

Keeping Ourselves Safe

Years 11–13

Focus area 2

This section of the KOS programme contains one of the following focus areas for students at years 11–13 (ages 15–17):

1. Is that legal?
2. **Wrongdoing or moral dilemma?**
3. Anger and violence
4. Violence and the media

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

Focus area 2: Wrongdoing or moral dilemma?

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Focus area 2: Wrongdoing or moral dilemma?

Notes for the teacher

1. Ensure that safety guidelines are in place. All school staff (not just the teachers concerned) must know what to do if a student discloses abuse to them during or after *Keeping Ourselves Safe*. Parents should also be made aware of what to do. See the Child Protection Guidelines available on the School Portal.
2. Choose situations from the cypsheet carefully. Some students may be distressed by scenarios that are close to their own experiences. For this reason it is important that health teachers and guidance counsellors are working together on *Keeping Ourselves Safe*.

Curriculum links

Key Competencies: Managing self; Relating to others; Participating and contributing

Learning area: Levels 6–7 Health and Physical Education – Strand A: Personal identity; Strand C: Relationships

Underlying concepts:

- Well-being, Hauora (all aspects) – how values and beliefs determine the way people view abuse
- The Socio-ecological perspective – identifying and reflecting on factors that influence choices and behaviours related to safety
- Attitudes and values – how attitudes and values can affect our safety

Resources

Cypsheet: **Different Perspectives** (cut into separate situations)

Learning intention

At the end of this focus area students will be able to analyse their own and others' beliefs about abusive situations.

Activities

Considering different perspectives

Divide students into groups of about six. In a co-ed class, have mixed-gender groups. Present each group with one of the situations from Copsheet: **Different Perspectives**.

Invite the students to discuss how and why the people involved in the situation might see the situation from different perspectives. The questions provided on the copsheet will give more direction for this. The group should note down main ideas.

Role-play

Students remain in the same groups. Ask each group to identify the people in their situation (boy, girl, school friend ...). They now allocate one person from their group to take each role. The rest of the group will be prompts for them. Explain the role-play that is going to take place as outlined below. Allow each group to rehearse before they perform to the class.

Once the groups have finished rehearsing, put three chairs at the front of the room. Ask the first group to come forward. The people with roles (there may be two or three) sit in the chairs. The remainder of the group divides so that someone is standing behind each 'role'.

One of the 'roles' reads out the situation and explains who the people taking 'roles' are.

The prompts then start whispering to the 'roles', telling them what to say about their situation from the perspective of their 'role'. They will draw on the earlier discussion for this. The 'roles' can say only what they are told to say, although they can ask for more information from the prompts.

Once the initial ideas have emerged, the class can ask questions of the 'roles'. Again they can say only what their prompt tells them to say. Once the ideas have run out, de-role the players.

- Ask: What, if any, legal implications are there in this situation?
 Did any of you change your point of view after listening to the perspectives of others?

Repeat with the other groups.

- Ask: Why do we interpret situations differently? (Draw out ideas about gender, sexual orientation, ability, socio-economic status, culture, religious differences, family traditions, political differences)
 How does it feel to have different opinions or perspectives from others?
 If we get new information, is it easy to change the way we think and behave?

Learning journal

Choose one of the situations from the copsheet. Summarise the different perspectives.

Using Copsheet: **What the Law Says** from Focus area 1, say which law, if any, it contravenes.

Assessment

This lesson could provide some direction for Achievement Standard 3.1 AS91461: Analyse a New Zealand health issue.

Copysheet: Different Perspectives

Situation	Discussion questions
Situation 1 A teenage girl wears her favourite short-cut dress to a party.	What might the girl be thinking when she dresses like this? What might boys at the party be thinking?
Situation 2 A boy and girl are on a date. He has paid for dinner and he suggests they go back to his place as his parents are away.	What might the girl be thinking? Is she obliged to have sex? What might the boy be thinking? Is he obliged to initiate sex?
Situation 3 A teenager got low marks for an assignment. His father punched him, leaving bruises that lasted a week.	Why did the father discipline his son? What might the son be thinking about it? Does a parent have the right to discipline a child?
Situation 4 A girl sleeps with her boyfriend's best friend. The boyfriend calls her a slut and beats up his friend.	Does the best friend deserve to be beaten up? Does the girl deserve to be called a slut? Who is in the wrong?
Situation 5 Boys who are perceived to be gay get bashed by other boys at this school. If the assailants are caught, nothing happens to them.	Do boys who are perceived to be gay deserve to be bashed? What are other boys thinking when they bash them? What messages does the school give by doing nothing about it?
Situation 6 A married man insists he has the right to have sex with his wife whenever he wants.	Why does the man think this? What might the woman think about this? Is it fair?
Situation 7 A student is beaten up after school for being too clever and working too hard.	What might the assailants be thinking? What might the clever student be thinking? What do you think about it?

Situation 8

A girl tolerates her boss rubbing himself up against her although she hates him doing it.

What might the boss be thinking? What might the girl be thinking? Does she have to put up with this?

Situation 9

Part of the initiation to the rugby club involves the under-16 boys having their pants pulled down and Deep Heat rubbed over their testicles by the older members of the club.

Why do rugby club members persist in this behaviour? What might new members think about it? Do you think it is a good initiation?

Situation 10

A girl tells her friends stories about a boy who dumped her and she says he raped her.

What might the girl be thinking? What might the boy be thinking? What might the friends be thinking?

Situation 11

A 15-year-old girl stops using birth control without telling her 17-year-old boyfriend.

What might the girl be thinking? What might the boy think when he finds out? Do you think this is fair?

Situation 12

A boy has been going out with his girlfriend for over a year. She discovers he has slept with two other girls and has not used a condom. She tells her closest friends.

What might the girl be thinking? What might the boy be thinking? What might the friends be thinking? What do you think about it?

Situation 13

A girl is going out with a much older guy. She has let him take photos of her in the nude. He is now asking her to act in pornographic videos.

What might the guy be thinking? What might the girl be thinking? What do you think?

Situation 14

A father makes his daughter take drugs to school to sell to fellow students.

What might the girl be thinking? What might her father be thinking? What do you think?
