

Keeping Ourselves Safe – Junior primary

Focus area 1 – I am unique, He taonga ahau

The four focus areas in the Keeping Ourselves Safe (KOS) junior primary programme are:

1. I am unique, He taonga ahau
2. My body is my own, Nōku tōku tinana
3. Unwanted behaviour or touch, Kore e hiahiatia te whanonga me te pā kino
4. Adults who help, Ngā kaiāwhina pakeke

Research suggests that an effective programme should include learning experiences from each of the four focus areas.

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Focus area 1 – I am unique, He taonga ahau

Notes for the teacher: preparation

- Ensure that safety guidelines are in place.
- All school staff, not just the teachers concerned, must know what to do if a student discloses abuse to them during or after Keeping Ourselves Safe.
- Parents should also be made aware of what to do. See the Child Protection Guidelines available on the NZ Police School Portal at <https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/information-and-guidelines/child-protection>

Explanation

- For safety reasons children need to know their name, where they live, and the names of the people they live with.
- They need to know that they are a valued member of society, and be able to identify good things about being themselves.
- When they can verbalise feelings confidently, they can report times when they feel safe and unsafe.

Curriculum links

Key Competencies: Managing self, Relating to others

Learning areas: Level 1 Health and Physical Education

Strand A: Personal Health and Physical Development

- Personal Identity: Describe themselves in relation to a range of contexts.

Strand C: Relationships with other People

- Interpersonal Skills: Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Success criteria

Students can:

- talk freely about their feelings
- give their name, address(es), and parents' or caregivers' phone numbers
- confidently share two special things about themselves
- give examples of personal information they should not share online.

Learning experience 1 – Who we are

Learning intentions

Students are learning to:

- describe where they live
- identify two things that make them special
- explain what to do if they get lost
- understand what personal information should not be shared online.

Notes for the teacher

Contact details

It is important for children to be able to give their name, address, and parents' or caregivers' phone number so that they can seek help when they need it – for example, if they are lost.

- Younger students may be able to say their name and street, while older ones can give a full address and phone number. When they are ready, introduce them to their suburb and town.
- Some students may have more than one house they regularly live in, others (for example, those who move frequently or those who live in transient households) may find this difficult, so it needs to be handled sensitively.
- If details of the children's names and addresses are displayed in the classroom, make sure that these are not easily visible to an outsider.
- Remind parents and caregivers that it is unwise to write a child's name on the outside of their clothing or schoolbag. If the name is easily visible, an adult wanting to befriend the child can pretend that they already know them.

Note: Rapid Numbers

Rapid Numbers are used in about 40 percent of rural areas in New Zealand. They assist emergency services with locations. Each number indicates the distance down a certain road. For example, 125 Clark Road indicates a point 1.25 kilometres along Clark Road. As it is an odd number, it is on the left-hand side. It may be helpful for students to know their Rapid Number in case of an emergency.

Uniqueness

- It is important that children have a strong sense of who they are and their own uniqueness. This helps to increase their confidence. A child who looks confident and is assertive is less likely to be bullied by other children, or to be targeted by paedophiles.

Online behaviour

When online, children need to:

- know what information about them is 'special' and should not be shared

- have strategies for protecting their identity, such as using a nickname.

These are the fundamentals of their personal privacy and managing their identity online.

Resources

Bryan and Bobby video, Lost, available at <https://bryanandbobby.co.nz/video/>

Hector's World™ video, Episode 1, Details, details ..., available through the Australian government esafety unit:

- Educator support <https://www.esafety.gov.au/educators/classroom-resources/hectors-world>
- Video <https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online>

Song: Like a Bright Star, video available at <https://youtu.be/l5ysLepggQk>

Song: Walking Tall, video available at <https://youtu.be/9auJZifZBzl>

Copysheet: Me and my house

Copysheet: Like a Bright Star – Song words

Copysheet: Walking Tall – Song words

Homework activity sheet: I am unique, He taonga ahau

Activities

1 – My house / One of my houses (for younger students)

Invite the students to close their eyes and visualise their own house. If they live in more than one, ask them to choose the one they live in the most. While they do this, you could ask questions such as:

- What colour is the roof of your house?
- Is there a fence?
- What colour is the house?
- Can you see any garden?
- Can you see any of the people who live in the house with you?
- Can you see any pets?
- Is there a telephone at your house?
- What do you like doing at your house?

2 – Me and my house

Students draw a picture of themselves in front of their house. You can use the Copsheet: **Me and my house** or blank paper. Work with students to give a caption to the drawing. Depending on the age and ability of the students, this could include:

- My name is ...
- I live at ...
- My phone number is ...
- Two things that make me special are ...

Children share their drawings. Reinforce that each child is unique and special – for example, “Kefeng is unique because he has come to New Zealand from China, and he’s good at painting and drawing.”

3 – What to do if you get lost

Show the Bryan and Bobby video Lost.

Some students who are newer to New Zealand English may find it harder to understand what is said in the video. Pause the video at relevant places to ask students to predict what will happen or what the person will say next; and to recap on what actually happened or what was said.

