

KEEPING SAFE

CHILD PROTECTION CURRICULUM



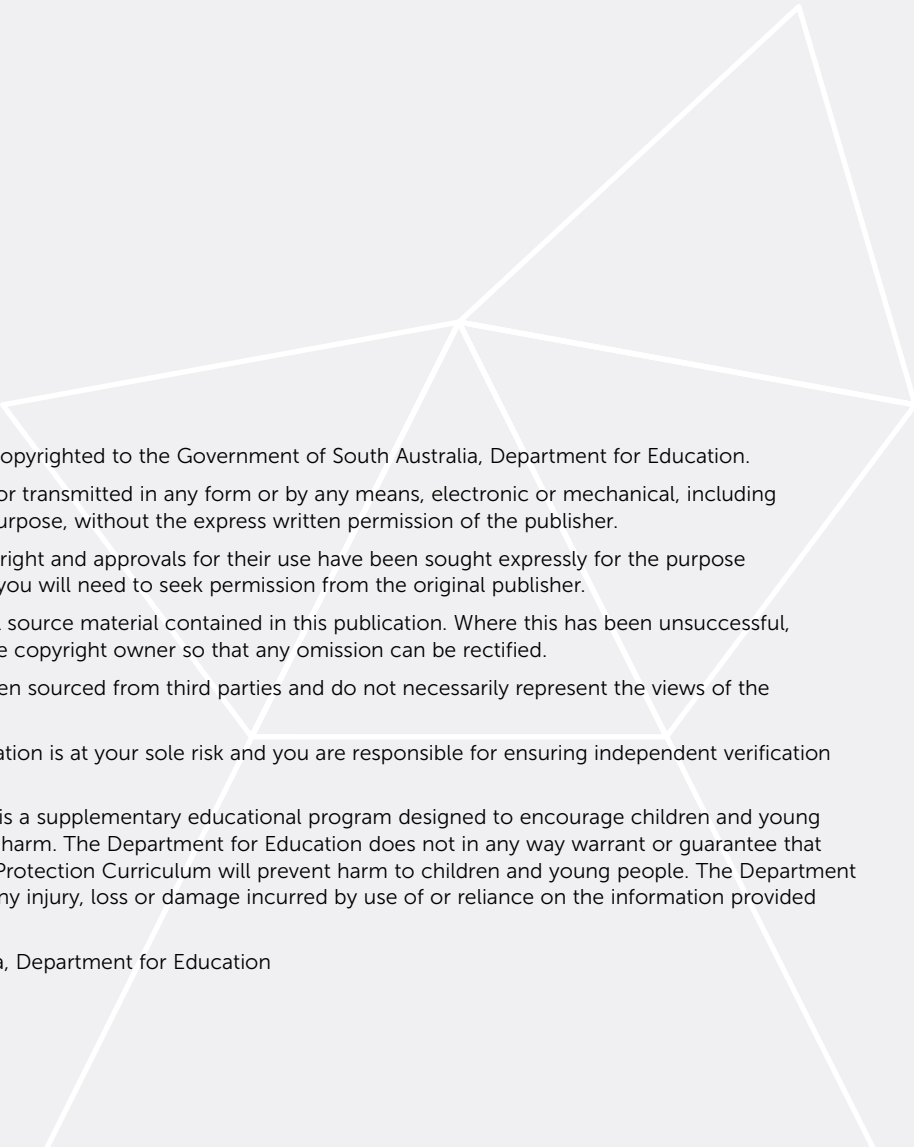
FOUNDATION TO YEAR 2 (AGES 5 TO 7)

The right to be safe
Relationships
Recognising and reporting abuse
Protective strategies

THIRD EDITION



Government
of South Australia
Department for Education



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FOREWORD FROM THE MINISTER



All children have the fundamental right to be safe. This is at the centre of the *Keeping Safe: Child Protection Curriculum* – an evidence-based child safety and respectful relationships curriculum for children and young people from birth to year 12.

South Australia has a proud history in the development of child protection education with the implementation of the *Protective Behaviours* program in 1985. Expert advice from child safety academics, education leaders, teachers and other stakeholders led to the creation and subsequent implementation of the *Keeping Safe: Child Protection Curriculum* in 2008.

Independent evaluation and research recognises the *Keeping Safe: Child Protection Curriculum* for its contemporary and evidence-based content, holistic approach, depth of content and breadth of learning. The curriculum supports a culture of belonging, safety, wellbeing and inclusivity, while focused on the rights of every child.

This edition of the *Keeping Safe: Child Protection Curriculum* continues to provide educators with comprehensive content and advice to develop and support children's knowledge, skills and understanding to recognise and report abuse. The curriculum's sequence of learning has been updated including the addition of birth to age 2, and key concepts strengthened with a particular focus on respectful relationships, consent, domestic and family violence, and online safety to further support children to help keep themselves safe in a global, interconnected world. Academics, subject matter experts, educators and key stakeholders provided valuable advice to ensure this edition maintains its evidence-base and world-leading reputation.

We all have a shared responsibility to promote children's safety. This curriculum supports the important role educators have in empowering children and young people to recognise abuse and unsafe situations, apply strategies to be safe, and to seek help for themselves and others.

Hon Blair Boyer MP
Minister for Education, Training and Skills



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2008

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Department for Education and Child Development Interagency Child Protection Curriculum reference groups including representation from the Child and Adolescent Mental Health Service; Department for Families and Communities, Families SA; Department for Education and Child Development Aboriginal Education Unit; Office of Early Childhood Services – Learning Improvement and Support Services; Office of Primary, Middle and Senior Secondary Services; Preschool Directors Association of South Australia; Sexual Health Information Networking and Education SA Inc (SHINE SA); South Australian Area Schools Leaders Association (SAASLA); South Australian Association of School Parents' Clubs (SAASPC); South Australian Association of State Schools Organisation (SAASSO); South Australian Department of Health; South Australia Police (SAPOL); South Australian Primary Principals Association (SAPPA); South Australian Primary School Counsellors Association Inc (SAPSCAI); South Australian Secondary Principals Association (SASPA)

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Preschools

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Black Forest Primary School, East Torrens Primary School, Eastern Fleurieu R-12 School, Hewett Primary School, Kongorong Primary School, Lake Wangary Primary School, Mitcham Junior Primary School, Mitcham Primary School, Morphett Vale East Primary School, Munno Para Primary School, Nairne Primary School, Parafield Gardens Primary School, Peterborough Primary School, Ramco Primary School, Seaton Park Primary School, The Heights School, Westport Primary School, Whyalla Town Primary School, Woodcroft Primary School

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2024

More than 12,000 educators worldwide were invited to participate in the KS:CPC third edition consultation process.

Thank you to the educators who contributed and those who have provided ongoing feedback since its initial development. Suggestions from the 'KS:CPC Educator course feedback' have been incorporated where possible.

Feedback provided for the *Culturally and linguistically diverse backgrounds support materials* (2014), *Disability and additional needs support materials* (2017) and *Aboriginal support materials* (2018) has also been incorporated.

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- child protection
- disability and inclusive practices
- diversity and inclusion
- domestic and family violence
- early years
- English as an additional language or dialect
- flexible learning options
- harmful sexual behaviours
- international education
- online safety
- primary years
- relationships and sexual health
- respectful relationships
- secondary years
- trauma-informed practice
- wellbeing and mental health.

Australian Centre to Counter Child Exploitation

The eSafety Commissioner

SHINE SA



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INTRODUCTION TO THE KS:CPC

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from birth to year 12 (age 17+). As an evidence-based curriculum, it is highly regarded in Australia and worldwide due to its depth of content, breadth of learning and contemporary nature.

The KS:CPC was developed by the Department for Education (department) between 2003 and 2007 in consultation with child protection experts, education leaders, teachers, key stakeholders and other professionals. The curriculum is reviewed and updated regularly to remain contemporary and responsive to emerging evidence.

This third edition maintains the high-quality content established through its South Australian origins and incorporates the broader Australian and international perspectives of the KS:CPC global edition. As a holistic and inclusive curriculum, key content, learning activities and resources from the support materials (Aboriginal; culturally and linguistically diverse; and disability and additional needs) have been incorporated within the year level documents to strengthen teaching and learning for all students. Further information is available on the KS:CPC website.

In the context of the KS:CPC, the following definitions are provided:

- Child safety refers to the rights of all children to be safe and the responsibility of adults to protect them from harm, abuse and neglect. Children must be taught protective strategies and develop the knowledge, skills and understanding to help keep themselves safe.
- Respectful relationships are characterised by reciprocal trust, communication and understanding, where people treat each other with care, empathy and dignity. Each person's rights, feelings, culture, identity and boundaries are valued and their personal growth, choices and safety are supported.
Respectful relationships:
 - encompass all types of relationships, including family, peers, adults, partners and acquaintances
 - change according to the context or situation
 - are experienced in various forms, including in-person and online.

Adults have a duty of care to protect children and are responsible for their health, safety and wellbeing. Children and young people need to learn protective strategies, understand their right to be safe and that they are not responsible if they have suffered from abuse or harm.

As educators, it is important to be culturally aware, inclusive and responsive to the needs and abilities of all children and young people. This includes receiving an education free from discrimination; that recognises individual needs and capabilities; values and respects identity and social, linguistic and religious diversity; and in partnership with family and community (Education Council 2020).

Learn more: [History of the KS:CPC](#).

Education Council (2020) *Alice Springs (Mparntwe) education declaration*, Education Services Australia





STRUCTURE OF THE KS:CPC

Rationale

All children have the fundamental right to be safe – to learn, play, grow, live safely and be supported and valued, in accordance with the United Nations Convention on the Rights of the Child (1989).

Keeping all children safe is a global challenge, with millions of children subjected to abuse, neglect, violence and other rights violations each year (UNICEF 2022a). Child abuse impacts all parts of society across economic and social circumstances, culture, religion or ethnicity and it can have immediate and long-term consequences (UNICEF 2022b).

Research indicates that most child abuse and neglect involves someone known to the child or their family (National Office for Child Safety 2021). Furthermore, survivors of abuse reported that they didn't know what abuse was; that the behaviour was wrong; what they could do about it; and that people didn't listen (Attorney-General's Department 2017). Education is paramount in protecting the rights of all children to be safe.

Promoting the safety and wellbeing of children and young people is a shared societal responsibility. Families, communities, governments, schools, businesses and services all have a role in protecting children and young people. While safeguarding policies and practices support organisations' responses to harmful or unsafe situations, child protection education empowers children.

