

# Keeping Ourselves Safe – Middle primary

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## **Focus area 3 – No excuse for abuse**

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

1. Confident me
2. Safe or unsafe?
3. No excuse for abuse
4. Why should I tell?

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

## Contents

Focus area 3 – No excuse for abuse .....	3
Notes for the teacher: preparation.....	3
Explanation.....	3
Curriculum links.....	3
Success criteria .....	4
Key message .....	4
Learning experience 1 – About abuse.....	5
Learning intentions.....	5
Notes for the teacher .....	5
Resources .....	5
Activities .....	6
Homework activity .....	7
Copysheet: A definition of abuse .....	8
Copysheet: Examples of abuse.....	9
Copysheet: Signposts of abuse.....	10
Homework activity: About abuse.....	12
Helen Helps Out .....	13
Learning experience 2 – Bribes, secrets, and tricks .....	15
Learning intentions.....	15
Notes for the teacher .....	15
Resources .....	16
Definitions .....	16
Activities .....	17
Homework activity .....	17
Copysheet: Story starters.....	18
Homework activity: Bribes, secrets, and tricks .....	20

## Focus area 3 – No excuse for abuse

### 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

Any child may find themselves in an unsafe situation that could lead to abuse.

It is important that they:

- understand what abuse is (emotional, sexual, physical, verbal, neglect, family harm and cyber abuse)
- know that any abuse is wrong and should be reported
- know that if abuse happens to them, it is not their fault
- learn to identify the bribes, secrets or tricks that are often used by abusers.

### Curriculum links

Key Competencies: Managing self, Relating to others

Values: Integrity, Respect for themselves, others and human rights

Learning areas: Level 2 Health and Physical Education

Strand A: Personal Health and Physical Development:

- Safety Management: Identify risk and use safe practices in a range of contexts.

Levels 3 Health and Physical Education

Strand A: Personal Health and Physical Development:

- Safety Management: Identify risks and their causes and describe safe practices to manage these.

## Success criteria

Students can:

- recognise what constitutes abuse
- articulate why they must report anyone who tries to harm them
- distinguish between bribes, secrets and tricks.

## Key message

### **Abuse should always be reported**

Work with the class to come up with a key message for Focus area 3 that is the same or similar to the one above.

Record this on the Take the tui tour poster – see Focus area 1 for further instructions). Students also record it on their personal Take the tui tour charts.

## Learning experience 1 – About abuse

### Learning intentions

Students are learning to:

- recognise and identify different types of abuse
- understand the steps for reporting abuse.

### Notes for the teacher

#### Child maltreatment

The World Health Organisation has defined child maltreatment as:

All types of physical and/or emotional ill-treatment, sexual abuse, neglect or negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

<http://www.who.int/mediacentre/factsheets/fs150/en/> (accessed 4 December 2013)

Children sometimes need to have 'neglect' explained. It covers:

- not getting correct medical treatment for a child
- leaving a child unattended
- not providing appropriate care or control
- not providing the necessities of life such as food, water, clothing, and shelter.

#### Tricks and secrets

Sometimes people who wish to harm children will try and trick them into unsafe situations.

- If abuse has occurred, they may bribe the child to keep quiet about it, or ask them to keep what has happened a secret.
- They may say that if the child tells anyone, something bad will happen, for example, they may get into trouble or be sent away, or the family may be split up.

### Resources

Copysheet: A definition of abuse

Copysheet: Signposts of abuse (enlarge and cut up into seven separate large signposts)

Copysheet: Examples of abuse

Homework activity sheet: About abuse

Story: Helen Helps Out

Resource person: Social Worker in Schools; Police staff such as member of the Child Protection Team, Family Harm Co-ordinator, or School Community Officer

## Activities

### 1 – What is abuse?

Divide students into groups of four and ask each group to work through the following steps.

