

Lesson Plan – Telling

<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • list the types of barriers to disclosing sexual abuse children may experience • disclose “need to tell” situations • describe the qualities of a trusted adult. <p>These learning objectives are related to the following Orbit key concepts:</p> <ul style="list-style-type: none"> • Barriers to Telling • Telling & Keep on Telling • “Need to Tell” Situations 	<p>Sections of Orbit related to this lesson:</p> <p>Levels 1 – 3 of the “Speak Up” mini-game, played in chapter 3.</p> <p>Students should have played all three levels of the “Speak Up” mini-game in chapter 3 of the Orbit game prior to this lesson.</p>
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What’s on for today?

In this lesson students learn about the barriers to disclosing abuse to a trusted adult and explore the qualities and abilities that trusted adults have. They create a paper puppet representing a trusted adult and get to role play disclosing abuse to a trusted adult.

Lesson at a Glance

Time Required	Activity	Materials
45 mins	1. Adults and their Special Qualities	<ul style="list-style-type: none"> • 1 computer + projection device (eg. data projector / big screen) to revisit elements of the game-play with the class • Scissors for each student • Glue for each student • Old clothing catalogs or magazines • A blank piece of A4 paper (one for each student) • Print one Screenshot for a level (either level 01, level 02 or level 03) of the SpeakUp mini-game and blue tac or tape it up somewhere prominent in the classroom (these are provided at the end of this document).
35 mins	2. Barriers and disclosure	<ul style="list-style-type: none"> • Print the introduction and barriers & responses for one level of the Speak Up mini-game (one per student) (these are provided at the end of this document). • Print one Screenshot for the same level (either level 01, level 02 or level 03) of the SpeakUp mini-game and blue tac or tape it up somewhere prominent in the classroom (these are provided at the end of this document).
80 mins		



Lesson Activities

Prior to the lesson, print one screenshot from one of the first four levels of the Speak Up mini-game (see Printable Materials section) and display it in a prominent position in the classroom.

1. Adults and their Special Qualities (45 mins)



REPLAY (4 mins)

Replay from the Chapter 3 savepoint: **Ship gets brighter 3** until the line where Tau explains that Sammy was worried no one would believe her/him if s/he tells them what happened.

(If you're not sure how to do this, see [Administering Orbit](http://orbit.org.au/resource/administering-orbit/) for instructions <http://orbit.org.au/resource/administering-orbit/>)



DISCUSS (6 mins)

ASK: Why do you think Sammy might be finding it hard to tell Tau what has happened to her/him?

Draw out the sorts of feelings and thoughts Sammy might be having and lead into deeper discussions about power.

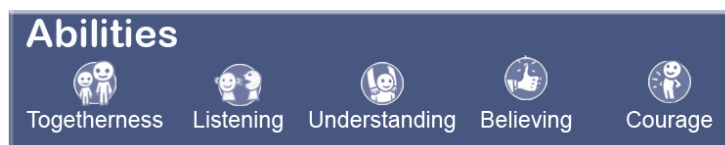
ASK: Why is it important for Sammy to tell her trusted adults what is happening to her/him?

Draw out that it is an adult's responsibility to protect children.



DISCUSS (10 mins)

SAY: In the "Speak Up" mini-game your trusted adult has special abilities. They are listed on the poster over here (indicate where you put up the poster).



Discuss each ability in turn, and ask the students to (1) identify how each ability works in the game and (2) what these qualities make a child think and feel when their trusted adult exhibits these qualities. Ideas for responses are given in the table below.

Ability	How it works in the game	What it may mean to a child when their trusted adult exhibits this quality
Togetherness	Teleports the adult and child to the start of the level	That they belong.
Listening	Checks to see if the object the child is carrying is a match with the star the adult is carrying.	That their opinions matter.
Understanding	The adult supports the child by allowing the child to jump onto his/her shoulders.	That someone "gets" me. That I won't be forced to do anything that isn't okay with me.
Believing	Enables the child to jump higher.	That they trust me and I can trust them.



	Courage	Adult protects the child from danger. The child can now walk safely past scary things.	That I am safe.
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CREATE (20 mins)

Divide students into small groups to create a collage puppet representing one of their trusted adults. Students should search through magazines or clothing catalogs to find different heads, hair styles, faces, bodies, arms, hands, legs and shoes to represent one of their trusted adults. They then cut them out and glue them onto their piece of A4 paper to make a character collage puppet. (See <http://tlc.howstuffworks.com/family/paper-puppets1.htm> for more information on making paper puppets.)



