

Brave Danny



Written by
Robin Adolphs

Illustrated by
Nicky Johnston

Notes • Activities • Worksheets

'Brave Danny' the book, with accompanying notes, children's activities and worksheets has been designed to assist adults talk to young children about domestic violence in a sensitive and honest way. It is written to engage young children and bring a message of hope to some of our smallest victims.

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An initiative of the



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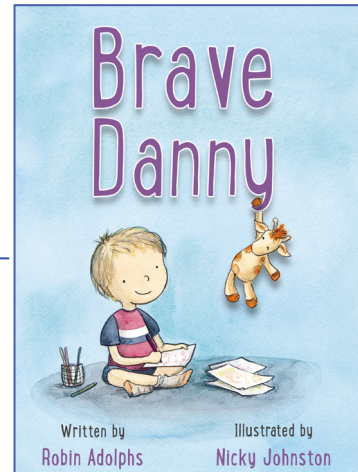
*For Educators, Parents and
Supporters*

Age Level: 4 to 8 years

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About 'Brave Danny' - Background to the story for Educators, Parents and Supporters

Family violence is not an easy subject to speak about with young children.

The effects on women and caregivers are well documented, but far less is known about the impact on the children - often the forgotten victims - who witness a parent being the subject of abuse. It can be frightening.

Very young children are arguably the least empowered of all in a domestic violence situation. Avoiding the topic and allowing it to remain behind closed doors because it is 'too difficult to talk about' or 'too confronting' for young children to hear is perpetuating the isolation of children and families who are living with one or more forms of abuse every day.

Brave Danny is a fictitious story. It tells the story of a young child in a domestic violence situation being empowered, through a growing awareness that his family situation is not right and normal, to make a difference by speaking up.

The story . . .

Danny, a six year old boy, repeatedly hears his mum being abused by his dad. The impact on Danny is profound and he turns to his toy giraffe, Rarfie, for comfort night after night.

Danny loves both his parents but because his dad has always treated his mum this way, he thinks dad's behaviour is right and normal.

His journey of self-awareness and discovery begins when he goes on a sleepover to his friend Alex's house. Alex's dad is kind, funny, respectful and considerate. It starts him thinking and he wishes his dad could be more like Alex's dad.

The second step in his journey happens when an acting troupe, The Life Buoys, visits his school. The children have fun with their feelings. They learn how their body reacts when they are sad, happy, angry and scared. Danny realises he is having sad and scared feelings at home.

Danny finds the courage to tell his teacher about his fear of his dad. The teacher shows him a handout with information about getting help and other safety information.

He tells Mum about his day at school and she then makes some important decisions. Mum reaches out for help.

The ending to Danny's story is deliberately open-ended as there are many ways families break out of the cycle of violence.

In this story, a small voice speaks out and is heard.

Robin Adolphs

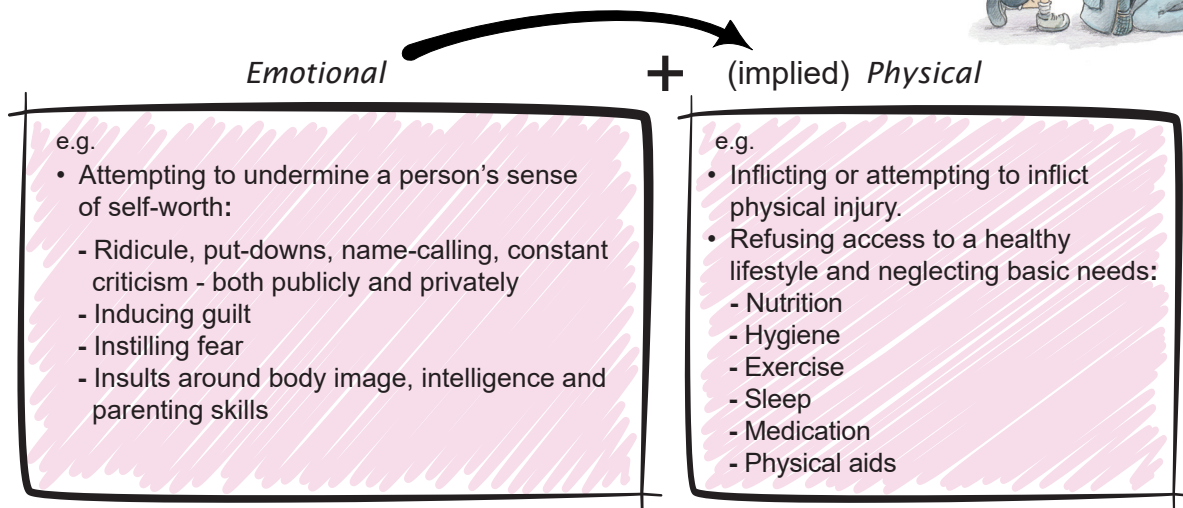


Types of Family and Domestic Violence

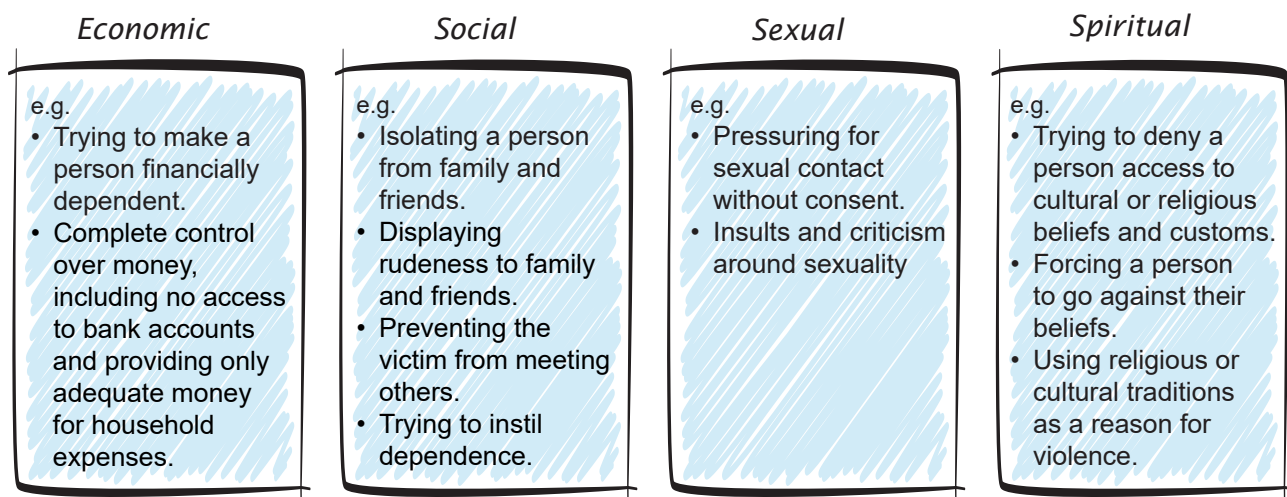
'Family and domestic violence is conduct that is violent, threatening, coercive or controlling or intended to cause the family or household member to be fearful.'

<http://www.humanservices.gov.au/customer/subjects/family-and-domestic-violence>

Types of family and domestic violence that relate to Danny and his mum



Other Forms of Family and Domestic Violence

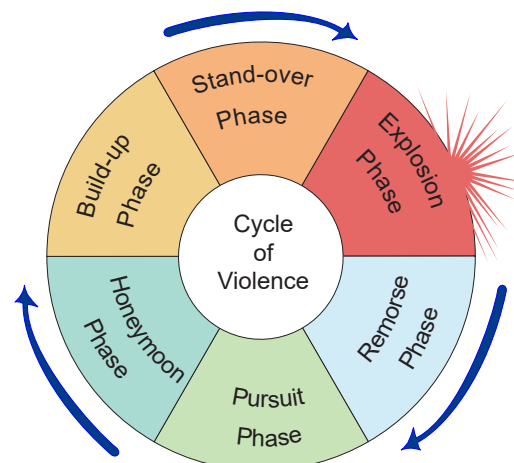


For further information and examples of family and domestic violence behaviours visit:

<http://www.whiteribbon.org.au> or see Further Information and Links on page 4.

Cycle of Violence

A cycle of violence is a common, repetitive pattern of behaviour in family and domestic violence situations.



Statistics

- For further information on statistics go to **Australia's National Research Organisation for Women's Safety** (A Federal Government funded organisation with reliable data.)