1. Write down your own idea of what you think abuse is.
2. Share your idea with the rest of the group.
3. Publish a synthesised/combined idea.
4. Circle the room and consider other groups' ideas.
5. Review and refine your group's idea.

Display each group's refined idea of what abuse is. Display an A3 definition of abuse taken from Copysheet: **A definition of abuse** for comparison.

Place the seven signposts from Copysheet: **Signposts of abuse** around the room, preferably in clear spaces on the floor.

Explain to the class that you are going to read out some examples of different types of abuse – see Copysheet: **Examples of abuse**. After each one is read, each student moves to the signpost that they think best describes that example of abuse. Ask some students to give a reason for their choice.

Take away the Not Abuse signpost. Ask students to stand next to the signpost that they think is the worst type of abuse. Ask some students to give a reason for their choice.

Write the following two statements on a large piece of chart paper headed 'Important facts about abuse' and discuss it with the class:

- All forms of abuse can be equally damaging to the victim.
- Abuse is never the victim's fault.

Ask students to stand next to the type of abuse that they think is against the law. Ask some students to give a reason for their choice.

Add the following two statements to the chart and discuss them with the class:

- All abuse is wrong and is against the law.
- All abuse should be reported.

Display the completed chart on the wall.

*[This activity uses 1:4:PCR, one of the Co-operative thinking skills developed by Eric Frangenheim. <http://www.rodineducation.com.au>, accessed 3 December 2013]*

## 2 – Helen Helps Out

Read the story Helen Helps Out. Change any names in the story that are the same as children in your class. Ask the relevant questions at the pause.

At the end, reinforce that what Jaimee's Dad did was wrong and is against the law, and that Jaimee did the right thing by telling her sister.

## Homework activity

Give children the Homework activity sheet: **About abuse** to complete with someone at home.

**Copysheet: A definition of abuse**

Abuse is when anybody uses power over another person and causes them harm.

This could include:

- hurting them physically
- ill-treating them
- not taking care of their everyday needs
- touching them in sexual ways
- showing them sexual materials
- hurting their feelings and their sense of wellbeing.

It also includes violence that happens in families.

Abuse can harm a child's health and dignity and may make it hard for them to learn and develop.



## Copysheet: Examples of abuse

These situations are read out by the teacher in the activity What is abuse? The category of abuse that best fits each situation is given here as a guide for teachers. This is a guide only, as students may come up with convincing arguments for other placements.

Situation	Type of abuse
Your step-parent says you are a trouble-maker and always leaves you out of making family decisions.	Emotional abuse
Someone you are chatting to online asks you to put the video on and take your clothes off.	Cyber abuse
A mother grounds her daughter for a week because she took some money from her other mother's wallet.	Not abuse
A mother is shouting and fighting with her 16-year-old son. The son pushes her to the floor and threatens her.	Family harm
A child always has clothes that are too big and really worn out. Their parents still have money for alcohol and cigarettes.	Neglect
Your online friend asks to meet you face to face and to keep it a secret	Cyber abuse
A child's sister punches them in the head for not doing what she asked.	Physical abuse
Your parents don't let you go to a friend's house because you lied to them.	Not abuse
Someone keeps sending you mean messages when you've asked them to stop.	Cyber abuse
Someone shows you pictures of naked people on their cell phone. You think they are rude.	Sexual abuse or cyber abuse
A child has had really bad earache and a bad cough for weeks. The parents just tell the child to stop complaining.	Neglect
A man asks you to touch his penis.	Sexual abuse
The children always get a hiding when their parents get drunk.	Family harm
A boy gets teased for looking like a girl.	Emotional abuse
Someone shares a video of you without your permission.	Cyber abuse

**Copysheet: Signposts of abuse**

**Emotional abuse**

**Cyber abuse**

**Neglect**

**Sexual abuse**

**Physical abuse**

**Family harm**

**Not abuse**

## Homework activity: About abuse

In Keeping Ourselves Safe we have been talking about abuse. We worked with the following definition:

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Abuse is when anybody uses power over another person and causes them harm. This could include:

- hurting them physically
- ill-treating them
- not taking care of their everyday needs
- touching them in sexual ways
- showing them sexual materials
- hurting their feelings and their sense of wellbeing.