WRITE (5 mins)

When the trusted adult puppet is complete, ask the student to write on the puppet any of the abilities that their trusted adult has from the list of five provided earlier (togetherness, listening, understanding, believing in the child and courage).

2. Barriers and disclosure (35 mins)



ROLE PLAY (5 mins)

Choose a level from levels 01 – 03 of the “Speak Up” mini-game to role play as a class. The scripts for the introduction section for each level are provided at the end of this document. Give each student the script for that level.

Have one copy of the screenshot (provided at the end of this document) of the level of “Speak Up” mini-game you choose. Stick it in a prominent place in the classroom where the students can view it. This level will be the focus of the rest of this lesson. Having it on the wall will remind students that this is the section of the game they are working with.

SAY: We are going to role play the introduction of a level from the “Speak Up” mini-game.

Have some students role play the level introduction in front of the class.



DISCUSS (15 mins)

ASK: What do you think might be stopping the child in this level from telling their trusted adults what is happening? Develop a list of these on the board.

SAY: Let’s compare our ideas with those listed in the game.

Hand out the *Barriers & Responses* sheet (provided at the end of this document) for this level. Have the students fold the sheet so that only the barriers list is showing.

ASK: How is our list similar to this list?

ASK: How is our list different to this list?

SAY: Even though there are thoughts and feelings that might be stopping the child in this level from telling their trusted adults, there are also some good reasons to tell their trusted adults. Let’s go through these barriers together and come up with some reasons why the



child should tell.

Pose each barrier on the *Barriers & Response* sheet (provided at the end of this document) to the class one-by-one and as a class decide the reasons for breaking down each barrier. Compare the class responses with those given on the *Barriers & Response* sheet.



ASK (5 mins)

What words might the child in the level use if he/she wants to tell a trusted adult about a “need to tell” situation?

Come up with a word list and write it on the board. Also draw out the need to use the correct anatomical names for private parts of the body so that there is no ambiguity.



ROLE PLAY (10 mins)

Divide students into pairs and ask them to role- play the child in the level telling their trusted adult about their “need to tell” situation. Have one student play the child and the other play the trusted adult (use the puppet made earlier in the lesson to represent the adult) and then get the students to swap roles.

How did it go?

Do students understand the types of barriers to disclosing sexual abuse children may experience? Have they practiced disclosing “need to tell” situations to a trusted adult? Can students describe the qualities of a trusted adult? Do students understand the importance of using correct anatomical terms when disclosing “need to tell” situations?



Activity. Barriers and Disclosure
Speak Up Level 01 – screenshot

Print 1 copy of any level to display in classroom.

Abilities

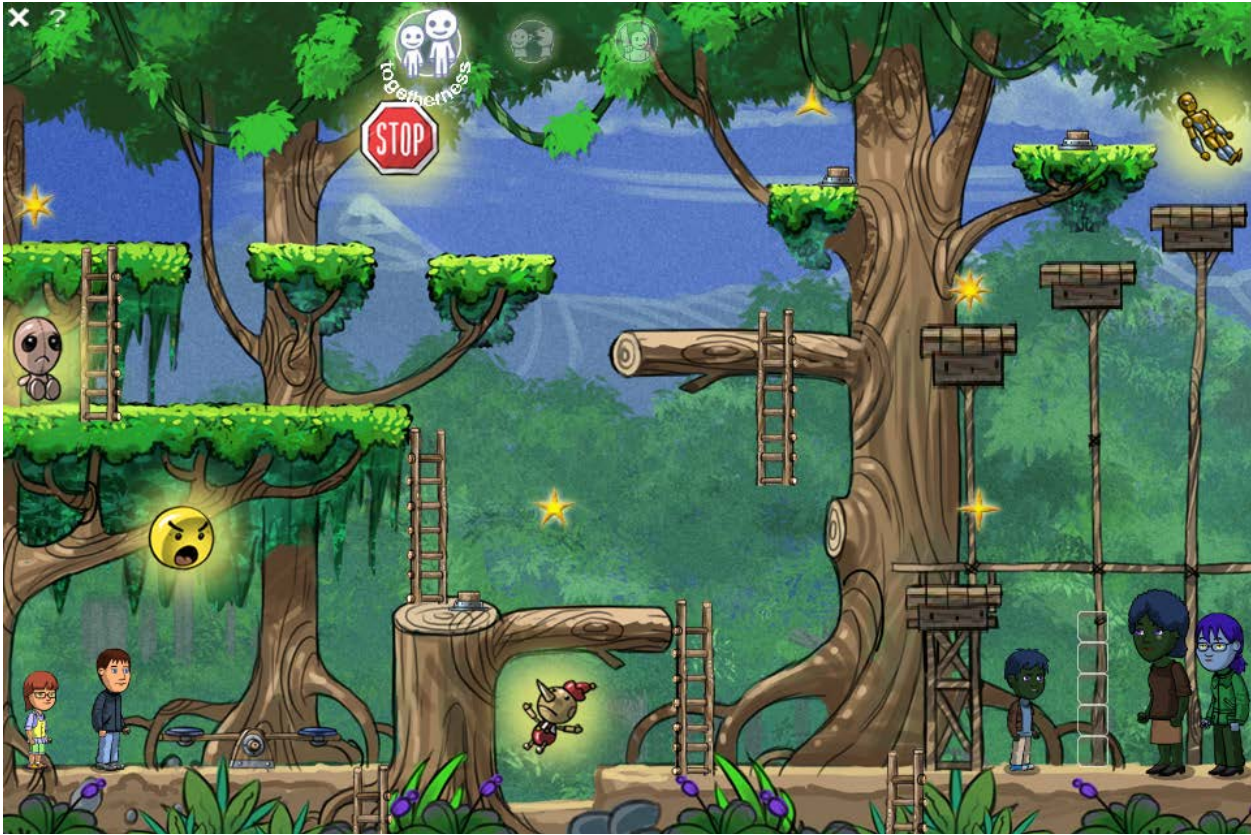
Togetherness Listening Understanding Believing Courage