<http://anrows.org.au/publications/fast-facts>

Further Information and Links

- If you are in immediate danger call **000**.
- **Our Watch - End Violence Against Women and their Children**
www.ourwatch.org.au
- **KidsMatter** is an Australian mental health and well-being initiative for children.
www.kidsmatter.edu.au
- **1800 RESPECT 1800 737 732 (24 hours, 7days)**
1800 RESPECT is a national sexual assault, family and domestic violence counselling line for anyone who has experienced, or is at risk of, physical or sexual violence.
<https://www.1800respect.org.au>
- **Lifeline** - If you need to talk, call Lifeline's 24 hour crisis support line on **13 11 14**.
<https://www.lifeline.org.au/>
- **White Ribbon**
<http://www.whiteribbon.org.au>
- **Relationships Australia**
<http://www.relationships.org.au>
- **Australia's National Research Organisation for Women's Safety**
<http://anrows.org.au>
- **Daisy App** - Daisy is an app that connects women around Australia to services. Daisy can link you up with a service phone number, be used to search the internet for more information and let you know what to expect when contacting a service.
<https://www.1800respect.org.au/daisy/>



Using the Book

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4. After Reading - Reflection and Support

- Debrief to clarify children's understanding of the story and its underlying message.
- See page 12 for details.

1. Pre-reading Picture Walk

Before the text is read:

- Discuss the cover and the title.
- Cover up the text and take a quick 'walk' through the illustrations so the children can predict what they think is happening.
- Suggested prompting questions below.

2. No Stopping Read Through

Read the story without stopping.

3. Read Through with Questions

- Read the story, stopping at each page to focus on what is happening.
- Encourage children to give their own responses to each question.
- Suggested prompting questions below.

Pre-reading Questions

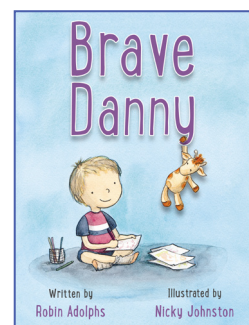


Note: Some key ideas, in response to the questions, are written in italics. These are to help educators, parents and supporters open up discussions.

Cover

- Read the title.
- What do you think the story is about?
- What can you see on the cover?

- **Why is the story called *Brave Danny*?** *It is about a small boy who lives in a domestic violence situation. He makes a journey of self discovery that gives him the courage to reach out to his mum and offer her some help.*



Page 4

- What is Danny doing?
- What else can you see?

- **Why is Danny pretending to be asleep?** *He thinks he might get into trouble if he is awake. This is a coping mechanism.*



Page 5

- What is Danny doing?
- How do you think Danny is feeling?
- What reasons might Danny have to feel like this? *He might be frightened of the dark.*

- **How is Danny feeling at this stage?** *Danny is sad and doesn't feel safe. He is confused, fearful and anxious. He feels powerless. He feels like this often as he is always waiting for the next episode of abuse to occur.*
- **Why would he be whispering?** *He didn't want to be heard. He thought that in some small way this may help how he feels – a child's way of saying 'no' to what is going on.*
- **How can you tell how he is feeling?** *His eyes are closed and he has the blanket pulled over his head. He is trying to shut out the noise and he is holding Rarfie tightly for comfort.*



Pre-reading Questions

Read Through With Questions



Note: Some key ideas, in response to the questions, are written in *italics*. These are to help educators, parents and supporters open up discussions.

Page 6

- What is happening?
- How many people are in the picture? *The shadow suggests a third person.*
- Why do you think this person is only a shadow?
- Why is Danny looking from the doorway?

- How does Danny know it will all be quiet when mum starts to cry? *It was a recurring scenario. Dad's intention was to make mum cry. This behaviour is not about anger but exerting power and control over mum. (See Cycle of Violence page 3.)*
- Why has the illustrator depicted dad as a shadow? *The violence is implied because the illustrator uses shadows and the father's shadow dominates. He is leaning over mum and her body language shows she is sad and resigned. By leaving dad out, the illustrator has made it less frightening for children and doesn't point to any specific cultural group.*
- Why is Danny looking into the kitchen? *To be reassured that mum is okay. He needs to make sure that the episode of abuse has ended for now.*
- Why is Danny afraid to enter the room? *Dad might shout at him. Dad might shout at mum even more. He thinks this is what dads are like and he accepts dad's behaviour as normal.*



Page 7

- What is happening?
- Why is Danny hugging mum?
- What else can you see?

- Why is Danny hugging mum? *He is comforting her because she looks sad. Danny wants to show her he loves her. It also provides him with some comfort and makes him feel less isolated and alone.*
- Why are there broken plates in the corner? *What's the significance/implication? What can we infer about Dad's actions from the night before? Dad had smashed the plates. The noise this made would have added to the violent, threatening and intimidating behaviour. He may have then told mum to clean it up.*
- Why are there no indications of physical injuries from the father's abuse? *In many cases the abuser is careful not to leave visible signs of abuse. e.g. marks and bruises on the face and arms. There are different forms of abuse. In this story it is emotional abuse with the inference it may also be physical. (See Types of Family and Domestic Violence page 3.)*
- How is Mum feeling? *She is feeling empty, helpless, frightened and anxious. She may blame herself for the abuse and may feel guilty about the impact on Danny.*
- How would you feel if you were Danny or his mother? *scared, uncertain, nervous, sad*
- What is Danny doing to help his mum? *He is showing her that he cares and that he loves her. This is the opposite behaviour to his dad.*
- How do you feel when someone gives you a hug? *It depends on who hugs you. Not all hugs are good hugs. Hugs from loving family and friends make you feel safe, loved, important, warm, happy, joyful (good feelings). Hugs from strangers or people you have bad feelings about can make you feel unsafe, uncomfortable, nervous, suspicious (bad feelings).*



Pre-reading Questions



Note: Some key ideas, in response to the questions, are written in *italics*. These are to help educators, parents and supporters open up discussions.

Pages 8-9

- What is happening?
- Do you think this boy is Danny's friend? *They are smiling at each other. The other boy is waving.*
- Where do you think they are? How do you know?
 - school uniforms
 - school bags
 - school work on the windows

Read Through With Questions

- Why do Danny's immediate thoughts focus on Alex's dad? *He was frightened that Alex's dad would be like his dad.*
- Do you think Danny is experiencing conflicting emotions? *He is happy to be going for a sleepover but anxious about what is going to happen.*
- What conflicting emotions is Danny experiencing? *He is excited and worried. He has a secret that he cannot tell. In an abusive household, the abuse is often kept hidden by all members. He wants to appear as if everything is okay and he doesn't want to be disloyal to his family.*
- Danny decides to go anyway, despite his fears about Alex's dad. Is this brave? *Yes, he feels isolated and vulnerable but he still overcomes his fear of the unknown. He thinks all dads are the same so he assumes Alex's dad will shout too.*
- What does the illustration show on page 9? *The happy illustration represents Danny experiencing some happy emotions.*



Pages 10-11

- What is Danny doing?
- What are the other characters doing?
- Who do you think the other characters are?
- Do you think they are enjoying themselves?

- What feelings does Danny have when they are playing cricket at Alex's house? *He feels safe and is excited, relaxed and happy. He is enjoying the game and playing with Alex's dad. He is smiling and engaged.*
- Compare those feelings with the feelings he had at home. *At home he feels unsafe and is sad, frightened and anxious. He hides from what is happening and is withdrawn.*
- What can you imply from the cricket scene about the relationship between Alex's mother and father? *They are enjoying each other's company. They are playing with the children. They look happy and relaxed together.*
- What else can you see in the illustration that makes you realise this is a happy family? *Mum is actively participating with her open stance and hands on her knees ready for a catch. Alex is cheering for Danny. The dog is wagging its tail, waiting to pounce on the ball. Dad is bowling. Everybody has a place in the game.*



Pre-reading Questions

Read Through With Questions



Note: Some key ideas, in response to the questions, are written in *italics*. These are to help educators, parents and supporters open up discussions.

Page 12

- What is happening?
- Is this a happy scene? Why?
- Who is the person serving the boys?

