

Keeping Ourselves Safe – Middle primary

Focus area 1 – Confident me

The four focus areas in the Keeping Ourselves Safe (KOS) middle primary programme are:

1. Confident me
2. Safe or unsafe?
3. No excuse for abuse
4. Why should I tell?

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

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Focus area 1 – Confident me

Notes for the teacher: preparation

- 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 NZ Police School Portal at <https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/information-and-guidelines/child-protection>

Explanation

In this focus area students consider their own feelings, beliefs, and actions that contribute to their feelings of self-worth.

- This in turn helps them to behave in confident, assertive ways that may make them less likely to come to the attention of people who wish to harm them.

Students who can identify and verbalise their feelings confidently can report times when they feel safe and unsafe.

- In this section students become familiar with, and practise, a decision-making process that will help them to make safe decisions concerning their own safety and the safety of others.

Curriculum links

Key competencies: Managing self, Relating to others

Learning area: Level 2 Health and Physical Education

Strand A: Personal Health and Physical Development:

- Safety Management: Identify risk and use safe practices in a range of contexts.
- Personal Identity: Identify personal qualities that contribute to a sense of self-worth.

Strand C: Relationships with others:

- Interpersonal Skills: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Learning area: Level 3 Health and Physical Education

Strand A: Personal Health and Physical Development:

- Safety Management: Identify risks and their causes and describe safe practices to manage these.

- Personal Identity: Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Strand C: Relationships with others:

- Interpersonal Skills: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

Success criteria

Students can:

- walk and talk in confident ways
- express their feelings in safe ways
- identify risks and make safe decisions.

Key message

Confident kids make safe decisions

As they move through KOS, students are embarking on a learning journey. This is shown on Copysheet: **Take the tui tour**. This can be enlarged into an A3 poster.

- A single key message is indicated in each of Focus areas 1, 2 and 3; and two key messages in Focus area 4.

During each focus area, the teacher should work with the class to come up with the relevant key messages. Record these in the five boxes on the poster, and students can fill in their own copies.

Learning experience 1 – Confident me

Learning intentions

Students are learning to:

- identify how personal strengths and qualities make us special
- listen to our feelings and express them appropriately.

Notes for the teacher

It is important that students have a strong sense of who they are and of their own uniqueness. This helps to increase a child's confidence.

- A child who looks confident and is assertive is less likely to come to the attention of other students who might want to bully them, or to be noticed by people who may wish to harm them.

During the activities, watch for any students who show that they do not value themselves. You will need to help these students to build their confidence and feelings of self-worth.

Resources

Available through the NZ Police School portal at

<https://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kos/middle-primary>:

- Take the tui tour poster, downloadable PDF
- Nikau and Mokomoko game board and cards, downloadable PDFs

6 counters, 1 dice – teacher to supply

Copysheet: The Kowhai KOS quiz

Homework activity sheet: Confident me

Chart making materials

Formative assessment

This activity revisits specific ideas from the junior primary KOS programme to find out what students remember about ways of keeping themselves safe.

- You will need to make this activity inclusive of students who haven't done this programme, don't know other students well, or will find some of the questions uncomfortable.

Tell the class that they are about to begin the Keeping Ourselves Safe programme. Remind them that most of them have already done the programme when they were younger.

Ask who remembers doing it. Then ask confident students what they remember about it.

Play the Nikau and Mokokoko game, *Te tākaro a Nikau rāua ko Mokokoko*

- Children could play this game in mixed language ability groups, with adults or with children from a senior class.
- During the trial some students were confused by the Mokokoko cards, as they thought they had actually done something wrong themselves. At the beginning, make it quite clear that this is only a game.

Definitions

- Nikau – a very tall New Zealand palm
- Mokokoko – a forest gecko

Game rules

Two - six players

Place the Nikau and Mokokoko cards in separate piles face down

- To begin, each player picks a Nikau card. They read it out, answer the question if there is one, and then throw the dice to start.
- When a player lands on the bottom of a Nikau they pick up a Nikau card. For some cards the player has to give a correct answer, before the player can go up the Nikau. Other cards say the player has done something safe and can go straight up the Nikau. The card is put back at the bottom of the pile.
- When a player lands at the top of the Mokokoko they pick up a card, read it out and slide down the Mokokoko. The card is put at the bottom of the pile.
- When a player gets to 100 they pick up a Nikau card and read it out. If there is a question they must answer it correctly to finish. If they don't answer it correctly they must wait until their next turn and try again.

