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Home Tutor information

This guide is designed to help you support the student. Please use the teaching and discussion points to ensure the student fully understands the concepts and skills presented in the Set.

Please use the answers as a guide to marking the student work.

Mark each task as the student completes it, showing ticks, comments and prompts where appropriate. Encourage your student to expand on answers, use vocabulary relevant to the topic.

Welcome to Staying safe, protecting myself

Page 5:

Discuss the *Welcome* poster with the student.

Ask the student to read the speech bubbles and explain the word meanings.

Discuss any unknown words.

Day 1: Our social networks page 6



Ask the student to look at the poster and tell you what he/she thinks it means.

Discuss the student's ideas.

Discuss the text used on the poster.

Ask the student to decide if the text is effective and explain why.

Explain that this poster gives us one of the most important messages about staying safe and protecting ourselves.

What is a network? page 7

Discuss the 'network' concept with the student.

A network is a group of trusted people the student can call upon when they need help to solve a difficult problem or talk about an issue.



Ask the student to look at the poster and tell you what he/she thinks it means.

Discuss the student's ideas.

Discuss the text used on the poster.

Ask the student to decide if the text is effective and explain why.

Explain that this poster gives us the other most important message about staying safe and protecting ourselves.

Warning signs page 8

Discuss the 'What if' problems with the student.

What are the signs you get when you feel worried, scared or feel unsafe?

Answers will vary, eg

Early warning signs	Feelings
feel sick and upset in the stomach	sad, nervous
heart beating faster	jittery, worried
sweating	unsure, upset
headache	scared

Warning signs (continued) page 9:

List some things you can do to feel better. **Answers will vary, eg**

To help myself feel better I

- **Talk to someone about it**
- **Ask a friend to help me**
- **Distract myself by keeping busy**
- **Listen to relaxing music**

Discuss how writing down our concern and then talking to someone we trust is one good strategy for helping us feel better.

The student writes something (in the butterfly shape) he/she is worried or scared about or a situation that makes him/her feel unsafe. **Answers will vary.**

Discuss the issue and brainstorm strategies for overcoming it together.

Who can help? page 10

Who would you seek help from in different situations?

Discuss trusted family members, friends and community members who could be called upon to assist them if they needed help or to talk to someone. Explain that these people form the student's Network.

My hand of trust

Ask the student to include the names and contact details for five of these people in the 'hand of trust'. Check that there are some people who will always be available to give immediate assistance.

Discuss the Kids Help Line. Explain the student can make a free call to this organisation and that everything is confidential.

Discuss the emergency number, explaining that this number should be used if the student feels he/she is in immediate danger.

Roles and responsibilities page 11

What are the roles and responsibilities of some of the people you trust?

Write some points into each box. **Answers will vary, eg**

HOME

Children trust parents to:

Keep them safe and provide for them

Help them when they need it

SCHOOL

Teachers trust students to:

**Do their best work
Be polite in class**

TRUST

COMMUNITY

Children trust police to:

**Help them when they are in trouble
Help them if they are lost**

Adults trust police to:

**Enforce community rules such as road rules
Fine or apprehend offenders**

Network invitation page 12

Fill in this network invitation letter to one person on your Hand of Trust.
Answers will vary.

Staying safe online page 13

Watch Hector's World video clips with the student.

Ensure the student understands:

- what 'Personal information' means
- that your full name, address and telephone number make you unique and can be used to identify you
- personal information is special, and you should be careful who you share it with both online or offline
- you should never share personal information online without asking a parent or teacher.

Ask the student to answer the questions.

1. What information was Ranjeet going to send?

Ranjeet was going to send his personal information across the internet.

2. Why did Kui say to not share the information?

Everyone would be able to see it and not all people on the internet are friends.

You shouldn't share your personal details with others online.

Staying safe online (continued) page 14

3. What was Hector's suggestion?

Use a first name or a nickname so it can't be directly linked to your personal information

Watch Hector's World video clips with the student.

Ensure the student understands:

- not all people on the internet are nice and friendly
- it is important to have a strong password on your computer to protect your personal information
- a strong password is made of letters, numbers and symbols combined in a way that no one can guess.

Ask the student to answer the questions.

1. What do you think happened to Sprat's computer?

His computer got a virus from the pop-up he didn't know and that he clicked on.

2. When the computer stopped working, how do you think Sprat felt?

Answers will vary, eg He felt upset, guilty, panicked. He didn't know what to do and he felt sorry that he forgot the rule of not clicking on pop-ups.

3. How was Sprat feeling at the end of the video clip?

He was feeling relieved that Ranjeet was able to help.

Staying safe online (continued) page 15

4. How did Sprat solve the problem and what was Sprat's advice at the end?

Ranjeet contacted Sprat's dad and talked about the problem to get help.

The advice was to:

Always copy and back up important files

Use an anti-virus software on your computer

Never click on pop-ups or download from websites you don't know

Watch Hector's World video clips with the student.

Ensure the student understands:

- not all people on the internet are nice and friendly
- it is important to have a strong password on your computer to protect your personal information
- a strong password is made of letters, numbers and symbols combined in a way that no one can guess.

Ask the student to answer the questions.

