



**Mango Hill State School**  
Growing, learning, achieving together

# PARENT GUIDE

## TERM 4 -HEALTH UNIT

Year 4- Keeping ourselves safe

**Curriculum intent:** Health and Physical Education (Australian curriculum)

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.

Mango Hill State School

# Year 4 Term 4 Health- Keeping ourselves safe

## Term overview

Term 4 Year 4 Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson 1: Safety and Risk taking	L1 Safety clues and situational awareness L2 Risk Taking		Page 1 Page 2
Lesson 2: Keeping our bodies safe (Private parts and changes)	L4 Private Body Parts	L3.3 Pg. 111-112-Introduction to puberty Remind the students everyone – boys and girls – reaches puberty at a different age. This is normal. One of the functions of puberty is that the body is preparing for the ability to reproduce and create a new baby. Not only will they experience physical changes, they may also experience new feelings and emotions.	Page 3 Page 4
Lesson 3: Problem Solving	L5 Problem Solving		Page 5
Lesson 4: Strategies	L6 Strategies		Page 6 Page 7 Page 8
Lesson 5: Friendships	L7 Safety Helpers	L3.5 pp 125-128-Qualities of friendship In this learning sequence, students build a wall made of bricks that represent the different qualities we love and like in our friends and family. This is an opportunity to identify how we need a range of friends and adults in our lives rather than hoping to get everything from one person.	Page 9
Lesson 6: Questions and rules around gender		L3.6 Gender pp129-130 Breaking stereotypes; This learning sequence helps students to separate fact from fiction about being a boy and being a girl. A safe space and time to question strict gender rules can help to broaden their options and make it easier for the students who don't fit the stereotypes.	Page 10
Lesson 7: Online safety and cyber bullying	L8 Online and mobile phone safety		Page 10 Page 11 Page 12

## Week 1- Safety and risk taking

### Strategies and experiences

- In pairs have students discuss what they think Safe and unsafe means?
- On the IWB show pictures of different scenarios (See below)
- Have students provide relevant examples of what might be safe and unsafe in the images.
- Have students play the elimination safety game (See below)
- Now discuss what students might think about when they hear the words 'Risk Taking'
- Discuss the definitions of 'Risk' (See below)
- Complete the car scenario risk meter activity
- Identify risks and justify and apply safe practices.



Use the grid below to write three (3) examples for each type of clue.

Remember, you earn points for each **unique** answer (an answer that no-one else has given). So think beyond the obvious answers!

Sight clues	Sound clues	Smell clues	Feel clues (touch or emotion)
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

## Definitions of risk

**High risk:** when there is **more chance of harm** to personal safety or the safety of others and often **little or no control** over the situation.

**Low risk:** when there is **less chance of harm** to personal safety or the safety of others and **more control** over the situation.

**Risk factors:** important **factors** that can also **affect the level of risk**, including knowledge, skill, self-respect, values and confidence.

### Risk meter: Car scenario

Mark on the risk meter the level of risk you predict for the following car drivers.

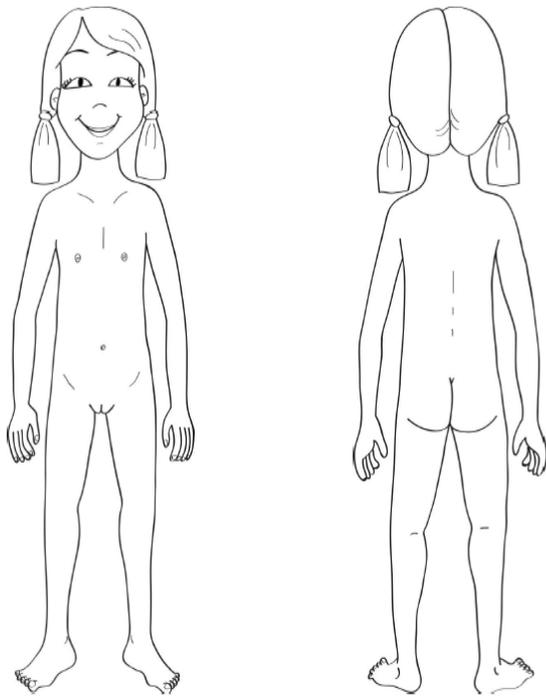
 <p>Risk meter</p> <p>High risk <span style="float: right;">Low risk</span></p>	 <p>Risk meter</p> <p>High risk <span style="float: right;">Low risk</span></p>	 <p>Risk meter</p> <p>High risk <span style="float: right;">Low risk</span></p>
 <p>Risk meter</p> <p>High risk <span style="float: right;">Low risk</span></p>	 <p>Risk meter</p> <p>High risk <span style="float: right;">Low risk</span></p>	 <p>Risk meter</p> <p>High risk <span style="float: right;">Low risk</span></p>

