

Topic 8, Lesson 1



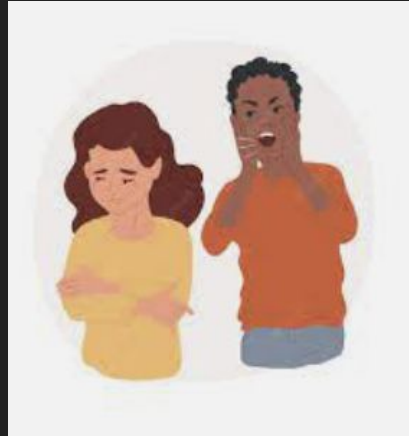
What is violence?

Note: Discussion about different kinds of violence and brainstorm.



Topic 8, Lesson 1

What is violence?



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Topic 8, Lesson 1

What is violence?



The intentional use of **physical force or power** to hurt, damage or harm oneself, another person or group of people.

Note Based on the WHO's definition of violence: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in harm.



Topic 8, Lesson 1

What could physical violence look like?

When a person:

- slaps, pushes, kicks, throws objects
- uses objects to hurt a person
- damages property or possessions, e.g. smashing, throwing, stealing



Note:

Topic 8, Lesson 1

What could verbal violence look like?

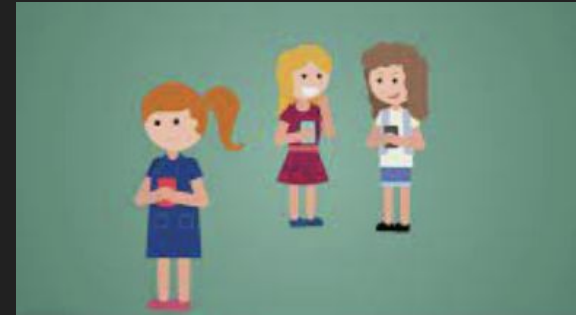
Saying, writing, posting or texting mean, hurtful or untrue things about a person to harm them.



Note:

What could psychological violence look like?

- deliberately excluding people
- making rude or threatening facial expressions or gestures
- stalking people
- threatening or scaring people
- humiliating, shaming or embarrassing people.



Note: psychological violence could also be called emotional violence



Topic 8, Lesson 1

Who is affected by violence?

- perpetrator or offender
- target or victim
- bystander or witness

Note: Discuss how each person/s may be affected by an incidence of violence.



Topic 8, Lesson 1

What is the difference between meanness, bullying and violence?



Meanness: Being unkind, spiteful or unfair.

Bullying: Ongoing and deliberate misuse of power in relationships.

Violence: The intentional use of physical force or power to hurt, damage or harm oneself, another person or group of people.

Note:



What is gender-based violence?



John and Mat were teasing Gavin because he was drawing a picture of rainbows and butterflies with some new sparkly pens that he had. They called him a girl, and told him he would not get invited to John's birthday party – because it was only for boys. Some of the other boys thought that Gavin was really good at drawing and they also liked his sparkly pens and the colourful card he was making. But they kept quiet when John and Mat were teasing Gavin.

- What might Gavin look like? (his body language)
- What might Gavin sound like? (What he might say, or his tone of voice.)
- How might Gavin feel? (emotions)
- What might Gavin be thinking? (self-talk)

Note:



Topic 8, Lesson 2

What is gender-based violence?



Jacinta told Melanie that she could not sit with her anymore because she did not wear a dress to school, and never wore anything pretty in her hair. Her group was for proper girls who know how to look pretty.

- What might Melanie look like? (her body language)
- What might Melanie sound like? (What she might say, or her tone of voice.)
- How might Melanie feel? (emotions)
- What might Melanie be thinking? (self-talk)

Note:



Topic 8, Lesson 3

Rights and Responsibilities



What are rights?

Our rights are what every human being deserves, no matter who they are (regardless of gender, colour or race) or where they live, so that we can all live in a world that is fair for everyone.

Note:



Rights



UN Convention on the Rights of the Child

In Child Friendly Language



Canada's Heritage

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Every child has the right to be known and loved by their parents or other people who have legal responsibility for them. They should be brought up in a family or a family-like setting. If that is not possible, they should be raised in a caring environment.

Article 2
Every child has the right to be treated equally and without discrimination. This means that all children have the same rights, no matter what their race, religion, or background is.

Article 3
The best interests of the child should be the most important thing when making decisions about them. This means that adults should think about what is best for the child, not just what is easiest or cheapest.

