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Secondary Keeping Ourselves Safe Activity Bank

Introduction

Twenty activities are provided in the Activity Bank. These can be used in a range of ways and at different times by the school, to ensure that **Keeping Ourselves Safe** and the safety from abuse theme are regularly and consistently presented throughout the year. This is particularly important for students who will not experience the Health Education Modules provided.

Activities have been provided for:



Years 11-13

Transition Classes

Bank Activities that are suitable for staff awareness raising have been marked *.

Some suggestions for use are:

Delivered by form or home group teachers in form time.

Delivered by subject teachers as part of the curriculum.

Health Co-ordinator in partnership with subject teacher.

Delivered by Guidance Counsellors or Deans in partnership with subject teachers.

Delivered by peer or associate leaders, supported by teachers.

Delivered by police education officers in partnership with teachers.

Year 13 students facilitate Bank Activities with Years 9-10.

As a special **Keeping Ourselves Safe** lesson taught across all classes at one time, with the teacher who usually takes the class at that time.

A suggested focus has been provided for each Bank Activity, but each could be also used in other ways.



Potential Audiences

- Students in assembly
- Transition students in Years 11-13
- As part of the senior programme
- International students
- Job track or work experience students
- Students on a senior camp
- Peer support leaders during training
- Form students
- Students in Project K or mentoring programmes
- 'Time-out' students
- Students in different cultural groups
- For staff orientation or awareness raising

Time Allocation

Each activity is designed to take between half and hour to an hour, depending on the abilities of the class.

Guidelines for Use

It is important to ensure that these activities are completed in a safe and supportive atmosphere, where students feel valued and able to share their opinions and feelings without fear of ridicule. Without this, students may not be honest with their answers. At worst, students could be harassed for sharing their views.

Before any work in *Keeping Ourselves Safe* begins, the school abuse prevention policy must be in place and students should know who to report abuse to.

Senior management should have made it quite clear to students that:

- Abuse and harassment are unacceptable behaviours.
- Abuse and harassment will not be tolerated in the school.
- Abuse and harassment should be reported and that something will be done to help.
- Abuse is never the victim's fault.
- Nobody deserves to be abused.

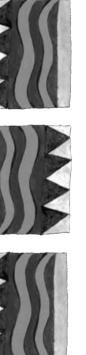
The person facilitating any activity should establish clear guidelines with students about respecting the views of others, confidentiality and giving honest answers, and should be clear about how to handle any breaches of these guidelines. Also the facilitator should ensure that their own behaviour does not in any way make any member of the group feel unsafe.

Unless schools can guarantee the safety of their students they should not attempt these activities.









Bank Activities for Years 9-10



Bank Activity 1: What is Abuse?

Learning Outcome

1. Students can define abuse and sexual harassment.

Focus

Form classes or subject classes taken by the Health Co-ordinator and the subject teacher

Resources

Copysheet A Definition of Abuse and Sexual Harassment page 6



Time

One hour

Activity

Brainstorm with the class the different types of abuse.

They are Emotional, Physical, Sexual, Neglect, and Sexual Harassment. Write each heading on a large sheet of paper.

Put students into groups of five. Allocate each group one of the types of abuse. Ask the group to come up with 6 examples of that type of abuse, which they write on their sheet of paper. Each group reports back.

Put up a definition of abuse and harassment taken from *Copysheet A*. Discuss these with the class.

The following questions could be used in small groups or with the whole class.

Ask: Which types of abuse are worst?

(they can all be equally damaging.)

Who are the victims of abuse?

(victims can be anybody, any gender, age, race or social or economic class)

Who are the abusers?

(abusers can be anybody, any gender, any age, any race, or social or economic class)

How does any form of abuse effect a person's Hauora or well-being?

(abuse can affect a person's ability to thrive and grow)

Finish the session by reminding students that abuse is unacceptable and if it is happening to them, or to someone they know, they should report it, and go on telling until someone does something to stop the abuse.







Definition of Abuse and Harassment

A Definition of Abuse

This definition has been adapted from the Family Violence Protection Co-ordinating Committee Kaupapa on family violence.

Abuse is anything that one person does to another that damages a person physically, emotionally, mentally or sexually.

It includes threatening or frightening a person, depriving them of love or affection, depriving them of food, shelter, or clothing, attacking or hurting them with or without a weapon, and misusing them sexually.

Abuse can be done to anyone, regardless of their age, race or social standing, and affects quite a number of people in our community.

Abuse continues because it is supported by the power that some people, groups of people, or institutions have over others.

Such abuse includes violence that occurs within a family, abuse against children and young people, rape of women by people they know, and incest.

A Definition of Sexual Harassment

Sexual harassment is a form of discrimination. It refers to a kind of behaviour that may be personally offensive and which may affect morale and the way an employee or student carries out their work. It includes requests for sex; sex-oriented jibes of verbal abuse; offensive gestures or comments; and unwanted and deliberate physical contact.

It may occur between employer and employee, co-workers, teacher and student, and student and student.





Bank Activity 2: What the Statistics Say

Learning outcomes

- 1. Students will interpret and evaluate statistical data and reports relating to child abuse.
- Students will present some NZ secondary student survey data in graphical form.

Focus

Mathematics teachers with Years 9 and 10 students

NZ Mathematics Curriculum link

Levels 4 and 5 - Statistics Strand: Interpreting statistical reports

- Mathematics Processes Strand: Communicating Mathematical Ideas

Resources

Copysheet B Activities for 'What the Statistics Say' page 9

Copysheet C Statistics page 10

UNICEF Innocenti Report Card Issue No. 5 A League of Child Maltreatment Deaths in Rich Nations September 2003 Available on **www.unicef-icdc.org**.

It is recommended that the teacher skims at least the media release, key findings and page 6 on the data sources before this lesson.

Graph paper required for individual graph activity.

Time

An hour to and hour and a half

Activities

1. Small groups. Give each group Copysheets B and C. Go over Questions 1 to 6 on *Copysheet B* briefly, to ensure students understand what is required of them. Ask each group to prepare a group response to each question. Organise a report/feedback back session to go through answers.

Possible answers:

- **a.** To even out the effect of one or more unusual years
- **b.** 55/5 = 11 deaths per year average







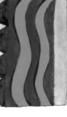
- c. About 1650 serious cases of physical abuse
- d. About 6600 serious cases of abuse of all kinds
- **e.** Divide by the number of children under 15 in the country. So you need to know how many children are under 15.
- **f.** Not quite a third but close to it. Different countries may record data in different ways so the data may not always be reliable. It is very likely that poor countries that are not included will have worse results for child abuse. However it does not look good for NZ and much needs to be done to make NZ a safe place for all children to live.
- **2. Individual.** Students use Table 2 on *Copysheet C* to graph the data provided from the Youth2000 Survey (Question 7 on *Copysheet B*). They should use simple bar graphs with male and female side by side but different colour shading. Categories should be on the horizontal axis and % on the vertical axis.
- **Extension activity:** Students could be encouraged to write their own questions about the data on Table 2 and to get others (individual or group) to answer these. Examples of the kind of questions that could be encouraged are:

Simple: What percentage of males report never having been physically harmed by another person?

More complicated: What % of males report being harmed once or more? (This question requires adding 35.1% and 16%).

In a school class of 15 females about how many of them might be likely to report that they have never been hit or physically harmed? (Requires finding a % of 15 and rounding)





Activities for "What the Statistics Say"

Look at Column A in Table 1 on *Copysheet C.* This shows the number of child abuse deaths of children under 15 years over a five-year period for each of the countries listed.

Questions

- **1.** Why do you think they reported a total over five years rather than choosing one particular year?
- **2.** Using the number over five years in column A, calculate the average number of child abuse deaths in one year in NZ?
- **3.** An Australian study found that for every child abuse death in a year for children under 15 there were at least 150 cases of physical abuse which did not end in death. How many would this mean for NZ in a year?
- **4.** If neglect and sexual and emotional abuse were included, the study concluded that there were more than 600 cases of abuse for every death. How many does that mean for NZ for all kinds of child abuse?

Note: Column A showed the **number** of deaths over five years for each country. It wouldn't be fair to use this to compare countries because countries have different sizes of population. It would be reasonable however to use the death rate per 100 000 children to compare countries. This is listed in column B.

Look at Column B in Table 1 on Copysheet C.

- **5.** What would you need to do to calculate the **rate per 100 000** children in Column B from the **number** of deaths per year? What extra information do you need?
- **6.** Look at the Tom Scott cartoon on *Copysheet C*.

Do you think this is fair comment? Do the statistics show all the information? These statistics are for "rich" countries – what about poor countries? – What do you think their results would be like?

Look at Table 2.

7. **Draw a graph for Table 2:** 9699 NZ secondary school students took part in a survey in 2001 on a whole range of topics. Use the data about the students' experience of physical harm to draw a bar graph with male and female bars side by side but different colour or shading. Label the vertical axis *percentage* and the horizontal axis for the different response categories, that is *Never*, *Not in the last twelve months*, *Once or twice*, *Three or more times*.

Extension

Write your own questions for Table 2. Your teacher may tell you about this for an extension activity.

Statistics

"Child abuse leads to 3,500 deaths each year in developed countries"

Table 1: Data from a Unicef Report September 2003

Country	A. Child abuse	B. Child abuse
	death numbers	1
	over 5 years	100 000 children
Spain	44	0.1
Greece	16	0.2
Italy	104	0.2
Ireland	12	0.3
Norway	14	0.3
Netherlands	84	0.6
Sweden	53	0.6
Korea	414	0.8
Australia	156	0.8
Germany	523	0.8
Denmark	40	0.8
Finland	41	0.8
Poland	363	0.9
U.K.	502	0.9
Switzerland	56	0.9
Canada	284	1
Austria	66	1
Japan	916	1
Slovak Rep.	51	1
Belgium	98	1.1
Czech Rep.	105	1.2
New Zealand	55	1.3
Hungary	113	1.3
France	765	1.4
USA	7081	2.4
Mexico	4974	3
Portugal	320	3.7

Table 2: Data from the Youth2000 NZ survey of 9,699 secondary school students

Question: During the last twelve months how many times have you been hit or physically harmed by another person on purpose?

Results:

	Males (%)	Females (%)
Never	40.9	52.3
Not in the last 12 months	8.0	8.0
Once or twice	35.1	29.4
Three times or more	16.0	10.3





Bank Activity 3: Caught on a Thread

Learning Outcome

- 1. Students understand that sexual abuse and harassment can happen to boys as well as girls.
- 2. Students understand that both males and females can be abusers.

Focus

For English classes

Resources

Copysheet D Story Caught on a Thread page 12-13



Time

45 minutes

Activity

Either read the story to students or get them to read it in small groups. Use the following questions either as small group discussion or with the whole class.

Ask: What were the indications that Mrs Catley was 'coming on' to Rob?

At what point did Rob start to feel uneasy?

Would you describe her behaviour as sexual abuse, sexual harassment or neither of those? Explain your answer.

What would you say to someone if they said that Rob had 'got lucky'?

Do you think that he felt 'lucky'? Why or why not?







Caught On A Thread

By William Taylor

He wished the woman wouldn't keep looking at him. Didn't she trust him? There was no need for her to spy on him. He'd do her work and do it well. The sun was hot, the work was hard. He had stripped off his shirt and wished he had worn shorts instead of last year's old jeans that, now, felt a dozen sizes too small for him.

"I want that old shed pulled down," she had said. "I'm getting one of those nice wee tin ones for the garden tools and mower. So much tidier and nicer. Sure you can do it for me?"

Of course he could do it, if only she'd give him half a chance to get on with it. Still, she was paying. Paying well, too. He had already worked out that this little job alone would get him twenty percent nearer the motorbike his parents said would only ever be his over their dead bodies. Not a problem. There'd be time while he was saving the rest to talk them round.

Rob cursed softly at the last of the lead-head nails holding a sheet of rusted corrugated iron. Bashing the head off it he man-handled the sheet free and tossed it onto the pile of its companions.

"Bravo"! Called Mrs Catley from her chair on the verandah. She clapped her hands. "You've earned yourself a drink. Come on up."