## Week 2- Keeping out bodies safe (Private parts and changes)

### Strategies and experiences

- Talk to students about what we will be talking about in this lesson. Explain that this will be a safe space and we need to respect the body and the names used in this lesson.
- In pairs, give students a blank outline of a body. Have students brainstorm all the parts of the body for both a girl and boy.
- Now give students a copy of a girl and boy body and private body part labels. Have students discuss and glue the labels next to the correct body part! (See below)
- Recall rules about touching private parts and talk about your body belonging to yourself.
- Introduce the private body parts scenarios and have students work to identify the appropriate actions to take.

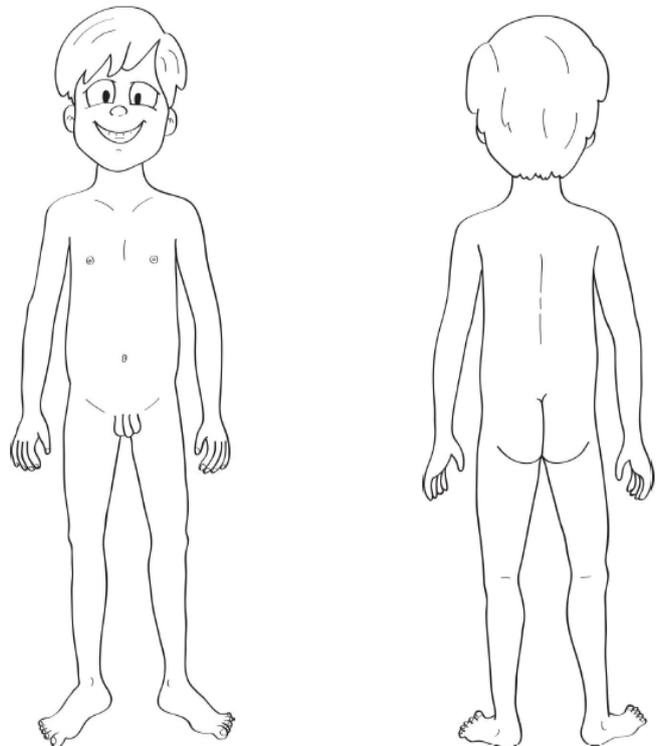
*Naming the private body parts: Female (Years 3-4)*



Cut out the labels below and place the body part names correctly on the picture above.

nipples	breasts	vagina
mouth	bottom	vulva
anus		

*Naming the private body parts: Male (Years 3-4)*



Cut out the labels below and place the body part names correctly on the picture above.

mouth	bottom	penis
testicles	anus	



## Background INFORMATION for the teacher

### Introduction to puberty: A brief summary of changes during puberty

At this age, students only need an overview of some of the changes. Some students, particularly girls, will begin breast development at this stage. (Nearly one in two boys experiences temporary enlargement of the breasts during puberty.)

Remind the students everyone – boys and girls – reaches puberty at a different age. This is normal. One of the functions of puberty is that the body is preparing for the ability to reproduce and create a new baby. Not only will they experience physical changes, they may also experience new feelings and emotions.