Article 4
Countries should do what they can to make sure that all children have their rights. They should make laws and policies that protect children's rights and make sure that everyone follows them.

Article 5
Parents and other people who have legal responsibility for children should make sure that the child's rights are protected. They should use their own judgment to decide what is best for the child, but they should always make sure that the child's rights are not violated.

Article 6
Every child has the right to life. They should be born safe and healthy, and they should be able to grow up in a safe and healthy environment. They should have access to the best possible health care and services.

Article 7
Every child has the right to a name and a nationality. They should be born with a name, and they should be able to get a nationality. This means that they should be able to belong to a country and have all the rights that come with it.

Article 8
Every child has the right to know their parents and to be cared for by them. If they do not know their parents, they should be able to find out who they are and where they come from. They should also be able to get help if they need it.

Article 9
Every child has the right to live with their family. They should be able to stay with their parents or other people who have legal responsibility for them. If that is not possible, they should be able to live with other people who can care for them.

Article 10
Every child has the right to be able to move from one country to another. They should be able to go to live with their family in another country if that is what is best for them. They should also be able to get help if they need it.

Article 11
Every child has the right to be protected from being taken away from their family. They should be able to stay with their family unless there is a good reason for them to be taken away. If they are taken away, they should be able to get help and be reunited with their family as soon as possible.

Article 12
Every child has the right to be heard. They should be able to say what they think and feel about the things that affect them. They should also be able to get help if they need it.

Article 13
Every child has the right to freedom of expression. They should be able to share their thoughts and feelings with other people. They should also be able to get help if they need it.

Article 14
Every child has the right to freedom of thought, conscience, and religion. They should be able to think and believe what they want to. They should also be able to get help if they need it.

Article 15
Every child has the right to freedom of association and assembly. They should be able to join groups and organizations that they want to. They should also be able to get help if they need it.

Article 16
Every child has the right to privacy. They should be able to keep their personal information safe. They should also be able to get help if they need it.

Article 17
Every child has the right to access to information and mass media. They should be able to get information and news from different sources. They should also be able to get help if they need it.

Article 18
Parents and other people who have legal responsibility for children should work together to make sure that the child's rights are protected. They should also be able to get help if they need it.

Article 19
Every child has the right to be protected from violence, abuse, and neglect. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 20
Every child who is separated from their family should be able to get help and be reunited with their family as soon as possible. If that is not possible, they should be able to live with other people who can care for them.

Article 21
Every child who is orphaned or abandoned should be able to get help and be adopted by a family. They should also be able to get help if they need it.

Article 22
Every child who is a refugee or a migrant should be able to get help and be treated with respect. They should also be able to get help if they need it.

Article 23
Every child who is disabled should be able to get help and be able to live a full and healthy life. They should also be able to get help if they need it.

Article 24
Every child has the right to the highest attainable standard of health. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 25
Every child who is in a child care institution should be able to get help and be able to live a full and healthy life. They should also be able to get help if they need it.

Article 26
Every child has the right to a fair trial. They should be able to get help and be able to live a full and healthy life. They should also be able to get help if they need it.

Article 27
Every child has the right to an adequate standard of living. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 28
Every child has the right to education. They should be able to go to school and learn. They should also be able to get help if they need it.

Article 29
Every child has the right to be educated in a way that respects their rights and helps them to become responsible citizens. They should also be able to get help if they need it.

Article 30
Every child who is a member of a minority should be able to get help and be able to live a full and healthy life. They should also be able to get help if they need it.

Article 31
Every child has the right to leisure, recreation, and play. They should be able to have fun and enjoy themselves. They should also be able to get help if they need it.

Article 32
Every child has the right to be protected from economic exploitation and hazardous work. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 33
Every child has the right to be protected from drugs, alcohol, and tobacco. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 34
Every child has the right to be protected from sexual exploitation and abuse. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 35
Every child has the right to be protected from trafficking in children. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 36
Every child has the right to be protected from the sale or transfer of organs, tissues, and other parts of their body. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 37
Every child has the right to be protected from slavery, the sale of children, and other forms of exploitation. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 38
Every child has the right to be protected from armed conflict and other situations of violence. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.

Article 39
Every child who has been affected by armed conflict or other situations of violence should be able to get help and be able to live a full and healthy life. They should also be able to get help if they need it.