- **Why is dinner fun? What can you see in the illustration?** Alex's dad has no problem with dinner being messy. He has made a sign 'Dad's Diner' and is pretending to be a waiter. The dog is waiting for scraps and everyone is smiling.
- **What tells you they are having fun?** There is no sign of tension and their faces are happy. There is no anger even though they are getting messy. They are enjoying each other's company.
- **Do you think Alex's dad is happy doing this?** He is enjoying the family situation. He interacts with the boys and likes to see the boys happy because that makes him happy. He has no need to dominate.



Page 13

- Where is Danny now?
- Why is Danny on a small bed and his friend is on a larger proper bed?
- How is Danny feeling?

- **What realisation does Danny come to after spending time at Alex's house?** Everyone is happy in this house and Danny doesn't have to try hard to get Alex's dad's approval. This is how families should be. He realises that nobody is happy in his house.
- **Why does Danny think Alex's dad is cool?** Alex's dad made the activities fun. Danny was engaging with a male adult role model in a positive way.
- **Which dad would make you happy? Which dad would make you frightened?** Alex's dad makes you feel happy. He plays, cooks, smiles, talks, laughs, doesn't shout or throw things around. He makes you feel good. Danny's dad makes you feel frightened. He shouts at mum and makes her feel sad, smashes things and doesn't show love or interest.
- **Why is Danny smiling?** Before he goes off to sleep, he is having happy thoughts. Being happy makes you feel good.
- **Why is this a happy picture?** Alex is asleep after a long day of having fun. Danny is smiling and remembering the wonderful day he has had. He is holding Rarfie and Alex's dog is sleeping on the end of the bed.
- **Why does Danny feel safe here?** All the activities have been positive and happy. There were no threats or shouting.
- **What can Danny hear that indicates that Alex's mum and dad's relationship was happy?** He could hear their quiet voices talking and soft music playing.



Page 14

- How is Danny feeling?
- How can you tell?
- Where is he going?

- **How is Danny feeling and why?** He is sad he has to leave because he knows what is waiting at home.
- **How can you tell?** His body language is slumped and dejected. He enjoyed his time at Alex's house but wants to go home to see his mum. He wonders what has happened when he was away. He knows the negative feelings will come back.
- **How do you know that Danny and Alex live two doors from each other?** Clues on pages 10 and 14. Their houses may be two doors away from each other but the home environments are worlds apart. This is what happens in reality. The abuse is behind closed doors.



Pre-reading Questions



Note: Some key ideas, in response to the questions, are written in *italics*. These are to help educators, parents and supporters open up discussions.

Page 15

- Where is Danny now?
- How is he feeling?

- **Why is Danny pretending to be asleep?** He can hear the abuse coming from the kitchen and this is a recurring pattern.
- **How do we know dad is again shouting in the kitchen?** Danny is acting the same way he did on page 5 when dad was shouting. He is exhibiting protective behaviours. He is snuggled in bed, cuddling Rarfie, covering his ears and his eyes are closed.
- **Why is he wishing his dad was like Alex's dad?** Alex's dad was kind and caring and made him feel safe. Danny's dad doesn't engage with Danny and makes him feel frightened and unsafe.



Pages 16-17

- Who is this lady and what is she doing?

- **Mrs Foster tells the class they are going to talk about safety. What do you think the Life Buoys are going to talk about?** How to use a lifebuoy to stay safe on a boat. Other kinds of safety at home and school or when you are outside or alone. (The Life Buoys say they are going to have fun with feelings - page 19).
- **Why is Mrs Foster talking about life buoys on a boat and Life Buoys that show them how to keep safe everywhere? What is the analogy?** They're both about helping you to stay safe.



Pages 18-19

- Where is this scene?
- What is happening?

- **Now that you can see the illustration, why do you think the actors are called Life Buoys?** They are playing with the idea that life buoys keep you safe on a boat and this helps the children to remember. The buoys around the waist are a visual reminder of safety so it is easier for the children when they start talking about feelings and safety.
- **Why are they going to have fun with feelings?** They want to teach the children about good and bad feelings in an entertaining way.
- **What did they do that was fun?** They started with a song that helped the children focus on the topic of feelings.
- **What kind of song do you think the Life Buoys are singing?** The song is happy and upbeat. The words and music are about feelings and how the way we feel has an impact on our lives.
- **How do you know the children are happy?** They are engaged, smiling, clapping and giggling.



Pre-reading Questions

Read Through With Questions



Note: Some key ideas, in response to the questions, are written in *italics*. These are to help educators, parents and supporters open up discussions.

Pages 20-21

- What is happening?
- Why do the adults have rings around their waists and numbers on their shirts?

- What are the physical indicators that Tom identifies with Life Buoy One? *Life Buoy One is happy and Tom knows this because of Life Buoy One's body language. He is smiling, cheering and jumping up and down.*
- What are the physical indicators that Sophie identifies with Life Buoy Two? *Life Buoy Two is surprised and Sophie knows this because of Life Buoy Two's body language. He is opening his eyes wide like big saucers and gasping.*
- Why did Life Buoy One and Life Buoy Two say 'High Five'? *The actors were using a positive reinforcement and engagement technique that helped with the children's self-esteem.*



Pages 22-23

- How do the adults feel?
- What else can you see?

- What are the physical indicators that Danny identifies with Life Buoy Three? *Life Buoy Three is scared and Danny knows this because of Life Buoy Three's body language. She is crying and hiding her face. Life Buoy Two also looks frightened.*
- How did Danny know that you get butterflies in your tummy when you are scared? *Danny knows what it's like to be scared. Butterflies in the tummy are a physical symptom of anxiety.*
- What else in the illustration tells you what this presentation is about? *There are cards showing feelings and a safety sign on the board in the background.*



Pages 24

- Why do the children have their hands up?

- Why is Danny looking around? *He wanted some support. He didn't want others to know that he was afraid. He was unsure if he should acknowledge how he was feeling.*
- What was Danny afraid of? *He felt that even at school his dad would somehow know he was saying that he was afraid of him. He was worried about the repercussions at home.*
- Did he think everyone was afraid of their dad? *He wondered what the other children were afraid of. He wondered if they too were frightened at home.*
- What other things could children be afraid of? *asthma attack, dangerous animals, spiders, snakes, the dark.*



Pre-reading Questions

Read Through With Questions



Note: Some key ideas, in response to the questions, are written in italics. These are to help educators, parents and supporters open up discussions.

Page 25

- What is happening?
- Are the children interested?
- How do you know?

- **Why do we have feelings?** *Feelings help us to make sense of the world. It is our mind and body's survival reaction to help us stay safe.*
- **What is the link between safety and feelings?** *Everybody has the right to be safe and needs to learn to recognise warning signs. It is important that we learn to talk about why we have certain feelings so we can work out ways to feel safe.*



Pages 26-27

- What are the characters doing?

- **Why is Danny telling Mrs Foster he is afraid of his dad?** *He was feeling sad and afraid at home. The Life Buoy's visit and the sleepover at Alex's house gave him the courage to tell his teacher about his fears.*
- **Why did Danny wait to talk to his teacher alone?** *Danny trusted his teacher and didn't want anyone else to hear.*
- **What did Mrs Foster do?** *She listened to Danny and reassured him that he had done the right thing by telling her. She showed him the handout and told him it had lots of information about keeping safe. For safety reasons she didn't give Danny the handout to take home but said his mum could get one if she wanted to.*



Pages 28-29

- Who is this lady?
- What do you think she and Danny are doing?

- **What did Danny draw?** *The text infers that he drew a picture about feelings.*
- **What did Danny talk to his mum about?** *Danny told mum about his day at school, the Life Buoy's visit and the talk he had with Mrs Foster about the special handout for keeping safe.*
- **How does Mum react?** *She may decide to get a handout from school or take other positive steps to get help.*



Pages 30-31

- What is happening?

- **Who do you think mum is talking to on the phone?** *She is talking to people who can help her family.*
- **Why did Danny feel happy and sad at the same time?** *He could hear mum talking and was happy that things were going to change. He was also sad that dad might not be part of the family anymore.*



Pre-reading Questions



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Pages 32-33

- **What is happening?**
- **Why does mum think that Danny was brave telling Mrs Foster that he was afraid of his dad?** *He was brave to tell someone about his secret fears because he didn't know if he was going to get into trouble.*
- **Why did mum say: 'You made me feel brave, too.'** *Her young son spoke about his feelings and she realised the impact the situation was having on Danny. She then took steps to get help.*



Page 34

- **Why is Danny smiling?**
 - **Why does Danny now feel safe?** *Danny feels hopeful that his family situation will change for the better.*
 - **What do you think is going to happen to Danny, his mum and his dad?** *Different things can happen depending on the level of abuse and the abuser's willingness to accept help. Sometimes families flee or are removed from the family home and go to safe accommodation. The abuser can be removed from the family home.*
- (See Further Information and Links on page 4.)



