

## Lesson 4: I can get help

### 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: Talking *with* someone**

You may notice this lesson instructs children about talking *with* someone, as opposed to talking *to* someone. The reason being, when we are talking *with* someone, the term 'with' denotes that both people have a part to play in the conversation. It is not simply a matter of the child telling the adult what is on their mind.

#### **Part B: Developing a Safety Hand**

Students are encouraged to have at least five Safety Hand members, although they can have more than five if they wish. Additional Safety Hand members may be drawn on another hand outline.

Some students may wish to include friends, siblings, God, a pet, or a special toy as part of their Safety Hand. While none of these are trusted adults who fit the suggested criteria, it is acknowledged that they can play an important part in the child practising to talk with a Safety Hand Member, before a Safety Hand Member is approached. As a result, you may suggest they note these additional people/pets etc. in the palm of their Safety Hand.

It is suggested that only one person who lives with a child be included on their Safety Hand- it is suggested this person be represented by the thumb. The reason being, if there is an abusive situation within the home, Safety Hand Members are unlikely to be in a position to provide an objective viewpoint or be able to provide assistance, as they are also impacted by the problem.

You may wish to suggest Safety Hand Members to students who may be struggling to list five. Kids Helpline is a good inclusion on student's Safety Hand. This organisation is staffed by trustworthy adults whose role is to assist children. Please ensure children are aware of the Kids Helpline telephone number: 1800 55 1800.

The hand is most commonly used to represent a Safety Hand as we all have our hand with us and for younger children, this can be a constant reminder of trusted adults who they can approach for help.

*Worksheet 4.2 for Prep – Year 2* encourages students to draw pictures of their Safety Hand Members. You are encouraged to ask students to name the members of their Safety Hand to ensure they fit the Safety Hand Member criteria.

*Worksheet 4.2 for Years 5 – 6* invites students to represent their network in a more creative way than the Network Hand. Some suggestions include a: bunch of balloons, an umbrella or beach ball with different coloured panels, tree with branches, rainbow or train carriages - with each component representing a different Safety Hand Member.

When using (optional) *Worksheet 4.3: Safety Hand Member Invitation*, you are encouraged to list your name and school telephone number on the invitation to enable parents to contact you if they require further information.

The final section of Part B of the lesson plan suggests that students may test potential Safety Hand Members by asking them to assist with a real or pretend problem. This strategy is called 'one step removed' and allows students to gauge how effective prospective Safety Hand Members may actually be.

### **Part C: Using and reviewing our Safety Hand**

When discussing how we could contact Safety Hand Members, please suggest the forms of communication relevant to your audience, such as face-to-face, via telephone, email or SMS.

Students are encouraged to approach Safety Hand Members by telling them that he/she is contacting them as a Safety Hand Member and then clearly explaining what the problem or concern is. The importance of this step is two-fold. Firstly, to ensure the Safety Hand Member is aware of the degree of importance of the conversation (i.e. as a Safety Hand Member). Secondly, to ensure the child provides a sufficient explanation of the problem or safety concern. Children have a tendency to think they have told adults about a problem through statements such as “I don’t like playing with Uncle Tom anymore” or “She’s mean to me.” A better explanation will ensure the problem is promptly identified and solved.

Persistence is key to using the Safety Hand. Students need to be encouraged to persist in approaching other Safety Hand Members and seeking help until the problem is solved and they feel safe again. This may involve approaching all of the student’s Safety Hand Members, going back to members already approached and/or seeking out new Safety Hand Members.

There may be occasions where trusted adults are around who can assist children when Safety Hands are not present. For this reason, students should also be encouraged to venture beyond their Safety Hand Members when necessary.

### **Conclusion**

If the scenarios provided in *Worksheet 4.4* take longer than the time you have available, you may wish to use the summary section of this worksheet [commencing with ‘Remember...’] to reinforce the key points and to check for understanding. If this occurs, you are encouraged to revisit the scenario worksheet on another occasion. This follow-up session is a valuable opportunity to reinforce the key points of this safety message and significantly increase the likelihood students will apply the suggested strategies.