Education must support children's self-efficacy and agency to advocate for their right to be safe. Children need the knowledge, skills and understanding to develop respectful relationships, recognise and report abuse and apply strategies to support their safety and wellbeing – this is the core of the Keeping Safe: Child Protection Curriculum.

Aims

All children and young people, in developmentally appropriate ways, can:

- understand they have the right to be safe
- recognise abuse and unsafe situations
- apply knowledge, skills and understanding to be safe
- seek support for themselves or others.

Themes

The KS:CPC themes focus on the curriculum's core principles and key understandings in child-friendly language.

Theme 1: We all have the right to be safe

- I have the right to be and feel safe.
- I behave and act safely for myself and others.
- I respect and support the rights of others.
- I know that adults have a responsibility to protect and care for children.

Attorney-General's Department (2017) *Royal commission into institutional responses to child sexual abuse: final report*, Commonwealth of Australia

National Office for Child Safety (2021) *National strategy to prevent and respond to child sexual abuse 2021–2030*, Commonwealth of Australia

UNICEF (2022a) Child protection overview, viewed October 2024, <https://kscpc.sa.edu.au/e/10115>

UNICEF (2022b) Violence against children, viewed October 2024, <https://kscpc.sa.edu.au/e/10116>

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, <https://kscpc.sa.edu.au/e/10061>

Additional resources:

- [KS:CPC Framework poster](#)
- [KS:CPC Framework chart](#)



Theme 2: We can help ourselves to be safe by talking to people we trust

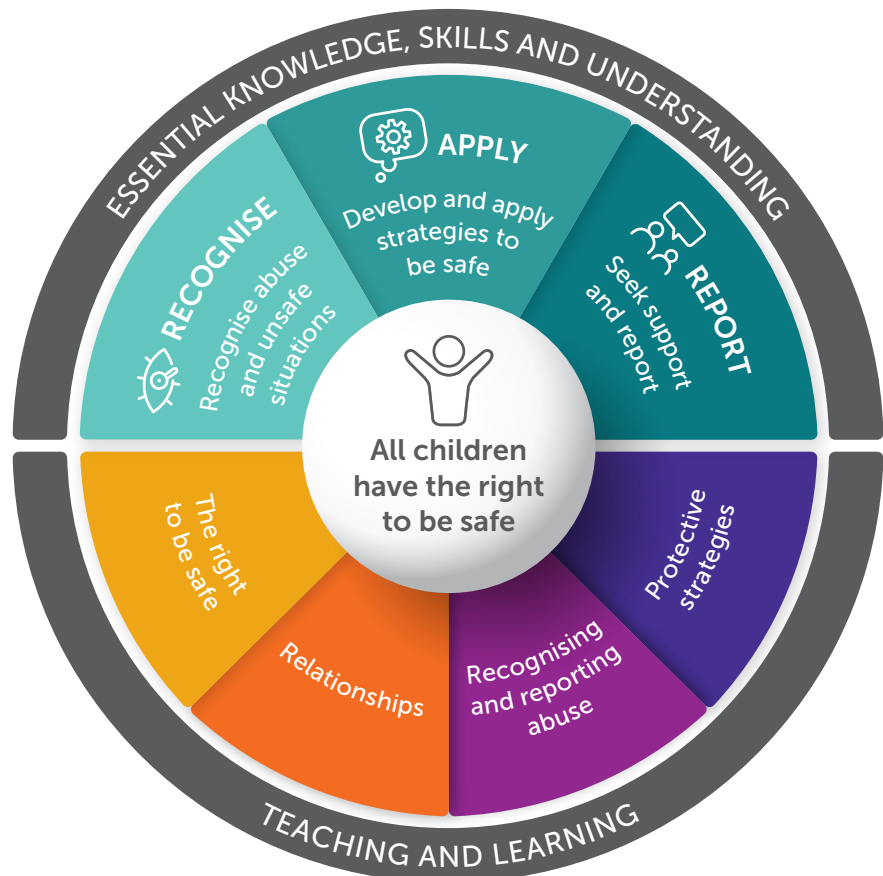
- I have a network of trusted people.
- I will tell people on my trusted network if I feel unsafe.
- I will keep telling until someone listens, I get help and I am safe.

Use the themes to generate discussion and as an ongoing reminder by displaying posters around the centre or school. See the [KS:CPC Posters](#).

For children and young people with communication challenges, change the language and mode of delivery to best suit their abilities, eg 'we can help ourselves to be safe by **communicating** with people we trust'.

Framework

'All children have the right to be safe' is at the centre of the KS:CPC. Through the **teaching and learning** across the 4 focus areas, children and young people develop the **essential knowledge, skills and understanding** to **recognise** abuse and unsafe situations, develop and **apply** strategies to be safe and to seek support and **report** to a trusted source.



Sequence of learning

The KS:CPC topics are presented sequentially across the 4 focus areas. The learning intentions of the KS:CPC are overarching and holistic; children and young people work towards these learning intentions in ways that are age and developmentally appropriate, as described through the learning activities in each topic from birth to year 12 (age 17+).

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 1: The right to be safe	1 Keeping safe	<ul style="list-style-type: none"> Understand how the KS:CPC themes help to keep children and young people safe. Identify trusted people and support services to seek help from.
	2 Rights and responsibilities	<ul style="list-style-type: none"> Know that everyone has rights and understand how rights and responsibilities are interrelated. Understand privacy, personal space and boundaries. Understand how gender stereotypes and expectations can impact individuals and society.
	3 Safe and unsafe	<ul style="list-style-type: none"> Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations. Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online. Understand how managing risk can make situations safer, including online.
Focus area 2: Relationships	4 Trusted networks	<ul style="list-style-type: none"> Identify and describe the qualities of a trusted person. Understand how to develop a personalised trusted network. Identify and know how to access trusted people and support services.
	5 Respectful relationships	<ul style="list-style-type: none"> Recognise characteristics of healthy, unhealthy and abusive relationships. Identify and describe rights and responsibilities in developing and maintaining respectful relationships. Understand consent and apply strategies to different contexts, including online.
	6 Power in relationships	<ul style="list-style-type: none"> Identify and describe positive use and abuse of power and understand the impact on self and others. Recognise harmful behaviours in relationships, including bullying and domestic and family violence. Identify and apply strategies to address harmful behaviours.
Focus area 3: Recognising and reporting abuse	7 Bodily integrity	<ul style="list-style-type: none"> Use the correct names and know the location of sexual body parts. Understand the whole body is private. Understand and recognise safe, unsafe and unwanted touch.
	8 Understanding abuse	<ul style="list-style-type: none"> Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online. Practise and apply strategies for reporting abuse and unsafe situations. Understand safe upstander behaviours when supporting others.
Focus area 4: Protective strategies	9 Applying strategies	<ul style="list-style-type: none"> Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online. Identify protective strategies to increase safety in preparation for future events or situations.
	10 Seeking support	<ul style="list-style-type: none"> Review trusted networks and understand the importance of reviewing them regularly. Demonstrate ways to seek support from trusted people and support services, including in emergencies.



Curriculum documents

The KS:CPC is organised into 7 documents:

- birth to age 5
- foundation to year 2 (ages 5 to 7)
- years 3 to 4 (ages 8 to 9)
- years 5 to 6 (ages 10 to 11)
- years 7 to 8 (ages 12 to 13)
- years 9 to 10 (ages 14 to 15)
- years 11 to 12 (ages 16 to 17+).

There are 3 sections in each document:

- 1 **General introduction:** the fundamental knowledge and understanding for educators to deliver the KS:CPC.
- 2 **Learning activities:** arranged by topic within the 4 focus areas.
- 3 **Activity resources:** support the learning activities.

Focus areas

The essential knowledge, skills and understanding are explored through 4 focus areas at an age and developmentally appropriate level.

Focus area 1: The right to be safe

Children and young people:

- explore the foundations for a safe and inclusive learning environment and identify key support services and trusted people
- learn that all children have rights, including the right to be safe and that they have the responsibility to respect the rights of others
- explore the United Nations Convention on the Rights of the Child (1989), Universal Declaration of Human Rights (United Nations 1948) and other rights' conventions and declarations.
- learn about privacy, personal space and boundaries
- understand the importance of respecting the identity and diversity of self and others and the impact that factors such as gender stereotypes can have regarding safety, identity, opportunities and limitations
- investigate the meaning of safe and unsafe and apply problem-solving strategies in a range of contexts
- understand the connections between feelings and warning signs to recognise and report unsafe situations and practise making informed decisions to assess and mitigate risks.

Focus area 2: Relationships

Children and young people:

- identify common qualities of trustworthy people and explore a wide range of support services
- develop trusted networks and apply help-seeking strategies in different situations
- learn about respectful relationships, including indicators of healthy and unhealthy relationships, and apply knowledge of rights and responsibilities within different relationships
- explore strategies for seeking, giving and denying consent in various contexts. Older students learn about sexual consent and the importance of mutual respect and empathy in reaching, communicating or withholding consent
- explore the positive use and abuse of power within relationships and identify harmful power dynamics and behaviours in various contexts.

United Nations (1989)
Convention on the Rights of
the Child, viewed October 2024,
<https://kscpc.sa.edu.au/e/10061>

United Nations (1948) Universal
Declaration of Human Rights, viewed
October 2024, <https://kscpc.sa.edu.au/e/10117>



Focus area 3: Recognising and reporting abuse

Children and young people:

- build on their understanding of their right to be safe by learning that the whole body is private, the importance of knowing the correct names of body parts and recognising safe, unsafe and unwanted touch
- define abuse and explore ways to recognise and report different forms of harm, abuse and unsafe behaviours, including physical, sexual and emotional abuse, neglect, bullying, domestic and family violence, grooming and online abuse
- explore help-seeking strategies, including how to report abuse and seek support for themselves and others.

Focus area 4: Protective strategies

Children and young people:

- apply problem-solving strategies to safely assess and respond to a wide range of situations and contexts
- learn about assertive communication, saying 'no' and being persistent when seeking support and reporting abuse (keep telling until someone listens)
- review trusted networks and further explore community and online support services
- apply protective strategies to various contexts such as travel and holidays, school and life changes, work and further studies.



KEY INFORMATION FOR EDUCATORS

Educator responsibilities

All children have the fundamental right to be safe – to learn, play, grow, live safely and be supported and valued, under the United Nations Convention on the Rights of the Child (1989). Globally, schools and organisations have different requirements for implementing child protection education along with local laws and policies.