1. How did Ming feel about the altered photograph that made fun of her?

Ming felt cross and upset. She was hurt that her friends would be mean to her and embarrassed that others could see the photo.

2. What would you do in a situation like this? **Answers will vary, eg tell someone on my network about it; stay close to the friends who are kind to me; speak to the girls in an assertive voice about how I feel.**
-

Who can help when things go wrong online? page 16

Who would you tell if you were worried, scared or feel unsafe when you are online?

Discuss the question with the student and make suggestions if necessary.

On the hand below write the names of five people you can talk to if you are being cyberbullied. **Answers will vary.**

Being ‘safe’ online page 17

Students are able to show their understanding of the concepts covered in Day One by identifying the true and false statements.

Discuss responses and review concepts with your child.

Being safe online looks like ...	True	False
sharing your personal details (full name, address, age)		F
thinking that everyone on the internet is nice and telling the truth		F
sharing your password if someone asks in a friendly way		F
talking to an adult if you feel unsure or unsafe	T	
accepting a friend or chat request for someone you've never met in real life		F
having private account settings turned on	T	
using a password that contains a combination of letters, numbers and symbols	T	
using your first name or a nickname when online	T	

Home Tutor reflection page 18

Please complete the Home Tutor reflection.

Day 2: Persistence page 19

Reiterate the two main messages:

- we all have the right to feel safe at all times
- we can talk with someone about anything no matter what it is, especially when we feel we need help.

What is persistence? page 20

Read at the three definitions below. Shade the bubble to show the definition you think is the **best** meaning for persistence.

- Persistence means doing difficult things.
- Persistence means working at a problem until it is fixed even if it is hard and you have set backs along the way.
- Persistence means getting your own way.

Tick the words below that are synonyms (have the same meaning) for **persistence**. All words in the table should be ticked.

Being persistent at SIDE page 21

Think about how you feel when it's time to get started on your work each day. List some of the obstacles you have faced when it is time to start your work.

Answers will vary, eg travel demands, work seems too hard, wanting to play with others, noises or distractions around them

Read the list of obstacles below and place a tick in the space that best shows how big an obstacle each is for you. Add any others you have. **Answers will vary.**

Facing obstacles page 22

Discuss the list of obstacles and suggestions about how they can be overcome with the student.

Write some things you can do to overcome each obstacle. **Answers will vary.**

The Paper Bag Princess pages 23 and 24

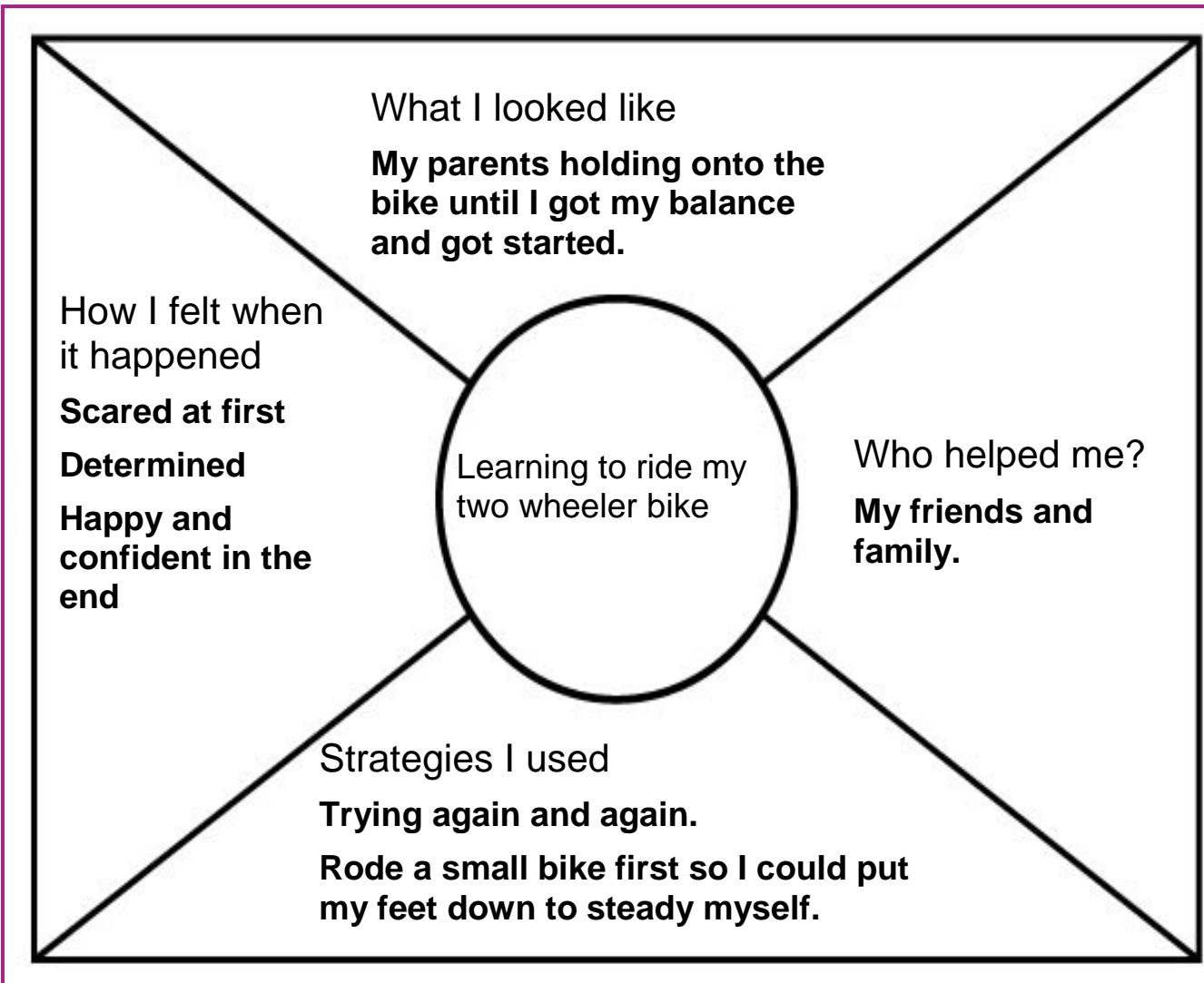
The student listens to the story and identifies and records the ways that Elizabeth persisted in each situation.

