

Keeping Ourselves Safe

Years 9–10

Focus area 4

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 4: Getting help

Contents

Focus area 4: Getting help	2
Explanation	2
Notes for the teacher	2
Curriculum links	2
Resources	2
Learning intentions	3
Activities	4
Situations and helping agencies	4
Optional research activity	4
Class talk	4
Learning journal	4
Copysheet: Getting Help	5

Focus area 4: Getting help

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. Give clear directions to the speaker about what you want covered and what is appropriate. Be aware of any students in the class who may be vulnerable.

Discuss with students the importance of telling an adult they trust about any abuse, attempted abuse or any situation that makes them feel uncomfortable.

They should use specific language. If they don't get the help they need, they should go on telling until they do.

Talk about the way adults may react when they are told about abuse. Some adults may refuse to believe what they are being told or may even chastise the young person for reporting what has happened.

Stress the following points:

- You have the right to help.
- There will be someone who will help, but this may not be the first person you tell. Keep trying until you find someone who will listen and act.
- It is never too late to tell.
- Abuse is never the victim's fault.
- Choose an adult to talk to whom you trust.
- If someone tells you about abuse, be supportive and help them if you can. If you can't solve the problem, help them to tell someone who can.

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: Interpersonal skills, Strand D: Community resources; Rights, responsibilities, and laws

Underlying concepts:

- Well-being, Hauora (especially taha hinengaro and taha whānau) – seeking help and support
- Attitudes and values – valuing self and seeking help

Resources

Copysheet: **Getting Help** (copy for each group, cut up into individual cards)

Resource person to talk about the reporting process and what happens afterwards

Learning intentions

At the end of this focus area students will be able to:

- identify helping agencies for those who have been abused
- ask for help
- explain the consequences of reporting abuse.

Activities

Situations and helping agencies

Divide students into groups of three to four. Give each group Copsheet: **Getting Help**, cut up into individual cards. The groups match each situation with a helping agency that they think would best meet their needs. Provide some spare cards for the groups so they can add helping agencies of their own choosing. Ask one group to report back. The other groups can query the group's choices if they wish.

The situations and helping agencies are correctly matched on the copysheet.

Optional research activity

Each group takes one of the helping agencies and carries out research and makes contact with the agency to find out such information as the address of the agency, the telephone number, name of a contact person, the services offered by the agency, its opening hours and any fees charged.

Each group posts their information on a wall chart so that students can refer to it if they need to.

Class talk

Invite a person from the community to talk to students about what happens when a young person discloses abuse. Suggestions are:

- a Police member of the Child Protection Team (CPT)
- School Guidance Counsellor
- Child, Youth and Family social worker.

Learning journal

Talk to the class about the need to be supportive if someone says that they are being abused. Work with the class to come up with a list of guidelines for supporting an abused friend. It should include such things as:

Support and believe the friend.

Be non-judgemental.

Encourage them to seek help and go with them.

Act as an advocate for the friend if this would help.

Go on being a friend while they are going through the healing process.

Each student then records their own set of guidelines in their learning journal.

Copysheet: Getting Help

Cut up into individual cards and make up sets for each group to match.

Helping agency Police	Situation Sally goes out clubbing. She wakes up several hours later in a side street. Her clothes are ripped and she is in pain.
Helping agency Youthline	Situation The kids at school are making Jim's life a misery. He feels there is no point to anything anymore.
Helping agency Men Against Violence	Situation Trevor has a black eye. His father is constantly beating him and his brother.
Helping agency Women's Refuge	Situation Shane is urging his mother to leave her abusive husband and make a new start. She needs support to do this.
Helping agency Child, Youth and Family Service	Situation Nancy is babysitting and when the little boy is getting into his pyjamas she notices marks like burns on his back.
Helping agency Local GP	Situation Danielle thinks she has a sexually transmitted infection.

Helping agency Public Health Nurse	Situation Lara was raped by her uncle and thinks she may be pregnant. She is too frightened to go to the Police or to talk to her family.
Helping agency Drug Dependency Clinic	Situation Steve's father is addicted to drugs. When under their influence he is very violent towards his family.
Helping agency School Guidance Counsellor	Situation Helen is an exchange student. She is not getting enough to eat and is forced to sleep in a shed outside.
Helping agency Prostitute's Collective	Situation Sasha is working as a prostitute to get money to put her through her studies. She has been treated violently by a customer.
Helping agency Employer	Situation Workers at Mark's after-school job are subjecting him to unpleasant teasing and sexual jokes.
Helping agency 	Situation
Helping agency 	Situation