

## LESSON 1 IDENTIFYING SAFE PLACES AND SEEKING HELP—PART 1

### Learning Intentions

Students will identify safe places in their community and feel confident to seek help when needed.

### Success Criteria

By the end of this session students will be able to:

- 1 identify if a space is safe or not
- 2 use a community map to show locations that students rate as safe, unsafe or sometimes safe
- 3 identify at least 1 place they feel safe.

### Teacher background information

- 1 [Establishing a group agreement](#)
- 2 [Teaching Strategies: Graffiti Sheets](#) (external link)

Title	Link	Length
Youth yarn about...overcoming shame in sexual health	<a href="https://youtu.be/4KwP0hA1VJo">https://youtu.be/4KwP0hA1VJo</a>	9:25 mins

TIME	ACTIVITY	RESOURCES
00:00–05:00 (5 mins)	<p><b>WELCOME AND GROUP AGREEMENT</b></p> <p>Set up the group agreement with the class as in the <i>Group agreement guidelines</i> (see p. 11) and keep for each lesson.</p>	<p>Butcher's paper with heading <i>Group agreement</i></p> <p><a href="#">Group agreement guidelines</a></p>
05:00–35:00 (30 mins)	<p><b>MAIN ACTIVITY: COMMUNITY MAPPING</b></p> <p><b>Explain:</b> <i>Part of overcoming shame when it comes to seeking help is having as much information as you can about the places/services that you might need to go to for help. To explore this further we are going to have a look at all the safe places in our community that you could go to for help, including places to go to for information about sexual health.</i></p> <p><b>Part 1: defining safe</b></p> <ul style="list-style-type: none"> <li>• Splits the class into small groups.</li> <li>• Give each small group one of the three Handout 1.1 Safe places Graffiti Sheets questions, the Graffiti "Remember" sheet and markers.</li> <li>• Explain that in small groups they are to brainstorm the questions. Quickly go over <i>Handout 1.2 Rules for Brainstorming</i>.</li> <li>• Get the groups to write their answers on their Graffiti question sheet.</li> </ul>	<p><a href="#">Handout 1.1 Safe places Graffiti sheets (p. 4)</a></p> <p><a href="#">Handout 1.2 Rules for Brainstorming (p. 8)</a></p>

## Part 2: Mapping safe places

- Lay out the sheet of butcher’s paper with plenty of markers. *It may save time to use a map from Google maps. You could use a satellite image but a blank image with just major streets would be more suitable.*
- Get the students to mark out major roads.
- Ask some students to identify public spaces youth hang out in.
- Ask some students to identify health services.
- Ask some students to identify youth services/social services.
- Once complete work through each one and discuss as a group if each space is safe or not. Mark safe spaces GREEN, semi safe space ORANGE, unsafe spaces as RED, and space undecided PURPLE.

Large pieces of butcher’s paper (or printout of Google map)

Markers

Service information or internet access to search for service information.

### Safe in a public space might look like:

- Security presence including CCTV
- Good lighting
- Adult presence
- Access to help if something were to go wrong

Encourage the students to think of other ways they would define safe in this context.

### Safe in a service space might look like:

- Public reputation for being confidential
- Private entrances and exits
- Youth night or events
- Well trained, supportive staff
- Known as “youth friendly”

Encourage students to think of other ways they would define safe in this context.

### WATCH THE VIDEO

After watching the videos with students, discuss what they saw in the videos.

Projector/Screen/Smartboard

Video on USB or link

<https://youtu.be/4KwP0hA1VJo>

### Questions to prompt discussion might include:

Public space

- Do you know of people who have been hurt here?
- Have fights ever broken out here?
- Is help readily available?
- Are adults present?

### HINT:

- *Depending on class size and town size you may wish to split the class into smaller groups. Would suggest splitting the class into their social groups as much as possible (social groups will likely have the same safe spaces they hang out in).*
- *For larger towns or cities, split the location up into key suburbs (e.g. Darwin CBD, Casuarina etc.)*

35:00–40:00  
(5 mins)

### QUESTION BOX

**Explain** to students how the question box activity works:

- Everyone will receive a blank piece of paper.
- Everyone has 5 minutes to write down a relationship/sexual health related question.
- If you do not have a question, draw a happy face or write a funny joke so that everyone has something written on their piece of paper.
- Please remember the group agreement (ground rules) and do not name anyone on your paper.
- The questions will be answered during the next class. Only those questions related to the curriculum will be answered. For example, no personal questions will be answered.

Collect the questions.

Question box (See [setting up instructions](#))

Scrap paper

Pens

---

40:00–45:00  
(5 mins)

### CLOSING DISCUSSION

**Explain** that in a later session we will be using this community map and focusing on gathering more information about the services listed in the mapping exercise.

---

## Handout 1.1 Safe places Graffiti Sheets

**How do I feel  
when I am in  
a safe place?**

## Safe places Graffiti Sheets

# What does a safe place look like?

## Safe places Graffiti Sheets

**What am I able  
to do when I am  
in a safe place?**

## Safe places Graffiti Sheets

# Remember

We are thinking about places that youth hang out in, use or access

This includes:

- Parks (including skate parks, water parks, ovals, lookouts, national parks)
- Services (health services, youth centre, PCYC, hospital, police service)
- Educational settings (schools)
- Sporting places (basketball courts, rec centres)
- Shopping centres/malls/town centre/alley ways
- Train stations and tracks
- Beach, swimming holes, pools
- Telephone box

# HANDOUT 1.2 RULES FOR BRAINSTORMING

## BREAK ANY RULES EXCEPT THESE

### *No value judgments of anyone's ideas*

The weirdest, silliest, or stupidest idea might be the seed for something great.

### *Welcome wacky ideas*

The more ridiculous the idea, the better!  
Ideas that are way out of the box have a life of their own.

### *Go for quantity, not quality*

Resist the temptation to evaluate the ideas being tossed about.  
Instead, keep the ideas flowing.

### *Combine and improve*

Encourage participants to offer ways to build upon ideas of others.

### *No interrupting*

When someone is speaking, their thoughts deserve respectful consideration and should be heard.

### *No right or wrong answers*

All answers are possibilities, including your own.  
Evaluate ideas later, but not during brainstorming.

### *No laughing at anyone's ideas*

Unless the idea is meant to be humorous!  
Laugh with others, but not at others.

### *Lighten up and have fun*

Humor itself grows out of the creative process,  
and gets our creative juices flowing.