Draw or write what Elizabeth did to show her persistence to help solve her difficulty in these parts of the story.

The difficult thing that happened	How Elizabeth showed persistence
Elizabeth's expensive princess clothes were burnt by the dragon's breathe. She had nothing to wear.	She found a paper bag and wore that as her clothing.
Ronald, the prince she was going to marry, was carried off by the dragon.	She followed the dragon's footsteps to find his cave even though it was a long way.
When Elizabeth first arrived and knocked at the door of the cave, the dragon wouldn't listen and slammed the door in her face.	She persisted by knocking again and again. She used her brains to think of a way to appeal to the dragon's ego. She got him to show off his flying so she could tire him out and be able to rescue Ronald.
When Elizabeth finally saved Ronald, she was shocked and disappointed that he didn't appreciate her efforts.	She realised Ronald really wasn't such a nice person after all. She realised she couldn't marry a person like him so she dumped him.

Persistence strategies page 25

Answers will vary, eg



Setting goals page 26

Set yourself a goal for making a card tower – it could be ‘I want my tower to be three levels high.’ Write your goal in the top of the table below. **Answers will vary.**

Record each attempt as failed (with a cross) or achieved (with a tick).
Answers will vary.

My new goal: **Answers will vary.**

What did setting goals and building the card tower teach you about being persistent? **Answers will vary, eg I learnt that you usually don't reach the goal after your first attempt. It might take lots of attempts. You need to review your goal to check that it is not too hard or too easy for you to achieve.**

Setting goals (continued) page 27

Describe some of the emotions you felt while doing this task and what you did to control them. **Answers will vary, eg**

- I felt frustrated and annoyed when I couldn't reach my goal.
- I had to force myself to try again and again.
- I had to work softly with the cards even though I felt cross.
- I asked someone to help me hold some of the cards.
- I was really relieved, pleased and proud when I was able to build a tower in the end!

Persistence pays off

Table answers will vary.

Discuss:

- how the student felt when trying to complete the activities
- how the student felt as he/she improved or stayed the same after several attempts at each activity
- why the student thinks it is important be **persistent**.

A poem about persistence page 29

The student creates a draft poem on the page.

The student edits the draft.

The student creates a published copy of the poem.

Answers will vary, eg

P – Putting in a big effort

E – Even when a task is difficult

R – Retrying if you fail the first time

S – Setting goals to achieve it

I – It can feel frustrating at first

S – Showing stamina is needed

T – Telling others can help

E – Endure even if it feels too hard

N – No!! Don't give up

C – Call on your network friends to help

E – Everyone can succeed if they persist

Home Tutor reflection page 30

Please complete the Home Tutor reflection.

Day 3: Body ownership: public and private page 31

Answers will vary, eg

Cross the pictures that show private places.

Not all private places are suited to talking to others. Some public places have more suitable places to talk.

Tick the places you think would be suitable for having a private talk.



Describe your favourite private place. **Answers will vary.**

Body awareness page 32

Help the student by giving the instructions and recording how well the student can follow them.

Use ticks or crosses to indicate the student's understanding of body awareness. **Answers will vary.**

