

Keeping Ourselves Safe

Years 9–10

Focus area 3

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 3: Knowing what to do

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Focus area 3: Knowing what to do

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: Levels 4–5 Health and Physical Education – Strand A: Safety management; Strand C: Identity, sensitivity and respect; Strand D: People and the environment

Underlying concepts:

- Well-being, Hauora (especially taha hinengaro and taha whānau) – using problem-solving strategies to promote personal well-being

Attitudes and values – care and concern for own safety and that of others

Resources

Copysheet: **Carissa's Story**

Copysheet: **Solving Problems**

Problem-solving cards (available from your School Community Officer)

- Problem-solving Card 1: It's Better if She Screams (story)
- Problem-solving Card 2: Victim Impact Statement
- Problem-solving Card 3: Nightshift (cartoon)
- Problem-solving Card 4: The Hiding (cartoon)
- Problem-solving Card 5: The Party (cartoon)
- Problem-solving Card 6: On the Job (cartoon)
- Problem-solving Card 7: Dear Alex (letter)

Learning intention

At the end of this focus area students will be able to use problem-solving strategies to make positive decisions about what to do in situations involving abuse.

Activities

The problem-solving process

Use Copsheet: **Solving Problems**. Work through the problem-solving steps, using the example from Copsheet: **Carissa's Story**. This situation is based on a true story. The young person concerned did not make a safe choice. She was abducted and murdered.

Remind students that they should be making the safest choice.

(Alternatives could include: phoning her Mum and explaining the problem, waiting until the car has gone, telling the service station attendants about the problem, just going home anyway, phoning the Police.)

Explain that young people can use this problem-solving process to solve all sorts of problems. With practice it can become automatic.

Problem cards

Set up seven separate work stations around the room. Put the class into small groups, one for each work station. The groups familiarise themselves with the problem on their card and work through the problem-solving process to decide what the main character could do to keep him or herself safe from abuse – that is, make the safe choice.

Each group gives a brief account of their problem and their solution to it.

Learning journal

Discuss the following questions with the class. Each student then writes their individual answers in their learning journal.

- Ask:
- How easy is it to solve problems like this?
 - Who should be responsible for keeping young people safe?
 - How could we work towards making our school a safer place for everyone?
 - How could we work towards making our whole society a safer place for everyone?

Copysheet: Carissa's Story

Carissa was at home doing her homework before tea. Her mother called out that they were out of milk and asked her to go down to the local service station to get some.

Reluctantly Carissa agreed and pulled on her jacket. It was just getting dark, but the service station was only 200 metres away and the street lighting was pretty good. Carissa set off, walking at a brisk pace. She hadn't gone far when she became aware of a car cruising along just behind her. She looked over her shoulder and got a glimpse of a lone male driver. She hurried her pace. The car kept following.

When she finally arrived at the service station, she noticed that the car had parked a bit further down the street. The driver was still in the car. She went into the service station and bought the milk. She checked and the car was still there.

Copysheet: Solving Problems

1. Who is involved? What is the problem?

	PROBLEMS

2. What can they do?

			ALTERNATIVES	
↓	↓	↓	↓	↓

3. What might happen if they did?

			POSSIBLE CONSEQUENCES	

4. Which alternative would you choose? Why?

	CHOICE MADE & EXPLAINED

5. Was this a good choice? Why?

	CHOICE REVIEWED