After Reading - Reflection and Support

Compare the children's original predictions with what is now known about the story. What was Danny really afraid of? What events helped him to have the courage to speak up? Why was Danny brave?

Debriefing:

- Discuss the story so that children are not left frightened and confused. It is important they understand the difference between a domestic violence situation and a normal home where, at times, parents can disagree and even show negative emotions.
- Discuss what children can do to help them feel safe. (KidsMatter website www.kidsmatter.edu.au for information on strategies for children. See also Activities - Social Science - *Focus on Feeling Safe*)
- Discuss healthy relationships with the children. *What should a happy home be like?* (See Activities - Social Science and Worksheet No.17 *Build a Happy Home*)
- What might have happened if Danny had not made the choices he did? i.e. Go to Alex's house and speak to his teacher. (See Activities - Social Science - *Making Choices*)
- Children should be encouraged to ask questions.

For Further Information and Links see page 4.

Activities

Vocabulary

- **Feelings/Emotions** - Discuss and then make 2 lists of words that help describe feelings and emotions. Words for good feelings and words for bad feelings.
- **Using the Thesaurus/Dictionary - Synonyms** - Use a thesaurus or dictionary to find other words for *sad, frightened, shout, cheer, smile, whisper, happy*.
- **Antonyms** - Find the opposite words for *happy, safe, quiet, shout, scared*
- **Healthy Relationships Wordsearch** - Words that relate to a healthy relationship - positive feelings, emotions and behaviours. ([worksheet 1](#))
- **Mystery Word** - Use the pictures from the story to find the letters of a mystery word. ([worksheet 2](#))
- **Cloze Comprehension** - Fill in the missing words from the text in the classroom scene. ([worksheet 3](#))

Writing

- **Write a Story or Conversation** - Write a story from Rarfie's point of view or a conversation between Danny and Rarfie and use the stick puppets to dramatise. (See Art/Craft and Drama)
- **Speech and Thought Bubbles** - *The Cricket Game* Write what you think each character is thinking or saying in the cricket scene on page 10-11. Only one character has a speech bubble. The others are all thought bubbles. Encourage the children to write something positive in each bubble. e.g. Alex's mum could be thinking: '*I hope Danny hits the ball a long way*'. Write a sentence to answer the question at the bottom: *What happens next after Alex's dad bowls the ball?* ([worksheet 4](#))

Maths/Problem Solving

- **Dot to Dot** - 1. Numbers 1 to 10 - *The Life Buoy's lifebuoy* ([worksheet 5](#)) 2. Numbers 1 to 50 - *Danny and Rarfie* ([worksheet 6](#))
- **What's Missing?** - *Dad's Diner* Find what is missing from the dinner scene (page 12) and draw it. 1. Glasses on the tray 2. Spaghetti bolognese on two plates 3. Spaghetti on the fork 4. Words on 'Dad's Diner' sign 5. Dog under the tablecloth 6. Stripes on dad's tea towel 7. Smile on dad's face 8. Leg of the table ([worksheet 7](#))
- **Jigsaw Puzzle** - *Alex's Bedroom* (page 13). Danny was feeling safe when he went to sleep in Alex's bedroom. Cut and paste the pieces so that they match the happy scene at Alex's house. ([worksheet 8](#))

Art/Craft

- **Colour, Collage or Paint Rarfie** - Use the outline of Rarfie. ([worksheet 9](#))
- **Stick Puppets** - *Danny and Rarfie* ([worksheet 10](#)) (See Writing and Drama)
- **Make a Lifebuoy** - Group Project - Use a blow-up pool ring or a circle of cardboard, paint/papier mâché with PVA glue. Add straps to hang over the shoulders. Discuss what lifebuoys are for on a boat. Keep relating back to the safety message. Perform a song like the Life Buoys in the story. (See Music)
- **Colouring-in** - '*Brave Danny*' Cover ([worksheet 11](#))

Music

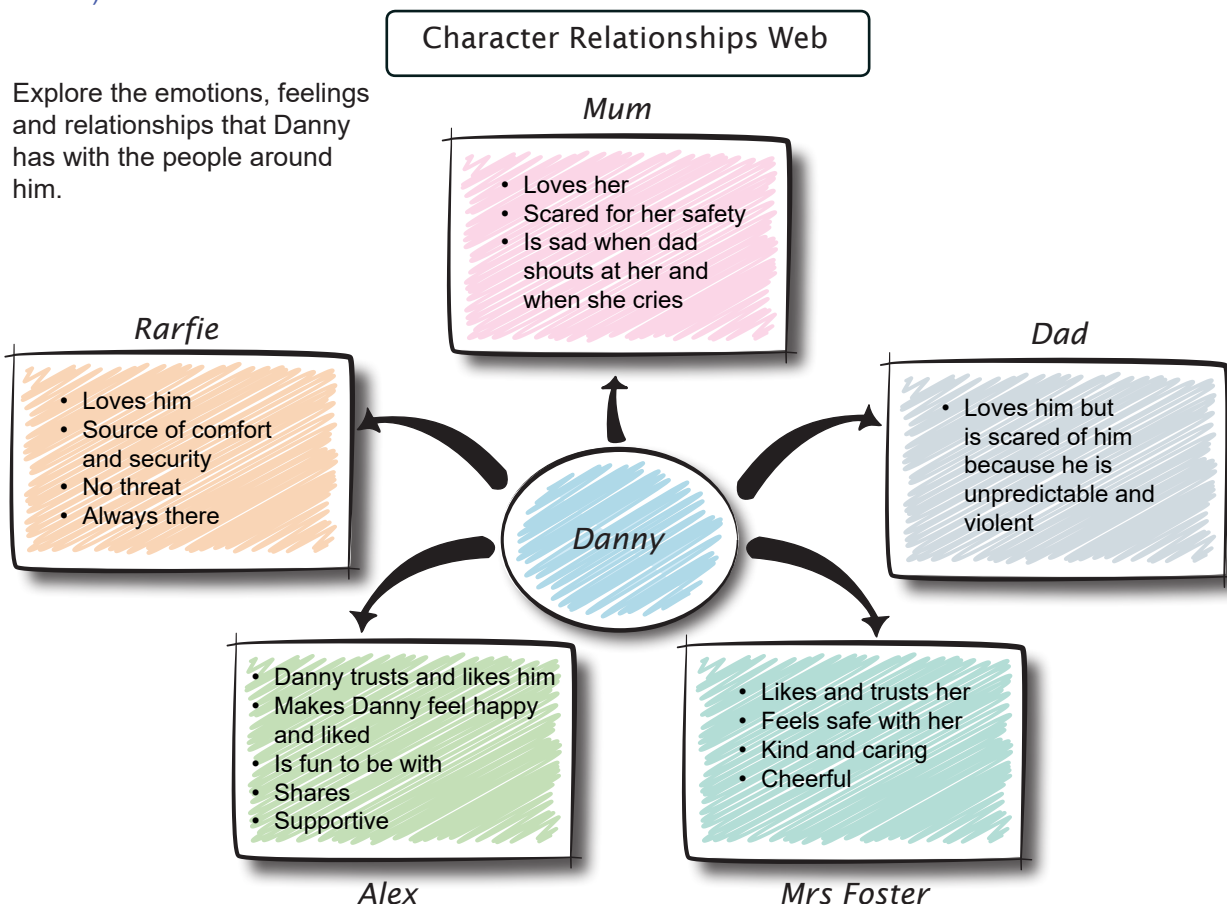
- **What kind of song do you think the Life Buoys sang on pages 18-19?** - Listen to music about feelings. Children move to both happy and sad mood music showing how the music makes them feel.
- **Use the song *If you're happy and you know it clap your hands*.** Make up other verses to show feelings. e.g. '*If you're excited and you know it, jump up and down.*'

Drama

- **Stick Puppets** - Hold a conversation between Danny and Rarfie using the stick puppets. What would they say to each other at different times during the story? (See Art/Craft and Writing)
- **Miming Game/Role Play** - Children mime different emotions and the other children guess. Expand this to role play. Children respond to their classmates' emotions. What would they do if their friend was super excited? (Join in). What would they do if their friend was sad? (Show concern and ask how they can help.)