Close your eyes and touch your nose with your right hand

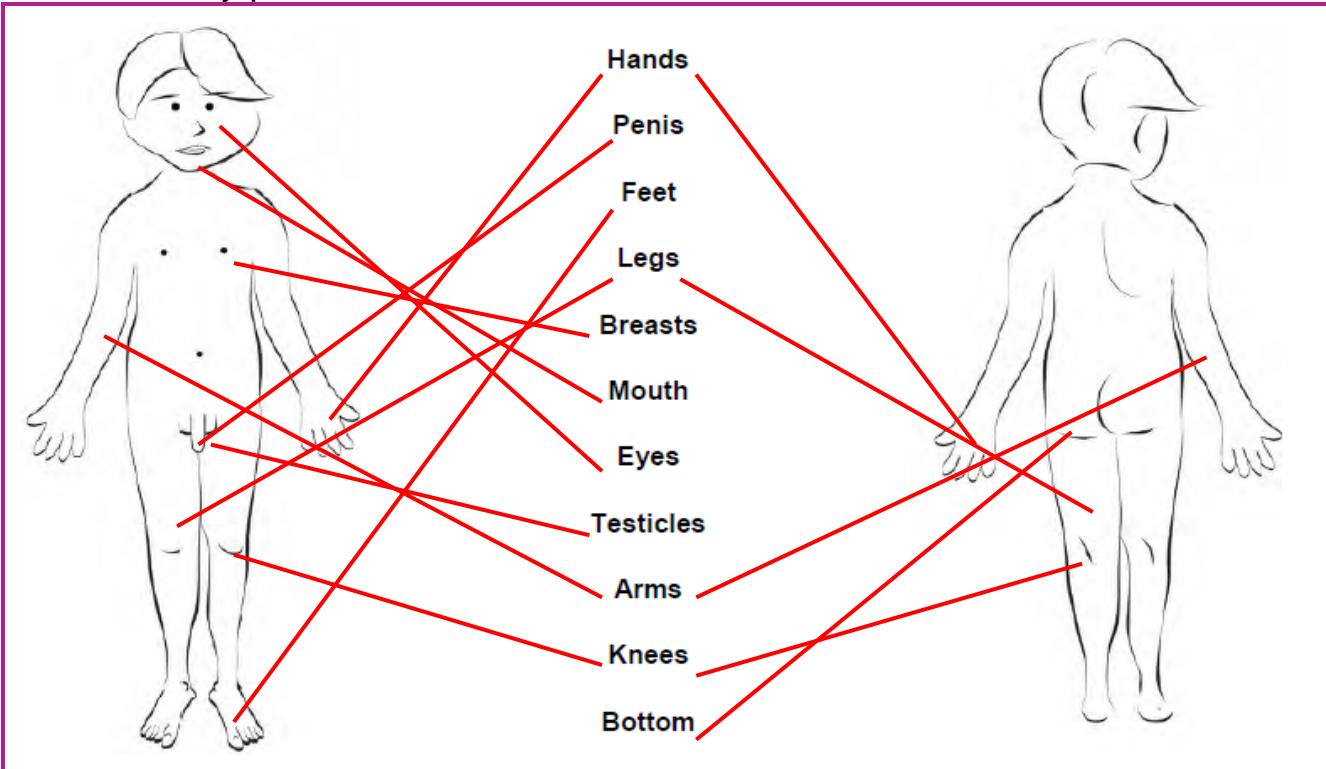
Close your eyes and touch your left ear with your right hand