Ask:

- Why did Bobby get lost in the shopping mall?
- How did he feel when he got lost?
- What did he decide to do?
- What did Constable Bryan say you should do to stop you getting lost? (Agree on a place and time to meet.)

Work with the class to complete a chart headed “What to do if you get lost”. Make sure the chart covers the following points:

- Stay calm.
- Find someone you trust to help.
- Say where you last saw the person you were with.
- Give your name, address, and telephone number.

Finish the activity by asking each child to give their name, address, and telephone number.

4 – Song

The lyrics and a link to the videos are on the copsheets.

- For younger students, sing the song Walking Tall.
- For older students, sing the song Like a Bright Star.

5 – Keeping safe online (for older students)

Show the class the Hector's World video, Episode 1, [Details, details](#)

Identify the characters.

Ask:

- Where does Hector live?
- Does Hector have a computer?
- What information is it okay to give out online?
- What is the whale's name and what advice does she give?
- What information is special to you that you should not share with others?
- What nicknames did Ranjeet's friends suggest he could use?
- What could be a good online nickname for you?

Homework activity

Students take Homework activity sheet: **I am unique, He taonga ahau** to complete with someone at home.

Copysheet: Me and my house

Draw a picture of your house with you standing outside it.



My name is _____

I live at _____

My parent or caregivers' phone numbers are

Two things that make me special are:

1. _____

2. _____

Copysheet: Like a Bright Star – Song words

© 2005 Radha Sahar, UCA Music. Available at <https://youtu.be/l5ysLepggQk>

Verse 1: In the whole of the world
There is only one of me
There are things that I am good at
So let my star shine bright

Chorus: Like a bright star I am awesome
Like a mountain I am strong
Like a river I can go places
In this amazing world
Like a bright star I am awesome
Like a mountain I am strong
I've a place here with my friends and helpers
In this amazing world is where I belong

Verse 2: I know it's enough
To do the best I can
Walking tall and confident
I remember who I am, yes I am

Chorus: Like a bright star I am awesome
Like a mountain I am strong
Like a river I can go places
In this amazing world
Like a bright star I am awesome
Like a mountain I am strong
I've a place here with my friends and helpers
In this amazing world is where I belong
In this amazing world is where I belong

Copysheet: Walking Tall – Song words

© 2005 Radha Sahar, UCA Music. Available at <https://youtu.be/9auJZifZBzl>

Verse 1: I am awesome. I have fun

I am brave and I can run

I can shine like the sun

Walking tall today

Chorus: I am awesome being me

I am who I'm meant to be

Everything goes well for me

Walking tall today

Verse 2: I am awesome. I am strong

Join me now and clap along

We can smile and sing our song

Walking tall today

Chorus: I am awesome being me

I am who I'm meant to be

Everything goes well for me

Walking tall today

Everything goes well for me

Walking tall today

Everything goes well for me

Walking tall today

Homework activity: I am unique, He taonga ahau

As part of Keeping Ourselves Safe we have been looking at how special all our children are. Please tell your child, often, how special they are.

We have also been learning our names, addresses, and telephone numbers. It is important that children know these things because:

- they may need to ask for help and tell the person who they are and where they live
- confident children who feel good about themselves are less likely to be picked on by someone who wants to harm them.

Please help your child with this activity.

My name is:

My parents' or caregivers' phone numbers are:

My address is:

★ number and street/road:

★ suburb and town:

If you sometimes live at another address too, put that here:

★ number and street/road:

★ suburb and town:

I am good at:

★

★

Learning experience 2 – How we feel

Learning intentions

Students are learning to:

- identify their feelings in words
- explain when they feel safe and unsafe.

Notes for the teacher

- Encouraging children to verbalise their feelings will give them the skills to tell an adult when they are feeling sad, scared, angry, worried, or confused. Adults need to be ready to pick up these clues and ask, “Why are you feeling like that?”
- Students may find the term ‘confused’ difficult. Explain carefully that it is when something really puzzles them and they don’t know why it has happened. Give some examples, such as the teacher saying that they have to put sun hats on when it is raining.
- It is important that the term is introduced here, as it is used later in conjunction with ‘touch’. Some touches confuse children – it might feel nice, but they know it is wrong, or they know that the person shouldn’t be touching them that way.

Resources

Hector’s World™ video, Episode 2, Welcome to the Carnival, available through the Australian government esafety unit:

- Educator support <https://www.esafety.gov.au/educators/classroom-resources/hectors-world>
- Video <https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online>

Copysheet: How would you feel if ... cards (cut these up into separate cards)

Homework activity sheet: Feelings

Activities

1 – Feelings faces

Begin by asking children to show you some feelings faces, for example:

- Show me your happy face.
- Show me your angry face.
- Show me your proud face.
- Show me your confused face.
- Show me your sad face.

Then ask questions such as the ones below.

- What makes us feel happy?
- What makes us feel sad?
- Is it okay to cry if we feel sad? (Yes, most definitely!)
- What makes us feel confused?
- What makes us feel angry?
- Is it okay to feel angry? (Yes, it is okay to feel angry, but it is not okay if we hurt ourselves or someone else when we are angry.)