Social Science

- **Draw a picture of your family.** This may give a better understanding of the household dynamic of individual children.
- **Sequence the Order of Events** - Pictures and/or sentences. What events happened to give Danny the courage to speak up? Cut out the pictures and/or sentences and paste them in the correct order on a piece of paper. 1. *Alex asks Danny to come for a sleepover.* 2. *Cricket game at Alex's house* 3. *Danny and Alex having dinner.* 4. *Sleeping in Alex's bedroom.* 5. *The Life Buoy's presentation* 6. *Mrs Foster showing the handout to Danny.* 7. *Danny talking to mum about his day.* ([worksheets 12 and 13](#))
- **Making Choices** - Danny made a number of positive choices that set him on a path to get help. i.e. 1. *Going to Alex's house.* 2. *Putting his hand up to say he was scared.* 3. *Telling his teacher.* 4. *Telling mum about his talk with Mrs Foster.* What might have happened to Danny if he had made different choices?
- **Faces with Feelings** - Draw feelings/emotions on the faces. e.g. surprised, happy, sad, scared. Cut them out and have a group guessing game. What feeling is this? ([worksheet 14](#))
- **Focus on Feeling Safe** - Draw yourself in the 'Me' box and fill in the other boxes. 1. *People who make me feel safe.* 2. *How I feel when I am safe.* 3. *How I feel when I don't feel safe.* 4. *Places I feel safe.* 5. *Things I can do to help me feel safe.* ([worksheet 15](#)) (Research calming and coping strategies for children - KidsMatter website - www.kidsmatter.edu.au)
- **Good and Bad Shouting** - Discuss different ways of shouting and the fact that some are appropriate and some are inappropriate. Examples of good shouting - cheering at a sports game, shouting to save someone from danger, shouting 'surprise, happy birthday!' at a party or shouting to get someone's attention in a noisy situation. Bad shouting is used to frighten someone and/or to control someone - to make them comply. It can be uncontrolled anger. What other scenarios can you think of for both good and bad shouting?
- **Favourite Toy Day** - Children bring their favourite toy to school. Have a discussion about why the toy is their favourite and how it makes them feel.
- **Character Relationships Web** - Explore the relationship and emotions between Danny and some of the other characters. Use the diagram below to help with discussion. ([worksheet 16 - blank worksheet for children](#))



- **Build a Happy Home Class Project** - Draw the outline of a big house like the one below on a large piece of paper (approximately 2m x 2m) and hang it on a wall. Give each child some 'bricks' ([worksheet 17](#)) so they can build a 'happy home' together. On the brick the children write words, phrases or sentences about the things that make a happy home. Younger children could draw pictures.

The ideas below are to help you engage children in discussion and help them to form their own sentences or ideas for a drawing. Build your own class list of responses.

Mutual Respect

- We all say please and thank-you to each other.
- We write birthday cards to each other.
- We all help clean up the dishes.
- We're polite to each other.
- We try to give each other compliments.

Trust

- I can tell my parents anything and they'll understand.
- I know my parents will never hurt me.
- I know my parents will always love me.

Honesty

- I know my parents will never tell me lies and I won't either.
- We never blame each other, like when I broke a plate and didn't blame my little sister.

Love

- We say 'I love you' to each other every day.
- We talk kindly to each other.
- We find ways to make each other happy, like on birthdays when we make cards.
- We help with the jobs so nobody gets really tired doing everything by themselves.

Companionship

- We make sure nobody is lonely in our house.
- We make sure everyone gets a chance to talk at dinner time.
- If someone's had a bad day at work or school we try to cheer them up.

Good Communication

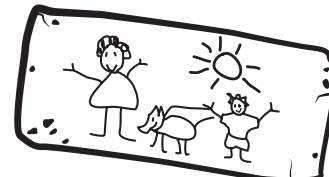
- We listen to each other patiently and show an interest in what they are saying.
- We turn off the TV at dinnertime.
- We try not to get impatient or sulky if we don't get what we want.

Mutual Emotional Support

- If someone is sad or worried we try to make them feel better.

Safety and Security

- We keep each other safe. e.g. If someone's been nasty to you, you know you can go home and be safe because nobody is going to hurt you there.
- We listen to each other's problems and try to help find ways to fix them.
- In our home we know nobody will hurt us.



Name _____

Healthy Relationships WordsearchWords that relate to a healthy relationship - **positive feelings, emotions and behaviours.**

→ ↓

CARE
CHEERFUL
COMFORT
ENCOURAGE
FRIENDSHIP
HAPPY
HELPFUL
HONESTY
HUG
KINDNESS
LAUGH
LIKE
LISTEN
LOVE

P	S	H	E	N	C	O	U	R	A	G	E	X	P	W
L	U	A	N	L	S	C	T	H	A	N	K	Y	O	U
E	P	P	K	O	H	A	R	B	L	I	I	J	L	S
A	P	P	V	V	A	R	U	W	I	C	N	L	I	E
S	O	Y	Z	E	R	E	S	L	K	E	D	R	T	C
E	R	E	S	P	E	C	T	D	E	Q	N	Y	E	U
M	T	L	A	U	G	H	P	A	T	I	E	N	T	R
C	O	M	F	O	R	T	H	O	N	E	S	T	Y	E
V	V	H	E	L	P	F	U	L	L	I	S	T	E	N
P	C	H	E	E	R	F	U	L	M	J	B	H	U	G
S	M	I	L	E	F	R	I	E	N	D	S	H	I	P

NICE POLITE SECURE SUPPORT
PATIENT RESPECT SHARE THANK-YOU
PLEASE SAFE SMILE TRUST

**Easy Wordsearch**

→ ↓

CARE KIND
FRIEND NICE
FUN PLEASE
HAPPY SAFE
HELPFUL SHARE
HUG THANK-YOU
LOVE TRUST

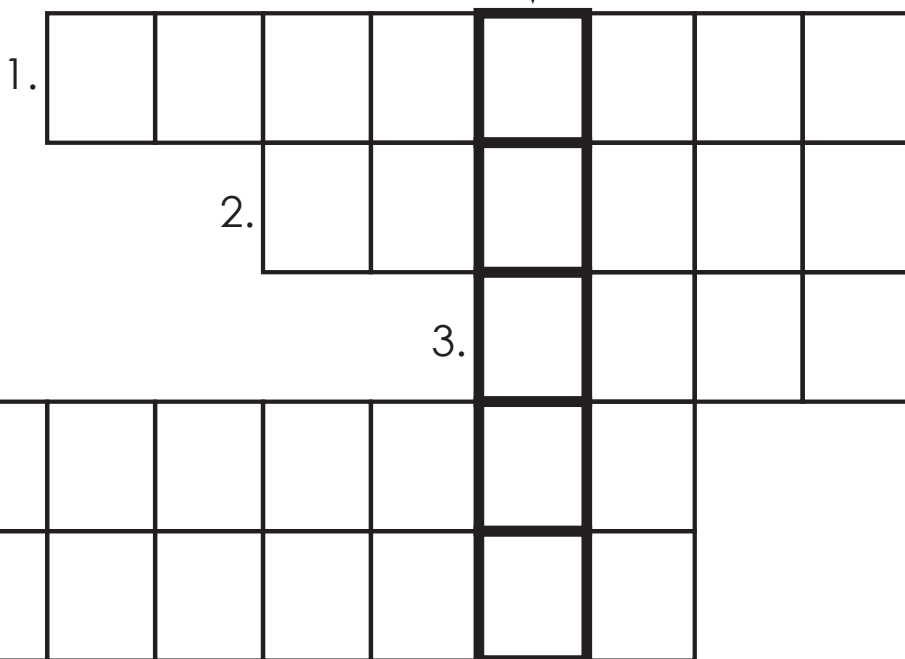
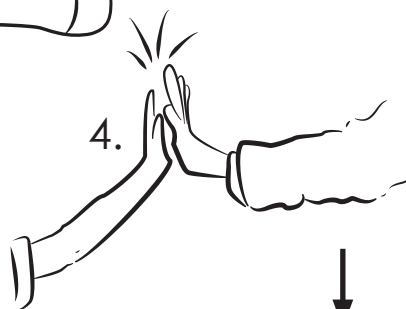
H	E	L	P	F	U	L	F
T	H	A	N	K	Y	O	U
R	U	V	I	I	Z	V	N
U	G	Q	C	N	C	E	H
S	A	F	E	D	A	Z	A
T	K	S	H	A	R	E	P
P	L	E	A	S	E	W	P
W	F	R	I	E	N	D	Y

Name _____

Mystery Word What is the mystery word? Look at the pictures from the story, find the words in the list below and write the words in the boxes to find the answer.