Article 40
Every child who is accused of a crime should be able to get help and be able to live a full and healthy life. They should also be able to get help if they need it.

Article 41
Every child has the right to the highest standard of protection. They should be able to live in a safe and healthy environment. They should also be able to get help if they need it.



All children in the world have the right to be:

- Free
- To feel safe
- To be protected from harm
- To be able to learn and grow up to be the best person that they can be.

These are called **human rights**.

Note: UN Convention on the rights of the Child.

<https://sites.unicef.org/rightsite/files/unrcrcchildfriendlylanguage.pdf>

Feel free to discuss further with students.

RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

THE EDUCATION STATE
VICTORIA State Government
Education and Training

Rights

- The right to education
- The right to health care
- The right to clean air and water and healthy food
- The right to safety and to privacy
- The right to be protected from harmful adults
- The right to leisure and play
- The right to remain with their family (unless their family is causing them harm)



Topic 8, Lesson 3

Rights and Responsibilities



What are responsibilities?

A responsibility is a duty. Often this duty is towards others, but also to ourselves. It is something we are supposed to do, to make things work, and to show care and respect for others and for our environment.

Note:





Topic 8, Lesson 4

What is respect?

Respect is thinking and acting in a positive way about yourself or others. It involves thinking and acting in a way that shows others you care about their feelings and their wellbeing.

Note:



Topic 8, Lesson 4

What is respect?



How can children can show respect to adults?

Note:



Topic 8, Lesson 4

What is respect?



How can adults can show respect to children?

Note:



Topic 8, Lesson 4

What is respect?



How can boys can show respect for girls?

Note:



Topic 8, Lesson 4

What is respect?



How can girls show respect for boys?

Note:



Topic 8, Lesson 4

What is respect?



How can people show respect for themselves?

Note:



Topic 8, Lesson 4

What is respect?



When is it harder to show respect?

Note:



Topic 8, Lesson 4

What is respect?



How might we show respect for people at school?

Note:





Topic 8, Lesson 5

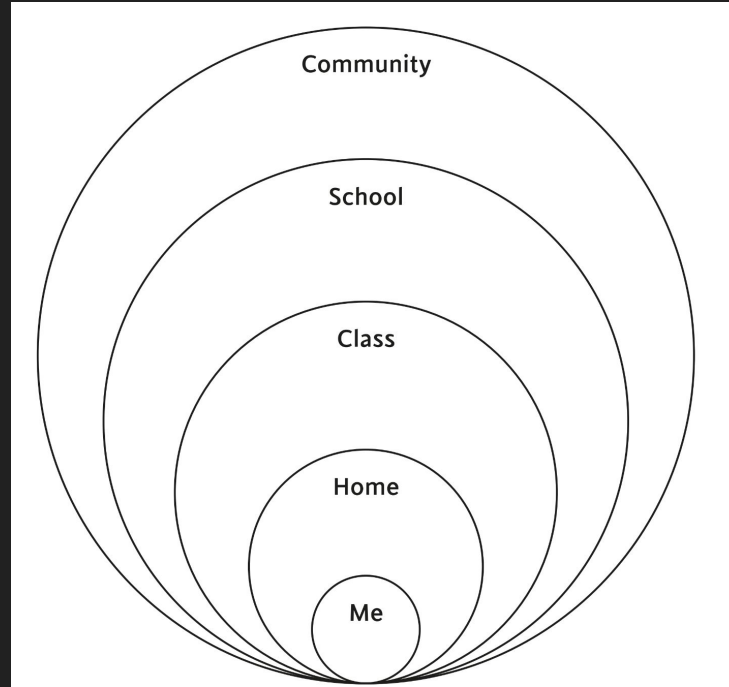
What is an inclusive and respectful community?

If we think rights, responsibility and respect are three very important things which help to make the world a safe, fair and happy place, then what can we do to help this happen?

