

Lesson Plan – Who to turn to

<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by ‘breaking the body rules’ • list the types of emotions associated with disclosure • list the people in their personal support network. <p>These learning objectives are related to the following Orbit key concepts:</p> <ul style="list-style-type: none"> • The Body Rules • Barriers to Telling • Trusted Adults • Tell & Keep on Telling 	<p>Sections of Orbit related to this lesson:</p> <p>Levels 1 – 3 of the “Surveillance Footage” mini-game, played in chapter 4.</p> <p>Students should have finished the three levels of the “Surveillance Footage” mini-game in chapter 4 of the Orbit game prior to this lesson.</p>
--	---

What’s on for today?



In this lesson students learn that in the Orbit game Sammy was being sexually abused and the students learn about the emotions associated with disclosure. Students also construct a class support network and their own personal support network.

Lesson at a Glance

Time Required	Activity	Materials
20 mins	1. What happened to Sammy?	<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
20 mins	2. Emotions	<ul style="list-style-type: none"> • Whiteboard & markers
40 mins	3. Who to tell	<ul style="list-style-type: none"> • Whiteboard & markers • Writing materials for all students
80 mins		


Lesson Activities

1. What happened to Sammy? (20 mins)

REPLAY & DISCUSS (20 mins)

Replay each level (levels 1, 2 & 3) of the “Surveillance Footage” mini-game.

(Mini-game levels can be replayed using the **Mini-games**  button. 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/>)

After each level, discuss what has happened in the scene:

- In level 1, someone goes into Sammy’s room and locks the door and stays in the room with Sammy for a while and then comes out.
- In level 2, the same person goes into Sammy’s room, lifts his/her panels and takes photos of his/her “private parts”.
- In level 3, the same person starts tickling Sammy on her face, then tickles his/her private parts and gives him/her a teddy bear as a bribe not to tell.

ASK:

In the game story, is what has happened to Sammy sexual abuse? Why or why not?



Possible answers. Yes. Someone was taking photographs of Sammy's private parts. Someone was touching Sammy's private parts. The body rules were broken when someone took a photo of Sammy's private parts and when they were touching Sammy's private parts.

How would abuse be different for a human child? Answer. The private parts are different.

How was the perpetrator using power to abuse Sammy? Answer. The perpetrator was an adult and had access to Sammy's room.

What techniques did the perpetrator use to stop Sammy from telling about the abuse?
Answers. Bribery, making Sammy think it was a game (tickling), trying to mislead Rho and the rest of the crew by altering the video footage – Rho thought that Sammy was lying because the footage did not match what Sammy had said.

2. Emotions (20 mins)



BRAINSTORM (20 mins)

ASK: Think about a normal day for you. What sorts of emotions or feelings might you have? List them on the board. Examples: happiness, sadness, joy, excitement, fear, embarrassment, anger, contentment.

On the board, divide these feelings into "good" feelings and "uncomfortable feelings".
Example.

Good Feelings	Uncomfortable Feelings
Happiness	Sadness
Joy	Embarrassment
Excitement	Fear
Contentment	Anger

Explore and add additional vocabulary associated with feeling words such as frightened, anxious, jealous, annoyed, tired, confused, worried, scared, afraid, bored, proud, loving, curious, silly, cheerful, and surprised.

ASK: What would Sammy have been feeling when she was being abused? Circle those on the board that apply. Add any new ones to the list.

3. Who to tell (40 mins)



DISCUSS (10 mins)

ASK:

- 1. In the game, what did Sammy do when Rho didn't believe him/her?** Answer. He/she locked him/herself away in his/her room.
- 2. What else could he/she have done?** Answer. Tell his/her other trusted adults / crew members. Tell someone outside the ship (i.e. the authorities such as police)
- 3. What might have been the result had she done that?** Answer. Sammy would be kept safe. Adults would know he/she needed help.
- 4. If Sammy was telling his/her other trusted adults about what was happening, what would she say?** Have several students take turns at doing this.



**BRAINSTORM (15 mins)****SAY: Now we are going to develop a support network for our class.**

On the board, draw up a table like the one below and complete it with input from the students. Make sure you include names of the people where appropriate.

Example.

Our Class Support Network	Helping role
Ms Alpha Principal	Someone I can tell if I am having problems with a teacher or at home.
Mr Bravo Class Teacher	Someone I can tell if I am having problems with other students or at home.
Ms Charlie School Counsellor	Someone I can go see if I am upset about something or need to talk to someone about something.
Kids Help Line	Somewhere I can call if I don't feel I can tell anyone else about my problems.
Police	Somewhere I can call if someone is breaking the law.

**BRAINSTORM (15 mins)****SAY: Now I would like you to list the people in your personal support network.**

Ask students to draw the following table and fill it in. Suggest that listing their trusted adults might be a good place to start:

My Support Network	Helping role

How did it go?

Can students explain what is meant by 'breaking the body rules'? Can they list the types of emotions associated with disclosure? Can students identify the adults in their personal support network?