

Personal safety net

<p>Unit title: Personal safety net</p> <p>Description: In this unit students learn to develop and use strategies that promote their personal safety and wellbeing in a wide range of situations. Through structured opportunities students demonstrate behaviours, skills and strategies in a range of scenarios, and use a personal support network card to seek assistance from others, if required. <i>Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i></p>	
<p>Life Skills Outcomes</p> <p>A student:</p> <p>LS.5 uses appropriate behaviour in social situations</p> <p>LS.10 recognises and responds to safe and unsafe situations</p> <p>LS.11 demonstrates safe practices that promote personal wellbeing</p> <p>LS.17 identifies the appropriate and inappropriate use of substances.</p>	<p>Resources</p> <p>Social skills program resources</p> <p>No-Go-Tell (A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no in threatening situations, to get away from the unsafe situation and to seek help, advice and support.)</p> <p>Child Protection guidelines material</p> <p>NSW Department of Education and Training, 2002, <i>Child Protection Education: Support materials to assist teachers of students with high support needs</i></p> <p>Videos, photographs, access to computer hardware such as digital cameras, scanners and software such as word-processing</p>
<p>Links</p> <p>A student:</p> <p>Drama</p> <p>LS.1.3 participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings</p> <p>English</p> <p>ENLS-2A communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts</p> <p>ENLS-17E uses individual and collaborative skills in the learning process.</p>	<p>A student:</p> <p>Mathematics</p> <p>MALS-32MG responds to and uses the language of position in everyday contexts</p> <p>Visual Arts</p> <p>LS.6 makes a variety of artworks that reflect experiences, responses or a point of view</p> <p>Work Education</p> <p>LS.4 identifies appropriate support personnel and agencies in the community</p> <p>LS.9 demonstrates skills for effective participation in the workplace.</p>
<p>For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit ‘Risky Business’ in <i>PDHPE Years 7–10: Advice on Programming and Assessment</i> (pp 43–48).</p>	

Focus: Safety in the environment				
Outcomes: LS.5, LS.10, LS.11				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> behaviour that is appropriate in a range of situations safe and unsafe situations 	<ul style="list-style-type: none"> demonstrate behaviours that are socially appropriate in a range of situations recognise that safety depends on the behaviour of themselves and others 	<p>Teacher</p> <ul style="list-style-type: none"> uses videos, pictures and/or stories to focus students' attention on specific aspects of safety in the environment organises community members to provide information about aspects of safety assists students to develop an appropriate set of guidelines for safety in a range of school/community situations. <p>Students</p> <ul style="list-style-type: none"> view pictures/videos of specific scenarios that focus on safe and appropriate behaviour for both individuals and groups in a range of situations. As a result of this students may: <ul style="list-style-type: none"> respond to direct teacher questioning regarding ways to avoid potential dangers in a variety of specific situations demonstrate safe and appropriate behaviours in response to specific situations within the context of structured role-plays 	<p>Focusing on specific scenarios on safe and appropriate behaviour in a range of situations may assist students to indicate <i>recognising and responding to safe and unsafe situations.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' recognition of safe and unsafe situations.</p>

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Focus: Safety in the environment (cont)				
Outcomes: LS.5, LS.10, LS.11				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> safe and unsafe situations 	<ul style="list-style-type: none"> recognise factors that contribute to safety in the environment 	<p>Students</p> <ul style="list-style-type: none"> view and listen to presentations about specific aspects of safety from appropriate personnel such as road safety consultants/local police, local swimming pool life guards, surf life savers, fire personnel, road/bike safety consultants, national parks rangers, train safe officers or station master. As a result of these presentations students may: <ul style="list-style-type: none"> identify, match and sort photographs, pictures, images of scenarios into ‘safe’ and ‘unsafe’ and indicate reasons for their choice identify, match, sort, label or draw pictures to indicate appropriate and safe behaviours for a given scenario respond to teacher questions such as ‘What is safe behaviour...?’ in specialist areas within the school, as a pedestrian, as a passenger in a vehicle, as a passenger waiting for a train, as a bicycle rider, playing indoor or outdoor games/sport, using recreation areas in the community, in or near water 	<p>Focusing on safety in the environment may indicate <i>recognising and responding to safe and unsafe situations.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> recognition of safe and unsafe situations
<ul style="list-style-type: none"> safe and unsafe situations 	<ul style="list-style-type: none"> recognise potential hazards in their environment and respond appropriately 	<ul style="list-style-type: none"> indicate appropriate ways to respond to potential hazards in the environment. This may include identifying and using appropriate strategies for: <ul style="list-style-type: none"> riding bikes in wet or windy conditions crossing roads in wet weather ceasing actions and moving quickly inside when a storm is approaching 	<p>Responding appropriately to changed conditions that affect safety in the environment may indicate <i>recognising and responding to safe and unsafe situations.</i></p>	<ul style="list-style-type: none"> appropriate response to potentially dangerous situations.

