place in an unfamiliar suburb. Ali began to feel warning signs and felt uncomfortable.
  - Jack was at a babysitter's house. The babysitter showed Jack their private parts.
  - Sam was in a car with someone. This person wanted Sam to touch their private parts. The doors were locked.

Reinforce the concept that children are never to blame if they can't say no or go from a situation, but they should always tell someone as soon as they can.

### Tell

Display the word Tell.

Discuss the following questions.

- What can you do if someone has made you feel uncomfortable? Remind students that they should tell someone.
- What can you do if someone has hurt you? Remind students that they should tell someone.
- What can you do if someone tries to touch or touches the private parts of your body? Remind students that they should tell someone.

- Who should you tell? Remind students to tell a person they trust.
- What if you said no or if you could go, and the problem stops, do you need to tell someone? Remind students that even if no or go work and it is very important that you still tell someone about what happened.
- What could you do if you tell an adult and they don't listen or don't believe you? Remind students to tell another trusted adult and keep telling until someone listens.

Remind students that sometimes it can be hard to tell. Ask: What strengths might help you to tell someone? Examples may include, being brave, determined or assertive.

### Act and apply

Using the male and female body outlines, point to different parts of the body that are private.

Ask students questions such as:

- What could you do if someone wants to touch you here? Examples include, saying no, pushing them away, going to a safe place, telling a trusted adult
- What are some different ways you could say no?
- What could you do if your trusted adult doesn't help you? Remind students to tell another trusted adult and keep telling until someone listens.

Provide students with a copy of the male and female body outlines and have them label as many parts of the body as they can. They should use one colour for the parts they consider to be private and a different colour for parts that are not private.

#### **Formative assessment opportunity.**

Collecting this work allows students to demonstrate evidence towards outcome PD1-1, demonstrating knowledge of male and female body parts and how some body parts are private.

# 9

## Permission

### Creating a safe, supportive, respectful, and inclusive classroom

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### Learning goals

Demonstrate protective strategies they can use when they feel unsafe, frightened, lost, upset, excluded, or require assistance (PD1-2)



### Success criteria

Students will:

- recognise that people need permission to touch someone else's body
- identify a range of options for action based on the No-Go-Tell strategy

### Switch on

Introduce the learning goals and discuss them with the class.

Read the following scenario:

Sam had a special toy and brought it to school one day. Sam showed it to the class. They really liked it. Jack thought it was really great. When the class was going outside to play Jack decided to touch Sam's toy and have a turn. Jack took the toy outside and ran to show it to some friends. Jack tripped and fell on the way and broke the toy. Jack didn't know that the toy was a special present from Sam's grandparents who had come to visit from a long way away.

Discuss the following questions with students:

- What body signals might Sam get when he sees the toy is broken?
- What feelings might Sam have? How is Sam being hurt? Examples include, Sam's feelings and thoughts are being hurt.

In pairs students take turns to describe to their partner how they might feel if someone touched something of theirs without permission.

What could you do? An example is to say no – you can't touch it, go and tell someone so the person might stop. The person might also learn to ask permission next time.

What if the person is someone you have a relationship with, like a friend or family member?

Inform students this can be confusing because you don't want to damage the relationship.

## 9 Permission

However, it is always important to tell a trusted adult about the situation so your thoughts and feelings aren't hurt, and you will feel safe.

Acknowledge that it can be difficult to tell about another person especially when it someone you have a relationship with.

### Understand

Discuss the following questions with students:

- What does permission mean?
- Who can give permission for you to use your friend's toy?
- Who can give permission for you to use a school ball?
- Who can give permission for you or your family to use the public park?
- Who can give permission for you or your family to use a public bus?
- If someone wants to touch you, do they need permission? Who can give them permission?

Read the unfinished story below:

After school, Nadia enjoys playing with her Lego in her cubby house at the back of the garage. Bill, a friend of the family, is visiting. Nadia is in her cubby house. Bill goes to the cubby house. Nadia is pleased to see Bill because he is much older than she is and very good at building Lego. "Will you help me build a tower for this castle, Bill?" asks Nadia. "Yes, sure," Bill says. When they have finished building their first model Bill gets up, walks over to Nadia, and cuddles her. Bill often gives Nadia a hug. "Let's make some furniture for the castle," Nadia suggests. Bill starts to touch Nadia in a different way. He begins rubbing her bottom. Nadia doesn't like Bill touching her private parts and is confused.

Ask students the questions below one at a time and allow them time to discuss with a partner:

- How do you think Nadia felt at the beginning of the story?
- How do you think Nadia felt at the end of the story?
- Why do you think she feels this way?