"It's OK Mrs Catley," Rob called back. "I'm not thirsty," he lied. "Best get on."

"Nonsense. It's ice cold. Come on up here," she repeated.

Rob sighed, obeyed. He did need a drink and, for all she was forever spying on him, Mrs Catley sure squeezed good orange juice.

It wasn't orange juice. "Time for a celebration." Mrs Catley looked at him. "I'm sure you're old enough and big enough to enjoy a beer or six."

Of course he was. He noticed it wasn't the low alcohol stuff his father occasionally offered him. Rob slumped down on the steps and wiped the sweat from his eyes.

"Here. Dry yourself off. It's just so hot today." She handed him a towel. "How old are you, Robby?"

"Fifteen next week," he said.

"Lovely," she murmured. "Oh to be fifteen again."

"Eh?" He looked up at her.

"Catch." She tossed a can to him. "Now come and sit up here." Mrs Catley patted a second deck chair.

Again he did as he was told. "Nearly done," he said, pointing to the neat piles of old timber and iron. "Another half hour."

"You've done a wonderful job," said Mrs Catley, handing him an envelope. "And before I forget, here's your pay."

Rob went to slip the envelope into the back pocket of his jeans. "Thanks, Mrs Catley."

"Better check it, she smiled. "No good finding out later if I've short-changed you."

He took the cheque from the envelope. "Whew?" he whistled, then grinned. "Gee, thanks Mrs Catley." She had almost doubled their agreed price.

"You've earned it. Help yourself to another beer. Cigarette?" She pushed a pack towards him.

"Nah," he waved a hand "No thanks."



"Nonsense. I know you all do, regardless of what they say. I've seen you all down the mall. Almost impossible to see your hand in front of your face for the smoke haze most afternoons," she laughed.

"Not me," said Rob, and opened his second can of beer. Then he grinned at Mrs Catley. "I gave up at thirteen," he said. "Besides, I go to the gym."

"Mmm, I can see that," said the woman. "Tell me how you're going to waste what I've just paid you."

He told her about the motorbike and she made the same clicking sounds he always heard from his mother on this topic. "Boys and their toys. Nothing left over for your girlfriend, then?"

Rob blushed, knew he was blushing. Why the held couldn't the woman mind her own business?

Mrs Catley giggled. "I can see you have one. Tell me about her."

"Nuthin to tell."

"Nonsense. What's her name?"

"Tina," he muttered, and tried hard to think of her and not of this woman who was prying into his life with no right at all.

She sure wasn't paying him for this! "Er ... thanks for the beer, Mrs Catley. I'll just get cleared up and finished and all." He swallowed the last of his beer and then stood.

"Young love." Mrs Catley laughed softly. "Now I've embarrassed you. Red as a cherry."

Rob worked quickly and sweated even more. He wished he'd kept it at one beer. All he wanted now was to be done and to get out, and the only comfort he felt came from the knowledge of the cheque in his back pocket. He unbent from the last pile of rusted iron as she called to him from the verandah.

"Give us a hand here, pet, would you? Damn zip seems to have caught half way." Mrs Catley came down the stairs and handed him a towel. "Just wipe your hands, love. I'm wearing it tonight." She indicated the red dress she now wore. "See if you can see what's making it stick." She looked at him. "Was just trying it on to see if it still fits. Not bad, eh?" She smoothed the fabric over her hips.

"Hands aren't too clean, Mrs Catley."

"That's fine, she said. "Just give it a tug," and she turned her back towards him.

Rob pulled a face. He peered at the zip. "It ... it looks like it's sort of caught on a thread. A loose one, he said, nervously.

"Pull it," she ordered.

He tugged very tentatively at the little mechanism and moved in towards her and her warmth mingled with his. "Won't move," he said.

"Here." She half turned to him and took his left hand in hers and placed it on her shoulder. "Harder. Give it a real pull." She did not take her hand from him.

Rob concentrated and worked the zip, sweating as profusely as he had at any time that morning. It took him a second or two to realise that her hand was guiding his other, moving it at first to her arm, then to her waist, seeking as if to give him extra support. Then to her breast and her fingers over his, pressing, moving his, slowly, slowly but very surely.

"You like that," she whispered, and her head half turned back and she leaned in to him. "You like that, don't you ...?"

Rob gasped, gulped and pulled free of her. "Uh! Uh!" he sort of half swallowed.









Bank Activity 4: The Nature of Abuse

Learning Outcome

1. Students can identify different types of abuse.

Focus

Form classes, classes taken with the guidance counsellor and subject teacher

Resources

Copysheet E The Nature of Abuse page 15

Answers to Copysheet E page 16



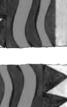
Time

30 minutes

Activity

Put students into small groups. Give each group *Copysheet E*. Invite them to discuss each example and decide what type of abuse it is.

Then go over the answers from page 16.







The Nature of Abuse

Check your understanding of the different types of abuse by doing the exercise below. Write, next to each sentence below, the type of abuse (physical, sexual or emotional abuse, or neglect) of which you think it could be an example.

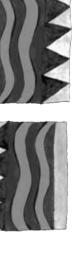
		Type of Abuse
1.	Not taking a sick child to the doctor	
2.	Shaking a baby hard	
3.	Making all decisions for a school age child	
4.	Never letting a child go out except to school	
5 .	Watching children use a public toilet	
6.	Bullying a child into doing something against their will	
7.	Making a child feel guilty	
8.	Showing a child an erotic movie or magazine	
9.	Letting a child wear inadequate clothing or clothing that is in poor condition	
10.	Pulling a child's hair	
11.	Leaving a small child alone for more than an hour as punishment	
12.	Telling a sexual joke to a child	
13.	Constantly criticising a child's personality	
14.	Calling a child a liar when they're not lying, or lying to them	
15.	Excessive spanking	
16.	Printing child pornography off the Internet	
17.	Denying a school age child their right to speak	
18.	Asking a child to provide or receive sexual pleasure	

Answers

Type of Abuse 1. Not taking a sick child to the doctor Neglect 2. Shaking a baby hard **Physical abuse** Making all decisions for a school age child **Emotional abuse** 3. Never letting a child go out except to school **Emotional abuse** 4. 5. Watching children use a public toilet **Sexual Abuse** 6. Bullying a child into doing something against their will **Physical and** emotional abuse **Emotional abuse** 7. Making a child feel guilty 8. Showing a child an erotic movie or magazine **Sexual Abuse** 9. Letting a child wear inadequate clothing, or clothing **Neglect** that is in poor condition 10. Pulling a child's hair **Physical abuse** Leaving a small child alone for more than an hour as punishment **Emotional abuse** 11. 12. Telling a sexual joke to a child **Sexual Abuse** 13. Constantly criticising a child's personality **Emotional abuse** 14. Call a child a liar when they're not lying, or lying to them **Emotional abuse** 15. Excessive spanking **Physical abuse** 16. Printing child pornography off the Internet **Sexual Abuse** 17. Denying a school age child their right to speak **Emotional abuse**

Sexual Abuse

18. Asking a child to provide or receive sexual pleasure







Bank Activity 5: Rate the Risk

Learning Outcome

1. Students will assess risk to personal safety in a range of situations.

Focus

Taken by peer leaders or form teachers

Resources

Copysheet F What is the Risk? Page 18 – cut into cards

Time



30 minutes

Activity

Put students into small groups and give each group a set of cards made from *Copysheet F*. Invite them to discuss each situation and then place them in order according to which they think pose the biggest threat to personal safety. The situation of highest risk should be at the top. The discussion around each situation is the valuable part of the activity.

Ask each group to read out their top two and bottom risk situations.

Ask: Do you think young people think about the level of risk when they are about to do something? Why or why not?

Do you think about the level of risk before you do something? Why or why not?







What is the Risk

Getting into a taxi on your own	Leaving your drink on the bar while you are dancing
Standing on the terraces at a rugby game	Asking someone out.
Walking past a construction site	Studying late at the library in town
Refusing to do something your teacher asks	Running down to the 24 hour dairy at 3am for a snack
Forgetting to lock the car	Going on a blind date
Going to the doctor	Having a face to face meeting with someone you met in cyberspace
Bungy jumping	Inviting friends over when your parents are away
Accepting a drink from someone	Not staying with your friends at a party
Going home with someone you have just met	Combining drugs and alcohol



Hitch hiking	Drinking under age at a bar
Giving out your email address	Giving someone your keys
Taking a short cut through the unlit park at night	Being alone in the office with your boss
Swimming at night at the beach	Going to a party at someone's house when their parents are away
Going to an after ball party held at the local gang headquarters	Accepting a ride from a drunk driver
Buying drugs from a dealer	Having sex for money
Missing the last train and walking home	Having unprotected sex
Drinking and hanging out in the streets until late	Arriving drunk at the school formal
Driving at night	



Bank Activity 6: How Violent are You?

Learning Outcome

- 1. Students identify how likely they are to let their anger turn to violence.
- 2. Students identify ways of managing anger.

Focus

Peer leader or form teacher

Resources

Copysheet G Rate Yourself! Page 21



Time

30 minutes

Activity

Give each student *Copysheet G*. Invite them to complete all the multiple choice questions as they apply to them. They can then use the key to determine to what extent they let their anger turn to violence.

Explain that this is a personal task and they won't be asked to share their findings with anybody else. At the end use the questions below for small group discussion or with the whole class.

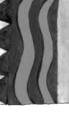
Ask: Is anger an acceptable feeling? Why or why not?

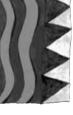
(anger is an acceptable feeling)

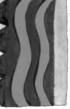
Is allowing anger to turn to violence acceptable behaviour? Why or why not?

(violence is never acceptable)

What could someone do to stop their anger turning to violence?







Rate Yourself!

winks.

Read each of the following scenarios and choose the answer that best applies to you. Put a circle around the letter of your choice. At the end, use the key at the bottom to assess how well you manage your anger.

<u> </u>	You have discovered your car has several broken windows. You see the		7	put	think your English teacher is always ting you down in front of the other kids
	vandal standing by the car. Do you:				being mean to you. Do you:
	a. Walk away.			a.	Pay her back by being disruptive in class.
	b. Push the person.			b.	Sit at the back of the room and sulk.
	c. Call your mates to help beat him/her up.			C.	Try to do better.
	d. Kick the car.			d.	Talk to the teacher and ask why you are being treated this way.
2	You have lent a friend \$20 and they				,
	refuse to pay it back. Do you:		8	You	had your mobile phone in your pocket
	a. Pinch something of theirs worth \$20.				chool but when you go to use it, it has
	b. Push them into the lockers.				e. You suspect one of your classmates
	c. Tell the teacher.				it, as there has been a lot of giggling
	d. Try to reason with them.				ng on. Do you:
	a. Try to reason with them.			a.	Threaten to beat the giggling
3	You have been told your 'friends' are			u.	students up unless they give it back.
\bigcirc 3	talking about you in a negative way.			h	Tell the teacher.
				b.	
	Do you:			C.	
	a. Talk about them to pay them back.			d.	Don't worry because you have
	b. Hide their bags.				another mobile at home.
	c. Confront them and ask them to stop.		_		
	d. Get one of them on their own and	\bigcirc	9		School Formal on Saturday was a
	punch them.				sster. One of your classmates moved in
					your date. Do you:
4	Some one is sending you abusive emails.			a.	Offer to fight it out on the dance floor.
	Do you:			b.	Feel sorry for yourself.
	a. Ignore them.			c.	Leave the Formal early.
	b. Send abusive emails back.			d.	Find another partner.
	c. Pull the connection from their computer.				
	d. Find out how to block a sender.		10	Eve	ry time you walk past a certain person
			the	ey to	uch you provocatively. It really makes
5	A girl from a junior class tells you she		yo	u ma	ad. Do you:
	hasn't got any lunch. Do you:		•	a.	Grope them back.
	a. Pretend you didn't hear.			b.	Tell them firmly to stop.
	b. Say it is her own fault that her family			c.	Pinch them hard as you pass.
	can't look after her.			d.	Report it to the guidance counsellor.
	c. Take her to the staff room, knock on				
	the door and run.				
	d. Give her some of your own lunch.			Key)
	d. Give her some or your own function.			The	assertive and non-violent response for
\bigcirc 6	You play a sport and were away sick on			each	situation is:
\bigcirc 0	practice night. You have been left out of			1. a	2. d 3. c 4. d 5. d
					7. d 8. c 9. d 10. b
	the team for Saturday's game. Do you:				u chose most of the answers above you
	a. Go to the coach and demand to be			are	an even-tempered, but assertive person.
	put back on the team.			T I.	
	b. Wait for an opportunity to sneer at				most violent responses in each case is:
	your replacement.				2. b 3. d 4. b 5. b 7. a 8. a 9. a 10. C
	c. Barrack for the team and your				u chose most of the answers above you
	replacement when you go to watch				difficulty with anger and let your anger
	the game.				to violence.
	d. Give up playing and take up tiddly		1	cuii	To Holerice.