continued

Focus: Safety in the environment (cont)

Outcomes: LS.5, LS.10, LS.11

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> • safe and unsafe situations • safe and unsafe situations 	<ul style="list-style-type: none"> • respond to indicators of unsafe situations • recognise that safety depends on the behaviour of themselves and others 	<p>Students</p> <ul style="list-style-type: none"> • develop a practical set of guidelines for general safety in the environment using pictures, photographs and/or written formats. Such guidelines may include ways to identify indicators of unsafe situations, alerting trusted adults to indicators of unsafe situations and seeking support from appropriate individuals when confronted with unsafe situations • within structured role-plays demonstrate the application of developed guidelines. Possible scenarios for role-plays may include: <ul style="list-style-type: none"> – recognising and using safe places to cross roads – locating and wearing seat belts appropriately – recognising, avoiding and reporting hazards such as we floors, broken glass. 	<p>Development of a practical set of guidelines for general safety in the environment may indicate <i>recognising and responding to safe and unsafe situations</i>. Students' responses may indicate <i>recognising and responding to safe and unsafe situations in the environment</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> • development of guidelines for general safety in the environment • demonstration of safe and appropriate behaviour in a range of situations.

Focus: Personal safety and wellbeing				
<i>Outcomes: LS.5, LS.11, LS.17</i>				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> safe and unsafe personal situations 	<ul style="list-style-type: none"> recognise aspects of safe and unsafe personal situations 	<p>Teacher</p> <ul style="list-style-type: none"> uses videos, pictures, stories and appropriate child protection resources to focus student attention on specific aspects of personal safety supports the development and use of appropriate strategies that promote personal safety and wellbeing provides opportunities for students to demonstrate appropriate and safe personal behaviour within the context of both role plays and actual situations. <p>Students</p> <ul style="list-style-type: none"> view pictures/videos of specific scenarios that focus on personal safety and wellbeing in a range of situations 	<p>Students' participation and responses may indicate <i>recognising and responding to safe and unsafe situations.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' recognition of safe and unsafe situations.</p>
<ul style="list-style-type: none"> safe and unsafe personal situations 	<ul style="list-style-type: none"> recognise aspects of safe and unsafe personal situations 	<ul style="list-style-type: none"> sort images of scenarios into those that are 'safe' and those that are potentially 'unsafe' in relation to their personal safety and wellbeing and indicate reasons for their choice 	<p>Sorting images of scenarios into safe and unsafe may indicate <i>recognising and responding to safe and unsafe situations.</i></p>	

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Focus: Personal safety and wellbeing (cont)				
Outcomes: LS.5, LS.11, LS.17				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> • their right to privacy, safety and to be treated with dignity and sensitivity • participating in physical activities 	<ul style="list-style-type: none"> • recognise appropriate touching and handling involved in carrying out personal procedures • recognise and demonstrate behaviour which is appropriate for participation in a preferred physical activity at school or in the community, eg using change rooms at the local swimming pool 	<ul style="list-style-type: none"> • sort or match pictures to indicate behaviour which is appropriate for particular situations. These may include: <ul style="list-style-type: none"> – participating in or undertaking personal/health care procedures – using change rooms in both school and community contexts – relating to strangers – travelling safely alone or with others – participating with peers in recreational activities in the community, eg sport, rock concerts, parties 	<p>Students' participation and responses may indicate <i>recognising and responding to safe and unsafe situations</i> and/or <i>demonstrating safe practices that promote personal wellbeing</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' recognition of safe practice in a range of situations.</p>

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Focus: Personal safety and wellbeing (cont)				
Outcomes: LS.5, LS.11, LS.17				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> • safe and unsafe personal situations • the appropriate and inappropriate use of substances • strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment 	<ul style="list-style-type: none"> • recognise specific aspects of safe and unsafe personal situations • demonstrate refusal skills when offered medication by another student • demonstrate refusal skills when offered illegal drugs or substances for inappropriate purposes • recognise known people within a network of trusted adults with whom it is appropriate to communicate dissatisfaction and distress in relation to unwanted touch, bribes, threats, bullying or harassment 	<p>Students</p> <ul style="list-style-type: none"> • respond to teacher questions and participate in structured role-plays to clarify and indicate appropriate responses in a range of scenarios, for example: <ul style="list-style-type: none"> – what is ‘appropriate/inappropriate touching’ by a trusted adult in the context of personal/health care procedures – appropriate behaviour for using change rooms at a swimming pool – personal strategies to reject inappropriate touching when playing games or engaging in recreational activities with others – personal strategies to locate and tell appropriate adults about inappropriate touching, harassment, bribes, threats or bullying behaviour (No-Go-Tell routine) – personal strategies to reject medication or illegal drugs or substances • develop a personal list of trusted adults and/or other students who can be approached for support in relation to personal safety and wellbeing issues. This may include: <ul style="list-style-type: none"> – identifying photographs of trusted adults – naming school and community personnel who could assist in specific situations – making and carrying a support network card using photographs or names of trusted adults and/or other students who can provide personal support – establishing a routine to identify, locate, contact and communicate with trusted adults and/or other students in relation to personal safety and wellbeing issues 	<p>Responding to teacher questioning and participating in structured role-plays may assist students in <i>recognising and responding to safe and unsafe situations</i> and/or <i>demonstrating safe practices that promote personal wellbeing</i>.</p> <p>Students’ participation in the development of a personal list of trusted adults may assist students in <i>demonstrating safe practices that promote personal wellbeing</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> • appropriate responses to potentially dangerous situations • development of a list of trusted adults who can provide support in relation to personal safety and wellbeing issues.

