

## Lesson 2: Safety is my right Teacher Notes

### What happens if students don't come up with suggested responses themselves?

As noted in the previous lesson plan Teacher Notes, depending on their age, developmental level and a range of other factors, students may not come up with the suggested responses noted throughout this lesson plan. Should this be the case, teachers are encouraged to lead students through prompts, or where required, overt suggestions or explanations to ensure the relevant points are clearly addressed.

### Part A: Rights and responsibilities

Explaining the concept of “rights” can be a challenge, particularly with younger students. Some additional worksheets have been included on the CD to assist with teaching this concept. Please note additional worksheets should be as a supplementary activity, as no further time has been allocated within the lesson.

As students are exposed to the concepts of early warning signs and personal emergencies throughout the remainder of the lesson, it is hoped they will gain a greater understanding and appreciation of their right to safety and the corresponding responsibilities.

### Part B: Early Warning Signs

*Worksheet 2.1* is divided into two parts: an optional Part A, and Part B, which all teachers are encouraged to conduct.

Part A activities are the same for all age groups, and provide an opportunity for students to experience their early warning signs within a safe environment. Four optional activities are provided which take between 2 – 10 minutes depending on the chosen activity. While the selection of one of these activities is optional, teachers are encouraged to incorporate at least one Part A activity where possible, as children will be able to relate their experiences to their respective Part B activity.

Part B activities differ for each age level (P – Yr 2; Yrs 3 – 4; and Yrs 5 – 6) and are more focussed on identifying, describing and listing/drawing early warning signs. Students are bound to come up with a range of interesting and, at times, controversial early warning signs, such as vomiting, urinating (weeing), defecating (pooing), and/or having an erection. While the class may find these suggestions particularly entertaining it is important to outline that it is possible for each one of these to be early warning signs. Build on Lesson 1's concept that our differences make us special by noting that our bodies tell us in different ways when we're feeling unsafe – some of our early warning signs may be in common with others and some may be different.

An optional method of conducting this activity for Years 3 – 4 is to draw early warning signs on a body outline on the whiteboard, similar to the suggested activity for Prep – Year 2 students. Years 5 – 6 may also benefit from this visual activity.

A total of 15 minutes of the lesson has been assigned for both Part A and Part B. Teacher discretion should be used to select activities that will ensure the best use of available time. Activities that cannot be accommodated during the lesson due to time constraints may be used as a follow-up activity to reinforce the lesson's key points.

Debrief this activity by reminding students that we all have different early warning signs that tell us we don't feel safe. You might share how your body tells you when you feel scared or unsafe. If time allows, ask students to volunteer which early warning signs they have when they feel scared or unsafe.

### Part C: Personal Emergencies

The first question in this section asks students if they can think of other examples of personal emergencies, in addition to those listed. In responding to student suggestions, teachers are encouraged to bear in mind that

there is a degree of subjectivity involved in classifying personal emergencies, i.e. what one person may believe to be a personal emergency, another person may not. A personal emergency occurs if someone experiences early warning signs, it is *not fun* and they really think they are in danger. Personal emergencies also do not have a definite time limitation, so people experiencing personal emergencies do not know when the danger will be removed.

*Worksheet 2.2:* provides year level appropriate activities to identify personal emergencies and discuss actions that may be taken to feel safe again. The worksheet for Prep – Year 2 students provides an additional activity to assist them to call Triple Zero (000) in the event of an emergency. If there is insufficient time available to cover both Part A and B (for Prep – Year 2 students), teachers are encouraged to conduct Part B as a supplementary activity.

### **Conclusion**

As per Lesson 1, to ensure the 'quiz' activity runs smoothly, ensure all students are aware of the rules, e.g. how they are to indicate their intention to answer the question. Consider selecting team captains who may be lacking self esteem and would benefit from the opportunity to undertake this position, without being fearful or overly intimidated by it. Your encouragement and support of team captains will be needed to assist with any set-backs. Rewards for the winning team may include a small prize or privilege, such as extra play time.