Bank Activity 7: Drink Spiking

Learning Outcome

1. Students will have strategies for keeping their drinks safe.

Focus

Form or Health teacher led

Teacher Notes

- 1. The date rape drugs are those such as gammahydroxybutyrate (known as GBH or Fantasy) and ketamine.
- 2. While some blood and urine samples of people presenting for drug-rape and drink spiking do show a presence of sedative or stupefying drugs, this now appears to be not as common a problem as believed.
- Often the samples show a substantially higher than expected alcohol level. This
 indicates that alcohol remains the greatest drug danger to young people. They
 should be encouraged to make sensible choices about their level of alcohol intake.

Resource

Copysheet H Drink Spiking page 23

Time



30 minutes

Activity

1. Put students into small groups or pairs. Give each group a copy of the newspaper article from *Copysheet H*. Ask them to answer the questions at the bottom of the copysheet.

As each group reports back record the information under the relevant heading on a large sheet of paper or the board. Headings are :

Effects

Possible Consequences

Friends

2. Read the extract in the box below.

Year 13 students at Columba College in Dunedin have designed Despike, a cork cut with tiny holes. The cork, when placed inside a beer or RTD bottle allowed liquid to flow out but prevented drugs from being dropped into the bottle. The girls designed Despike for the Young Enterprise New Zealand competition. They became aware of the problem of drink spiking and were concerned that there was no product to help girls protect themselves from possible drug rape. They surveyed girls aged 16-25 to find out what they drank when they went out. They found that they mostly drank RTDs (ready to drink) straight from the bottle. The group hope the corks would be available later in the year from bottling companies, or over the bar, for between 20c and 50c.

Ask: How effective do you think this solution would be?

What other things could people do to keep their drinks safe from spiking?



Drink Spiking

Friends Caution saves drink-spike girl

NEW ZEALAND HERALD 13 JUNE 2003

BY JO-MARIE BROWN

Police believe growing public awareness about drink-spiking may have saved a woman from being attacked.

A 20-year-old Taupo woman is recovering at home after allegedly having her drink spiked at a bar in the tourist town on Wednesday night.

Detective Steve Lockett, of Taupo, says the woman could well have been attacked by two men who were seen buying her drinks if a family friend had not noticed what was happening.

"Her friend was somewhat concerned about the amount of drinks these guys were buying this girl so he kept an eye on them, Mr Lockett said.

The woman began to feel unwell about 20 minutes after meeting the men, then collapsed.

Her family friend, who does not want to be identified, took her to hospital and called the police.

"Without the intervention of her friend, a lot worse could have happened" Mr Lockett said.

Although this happened to her, she's till a very lucky girl."

A nationwide rise in drinkspiking incidents has led police to start an advertising campaign to highlight the issue and show how easily substances can be slipped into drinks.

Mr Lockett said blood and urine samples were taken from the woman because her friend told of suspicions.

Any traces of drugs would hopefully show up when the samples were analysed.

"Friends have got to look out for friends," Mr Lockett said. "The girls don't usually realise what's happening until it's happened.

"Depending on what drugs they've been give, their conscious memory is just wiped."

Only one other case of drinkspiking has been reported in Taupo but police believe it is common.

"It happens a lot more than any of us would care to think about because it just goes unreported." He said.

"If these girls even have an inkling that something's gone wrong they need to come in.

"It doesn't matter what condition they're in, at least we can get the medial examination done."

Write answers to the following:

- 1) What are the physical **effects** of taking a 'drug rape' drug?
- 2) What are some possible **consequences** for the victim?
- 3) What can **friends** do to help each other keep safe?



Bank Activity 8: Safe Practices

Learning Outcome

1. Students will be aware of safe practices they can use to keep themselves safe.

Focus

Peer leader or form teacher led

Resources

Copysheet I Safe Practices page 25-26 – cut up into sets, one for each group

Time

30 minutes

Activity

1. Put students into groups of five. Give each group a set of safe practices cards made from *Copysheet I*. The group discusses each safe practice and puts it under one of the following headings:

Very Important for Personal Safety

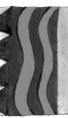
Kind of Important for Personal Safety

Not Important for Personal Safety

2. Bring the groups back together. Ask each group to give their top three safe practices. Record all of these top choices on the board. Read out each safe practice in turn and ask for a show of hands as to how many students always follow this safe practice. Record the numbers on the board.

Ask: What things do you think you might change about your own personal safety?

Students can think about this and may like to share their answer with a partner.







Safe Practices

Not walking alone	Not sharing drinks
Always telling someone at home where you are	Always using a condom when having sex
Carrying a mobile phone	Walking and speaking in an assertive way
Not being alone with someone you don't trust	Keeping a safe distance from people you are unsure of
Trusting your instincts about people	Planning in advance how to get home
Keeping to well lit areas	Staying with friends at a party
Always wearing your safety belt and/or cycle helmet	Washing your hands after going to the toilet
Never getting into a car with a drunk driver	Choosing friends carefully

Getting help when you need it	Wearing a hat and sun screen when in the sun
Communicating your feelings and concerns	Having a panic button at home
When accepting an invitation being informed about who will be there, what the place is like, what will be taking place	Knowing what you are drinking and what your limits are
Checking the ID of people who come to the door	Knowing your boundaries and sticking to them
Locking the door when you are home alone	Staying sober
Keeping the doors locked while travelling in a car	Being there for your friends
Having regular check-ups if you are sexually active	Staying over if you are too drunk to get home





Bank Activity 9: Positive Relationships

Learning Outcomes

1. Students can recognise the qualities of a safe, positive relationship.

Focus

English classes

Resource

Copysheet J Qualities of a Safe, Positive Relationship page 28 – cut up into individual cards



Time

An hour

Activity

- 1. Brainstorm with the class the different sorts of relationships that they have parent/child, employer/employee, student/teacher/ grandparent/grandchild, neighbours, friends, siblings, partner, children for whom you babysit....
- **2.** Put students into groups of three. Give each group one of the qualities of a safe, positive relationship taken from *Copysheet J*. The group prepares a short role play to demonstrate this quality to the class. They can use any of the relationships from the activity above as a context.

Each group in turn prepares their role play. After each the class must guess the quality of a safe, positive relationship that is being shown. Record all the qualities on the board.

Ask: Does anybody know people in a relationship that has most of these qualities?

How can people work towards having a safe, positive relationship?







Qualities of a Safe, Positive Relationship

Respect

Compassion

Faithfulness

Communication

Trust

Caring

Equal



Bank Activity 10: About Me

Learning Outcomes

1. Students identify personal qualities that will affect their relationships with others.

Focus

Form Class

Teacher Note

This is an activity for personal reflection. Students should not be asked to share their completed work.

Resource

Copysheet K About Me page 30

Time



20-30 minutes

Activity

Students work individually for this activity. Give each student Copysheet K.

Invite them to complete this on their own. Explain that they can be perfectly honest as they will not be asked to share what they have written. The teacher could also complete the sheet.

To close the lesson remind students that our attitudes and values affect the way we get on with other people and how safe we keep ourselves. It is always good to review what we think and feel about things and how we behave.







About Me

	Most of the time I do this	I need to try harder to do this
I feel good about myself.		
I care what happens to me.		
I stand up for what I believe in.		
I don't let others push me around.		
I let other people make their own decisions.		
I am aware of the way other people feel.		
I don't push other people around.		
I respect the views of other people.		
I avoid situations that could be unsafe.		
I think before I act.		
I make responsible decisions.		
I seek help if I feel troubled about something.		
I support other people who are close to me.		
I stop my anger turning to violence.		
I treat males and females as equals.		

Two things I can do to improve my relationships with other people are.....

2

Two things I can do to keep myself safer are....

2



Bank Activities for Years 11-13





Bank Activity 11: Opinions about Child Abuse

Learning Outcomes

1. Students will identify their own opinions about abuse and neglect.

Focus

English or health classes

Resources

Copysheet A Definition of Abuse and Sexual Harassment page 6

Activity

Read out one of the statements below. Ask students to place themselves along an imaginary line across the classroom. One end of the line is 'strongly agree' and the other is 'strongly disagree.' Between these extremes are all grades of agree and disagree, with 'neutral' in the middle.

Ask students to talk to people near them on the continuum to ensure they are in the right place. Students who have the same opinion will be grouped together.

Ask students from different places on the line to explain to the class why they hold this opinion. Students may like to reposition themselves on the line after hearing the views of others and gaining new information about the issue. Repeat the process with other statements.

Statements

- Abuse only happens in poor or criminal families.
- It is reasonable to punish bad behaviour by smacking a child hard to teach him or her a lesson.
- Abuse is never the victim's fault.
- Abusers can be any age, gender or socio-economic class.
- Sexual abuse is the most damaging form of abuse.
- Children should always obey their parents.
- No-one deserves to be abused.

Conclude the session by checking students' understanding of the definition of abuse and sexual harassment. See *Copysheet A* on page 6.







Bank Activity 12: What the Statistics Say

Learning outcomes

- 1. Students will interpret and evaluate statistical data and reports relating to child abuse.
- 2. Students will consider some possible variables related to child abuse.
- 3. Students will investigate and report on the relationship within pairs of variables.

Focus

Mathematics teacher with Year 11 to 13 students

NZ Mathematics Curriculum link

Levels 6 to 8 Statistics Strand: Interpreting statistical reports

Mathematics Processes Strand: Communicating mathematical ideas

AS90193 Statistics 1.5 Use straightforward methods to explore data.

AS90645 Statistics 3.5 Complete a statistical investigation

Resources

Copysheet L Activities for "What the Statistics Say" page 34

Copysheet M Data page 35

UNICEF Innocenti Report Card Issue No. 5 A League of Child Maltreatment Deaths in Rich Nations September 2003 Available on **www.unicef-icdc.org**

It is recommended that the teacher skims at least the media release, key findings and page 6 on the data sources before this lesson.

Graph paper is required for individual graph activity. However if computers and a spreadsheet like Excel are available it would take very little time to enter the data to facilitate student computer analysis of data for Questions 4 to 6.



Time

1-2 hours

Activities

Small groups Give each group *Copysheets L* and *M*. Go over each Question 1 to 3 briefly, to ensure students understand what is required of them. Ask each group to prepare a group response to each question. Organise a report back session of some kind.

Individual or in pairs. Students use data provided on *Copysheet M* to graph the data and explore the relationship (Questions 4 to 6) within the pairs of variables, either manually or by computer.

Possible concepts for discussion

Reliability of data especially from different countries - different definitions.

Limitations to comparison of data from different countries.

Patterns in scatterplots, ways of treating outliers.

Difference between correlation and causality.

Ways of expressing uncertainty in generalisations made about data, and relationships within data, for example use of words like likely, unlikely, seems, appears to be, possible links, weak/ strong relationships, positive / negative correlation, linear relationship and so on.







Activities for "What the Statistics Say"

Column A in the table on *Copysheet M* shows the **number** of deaths over five years for each country. It wouldn't be fair to use this to compare countries, because countries have different sizes of population. It would be reasonable, however, to use the death rate per 100 000 children to compare countries. This is listed in column B.

Questions

- **1.** What would you need to do to calculate the rate per 100 000 children in column B from the numbers in column A? What extra information do you need?
- 2. Newspaper headlines soon after the release of this report said

"New Zealand Wins a Bronze Medal for Child Abuse".