#### Boys and girls

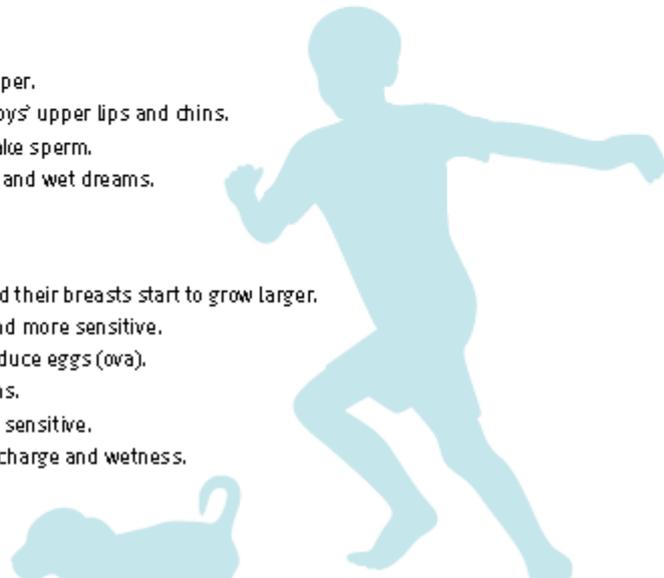
- Boys and girls will both grow taller and gain weight.
- Boys and girls grow hair under their arms and around their genitals.
- Boys and girls sweat more.
- Some boys and girls get pimples (spots) on their faces, chests and backs.
- Boys and girls may begin to feel emotional and moody, or feel giggly and excitable.
- Boys and girls may start having feelings of attraction towards other people.

#### Boys

- Boys' voices become deeper.
- Hair begins to grow on boys' upper lips and chins.
- Their testicles start to make sperm.
- Boys may have erections and wet dreams.

#### Girls

- Girls' hips grow wider and their breasts start to grow larger.
- Nipples become larger and more sensitive.
- Girls' ovaries start to produce eggs (ova).
- Girls' menstruation begins.
- Clitoris can feel hard and sensitive.
- There may be vaginal discharge and wetness.



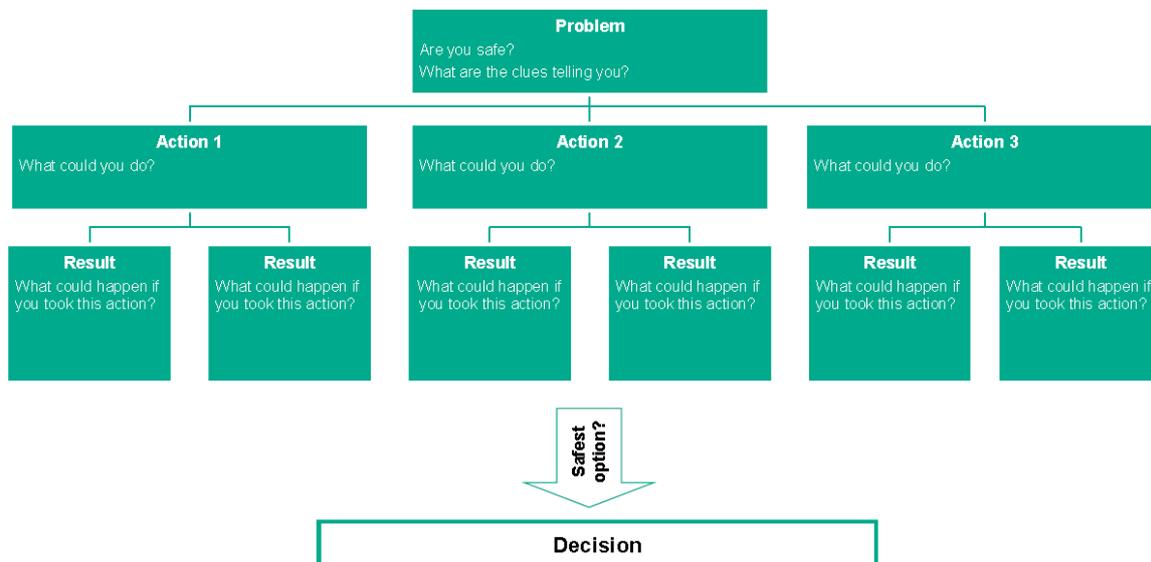
## Week 3- Problem solving

### Strategies and experiences

Display the following scenario

- Mum doesn't arrive to pick Sam up after school. Mum has never been late before. What should Sam do?
- Show the Making decisions template and have students use this to help brainstorm possible options to take for this scenario.
- Play the safety option match (Year 3) game with whole class (IWB) Have students justify why they made particular decisions in a given safety situation.
- Review with students that when in a situation they feel uneasy or unsafe they need to consider all the decision-making steps to consider what to do.