Discuss the following questions as a class:

- What did Bill do that was wrong? Bill touched a private part of Nadia's body and she felt confused. Bill did not get permission to touch Nadia.
- Would it still be wrong if Bill was a girl and Nadia was a boy? Yes, it doesn't make a difference if someone is a girl or a boy, our body parts are private, and no one should touch our private parts without permission.
- Did Nadia do anything wrong? Nothing (Emphasise that Nadia did nothing wrong.)
- What could Nadia do? Say no, go and tell a trusted adult.
- Why do you think it would be hard for Nadia to tell someone about Bill's behaviour? Nadia is friends with Bill and doesn't want to get Bill in trouble. Nadia wants to stay friends with Bill. Nadia is confused.

### Act and apply

Students work in groups to answer the following questions:

- What should Nadia do?
- What might happen when she does this?

Groups record or act out their responses for the class.

#### **Formative assessment opportunity.**

Observing this activity allows students to demonstrate evidence towards outcome PD1-2, demonstrating knowledge of protective strategies people can use when feeling unsafe.

**9** Permission

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It is important to address all responses and to identify the consequences of inappropriate options. If a student suggests that Nadia shouldn't tell a trusted adult, you should reinforce that it is very important to report the incident. You should also stress that Nadia is not responsible for Bill's wrong behaviour.

Discuss the following questions:

- Who can give permission for someone to touch or look at the private parts of your body? You.
- Who might you give permission to? Doctor, nurse, parents, caregiver.
- Why might you give someone permission to look at or touch your private parts? If you are sick, hurt or need help to look after yourself.
- What can you do if someone doesn't ask for permission to touch you? Use the No-Go-Tell strategy.

## 10

## My strategies

**Creating a safe, supportive, respectful, and inclusive classroom**

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**Learning goals**

Practise a range of protective strategies for responding to various situations (PD1-9)

**Success criteria**

Students will:

- demonstrate actions and help-seeking strategies to stay safe

**Switch on**

Introduce the learning goals and discuss them with the class.

Read the story Little Red Riding Hood to students.

While the story is being read, have students indicate when they think Little Red Riding Hood is unsafe. Examples could include, waving, holding up a whiteboard with the word unsafe or holding their knees to their chest. Stop at each point students indicate an unsafe situation and ask what Red Riding Hood could do to stay safe.

**Understand**

Display the headings: Strengths, body signals, No-Go-Tell, permission, being assertive, and persistence.

For each heading ask students the following questions and record responses:

- What do you know about this topic?
- How does this help to keep you safe?

## Act and apply

Read the following unfinished story to students. Do not use the names of students in the class in this story.

Every afternoon after school, Therese's big brother, Joe, takes care of her. Therese is a girl about your age. Most afternoons Therese and Joe watch television together. Sometimes Joe's friend Glen comes over. This afternoon, Therese is in her bedroom looking through her books. Joe and Glen are in the lounge-room watching television. Joe calls out to Therese, 'I'm going to the shop to get the bread. Glen will stay here to mind you.'

'All right', calls Therese and continues playing.

'You go and change into your pyjamas while I'm gone because Mum and Dad will be home soon. You know they like you to be ready for bed when they get home,' Joe calls out.

'Oh, all right', answers Therese and goes into the bathroom closing the door behind her. Therese begins to wash and get changed when she hears a noise at the bathroom door. She turns around with a towel wrapped around her. Glen is standing at the door and is staring at Therese. Therese feels very uncomfortable.

She walks out past Glen and goes to her room. Glen follows her and offers to brush her hair. Therese allows him to do it because she gets a nice feeling when someone brushes her hair. But she becomes scared and confused when Glen pulls away her towel and stares at the private parts of her body.

Discuss the following questions:

- How did Therese feel when Glen was looking at her and when he pulled her towel away?
- What body signals might Therese have had?
- What did Glen do that was wrong? Emphasise that Therese did nothing wrong.
- What could Therese do now? Tell Glen "No I don't like it" and go out of her bedroom.
- What could she do later? Tell someone in her support network what Glen did.

Use the Typewriter Strategy from teaching strategies in the [Department of Education's Act Ease](#) resource

Remind students of the child protection concepts they have been learning about including, strengths, body signals, No-Go-Tell, permission, being assertive, and persistence.

Explain to students that you are going to re-read the scenario from Act and Apply about Therese. Students are to call out words or actions that Therese could use in that situation to keep herself safe.

As a class, discuss what happened in the story.



# Evaluation

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

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