Do you think this is fair comment? Do the statistics show all the information? These statistics are for "rich" countries - what about poor countries?

What do you think their results would be like?

3. There is no doubt that NZ should improve on these results. Read through the other information and reports on child abuse on *Copysheet M* for any clues as to other things that might be related to child abuse. List some possible contributing or related factors.

Data Analysis Activities:

- **4.** Is there a relationship between levels of child abuse death and levels of violence amongst adults in a society? Draw a scatter plot of child abuse (column B) vs adult abuse (column C) to investigate this relationship and answer this question.
- **5.** Is there a link between child abuse death and death of children from other kinds of injuries in a country? Are some societies not safe for children in general?

Draw a scatter plot of child abuse (column B) vs all child injuries (column D) to investigate this relationship and answer this question.

6.	Family income per year	Under \$15 000	\$15 000 to \$29 000	\$30 000 or more
	Physical abuse per 1000 children	11.0	5.0	0.7

What does this data from USA in 1993 suggest about poverty and child abuse? Is child abuse more likely to be detected and reported for poorer families? Answer in your own words.

Draw a scatter plot of child abuse deaths (column A) and the poverty data in Column E. Does this support a possible relationship between poverty and child abuse?



Data

"Child abuse leads to 3,500 deaths each year in developed countries"

UNICEF report September 2003

Country	A. Child abuse death numbers over 5 years	B. Child (under 15) abuse rates per 100 000 children	C. Adult (15 and over) death by assault rate per 100 000	D. Child death rate from all injuries	E. Children living in relative poverty (%)
Spain	44	0.1	1.4	8.1	12.3
Greece	16	0.2	1.7	7.6	12.3
Italy	104	0.2	2.9	6.1	20.5
Ireland	12	0.3	1.5	8.3	16.8
Norway	14	0.3	1.7	6.6	3.9
Netherlands	84	0.6	2.0	7.6	7.7
Sweden	53	0.6	7.6	5.2	2.6
Korea	414	0.8	3.6	25.6	Not available
Australia	156	0.8	2.8	9.5	12.6
Germany	523	0.8	4.0	8.1	10.7
Denmark	40	0.8	5.8	8.3	5.1
Finland	41	0.8	6.7	8.2	4.3
Poland	363	0.9	10.5	13.4	15.4
U.K.	502	0.9	5.3	6.1	19.8
Switzerland	56	0.9	4.0	9.6	-
Canada	284	1	3.1	9.7	15.5
Austria	66	1	1.9	9.3	-
Japan	916	1	2.5	8.4	12.2
Slovak Rep.	51	1	6.4	Not available	Not available
Belgium	98	1.1	5.3	9.2	4.4
Czech Rep.	105	1.2	5.8	12.0	5.9
New Zealand	55	1.3	2.5	10.8	Not available
Hungary	113	1.3	5.3	13.7	10.3
France	765	1.4	5.7	9.1	7.9
USA	7081	2.4	11.3	14.1	22.4
Mexico	4974	3	31.7	19.8	26.2
Portugal	320	3.7	16.4	17.8	Not available

Reports from UNICEF and other studies:

There is clear evidence that child maltreatment is a global problem. It occurs in every country, whether rich or poor, and is deeply rooted in cultural, economic and social practices. Lack of data is widespread and that data which exists is almost certainly an underestimate.

Harsh physical punishment is common in many countries. Most child abuse is caused by family members. For substantiated cases of physical abuse in families in Canada in 1998 approximately 40% of perpetrators were biological mothers, 40% were biological fathers and a further 12% stepfathers.

Poverty and stress - along with drug and alcohol abuse - appear to be the factors most closely and consistently associated with child abuse and neglect. Some societies just seem to be more violent and more accepting of violence towards children than others.

The risk of death by maltreatment is approximately three times greater for the under-ones than for those aged 1 to 4, who in turn face double the risk of those aged 5 to 14.



Bank Activity 13: Chill Out

Learning Outcomes

- 1. Students will explain that sexual abuse can happen to boys as well as girls.
- 2. Students can describe the grooming process of a sexual predator.

Focus

English classes

Resources

Copysheet N Story Chill Out pages 37-39



Time

45 minutes

Activity

Read the story to students. Use the following questions either as small group discussion or with the whole class.

Ask: What things was the coach doing to try and win the main character's trust and confidence?

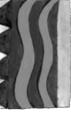
Why was the coach doing this 'grooming'?

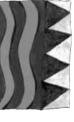
At what point did you realise that the main character was a boy?

Would you have felt differently about the story if the main character had been a girl? Why or why not?

Do you agree with Jane Pethick's comments? Why or why not?

Research shows that boys are less likely to report abuse than girls. Why do you think this might be so?







Chill Out

By Judith Holloway

I should've trusted my instincts. Should've listened to Chris. I should've taken in what he said.

But I didn't want to know. Didn't really realise what was going on.

But Chris was right. This guy's so envious. Eaten up with it. So weird, when you think how famous he was. But it's all coming out now, all right. Rave rave. Against everything. Everyone, just about. Anti, anti. Anti every athlete in the world. Except himself, of course. Anti young people. Anti women.

Uses all the obscene words he can think of about women. All insults. Even though, with the female teachers at school, he's all over them like a rash.

But why? I feel like making him explain what he's on about.

Maybe it's just the booze. His hands shaking. He can't work the corkscrew. Bet he'll ask me to do it.

Oh no, don't say he's going to start on the hard stuff now! Must be a complete alkie. Why did I agree to come with him? Must've been out of my skull.

"How'd you like to try a little brandy?"

"No thanks."

"Sure?"

"Sure. Thanks." Stay calm. Stay normal.

"I must say you handle grog pretty well. For a kid."

"Just wine. I'm kinda used to it."

If you only knew, mister, I'm kinda used to chucking it in the pot plant right here. Ha.

"How old did you say you were?"

"Here. Come on. Just try a drop of this. Do you good, eh?"

Get your paws off me, jerk.

"What's that expression you teenagers use? Chill ... up? Chill out. That's it. Ha ha ha ha. Chill out. Great way to put it. Cheers."

"Cheers." Pretend to swallow. He's too drunk to catch on.

Last summer when he first started coaching at High, he used to be real nice to me. Gave me a lot of his attention. I felt flattered, if you really want to know. Then, that time I sprained my Archilles, he kept running his hand over my foot and calf.

Why didn't I react then? Why didn't I yell at him to back off? But I just acted as though nothing was happening. I didn't know what to say. Thought I must be imagining it.

Then there was that other time. He took some of us to the athletic champs. I went in his car. Dad was over the moon. His kid picked out for special treatment by the coach. He was real friendly - yeah, too friendly now I think about it. Invaded my "personal space" - that's what Chris would've said.

To think I actually felt I was being mean to feel there was something creepy about this guy! It's wrong, WRONG, all this stuff about being tolerant, live and let live. Well, it's okay if people

I do things that don't affect other people. But if they start getting at you, you don't have to put up with it. No way.

How come I was brought up to feel guilty about being angry? That's Mum. Always on about manners and stuff, building other people up. Put yourself second, third, and last. Dad's just about as bad. Doesn't stick up for himself enough. At work, for instance. Where's no need to be so polite to everyone all the time. That's crazy.

The thing is, when your parents are too blimming' nice, you feel scared of shocking them.

Wait till Dad hears about the great Wilf Edwards. What he's really like. The great Commonwealth Games runner.

When I think how rapt Dad was that the famous W.P. Edwards was coming to coach at High!

Why didn't I believe Genevieve Astor when she reckoned he was coming on to me? Just as we were practising starts for the Inter-Schools. Luckily, I could keep my head down. I told her she was talking rubbish. But obviously she wasn't.

Really, maybe I knew it anyway. Just didn't want to acknowledge it.

Does that mean I'm as much a hypocrite as he is?

I think they call it "denial." Not facing up to things.

I suppose it's just to do with sex. How can you behave so-called "normal" about sex?

It's kind of overwhelming. It just hits you. So suddenly. When you're a kid you never even think about it much. Then suddenly - BANG - it hits you. Suddenly it's all around you.

Even sometimes when I'm reading, I just seem to be so aware of S E X that I can sense any words to do with it well down the page. Miles away from where I'm actually reading. Out of the corner of my brain I seem to spot them.

Mum laughed when I told her that. *Laughed!* Dad told her off. "It's normal," he said. "Adolescence."

Give me ab-normal any day.

Maybe it's written all over my face. Thinking about sex. Oh God. Maybe that's why he thought if he could just get me on my own, I'd be a dead cert.

Scumbag!

"And what's going through that ... rather beautiful head of yours?"

Spew!

"Don't talk to me like that."

"Like what?"

"You know."

"I don't know. Tell me."

"Smarmy."

"Smarmy! Now there's a nice old-fashioned word."

Ha ha ha ha. Laugh on, scumbag. Hyena. Hypocrite. Drunk.

How can people like the effect of alcohol on their brain? It makes you feel brain-dense, like your mind's wound up in thick fog.



But man, I was out of the fog in a flash when he came back from the toilet with his fly all open. Making out like he didn't realise it.

And him talking about how some of the girls in the team are "always asking for it." Had I noticed? YUK. I've read about guys saying that. In articles about rapists. Their excuse. Maybe I used to half-believe it myself. Like, for instance, if a woman's kissing a man, having a good time with him, laughing and that ... you'd think for sure she'd want sex with him. That's what I thought.

But I know now that's not true. You can be misinterpreted. Just by being friendly and polite even. Or grateful.

That's where I made a bad mistake. Carrying on like a lunatic, acting over the moon with blimming' gratitude - rave, rave, blah, blah, - just because he arrived to give me a lift right at the point my legs were starting to give up.

But he must have worked it all out. He was the one who suggested I give it a go.

Fifty k. The furthest I've run in one slot.

And then bringing me to his beach place. *Have a breather,* he reckoned. *A bite to eat.* He must have planned it!

How come he thought I'd go for HIM? And how come, when he's got a wife and kids, he'd do it?

If he hadn't tried to con me, if he'd just told me the truth, and sort of discussed his feelings, it would have been okay. In a way. I wouldn't have gone along with it, of course. But at least I wouldn't despise him so much. People can't help being what they are. I guess.

But now, I'll have to tell. That's the thing. I'll just have to. Otherwise he'll try the same thing on someone else. A younger kid maybe, who wouldn't be able to keep him off.

He can't be allowed to get away with it.

Deep down, I feel cold and empty and scared and sick.

Another time I felt like this. That time we had a discussion in class about "sexual orientation." About some men preferring men and some women preferring women.

Funny how all the girls - nearly all thought being homosexual was okay, and just about all the guys were dead against it, me too. In fact heaps of guys got really worked up about it.

Some of the guys even thought gays should be locked up.

That's when Jane Pethick stood up and started shouting. White in the face. Really wound up. It's weird. I can still remember her voice. And her exact words ... "Do you boys realise you're so worried about homosexuality because you're actually afraid of being raped by a man? Which is exactly what we women feel, instinctively, about men. Most men. And obviously, being males yourself, you're aware of your power to abuse us. I reckon it's not the fact that some men are gay that bothers you, it's the possibility of being raped."

There was silence after that, like everyone was just taking it in. Even Mrs Worthington was lost for words.

And I reckon it's pretty true what Jane said.

"I know what you're thinking."

"Eh?" Oh my God? "What do you think you're doing?"

"Just getting comfortable."

"No need to get undressed."

"Chill out, boy. Chill out. And come here."



Bank Activity 14: Well-being, Hauora

Learning Outcome

1. Students will be able to explain how well-being, hauora, is affected by abuse.

Focus

Health class or subject class with health teacher or guidance counsellor working in partnership with subject teacher

Resource

Copysheet O Newspaper Article page 41

Copysheet P Well-being, Hauora page 42

Teacher Notes

This lesson needs to be handled with care as it may upset some students. Safety guidelines need to be in place. Students need to be reminded about the importance of reporting abuse and how this should be done.