### Making decisions: Model template



### Safety option match (Years 3–4)

1
2
3
4
5
6
7



Sue and Henry are walking home from school. They pass a house that has smoke coming out of the windows.

**What should Sue and Henry do? Choose the safest option.**

Go into the garden to have a closer look.

Run into the house to see if anyone needs help to get out.

Knock on a neighbour's door and ask them to call emergency services.

## Week 4- Strategies

### Strategies and experiences

- Discuss that we are going to explore some strategies that can help to keep us safe.
- Introduce the safety checklist to the class. (individual copies or on the IWB)
- In small groups hand out an exit strategy scenario card to each group. On some butchers paper have the students glue the scenario card to the middle of the paper and have the students use the safety checklist to brainstorm some possible strategies to use in the unsafe situations.
- Show the unsafe unfinished story and have students complete the end of the story highlighting something they could do to make themselves feel safe again.

### *Safety plan: Checklist*

*Consider the following:*

- Where will I be?  
(make sure I know exactly)*
- Who will I be with?  
(relationships/trust)*
- At what times will I be there?  
(start time, end time, home)*
- How will I get there and back?  
(arrange beforehand - car, bus, train, taxi, lift, who I am going with)*
- What transport safety considerations do I need to make?  
(type of transport: where to sit, such as near the guard or driver: timetable  
check: who I am travelling with)*
- What arrangements will I make if I'm running late?  
(phone number for contact person, phone or charge card)*
- What gear, equipment or resources will I need?  
(phone card, change, contact numbers, ID cards, sunscreen, jacket, bicycle helmet)*
- What other information do I know or need to know?  
(phone numbers, addresses, a map, transport timetable)*
- Where are the exits and nearest safe places?  
(nearest shop or business, telephones, public transport, police station)*

What if there is an emergency?  
 (Don't be afraid to ask for help. Go to a house or a person who could help.  
 Ring 000.)

Who else should know these details?  
 (caregivers need to know)

What else can I consider?

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### Exit strategies: Scenarios (Years 3-4)

<p>Friends want you to drink high-energy drinks with them (e.g. Red Bull).</p>	<p>You go to a friend's house. They want to watch a violent M or MA15+ movie that your family would not let you watch.</p>
<p>Friends want you to jump off the shed roof.</p>	<p>You are at a friend's house. The supervising parents leave you alone with your friend while they go shopping. Your mum thinks an adult will be with you.</p>
<p>Friends want to make prank calls, including ringing 000.</p>	<p>Friends want you to steal from a shop while they keep watch.</p>
<p>Friends tell you to steal money from your mum so that you can buy treats at the tuckshop.</p>	

### Unfinished story: Text (Years 3-4)

Ash is playing a game of 'truth or dare' with a group of close friends in the backyard of Sam's house.

Sam asks Ash, 'Truth or dare?' Ash replies, 'Dare.'

Sam dares Ash to put the wheelie bin in the middle of the busy street. Ash knows that her friends will tease her if she does not carry out the dare, but participating could be dangerous for Ash or someone else.

What could Ash say or do to get out of doing this dare? Remember, it does not have to be true.

## Week 5- Safety helpers and friendships

### Strategies and experiences

- Discuss the importance of reporting when you feel unsure or unsafe.
- Have students brainstorm a list of people they trust to report unsafe situations to. (Have students record there list independently).
- Discuss the importance of making sure this is someone we can trust or feel safe around. Give some examples of the types of people this could include. Kids helpline is important to mention also and might be beneficial to explore the kids helpline webpage as a class.
- Just like a friendship wall on (see below) create a trust wall. Have students think about the qualities that make us trust our friends or adults around us and have them build an individual trust wall on a card or on their iPad. Tell students that this should be kept safe so if we ever feel unsafe or unsure we will know whom we can trust to go and report.