Activities

1 – Personal strengths continuum

Do this activity in a way that best suits your students. Options include:

- as a physical continuum in the classroom
- as a self-assessment on pre-prepared form/paper.

If you choose a physical continuum, clear space in the classroom. To avoid confusion, you may like to place signs at the appropriate ends of the line.

Explain that you are going to read out some statements.

- If the students think the statement really applies to them, they go/mark the Strongly Agree end of the line.
- If it does not apply to them at all, they go/mark to the Strongly Disagree end of the line.
- They can also mark/go to any point on the line between these two ends.

Remind students that it is important to think about the statement and make up their own minds about where to go/mark.

After reading out some statements you could ask students who have different responses for more information.

- For example, if they show that they contribute things to their family, ask: “What things do you contribute?” Answers might be: “I feed the animals”; “I help my little brother with his homework.”
- You could ask them to draw their examples instead of replying verbally.

Statements

Choose from the following list, and/or include examples of your own. For level three students, include some statements about feelings, beliefs as well as action to align with the Achievement Objective.

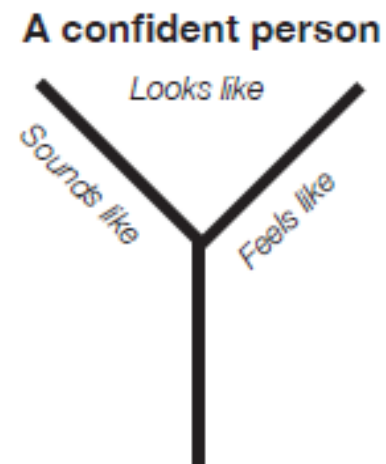
- I am a good listener.
- I like to help people.
- I contribute important things to my family.
- I can create things with my hands.
- I have one thing that I am especially good at.
- I try really hard at sports.
- I make a lot of decisions for myself.
- I am proud to be me.

Conclude this activity by asking students how these personal qualities contribute to their feelings of self-worth.

- They should understand that they are special people who have lots of skills and talents.

You may like to ask students to complete this Y-chart to show what they feel, believe and do as a confident person.

This could be done as a whole class, small group or individual activity.



2 – The Kowhai KOS human bingo

This activity revisits specific ideas from the junior primary KOS programme to find out what students remember about ways of keeping themselves safe.

- You will need to make this activity inclusive of students in your class who haven't done this programme, don't know other students well, or who find some of the questions uncomfortable.
- As students complete the Kowhai KOS Human Bingo the teacher and School Community Officer will identify students who need further help and any concepts that may need re-teaching.
- Watch carefully student responses to Question 13 in which they describe a time when they felt unsafe. It is possible that a student may disclose abuse to a buddy.

Tell students they are going to do a human bingo activity.

Follow these steps:

- Give out Copysheet: **Kowhai KOS quiz** to each student.
- The teacher reads out each square, if needed.
- Students walk around and find one person who can correctly answer one statement.
- If the answer is correct, the person who answered it signs their name in the square.
- This process is continued with all the squares, until the quiz is finished.

The teacher and School Community Officer may need to clarify students' understanding of the concepts in some squares.

- Concepts needing special attention could be those on squares 7, 8, 11, 12, and 14.

3 – Feeling words

Brainstorm with the class the different feelings that they know. You could draw an image to illustrate each one. Build all of these into a chart.

Include Māori and Samoan words or other languages from your students as appropriate.

Example words

English	Te reo Māori	Samoan
embarrassed	whakamā	fa'amatagāina
scared	mataku	fefe
happy	koa	fiafia
confused	pororaru	le manino; vevesi
angry	riri	ita; fa'ali'i
sad	pōuri	fa'anoanoa
proud	whakahi	mitamita

Ask:

- Why is it important that we can decide how we are feeling?
- What are some safe things we could do if we feel angry?
- What are some safe things we could do if we feel scared?
- What could we do if we notice our friend is looking sad (scared, angry ..)?

Talk about how if we feel scared, confused, angry or sad it is important to talk to a trusted adult about what is making us feel that way.

Homework activity

Give students Homework activity sheet: **Confident me** to complete with someone at home.

Copysheet: Kowhai KOS quiz

1. Find someone who can answer one of the squares correctly.
2. Ask them to write their name in the square they answered.
3. Keep going until you have found someone for each square.