It also includes violence that happens in families.

Abuse can harm a child's health, their dignity and may make it hard for them to learn and develop.

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Remind your child that:

- No one deserves to be abused.
- All abuse is against the law and should be reported.
- Abuse is never the victim's fault.

Work with your child to come up with one example of each of the following types of abuse. Then for each example, discuss how the child could use Stop, Walk, Talk – Who could they talk to? What could they say?

**Physical abuse**

**Sexual abuse**

**Emotional abuse**

**Family harm**

**Neglect**

**Cyber abuse**

## Helen Helps Out

“For goodness sake, Jaimee,” said Mum, “why do you always want to have tea at Helen’s flat? Helen’s gone flatting just to get peace from all of the family – she doesn’t want you hanging round all the time.”

Jaimee hung her head. She wanted very much to see her big sister, Helen. She had a big problem. She’d tried every way to talk to her mum about it. Either she just couldn’t get the words together, or Mum didn’t have time. It seemed that Mum had too many things to do, and there were always little brothers hanging about.

“Get the table set, Jaimee. Dad will be home soon,” said Mum.

Jaimee got all the things together quickly, set the table, and ran out the door. “I just want a bit of help with my maths,” she said over her shoulder, “and Helen knows about stuff like maths. I’ll be back soon.”

Helen was just getting off the bus on her way home when Jaimee saw her, so they walked together slowly to Helen’s flat. When they got there, Jaimee asked Helen if she could have tea with her.

“Why are you always wanting to have tea with me?” Helen asked her. “You’ve been two times already this week. I don’t think I’ve enough food for you tonight.”

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### Questions

Why do you think Jaimee likes going to her sister Helen’s place?

What do you think Jaimee’s problem might be?

Why couldn’t she tell Mum about it?

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Then Helen looked at Jaimee’s face.

“Something wrong, eh?” she said. Jaimee nodded. “Bad?” Jaimee nodded again, and tears started down her cheeks. “That bad, eh?” said Helen, putting her arm around her. “Well, get on with it. I’m supposed to do the cooking at the flat tonight.”

Jaimee said nothing and started crying again.

“Why can’t you tell Mum or Dad?” asked Helen.

“It ... it ... it’s Dad,” choked out Jaimee.

“Dad?” said Helen, surprised. “I know Dad never gives you much attention. He always seemed to like the boys best when I was home. But you don’t want to worry about that. It’s just because he can take them to rugby. You know, they’re all men together.”

Jaimee shook her head. “No, he seems to like me now and I don’t ... well, I don’t like it much.”

“Whatever do you mean by that?” asked Helen.

“Well, he sort of cuddles me ... he sort of cuddles me too much.”

“Cuddles you too much?” said Helen in a very surprised voice.

“You know the new bra you gave me for Christmas? He pulled it off me once and tried to rub my chest. I didn’t like it. I tried to yell, but he put his hand over my mouth and said if I yelled out, or told Mum, he’d leave us all and we wouldn’t have any money or anything. Then he tried to pull my pants down, but I got away and stayed close to Mum all the time. Dug up the potatoes, peeled them, and did everything with her.”

Helen put her arm around Jaimee again.

“I’m scared,” said Jaimee. “I think he was going to get into my bed the other night, but I called out and he went away.” Jaimee’s tears started again. “I don’t want anything to happen to Mum or Dad or our family.”

“I don’t, either,” said Helen. “We’ll have to think of something.”

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## Questions

What sort of abuse has Jaimee described?

Is a dad allowed to do that to his daughter?

What do you think might happen next?