2 – How would you feel if ...

Use Copsheet: **How would you feel if ...** cards.

- Choose cards that are appropriate for your class. You may like to add cards of your own.
- Pick up a card and read it out to the class.
- Either ask all the students to make a face to show how the card would make them feel or ask individual students to say how the card would make them feel.
- Accept all students' comments.
- After some of the cards, you may like to ask additional questions – for example, after the card about not being picked up from school:

Ask: Would you feel safe or unsafe if you were left at school on your own?

- What could you do?
- Who could you ask for help?
- What would you say?

Role play some of the scenarios in the cards. The emphasis should be on:

- What happened?
- How did you feel?
- What did you do?
- How did you feel when you got help?

3 – Online trust and safety (for older students)

Show Hector's World™, Episode 2, [Welcome to the Carnival](#) video.

Try the activity in the Hector's World™ lesson plan [Welcome to the Carnival](#) (Lower primary). It focuses on trust.

Homework activity

Give students the Homework activity sheet: **Feelings** to complete with someone at home.

Copysheet: How would you feel if ... cards

Choose cards that are appropriate for your class. The cards are grouped generally, but not every child will have the described feeling for each scenario.

Sad

How would you feel if your uncle died?	How would you feel if you didn't have any lunch?
How would you feel if you heard some bad news?	How would you feel if you did something wrong?
How would you feel if you heard adults at home fighting?	How would you feel if you went to a tangi?
How would you feel if you fell over and hurt your toe?	How would you feel if someone said mean things about you online?
How would you feel if someone used up all your credits in a game?	How would you feel if you broke your device?

Happy

How would you feel if Dad gave you a hug?	How would you feel if you got a present from your Nan?
How would you feel if you were going on holiday tomorrow?	How would you feel if it was your birthday?

How would you feel if you won a game online?	How would you feel if you were asked to stay the night at a friend's?
How would you feel if you joined the kapa haka group?	How would you feel if your family got a new baby?
How would you feel if the whānau put down a hangi?	How would you feel if you were going to the park with Dad?

Angry

How would you feel if someone pushed you out of line?	How would you feel if you were told you had to go to bed early?
How would you feel if someone snatched your new toy?	How would you feel if someone took something out of your bag?
How would you feel if your new scooter got stolen?	How would you feel if you couldn't go to a friend's place when you were promised you could?
How would you feel if you got put in your room for timeout?	How would you feel if your school trip got cancelled?
How would you feel if someone in your class pulled your pants down?	How would you feel if someone tripped you up on purpose?

Confused

How would you feel if an adult knew your name but you didn't know who they were?	How would you feel if your teacher said, "Today we are reading our books upside down."?
How would you feel if Dad said to put your raincoat on when it was really sunny?	How would you feel if a friend didn't want to play with you anymore?
How would you feel if someone you didn't like gave you a hug and a big kiss?	How would you feel if someone you didn't know stopped and offered you a ride home?
How would you feel if someone you trusted kissed you and put their tongue in your mouth?	How would you feel if someone in your family asked you to touch his penis?
How would you feel if someone you didn't know asked you to come and look at their new puppy?	How would you feel if somebody in your class told you a rude joke and used bad words?
How would you feel if your sister showed you some rude pictures?	How would you feel if you were online and someone you didn't know asked for your address?

Proud

How would you feel if the teacher said you had done good work?	How would you feel if the teacher read your story out to the class?
How would you feel if you showed your granddad you could swim across the big pool on your own?	How would you feel if you went fishing and caught a big fish?

How would you feel if you were asked specially to help feed the lambs?	How would you feel if you got a prize in an online game?
How would you feel if your pet kunekune won a prize?	How would you feel if you got washed and dressed all by yourself?

Scared

How would you feel if you got lost at the supermarket?	How would you feel if someone in your class was bullying you on your computer?
How would you feel if you saw something scary on the computer?	How would you feel if you had to walk home on your own?
How would you feel if an adult pushed you too high on the swings?	How would you feel if you saw your parents hitting each other?
How would you feel if it got dark and you were the only one home?	How would you feel if you saw a big dog coming towards you?
How would you feel if you had to change schools?	How would you feel if you heard a strange noise in the night?
How would you feel if Mum didn't come to pick you up after school and everyone else had gone home?	How would you feel if you suddenly saw a big bull in the paddock?

Homework activity: Feelings

As part of Keeping Ourselves Safe we have been talking about how we feel. Being able to say how they feel, particularly if they are scared, sad, confused, happy or angry, can help children keep safe.

- Listen when your child is saying how they feel. Ask them why they're feeling like that.
- If they are feeling scared, sad, confused, or angry, do something to help.

Please help your child with the following activities.

Draw an angry face

I feel sad when ...

I feel angry when ...

Draw a confused face

I feel scared when ...

I feel confused when ...

How would you feel if:

Mum was late picking you up from school.

Your friend gave you a surprise birthday party.

Someone kicked you very hard.

You hear two adults having an argument.

Someone asks for your phone number online.