1 What is your home address or rural number and road?	2 What is your phone number or a parent's cell phone number?	3 What are four different feelings that you know?	4 What is a phone number you could ring in an emergency?
5 What are two things that make you special?	6 What is a good secret you have kept?	7 What is the correct name for one type of genitals?	8 What is a part of your body that people can't touch for fun?
9 Describe a time when you felt safe.	10 What is one way to stay safe online?	11 What is one touch that might make you feel confused?	12 What would you do if you were told to keep a bad secret?
13 Describe a time when you felt unsafe.	14 What could you say if someone touched you in a way you didn't like?	15 Who is one person that you trust that you could ask for help?	16 What is one family safety rule?

Homework activity sheet: Confident me

As part of Keeping Ourselves Safe your child has been learning to value themselves and to be confident. We have also talked about our feelings and how we can express these safely.













These skills help to keep children safe because:

- people who want to harm children are less likely to target a confident, assertive child
- being able to identify their feelings and tell people how they feel can help children to keep safe and ask for help.

Please help your child to complete the following checklist.

- For each item they colour in the face that best describes how they feel.
- Ask them questions about what they have learnt. Work together to make a comment.

Please return this to your child's teacher when completed.

			Comment
1	I feel confident talking to my teacher.	 	
2	I feel confident answering the phone.	 	
3	I can say how I am feeling.	 	
4	I can say two positive things about myself.	 	
5	I know how to make safe decisions.	 	
6	I know who to ring in an emergency.	 	

Learning experience 2 – I can decide

Learning intentions

Students are learning to:

- consider different consequences when making a decision
- identify risks and describe how to manage them.

Notes for the teacher

Adult sexual abusers often ‘groom’ their victims for a period of time before the first sexual encounter.

- They may befriend the whole family, doing helpful things such as taking the child out, offering to babysit or taking the child away on trips. The family comes to regard the person as a good friend.
- The behaviour and touching is at first appropriate – for example, tickling and horseplay – but gradually turns to sexual touch.
- If and when the child reports such activity, the family will find it very hard to believe that it could have happened.

It is much less likely for young offenders to groom their victims. Young people often abuse in an opportunistic way without the ‘buildup’ commonly associated with adults who sexually abuse children.

Resources

B.B’s gifts digital storybook, 8 mins: https://youtu.be/wB9zum_zDkk

- The story is told through illustrations and audio.

Making safe decisions, digital activity:

- There is a [Google Slides version](#) and a [Powerpoint version](#) of the file for this activity.

For Google Slides: You’ll need to copy the Google Slides file and the four mp3 audio files named: MSD1 to MSD4, to your own My Drive.

For Powerpoint: The link will allow you to download the file. The audio is in the Powerpoint file.

- To do the activity, the file needs to be used in edit mode, not presentation mode.
- If you are going to ask your students to do this activity themselves, in groups or individually, make copies of the file for each of them. Make sure they can edit the files you give them.
- If you choose to do the activity on paper, you can print the slides.

Teachers reference: Making safe decisions situations

Activities

1 – Doing things we regret

Ask students if they have ever done anything that they wish they hadn't. You may like to ask some students what the thing was.

Then ask them why they/people might do things that they sometimes wish they hadn't. Record their responses on the board. They may include such things as:

- Didn't think about what might happen.
- Thought it was a fun thing to do.
- Other people told them to do it.
- Did it just because they could.

Ask:

- What might help you/them to make a better decision?
- What advice would you give to a person your age about making decisions? (Encourage them to think before acting.)

2 – Digital storybook: B.B.'s Gifts

Tell the class that you are going to show them the story B.B.'s Gifts. Explain that a girl in the story has several big decisions to make. The class is going to help her make these decisions.

Play the story.

Pause when Kylie is thinking about who she could tell (at 5:18).

Ask:

- How is Kylie feeling? What are her feelings telling her? How have her feelings changed so far in the story?
- Who are the different people she could tell?
- What are the positive and negative things about each choice?
- What do you think the best and safest choice would be?
- Why would this be the best option?

Play the rest of the story.

- How is Kylie feeling now? How did her feelings change in the last section?
- Why do you think she chose to tell Moana?
- What were the positive things that happened after she told Moana? Were there any negative consequences?

Discuss what groups might be involved after telling someone about abuse.

- NZ Police and Oranga Tamariki are the services nationwide for reports of concern around abuse. There are also local specialised non-government services in most areas that can help.