Close your eyes and touch your right knee with your left hand

Close your eyes and stand on one foot

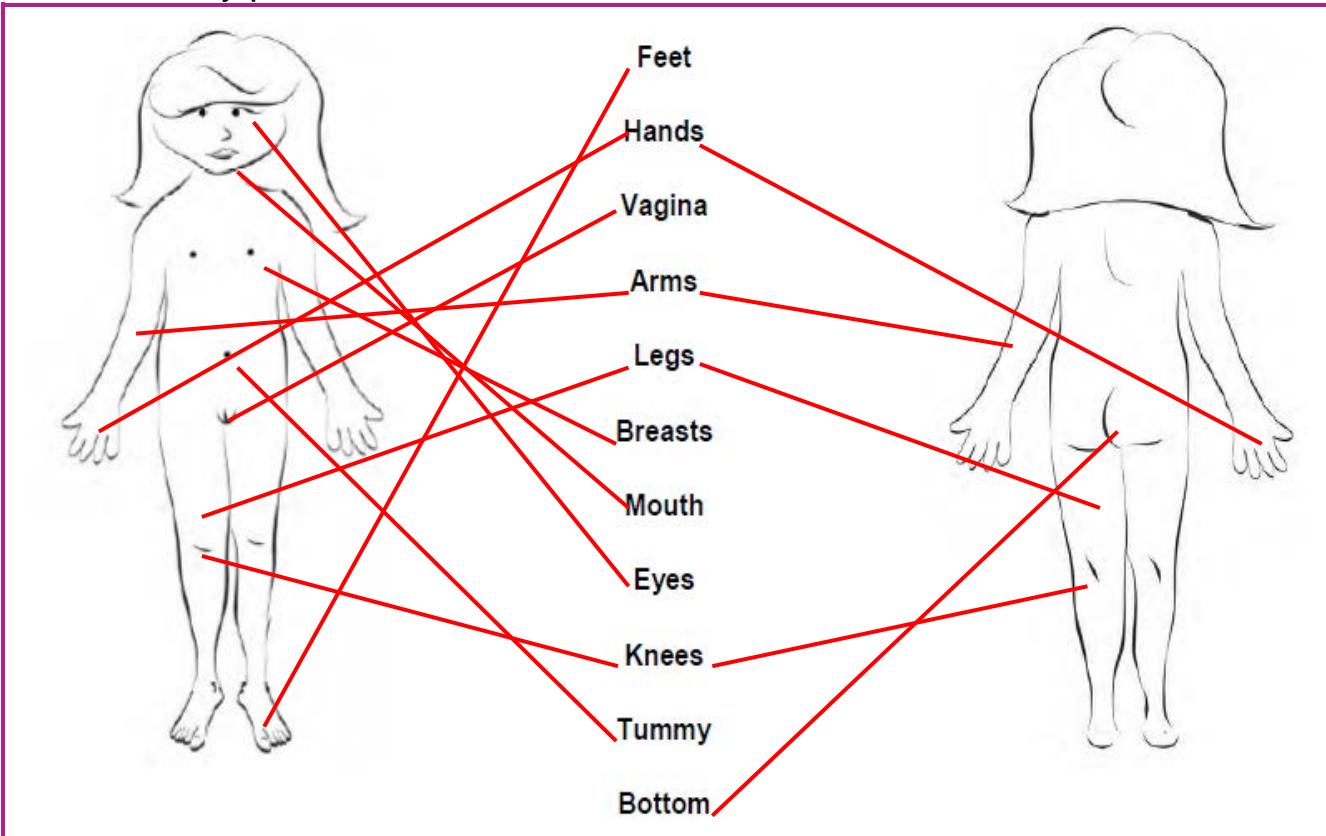
Naming body parts

Discuss body part names with the student.



Body awareness (continued) page 33

Discuss body part names with the student.



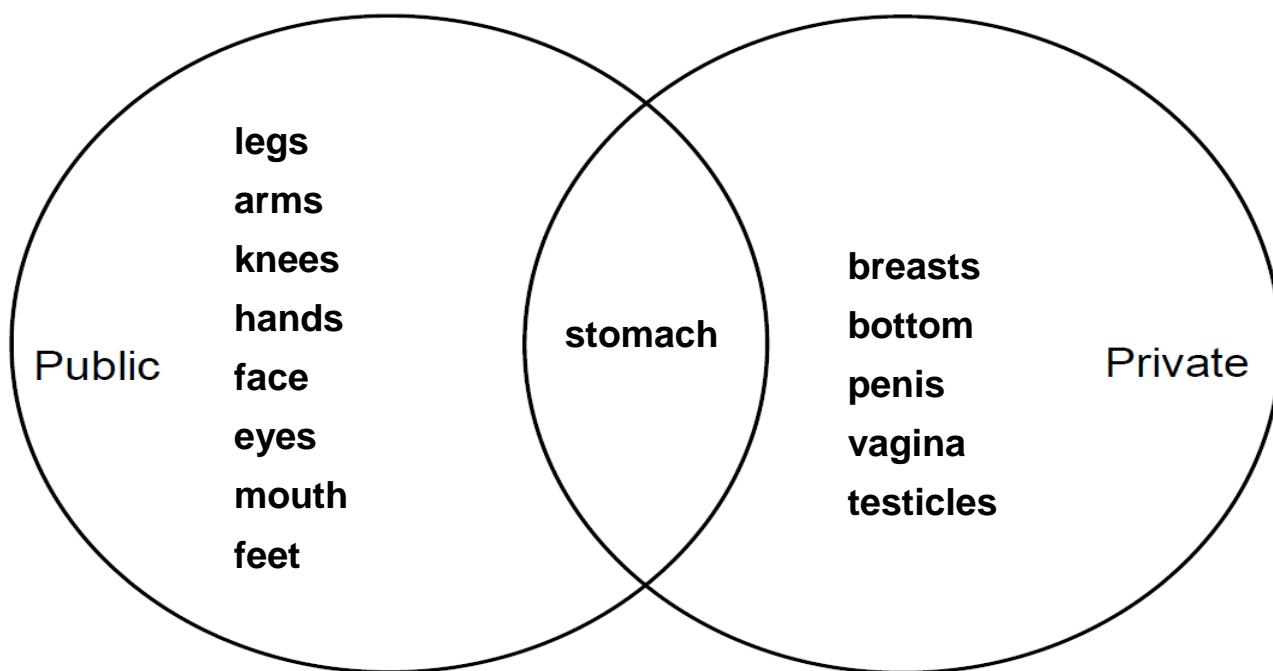
A girl's private parts are called **vagina, breasts and bottom**.

A boy's private parts are called **penis, testicles and bottom**.

Public and private places page 34

People from different cultures often have different rules about which body parts they are comfortable to show privately and publically.

Fill in each segment of this Venn diagram to show the body parts you only show in private places, those you only show in public places and those you are comfortable to show both in private and public places. **Answers will vary.**



Appropriate clothing page 35

From the clothes below, circle the clothes you would wear to a barbecue in the park. **Answers will vary.**

Discuss the student's choices.

Tick the places you think are suitable for wearing each item of clothing.
Answers will vary.

Discuss the student's choices.

Private parts page 36

Touching your private parts

What signs might warn you that it doesn't seem necessary or appropriate when someone else is touching your private parts?

Discuss the question with the student. **Answers will vary, eg I am in a public place; I don't know the person, I feel upset.**

In the speech bubble, write the name of some people you would tell. **Answers will vary.**

Cinderella page 37

Watch the video with the student.

Ask the student the questions and discuss the answers.

How do you keep yourself safe?