Time

An hour

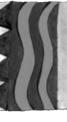
Activity

Put students into groups of about four. Give each group the newspaper article on *Copysheet O* and the information about Well-being, Hauora, on *Copysheet P*. Alternatively *Copysheet Q* could be displayed as an OHT. Invite students to refresh their understanding of the four dimensions of hauroa. They then read the newspaper article and decide what affect the abuse had on the girl's physical, mental and emotional, social and spiritual well-being, both at the time of the abuse and now. They can record their findings in a chart like the one below.

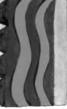
	Dimension	At age 6-13	Now
Taha tinana Physical well-being			
Taha hinengaro Mental and emotional well-being			
Taha whanau Social well-being			
Taha wairua Spiritual well-being			

2. Bring the class back together and discuss the group findings.

Ask: Do you think the girl has developed as a 'healthy' person? Why or why not? What do you think needs to happen to help this girl recover?







Newspaper Article

Father admits repeatedly raping young daughter

CHRISTCHURCH PRESS AUGUST 14 2003 DAVID CLARKSON

A 16-year-old girl has told of being raped more than 500 times by her father, who has now admitted the offending at an appearance in the Christchurch District Court.

She told the police of sleeping in the man's bed from the age of 6 to 13 years and being repeatedly coerced into sex.

She believed the sex "was what happened", and saw no other option at the time.

She told the police her father had raped her 500 times, and forced her to perform oral sex about 40 times.

The father, aged 49, pleaded guilty before Judge John Bisphan to representative charges of rape and sexual violation by unlawful sexual connection. Representative charges indicate the offence has happened at least once

Judge Bisphan remanded him in custody for sentencing at a Crown session for more serious cases in six weeks. He ordered a probation report, and a victim impact report, and he told the man: "A prison sentence is absolutely inevitable."

Police prosecutor Sergeant Jeff Kay said the girl's mother had left home when the girl was three, and she had been looked after by her father on his own.

From the time she turned six, she slept in her father's bed and she described to the police how he had sex with her over the next seven years.

The sex also took place at hotels, motels, and a camping ground. At a hotel in Queenstown, the father gave her a bottle of wine to drink before raping her.

He would sometimes make her watch pornographic videos and then rape her.

He would have "special nights" when he would take her to dinner, run her a bath, and then give her a treat or surprise - another rape.

He took Polaroid photographs of her dressed up, and about four times he made videotapes of him raping her.

Sometimes, he gave her

envelopes with pieces of paper inside on which he had written "rewards" for her. She would get the reward if she had sex with him

She said her father would not let her do anything unless she had sex with him. He kept a book in which he kept a tally of "points" she earned by having sex.

When she had earned a certain number of points by having sex with him, the father would let her have a meal out or got to the cinema, Mr Kay said.

The daughter told police that the sex had hurt her at the start.

When she turned 16, she left the family home and began living with her boyfriend.

The complainant and her new partner confronted the father, who apologised and admitted that he had had an "incestuous" relationship with the daughter.

Judge Bisphan continued interim name suppression for the man, to protect the identity of the daughter.



Well-being, Hauora

(Taken from *Health and Physical Education in the New Zealand Curriculum*, Ministry of Education, Wellington 1999)

Well-being

The concept of well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health.

Hauora

Hauora is a Māori philosophy unique to New Zealand. It comprises taha tinana, taha hinegaro, taha whānau and taha wairua.

Taha tinana	
Tana Unana	
Physical well-being	the physical body, its growth, development and ability to move, and ways of caring for it.
Taha hinengaro	
Mental and emotional well-being	coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively
Taha whānau	
Social well-being	family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support
Taha wairua	
Spiritual well-being	the values and beliefs that determine the way people live, the search for meaning and purpose of life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others it is not.)



Bank Activity 15: Different Points of View

Learning Outcome

1. Students identify with a victim's point of view in an abuse situation.

Format

English classes

Resources

Copysheet Q Sexual Abuse page 44

Copysheet R Sixpence pages 45-48

Copysheet S On the Run page 49

Other examples of abuse taken from literature, that the teacher may be familiar with.

Time



An hour

Note: Options are provided for extracts and activities. If students work on only one extract and do one activity this would take an hour. Teachers could choose to spend up to three hours on this activity, using all the extracts provided.

Activity

1. Students can work individually or in small groups for this activity. Optional activities are given below for each extract. Students can choose one or more options for each.

Newspaper Article

- a) Write a conversation between the two half-sisters now, in which they describe the feelings about the abuse and/or their father.
- b) Write a letter from one of the sisters to their father telling him how she feels about the abuse.

Sixpence

- a) Pretend you are Dicky. Describe the incident from your point of view.
- b) Pretend you are Dicky's father. Write a conversation that you have with your wife explaining why you won't whip Dicky again.
- c) Write a poem about the fair treatment of children.

On the Run

- a) Pretend you are the Manager of Burnham in the time in which John A Lee is writing. Write a paragraph for a newspaper justifying your treatment of the Burnham boys.
- b) Write a diary entry for the boy who played truant and entered Burnham at nine, giving your viewpoint of life at Burnham.
- **2.** Ask the class to regroup. Invite some students to share their thoughts with the class. The following questions could be used for small group discussion or with the whole class.

Ask: Why do individuals and institutions continue to get away with all forms of abuse?

What can all New Zealanders do to help stop this?







Sexual Abuse

Father found guilty of raping his daughters

WAIKATO TIMES JULY 31 2003

A 57-year-old man who subjected his two daughters to nearly two decades of sexual abuse has been found guilty of raping and indecently assaulting them

The women, half-sisters, are now 31 and 19.

They told the High Court at Hamilton during the trial their father beat them, forced them to have sex with him, and threatened to kill them if they ever told.

The 31-year-old was forced to live alone with her father from about the age of 6 or 7 after his second relationship with her half-sister's mother ended and her father was granted custody of her.

She told the court she took on the role of a wife, being forced to sleep in his bed and cook for him. She finally left him when she found her mother again at about 16.

The 19-year-old said she lived alone with her father from

about the age of 8 or 9 after he was granted custody of her. She left him to move back with her mother when she was 14 after he beat her with a vacuum cleaner pipe and police were called by neighbours.

The man - who had denied the charges - was remanded in custody by Justice David Baragwanath for sentencing on November 17.

Sixpence

From The Stories of Katherine Mansfield

Edited by Antony Aplers

Oxford University Press 1984

Children are unaccountable little creatures. Why should a small boy like Dicky, good as gold as a rule, sensitive, affectionate, obedient, and marvellously sensible for his age, have moods when, without the slightest warning, he suddenly went 'mad dog', as his sisters called it, and there was no doing anything with him?

'Dicky, come here! Come here, sir, at once! Do you hear your mother calling you? Dicky!'

But Dicky wouldn't come. Oh, he heard right enough. A clear, ringing little laugh was his only reply. And away he flew; hiding, running through the uncut hay on the lawn, dashing past the woodshed, making a rush for the kitchen garden, and there dodging, peering at his mother from behind the mossy apple trunks, and leaping up and down like a wild Indian.

It had begun at tea-time. While Dicky's mother and Mrs Spears, who was spending the afternoon with her, were quietly sitting over their sewing in the drawing-room, this, according to the servant girl, was what had happened at the children's tea. They were eating their first bread and butter as nicely and quietly as you please, and the servant girl had just poured out the milk and water, when Dicky had suddenly seized the bread plate, put it upside down on his head, and clutched the bread knife.

'Look at me!' he shouted.

His startled sisters looked, and before the servant girl could get there, the bread plate wobbled, slid, flew to the floor, and broke into shivers. At this awful point the girls lifted up their voices and shrieked their loudest.

'Mother, come and look what he's done!'

'Dicky's broke a great big plate!'

'Come and stop him, mother!'

You can imagine how mother came flying. But she was too late. Dicky had leapt out of his chair, run through the French windows on to the verandah, and, well - there she stood - popping her thimble on and off, helpless. What could she do? She couldn't chase after the child. She couldn't stalk Dicky among the apples and damsons. That would be too undignified. It was more than annoying, it was exasperating. Especially as Mrs Spears, Mrs Spears of all people, whose two boys were so exemplary, was waiting for her in the drawing-room.

'Very well, Dicky,' she cried, 'I shall have to think of some way of punishing you.'

'I don't care,' sounded the high little voice, and again there came that ringing laugh. The child was quite beside himself.....

'Oh, Mrs Spears, I don't know how to apologise for leaving you by yourself like this.'

'It's quite all right, Mrs Bendall,' said Mrs Spears, in her soft, sugary voice, and raising her eyebrows in the way she had. She seemed to smile to herself as she stroked the gathers. 'These little things will happen from time to time. I only hope it was nothing serious.'

'It was Dicky,' said Mrs Bendall, looking rather helplessly for her only fine needle. And she explained the whole affair to Mrs Spears. 'And the worst of it is, I don't know how to cure him. Nothing when he's in that mood seems to have the slightest effect on him.'

Mrs Spears opened her pale eyes. 'Not even a whipping?' said she.

But Mrs Bendall, threading her needle pursed up her lips. 'We never have whipped the children,' she said. 'The girls never seem to have needed it. And Dicky is such a baby, and the only boy. Somehow....'

'Oh, my dear,' said Mrs Spears, and she laid her sewing down. 'I don't wonder Dicky has these little outbreaks. You don't mind my saying so? But I'm sure you make a great mistake in trying to bring up children without whipping them. Nothing really takes its place. And I speak from experience, my dear. I used to try gentler measures' - Mrs Spears drew in her breath with a little hissing sound - 'soaping the boys' tongues, for instance, with yellow soap, or making them stand on the table for the whole Saturday afternoon. But no, believe me,' said Mrs Spears, 'there is nothing, there is nothing like handing them over to their father.'

Mrs Bendall in her heart of hearts was dreadfully shocked to hear of that yellow soap. But Mrs Spears seemed to take it so much for granted, that she did it too.

'Their father,' she said. 'Then you don't whip them yourself?'

'Never.' Mrs Spears seemed quite shocked at the idea. 'I don't think it's the mother's place to whip the children. It's the duty of the father. And, besides, he impresses them so much more.'

'Yes, I can imagine that,' said Mrs Bendall, faintly.

'Now my two boys,' Mrs Spears smiled kindly, encouragingly, at Mrs Bendall, 'would behave just like Dicky if they were not afraid to. As it is....'

'Oh, your boys are perfect little models,' cried Mrs Bendall.

They were. Quieter, better-behaved little boys, in the presence of grown-ups, could not be found. In fact, Mrs Spears' callers often made the remark that you never would have known that there was a child in the house. There wasn't - very often.

In the front hall, under a large picture of fat, cheery old monks fishing by the riverside, there was a thick, dark horsewhip that had belong to Mr Spears' father. And for some reason the boys preferred to play out of sight of this, behind the dog-kennel or in the tool-house, or round about the dustbin.

'It's such a mistake,' sighed Mrs Spears, breathing softly, as she folded her work, 'to be weak with children when they are little. It's such a sad mistake, and one so easy to make. It's so unfair to the child. That is what one has to remember. Now Dicky's little escapade this afternoon seemed to me as though he'd done it on purpose. It was the child's way of showing you that he needed a whipping.'

'Do you really think so?' Mrs Bendall was a weak little thing, and this impressed her very much.

'I do; I feel sure of it. And a sharp reminder now and then,' cried Mrs Spears in quite a professional manner, 'administered by the father, will save you so much trouble in the future. Believe me, my dear.' She put her dry cold hand over Mrs Bendall's.

'I shall speak to Edward the moment he comes in,' said Dicky's mother firmly.

The children had gone to bed before the garden gate banged, and Dicky's father staggered up the steep concrete steps carrying his bicycle. It had been a bad day at the office. He was hot, dusty, tired out.

But by this time Mrs Bendall had become quite excited over the new plan, and she opened the door to him herself.



'Oh, Edward, I'm so thankful you have come home,' she cried.

'Why, what's happened?' Edward lowered the bicycle and took of his hat. A red angry pucker showed where the brim had pressed. 'What's up?'

'Come - come into the drawing-room,' said Mrs Bendall, speaking very fast. 'I simply can't tell you how naughty Dicky has been. You have no idea - you can't have at the office all day - how a child of that age can behave. He's been simply dreadful. I have no control over him - none. I've tried everything, Edward, but it's all no use. The only thing to do,' she finished breathlessly, 'is to whip him - is for you to whip him, Edward.'

