LEARNING SEQUENCE

*Activity description*

Learning intention

Explain to students that this activity is about trust. During the activity they will learn what trust means and who they trust. By the end of the lesson they will have practised trusting someone to look after them and not let them get hurt.

Pre-assessment activity: Where are they at?

(LIT) Ask students to describe what they think the word trust means e.g. trust is believing in another person will do the right thing. Explain to students that they can trust other people when they know them and they believe they will do the right thing and look after them and keep them safe.

(EU) Discuss with students whether they think they can trust everyone. Ask them for reasons why or why not? Explain that in order to trust someone they need to know them well. Explain that for this reason they cannot trust strangers as they do not know them and can’t be sure that they will keep them safe.

(EU) Explain to students that sometimes people that they think they trust may do something that is not right. If this happens it can make them no longer trust that person. Ask students what sorts of things someone might do to make them stop trusting them e.g. take a toy from their house when they are visiting and not tell them about it, take money out of the teacher’s desk, ask them to do something that they know is wrong.

Criteria for success: What to look for?

Can students:

1. describe what trust means
2. identify why they can’t trust everyone?
3. identify situations where trust might be broken?

*Exploring the concept*

(LIT) Read the class a story that explores the concept of trust. The Resources section provides a list of suggested texts . Revise what the word trust means. Ask students to identify things in the story that related to trust or how trust might have been broken.

Draw 3 concentric circles on the board similar to the one below and introduce it as the *Relationship circle.*

Explain to the class that:

1. the inner circle represents our family. The people we have known the longest and who are meant to look after us and keep us safe.
2. the second circle represents our friends.
3. the third circle represents people who help us.

Brainstorm and record people who would fit into the three categories:

1. family (mother, father, brother, aunty, step family, foster mum)
2. friends (same age, same sport, same interests/ hobbies/likes, same school)
3. people who help us (teacher, doctor, shop keeper, neighbour, coach, police officer)

Explain to students that the closer that someone is to the centre of our circle, the more time they have spent with them and the more responsible they are for looking after them, keeping us safe and doing the right thing. These are usually the people that they can trust to help them and keep them safe. Explain that sometimes though, someone in their family may not do the right thing, and they may not be able to keep them safe or be trusted.

*Teacher note: In the majority of cases of child sexual abuse the perpetrator is known to the child and their family and in many instances is a close family member. It is therefore important to emphasise that for some children not all family members will make them feel safe and not all will have the child’s trust and this a healthy response.*

“stranger” means. Ask students to describe what a stranger looks like. Explain that strangers look just like just like the rest of us. They are only strangers because they don’t know them and don’t have a relationship with them. Ask students to think about some people in their local community who they don’t know but who they see in the area (mail deliverer, man waiting at the bus stop, lady in a shopping centre). Record these people on the outside of the circle and explain that they should not trust these people as they don’t have a relationship with them.

Check for understanding

Give each student a blank handout of the concentric circles and ask them to write the names of the people that they trust from their family, their friends and people who help them. Ask students to share their answers with the rest of the class.

Adjustment strategies

Process: Allow thinking time before the brainstorm to ensure students have responses to contribute.

Product: Use pictures of different people such as family members, other children, people in the community and ask students to place them in the appropriate circle.

Criteria for success: What to look for?

Can students:

1. identify people that they can trust?
2. provide reasons for placing people in the various circles of trust?

*Putting it into practice*

Trust walk

(PSC) Take the students out into an open area of the playground with minimal obstacles. Ask students to line up holding hands, or use skipping ropes. Explain to the class that this activity is going to show them the things that make it easier or harder to trust someone. Ask all students to close their eyes and try to keep them closed during the entire activity. Hold the free hand of the student at the front of the line. Lead the group around the playground giving verbal cues when the group comes to obstacles such as steps, trees, posts, etc. Spend about 5 minutes moving around the area.

Discuss:

1. Were you able to keep your eyes closed for entire time? Why? Why not?
2. What made it possible to keep your eyes closed?
3. What made it hard to keep your eyes closed for the whole time?
4. How did people help you? How did you help other people?
5. What could people do next time to help you feel more comfortable keeping your eyes closed?
6. What other people would you trust to lead you around an obstacle course with your eyes closed? Why would you trust them?

Criteria for success: What to look for?

Can students:

1. identify what other people did to help increase their trust?
2. identify what could be done to increase their trust?
3. identify other people they would trust and why?