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Jaimee looked sadly at her sister. “I don’t want anything bad to happen to Dad, but I don’t want him touching me, either. Isn’t there anything we can do?”

“I’ve an idea,” said Helen. “One of my friends is a nurse. She might have come across this kind of thing before and know what to do. She might even know how to help Dad.”

“Can I stay with you tonight, Helen?”

“I guess so. I’ll ring my friend after tea.”

Helen looked down and saw Jaimee smiling and realised she hadn’t seen Jaimee smiling for a long time. She knew there was a long way to go before Dad’s problem was solved, but at least they could now make a start by facing up to what had happened, and get some support for Jaimee.

## Learning experience 2 – Bribes, secrets, and tricks

### Learning intentions

Students are learning to:

- tell the difference between bribes, secrets, and tricks
- describe what to do when faced with a bribe, secret, or trick
- explain that they should ask before they go with anyone or do anything that isn't planned.

### Notes for the teacher

#### Secrets

Children often find it hard to distinguish between a good secret, such as a surprise party, and a bad secret, such as sexual touch. Children need to be able to distinguish the two.

- Generally, a good secret makes people feel good, while a bad secret makes people feel bad and should be told. Always praise a child for reporting a bad secret.
- Some secrets may be unsafe, and yet the person feels okay about it – for example, a girl who gets a text message asking her to meet face to face someone she met online.

Children have often been conditioned not to tell secrets.

- Some families may actively encourage children to keep family secrets – for example, refugee families from war-torn countries, families who are keeping secrets from police, or families who are hiding child maltreatment and family harm.
- They may punish children for not keeping these secrets.

During consultation, parents and caregivers need to understand that the secrets being talked about are ones that make the child unsafe – for example, if someone is treating them in a sexually inappropriate way.

Sometimes a person who is abusing a child will tell the child that it is a secret and they mustn't tell anyone.

- The abuser may say something bad will happen if the child tells – the child will get into trouble, no one will believe them, or someone else might get hurt.

#### Tricks or bribes

People who molest children, both people known or unknown to the child, often use tricks or bribes to get the child to go with them or to accept inappropriate behaviour. They may offer a ride on the pretext that the child's parents have sent them, or that there is an emergency.

- Children need the skills to be able to ignore such offers and to refuse bribes or treats firmly and promptly. They should quickly move away and tell an adult they trust.

- Children can be ‘groomed’ online for abuse with many of the same tricks or strategies that are used in face-to-face situations. Technology can provide easy access to the child, covertly and without a parent’s knowledge.
- There are other ways in which children can be tricked online into viewing explicit material and giving away personal and family information.
- Young children need to be encouraged always to talk with an adult before responding to an online request. Very young children should be supervised when online.

### **Keeping safe**

Families should always know where their members are and what they are doing.

- If children are invited to go somewhere, they should ask the person who is in charge of them before going. If they can’t ask their parents, they should ask a responsible adult, such as a teacher.
- If no adult is about, they should make a safe decision and move quickly and confidently away to safety.
- This safety rule applies whether the person is unknown to them or someone they know well, such as a long-time family friend or neighbour.

### **Resources**

Cartoons: Bribes, Secrets, and Tricks, downloadable PDF, available through the NZ Police School portal at <https://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kos/middle-primary>

Copysheet: Story starters

Homework activity: Bribes, secrets, and tricks

### **Definitions**

Bribe – to tempt someone to do something by offering them money or treats.

Secret – something that is not to be told or shown to other people.

Trick – to do something cunning to fool another person.



## Activities

*If the students' results from the KOS Kowhai Human Bingo in Focus area 1 showed that they were not confident in recognising tricks, secrets, and bribes, you may wish to adapt and use an activity from the KOS Junior primary programme Focus area 3, before the activities in this section.*

### 1 – Bus stop

Attach each of the **Bribes, Secrets and Tricks cartoons** to the top of a large sheet of paper and place them at six work stations around the room.