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Focus: Personal safety and wellbeing (cont)				
Outcomes: LS.5, LS.11, LS.17				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> behaviour that is appropriate to a range of situations strategies to communicate dissatisfaction and distress in relation to unwanted touching, bribes, threats, bullying or harassment 	<ul style="list-style-type: none"> recognise private and social situations demonstrate behaviours which are appropriate to private situations recognise the need for other's privacy demonstrate behaviours that are socially appropriate in a range of situations develop and use individualised communication strategies and devices to carry out 'No-Go-Tell' routine in a range of situations 	<p>Students</p> <ul style="list-style-type: none"> develop a set of practical guidelines for personal safety and wellbeing in a range of situations using pictures, photographs and/or written formats: <ul style="list-style-type: none"> letting others know where they are going, who they are going with, and what time they will be home respecting own and others need for privacy when dressing/undertaking personal health care recognising and observing 'personal space' for themselves and others refraining from expressing physical affection to inappropriate or unknown people identifying appropriate strategies/routines in response to inappropriate personal behaviour by others demonstrate safety steps or strategies that can be used in unsafe or threatening situations (No-Go-Tell routine). This involves the skills required to: <ul style="list-style-type: none"> say no in threatening situations get away from the unsafe situation seek help, advice and support 	<p>Students' participation in the development of guidelines may indicate <i>recognising and responding to safe and unsafe situations.</i></p> <p>Demonstration of the No-Go-Tell routine may assist students in <i>demonstrating safe practices that promote personal wellbeing</i> and may indicate <i>recognising and responding to safe and unsafe situations.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students':</p> <ul style="list-style-type: none"> development of safety rules to address potential hazards in relationships demonstration of strategies for maintaining personal safety and wellbeing in unsafe or threatening situations.

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Focus: Personal safety and wellbeing (cont)				
Outcomes: LS.5, LS.11, LS.17				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> behaviour that is appropriate to a range of situations the appropriate and inappropriate use of substances 	<ul style="list-style-type: none"> demonstrate behaviours which are appropriate to private situations demonstrate behaviours that are socially appropriate in a range of situations develop and use individualised communication strategies and devices to carry out 'No-Go-Tell' routine in a range of situations demonstrate refusal skills when offered medication by another student demonstrate refusal skills when offered illegal drugs or substances for inappropriate purposes 	<p>Students</p> <ul style="list-style-type: none"> demonstrate the application of guidelines for personal safety and wellbeing in the context of structured role-plays. This may involve demonstrating: <ul style="list-style-type: none"> appropriate personal behaviours in a variety of scenarios strategies to deal with inappropriate behaviour by others in a variety of scenarios ('No-Go-Tell') appropriate use of their support network card in the context of specific scenarios strategies to reject medication or illegal drugs or substances 	<p>Students participation in structured role-plays may indicate <i>demonstrating safe practices that promote personal wellbeing</i> and/or <i>recognising and responding to safe and unsafe situations</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' identification of potential hazards in the environment and demonstration of protective behaviours to avoid danger.</p>

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Focus: Personal safety and wellbeing (cont)				
<i>Outcomes: LS.5, LS.11, LS.17</i>				
Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> behaviour that is appropriate to a range of situations 	<ul style="list-style-type: none"> demonstrate behaviours that are socially appropriate in a range of situations 	<p>Students</p> <ul style="list-style-type: none"> demonstrate appropriate behaviours in school and community situations with teacher-structured controlled variables. This may include demonstrating: <ul style="list-style-type: none"> – appropriate and safe personal behaviours – appropriate use of their support network card. 	<p>Demonstration of appropriate behaviours in school and community settings may indicate <i>demonstrating safe practices that promote personal wellbeing and/or recognising and responding to safe and unsafe situations.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' demonstration of appropriate strategies that promote their personal safety and wellbeing.</p>