Speak Up Level 02 – screenshot

Abilities

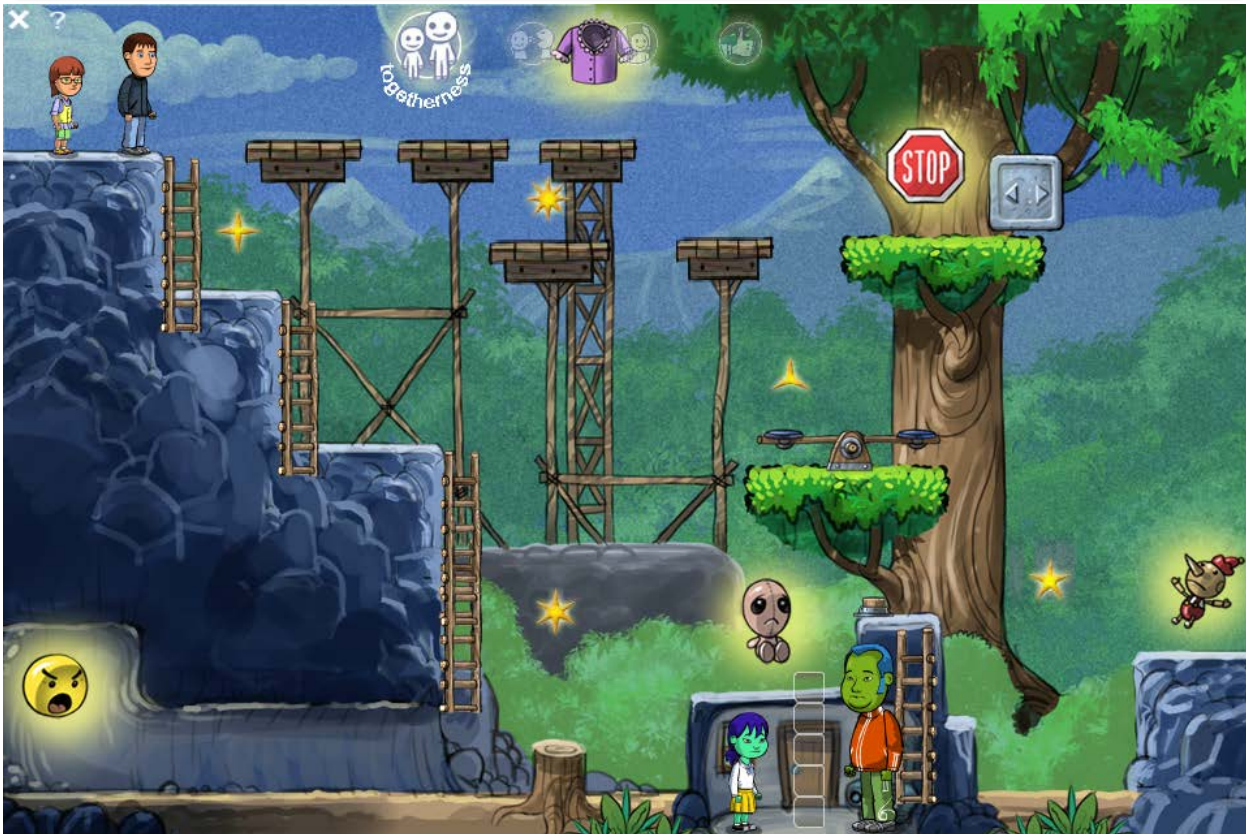
Togetherness Listening Understanding Believing Courage