Write the mystery word in the sentence.

Danny was _____ to tell someone about his fears.



MRS FOSTER

RARFIE

ALEX

LIFE BUOY

HIGH FIVE

Name _____

Cloze Comprehension Fill in the missing words from the text in the classroom scene on pages 22-23. Colour the picture.



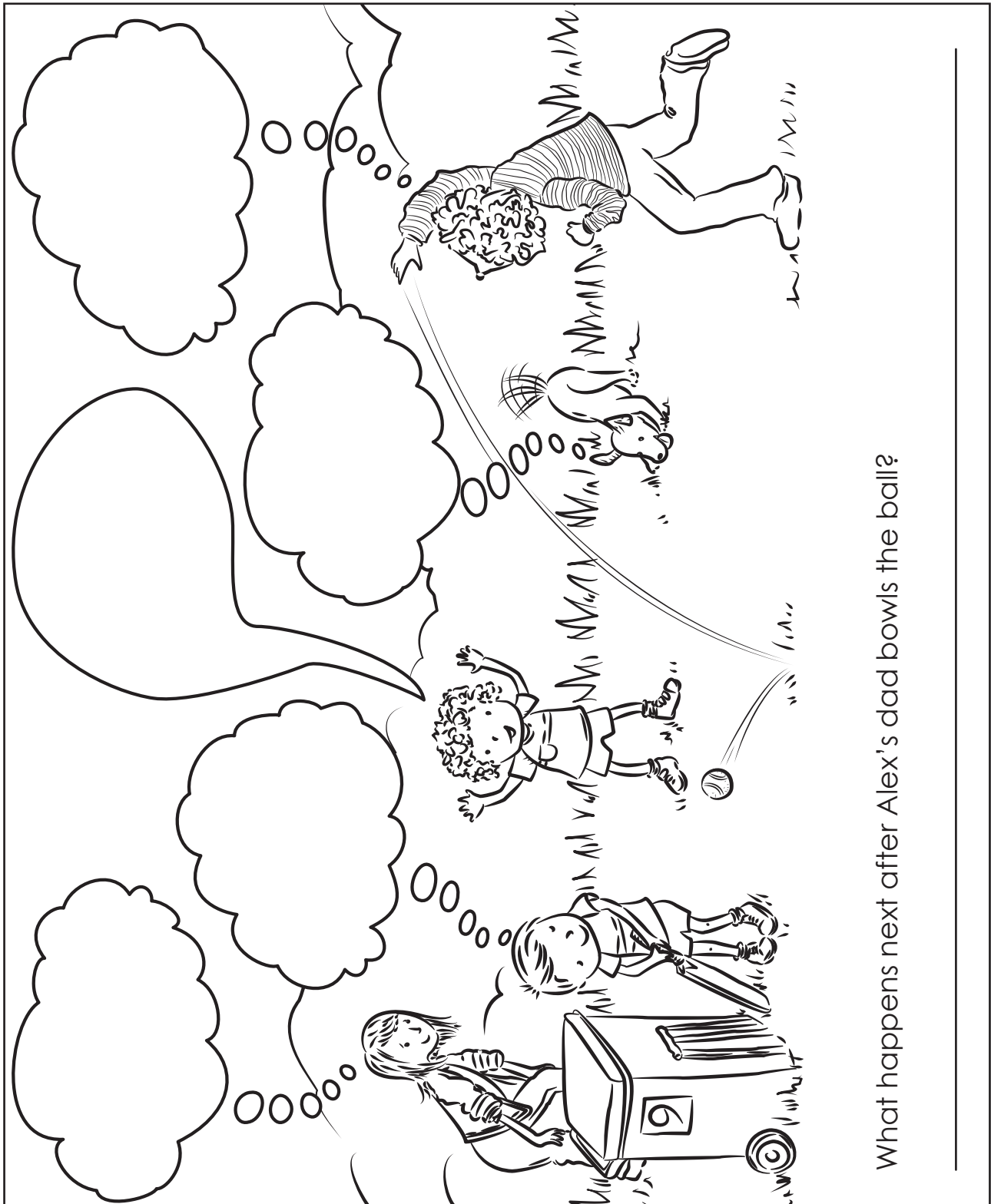
Then it was Danny's turn.

'You're _____,' he said to Life Buoy Three. 'I know because you're _____ and hiding your face. I bet you have _____ in your _____ too.'

Name _____

Speech and Thought Bubbles - The Cricket Game

Write what you think each character is thinking or saying in the cricket scene below. Only one character has a speech bubble. The others are thought bubbles. **Write something positive in each bubble.** On the line write a sentence to answer the question.



Name _____

Dot to Dot - Numbers 1 to 10 The Life Buoy's lifebuoy



Name _____

Dot to Dot - Numbers 1 to 50 Danny and Rarfie



Name _____

What's Missing? - Dad's Diner

Danny and Alex are having fun at dinnertime at Alex's house. Can you spot the things that are missing from this picture? Draw them in to complete the happy scene. Fill in the missing word in the sentence.

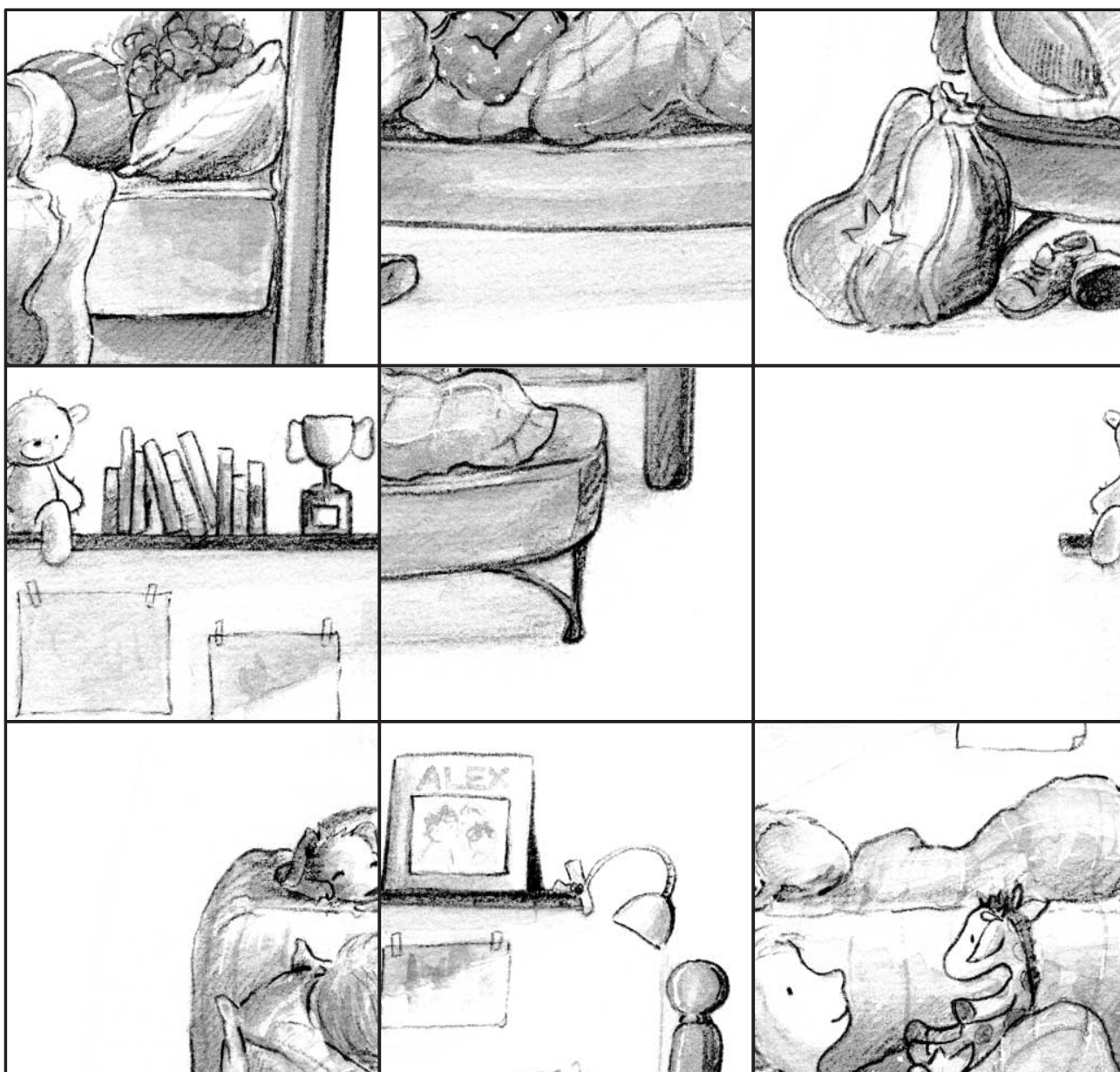


Even dinnertime was _____.

