

# Keeping Ourselves Safe – Junior primary

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## Focus area 4 – Adults who help, Ngā kaiāwhina pakeke

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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 4: Adults who help, Ngā kaiāwhina pakeke

### 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

- Children need to learn who they can trust to help them if they are scared or worried about something, or if they feel unsafe.
- This person may well be someone they know, but they may also need to ask someone they don't know for help.
- It is also important that children, and the people they live with, work together to develop safety rules and strategies that will help children keep themselves safe.

### Curriculum links

Key Competencies: Managing self, Relating to others, Thinking, Participating and contributing

Learning areas: Level 1 Health and Physical Education

Strand A: Personal Health and Physical Development:

- Safety Management: Describe and use safe practices in a range of contexts and identify people who can help.

Strand C: Relationships with other People:

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

Strand D: Healthy Communities and Environments:

- Community Resources: Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

## Success criteria

Students can:

- know who to ask for help and how they could ask them
- understand how to keep themselves safe in different situations
- name two family safety rules.

## Learning experience 1 – Asking people we trust for help

### Learning intentions

Students are learning to:

- identify people they trust
- ask for help when they need it
- go on asking until someone does something to help.

### Notes for the teacher

#### Reporting

It is very important that students know that they should report anything that worries or scares them or makes them feel unsafe.

- In the case of sexual touch or behaviour, children rarely make false reports and can only describe sexual touch or behaviour they have seen or experienced.

Children find it hard to report because they often feel that adults won't listen to them, won't believe them, or won't do anything to help.

- Adults often find it hard to accept what a child is saying, particularly if the abuser is a family member or a family friend.

#### Responding

Sometimes the first person that a child reports to does nothing to help.

- This may be because the child gave only a vague hint, or chose a time when the adult was busy and not listening carefully.

The child needs to know that they must go on telling until someone listens and does something to help.

Adults should respond by:

- believing what the child says
- saying “I’m glad you told me”
- saying “I’m sorry this happened”
- letting them know it is not their fault
- letting the child know they will do something to help.

The adult then passes the information on to Police or Oranga Tamariki for follow-up.

If the information is given in a school situation, the adult acts according to the school policy.

## Resources

Song: Tell Someone, available at <https://youtu.be/0eXOSuT-Uoc>

Copysheet: Tell Someone – Song words

Copysheet: Harakeke helpers (enlarge to A3 size)

Homework activity sheet: Asking for help

## Activities

### 1 – Who would you trust?

Sing the song [Tell Someone](#) with the class using the lyrics and link on the Copysheet: **Tell Someone – Song words**.

Ask questions, such as:

- Who would you trust to look after your ... (soccer ball, favourite toy, and so on)? Why?
- Who would you trust to feed your pet while you were away? Why?
- Who would you trust to help you if you felt scared about something?
- How does it make you feel when you trust someone?

Work with students to decide what trusting someone means (feeling that someone is good and honest and would help you if you needed it).

### 2 – Harakeke helpers

Work with the class to make a map of adults who students could trust to help: in their school, their family, and their community. Use Copysheet: **Harakeke helpers** as a base.

Place the map on the classroom wall for reference.

### 3 – Asking for help

The teacher and the School Community Officer (or a confident student) demonstrate asking for help. The teacher takes the role of the trusted adult and the other person asks for help using the following scenario:

Another student at school showed you a magazine with pictures of naked people and said not to tell.

- They could say something like: “I need help. A kid showed me a magazine with naked pictures. I didn’t want to look.”
- The teacher says: “Thank you for telling me. I will do something to help.”

Have students arrange themselves in a circle.

- The teacher takes the role of a trusted adult and goes to each child in turn.
- The child has to ask for help confidently and should explain clearly what has happened.
- Each time the teacher says: “Thank you for telling me. I will do something to help.”

Use some or all of the following situations:

- You are lost at the supermarket.
- Your uncle wants to get in the bath with you.
- Someone tried to get you into their car.
- Someone online asked you to turn on the computer’s video.
- You don’t get enough to eat at home.
- Someone at home hurt you.

Ask:

- What would you do if you asked for help and the person didn’t listen?
- What would you do if you asked a second person for help and they didn’t do anything to make you feel better?

### 4 – What if ...

Play What if ... with the class, using scenarios such as:

- What if you fell off your bike and hurt your knee?
- What if you were left waiting on your own to be picked up after soccer practice?
- What if you asked an adult for help and they didn’t listen to you?
- What if you asked an adult for help because you saw something scary on the computer and the adult got angry with you?

### Homework activity

Give children Homework activity sheet: **Asking for help** to complete with someone at home.