Speak Up Level 03 – screenshot

Abilities

Togetherness Listening Understanding Believing Courage



Barriers and Disclosure

Print the *introduction* and *barriers & responses* for **one level** of the Speak Up mini-game (one per student).





Speak Up Level 01 – Introduction

Cast: Gwethana, Gwethana's Grandma, Gwethana's Grandad, Wall







- >> **Gwethana:** Hi Grandma! Hi Granddad!
- >> **Grandma:** Gwethana! It's so good to see you! Your father's really been enjoying your weekend visits.
- >> **Gwethana:** It's been great! I really like it when he's around.
- >> **Grandad:** Your dad says you're starting to warm up to your new step-brother, too!
- >> **Gwethana:** Well... a little bit. Yerpal likes to play hide 'n' seek with me.
- >> **Grandma:** How lovely! What a nice big brother he is!
- >> **Gwethana:** I guess so. Sometimes he just yells at me, or tells me not to touch the computer or the TV.
- >> **Grandad:** What does your father say?
- >> **Gwethana:** He's tried talking to him, but Yerpal just locks himself in his room.
- >> **Grandma:** Yerpal's father wasn't very nice to him. He might just need some time to adjust to his new home.
- >> **Grandad:** It sounds like he's causing trouble for you in the meantime, though.
- >> **Gwethana:** It's not that bad. I just do what he wants, then he leaves me alone. Sometimes he's even nice.
- >> **Wall:** Gwethana is scared to tell her grandparents that when Yerpal plays hide and seek with her, he uses it as an opportunity to get her alone and break the body rules.

Speak Up Level 01 – Barriers & Responses

	Barrier	Response
	Gwethana is scared. What if Yerpal gets angry that she told her grandparents he was breaking the body rules?	If Yerpal gets angry, it's because he knows he's doing something wrong. Gwethana has to tell her trusted adults so they can keep her safe.
	Gwethana is worried. What if telling means she isn't allowed to visit her dad any more?	Gwethana has a right to be with her dad, and be safe. Her trusted adults can help make sure she can be both.
	What if Gwethana's trusted adults don't believe her?	If her trusted adults don't believe her, she needs to tell another trusted adult, and another, until someone helps her.
	Yerpal is really nice after he's broken the body rules, and sometimes he even gives her money. Gwethana thinks maybe she's silly to be afraid.	Gwethana isn't silly to be afraid of doing things that make her uncomfortable. She deserves to be treated well by Yerpal all the time, not just after he's broken the body rules.



Speak Up Level 01 – Barriers & Responses

	Barrier	Response
	Gwethana is scared. What if Yerpal gets angry that she told her grandparents he was breaking the body rules?	If Yerpal gets angry, it's because he knows he's doing something wrong. Gwethana has to tell her trusted adults so they can keep her safe.
	Gwethana is worried. What if telling means she isn't allowed to visit her dad any more?	Gwethana has a right to be with her dad, and be safe. Her trusted adults can help make sure she can be both.
	What if Gwethana's trusted adults don't believe her?	If her trusted adults don't believe her, she needs to tell another trusted adult, and another, until someone helps her.
	Yerpal is really nice after he's broken the body rules, and sometimes he even gives her money. Gwethana thinks maybe she's silly to be afraid.	Gwethana isn't silly to be afraid of doing things that make her uncomfortable. She deserves to be treated well by Yerpal all the time, not just after he's broken the body rules.

Speak Up Level 02 – Introduction

Cast: Cyton, Cyton's mum, Cyton's mum's friend, wall



- >> **Mum's friend:** Meldin and Cyton seem to have so much fun together!
- >> **Mum:** I'm so glad. Cyton's really been missing his father, and Meldin's been a great help. I'm lucky to have met him.
- >> **Cyton:** Mum! Meldin's been teaching me new wrestling moves!
- >> **Mum:** Lucky you!
- >> **Wall:** Meldin has been teaching Cyton 'super' wrestling moves that break the body rules, but he says they can only use them when they're alone.








