

SAFE SCHOOLS CIRCUIT

YEARS 7-9

Aim

Students consider physical and online safety by focusing on respectful relationships.

Description

We often consider our physical safety more important than our online safety. Respecting ourselves and respecting others helps to keep our relationships at school, at home, online and in the community safe and positive experiences for everyone.

Resources

Six sheets of poster paper with questions

Six coloured markers

Group role descriptions

Circuit brainstorm handout

Activity steps

- 1** Organise the class to sit in a circle. Ask students to think about one action or behaviour that they or their school community could do to ensure that the learning environment is safe and respectful for everyone.
- 2** Ask students to share ideas with the whole class. Progress around the circle trying to have everyone offer a suggestion. Ask students to, if possible, share ideas using one word, a phrase or a short statement. Ask them to think of responses that are different to those ideas already shared.
- 3** Divide the class into groups of four and ask students to negotiate roles for members in their group: reporter, decision coordinator, time checker and herder. Check the group roles for how they would do their job. Each group needs a different coloured marker to record their ideas for this activity.
- 4** Go the 'Circuit brainstorm' handout and write each of the six questions related to safe schools on poster paper. Place each question at a circuit station around the room. Allocate each group a question as their home circuit or station.
- 5** Have students move to their home circuit and read their question. Ask students to use their coloured marker to brainstorm as many responses as possible in the time given. Remind everyone of their group role. Ask students to only add new ideas to each poster.



- 6 Have students move on to the next station and add further ideas. Continue until each group has attended every station. Ensure everyone has a turn to write.
- 7 Each group's reporter takes turns to share some ideas from their poster with the whole class. As this is happening, each person should be reflecting on what is important for them personally. The following questions can be displayed for students to consider:
 - What ideas are really important to me? What ideas would be really helpful for me at this time?
 - Do I have any questions about any of the ideas? Do I need to clarify anything?
 - What ideas might I try? What ideas might I suggest to a friend who needs help?
 - How and when can I use these ideas? Can I use them at school? At home? When I'm online? When socialising out of school?
- 8 Have students enter their reflections in their learning journal or diary. They could organise their thoughts using a KWA chart:
- 9 Have students select one of the six questions to focus on over the next week to improve their safety and relationships. Ask them to make a record in their journal.

KWA chart

K	W	A
What do I now know?	What am I wondering? (What do I want to clarify or find out about?)	What action can I take? (What can I do about what I have learned?)

CIRCUIT BRAINSTORM

Group Roles

Reporter	Reads out all of the answers written on their group's home sheet at the end of the activity.
Decision coordinator	Helps the group to decide on their best answer after checking with everyone. Ensures that everyone feels included and heard.
Time checker	Makes sure the task is done in the given time.
Sheepdog	Makes sure (in a friendly and non-bossy manner) that the group moves quickly to the correct next station when the timer goes.

Circuit station tasks

Each of the following questions appears on poster paper at a different circuit station around the room. Go to each circuit station and write your group's response to the question.

- 1 Each of the following questions appears on poster paper at a different circuit station around the room. Go to each circuit station and write your group's response to the question.
- 2 What is one piece of advice about maintaining friendships?
- 3 What is one way you could support someone being bullied, either face-to-face or online?
- 4 What is one way you can show respect to others?
- 5 What is one way you can show respect to teachers?
- 6 What is one feature of a safe school that makes students feel safe and supported?

Source: McGrath, HL & Noble, T 2010, *Hits and hots: teaching + thinking + social skills*, Pearson Education, Melbourne