In the corner of the drawing-room there was a what-not, and on the top shelf stood a brown china bear with painted tongue. It seemed in the shadow to be grinning at Dicky's father, to be saying, 'Hooray, this is what you've come home to!'

'But why on earth should I start whipping him?' said Edward, staring at the bear. 'We've never done it before.'

'Because,' said his wife, 'don't' you see, it's the only thing to do. I can't control the child....' Her words flew from her lips. They beat round him, beat round his tired head. 'We can't possibly afford a nurse. The servant girl has more than enough to do. And his naughtiness is beyond words. You don't understand, Edward; you can't, you're at the office all day.'

The bear poked out his tongue. The scolding voice went on. Edward sank into a chair.

'What am I to beat him with?' he said weakly.

'Your slipper, of course,' said his wife. And she knelt down to untie his dusty shoes.

'Oh, Edward,' she wailed, 'you've still got your cycling clips on in the drawing-room. No, really -'

'Here, that's enough,' Edward nearly pushed her away. 'Give me that slipper.' He went up the stairs. He felt like a man in a dark net. And now he wanted to beat Dicky. Yes, damn it, he wanted to beat something. My God, what a life! The dust was still in his hot eyes, his arms felt heavy.

He pushed open the door of Dicky's slip of a room. Dicky was standing in the middle of the floor in his night-shirt. At the sight of him Edward's heart gave a warm throb of rage.

'Well, Dicky, you know what I've come for,' said Edward.

Dicky made no reply.

'I've come to give you a whipping.'

No answer.

'Lift up your nightshirt.'

At that Dicky looked up. He flushed a deep pink. 'Must I?" he whispered.

'Come on, now. Be quick about it,' said Edward, and, gasping the slipper, he gave Dicky three hard slaps.

'There, that'll teach you to behave properly to your mother.'

Dicky stood there, hanging his head.

'Look sharp and get into bed,' said his father.

Still he did not move. But a shaking voice said, 'I've not done my teeth yet, Daddy.'

'Eh, what's that?'

Dicky looked up. His lips were quivering, but his eyes were dry. He hadn't made a sound or shed a tear. Only he swallowed and said, huskily, 'I haven't done my teeth, Daddy.'

But at the sight of that little face Edward turned, and, not knowing what he was doing he bolted from the room, down the stairs, and out into the garden. Good God! What had he done? He strode along and hid in the shadow of the pear tree by the hedge. Whipped Dicky - whipped his little man with a slipper - and what the devil for? He didn't even know. Suddenly he barged into his room - and there was the little chap in his nightshirt. Dicky's father groaned and held on to the hedge. And he didn't cry. Never a tear. If only he'd cried or got angry. But that 'Daddy'! And again he heard the quivering whisper. Forgiving like that without a word. But he'd never forgive himself - never. Coward! Fool! Brute! And suddenly he remembered the time when Dicky had fallen off his knee and sprained his wrist while they were playing together. He hadn't cried then, either. And that was the little hero he had just whipped.

Something's go to be done about this, thought Edward. He strode back to the house, up the stairs, into Dicky's room. The little boy was lying in bed. In the half light his dark head, with the square fringe, showed plain against the pale pillow. He was lying quite still, and even now he wasn't crying. Edward shut the door and leaned against it. What he wanted to do was to kneel down by Dicky's bed and cry himself and beg to be forgiven. But, of course, one can't do that sort of thing. He felt awkward, and his heart was wrung.

'Not asleep yet, Dicky?' he said lightly.

'No, Daddy.'

Edward came over and sat down on his boy's bed, and Dicky looked at him through his long lashes.

'Nothing the matter, little chap, is there?' said Edward, half whispering.

'No-o, Daddy,' came from Dicky.

Edward put out his hand, and carefully he took Dicky's hot little paw.

'You - you mustn't think any more of what happened just now, little man,' he said huskily. 'See? That's all over now. That's forgotten. That's never going to happen again. See?'

'Yes, Daddy.'

'So the thing to do now is to buck up, little chap,' said Edward, 'and to smile.' And he tried himself an extraordinary trembling apology for a smile. 'To forget all about it - to - eh? Little man.... Old boy....'

Dicky lay as before. This was terrible. Dicky's father sprang up and went over to the window. It was nearly dark in the garden. The servant girl had run out, and she was snatching, twitching some white cloths off the bushes and piling them over her arm. But in the boundless sky the evening star shone, and a big gum tree, black against the pale glow, moved its long leaves softly. All this he saw, while he felt in his trouser pocket for his money. Bringing it out, he chose a new sixpence and went back to Dicky.

'Here you are, little chap. Buy yourself something,' said Edward softly, laying the sixpence on Dicky's pillow.

But could even that - could even a whole sixpence - blot out what had been?



On The Run

From **Delinquent Days** John A Lee

Auckland: Collins 1967

I was a police-dodging outlaw during many years of my early manhood. At any moment, on any corner, a hand might have reached out, a voice declaimed,

"John Lee, the police want you."

Those who have never lived with such a fear in their minds do not know how conduct is affected by fear of apprehension.

I can say that as I shifted from job to job I left no trace of criminality. I burglariously entered the house of no citizen. I molested no man's property. My solitary crime was that I ran from a custody that was a sterilising hell. The offences which caused me to be sent to Burnham would in these days place me under the control of a welfare officer for a month or two. In Burnham a lad could rot until the age of twenty-one, with never a book to read, a trade to learn, with never an interview with the manager, to whom each boy was merely part of a mass. Burnham boy - there was no such thing, only Burnham boys. Staying in Burnham in seven years I would have been given no book, no newspaper, no skill, merely have been expected to eat, sleep, work, pray, and wonder what would happen when the gates fell down. I would be taught to be in some ways uncivilised.

You believe I exaggerate. In this December 1965 I receive a letter from the man who in my time was the youngest Burnham boy. His offence? He played truant from school and the Rev. Smaille of Christchurch had him committed to hell. I have heard the managers say, "That boy has no right to be here," but no one did anything about his presence. He was turned nine. His father had married again and his stepmother did not want him. He was doomed to stay in Burnham, until at twenty-one the gates would open, because he had played truant. If anyone doubts, I can produce the name, the date, the year and the records can be consulted. Twelve years for playing truant. Men are jailed for a lesser periods for murder. Twelve years without a book, a newspaper, trade training, or a personal interview with the manager since the manager talked privately to no lad. He was not a boy, he was part of something called Burnham boys.

This child stayed in Burnham for six years because he played truant and then he decided to become a truant from legal custody. He ran and was arrested in Dunedin, to be returned and flogged. He ran to Lyttelton, got work as brass boy on a boat going to Australia, rehabilitating the youngster who would rot in Burnham otherwise. He made the mistake of staying in his job when the ship returned and he was betrayed, arrested and flogged. Burnham could do nothing for him and was determined to see that he did nothing for himself. I thrill as he tells me he ran again to Timaru. He signed on a Swedish sailing vessel, went round the Horn, first port of call, Valparaiso. Signed off in Europe, he joined the British Navy, served in two wars, returned to New Zealand, married, became a man of modest property. Thus, he only served six years of hell for playing truant; had he not run, he would have served stultifying twelve.

He tells me that I stood out from amongst the boys. "You seemed to know then that something was wrong with Burnham." I would brush this aside as afterthought if I did not know that I was given the top jobs, that the schoolmaster's wife used to embarrass me by telling her houseboy that I was the "the best looking and most intelligent boy in Burnham". He proves his remarkable memory by writing down an almost complete roll of Burnham boys and masters. We ran. I do not exaggerate when I say the hell of being hunted was modest compared to the hell of witless immobility. Some boys refused to become sheep. Many splendid lads had no alternative to outlawry. Six years for truant was all that he could endure. You see, I was not the only lad on the run.

I cannot say at what exact age this young manhood portion of my life commenced. In Burnham, not even the nine year old imprisoned for truancy had a birthday in the sense that youngsters know birthdays. The only day fixed in our minds was the day on which we would become twenty-one. For the lad I have mentioned it lay twelve years ahead, for me more than six when I was committed.



Bank Activity 16: Finding Out More

Learning Outcome

1. Students gain knowledge and discuss information related to sexual abuse.

Focus

Health Classes

Teacher Notes

This session needs to be taken by a trained health teacher. The teacher needs to ensure that safety guidelines are in place and observed.

Resources

Copysheet T **Domino Cards** page 51-53 - photocopy the copysheet on to card and cut around each Answer/Question box. Each card has an answer and a question. These are arranged in the correct sequence on the copysheet, reading from left to right. The first answer is the correct response for the question on the last card.



Time

An hour

References

To What Extent can **Keeping Ourselves Safe** Protect Children? Freda Briggs. NZ Police. Wellington 2002

Keeping Kids Safer New Zealand Police. Wellington. 2002

Activity

- of the Answer/Question Cards. One student one of the Answer/Question Cards. One student reads the question on their card aloud and places the card on the floor. The student with the correct answer responds by reading the answer and placing the card next to the first one. They then read their question. The process is repeated until all questions have been answered. The teacher can check the responses from *Copysheet T*. When an incorrect response is given, prompt students until the correct answer is given. When complete, the cards should form a circle. *Note: All cards must be given out.*
- **2.** Use the following questions for pair discussion or with the whole class.

Ask: What was one piece of information that surprised you?

What was one piece of information that shocked you?

Where there any pieces of information that might change the way you think or behave? Give details.



Domino Cards

A People in chat rooms often pretend to be someone other than who they are.

Q Is it important to call genitals by their real name?

A People need to use the correct terminology so they can be understood when they describe symptoms to health professionals or describe abuse.

Q Are NZ parents complacent about abuse?

A Yes. Despite publication of statistics about abuse people belief that their families and friends are immune.

Q Do some of the things that parents do actually make children more vulnerable to abuse?

A Yes. Briggs and Hawkins state that parents often tell children to be good and obey adults such as child minders.

Q Should we be teaching children 'stranger danger'?

A No. Children are most often abused by someone who is known to them.

Are people with learning disabilities more vulnerable to abuse?

A One NZ study showed 80% of girls with learning disabilities had been sexually abused by age 12.

Q What are strategies to stay safe when home alone?

A Don't open the door. Check windows and doors are locked. Have emergency and safety procedures worked out.

Q What is the danger in parents telling children that they must keep secrets, especially family secrets?

A This secrecy enables offenders to commit crimes against children with little fear of apprehension.

Q Does teaching children about abuse help them cope with real life abuse?

A Children who have had child abuse prevention programmes are more likely to tell someone about the abuse.

Q What should an adult do or say when a child reports abuse?

A If a child discloses abuse an adult should believe them, thank them for telling and do something positive to see that the abuse stops.

Q Can a child abuse prevention programme like KOS give young people strategies to help others?

A In a NZ survey 56% of children gave examples of how they had used KOS to help other children stay safe.

Q What are the abuse and safety issues that most concern secondary school girls?

A recent survey by Briggs found girls were most afraid of rape or sexual abuse, sexually transmitted diseases and unwanted pregnancies. What are the abuse and safety issues for secondary school boys?

A recent survey by Briggs found that boys feared unprovoked violence.

Q Does KOS work?

A father reported to the Commissioner of Police that his daughter was 'not herself' and they didn't know why. After doing KOS she reported inappropriate genital touching from a trusted family member.

Q What are some of the myths associated with child sexual abuse?

A Some myths that protect offenders are that abuse only happens to adolescent girls, the victims "ask for it" and only males offend.

Q Does abuse occur right across society?

A Abuse occurs in all communities, regardless of their ethnic, socioeconomic, geographic and religious make-up.

Q Do most people report abuse?

A One survey found that 198 male victims were abused by 8.5 offenders but only 26 reported to anyone.

Q Do children get over abuse reasonably quickly?

A child who has been abused is less likely to reach their full potential as an individual.

Q Is abuse a family problem?

A Families, schools and communities have to work together to prevent the abuse of children and young people.

Q Is abuse sometimes the victim's fault?

A Abuse is never the victim's fault.

Q Are some forms of abuse worse than others?



A All abuse is unacceptable.

Q Why do children and young people often think the abuse is their fault?