## **Copysheet: Tell Someone – Song words**

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### *Intro:*

I deserve to be happy, safe and well  
If I'm scared or sad, I'll find someone to tell

### *Verse:*

*Here's someone I can trust ...*

I need help. Are you listening?  
Awhina-tia ahau  
If you don't help, I'll ask someone else ...

*(Here's someone else I can trust ...)*

*(Repeat the verse till ready)*

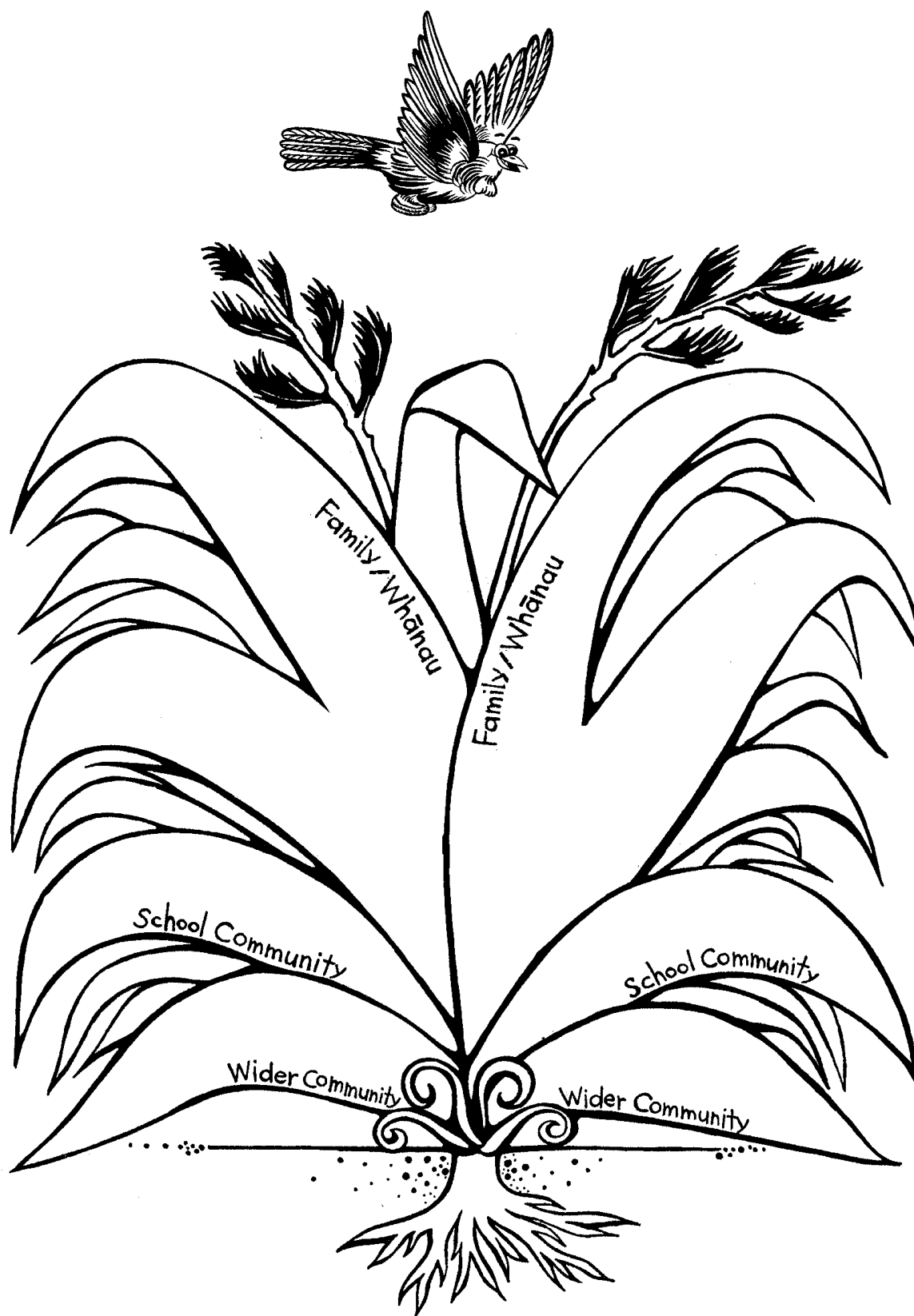
### *End:*

*Hooray! They did help!*  
I deserve to be happy, safe and well  
I'm happy now I have someone to tell

*Awhina-tia ahau*

*Manaaki-tia taku tinana!*

## Copysheet: Harakeke helpers





## Homework activity: Asking for help

Children need to know that they must ask a trusted adult for help if anything scares or worries them, or if they feel unsafe. They must go on telling until someone listens and does something to help.