South Australia

The Department of Education's:

- **Safeguarding children and young people policy** details the mandated requirements that all children and young people from age 3 to year 12 must access the KS:CPC each year and that it is taught by educators who are trained in its use
- mandatory **Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training** must be completed to work or volunteer with children and young people in education and care settings
- **Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings** provides advice to adults to meet their obligations to safeguard the emotional, physical and sexual wellbeing of children and young people through the establishment of positive, safe and respectful relationships
- **Trauma-informed practice in education (TIPiE)** prioritises the physical, psychological and emotional safety and wellbeing of all children and young people, recognising the detrimental impacts of complex trauma on some. It supports care and education sites in building inclusive environments by enhancing staff understanding and commitment to proactively fostering safety, relationships and regulation.
- **Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy** identifies the requirements that public education and care sites and services must meet in planning and implementing their curriculum, assessment and reporting practices, including the KS:CPC.

The **Children and Young People (Safety) Act 2017** (Government of South Australia) outlines the legislated responsibilities of organisations and individuals to protect children and young people under 18 years of age from abuse.

The **Child safe environments program** (Department of Human Services) supports agencies providing services to children and young people to build and maintain environments that are both child safe and child-friendly.

Other schools and organisations

Educators should refer to their organisation, state or country's safeguarding policies and legal requirements. This could include:

- child protection laws and legislation
- responsibilities for reporting child abuse
- school or centre's policies
- duty of care responsibilities
- curriculum requirements
- child protection education.

Schools and organisations with a KS:CPC licence agreement must comply with the agreement requirements. Educators must complete the KS:CPC Educator course before implementing the KS:CPC.

Additional resources

Australia:

- **Australian child protection legislation** (Australian Institute of Family Studies)
- **Safe and supported: The national framework for protecting Australia's children 2021–2031** (Commonwealth of Australia).

International:

- **The international child safeguarding standards** (Keeping Children Safe)
- **Child protection and safeguarding** (Council of International Schools).

United Nations (1989)
Convention on the Rights of the Child, viewed October 2024,
<https://kscpc.sa.edu.au/e/10061>

Training

Educators must complete the full day **KS:CPC Educator course** before implementing the KS:CPC. The course provides the strategies and resources to teach children and young people about their right to be safe, relationships, recognising and reporting abuse and protective strategies. Implementation strategies and mapping tools are provided to support whole site implementation.

The **KS:CPC Online update course** is available for staff who have completed the KS:CPC Educator course to refresh their knowledge and understanding.

Refer to **KS:CPC Information for educators**.

Website

<https://kscpc.sa.edu.au>

Educators must have completed the KS:CPC Educator course to access the website and resources.

The website includes:

- curriculum documents
- curriculum mapping tools
- additional advice and content
- parent and carer resources
- planning and implementation tools
- KS:CPC Online update course.

Child protection

Child protection around the world

Globally, it is estimated that up to one billion children each year are affected by physical, sexual, or emotional violence or neglect (WHO 2022b).

There is a greater impact on academic success and a heightened risk of educational underachievement for children who have been affected by violence. They are more likely to drop out of school and college than children who have not been on the receiving end of violence or abuse (WHO 2022b).

Understanding the issues children and the community face can help prepare educators to implement effective child protection education. Children may be exposed to different types of violence, exploitation and abuse. UNICEF (2012) highlights various issues, including:

- armed violence
- birth registration
- child labour
- child marriage
- child protection and information communication technologies
- child recruitment by armed forces or armed groups
- child trafficking
- children without parental care
- children with disabilities
- family separation in emergencies
- female genital mutilation or cutting
- gender-based violence
- justice for children
- landmines and explosive weapons
- psychosocial support and wellbeing
- sexual violence against children.

UNICEF (2012) Child protection from violence, exploitation and abuse, viewed October 2024, <https://kscpc.sa.edu.au/e/10191>
World Health Organization (WHO) (2022b) Violence against children, viewed October 2024, <https://kscpc.sa.edu.au/e/10193>



Children who are abused often experience poor academic results, have lower IQ test scores and lower levels of educational self-efficacy (UNICEF 2014a).

Child protection in Australia

In Australia, while many children grow up in families within a safe, happy and healthy environment, child maltreatment is a significant issue. Approximately 2.5 million Australian adults were impacted by physical and/or sexual abuse during childhood. For more information and statistics see **Australia's children: Child abuse and neglect** (Australian Institute of Health and Welfare).

Commonwealth legislation guides child protection, but state and territory governments are responsible for administering and managing child protection services.

The principles of the United Nations Convention on the Rights of the Child (1989) underpin child protection legislation in Australia and the *Australian Human Rights Commission Act 1986* guides how to uphold the principles (AIFS 2022).

The **Australian child protection legislation** (AIFS) page provides an overview of child protection legislation across state and territory jurisdictions in Australia.

Safe and supported: The national framework for protecting Australia's children 2021–2031 (Commonwealth of Australia) details the rights of all children and young people to grow up safe, connected and supported in their family, community and culture and to grow up in an environment that enables them to reach their full potential.

The **National principles for child safe organisations** (Australian Human Rights Commission) provides 10 principles recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse, with a broader scope beyond sexual abuse to cover other forms of potential harm.

Having a good understanding of the challenges that affect children and the community can better prepare educators for effective implementation of the KS:CPC.

Child protection education

Schools and education organisations have specific child protection or safeguarding policies and requirements for mandatory reporting and duty of care. This includes government and non-government childcare centres, preschools, kindergartens and schools.


To support KS:CPC implementation, consider developing site-specific information, such as:

- overview of the country, state or territory's legislation, standards and requirements
- overview of the site or organisation's duty of care and reporting abuse requirements
- overview of the KS:CPC and requirements for implementation
- connecting the KS:CPC with the site's values and beliefs
- connecting the KS:CPC with other curriculum
- support procedures for students and educators
- strategies and requirements for informing parents, carers and the community.

International schools

Many international schools have site-specific child protection or safeguarding policies detailing educators' duty of care.

When implementing a child protection curriculum, educators should understand the needs of students and the context of families and communities.



Australian Institute of Family Studies (AIFS) (2022) Australian child protection legislation, Australian Government, viewed October 2024, <https://kscpc.sa.edu.au/e/10037>

UNICEF (2014a) *Hidden in plain sight: a statistical analysis of violence against children*, New York

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, <https://kscpc.sa.edu.au/e/10061>



Additional resources:

- **Child protection and safeguarding** (Council of International Schools)
- Association of International Schools in Africa (AISA) (2018) ***AISA child protection handbook: for teachers, administrators and board members***, version 3, Chanel Worsteling (ed).



Students in international school communities may face increased vulnerability to abuse due to their isolation and limited access to support networks (AISA 2018).

It is important to address key considerations for international school children, such as transience, mobility, maturity, separation, cultural differences and academic expectations.

Learn more: International school context.

Understanding harm, abuse and neglect

Harm can be defined as physical or psychological and can include harm caused by sexual, physical or emotional abuse, or neglect (Government of South Australia 2023).

'Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power' (WHO 2022a).

Types of abuse and neglect

Children can be abused by adults and other children who, by virtue of their age or stage of development, are in a position of responsibility, trust or power over the affected person (AIFS 2018b).

Physical abuse is the intentional use of physical force against a child that causes, or is likely to cause, harm to the child's health, survival, development, or dignity. Much physical violence against children in the home is often inflicted as a form of punishment. This violence may occur as a single incident or be repeated over time (AIFS 2018b).

Psychological or emotional abuse includes any act by a person resulting in a child suffering emotional deprivation or trauma. It can also include children affected by exposure to family violence (AIHW 2023a).

Sexual abuse occurs when someone in a position of power uses that power to involve the child or young person in sexual activity (Department for Child Protection n.d.).

Sexual abuse includes contact and non-contact abuse. Contact abuse involves an individual making physical contact with a child, eg inappropriate touch. Non-contact abuse refers to a child being abused (in person or online) without being touched by the individual (NSPCC n.d.).

Neglect includes supervisory neglect leading to harm or abuse, sexual abuse or exploitation and exposure to or involvement in criminal activities. Physical neglect is characterised by a caregiver's failure to provide basic physical necessities, such as safe, clean and adequate clothing, housing, food and health care. Medical neglect refers to a caregiver's failure to provide appropriate medical care. Emotional neglect is characterised by a lack of caregiver warmth, nurturance, encouragement and support (AIFS 2018b).

Abuse-related trauma

Abuse-related trauma refers to the psychological, neurobiological and emotional impact experienced by individuals subjected to abusive and harmful actions or events. It can result from various forms of abuse.

Children and young people who experience abuse-related trauma can become disconnected from their feelings. They may find it difficult to know, name and express what may be a limited range of feelings. Feelings may be perceived as a threat to traumatised children and young people and they may respond with hyperarousal (fleeing, anger or anxiety) or hypoarousal (shutting down). It is important to be attuned to the emotional states of children and young people. Support them in feeling confident to identify, name, understand and communicate their feelings in a safe environment.

SOUTH AUSTRALIA

Government of South Australia (2023) ***Children and Young People (Safety) Act 2017***, Attorney-General's Department



Australian Institute of Family Studies (AIFS) (2018b) What is child abuse and neglect?, viewed October 2024, <https://kscpc.sa.edu.au/e/10194>



Australian Institute of Health and Welfare (AIHW) (2023a) Glossary, viewed October 2024, <https://kscpc.sa.edu.au/e/10195>

Department for Child Protection (n.d.) Indicators of harm or risk to children and young people, viewed October 2024, <https://kscpc.sa.edu.au/e/10508>

National Society for the Prevention of Cruelty to Children (NSPCC) (n.d.) Sexual abuse, viewed October 2024, <https://kscpc.sa.edu.au/e/10218>

World Health Organization (WHO) (2022a) Child maltreatment, viewed October 2024, <https://kscpc.sa.edu.au/e/10192>

Grooming

Grooming refers to deliberate actions with the aim of befriending and influencing a child (or members of the child's family), with the objective of sexually abusing the child. These actions aim to establish an emotional connection, gain the child's trust (or the trust of their family members), lower the child's (or family's) defences and target the intended individual.

Grooming involves psychological manipulation that is often subtle, prolonged, planned, controlling and premeditated.

Vulnerable children may be seen as easy targets to manipulate due to their age, disability, emotional deprivation, isolation or disadvantage (National Office for Child Safety 2021).

Online grooming refers to establishing and building a relationship with a child using the internet or other digital technologies to facilitate sexual contact with that child, either physically or online (National Office for Child Safety 2021).

Harmful sexual behaviour

Sexual behaviour occurs on a continuum from developmentally appropriate to harmful and may happen in person or online. Sexual behaviour can be self-directed or occur with other children and young people or adults.

