

Keeping Ourselves Safe

Years 9–10

Focus area 1

This section of the KOS programme contains one of the following focus areas for students at years 9–10 (ages 13–14):

1. **Identifying abuse**
2. Recognising and avoiding risk
3. Knowing what to do
4. Getting help
5. Safety in cyberspace
6. Anger and violence
7. Breaking the silence about family violence
8. What I think, what you think

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

Focus area 1: Identifying abuse

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Focus area 1: Identifying abuse

Notes for the teacher

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.

Curriculum links

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

Learning areas: Level 4 Health and Physical Education – Strand A: Safety management; Strand C: Identity, sensitivity and respect; Interpersonal skills

Underlying concepts:

- Well-being, Hauora (especially taha hinengaro and taha whānau) – expressing feelings about abuse and harassment
- Attitudes and values – describing why abuse is unacceptable

Resources

Copysheet: **Types of Abuse**

Copysheet: **Definitions of Abuse and Sexual Harassment**

Large sheets of paper

Felt pens

Learning intention

At the end of this focus area students will be able to identify what constitutes abuse and who potential abusers might be.

Activities

Warm-up activity

Ask students to think of one thing that can make young people their age feel unsafe – for example, getting in a car with a drunk driver, being home alone at night. Ask one student to give their example and find a place to stand (choose a confident student).

Now ask all other students in turn. If they give the same example as a person already standing, they go and join this person. If they give a new example, they stand on their own. At the end it will be obvious which things are regarded as the biggest safety issues, by the numbers of people in each group.

Explain that they are beginning work on Keeping Ourselves Safe, which will help them to keep safe from abuse.

Defining abuse and sexual harassment

Divide students into groups of three or four, and provide them with paper and pens. Ask them to brainstorm all the things that they think constitute abuse and sexual harassment, for example burning a child with a cigarette, or telling crude sexual jokes.

Types of abuse and sexual harassment

Place large sheets of paper around the room, each with one of the following headings, taken from Copsheet: **Types of Abuse:**

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Sexual harassment

Each group goes to each piece of paper in turn and records on it any examples of that type of abuse or sexual harassment that their group came up with in the brainstorm.

Is it abuse?

Put all the sheets together at the front of the room. Work with the students to decide if all the examples given are in fact abuse, and if they are in the right place. If some types of abuse don't have many examples, the class, or teacher, could add some.

Either work with the class to come up with a definition of abuse **or** students, in groups, come up with a definition of abuse.

Show the class the definitions of abuse and sexual harassment taken from Copsheet: **Definitions of Abuse and Sexual Harassment.**

Learning journal

Put the following statements on the board. Students can discuss them in pairs and then each student writes the completed statements in their journal.

1. Abuse is _____ and it must be stopped.
2. Abuse is _____ the victim's fault.
3. Victims can be any of the following: _____ , _____ ,

_____.
4. Offenders can be _____.
5. Nobody _____ to be abused.

Answers

1. Abuse is wrong and must be stopped.
2. Abuse is never the victim's fault.
3. Victims can be any of the following: boys, girls, babies, adults, men, women, anyone.
4. Offenders can be anyone.
5. Nobody deserves to be abused.

Optional activity

Each student tells an adult they trust about what they have learnt today about abuse and sexual harassment. This could be someone at home, a teacher, a sports coach or similar person.

Copysheet: Types of Abuse

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Sexual harassment

Copysheet: Definitions of Abuse and Sexual Harassment

A definition of abuse

This definition has been adapted from the Family Violence Protection Coordinating 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 that may affect morale and the way an employee or student carries out their work.

It includes requests for sex; sex-oriented jibes or verbal abuse; offensive gestures or comments; and unwanted and deliberate physical contact.

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