Name _____

Jigsaw Puzzle - Alex's Bedroom

Danny was feeling safe when he went to sleep in Alex's bedroom. Cut out the pieces in the grid. Glue them together on another piece of paper to match the happy scene at Alex's house.



Name _____

Colour, Collage or Paint Rarfie



Name _____

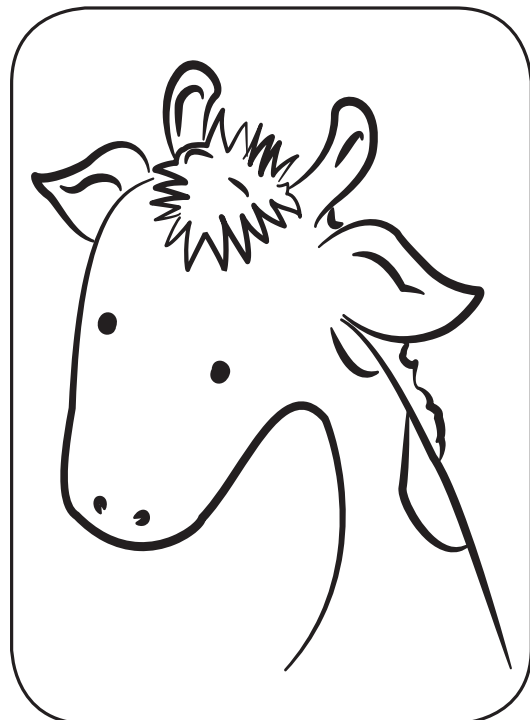
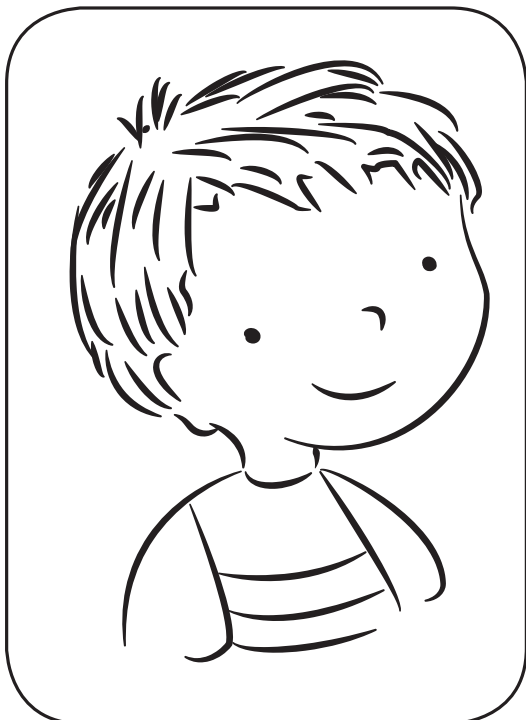
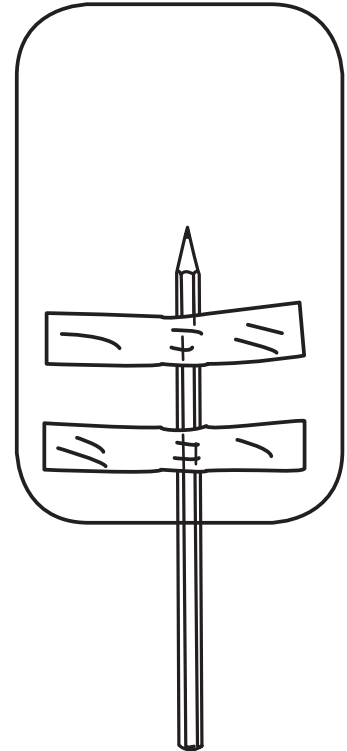
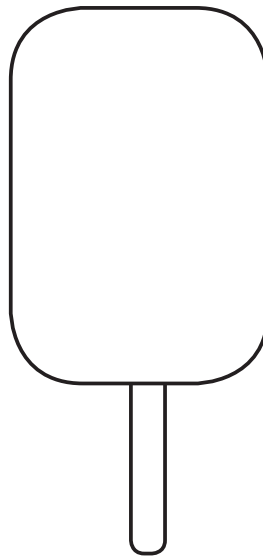
Stick Puppets of Danny and Rarfie



You will need:

- Cardboard - or photocopy this sheet onto card
- Felt pens, coloured pencils or crayons
- Ice block sticks or pencils
- Sticky tape
- Scissors

1. Glue the pictures below of Danny and Rarfie onto the cardboard and cut them out.
2. Colour each card so they look like the characters in the story.
3. Tape an ice block stick or pencil to the back of the card.
4. Hold a conversation between Danny and Rarfie.



Name _____

Colouring-in

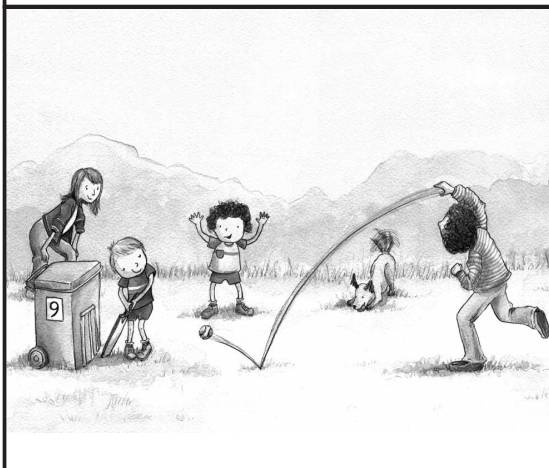
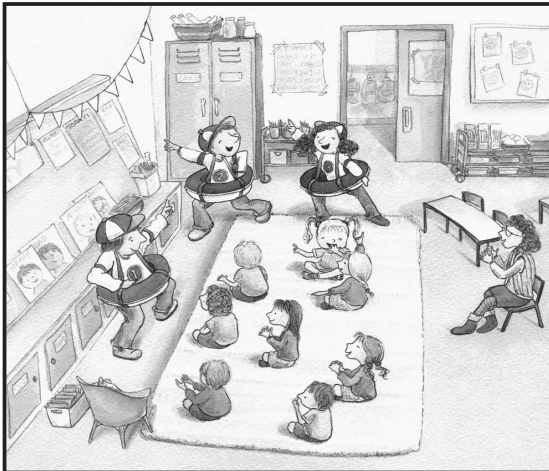
Brave
Danny



Name _____

Sequencing Order of Events What events happened to give Danny the courage to speak up?

Cut and paste these pictures onto a larger piece of paper so they are in the same order as the events in the story. Match them with the cut and paste sentences from worksheet 13 .



Name _____

Sequencing Order of Events Cut and paste these sentences onto a larger piece of paper so they are in the same order as the events in the story. Match the sentences to the pictures on worksheet 12.



Danny had fun all day on Saturday at Alex's house, jumping and running around.

'Today we talked about our feelings and I drew a picture for you,' said Danny. 'And the Life Buoys gave Mrs Foster special handouts for keeping safe.'
'I'd like to see one of those too,' said Mum.

That night Danny lay in bed waiting. But all he heard were quiet voices talking and soft music playing.

Mrs Foster showed Danny a special handout the Life Buoys had given her.