Sexual behaviour is likely developmentally appropriate when it is typical for a child or young person's age and/or developmental ability; occurs between equals in age, size and developmental ability; is mutual and consensual; or is curious and exploratory.

Sexual behaviour is likely to be harmful if it is inappropriate for a child or young person's age and/or stage of developmental ability or if there is a significant difference between the age, developmental ability or power of those involved. It is likely to be harmful if it is secretive, excessive or compulsive or involves manipulation, bribery, trickery, coercion, threats, force or aggression. Harmful sexual behaviour includes children and young people viewing child exploitation material. Younger children viewing sexual images or adult pornography is also harmful. Sexually aggressive and/or illegal adult pornography is harmful for children and young people of any age.

Child exploitation material includes content where a child or young person under 18 (or who looks under 18) is depicted in a sexual way, involved in a sexual act or showing sexual body parts.

(Department for Education 2022a)

KS:CPC connections

All children and young people have the right to be safe from all forms of harm, abuse and neglect, to be cared for and respected and to know they are never responsible if harm, abuse or neglect occurs. The KS:CPC provides children and young people with opportunities to develop the knowledge, skills and understanding about their rights, warning signs, how to recognise unsafe situations, abuse, healthy and unhealthy relationships and positive use of power. Problem-solving skills and strategies for help-seeking, accessing support services and reporting are explored.

Find opportunities to embed respectful relationship concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Harm, abuse and neglect.

SOUTH AUSTRALIA



Department for Education (2019) ***Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings***, Government of South Australia

Department for Education (2022a) ***Sexual behaviour in children and young people: procedure and guideline***, Government of South Australia

Department for Education (2024) ***Trauma-informed practice in education***, Government of South Australia

National Office for Child Safety (2021) ***National strategy to prevent and respond to child sexual abuse 2021–2030***, Commonwealth of Australia





Domestic and family violence

Domestic violence refers to acts of violence that occur in domestic settings between 2 people who are, or were, in an intimate relationship. Family violence is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members (Our Watch 2021). Domestic and family violence can include physical, sexual, emotional, psychological and financial abuse, coercive control and stalking.

Domestic and family violence occurs across all socio-economic and demographic groups. While every experience of family, domestic or sexual violence is personal and different, it is most commonly perpetrated by men against women. Some groups, including children, are more vulnerable than others because they are at greater risk or because the impacts and outcomes of violence can be more serious or long-lasting (AIHW 2023b).

For children and young people, the effects of experiencing or being exposed to domestic and family violence can be traumatising, ongoing and long-lasting. Effects can impact every aspect of their lives, including physical and mental health, development, wellbeing, behaviours, relationships, feelings and emotions, education, learning, cognition and housing outcomes (1800RESPECT; AIHW 2023b; ANROWS 2018).

Our Watch (2021) emphasises gender equality and actions to address the drivers of gender-based violence, such as challenging the condoning of violence against women, promoting women's independence and decision-making, challenging gender stereotypes and roles, strengthening positive, equal and respectful relationships and promoting and normalising gender equality in public and private life.

The *Australian National plan to end violence against women and children 2022–2032* (Department of Social Services 2022) highlights the importance of respectful relationships and consent education in schools, preventing gender-based violence and addressing the safety and needs of children and young people.

SOUTH AUSTRALIA

Department for Education (n.d.)
Bullying prevention requirements,
Government of South Australia



Australian Institute of Health and Welfare (AIHW) (2023b)
Family, domestic and sexual violence, viewed October 2024, <https://kscpc.sa.edu.au/e/10069>



Australia's National Research Organisation for Women's Safety (ANROWS) (2018) *Research summary: the impacts of domestic and family violence on children* (2nd ed), Sydney: NSW

Department of Social Services (2022) *National plan to end violence against women and children 2022–2032*, Commonwealth of Australia

Our Watch (2021) *Change the story: A shared framework for the primary prevention of violence against women in Australia* (2nd ed), Melbourne: Australia

Stopbullying.gov (2021) Effects of bullying, viewed October 2024, <https://kscpc.sa.edu.au/e/10198>

1800RESPECT: How domestic violence affects children, viewed October 2024, <https://kscpc.sa.edu.au/e/10189>

KS:CPC connections

The KS:CPC addresses domestic and family violence through topics that focus on children's and young people's right to be safe, understanding respectful relationships, recognising unsafe situations and abuse, bystander and upstander behaviour and strategies for help-seeking and reporting.

Find opportunities to embed respectful relationship concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Domestic and family violence.

Bullying

While most children and young people behave in safe, respectful and inclusive ways, some engage in challenging, complex or unsafe behaviours, which can change over time.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm (definition for Australian schools).

Bullying can cause physical and psychological harm, such as injuries, depression, anxiety, isolation, changes in sleep and eating patterns, health complaints, loss of interest in activities and going to school and decreased academic achievement. Bullying can have long-term and short-term negative effects, impacting everyone involved, including bystanders (Department for Education n.d.; Stopbullying.gov 2021).

There are 4 main types of bullying:

- **Physical** – such as hitting, pushing, shoving, intimidating or otherwise physically hurting another person, damaging or stealing their belongings and threats of violence.
- **Verbal and written** – such as name-calling, insults, taunting, intimidation, threats, sarcastic remarks and put-downs.
- **Social** (including relational or emotional bullying) – such as social exclusion and isolation, lying, spreading rumours, unkind facial expressions or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships.
- **Cyberbullying** – any form of bullying that occurs online or via digital technologies. Verbal and social bullying can be cyberbullying when it happens online. Cyberbullying often occurs in addition to in-person bullying.

(Department for Education n.d.)

KS:CPC connections

The KS:CPC addresses bullying through topics about the right to be safe, respectful relationships, rights and responsibilities, recognising and reporting abuse and strategies to address abuse, including bystander and upstander behaviour. There is a strong focus on understanding the characteristics of bullying, discrimination, harassment and racism and strategies to respond, seek help and report inappropriate behaviour towards self and others.

Find opportunities to embed respectful relationship concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Bullying.

Bodily integrity, touch and consent

Bodily integrity and autonomy

Bodily integrity refers to someone's right not to be touched without their consent and to be free from acts of abuse or harm against their body. Children with disability and those who are very young are especially vulnerable to violations of bodily integrity, as they may be unable to speak up for or defend themselves and give or deny consent (CRIN n.d.).

Bodily autonomy refers to everyone's right to determine what happens to their body and the choices they make. It is about agency and everyone being free to make decisions about their own body.

Parts of the body

Knowing and using the correct names of body parts can enhance children's self-confidence and body image, help them accurately describe a situation or concern and give them the ability to communicate assertively (Matthews 2017). It is critical when children disclose abuse because disclosures using incorrect terminology may not be understood or followed up (Kenny et al 2008). Research suggests that sexual offenders are less likely to target children who use the correct names (Elliott et al 1995).

Names of body parts referred to in the KS:CPC include **anus, bottom, breasts, chest, mouth, nipples, penis, testes, vagina** and **vulva**. Some resources refer to these body parts collectively as 'private body parts' or 'sexual body parts', however the KS:CPC focuses on the whole body being private. This emphasises that **no one has the right to touch anyone's body without their consent**, including someone touching any part of someone else's body inappropriately or sexually; either between an adult and a child or between children.

When referring to body parts, the KS:CPC focuses on their names and locations, not their function. Use language such as 'most males' or 'most females' to ensure inclusivity and safety, acknowledging the diversity of human biology and gender.

SOUTH AUSTRALIA

Department for Education (n.d.)
Bullying prevention requirements,
Government of South Australia

Child Rights International Network (CRIN) (n.d.) Bodily integrity, viewed October 2024, <https://kscpc.sa.edu.au/e/10199>

Elliott M, Browne K and Kilcoyne J (1995) Child sexual abuse prevention: what offenders tell us, *Child Abuse & Neglect*, 19 (5), 579–594

Kenny MC, Capri V, Thakkar-Kolar RR, Ryan EE, Runyon MK (2008) Child sexual abuse: From prevention to self-protection, *Child Abuse Review*, 17, 36–54

Matthews D (2017) Call children's private body parts what they are, *Psychology Today*, viewed October 2024, <https://kscpc.sa.edu.au/e/10200>



Touch

Touch is an important part of sensory communication, social interaction and wellbeing and it is vital to children's and young people's social, cognitive and physical development (Cekaite and Bergnehr 2018). Children and young people need to recognise different types of touch, know their rights and responsibilities and ways to respond to and report unsafe situations, including being touched inappropriately or without consent. They need to understand that everyone has the right to decide who can touch their body, where and in what way (UNESCO 2018).

Educators should avoid using language such as 'good' and 'bad' touch as these terms can be absolute and judgemental, focusing on an external evaluation rather than an internal feeling (Shinde 2019).

The KS:CPC refers to 3 types of touch – safe, unsafe and unwanted. When discussing types of touch as part of the KS:CPC learning activities, the context, intent, relationship and consent must be considered. Children and young people need to recognise types of touch for safety, to build and maintain respectful relationships, and to recognise and report abuse or unsafe situations.

Individual perceptions, experiences and touch preferences can vary between people and change over time.

1 **Safe touch** refers to physical contact that is:

- appropriate, consensual, respectful and safe; and,
- not intended to harm.

Safe touch may include touch that is uncomfortable but necessary for health and safety reasons.

2 **Unsafe touch** refers to physical contact that is:

- inappropriate, non-consensual, disrespectful, unsafe or unlawful; and/or,
- confusing, distressing or threatening; and/or,
- harmful or abusive.

All children and young people must report unsafe touch or touch they are unsure about to a trusted adult or appropriate support service.

3 **Unwanted touch** refers to physical contact that is:

- unwelcome or makes the person feel uncomfortable; and,
- not necessary; and,
- not intended to harm.

Children and young people should be supported to develop and apply strategies to respond to unwanted touch.

Consent

Consent is agreeing to something with informed decision-making, ability or capacity. Consent should be taught from a young age in an age and developmentally appropriate way.

Consent education is essential for building healthy and respectful relationships, positive sexual health and protecting vulnerable children and young people from harm (IPPF 2015). It is about acknowledging and respecting everyone's right to be safe; understanding responsibilities and personal boundaries; making informed decisions; knowing how to seek, give and deny consent; assessing risks; developing protective strategies; and reporting unsafe situations.