Divide the class into six groups. Each group goes to each work station in turn. They write what they think is happening in the cartoon. They then fold the paper so that the next group cannot see what has already been written.

Work with one cartoon at a time. Read all the responses to the class. Decide whether it is about a bribe, trick, or secret (either a good or bad secret).

Ask:

- What do you think the young person should do in this situation? (Reinforce Stop, Walk, Talk from Focus area 2). Discuss who they could go to and what they could say.
- Why should you never go anywhere with anyone, if the person in charge of you doesn't know about it?

Reinforce that children and young people should never go anywhere with anyone unless the person in charge knows about it.

### 2 – Story starters

Read aloud each of the story starters in turn from Copysheet: **Story starters**. When reading them out, don't identify whether it is a trick, secret or bribe (1 is a trick, 2 a secret, 3 a bribe).

Ask the students what the characters should do to get a positive outcome.

Students could finish the stories as a writing exercise, role play the ending, or just discuss what they think the characters should do.

## Homework activity

Give students Homework activity: **Bribes, secrets, and tricks** to complete with someone at home.

## Copysheet: Story starters

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### Story starter 1

Zoe and Aroha were walking home from their local dairy eating icecreams. Up ahead of them they noticed an unfamiliar car parked at the side of the road. As the girls approached the car, a woman wound down the window and called them over. They had not seen the woman before. Reluctantly they approached the car.

“Hi, girls. How are you today?” the lady called.

“We’re fine, thanks,” the girls replied.

“They look like yummy icecreams. Your mother just called me to come and pick you up because she isn’t feeling well.”

Zoe and Aroha looked at each other and decided to ...

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### Story starter 2

Tane and Simon were playing on the computer at Simon’s house.

“Hey, Tane,” Simon whispered. “I was chatting to a friend I met on the internet last night, when my parents weren’t around. Do you want to see the photo he sent me? Don’t tell anyone, though, or we’ll get into trouble.”

“Awesome,” said Tane.

Simon quickly logged on and showed Tane the photo. The man was naked from the waist down and you could clearly see his penis.

“Ugh, Simon, why do you want to look at that?”

“It’s being grown up,” said Simon. “Don’t tell anyone, Tane, or I won’t be your friend. If you tell, we won’t be able to play together and I won’t be allowed on the computer anymore.”

Tane thought about this ...

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**Story starter 3**

It was late on Saturday afternoon and Marty was playing cards with his younger sister. Mum told them to get in the car quickly because she had to go somewhere. A few minutes later Mum parked in front of the pub she usually goes to.

“Wait here, you two. Don’t get out of the car. I’ll be back in no time at all. If you sit there and be good, I’ll bring you out some chippies.”

Marty and his sister sat and waited and waited. Eventually, Mum came back with a bag of chips for their tea. She said she would take them to the park tomorrow if they were good and waited in the car for a bit longer.

After a while, Marty’s little sister fell asleep. She had been crying for a while. Marty was feeling cold and hungry, as well as tired.

Marty thought about things and made a decision ...

## Homework activity: Bribes, secrets, and tricks

In Keeping Ourselves Safe we have been talking about how people who wish to harm children, whether they are known or unknown to the child, sometimes use tricks or bribes to get a child to go with them or to do what they say. If they have abused a child, they may say that it is a secret and if the child tells anybody something terrible will happen.

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Work with your child to decide whether each of the following is a bribe, secret, or trick. Draw a line between the situation and the word that best fits.

Your parents have been fighting and Mum has a black eye. She says this is family business, and everyone must say she walked into a door.

**Bribe**

Leah is staying at her auntie's house for the weekend. Auntie says that if Leah looks after the baby for a couple of hours while she is out, they can all go to the swimming pool tomorrow.

**Trick**

You meet someone in the street and they ask you to go with them to help find their lost puppy.

**Secret**

Ask your child what they would do if anything like this happened to them. Who could they go to and what could they say?