

Keeping kids safe!

Lesson Plans - Year 7 to 9



Overview

These lessons are essentially derived from the *Daniel Morcombe Child Safety Curriculum*. The *Daniel Morcombe Child Safety Curriculum* is aligned with curriculum documents authorised by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

- Target age groups are reflections of those represented in the *Daniel Morcombe Child Safety Curriculum*.
- Timings of activities are approximate and will vary according to individual and contextual factors.
- Whilst the lessons have been developed as a unit of work, most activities can be conducted independently.
- These lessons are designed to supplement ongoing, whole-school child safety education which is integrated into the curriculum.

Teachers will need the following for each lesson: whiteboard, whiteboard markers, internet access and screen - plus additional resources (as listed).

Lesson 1: Safe relationships (55 minute lesson)

Objectives

Students will:

- understand the term safe
- recognise the difference between safe and unsafe behaviours
- understand the qualities of a safe and healthy relationship.

Safety education guidelines - Establish guidelines

Resources needed: Butchers paper and markers for each group.

Time: 5 minutes

Whenever you are teaching child safety, it is important to establish a few guidelines with your students. Put students into small groups (of 3 – 5) ask them to brainstorm between 3 – 5 guidelines for what might be important in this context.

You might like to start students off with suggestions such as:

- listen carefully to each other
- be respectful of different opinions
- keep sensitive information within the group
- avoid using names when sharing stories
- try to contribute but, if you feel uncomfortable, you can pass
- if you feel distressed, let the teacher know
- no put downs
- try to contribute
- value others' contributions.

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Make sure you discuss the 'one step removed strategy' with students

This strategy removes the use of first person when sharing stories. For example, instead of saying 'I' (or naming people) a student could say 'someone I know.' This strategy allows for the exploration of sensitive topics whilst reducing the possibility that students might be personally confronted.

Note: students may often suggest something such as 'What happens in the room stays in the room' – it may be worth replacing this idea with the concept of 'a chain of confidentiality'- this means that personal stories are respected as private – unless an adult has any reason to suspect harm to the individual or someone else (in which case the matter may need to be reported to someone else).

Introductory activity: Defining safe

Resources needed: Dictionary definition of 'safe'.

Time: 10 minutes

Ask students to brainstorm 10 key words they could use to define the word 'safe'. Each student can choose their best word. Write these words on the board. Circle the three most commonly mentioned words.

Each student should now write a definition for 'safe', using these three words.

After students have written their own definitions, read them a dictionary definition of the word safe (examples provided below). Students can then write this dictionary definition down.

Example dictionary definition of safe:

Protected from or not exposed to danger or risk; not likely to be harmed or lost. (Oxford Dictionary)

Free from harm or risk. (Meriam-Webster)

Not in danger or likely to be harmed. (Cambridge English Dictionary)

Clarify that we need to be emotionally safe, as well as physically safe.

Safe and unsafe situations

Resources needed: Worksheet: [Safety continuum decision cards](#). Students will need scissors

Time: 15 minutes

Divide students into small groups (of approximately 3 – 5 people). Give each group a set of 'Safety continuum decision cards.' Each group will need to cut up their cards. Students should aim to come to a group consensus and put all of their cards in order on the continuum. Get feedback from each group about their most safe and least safe examples. Ask students to clarify their reasons for these decisions.

Point out that:

- in many of these situations the level of risk can be varied
- planning ahead may significantly reduce risks
- some 'safe' risks may generate personal growth
- some of these actions are illegal.



Safe relationships

Resources needed: Worksheet: Safe relationships checklist

Time: 20 minutes

Ask students what they think the word 'relationship' means. Discuss responses. Get students to make a list of all the relationships people might have in their life. Write these on the board.

Ask students what they think the word 'respectful' means. Discuss responses.

Explain that when relationships are safe and healthy, they can have many positive qualities. Explain that every person in every relationship has the right to respect.

Distribute a copy of the Safe relationships checklist to each student. Ask students to complete this checklist.

Once each student has done their best to complete the checklist independently, talk about their responses.

Teacher: "This list gives us clues as to what's okay and what's not okay in relationships."

Ask: Are there any examples in the list of unhealthy qualities which, if they only occurred once or twice, might not be classified as abusive?

Answer might include put downs or becomes jealous.

What do you think people might need to do in a relationship when these things occur?

Answer might include better communication.

Ask: Can anyone find an example of an unhealthy quality that is likely to be abusive – even if it only happens once?

Many unsafe qualities fit into this category.

Ask: If a person might be experiencing unhealthy or unsafe behaviors in a relationship, how might it impact on their health and wellbeing.

What could they do?

Teacher: "You have the right to be safe. If you need any help, you can always talk to anyone."

Concluding activity - Hold a class discussion

Time: 5 minutes

What do unsafe relationships, in person bullying and cyberbullying all have in common?

What are the most effective strategies for dealing with these situations?