A Abusers typically make their victims feel guilty and responsible for what has happened, so that they are less likely to report the abuse.

Q Do schools have a responsibility to keep children and young people safe at school?

A The National Education Guidelines require schools to provide a safe physical and emotional environment for students.

Q Should students know what the school's abuse prevention policy says?

A school's abuse policy should be made available to students, parents and whānau, as well as to all members of the school staff.

Q What if the person you report abuse to doesn't listen?

A If the first person you report abuse to doesn't listen you should go on telling other adults until somebody does something to help.

Q Isn't it true that boys don't have to worry much about being abused?

A growing body of research shows that significant numbers of male and female children are abused and that abusers are both male and female.

Q Do most children grow out of bullying behaviour?

A Children who bully may grow up to dominate their spouses, children and others and may physically abuse their children (Saphira 1992)

Q Is it okay to leave children as young as 11 on their own if they are responsible?

A In NZ it is illegal to leave a child under 14 years old on their own without making reasonable provision for their supervision or care.

Q Is NZ's infant death rate from child abuse low compared with other countries?

A New Zealand has the sixth highest infant death rate from abuse in the world.

Q Are teenagers interested in Internet child pornography?

A Since July 1996, more than 20% of those who have been caught trading child pornography on the Internet have been teenagers.

What is the harm in a young person having a face-to-face meeting with another young person they have met in cyberspace?



Bank Activity 17: Boys and Abuse

Leaning Outcome

- 1. Students can explain that abuse happens to boys as well as girls.
- 2. Students can explain some of the attitudes that boys have about abuse.

Focus

Health Classes

Teacher Notes

This session needs to be taken by a trained health teacher. The teacher needs to ensure that safety guidelines are in place and observed.

Resources

Copysheet U Mix and Match page 55



Time

1 hour

References

Why do we need to pay more attention to the protection of boys? Freda Briggs Paper presented at the 4th D.A.R.E. Conference, Masterton, July 2003.

To What Extent can Keeping Ourselves Safe Protect Children? Freda Briggs. NZ Police. Wellington. 2002

Teacher Note

A useful reference on homophobia is the PPTA Guidelines Affirming Diversity of Sexualities in the School Community, available from the PPTA website http://www.ppta.org.nz under Safe Schools Task Force. These remind schools of their legal obligations and the extent to which homophobic bullying or harassment may be an issue in their schools.

Activity

- 1. Give each student Copysheet U Mix and Match. Invite them to match the questions in the left-hand column with the appropriate answer in the right hand column. They do this by writing the letter of the Answer in the first column beside the Question it corresponds to.
- 2. Ask students to form small groups and discuss their answers.

Bring the whole class back together.

How can boys be convinced to take the threat of sexual abuse of boys seriously? How can boys be persuaded to identify and report sexual misbehaviour? How can we change homophobic attitudes in our school?

Answers: 1E, 2H, 3A, 4J, 5F, 6C, 7I, 8B, 9G, 10D.





Mix and Match

Match the question from the second column with the answer that it best matches from the third column. Do this by writing the letter of the Answer in the first column beside the Question it corresponds to.

Question		Answer		
1	Why do male victims of abuse often have difficulty knowing if they have been sexually abused?	A	Comments like this add to the psychological damage already inflicted by the abuse.	
2	Do females abuse boys?	В	Child offenders tell their male victims "This is what regular guys do", "It's fun", "This is what people do who love each other", or "It's sex education".	
3	Why might the following comment be damaging? "Why don't you be a man, put the abuse behind you and get on with your life?"	С	In NZ 50% of 100 convicted multi-ethnic child sex offenders were first sexually abused by females when they were under the age of six years.	
4	Why may boys be more accessible to sexual predators than girls?	D	Male victims often feel that they must have been abused because they are perceived as being homosexual. This discourages them from reporting.	
5	Why does sexual abuse by unmarried clergy often go unreported?	E	Boys try and normalise the abusive behaviour.	
6	Are male victims of sexual abuse at risk of becoming abusers themselves?	F	Priests who offend choose families who are devoted to the church because they are unlikely to believe boys when they report abuse.	
7	Why are boys disadvan taged compared to girls in relation to sexual abuse?	G	Some paedophiles plan for up to 2 years, gaining the trust of the family and winning the love and trust of the boy before starting the abuse.	
8	Why do male victims of abuse often see the behaviour of offenders as normal?	Н	Yes, females abuse boys. They are fewer in number, but can be just as harmful.	
9	Do paedophiles plan their seduction of young boys?	ı	Boys are disadvantaged compared to girls because it is not acceptable in a male culture to be a victim.	
10	How do homophobic attitudes discourage boys from reporting sexual abuse?	J	Boys are often given more independence than girls, are sexually curious at a younger age than girls and are therefore easier to trap and control.	



Bank Activity 18: Who's Got the Power?

Learning Outcome

1. Students can identify the inappropriate use of power in a relationship.

Focus

Form classes

Teacher Note

It is important that teachers or those in authority in a school do not demonstrate misuse of power.

Resources

Copysheet V Power page 57

(L) Time

30 minutes

Activity

- 1. Students could work in pairs or small groups. Give each group *Copysheet V*. Ask them to complete this by indicating which of the situations illustrate misuse of power. Ask students to report back.
- 2. Bring the class back together.

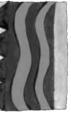
Ask: What is power?

When does use of power become misuse of power?

What could a person do if someone exercised misuse of power over them?







Power

Consider each situation. Tick the appropriate column to indicate if you think this is appropriate or inappropriate use of power.

Situ	uation	Appropriate Use of Power	Inappropriate Use of Power
1	A parent asks a child to do the dishes.		
2	A parent smacks a child hard for stealing money out of a purse.		
3	An employer puts a video camera in the staff toilet to monitor drug use.		
4	A teacher asks students to stay behind after school to help set up for an open night.		
5	Police confiscate your unopened alcohol when you arrive at an alcohol free concert.		
6	An older brother pins his younger brother to the ground and tickles him.		
7	The Mayor increases rates to offset the cost of a new transport system.		
8	The Prime Minister calls a snap election.		
9	A friend says "You can't hang round with me if you you're also friends with so and so."		
10	The wife won't let her husband cook meals.		
11	A parent keeps a child home from school to look after younger siblings.		
12	A resident in a rest home has unexplained bruising after being given a shower by the caregiver.		
13	The husband gives his wife an allowance each week for household expenses.		
14	A caregiver makes a disabled child wait before taking him/her to the toilet.		
15	A bouncer refuses to let someone in to the nightclub because they don't believe their ID.		
16	One partner forces the other to have sex.		
17	A new recruit in to a gang is forced to go through a degrading initiation ceremony.		
18	A university lecturer gives improved marks to a student in return for sexual favours.		
19	One person in the group always decides what the group will do.		
20	A teacher gives a student a detention for swearing.		



Bank Activity 19: Building Positive Relationships

Learning Outcomes

1. Students can describe the qualities of a safe, positive relationship.

Focus

Form or subject classes

Resources

Copysheet W What would a safe, positive relationship look like? page 59



Time

1 hour

Activity

- **1.** Brainstorm with the class a range of relationships that people their age might have, for example parent/child, employer/employee, teacher/student, grandparent/grandchild, siblings, partners or friends. List these on the board.
- **2.** Put students into small groups and give each group *Copysheet W*. Invite them to circle all the qualities that they think a safe, positive relationship would have.
- **3.** Working in the same groups, students choose one of the relationships from 1. They write a recipe for making this a safe, positive relationship, covering appropriate things from the list below:

Decision making

Use of leisure time

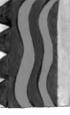
Money

Communication

Responsibilities

Behaviour towards each other

Attitudes towards each other







What Would a Safe, Positive Relationship Look Like?

Circle the qualities that you think would be found in a safe, positive relationship. You may like to add more words of your own.

Secretive

DEMANDING

Interdependent

Abusive

DEPENDENT

volatile

Caring

Faithful

Trusting

Honest

Insular

RESPECTFUL

Admiring

Authoritarian

Hurtful

Co-operative

Dismissive

EQUAL

7.16 eral

Committed

Resent ful

Superficial

Critical

Detached

Prejudiced

Needful

Realistic

Non-involved

Dismissive

SUPPORTIVE



Bank Activity 20: The Rights of the Child

Learning Outcome

1. Students can explain why it is important that children's rights are respected.

Focus

English or Form Classes

Resources

Copysheet X Families and Children's Rights page 61
Copysheet Y Children's Rights page 62



Time

30 minutes

Teacher Note

- 1. Copysheet X provides a simplified list of children's rights as they particularly apply to abuse prevention. This has been adapted from a version that appeared in the Early Childhood Education programme **Feeling Safe**.
- 2. If you require a copy of the United Nations Convention on the Rights of the Child this is available on the website, **http://www.unicef.org/crc/fulltext.htm**.

The Convention on the Rights of the Child was adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 on 20 November 1989. It entered into force 2 September 1990, in accordance with article 49. It has been ratified by 192 countries, of which New Zealand is one.

An abridged version can be found in **Kia Kaha for Secondary Schools** in the Teaching Guide for Health Modules page 35.

Activity

1. Talk to the class about the Convention of the Rights of the Child and its purpose.

Ask: How do these rights help protect children from abuse?

Who is responsible for seeing that these rights are upheld?

2. Show students *Copysheet X*, perhaps as an OHT.

Ask: What are the key roles for parents that are indicated?

What do you think of the notion that parents don't "own" their children and have absolute control over them?

How might knowing about these responsibilities help you when you are parents?

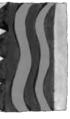
How can our government ensure that parents are promoting and respecting children's rights?

3. Put students into small groups. Give each group *Copysheet Y* **Children's Rights**. Explain that these particularly relate to keeping children safe from any form of abuse. Ask them to work together to provide specific examples of when each right is being upheld and when it is not. For instance "making a special time each day to talk with your child" might be an example of upholding the child's right to be listened to.

Some groups could be asked to share their responses.









Families and Children's Rights

Who is responsible for protecting children's rights?

The near-universal ratification of the Convention on the Rights of the Child reflects a global commitment to the principles of children's rights and by ratifying the Convention, governments state their intention to put this commitment into practice. The task, however, must engage not just governments but all members of society. The standards and principles articulated in the Convention can only become a reality when they are respected by everyone - within the family, in schools and other institutions that provide services for children, in communities and at all levels of administration.

Families and children's rights

The Convention on the Rights of the Child highlights and upholds the primary importance of families - and parents in particular - in protecting children's rights. There is a misperception that the Convention takes responsibility for children away from their parents and other legal guardians and gives more authority in this area to governments. But that is not the case. In several articles, the Convention refers to the role of parents and families directly and charges governments with protecting and assisting families in fulfilling their essential role as nurturers of their children. It calls on governments to respect the responsibility of parents, legal guardians and other caregivers for providing appropriate guidance to children about the exercise of children's rights.

In the context of the Convention on the Rights of the Child, outdated notions that parents 'own' their children and have absolute rights over them are replaced by the concept that parents are responsible for protecting their children's rights (article 5 and article 18). While article 5 makes clear that parents do have rights with respect to their children, these rights are linked directly to the need for parents to promote and protect their children's rights. Parents' responsibilities with respect to their children's rights diminish as children mature - as children begin to understand their society's values, culture and norms and as they begin to interact on the basis of tolerance, mutual respect and solidarity in their families and communities. The Convention on the Rights of the Child acknowledges the balance between the rights and responsibilities of families, on the one hand and the increasing capacity of children to become the main actors in the exercise of their rights and responsibilities, on the other.

Note: UNICEF takes its definition of 'child' from Article 1 of the United Nation Convention on the Rights of the Child which defines a child as all people under 18 years of age.

Children's Rights

Example of right	Right being upheld	Example of right not being upheld
	Children have a right to our protection.	
	Children have a right to be heard.	
	Children have a right to information.	
	Children have a right to talk to us about anything.	
	Children have a right to tell secrets that worry them.	
	Children have a right to trust their feelings.	
	Children have a right to say 'no' to touch, words or behaviour that worries them.	
	Children have a right to be taken seriously.	
	Children have a right to express anger.	
	Children have a right to the ownership of their bodies.	
	Children have a right to feel good about themselves.	
	Children have a right to feel safe.	