Speak Up Level 02 – Introduction

Cast: Cyton, Cyton's mum, Cyton's mum's friend, wall



- >> **Mum's friend:** Meldin and Cyton seem to have so much fun together!
- >> **Mum:** I'm so glad. Cyton's really been missing his father, and Meldin's been a great help. I'm lucky to have met him.
- >> **Cyton:** Mum! Meldin's been teaching me new wrestling moves!
- >> **Mum:** Lucky you!
- >> **Wall:** Meldin has been teaching Cyton 'super' wrestling moves that break the body rules, but he says they can only use them when they're alone.

Speak Up Level 02 – Barriers & Responses

	Barrier	Response
	Cyton is confused. Is breaking the body rules okay if it's during a game?	No. Breaking the body rules is never okay, whether it's a game or not.
	Cyton is worried. If he hadn't agreed to play, the body rules wouldn't have been broken. He thinks it's his fault.	Meldin is the one breaking the body rules - it's not Cyton's fault at all. What Meldin is doing is abuse, and Meldin tricked Cyton by calling it a game.
	Cyton is scared. What if Meldin gets really angry at him when he tells someone about their special wrestling move?	If Meldin gets angry, it's because he knows he's doing something wrong and doesn't want to get caught.
	Cyton is afraid. What if none of his trusted adults believe him because Meldin seems so nice?	Cyton needs to keep telling until he finds an adult who does believe him. Meldin is tricking those other adults, just like he's been tricking Cyton.
	Most of the time, Cyton enjoys spending time with Meldin. What if he tells and Meldin and his mum split up? Then his mum will be sad, and Cyton will be lonely.	Cyton's mum might be sad, or even miss Meldin for a while, but he's not a safe person for Cyton to spend time with. It's important for Cyton to make friends with people who are both fun and safe to be around.

Speak Up Level 03 – Introduction

Cast: Wanera, Wanera's family's friend, wall



>> **Family friend:** Hi, Wanera! Isn't your new step-dad wonderful?

>> **Wanera:** Yeah, mum's really happy. Calden spends a lot of time with me. And my brothers, too.

>> **Family friend:** How wonderful!

>> **Wall:** Wanera's new step-father, Calden, likes to give everyone massages, but Wanera doesn't enjoy them because he rubs too close to her chest.



Speak Up Level 03 – Introduction

Cast: Wanera, Wanera's family's friend, wall








>> **Family friend:** Hi, Wanera! Isn't your new step-dad wonderful?

>> **Wanera:** Yeah, mum's really happy. Calden spends a lot of time with me. And my brothers, too.

>> **Family friend:** How wonderful!

>> **Wall:** **Wanera's new step-father, Calden, likes to give everyone massages, but Wanera doesn't enjoy them because he rubs too close to her chest.**

Speak Up Level 03 – Barriers & Responses

	Barrier	Response
	<p>Everyone else seems to enjoy Calden's massages, so maybe he isn't doing anything wrong.</p>	<p>Just because everyone else enjoys Calden's massages, it doesn't mean that Wanera has to enjoy them too. If they're making her uncomfortable, she should tell her trusted adults.</p>
	<p>Wanera is scared she'll make her mum sad if she tells her she feels uncomfortable around Calden.</p>	<p>Wanera's Mum may be sad when she hears Wanera doesn't feel safe, but until she knows, she can't do anything to help. The truth should never be a secret.</p>
	<p>Wanera's worried her mum won't understand her. When she said Calden's massages made her uncomfortable, her mum said she was being ungrateful.</p>	<p>If Wanera's mum doesn't understand, Wanera has to tell her other trusted adults why she's uncomfortable. Then they can help keep her safe.</p>
	<p>Wanera doesn't understand. Is Calden really breaking the body rules, or just rubbing a bit too close?</p>	<p>If Wanera is unsure whether Calden is breaking the body rules she should tell her trusted adults. They can help her feel safe again.</p>
	<p>Wanera is ashamed. She didn't try to stop Calden at the time, because she wasn't sure if he knew he was making her uncomfortable. Isn't it her fault?</p>	<p>Sometimes when we're scared or ashamed our body freezes up, because we don't know what to do. But it's always okay to tell an adult 'no' if you feel unsafe. Tell a trusted adult about it as soon as possible.</p>