Note: Discuss with students



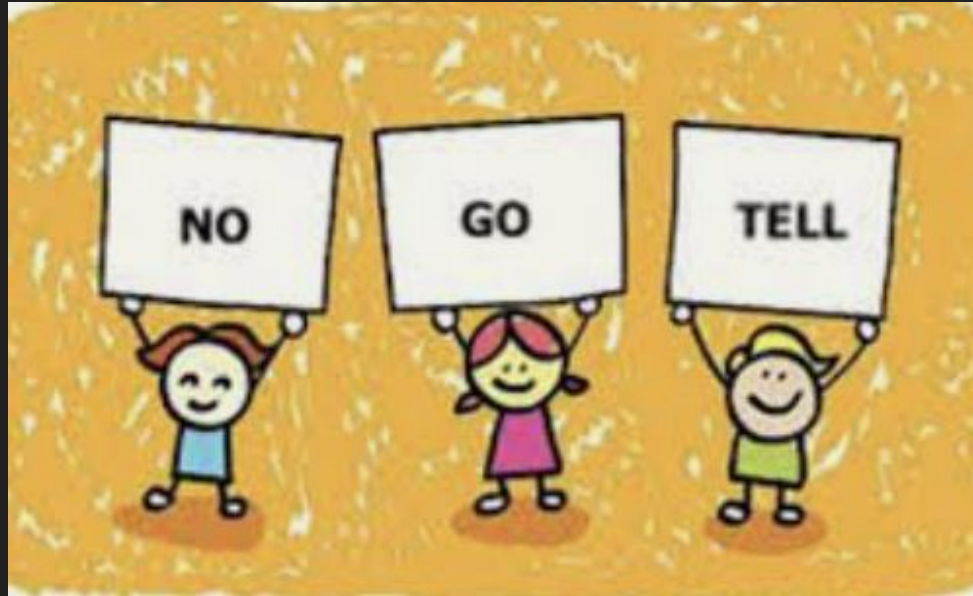
Topic 8, Lesson 5



Note: students use this diagram to list their actions to make the world a safe, fair and happy place.



Seeking Safety, Seeking Help



Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.

Seeking Safety, Seeking Help



Robert loved playing on the adventure playground especially whizzing down the slide. But lately he didn't like going there, since a new boy, Tristan, came. Whenever Robert climbed up the ladder or swung across the monkey bar, Tristan would jump up and try to grab his pants and pull them down. Even though Robert always told him to stop it, Tristan kept doing it.

1. Who feels uncomfortable or unsafe in this situation?
2. How could Robert use the 'NO, GO, Tell' model?

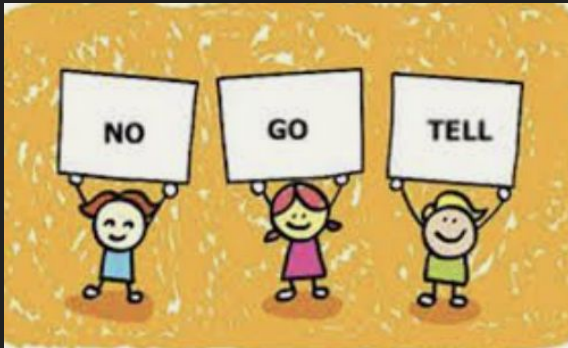
Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.



Seeking Safety, Seeking Help



Sally came to school with a black eye. When her friend, Jackie, asked her what happened, Sally said it was a secret. Jackie promised not to tell anyone so Sally told her that an adult in her house had hit her because she didn't do her chores. Jackie felt uncomfortable keeping the secret and wanted to help Sally.



1. Who feels uncomfortable or unsafe in this situation?
2. How could Jackie or Sally use the 'NO, GO, Tell' model?

Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.

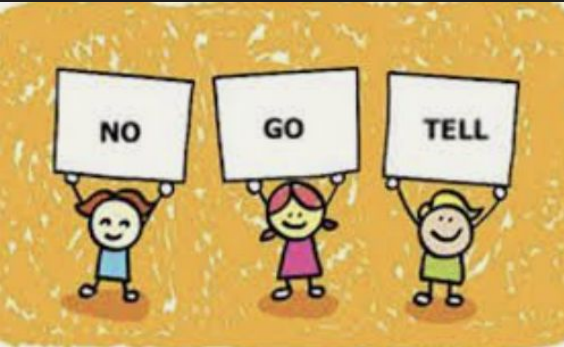


Keeping my body safe



Jenna is waiting at the school pick up point for her Grandpa after school. Lots of children are waiting there too. Some older boys walk up to her and bump her. One of them lifts up her dress.

1. What could Jenna say?
2. Where could she go?
3. Who could she tell?



Note: NO: know when to say NO!
GO: Move away and find a safe play to go.
TELL: Tell a adult you trust.

How can we ask for help?



- Step 1: Tell the person you need help.
- Step 2: Name the problem.
- Step 3: Say how it makes you feel.
- Step 4: Ask for help

Note: Review No Go Tell