Sexual consent is '... a free, voluntary and informed agreement between people to participate in a sexual act. This agreement is only present when these people mutually and genuinely want to engage in that sexual act, and actively ensure their partner does too.' In healthy intimate relationships, reaching, communicating or withholding consent are key skills based on mutual respect and empathy (Department of Social Services 2023).

Sexual activity without consent is sexual assault or rape, is against the law (refer to local laws) and causes harm. Young people need to know and understand the relevant laws and how to respond to and report unsafe situations. Laws related to sexual consent and sexual assault will vary between locations (states, territories, countries). These laws are established to protect children and young people from exploitation and other harms and to preserve their right to privacy and healthy sexual development (AIFS 2021).

Australian Institute of Family Studies (AIFS) (2021) Age of consent laws in Australia, viewed October 2024, <https://kscpc.sa.edu.au/e/10201>



Cekaite A and Bergnehr D (2018) Affectionate touch and care: embodied intimacy, compassion and control in early childhood education, *European Early Childhood Education Research Journal*, 26 (6), 940–955

Department of Social Services (2023) *The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people*, Commonwealth of Australia

International Planned Parenthood Federation (IPPF) (2015) *Teaching about consent and healthy boundaries – a guide for educators*, London: United Kingdom

Shinde S (2019) A plea to use terms 'safe touch' and 'unsafe touch' instead of 'good touch' and 'bad touch' in personal safety education, *Institutionalised Children Explorations and Beyond*, 6 (1), 86–88

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2018) *International technical guidance on sexuality education: an evidence-informed approach*, Paris: France

The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people (Department of Social Services 2023) provides detailed information about 5 core concepts of sexual consent:

- free and voluntary
- specific and informed
- affirmative and communicated
- ongoing and mutual
- reflects capacity.

A shared vision of consent practice is provided through 10 principles about ways to promote healthy, consensual and safe sexual relationships.

KS:CPC connections

The KS:CPC addresses bodily integrity, touch and consent through topics about rights, the whole body being private, the correct names of body parts and safe, unsafe and unwanted touch. Children and young people learn to identify healthy and unhealthy behaviour within relationships and strategies to seek, give or deny consent in different situations. Older students learn about sexual consent and the importance of mutual respect and empathy in reaching, communicating or withholding consent. Various support services, help-seeking and reporting strategies are explored.

Find opportunities to embed consent and respectful relationship concepts across subjects and learning areas. Connections can be made between the KS:CPC and topics about consent, privacy and bodily integrity from the **International technical guidance on sexuality education: An evidence-informed approach** (UNESCO).

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Bodily integrity, touch and consent.

Online safety

Information and communication technologies are used worldwide, with social networking, entertainment and education being popular online activities for children and young people. This increasingly exposes them to an open and collaborative online culture, where they can access information, develop friendships and relationships and create and share content (AIFS 2018a).

The challenge is to provide children and young people with the knowledge, skills and understanding to engage in online environments safely, identify and avoid risks and become responsible and respectful digital citizens.

Online safety, and more specifically, child online protection, features in many United Nations and multilateral forums focusing on building capacity and supporting countries to introduce legislation, national strategies and implement prevention programs (eSafety Commissioner 2022).

There is strong evidence that online safety education can increase the safety and wellbeing of children and young people and reduce cyberbullying (WHO 2022c).

Image-based abuse

Image-based abuse is when someone shares, or threatens to share, an intimate image or video of a person without their consent. The person may or may not be aware that the image or video was taken or may have provided permission for the image or video, but not for it to be shared with others (eSafety Commissioner 2024a). With the rapid advances in artificial intelligence (AI) and machine learning, image, video and sound files can be generated to create realistic content called 'deepfakes', that are difficult to detect (eSafety Commissioner 2020).

An intimate image includes images or videos of sexual body parts, private activities such as using the toilet, showering and bathing, engaging in an act normally done privately, or showing a person without their religious or cultural attire if typically worn in public (eSafety Commissioner 2024a).

Australian Institute of Family Studies (AIFS) (2018a) Online safety, viewed October 2024, <https://kscpc.sa.edu.au/e/10202>

eSafety Commissioner (2022) *Australia's eSafety strategy 2022–2025*, Australian Government

eSafety Commissioner (2020) *Deepfake trends and challenges – position statement*, Australian Government

eSafety Commissioner (2024a) FAQ about image-based abuse, viewed October 2024, <https://kscpc.sa.edu.au/e/10226>

World Health Organization (WHO) (2022c) *What works to prevent online violence against children?*, Violence Prevention Unit, Geneva



**SOUTH AUSTRALIA**

Department for Education
(2022a) ***Sexual behaviour in children and young people: procedure and guideline***. Government of South Australia



Australian Centre to Counter Child Exploitation (ACCCE) (n.d.-a) Research and statistics, viewed October 2024, <https://kscpc.sa.edu.au/e/10205>



Australian Centre to Counter Child Exploitation (ACCCE) (n.d.-b) *Terminology and definitions of online child sexual exploitation*, viewed October 2024, <https://kscpc.sa.edu.au/a/10880>

eSafety Commissioner (2024c) Cyberbullying, viewed October 2024, <https://kscpc.sa.edu.au/e/10208>

eSafety Commissioner (2024b) Deal with sexual extortion, viewed October 2024, <https://kscpc.sa.edu.au/e/10206>

eSafety Commissioner (2023) *Accidental, unsolicited and in your face. Young people's encounters with online pornography: a matter*, <https://kscpc.sa.edu.au/e/10209>

Our Watch (2020) *Background paper: Pornography, young people, and preventing violence against women*

UNICEF (2023) Cyberbullying: What is it and how to stop it, viewed October 2024, <https://kscpc.sa.edu.au/e/10210>

Sextortion

Research indicates an ever-increasing number of child sexual exploitation reports received each year (ACCCE n.d.-a). Sexual extortion or sextortion is a form of blackmail where someone threatens to share intimate images of a person unless they give in to their demands, eg money, more intimate images or sexual favours (eSafety Commissioner 2024b).

Exposure to adult pornography

Adult pornography refers to sexually explicit material involving adults that is intended to sexually arouse the audience (Our Watch 2020).

Online adult pornography may be accessed accidentally by children, which can be confusing, distressing and harmful. Young people may be more curious and actively seek adult pornography online. The exposure to graphic or violent images and the portrayal of gender-based abuse can result in misleading messages about intimate relationships (eSafety Commissioner 2023).

Child sexual abuse material

Child sexual abuse material (or 'child exploitation material') is content that depicts a person under 18 (or who looks under 18) in a sexual way, involved in sexual activity, or showing their sexual body parts (genital area, anal area or breasts). These images are against the law (Australia), even if they have been created by the child or young person themselves (Department for Education 2022a, ACCCE n.d.-b).

Cyberbullying

Cyberbullying is when someone uses online content or communication to humiliate, harass, intimidate or threaten someone. It can take many forms, such as excluding or ignoring someone, posting mean comments or messages, tricking or humiliating them through fake accounts, or sharing a photo or video that will make them feel threatened and unsafe (eSafety Commissioner 2024c).

In-person bullying and online cyberbullying often happen alongside each other. However, cyberbullying leaves a digital footprint and can be used as evidence to help stop abuse. Both can cause mental harm, where the person may feel they cannot stop it from happening, leading to potential physical suffering (UNICEF 2023).

KS:CPC connections

The KS:CPC addresses online safety throughout the curriculum, focusing on situations from an in-person and online context. Some key concepts include (at an age and developmentally appropriate level), digital citizenship, privacy and security, relationships and dating, consent, social media, gaming, mobile phones and other devices, cyberbullying, grooming, image-based abuse, exposure to pornography, sextortion and the law.

Find opportunities to explore online situations across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Online safety**.

Learn more: Online safety.

Student diversity

Whilst child abuse and neglect can occur across all socio-economic and cultural groups, several factors can contribute to some groups of children and young people being at greater risk of harm, abuse or neglect. These include:

- children under 4 years old or adolescents to age 18
- children and young people from culturally or linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander, Indigenous and First Nations children and young people

- children and young people who are homeless, transient, or living in out-of-home care
- children and young people with disability
- children and young people who are gender questioning or identify as LGBTQA+
- children and young people with mental health challenges
- children and young people with families experiencing other adversities such as mental and physical health, social, relationship, community, environmental and societal issues.

(WHO 2022a; Department for Education 2022b)

Aboriginal peoples

Aboriginal peoples, as the first peoples of Australia, hold a unique place in history, with a great diversity of cultures, languages, kinship structures and ways of life (AHRC 2012).

The United Nations Convention on the Rights of the Child (1989) includes articles that define every child's civil, political, economic, social and cultural rights, regardless of race, religion or abilities (Save the Children n.d.).

The United Nations Declaration on the Rights of Indigenous Peoples (2007) provides the minimum standards for the survival, dignity and wellbeing of the world's Indigenous peoples and elaborates on their existing human rights and freedoms.

Aboriginal children and young people should have access to high-quality and inclusive education, free from discrimination, that values and respects cultural, social, linguistic and religious diversity (Education Council 2020).

KS:CPC connections

The KS:CPC provides strengths-based activities and resources to support Aboriginal children and young people. This includes opportunities to connect with culture, identity, family, community and Country.

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**, for example:

- the **Australian Curriculum: Intercultural understanding** general capability, which 'involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity and navigate intercultural contexts' (ACARA n.d.-b)
- the **Australian Curriculum: Aboriginal and Torres Strait Islander histories and cultures** cross-curriculum priority, which 'provides Aboriginal and Torres Strait Islander students with the ability to see themselves, their identities and cultures reflected in the curriculum; and allows all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures' (ACARA n.d.-c).

Learn more: Aboriginal peoples.

Cultural and linguistic diversity

Cultural and linguistic diversity (CALD) broadly refers to communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions (ECCV 2012).

Children and young people have the right to enjoy their own culture, religion and language, free from discrimination and abuse (United Nations 1989). They have the right to the dignity and diversity of their culture, tradition, history and aspirations (United Nations 2007).

By promoting intercultural understanding, children and young people learn to value cultural perspectives and practices and to support them in becoming responsible local and global citizens (ACARA n.d.-b).

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Department for Education (2022b) **Safeguarding children and young people policy**. Government of South Australia



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The term 'Aboriginal' refers to people who identify as Aboriginal or Torres Strait Islander, or both Aboriginal and Torres Strait Islander.



Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-c) Aboriginal and Torres Strait Islander histories and cultures, viewed October 2024, <https://kscpc.sa.edu.au/e/10056>

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-b) Intercultural understanding, viewed October 2024, <https://kscpc.sa.edu.au/e/10057>

Australian Human Rights Commission (AHRC) (2012) 2012 Face the facts – chapter 1, viewed October 2024, <https://kscpc.sa.edu.au/e/10211>

Education Council (2020) *Alice Springs (Mparntwe) education declaration*, Education Services Australia

Ethnic Communities' Council of Victoria (ECCV) (2012) Glossary of terms, viewed October 2024, <https://kscpc.sa.edu.au/e/10212>

Save the Children (n.d.) UN Convention on the Rights of the Child (UNCRC), viewed October 2024, <https://kscpc.sa.edu.au/e/10219>

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, <https://kscpc.sa.edu.au/e/10061>

United Nations (2007) United Nations Declaration on the Rights of Indigenous Peoples, viewed October 2024, <https://kscpc.sa.edu.au/e/10062>

World Health Organization (WHO) (2022a) Child maltreatment, viewed October 2024, <https://kscpc.sa.edu.au/e/10192>





Educators can support intercultural understanding by establishing a safe and positive learning environment that fosters inclusion and diversity, is free from discrimination and provides opportunities for children and young people to learn about cultural diversity (OECD 2018).

KS:CPC connections

The KS:CPC provides strengths-based activities and resources to support CALD children and young people.

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**, for example:

- the **Australian Curriculum: EAL/D students**, which supports students for whom English is an additional language or dialect to access the Australian Curriculum (ACARA n.d.-d)
- the **Australian Curriculum: Intercultural understanding** general capability, which 'involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity and navigate intercultural contexts' (ACARA n.d.-b)
- the **Australian Curriculum: Aboriginal and Torres Strait Islander histories and cultures** cross-curriculum priority, which 'provides Aboriginal and Torres Strait Islander students with the ability to see themselves, their identities and cultures reflected in the curriculum; and allows all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures' (ACARA n.d.-c).

Learn more: Cultural and linguistic diversity.

Disability and additional needs

Disability can encompass a range of conditions, including the loss or impairment of bodily or mental functions, diseases, malfunctions, malformations, learning differences, cognitive disorders, and conditions affecting perception, emotions, or behaviour (Australian Government 2005).

'Additional needs' is a broader term that is inclusive and supportive of children with challenges that impact their learning, such as behavioural, social, emotional and mental health difficulties or those in complex or vulnerable circumstances.

Children and young people with disability should be treated with dignity, receive suitable resources for their health and needs, be supported to be active participants in the community, free from discrimination and abuse (United Nations 1989), with a life that ensures dignity and promotes self-reliance (United Nations 2006).

Children and young people with disability have the right to access and participate in education that provides them with opportunities to develop to their fullest potential (Department for Education 2023) with access to curriculum on the same basis as students without disability (ACARA n.d.-e).

KS:CPC connections

Where required, adapt the KS:CPC to support the diverse needs of children and young people. Educators should work closely with parents, carers and support staff to discuss and develop individualised learning, applying similar strategies used to deliver other learning areas.

Many concepts may need deconstruction, scaffolding, contextualising and explicit delivery. Identifying and expressing feelings and warning signs may be more complex, highlighting the importance of understanding body language and reactions through observation. Trusted networks may be more complex due to the additional people that support the child or young person.

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Department for Education (2023) **Children and students with disability policy**, Government of South Australia



Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-c) Aboriginal and Torres Strait Islander histories and cultures, viewed October 2024, <https://kscpc.sa.edu.au/e/10056>



Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-b) Intercultural understanding, viewed October 2024, <https://kscpc.sa.edu.au/e/10057>

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-d) EAL/D students, viewed October 2024, <https://kscpc.sa.edu.au/e/10059>

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-e) Meeting the needs of students with disability, viewed October 2024, <https://kscpc.sa.edu.au/e/10064>

Australian Government (2005) *Disability Standards for Education 2005*, Attorney-General's Department
OECD (2018) *Preparing our youth for an inclusive and sustainable world: the OECD PISA global competence framework*

United Nations (2006) *Convention on the Rights of Persons with Disabilities*, viewed October 2024, <https://kscpc.sa.edu.au/e/10063>

United Nations (1989) *Convention on the Rights of the Child*, viewed October 2024, <https://kscpc.sa.edu.au/e/10061>

The KS:CPC provides various inclusive and strengths-based activities and resources to support children and young people with disability and additional needs.

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Meeting the needs of students with disability**.

Learn more: Disability and additional needs.

Gender diversity, intersex and sexual diversity

'Equality and freedom from discrimination are fundamental human rights that belong to all people irrespective of sexual orientation, gender identity or because they are intersex' (AHRC 2014).

Educators need to understand gender diversity, intersex and sexual diversity and the issues that may face these population groups. Teaching and learning must be inclusive and relevant to the lived experiences of all children and young people and support their right to be safe (Department for Education 2024a).

Gender diverse, intersex and sexually diverse children and young people report experiencing high levels of verbal and physical biphobic, homophobic, interphobic and transphobic abuse in the community, with a notable percentage reporting that this has occurred within the education environment (Hill et al 2021). This can significantly affect their wellbeing, attendance and educational outcomes.

There is a strong correlation between abuse and increased rates of anxiety, depression and 'risky' behaviours, including self-harm and suicide (Department for Education 2024b). Some children and young people may feel unsafe seeking support or reporting abuse if they have to disclose aspects of their identity. Ensure relevant and appropriate support services are available to all children and young people.

Gender diversity is a broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as, for example, trans, transgender, genderqueer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned to them at birth or society's expectations. The person may identify as neither male nor female or as both.

Intersex is an umbrella term for people born with sex characteristics (hormonal, genetic and reproductive) that do not fit medical norms for female or male bodies. Intersex variations are natural manifestations of human bodily diversity.

Sexual diversity refers to a diverse range of sexualities, identities and romantic or sexual attractions. This term includes those who may identify as same-sex attracted, lesbian, gay and bisexual.

(Department for Education 2024b)

KS:CPC connections

Ensure positive representation of gender diversity, intersex and sexual diversity throughout the curriculum, including within the context of rights and responsibilities, respectful relationships, gender stereotypes, parts of the body and accessing support. Using inclusive and acceptable terminology empowers individuals and allows visibility of important issues (Department for Education 2023b). Examples include ensuring diversity is represented within activities, scenarios and resources (eg books, videos, websites); using language such as 'body parts that most females/males have include...' when discussing parts of the body; and using respectful and appropriate language and pronouns that consider cultural perspectives.

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SOUTH AUSTRALIA

Department for Education (2024a) ***Gender diverse and intersex children and young people support procedure***, Government of South Australia

Department for Education (2024b) ***Supporting gender diverse, intersex and sexually diverse children and young people policy***, Government of South Australia

Australian Human Rights Commission (AHRC) (2014)

Face the facts: lesbian, gay, bisexual, trans and intersex people, Sydney: NSW

Hill AO, Lyons A, Jones J, McGowan I, Carman M, Parsons M, Power J and Bourne A (2021) *Writing themselves in 4: The health and wellbeing of LGBTQA+ young people in Australia*, National report, monograph series number 124, Melbourne: Australian Research Centre in Sex, Health and Society, La Trobe University

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**, for example:

- as part of the **Early Years Learning Framework**, children develop knowledgeable and confident self-identities and a positive sense of self-worth (Outcome 1: Children have a strong sense of identity)
- the **Australian Curriculum: Personal and social capability** provides a foundation for students to understand themselves and others and navigate their relationships, lives, work and learning
- through the **Australian Curriculum: Health and Physical Education learning area**, students explore their identity and understand influences that form their sense of identity. Also, refer to 'Meeting the needs of diverse learners' the Health and Physical Education key considerations.

Learn more: Gender diversity, intersex and sexual diversity.

Student wellbeing

'Wellbeing is a critical part of how young people learn and grow. Research shows that children's wellbeing affects their ability to engage with their education. It is also a lifelong outcome of learning – those who engage more with education are more likely to experience greater wellbeing as adults' (Department for Education 2016).

Student wellbeing and positive psychological characteristics are associated with improved outcomes, academic achievement, fewer risky behaviours and better physical health in adulthood (AITSL 2022).

Social and emotional learning (SEL) is important in building children's and young people's confidence, relationships, communication skills, academic achievements, resilience and persistence (AIHW 2022).

CASEL (n.d.-b) identifies the 5 core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. SEL provides opportunities for children and young people to practise skills such as cooperation, managing conflict, making friends, coping, being resilient and recognising and managing feelings.

SOUTH AUSTRALIA

Department for Education (2016) **Wellbeing for learning and life: a framework for building resilience and wellbeing in children and young people**. Government of South Australia



Australian Institute for Teaching and School Leadership (AITSL) (2022) Spotlight: wellbeing in Australian schools, viewed October 2024, <https://kscpc.sa.edu.au/e/10213>



Australian Institute of Health and Welfare (AIHW) (2022) Australia's children: Social and emotional wellbeing, Australian Government, viewed October 2024, <https://kscpc.sa.edu.au/e/10399>

Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.-b) Fundamentals of SEL, viewed October 2024, <https://kscpc.sa.edu.au/e/10214>

KS:CPC connections

Wellbeing, positive psychology and SEL can be incorporated through a child safety focus, for example:

- **self-awareness, self-management and social awareness** – feelings, emotions, empathy, identity, respecting others, assertiveness, resilience and persistence
- **relationship skills** – healthy and unhealthy relationships, power in relationships, rights and responsibilities in relationships, recognising unsafe situations, strategies to address unsafe situations and seeking help
- **responsible decision-making** – problem-solving, including assessing different solutions and paths, decision-making, analysing and mitigating risks and unsafe situations.

Find opportunities to explore wellbeing and SEL concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**.

IMPLEMENTING THE KS:CPC

Effective implementation

Summary of recommended implementation strategies:

- The KS:CPC is implemented every year with all children and young people.
- The 4 focus areas are implemented sequentially each year (see [KS:CPC Sample planning guides](#)).
- Use a whole site approach and site implementation plan that describes what is taught, when and by whom (see [KS:CPC Resources – Planning and implementation](#)).
- Identify key leadership staff and educators to lead the planning and support for implementation.
- Make connections between the KS:CPC and the site's policies and procedures, eg child protection and safeguarding, behaviour, online safety and wellbeing.
- Ensure all educators who are implementing the KS:CPC have completed the required training.
- Partner with parents, carers and community by keeping them informed (see [KS:CPC Resources – Parents and carers](#)).
- Use the KS:CPC flexibly to be responsive to relevant situations.
- Ensure the use of non-negotiable aspects.
- Adapt learning activities and resources to meet the needs of students, families and communities to make the KS:CPC relevant and accessible.
- Consider using various recommended learning strategies.
- Promote student voice and agency.
- Make connections between learning areas, subjects and KS:CPC content to support and reinforce student learning.
- Monitor student learning through anecdotal evidence, discussions, examples of student work, consolidation and reflection activities.