Help the student make the recording about what he/she would do to stay safe in each of these places. **Answers will vary, see table.**

If you can't make a recording, write your answers in the table.

Place	I keep myself safe by....
Crossing a road	Following the rules, Don't run, Looking both ways carefully before stepping out, crossing at the lights or a cross walk, crossing with an adult
Swimming at the beach	Swim between the flags, swim with friends and family, don't go out of my depth, being sun smart with slip, slop, slap.
Using a public toilet or shower	Tell someone I'm going to the toilet, flush after I'm finished, wash my hands before I leave, don't talk to strangers.
Using social media	Don't share my passwords or personal details, don't click on pop-ups, block people who send nasty messages, log off if I feel unsafe
Someone touches me inappropriately	Tell them to stop it in an assertive way, tell someone I can trust and who can help me

My body and factors that affect it pages 37 and 38

Fill in each section of the chart using dot points to list ways you can take ownership for each section. **Answers will vary, eg**



Discuss the student's answers.

Home Tutor reflection page 40

Please complete the Home Tutor reflection.

Day 4: Personal space page 41

The circles below show some of the relationships that exist in your life.

Write the names of the people who fit into each of your relationship groups.

Answers will vary.

Discuss the chosen names in each section and decide whether they suit the relationship that exists.

Greetings page 42

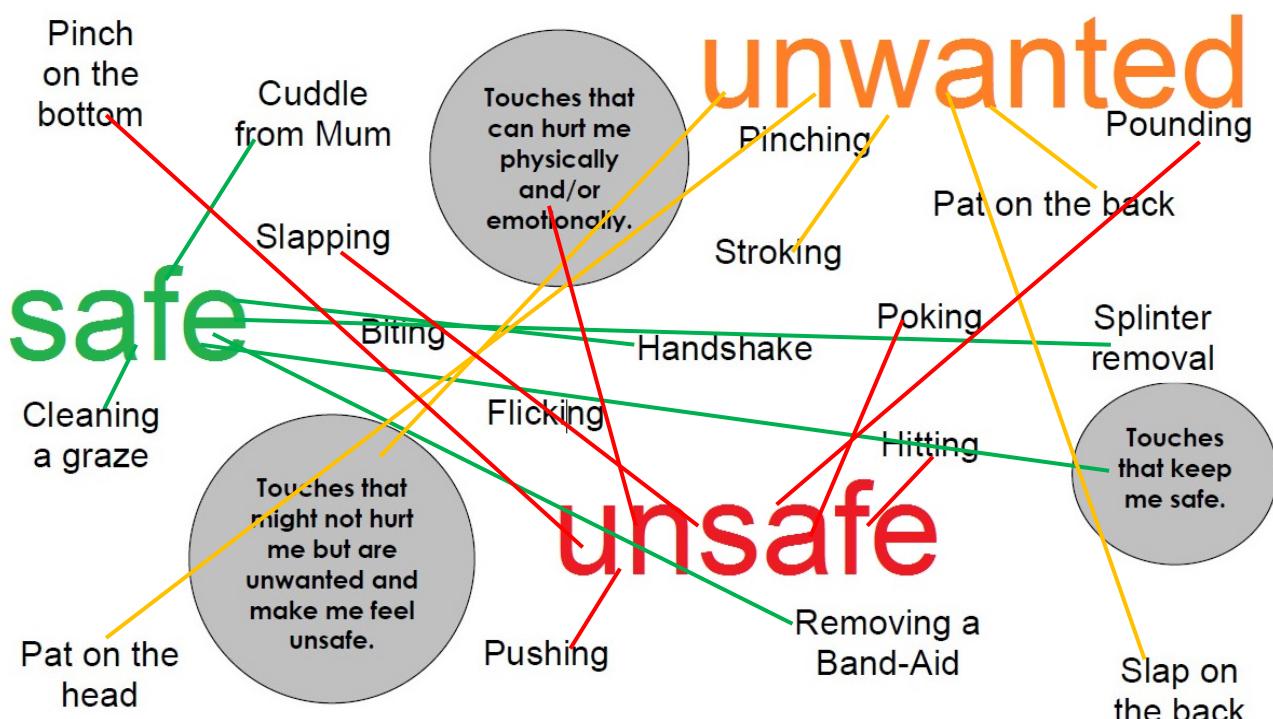
In each circle below write in the sort of greeting you would usually give this sort of person. **Answers will vary.**

Discuss the appropriateness of the greetings your student chose for each relationship.

Discuss any differences you would suggest and why.

Touching page 43

Discuss different types of touching – some are safe and some are not. Identify what usually tells them when a touch is unsafe – it is unwanted, it makes the student feel uncomfortable or it hurts. **Answers will vary, eg**



Ask student to explain the links he/she made on the poster and discuss.

Personal space page 44

Most people know when a touch makes them feel unsafe because they:

In the box below write what sort of touching makes you feel unsafe like this.

Answers will vary, eg

When Granny hugs me so tight I nearly can't breathe

When my friend starts play fighting and gets too rough

When my sister starts hitting me

Personal space (continued) page 45

Complete the hoop activity with the student.

Discuss how it felt to be in the hoop together.

