

Keeping Ourselves Safe

Years 9–10

Focus area 8

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 8: What I think, what you think

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Focus area 8: What I think, what you think

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. Debrief at the end of the activity.
3. Feedback from the photo interpretation activity will need to be handled with care to ensure that stereotyped viewpoints are not reinforced.
4. Ensure that the conclusions link back to the learning intentions.

Curriculum links

Key Competencies: Managing self; Relating to others

Learning areas: Levels 4–5 Health and Physical Education – Strand A: Personal growth and development, Strand C: Interpersonal skills; Identity, sensitivity and respect, Strand D: Rights, responsibilities, and laws

Underlying concepts:

- Well-being, Hauora (all aspects) – understanding gender differences
- Attitudes and values – understanding the attitudes and views of others

Resources

Photopack: **What I Think, What You Think** (available from your School Community Officer)

Copysheet: **What I Think, What You Think**

Learning intentions

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

- explain that males and females may interpret the behaviour of others differently
- explain how these different views may affect personal safety

Activities

Divide the class into groups. Keep groups quite small (see the Notes for the Teacher). Give each group one of the photos. Ask them to discuss the photo, and complete the relevant section on Copysheet: **What I Think, What You Think**. The groups then rotate the photos and repeat the exercise. Continue until all groups have seen all photos.

Ask each group to combine with another group. They share their interpretation of each photo and together they highlight any differences in viewpoints. They record these at the bottom of the copysheet.

Bring the class back as a whole group. Ask groups to share the differences in viewpoints that they came up with. Record these on the board.

Ask: Why do you think people have different viewpoints?

Examples: sex, gender identity, ethnicity, age, socio-economic status, religion, values, ability.

Why might this lead to misunderstandings in relationships?

How could these misunderstandings be overcome?

Learning journal

Students complete the following question in their journal.

What are the main differences you notice between what people think?

- 1.
- 2.
- 3.
- 4.
- 5.

Copysheet: What I Think, What You Think

Photo number/ description	What do you think the people in the photo are like?	How do you feel about them?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Main differences in viewpoints

- 1.
- 2.
- 3.