Keeping Kids Safe in the Workplace

Activities for Transition Classes





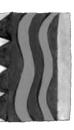


Using the Material

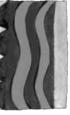
Four stand-alone lessons have been provided here:

- When dealing with money
- Working in an early childhood centre
- Sexual harassment

These can be used singly, or put together into a unit of work. Transition teachers may decide to expand this by using some of the Bank Activities provided earlier in this publication.









Session 1: When Dealing with Money

Learning Outcome

1. Students will identify and minimise the risks involved with handling money in the work place.

Focus

Transition to work students, pre-employment and work experience students.

Teacher Note

- 1. There may be a number of occasions when young workers may be required to handle money in the workplace. These include:
 - Banking
 - Purchasing for other staff
 - Handling money in the till
 - Being alone in a room where money is kept
 - Requests from other people to get money for them.
- 2. Young people need to protect themselves from the likelihood of being wrongly accused of taking money. This can lead to unfair harassment.

Resources

Copysheet 1 Scenario Cards pages 66-67



Time

1 hour

Activity

Divide the class into six groups. Give each group one of the scenarios taken from Copysheet 1.

- **1.** Invite each group to:
 - (i) identify the risks in the situation for the young worker, and other people involved, such as the employer;
 - **(ii)** outline what might happen to the young person if they are wrongly accused;
 - (iii) bullet point some safety guidelines to minimise the risk for all involved.
- 2. Invite each group to share their safety guidelines for handling money with the class. Make a list of these on the board. Now working individually, in pairs or small groups students make a pamphlet entitled Safety Guidelines for Handling Money in the Workplace. Completed pamphlets could be distributed to other classes or students.
- **3.** Invite a speaker or panel to class to talk about how money is handled safely in their workplace. Resource people could represent a bank, retail outlet, retirement village.







Scenario Cards

1 Fred has work experience in a cycle shop and usually helps the owner repairing and assembling bikes. The person in the office is busy and asks Fred to take the day's takings to the Bank. When he gets there the money counted by the teller in less than on the deposit slip. It appears as though some money has gone missing.

What is the risk for Fred, the person in the office and the employer?

What might happen to Fred if he is wrongly accused?

What could be have been done to minimise the risk?

2 Tina works in a supermarket where there is a small group who regularly purchase a shared lotto ticket. Tina is given a \$50 note to purchase a \$10 ticket. When she gets back she finds she is \$15 short.

What is the risk to Tina and the other members of the lotto buying group?

What might happen to Tina if she is wrongly accused?

What could have been done to minimise the risk?

3 Lionel works part-time in a CD music shop, mostly stacking and tidying shelves. The shop owner is busy serving a customer and asks Lionel to help another customer who is waiting to purchase a CD. Lionel hasn't taken sales before. At the end of the day the owner finds the till receipts do not balance with the cash. There is \$50 missing from the till.

What is the risk to Lionel and the shop owner?

What might happen to Lionel if he is wrongly accused?

What could have been done to minimise the risk?



4 Patsy is working in a beauty salon and has various tasks. One of these is to take customers' coats and bags and hand them in the cloakroom. One day Patsy takes her morning break and sits down in the cloakroom to have her drink. An hour later it is discovered that \$100 is missing from a handbag. Patsy is the only person who has been identified as being in the cloakroom. She is accused of taking the money.

What is the risk to Patsy, the salon manager and the owner of the handbag?

What might happen to Patsy if she is wrongly accused?

What could have been done to minimise the risk?

5 Rachel helps out at the Eventide Retirement Home. One day an elderly resident asks Rachel to get \$20 from her purse in the next room, as she is too frail to go herself. The next day Rachel is asked by the Head Nurse whether the elderly person asked for \$20 or \$50, as the resident claims \$30 is missing.

What is the risk to Rachel, the elderly resident and the Retirement Home?

What might happen to Rachel if she is wrongly accused?

What could have been done to minimise the risk?

6 Alan works at a garage after school and on weekends. One day the boss asks him to go and buy his lunch for him and gives him his eftpos card and pin to pay. Some time later the boss says there are other charges on his eftpos statement and that Alan must have bought other things using the card.

What is the risk to Alan and to his boss?

What might happen to Alan if he is wrongly accused?

What could have been done to minimise the risk?



Session 2: Working in an Early Childhood Centre

Learning Outcome

- 1. Students can explain safe babysitting practices.
- 2. Students will know how to keep safe when working in an early childhood centre.

Focus

Transition to work students, pre-employment and work experience students.

Teacher Notes

Students who are going to be working in an early childhood education centre need information and training on safety issues when working with small children, for example not being alone with a child, keeping doors open and knowing exactly what their role involves.

Resources

Video The Minder - available from police education officers

Pamphlets The Minder - one for each student

Questions for the early childhood teacher prepared by students **before the session** designed to find out about safety guidelines when working at the centre.

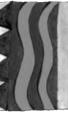
Teacher from a local early childhood education centre

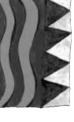
Time

One to one and a half hours

Activity

- Ensure that each student has at least one question to ask the early childhood teacher.
- 2. Show the babysitter video *The Minder* to students. Work through some or all of the suggested activities with students. In groups students could complete the central part of the pamphlet.
- 3. Invite an early childhood educator to class to talk about safety guidelines in early childhood centres. Seat students in a circle including you and the early childhood educator. Each student asks one of their questions in turn. After the educator responds allow one or two follow up questions. If time remains at the end, students can ask any remaining questions.
- **4.** Students prepare a set of safety guidelines for working in an early childhood centre. These could be checked by a local child care centre and then published in the local newspaper.









Session 3: Sexual Harassment

Learning Outcome

1. Students will know how to recognise and respond to sexual harassment in the work place.

Focus

Transition to work students, pre-employment and work experience students.

Teacher Note

- Sexual harassment in the workplace is covered by The Employment Relations Act 2000 Section 108 Sexual Harassment. Information about this act can be found on the Department of Labour's website www.ers.dol.govt.nz. The website also contains fact sheets on problem solving.
 - A copy of the relevant section is available in the Years 11-13 Health Module that is part of **Secondary Keeping Ourselves Safe**.
- 2. Further information about sexual harassment is found in the Human Rights Act. See the website **www.hrc.co.nz**

Resources

Copysheet 2 Sexual Harassment page 71

Copysheet 3 Problem Solving page 72

Panel - some or all of the following: school guidance counsellor, lawyer specialising in employment relations, manager or work place supervisor



Time

An hour to an hour and a half

Activity

- **1.** Brainstorm with the class what they think constitutes sexual harassment. Ensure that the following categories from the Human Rights Act are included:
 - Personally sexually offensive verbal comments;
 - Sexual or smutty jokes;
 - Repeated comments or teasing about someone's alleged sexual activities or private life;
 - Persistent, unwelcome social invitations or telephone calls from work mates at home or work;







- Following someone home from work;
- Offensive hand or body gestures;
- Physical contact, such as patting, pinching, touching or putting an arm around another persons' body which is unwelcome;
- Provocative visual material, such as posters with a sexual connotation;
- Hints or promises of preferential treatment in exchange for sex, or threats of deferential treatment if sex is not offered.

Explain to the class that sexual harassment is against the law. It is prohibited by the Human Rights Act and is an offence under Section 108 of the Employment Relations Act 2000. The class could be shown the definition of Sexual Harassment taken from *Copysheet A* on page 6.

2. Students work in groups for this activity. Give each group one of the scenarios taken from *Copysheet 2*. Scenario 1 is a case study of sexual harassment of a boy and Scenario 2 is a case study of sexual harassment of a girl. Invite them to discuss the questions for that scenario. Take a report from one group dealing with each scenario.

Ask: Is sexual harassment worse for boys or girls? Give a reason for your answer.

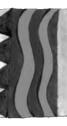
Would there be any difference in how easy or difficult it is for boys or girls to report sexual harassment?

What are some reasons why people might not report sexual abuse in the work place?

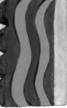
3. Either: Invite a panel to class to talk about solving a work place dispute involving sexual harassment. Students could prepare questions in advance.

The guidance counsellor could bring a copy of the school's sexual harassment policy to share with the class.

Or: Give the class a copy of the problem-solving fact sheet from *Copysheet 3* and discuss this.







Sexual Harassment

Scenario 1

Shane has recently started an after school and weekend job at a local pizza place, doing deliveries. When he first started he got a few comments from two women who work there. They would discuss his clothes and his looks, just loud enough for him to hear. This would always be accompanied by a lot of laughter, and sometimes the guys would join in. On several occasions one of the women helped him get the orders in their bags for delivery and both times she rubbed her breasts up against his arm. Shane wasn't sure if it was deliberate or just happened.

The new way to embarrass him is for his co-workers to tease him about sexual invitations that he might get when he is making deliveries and how he would perform. Shane tries to laugh it off.

Questions

What behaviour of Shane's co-workers fits the definition of sexual harassment?

Why do you think they are behaving this way?

How do you think it is making Shane feel?

Do you think Shane should just continue to laugh it off? Why or why not.

What could Shane do to get this sexual harassment to stop?

Scenario 2

Mandy has got a part time job working as a gardener with the local council. She is good at the job and takes it very seriously. The problem is that she works out of a small base and she is the only female. There is a unisex toilet, and sometimes the guys won't let her use it, or else she finds that they have put offensive pin-up posters on the walls. When she asks them to remove them they laugh and say it's just a bit if fun. They say the same thing when she complains about the smutty jokes they tell.

Recently one of the guys has been paying her more attention than she likes and has rung her at home a couple of times pestering her to go out with him. She has said she isn't interested. Mandy is getting to the stage where she thinks the job isn't worth the hassle.

Questions

What behaviour of Mandy's co-workers fits the definition of sexual harassment? Why do you think they are behaving this way?

How do you think it is making Mandy feel?

Do you think Mandy should stick with the job or leave? Give a reason for your answer.

What could Mandy do to get the sexual harassment to stop?

Problem-Solving 1: First Steps

Avoiding Problems

The best way to deal with a workplace problem is to prevent it from occurring. This is achieved by having the information you need from the start of your employment relationship. Contact the Employment Relations Service for information, advice or assistance at any stage in the employment relationship or when solving problems.

First steps for solving a workplace problem

If problems do arise, employers and employees should try to solve the problem themselves. This will save time later in the process even if the problem is not solved immediately. The following steps are suggested.



1. Be clear about the facts

Make sure that what you think has happened or is happening is not just based on an assumption or a misunderstanding.



2. Talk to each other

Employers and employees should try to resolve the problem by discussing it with each other. Both parties are responsible for this. Union members can ask their union, and employers can ask their employers' association, to approach the other party for them.



3. Clarify whether you still have a problem, and if so what it is

Don't delay this step. Discuss the problem with family or friends or advisers to clarify what the problem actually is. You will need to find out what the law is and/or what your employment agreement says. You can:

- contact Employment Relations Infoline:
 - call free 0800 800 863
 - visit the website at www.ers.dol.govt.nz
- get pamphlets from Employment Relations Service offices
- talk to your union, your employers' association, a lawyer, community law office or employment relations consultant.



4. What are the next steps?

If the problem is not resolved by discussion, either party may:

- contact Employment Relations Infoline. We can provide information and/or refer you to mediation.
- participate in mediation provided by the Employment Relations Service (or the parties may agree to get their own mediator).
- choose to have the mediator provided by the Employment Relations Service decide the matter for you, and if so, that decision will be binding.
- take the problem to the Employment Relations Authority for a decision, and if not satisfied with a determination of the Authority, go to the Employment Court for a judicial hearing.

Do you need a representative?

In any workplace problem, employers and employees have the right to be represented by any person or organisation they choose, such as a union, an employers' association, a lawyer, a community law office, an employment relations advocate or a friend.

Further help & information

Employment Relations Infoline can give you further advice and assistance about issues in this fact sheet. Contact us on 0800 800 863 or visit our website at **www.ers.dol.govt.nz**

Taken from the Department of Labour Fact Sheet