Respectful relationships

Respectful relationships education should encompass:

- sustainable, whole-school approaches
- a critical and transformative approach to power, inequality and violence
- a developmentally appropriate approach to consent, decision-making, communication and behaviour
- an intersectional and inclusive lens
- culturally safe, trauma-informed learning environments
- evidence-based teaching and learning and continuous improvement.

(Department of Education 2024)

A whole site approach

In this context, 'site' includes all education institutions such as childcare centres, preschools, kindergartens and schools.

A whole site approach is the most effective way of planning and implementing the KS:CPC. It reinforces everyone's responsibility to ensure the safety of all children and young people.

Department of Education
(2024) Respectful Relationships
Education Framework, Australian
Government, viewed October 2024,
<https://kscpc.sa.edu.au/e/10757>



Research indicates that whole site approaches and interventions yield the most successful outcomes when integrated into daily practice and school culture (Goldberg et al 2018). Preventative education should be linked with policies and pastoral support and integrated within the broader curriculum (PSHE Association 2016). A whole site approach has been associated with considerable improvements in student health, safety, wellbeing and functioning (WHO and UNESCO 2021).

A whole site approach includes 4 key elements – planning, staff, students and community.

The school community actively partners in keeping children safe through KS:CPC information and support beyond the school.

Students have the knowledge, skills and understanding to recognise abuse and unsafe situations, apply strategies to be safe and to seek support and report.



A whole site planning approach to KS:CPC implementation that connects with school policies, procedures, processes and curriculum.

Staff are engaged, involved, empowered and supported with KS:CPC implementation (discussions, role-modelling, resources, training).

The **KS:CPC Whole site implementation guide** provides the processes within the 4 key elements to support a holistic and effective implementation plan, including:

1 planning:

- KS:CPC whole site plan development
- connection with policies, procedures, plans and curriculum
- KS:CPC leadership team driving the process
- monitoring and reviewing implementation
- evidence of student learning
- resources

2 staff:

- KS:CPC training status
- implementation status and processes for support
- KS:CPC discussion, communication and language

3 students:

- voice and agency, such as surveys, engagement and learning styles
- KS:CPC knowledge, skills and understanding
- KS:CPC application

4 community:

- parent and carer communication
- local community communication.

The **KS:CPC Site implementation rubric** (SIR) provides a performance continuum against the 4 key elements and the evidence indicators.

Use the SIR to provide a snapshot of the site's KS:CPC implementation level. Plan the strategies required to progress students' learning and educators' capacity to deliver the KS:CPC effectively.

Goldberg J, Sklad M, Elfrinki T, Schreurs K, Bohlmeijer E and Clarke A (2018) Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis, *European Journal of Psychology of Education*, 34:755–782

PSHE Association (2016) *Key principles of effective prevention education*, Child Exploitation and Online Protection Centre (CEOP), London: UK

World Health Organization (WHO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021) *Making every school a health-promoting school: global standards and indicators*, Education 2030



Curriculum implementation (Australia)

The KS:CPC content can be aligned with curriculum learning areas; however, activities may need to be adapted to ensure the learning intentions of both are met. Regardless of content connections, opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across the learning areas.

The **KS:CPC Curriculum mapping tools** can provide a starting point by connecting learning area concepts with the curriculum.

Early years

Early Years Learning Framework (EYLF)

Belonging, being and becoming: the early years learning framework for Australia (Australian Government Department of Education) describes the principles, practices and learning outcomes essential to support and enhance young children's learning from birth to 5 years of age and during their transition to school. The 5 learning outcomes provide a strong foundation for KS:CPC implementation through:

- a strong sense of identity
- connection with and contributing to the world
- having a strong sense of wellbeing
- being confident and involved learners
- being effective communicators.

National Quality Framework

The **National Quality Framework** (Australian Children's Education and Care Quality Authority) provides a consistent approach to regulation, assessment and quality improvement for early childhood education, care and outside school hours care services across Australia. The National Quality Standards sets the benchmark through the quality areas. The areas with strong alignment to the KS:CPC include:

- Quality area 1: Educational program and practice, eg learning opportunities, routines, intentional teaching, purposeful play
- Quality area 2: Children's health and safety, eg wellbeing, safe practices, child protection
- Quality area 3: Physical environment, eg exploration, play-based learning, safe environments
- Quality area 4: Staffing arrangements, eg collaborative, supportive and respectful relationships
- Quality area 5: Relationships with children, eg responsive, meaningful, trusting and respectful relationships
- Quality area 6: Collaborative partnerships with families and communities, eg informing, engaging and collaborative relationships.

Primary and secondary years

Australian Curriculum

From foundation to year 12, the **Australian Curriculum** provides teachers, parents and carers, students and the community with a clear understanding of what students should learn, regardless of where they live or which school they attend in Australia.

The **Australian Curriculum: Curriculum connections** show the interrelationships across the dimensions of the Australian Curriculum on various themes and provide multiple pathways to search, access and organise the content. Refer to the respectful relationships, online safety and mental health and wellbeing curriculum connections.

The **Australian Curriculum: General capabilities** are addressed explicitly in the content of the learning areas. This includes literacy; numeracy; information and communication technology (ICT); critical and creative thinking; personal and social capability; ethical understanding; and intercultural understanding.

There are opportunities to connect KS:CPC content to the Australian Curriculum learning areas; however, learning may need to be adapted to ensure the learning intentions of both are met. Regardless of content connections, opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across all learning areas and through the general capabilities and cross-curriculum priorities.

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The following Department for Education resources support implementation in the early years:

- **Reflect Respect Relate**
- **preschool curriculum resources**
- **preschool leading practice papers**.

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The Department for Education's **Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy** provides the requirements for preschools and schools along with the Teaching for Effective Learning Framework, SACE and AITSL.

**Cross-cultural kids**

Cross-cultural kids (CCK) refers to children who have lived in or interacted with 2 or more cultural environments for a significant period during their developmental years.

The CCK model includes groups such as:

- traditional third culture kids – who move to another culture due to a parent's career choice
- bi/multi-cultural and/or bi/multi-racial children – who were born to parents from at least 2 cultures or races
- children of immigrants – whose parents have made a permanent move to a new country
- children of refugees – whose parents are living outside their original country due to circumstances such as war, violence, famine, natural disasters
- children of minorities – whose parents are not from the majority race or ethnicity of the country in which they live
- international adoptees – children adopted by parents from another country not of the child's birth
- domestic third culture kids – whose parents have moved among various subcultures within the child's home country.

(Pollock and Van Reken 2002)

Pollock D and Van Reken RE (2002) *Third culture kids: growing up among worlds*, John Murray Press, Great Britain

Some suggested learning area connections include:

- Health and Physical Education: safety, health, wellbeing, respectful relationships, consent, identity, body and protective strategies
- English: analysing and/or creating texts, discussions and debates and research
- Humanities and Social Sciences: laws, decision-making, equality, diversity, identity, belonging and rights
- Technologies: online safety, digital citizenship
- The Arts: creative presentations through drawing, painting, media, drama, singing
- Mathematics: data, statistics, probability, graphs, tables and problem-solving.

Senior secondary

For senior secondary students, the KS:CPC is deliverable in various ways, such as:

- pastoral care
- home group
- flexible learning programs
- vocational education
- learning areas (see above).

Refer to the [Australian Curriculum: Senior secondary curriculum](#).

Curriculum implementation (international schools)

The international school curriculum will vary worldwide, with many schools using the International Baccalaureate (IB) framework.

The KS:CPC content can be aligned with curriculum learning areas; however, activities may need to be adapted to ensure the learning intentions of both are met. Regardless of content connections, opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across the learning areas. The [KS:CPC Curriculum mapping tools](#) can provide a starting point by matching learning area concepts with the school curriculum.

International Baccalaureate

Schools may find that some KS:CPC topics are outside the [International Baccalaureate](#) framework. Finding connections may be useful in enhancing students' learning and providing a more seamless approach. Incorporating the IB principles using inquiry, action and reflection is one way to ensure connections are made with the KS:CPC.

Teachers implementing the KS:CPC and IB have provided the following advice:

- The KS:CPC incorporates into the primary years program (PYP) units of inquiry.
- In the middle years and high school program, the KS:CPC is delivered during dedicated personal and social health education lessons.
- Some health topics from the KS:CPC are written for the middle years program (MYP).
- The KS:CPC is mapped against PYP IB units of inquiry predominantly from Focus area 1: The right to be safe and Focus area 2: Relationships. The other areas are covered through stand-alone lessons. Teachers develop a classroom agreement with students based on the principles of the IB learner profile – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Refer to the [KS:CPC International Baccalaureate mapping tools](#) (PYP and MYP).

Considerations

Some KS:CPC concepts may be challenging depending on cultural or religious beliefs, or laws of the country. Educators must understand the community context and identify potential challenges and strategies to address sensitivities.

Refer to **Learn more: International school context** for details about:

- strategies for implementation
- characteristics and attributes of international school children
- characteristics of cross-cultural kids
- characteristics of international school families
- culture of communities
- curriculum considerations.

Conditions for learning

Children and young people bring a range of abilities, experiences and cultural contexts to the learning environment. To create safe conditions for learning, educators should consider the physical, social and emotional aspects whilst providing supportive, engaging and rigorous learning.

A sense of belonging is essential for children and young people to feel accepted, respected, included and valued. This can influence their overall wellbeing, behaviour, relationships and engagement in the learning experiences. There are strong connections between optimism, self-efficacy, self-esteem, self-concept, sociability and a potential reduction in mental health issues (Allen 2019).

Educators can support children and young people to become lifelong learners, build confidence, form and maintain healthy relationships, be informed decision-makers, understand their responsibilities as global citizens and have a positive sense of belonging (Education Council 2020).

Student voice and agency

The United Nations Convention on the Rights of the Child (1989) reinforces children's right to say what they think should happen when adults are making decisions that affect them; to have the right to freedom of expression; and to seek, receive and impart information and ideas of all kinds.

Children and young people should be seen as active agents in their own learning and wellbeing, through authentic participation using their social and emotional skills to be respectful, resilient and safe (Education Council 2020).

