

Lesson 4: I can get help

Duration: 55 mins

Objectives: Students will:

- Identify the benefits of talking with someone if they feel sad, angry, scared or confused.
- Understand how to develop a 'Safety Hand'.
- Recognise how to use and review a 'Safety Hand'.

Resources: Poster 4 (displayed in classroom); Teacher Notes (L4) and Worksheets 4.1 – 4.4; Sticker 4; whiteboard and markers.

Time	Content
2 mins	<p>Introduction <i>Introduce Lesson 4:</i> We have already talked about three safety messages 'I am special, so are you', 'Safety is my right' and 'My body belongs to me'. (Briefly revise the main points from the conclusion of these lessons). Today we're going to talk about the final safety message, 'I can get help'.</p>
16 mins	<p>Part A: Benefits of talking with someone <i>Q: Why do you think it might be a good idea to talk with someone if we're feeling sad or angry or scared or confused or if we have a problem?</i> Responses should include: By sharing our feelings or a problem with someone: we can feel better to know that someone knows how we're feeling; we can get help to solve the problem through their ideas, advice or something they might do to help us; we can gain their support. Ask students what situations may cause children their age to feel sad, confused, scared or angry. Discuss the benefits of talking with someone about these situations. Discuss who might be a good person to talk with, in terms of: a) their personal qualities; and b) people in our lives who have these qualities. <i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 4.1</i> to assist with this discussion.</p>
18 mins	<p>Part B: Developing a 'Safety Hand' <i>Q: Is one person enough to talk with if we're feeling sad, angry, scared, confused or if we have a problem? Are they always going to be there/be able to help?</i> A: Probably not. By having at least five people we can talk with, we are more likely to have someone available at any time. We call these five people our 'Safety Hand' as they have an important job to help to keep us safe. A Safety Hand should be made up of five adults who we <i>trust</i>, who are <i>available</i>, <i>will listen</i> to us, <i>will believe us</i> and <i>will take action to help us</i>, if we need their help. <i>Q: Why do you think our Safety Hand Members should only be adults?</i> A: Adults can take action on our behalf if we need it, whereas other children may not be able to. Advise that it's a good idea to have one person who lives with us on our Safety Hand, and four who don't. Reflect on the people earlier discussed who might be good people to talk with. Do some have all of the qualities of a <i>Safety Hand Member</i>? <i>Activity:</i> Use year level appropriate <i>Worksheet Sheet 4.2</i> to encourage</p>
(Optional: 5 mins)	<p>students to develop their own Safety Hand. <i>Q: Do you think it's important for the people we would like on our Safety Hand to know we would like them to do this important job?</i> A: Yes. Discuss why: they will know what is expected of them and can choose whether or not they are willing to be a Safety Hand Member; they will be ready to help us; they will probably do a better job helping us. <i>Optional:</i> Provide <i>Worksheet 4.3</i> Safety Hand Member Invitation and encourage students to invite selected people to be part of their Safety Hand. If we're not sure if someone would be a good Safety Hand Member, we could test them out by asking them to help us with a real or pretend problem. If they do a good job, they would probably make a good Safety Hand Member.</p>
6 mins	<p>Part C: Using and reviewing our 'Safety Hand' <i>Q: How could we contact our Safety Hand Members if we needed them?</i> A: In person, via telephone, letter, email, SMS, or networking webpage. <i>Q: What could we say so that our Safety Hand Member knows we need their help?</i> A: Tell them that we're contacting them as a Safety Hand Member and then be clear in telling them what's going on. <i>Q: What could we do if we weren't happy with their response?</i> (They might not be available; listen to us; believe us; or be very helpful.) A: We could approach another Safety Hand Member; we shouldn't stop approaching Safety Hand Members until we feel safe again and our problem is solved. Discuss the need to <i>review our Safety Hand</i> to make sure all Safety Hand Members are trusted adults who are available, will listen, believe us and take action to help us if we need their help. If they're not, we need to replace them with someone who we think will do a better job. Remember to invite new people to be on our Safety Hand first.</p>
13 mins	<p>Conclusion Recap main points using year level appropriate <i>Worksheet 4.4</i> Opportunity for further questions from students Distribute Sticker 4 to students</p>
<p>Further information and resources: This lesson is part of the <i>Safe Start: Protective Behaviours for Children and Young People</i> (Safe Start) program. For further resources visit the Children's Safety Australia website 'resources page' (www.childsafety.org.au/resources.html) or email admin@childsafety.org.au.</p>	