- Listen when your child asks you for help.
- Believe what they say.
- Say “Thank you for telling me”.
- Do something to help.

Please help your child with the following activity.

Write the names of people you can trust to ask for help in the diagram. Use their correct names – for example, Mrs Chu who lives next door.



## Learning experience 2 – Safety rules

### Learning intentions

Students are learning to:

- keep themselves safe in different situations
- understand family safety rules
- stay safe online.

### Notes for the teacher

#### Safety rules

It is important that children and the people they live with make safety rules together.

- Safety rules need to be practised often and regularly reviewed to see how well they are working.
- When families work out clear safety rules with their children, the risk that they may get into unsafe situations will be reduced.

Children under the age of 14 should not be left at home alone, unless adequate provision has been made for their care and well-being.

- This may, however, sometimes happen, for example, in an emergency. Children need to have rules for coping with such situations.

#### Safety strategies

There are a number of safety strategies that families can use, including:

- The family identifies a safe person that the child could contact in the event of an emergency. The child must feel comfortable about this person.
- Families have a special code. The child does not go with anyone who does not know the code.
- Write an adult's cell phone number on the inside of a child's arm if the child is going on an outing.
- Label children's possessions on the inside.
- The child uses a nickname when asked for a name online.
- The child knows to seek help when they are upset or worried about something, in the real world or online.
- The computer is kept in the family room, and there are rules around use of mobile devices, for example, not to be used after bedtime. It can be a good idea to have a family charging station in a shared room where all devices charge at night.

Police advise against:

- identifying safe houses for children to go to for help. Such houses could in fact be unsafe, depending on who is living there at the time or if the known family has moved away.
- families teaching 'stranger danger' as a means of keeping children safe from harm. This is because children are most often abused by people they know and trust. Also, children may have to ask for help from people they don't know.

### **School policies**

- This might be a good time to remind students of the school's safety rules, including those for the use of digital devices, and why those rules are important.

## **Resources**

Copysheet: Family safety rules

Homework activity sheet: Family safety rules

## **Activities**

### **1 – Family safety rules**

Read out each on the rules on the Copysheet: **Family safety rules**.

Ask:

- What do you think the rule is here?
- Why do you think this rule is important?
- Who has a family rule like this?

In pairs, students could decide on another rule they think is important.

### **2 – What is the safe thing to do?**

Read out one of the scenarios below.

- In pairs, one student tells the other the safe thing to do in that situation.
- Reinforce the safe thing to do.

Repeat with the other scenarios, with students taking turns at giving the safety rule.

Once these have been discussed, students could role play acting in a safe way in these scenarios. Include calling 111 or 105 as one of the role plays.

- Someone knocks at the door when you are home alone.
- Someone on the internet asks for your name and address.
- You have to walk home from school.

- Someone asks you to go to their house after school.
- Someone you don't know comes to pick you up from school.
- You are walking home and your friend says, "Let's take a short cut".

### Homework activity

Give students Homework activity sheet: **Family safety rules** to complete with someone at home.

## **Copysheet: Family safety rules**

### Internet use

- The computer should be in a room everyone uses.

### Walking home

- Always walk home with other people. Work out the safe way to walk with your family beforehand.

### Calling 111

- If there's an emergency and you need help from the police, firefighters or ambulance, call 111. Give your name and address, tell them where you are and why you are ringing.

### Home alone

- If you are home alone, only answer the door to people you know and trust. Always keep the door locked and keep the key in a safe place.

### Going somewhere else

- Always ask the adult in charge before going off anywhere or with anyone. The adult in charge should always know where you are.

### Keeping a safe distance

- Keep well away from people who try to stop you. Tell an adult you trust what happened.

## Homework activity: Family safety rules

Children and the people they live with should make safety rules together that will help stop children getting into unsafe situations.

- Children under the age of 14 should not be left home alone, unless adequate provision has been made for their safety.
- Work out family safety rules with your child. Practice and review these rules often.
- Practise what-if situations with your child – for example: What if I was late picking you up from school?
- Praise your child when they behave in a safe way.

Please help your child with the following activity.

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Talk about each of the following family safety rules. How could they work for you and your child?



- ★ Never open the door to someone you don't know.
- ★ Don't give personal details to someone online.
- ★ Never share your password with other people.
- ★ Walk home with buddies on a safe route we have chosen.
- ★ Always make sure your family knows where you are.
- ★ Never go with anyone unless your family knows about it.
- ★ Use digital devices in the family room.
- ★ Have a back-up person your child can contact in an emergency – someone your child feels safe with.
- ★ Have a code word only you and your child know – your child doesn't go with anyone who doesn't know the code.

Other safety rules for your family ... for example, safe use of mobile devices.