### The bricks that build a friendship

- ➔ Read a story or show a video that depicts friendship. For example, a chosen scene from a children's novel, story or a scene from a cartoon or sitcom such as *The Simpsons* that illustrates qualities of a close friendship.
- ➔ Brainstorm the qualities important in a friendship.
- ➔ As the students call out their suggestions, write each quality on a brick on the whiteboard.
- ➔ Discuss if any characters demonstrated or experienced some of these qualities in the examined story. Also, discuss if some important friendship qualities disappeared or were not obvious.
- ➔ Identify what qualities might have been missing. Graphically demonstrate the disintegration of the friendship by rubbing out the appropriate bricks one at a time. Discuss how the characters may be feeling.
- ➔ Continue until the wall has so many bricks removed that it would obviously fall down and there would be no friendship left.
- ➔ Some further questions to promote discussion:
  - How would you feel if you were the character in this story?
  - How would you feel if a friendship was changing?
  - What would you do if that friendship was very important to you?
  - Can you rebuild a friendship once it has fallen down? How?

## Week 6- Exploring questions and rules around gender

### Strategies and experiences

- Ask students apart from some of our private parts what makes a boy a boy and a girl a girl.
- Have students brainstorm their answers.

Ask students:

- Are rules for girls and boys different why/ why not
- In small groups, ask the students to make lists of popular girls' and boys' activities in school, codes of dress, favourite music, TV shows, books, hairstyles and school subjects.
- Ask them to write answers on separate coloured cards. Stick the cards on a wall under *Girls* and *Boys*. As a class, discuss any commonalities.
- Switch *Boys* and *Girls* labels. Discuss what would happen to a child if they liked something from the other list.
- Make a large, class collage of boys' clothes and girls' clothes from clothing catalogues.
- This is a good way to broach discussion about the effect of different clothing on participation in activities.
- Possible discussion questions could include:
  - Do boys or girls clothing prevent them from being physically active?
  - What items of clothing would be most difficult to play sport in?
  - Does our school uniform allow both boys and girls to be physically active?
  - Can you think of examples where it is acceptable for men to wear a dress?
- Why might there be different rules in different cultures?
- Compare the motifs on boys' T-shirts with motifs on girls' T-shirts and clothes.
- Discuss findings and have students use a question box to answer any questions students have around gender.

## Week 7- Online safety and cyber bullying

### Strategies and experiences

- Discuss what students believe cyber-bullying means.
- Tell students that students, adults, people we know and even people we may not know, can do cyber bullying.
- Lead a discussion with the students about cybersafety using the following focus questions. Obtain responses from students and include any points not identified. Record student responses on a cybersafety chart or on an Interactive White Board (IWB).

#### Focus questions

- What are some of the good things about being on the internet?
- What are some things we need to be aware of when using the internet?
- How can we stay safe online (cybersecurity)?

Say:

- *People can use the internet and their mobile phone to bully others. This is called cyberbullying. Sending nasty or upsetting emails, texts, videos or pictures is cyberbullying. It can make the person being bullied feel embarrassed, sad, upset, stressed or angry. Cyberbullying is not OK. If someone passes it on to anyone else, they are also cyberbullying.*
- Show the Kids Helpline video clip *George – Cyberbullying*.
- (See below for focus questions)
- Complete the do's and don'ts cut and paste activity



## Make cyberspace a better place - George - Cyberbullying

### Online and phone safety: Safety rule cards

Cut out the following rules and organise each rule as **do** or **don't**.

use nicknames instead of your own name.

break copyright laws by passing on music, videos and images to other people.

use an antivirus program and a firewall on your computer.

say things you wouldn't normally say to someone face to face.

tell an adult if you receive a nasty or confusing message.

give your email address or phone number to someone just because they ask for it.

keep a record of nasty emails and texts so they can be used as evidence if needed.

believe everything you see on the internet.

ask your friends not to give out your email address or phone number to other people.

open spam messages.

open up emails from people you know and trust.

meet people you've met on the internet without an adult you know being there.

make sure your internet settings are set to 'private'.

put pictures of yourself on the internet that reveal personal information (e.g. your address or school).

pass on nasty texts or pictures to others.

be respectful of others on the phone or the internet.

accept friend requests on social media if you do not know the person.

look for safe sites.

Online and phone safety: Don'ts **X**

1. Don't

2. Don't

3. Don't

4. Don't

5. Don't

6. Don't

7. Don't

8. Don't

9. Don't

Online and phone safety: Dos **✓**

1. Do

2. Do

3. Do

4. Do

5. Do

6. Do

7. Do

8. Do

9. Do