Discuss personal space in different situations.

Watch the video with the student.

The student answers the questions on the activity page. **Answers will vary.**

How do you feel if someone invades your personal space? **I feel squashed and uncomfortable, it makes me want to move away**

What could you do and/or say to let them know you feel uncomfortable? **Could you give me a little more space please?**

You're sitting too close to me and I feel uncomfortable.

Discuss the student's responses to the questions.

Space invader page 46

Time the student for one minute for the activity.

Take **one minute** to write as many examples as you can think of in the box below. **Answers will vary, eg**

- **waiting in a line**
- **sitting in a plane**
- **playing games like 'Twister'**

Fill in the personal space bubbles below. Draw a picture or write the name of a person you would feel safe about coming into your space. **Answers will vary.**

Discuss the student's choices.

Write the name of someone in uniform who you feel safe to ask for help.

Answers will vary.

Personal space can differ page 47

Discuss any other cultural personal space boundaries of which you are aware.

Personal spaces at school

Beside each picture explain what you can do to keep your personal space.

Answers will vary, eg keep an arms distance between me and the person in front of me.

Playing on the playground equipment

Answers will vary, eg wait my turn, line up, don't push in or push another person on the equipment, use the equipment one at a time.

Personal space decision-making planner page 48

Read the scenario in the top box of this decision-making planner then fill in the rest of the planner to show what you could do. **Answers will vary.**

Discuss the student answers and their appropriateness.

Discuss other possible options and consequences.

If I was in this situation, the action I would take is... **Answers will vary.**

Discuss the student answer and its appropriateness and consequences.

Discuss other possible options and consequences.

Healthy and unhealthy relationships page 49

In the box below, use dot points to write the things that make your relationship with these people a healthy and happy one. **Answers will vary, eg**

- **They love me and look after me**
- **They respect my wishes**
- **They give me my personal space**
- **I feel comfortable with them close to me**
- **I feel confident that they will listen to me**
- **I trust that they won't let me down**

In the rectangle below brainstorm what makes an unhealthy or abusive relationship.

- **They don't care about me**
- **They do and say unkind things to me**
- **They give me unsafe or unwanted touches**
- **I feel uncomfortable and a bit scared with them close to me**
- **They don't listen to me when I ask them to stop**
- **I don't trust them, I don't trust what they might do**

Keeping safe from unwanted or unsafe touching page 50

Discuss the questions with the student.

The student should feel confident to talk about the feelings he/she has when something feels unsafe.

The student is aware of ways to express him/herself assertively. He/she can also identify when it is the right time to report his/her concerns to an adult.

Read each question then write three things you could do to keep yourself safe from touching that is unsafe or unwanted. **Answers will vary.**

How do you feel when a touch seems unsafe or unwanted? **nervous, sick in the tummy, scared, heart races**

What body language and words can you use to stay safe? **No! Stop that please, move away**

What actions can you take to stay safe? **call for help, move away, go and tell someone in your network**

Discuss the student answers, asking questions to prompt ideas if necessary.

Design and make a poster page 51

Read and discuss the poster guidelines with the student.

Ask the student to tell you his/her ideas. Prompt with questions if required.

The student makes the draft poster.

Review the draft together. Comment on aspects that satisfy the guidelines.

The student creates the published poster online or using card.



Print poster – Help the student scan or take a clear photograph of the poster to send to the teacher.

Online poster – send an electronic copy to the teacher.

Home Tutor reflection page 52

Please complete the Home Tutor reflection.

Day 5: Assertiveness page 53

Discuss the different ways people talk with each other, eg whisper secrets, laugh and joke, shout, speak quietly, eye contact.

Discuss the assertive and aggressive questions with the student.

What do you think being assertive means? **Answers will vary, eg speaking to others in a polite but firm and confident way.**

Does being assertive mean being aggressive? **no**

Complete the aggressive and assertive facial expressions and actions with the student. If possible, complete some while looking in the mirror.

Discuss the features of these facial expressions and actions, eg aggressive looks ugly, scary and threatening, an angry, threatening face; assertive looks calm and confident, standing straight and tall.

Discuss how people can feel threatened by the size and look of others, especially smaller children who are being bullied by larger children or adults. Sometimes larger people may seem aggressive but they don't mean to be.

Imagine a friend pulled your hair and it hurt.

What aggressive response could you give? **Answers will vary, eg yelling, calling names, pushing them away**

What passive response could you give? **Answers will vary, eg pretend you didn't feel it, move away, head down, no eye contact**

What assertive response could you give? **Answers will vary, eg saying Don't do that again – it hurts and I don't like it**

What is the best way of responding? Why? **Answers will vary, eg assertive because you are letting the other person know how you feel and your message is clearly understood.**

Communicating assertively page 54

Present the scenarios to the student and comment on his/her assertive responses.

Encourage the student to use the **I feel... when you... because I....** method
your brother or sister takes your favourite book to read
someone destroys a sandcastle you just finished
an adult grabs you as you walk past.

Give the student another scenario based on your family.

Write an *assertive* response to this situation using an assertive script.

I feel **sad and left out**

when you **won't let me join in**

because **I'm good at catching too.**

Active listening page 55

Discuss the aspects of an active listener with the student.

