

## QUALITY TEACHER PROGRAMME

<b>PROGRAM:</b> All Children Being Safe		<b>Unit of Work:</b> PDHPE and Child Protection
<b>Target:</b> Early Stage 1, Stage 1		<b>Duration:</b> 1 Term / 6 weeks (6 x 60 mins per week)
<p><b><u>Unit Description</u></b>            The All Children Being Safe Early Primary School Protective Behaviours program is a six-week program that has been developed to provide students (aged 5 to 8 years) with non-threatening ways to help them feel strong and stay safe in their communities.</p> <p>Messages around safety are introduced to children in a culturally appropriate way and are explored with the students using bush animal stories. Stories about the kangaroo, echidna, kookaburra, koala and king parrot are told and supported by dance, activities and craft.</p> <p>The stories and activities help students identify safe and unsafe feelings, safe people, safe and unsafe places and encourages children to talk with trusted people who will support them.</p>		<p><b><u>Focus and contributing outcomes for the unit</u></b></p> <p><b>Safe Living Outcomes and Indicators</b></p> <p><b>SLES1.13</b> Demonstrates an emerging awareness of the concepts of safe and unsafe living.</p> <p><b>SLS1.13</b> Recognises that their safety depends on the environment and the behaviour of themselves and others.</p>
<p><b><u>Language functions:</u></b>            Listening and responding            Speaking            Questioning            Greeting            Dancing</p>	<p><b><u>Language structures</u></b></p> <ul style="list-style-type: none"> <li>• wambuyn (wom boyn)</li> <li>• ngagayn (nuck gan)</li> <li>• garruka (gurr a koo)</li> <li>• yarri (ya rri)</li> <li>• dhipalayn (dip al an)</li> </ul>	<p><b><u>Key new vocabulary: (Dunghutti)</u></b>            wambuyn - kangaroo            ngagayn – echidna            garruka – kookaburra            yarri – koala            dhipalayn - bird</p>

**Resources:**

All Children Being Safe Story book  
All Children Being Safe Manual

**Teaching and Learning Activities:** (What do you want them to do? How well do you expect them to do it?)

This program aims to assist students in developing skills in recognising and responding to unsafe situations and seeking assistance effectively.

Activities and resources used in early lessons will be used throughout the topic and will also be revisited in future lessons.

**Week 1: Introduction** (Building the field)

Links to outcomes background knowledge, cultural knowledge and future knowledge

Brainstorm student's prior knowledge of feeling safe and unsafe. Start discussion on the importance of personal safety and introduce the animals and birds of the program and how they learn to keep safe.

**Week 2: Kangaroo (listener and watcher)*****Safe and Unsafe Feelings.******Recognising safe and unsafe feelings, how do I know I am feeling safe/unsafe.***

- Review first introductory session – asking children about the animals and what we learned.
- Read the story 'How the kangaroos stay safe'
- Children to role play kangaroos that will be accompanied by the clap sticks.
- Discuss the story with the children and link the story to talk about safe and unsafe feelings.
- Talk about 'Feeling safe' and relate it to the beginning of the story and the end of the story. Talk about 'Feeling unsafe' connecting it to how the joeys in the story felt when they saw the dingo.
- Children work in groups/or as a class group and complete the worksheets – "How do we know the Joey feels safe/unsafe activity sheets.
- Complete the art activity with the joey and mother cut out on cardboard. Children can colour them in and cut them out and glue together.
- Additional activity, children can draw a picture about their favourite part or character of the story.

### **Week 3: Echidna (the protector)**

#### ***Safe and unsafe places***

##### ***How I get myself to a safe place if I feel unsafe and keeping myself safe.***

- Review last week's session about the kangaroo and repeat the messages about safe and unsafe feelings.
- Read the story 'How the echidna learned about safe places'
- Discuss the story with the children and link the story to talk about safe and unsafe feelings and what the Echidna does to make itself safe, where was the safe place?
- Children to role play echidnas to clap sticks.
- Children work in groups/or as a class group and complete the worksheets – "Safe places in my community" activity sheets.
- Craft activity, making the echidna and its safe place, the echidna with play dough, matchsticks, craft eyes and safe house with cardboard and decorated with leaves and/or bark.
- Additional activity- children can draw a picture about their favourite part or character of the story.

### **Week 4: Kookaburra (the communicator)**

#### ***Safe and unsafe people***

##### ***How do I tell and who do I tell? Getting the message out if I feel unsafe.***

- Review last week's session about the echidna and repeat the messages about safe and unsafe places.
- Read the story 'Why the kookaburras shared their story'
- Discuss the story with the children and link the story to talk about safe and unsafe people and why the kookaburra talked to the other animals to warn them about the dingo.
- Children to role play kookaburras to clap sticks.
- Children to work in groups/or as a class group and complete the worksheets – "My safety hand, who can I talk to" activity sheets.
- Craft activity, making the kookaburra mask, decorate colouring in and/or paste feathers.
- Additional activity, children can draw a picture about their favourite part or character of the story.

### **Week 5: Koala (the thinker)**

#### ***Building on our strengths***

##### ***Feeling good about myself, I have been hurt but I will be okay.***

- Review last week's session about the kookaburra and repeat the messages about safe and unsafe people.
- Read the story 'How the koala learned to listen and be safe'

- Discuss the story with the children and link the story to talk about unsafe feelings, safe people to talk to, recap that we need to watch and listen and make decisions carefully. It is important that if you make a mistake you can learn from it and not make the same mistake again.
- Children to role play koalas to clap sticks.
- Children to work in groups/or as a class group and complete the worksheets – “This is a picture of me, I am good at, this is a picture of someone special to me” activity sheets.
- Craft activity, making the koala, decorate with eyes, nose, claws, fluffy ears, colour in/paint. Draw or paste in bark for tree and leaves.
- Additional activity, children can draw a picture about their favourite part or character of the story.

**Week 6: King Parrot (celebrating safe communities)**

***Bringing everyone together***

- Review last week’s session about the koala and repeat the messages about safe and unsafe feelings, safe people to talk to and safe places.
- Read the story ‘Why the King Parrot held a community celebration
- Children to role play King parrots to clap sticks.
- Craft activity, making the king parrot, colour in/paint, or glue feathers on.
- To celebrate the conclusion of the program and celebrate the safe community, hold a class party.
- Additional activity, children can draw a picture about their favourite part or character of the story.

**Intellectual quality**

- Deep knowledge
- Deep understanding
- Problematic knowledge
- Higher-order thinking
- Metalanguage
- Substantive communication

**Quality learning environment**

- Explicit quality criteria
- Engagement
- High expectations
- Social support
- Students’ self-regulation
- Student direction

**Significance**

- Background knowledge
- Cultural knowledge
- Knowledge integration
- Inclusivity
- Connectedness
- Narrative

<b>Outcomes</b> <b>SLES1.13</b> <b>Demonstrates an</b>	<b>Students learn about</b> <ul style="list-style-type: none"> <li>• Indicates a number of</li> </ul>	<b>Students learn to</b>	<b>Activities</b>	<b>Evaluation</b>
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<b>Interactive Learning:</b>	Performing classroom tasks that prepare them for
<b>Whole Language Education:</b>	Participatory learning, student-centered learning, focus on the social nature of language and integration of the “four skills”