

LESSON 2 IDENTIFYING SAFE PEOPLE AND SEEKING HELP

Learning Intentions

Students will identify trustworthy people in order to seek help.

Success Criteria

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

- 1 identify the qualities important to strong relationships
- 2 define what trust looks like and means to them
- 3 identify behaviours of people who are safe to share personal stories with
- 4 identify at least 1 person they can rely on to help keep them safe.

Teacher background information

- 1 [Establishing a group agreement](#)

TIME	ACTIVITY	RESOURCES
00:00–05:00 (5 mins)	<p>WELCOME AND GROUP AGREEMENT</p> <p>Display and remind students of the <i>Group agreement</i> created in lesson 1.</p> <p>Question box: Answer questions from previous lesson.</p>	<p><i>Group agreement</i> created in lesson 1 + Group agreement guidelines</p> <p>Question box</p>
05:00–35:00 (30 mins)	<p>MAIN ACTIVITY</p> <p>Explain: <i>Sometimes, especially as young people, we can get a bit shame going to a service or even going to an adult to ask for help... often the first place you might go to talk about something is to your friends or family who you are close to, and often they are a similar age to you.</i></p> <p><i>It can be hard to figure out who are the most reliable or trustworthy people to go to. This activity is going to help you to figure out the people you can trust and rely on so that you can feel confident in asking those people for help. Trust is built over time. If you think about your closest friends chances are when you first met them, you didn't instantly trust them with your worries or secrets. Over time you began to trust them.</i></p> <p><i>So, let's unpick this more... to do this we are going to look at some of the different behaviours (or things that people do) that can help to build or break trust. We are all individual people, and so the things that are most important to you might be different to other people in the room. The important thing about this session is that you explore what is most important to you, so that you can easily recognise those qualities in your friends, family and even in yourself.</i></p>	<p>Community map created in lesson 1</p> <p>Pre-chosen song about friends</p>

Group brainstorm—friends / or same age family / peers

Break class into small groups

Hand out a piece of A3 paper or butcher's paper and markers.

Butcher's paper

Quickly go over the *Handout 1.2 Rules for Brainstorming*

Markers

Ask them to write the word trust in the middle and draw a shape around it. The shape could have meaning e.g. Build trust = tree, love heart, bird

[Handout 1.2 Rules for brainstorming \(p. 28 handbook\)](#)

Explain that they have the length of a song (3–4mins) to work together and brainstorm how you know if someone is trustworthy come up with a range of different things that people do that let you know that you can trust them.

Lets talk about trust—older family / school / community members

Let's think about some of the qualities of the people who you trust.

Hand out a blank piece of paper and ask the students to write the name of someone (preferably older) who they trust in the middle of the paper and draw a shape around the name.

Ask the students to then think of some of the reasons they trust that person and write those reasons down on the sheet around the name. See [Handout 2.1 Good friends are...\(p. 3\)](#) table for hints.

[Handout 2.1 Good friends are...\(p. 3\)](#)

If the students are unable to come up with their own reasons you can use the [Handout 2.2 Relationship scenarios](#) attached to assist them.

[Handout 2.2 Relationship scenarios \(p. 4\)](#)

Trust in Services

Bring out the community map created in lesson 1 and discuss:

- what services are available
- what you can expect from the people that work there.

35:00–45:00
(10 mins)

QUESTION BOX AND CLOSING DISCUSSION

Question box

Question box: Recap how the question box works and ask students to write questions to be answered in the next session. Collect questions.

Scrap paper

Pens

Handout 2.1 Good friends are...

Good Listeners	Honest	Kind
Helpful	Loyal	Supportive
Trustworthy	Accepting of who you are	Forgiving
Protective	Appreciative	Comforting
Playful	Patient	Loving
Adventurous	Fun/Funny	Encouraging
Dependable (when they say they are going to do something they keep their word)	Non-Judgemental	Happy for you when you succeed at something
Individual (even though you probably have things in common, you are both happy being yourselves and don't pressure the other person to be like you)	With you through the good times and the bad times	

Handout 2.2 Relationship scenarios

STORY 1 (Male, relationship with trust)

John and Shaun are cousins, but they are really like brothers and best friends. They have known each other their whole lives. They both grew up in the same town, went to the same school and now they are in the same high school together, they even played for the same footy club their whole life. When John's mum passed away, Shaun was the first person to check on him. He stayed with him and listened to John. When John hadn't eaten properly that day, Shaun encouraged him to eat. When many days passed where John didn't want to leave the house, Shaun supported him to get to football training because he knew it was no good for John to be locked in the house. John knows if he ever needs to talk, Shaun is there for him. His actions have proven he is a good friend.

STORY 2 (Male, relationship without trust)

Jase has an older brother named Mark. Being brothers, they have known each other their whole lives. Unfortunately, Jase doesn't talk to Mark anymore when he is upset or when he has a problem and needs help or advice. Mark often makes promises that he doesn't keep. Last week he told Jase he would spend time with him and take him fishing but he didn't turn up again and didn't answer his phone when Jase tried to call him. Mark also says he will drop into help their mum clean up the yard but he never turns up. About a year ago, Jase told Mark something really embarrassing, and Mark told his friends Jase's secret. When Jase was upset about breaking up with his girlfriend, it was 2 weeks before Mark came and checked on him.

STORY 3 (Female relationship with trust)

Shana is 16. She lives in a small town in Northern Territory. There isn't a lot to do but her and her cousins and sisters always keep busy hunting, playing sports and hanging out with the local youth workers. Shana looks up to her big sister Layla. Shana knows that when she tells Layla something private, Layla doesn't tell anyone else. Once Shana needed to go the clinic because she was worried she might be pregnant. She was scared to go on her own so she asked Layla to go with her. When she spoke to Layla about it, Layla was kind, she said "I'm glad you came to me, this is a really big thing to deal with on your own. I can come with you to the clinic and support you". Shana was worried that her big sister might judge her but she didn't, she just wanted her to be okay and safe. Layla promised to take Shana to the clinic the next day.

The next day Layla woke up Shana and told her to get showered and dressed. They walked to the local clinic together and Layla waited with Shana.