3 – Making safe decisions

Explain to students that they are going to learn some steps that will help them make sensible, safe decisions by thinking about possible consequences of different choices.

Model the process for the students:

- display the blank situation in the Making safe decisions file (slide 2)
- explain options and consequences
- point out that some consequences can be positive and some might be negative, and that thinking about these might help us decide which is the best option
- choose a fun scenario, for example you might say, “It’s lunchtime on a sunny day at school. What are some choices you could make about what to do?” Add this to the slide.
- brainstorm options and their possible consequences for the scenario with the class. Add these to the slide.
- then ask the students which consequence would be the best for them. Which choice would they make to get that consequence?

Using copies of the Making safe decisions file that you made for each student or group:

- each student or group of students works through the four situations presented in slide 3 on. Students add options and consequences for each, following the instructions on each slide. Remember the files need to be in edit mode for students to do this, not presentation mode.
- when they have finished, students could pair up with a buddy to compare their answers.

There are two extra situations in **Teacher reference: Making safe decisions situations** that are not included in the Making safe decisions activity file. You could use one or both of these extra situations following the activity, if you wished, to check student confidence with the process.

Teachers reference: Making safe decisions situations

Situation 1

Your friend has no breakfast or lunch again.

Slide 3: Simpler scenario. The slide shows three options and students match three consequences to those options.

Option 1	Option 2	Option 3
Give your friend your lunch.	Tell your teacher	Do nothing
Consequences of option 1	Consequences of option 2	Consequences of option 3
You might get hungry.	They might get help for your friend's family.	Your friend will be hungry.

Situation 2

Last time your babysitter came, they pulled down your pants and touched your bottom.

Slide 4: A more challenging scenario and task. The slide shows one option and its consequences. Students add a second option and its consequences.

Option 1	Option 2
Do nothing	Tell someone in your family
Consequences of option 1	Consequences of option 2
They might touch you again.	They might tell the police.
They might touch other children.	The babysitter might get help.

Situation 3

You are at your friend's playing online. Suddenly something pops up that frightens you and makes you feel uncomfortable.

Slide 5: Shows three options. Students enter two consequences for each option.

** Students can get help if they want it. This takes them to slide 8, which allows them to match the consequences to the options instead of thinking them up themselves. After this slide they continue with slide 9 instead of slide 6.

Option 1	Option 2	Option 3
Tell someone when you get home.	Turn off the computer and say nothing.	Stop going to your friend's house.
Consequences of option 1	Consequences of option 2	Consequences of option 3
They will talk to your friend's family.	It might happen again.	You might lose your friend.
Your friend might get in trouble.	You might still feel yucky about what you saw.	It might happen to someone else.

Situation 4

You get a message from someone you don't know who says they want to be your friend

Slide 6: No prompts shown. Students enter three options and up to three consequences for each option.

Option 1	Option 2	Option 3
Friend them only if you have friends in common	Delete the request	Accept their request
Consequences of option 1	Consequences of option 2	Consequences of option 3
They might have tricked your friends and also trick you	They might ask other kids	They might try to trick you or lie to you about who they are
They might not be who they say they are online	You might miss out on a nice friend	Your friends might think they are okay since you are their friend
It might be okay	You might avoid abuse	They might want to spam you

** Slide 6 is repeated as slide 9. Only students who choose help for Situation 3 will use slide 9.

Optional extra situations

Extra situation A

You are at the mall. Some big kids force you into a corridor and start to push and hit you.

Option 1	Option 2	Option 3
Yell for help	Hit them back	Do nothing
Consequences of option 1	Consequences of option 2	Consequences of option 3
An adult might hear and come help you	They might get angry and hit you more	You might get hurt
They might hit you more	You might get in trouble	The kids might get bored and go away
Someone might contact their parents	They might run away	They might keep bullying you

Extra situation B

You are on the bus playing on your phone when some kids at the back bluetooth a rude photo to you.

Option 1	Option 2	Option 3
Stand up and yell at them to stop	Save the photo and tell your teacher when you get to school	Delete the photo and don't tell anyone
Consequences of option 1	Consequences of option 2	Consequences of option 3
An adult might tell them off	Your teacher could talk to their teacher	They might do it to other kids
The bus driver might kick them off the bus	Their parents might be contacted	You might feel yucky about seeing the photo
They might get angry and yell back	They might yell at you for telling on them	They might do it to you again