Write two instances when you have been an active listener. **Answers will vary.**

Practise active listening skills with the student.

The student chooses a topic to speak about.

The first person speaks for one minute, while the other person listens.

Swap roles.

Discuss the active listening questions:

What did it feel like to be the listener?

What things did you do while listening?

What did your responses sound like?

In the table below describe what an active listener looks like and sounds like.
Answers will vary, eg

Looks like	Sounds like
Leaning forward, paying attention	Waiting until they are finished
Nodding in agreement	Giving an encouraging response
Looking at the speaker	Asking questions about the topic

Saying NO! page 56

Discuss the different ways of saying ‘no’ with the student.

The student reads each scenario and writes the type of NO being used.

Scenario	Type of NO
Mandy’s mum said, “Time to get out of bed.” Mandy laughed and said, “Are you kidding? No way, I’m staying in bed forever!”	Playful no
Mandy’s brother started pulling off the rugs. She said firmly, “No, don’t do that. It makes me feel cold.”	Assertive no
Mandy’s sister asked if she would like to play a game of cards. Mandy said, “No, not at the moment thank you.”	Manners no
Mandy’s alarm clock went off early one morning. She glared at it and said angrily, “No, I do not want to get up early.”	Angry no
A stranger walked into Mandy’s room and started touching her. She screamed loudly, “No! Don’t touch me! Get out!”	Emergency no

Saying NO is OK page 57

Discuss the questions with the student:

Have you ever said no in a situation you didn’t like?

Have you said no to an adult?

Why did John stop? **Answers will vary, eg He stopped because he was following the rules of his home. He may have recognised that he was getting too rough and frightening or hurting his younger brother**

Read and discuss with the student:

Sometimes we don’t like saying no to others, especially if they are our friends.
Have there been times when you didn’t want to say no?

In the box below write some reasons you didn’t want to say no. **Answers will vary, eg**

The person was bigger and stronger

They’re my best friends

I’m scared they won’t like me anymore.

How to say NO page 58

Read each scenario and answer the question. **Answers will vary but should show an ability to give a clear message in an assertive way.**

You are at a party and a friend takes your piece of the birthday cake from your plate.

What would you do or say?

Say in a firm but polite voice, “Please give that back. It was the only piece of cake I had. I think you are being greedy.”

Your friend tells you that you have a big nose.

What would you do and say?

Smile and say, “My nose looks just like my Dad’s and he says the bigger the nose the better it can smell things.”

“Everyone is different. I like my nose. I wouldn’t like to look the same as everyone else.”

A group of friends are saying something you don’t agree with.

What would you do and say?

I don’t agree with you on that. I think because

When did a friend say no to you? Write about it here.

Answers will vary.

Internet assertiveness page 59

Ask the student to tell you what he/she knows about staying safe online.

Discuss the points on Jack’s poster.

Does the student know these things?

Does he/she do these things?

Discuss the list of tips.

Does the student know these things?

Does he/she do these things?

Discuss the different online equipment (computer, phone etc) the student uses to access the internet, use social media, text and contact others.

Discuss whether these tips are relevant to all these situations.

Bullying page 60

In the spaces below write the things you think of when you hear the word **bullying**.

Discuss and (if required) help name the type of bullying the student is describing. **Answers will vary.**

Verbal bullying – name calling or threatening words

Cyber bullying – writing nasty texts or messages online.

Sly bullying – pretending to be nice but doing things like knocking your books off the desk and saying

Sexual bullying – vulgar gestures, uninvited touching, crude comments or put downs

Social bullying – telling others not to be your friend

Physical bullying – hitting, pinching, punching, tripping

Find out more about how you can support the student if he/she is being bullied here:

<http://www.parents.com/kids/problems/bullying/common-types-of-bullying/>

<https://www.verywell.com/types-of-bullying-parents-should-know-about-4153882>

Bullying (continued) page 61

Discuss any bullying he/she has encountered and the feelings being bullied creates.

If the student thinks he/she may be a bully, discuss the concerns and give help and ideas to modify behaviour and dispel concerns.

Have you ever been bullied?

Tick the feelings above that you had when you were being bullied. **Answers will vary.**

Remind the student that being bullied is not his/her fault. Stress ‘Don’t give up because there are things he/she can do.’

Read and discuss the three important things to do and the poster message.

Bullying (continued) page 62

What advice would you give to someone who is being bullied? **Answers will vary. Possible responses include:**

- **Tell someone you trust who is able to help such as a parent or teacher.**
- **Bullies are often people who have been bullied themselves – they don't know how to get along with others very well.**
- **Move away and stay with friends who like you.**
- **Avoid the bullies by going to a safe place in the school such as the library.**

View the website and play the games with the student.

<https://bullyingnoway.gov.au>

What section of this website would you recommend to other students? Why?
Answers will vary, eg I'd recommend the games because you learn about how to deal with bullies in a fun way.

Accept choices and reasons that seem reasonable.

Discuss the posters and enforce the messages in relation to bullying.

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Please complete the Home Tutor reflection.



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Year 4
Staying Safe Protecting Myself

Home Tutor Guide



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