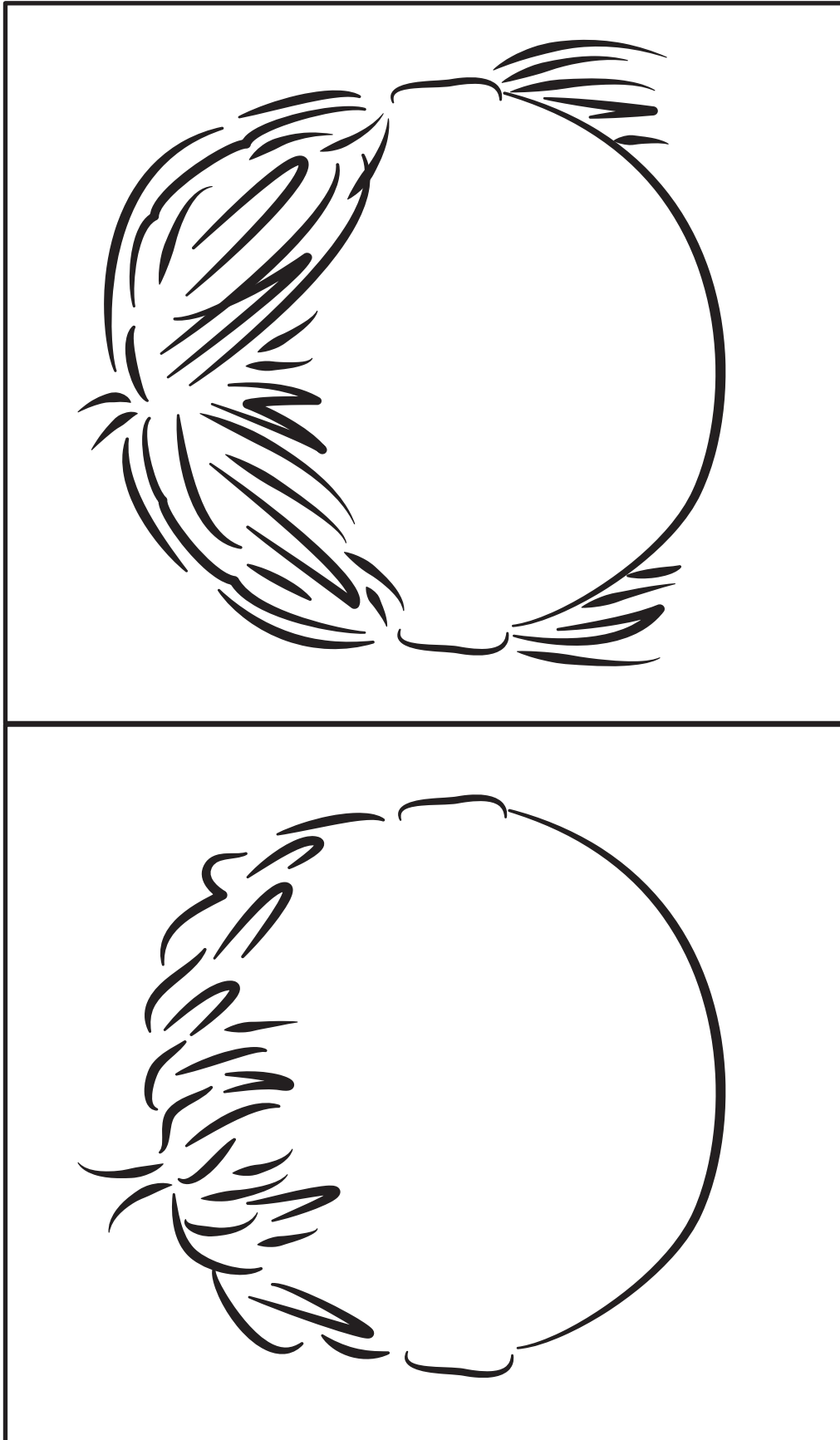
'Hello, everyone,' said the Life Buoys. 'Today we're going to have some fun with feelings.'

'Hey Danny, do you want to come for a sleepover tomorrow?' Alex asked.

Even dinnertime was fun.

Name _____

Faces with Feelings Draw expressions on these faces that show emotions and feelings. Cut out and have a group guessing game.



Name _____

Focus on Feeling Safe Draw a picture of yourself in the 'Me' box. Fill in the other boxes.

How I feel when I am safe

Things I can do to help me feel safe

Places I feel safe

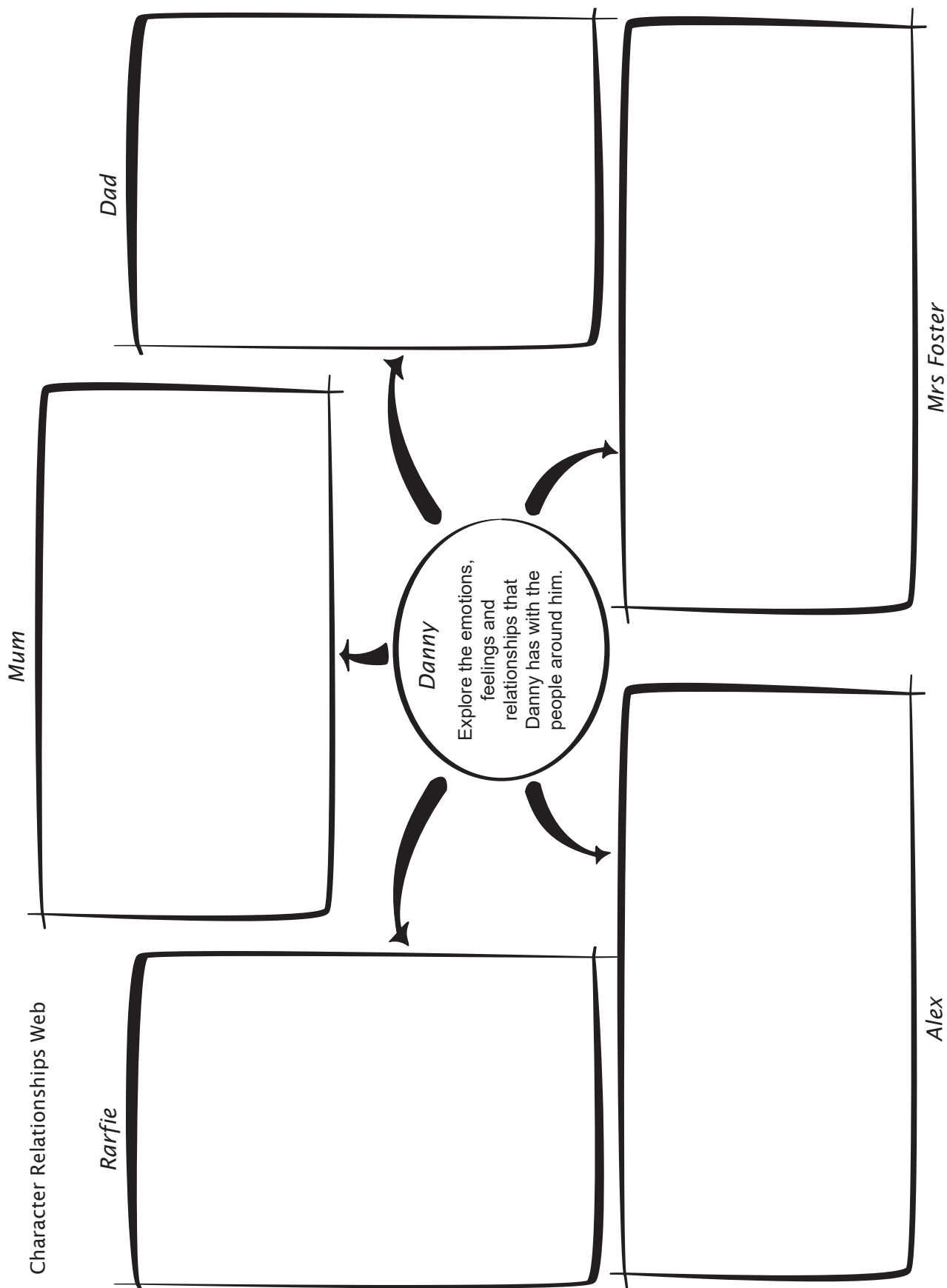
How I feel when I don't feel safe

Feeling Safe

Me

Name _____

Character Relationships Web Fill in the boxes to show how Danny feels about some of the other characters in the story.





Name _____

Build a Happy Home Use these bricks to draw pictures or write words, phrases and sentences about the things that make a happy home.