Use strategies to promote genuine and authentic participation focused on intentional and purposeful engagement, with opportunities to share their perspectives, be involved in decision-making and lead and initiate action (CASEL n.d.-a).

When planning and implementing the KS:CPC, strategies to promote student voice and agency will depend on the topic, complexities and sensitivities.

The following suggested strategies provide opportunities for students to lead the learning and share their knowledge:

- **Know, want, learn** – students share what they already know about the topic (including their strengths and preferences), what they want to know and what they have learned.
- **Surveys** – provide opportunities for students to share their opinions and suggestions. Focus on whole site perspectives and topics about wellbeing, safety and relationships.
- **Brainstorming** – provides opportunities for students to discuss and share information, analyse and problem-solve.
- **Jigsaw** – encourages participation and cooperative learning. Provide opportunities for feedback.
- **Research** – individually or in pairs, students research a topic, collect data (if relevant) and present back to the group. Ensure instructions are guided and focused for safe learning.
- **Resources** – students develop resources for the school and/or community, such as posters about safety, help-seeking or support services.

Allen K (2019) 5 ways to boost students' sense of school belonging, Monash University, viewed October 2024, <https://kscpc.sa.edu.au/e/10215>

Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.-a) Elevate student voice, viewed October 2024, <https://kscpc.sa.edu.au/e/10216>

Education Council (2020) *Alice Springs (Mparntwe) education declaration*, Education Services Australia

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, <https://kscpc.sa.edu.au/e/10061>



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Department for Education preschools and schools are not required to seek permission from parents and carers for their children to access the curriculum under the **Education and Children's Services Act 2019** (Government of South Australia).

Requests from parents and carers to withdraw their children from the KS:CPC are to be dealt with cautiously. Seek advice from the site leadership and/or department staff.

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Educators should refer to the Department for Education's resources:

- **Selecting and using resources for educational purposes guideline**
- **Social media policy**
- **Responding to online safety incidents in South Australian schools**
- **Consent to publish images and creative work of students and the community.**

Non-negotiable aspects

The 8 non-negotiable aspects support educators in implementing the KS:CPC safely and effectively to children and young people. The non-negotiable aspects are referenced within learning activities using the acronym 'NNA' and the corresponding reference number, eg 'NNA 1'.

When applying the NNAs, consider the diversity and needs of children and young people, and the widely varying cognitive, communicative, physical and social skills and abilities.

1 | Parent and carer communication

Parents and carers should be kept fully informed about teaching and learning within the KS:CPC and be given opportunities to access and seek additional information. Ensure information about the KS:CPC is available to parents and carers so they can support their child's learning about safety and respectful relationships.

Establishing positive communication strategies in a culturally responsive way with parents, carers and communities is essential. Seek advice from communities, bilingual support staff, Aboriginal educators, Anangu educators (South Australia), student wellbeing leaders, or safeguarding leads. Consider the different family structures in some cultures and the varying responsibilities of family members.

Various resources are available to support communication at **KS:CPC Resources – Parents and carers** (for educators), or **KS:CPC Information for parents and carers** (for parents, carers and communities).

2 | Selecting and using resources

Resources can support teaching and learning and the exploration of varying perspectives and how they are portrayed. The term 'resources' refers to a wide range of assets used to support and enhance teaching and learning activities, including text, image, digital, and human resources (eg guest speakers).

Resources should be reviewed, selected and used in ways that consider:

- the wellbeing of children and young people
- the educational value
- student agency and voice
- diversity and inclusivity
- equity and accessibility
- parent, carer and community input
- legal and policy requirements.

Some films, DVDs, videos, television programs and computer games have classifications that help determine their suitability for specific age groups. However, educators must preview all videos and other resources to assess their suitability for the student cohort and ensure group norms (NNA 3) have been established.

Using or viewing selected resources in their entirety does not always provide an educational advantage. Careful consideration must be given to resources' emotionally powerful messages and the student's previous experiences. Ensure resources are accessible and adapted as required and allow students to leave the room with the support of a trusted adult if needed.

When selecting, using and reviewing resources relating to Aboriginal cultures:

- liaise with peoples and community
- embrace cultural perspectives
- promote respectful representation
- respect cultural protocols (refer to **Aboriginal and Torres Strait Islander protocols for libraries, archives and information services**)

- identify and respect cultural sensitivities, eg showing images, videos or recordings of deceased persons may cause distress
- communicate with parents, carers and community.

Digital resources

Educators face a perpetual challenge in navigating the rapidly changing world of digital technology. With digital resources readily accessible to children and young people, it is crucial to make balanced and purposeful decisions when selecting and using them to support the development of digital literacy and promote academic integrity.

External agencies and guest speakers

Guest speakers such as local experts, community agencies or service providers can contribute to students' educational experiences. When selecting a speaker, choose carefully to maintain the integrity of the topic, connections with the KS:CPC and a balanced view. The speaker should enhance the teaching and learning experience and not be used to replace KS:CPC activities that are delivered by an educator who has completed the required training.

When considering the needs of students with disability and additional needs, ensure the guest speaker:

- understands the level of receptive language and literacy skills
- understands the level of expressive language, communication skills, sign language and augmentative communication methods
- uses appropriate questioning strategies and responses.

3 | Group norms

Group norms are a set of terms or conditions the group or class creates to foster and maintain a safe and inclusive learning environment. Group norms must be established as part of teaching and learning within the KS:CPC and regularly revisited.

The KS:CPC recommends the following group norms:

- 1 Respect** other peoples' ideas and opinions:
 - Fosters effective communication and interpersonal relationships.
 - Values other peoples' thoughts, opinions, viewpoints, perspectives and beliefs that may differ from your own.
 - People feel more comfortable to express their ideas and engage in meaningful conversations.
 - Encourages a combination of ideas without judgement but with constructive feedback.
- 2 Take turns** where only one person speaks at a time:
 - Allows each person to have an equal opportunity to participate.
 - Everyone has an opportunity for their voice to be heard.
 - Contributions are acknowledged without individuals dominating the conversation.
 - Promotes fairness, inclusivity and cooperation.
- 3 Listen** actively and respectfully to each other:
 - Creates a supportive and respectful environment.
 - Requires full attention to the speaker without interruption.
 - Demonstrates a genuine interest in the speaker's thoughts and feelings through engagement and empathy.
 - Shows good communication skills by concentrating, understanding, responding and remembering what others say.
- 4 Confidential** information and discussions stay within the trusted environment:
 - Confidential or sensitive information stays within the group, is private and is not shared outside of the group without explicit permission. For example, if someone gets upset, reacts emotionally or provides information that could make them feel vulnerable.
 - This does not include information where a student wishes to make a disclosure to a trusted adult.

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When engaging an external agency or guest speaker, ensure:

- the presentation content is reviewed before delivery and is age and developmentally appropriate
- a teacher is present throughout the presentation
- parents and carers are provided with information about the presentation content.

Refer to the Department for Education **External provider checklist** and **Selecting and using resources for educational purposes guideline**.



- Regarding information such as sharing names and personal or sensitive stories, educators should use protective interrupting (NNA 5).
- Confidentiality is critical to building trust and maintaining a safe environment for open communication and collaboration.
- Helps group members feel comfortable and confident to participate in group discussions.
- Fosters a sense of unity among the group.
- Students are encouraged to talk about KS:CPC content outside of the group where it is respectful and supportive.

5 **Right to pass** without explanation:

- Provides students with a choice to refrain from answering questions they feel uncomfortable with.
- Acknowledges that people have different preferences, comfort levels, beliefs and priorities and not everyone may feel comfortable or willing to share.
- Should occur without negative consequences, coercion or judgement.
- Where appropriate and safe, provide the 'right to leave' as an option. This will require clear guidelines as part of group norms and a supervised, safe place for students to go to.

6 **One step removed** without personal connections (see NNA 4):

- Helps maintain confidentiality when discussing child safety topics, scenarios and stories.
- Reduces the possibility of triggering traumatic memories or emotional responses.
- Encourages deeper conversations when referring to a character rather than oneself.
- Provides opportunities to target specific topics more safely.

4 | One step removed

One step removed is a strategy that removes the personal connection to a scenario or story to maintain the confidentiality and safety of the person or people involved, other students and the educator. Talking in 'third-person' is an example of one step removed.

Educators can model one step removed language with students so they understand the concept and purpose. Use scenarios that could apply to any person in any situation rather than specific instances. Students can use this strategy in a safe and non-threatening way to gather information about something that concerns them or is personal to them without disclosing it in a public forum.

For some students with disability and additional needs, using third-person scenarios for discussion may be problematic. Some students with Autism Spectrum Disorder may have difficulty with '**theory of mind**' and may be unable to engage with a scenario related to another person. Likewise, students with global developmental delay or intellectual disability may not understand the concept of one step removed (Briggs 1995). Educators know the capabilities of their students and the most effective way to share information.

Some options for ensuring content and scenarios are one step removed include using:

- books, songs and stories
- puppets
- scenes and characters from TV, movies and other popular media
- a question box for students to pose questions.

Briggs F (1995) *Developing personal safety skills in children with disabilities*, Jessica Kingsley Publishers: London



5 | Protective interrupting

Protective interrupting aims to prevent students from disclosing information in a public environment in front of their peers and in situations that may increase their vulnerability. More broadly, protective interrupting refers to any action taken to interrupt or stop a personal or sensitive conversation.

A public disclosure may place the student and/or other students at risk, particularly if information is shared across the school community or during criminal proceedings.

The educator should be alert to any situation where a student may be about to make a disclosure. Ensure the student knows their information is important and encourage them to meet as soon as possible. Ensure they have the option to speak to another trusted adult. Some students may have difficulty retaining information due to their age, needs or ability, so alternatives may be required to allow the student to disclose immediately.

The following provides scenarios between educators (E) and students (S) during class discussions:

S My mum called me stupid and called me names.	
E I'm sorry to hear that. Can you tell me more about that later? What are some good things to say to other people?	The educator acknowledges they heard the story, affirms the student's feelings and indicates they will follow up on the disclosure. The educator does not want to explore this in front of other students, nor do they want to focus on the negative things to say to others, so redirects the focus to positive comments.
S I had a bad dream last night. Someone hit my mum.	The educator is alerted to the possible disclosure of a traumatic event.
E Yes, that does sound like a bad dream. Would you like to tell me more at recess time? Now, it's time to move on to the next task. Can everyone...	The educator acknowledges they heard the story but does not overreact or make a judgement and organises to follow up on the disclosure with the student as soon as possible. The educator deflects the conversation. Students who have experienced trauma may not cope with listening to the trauma of others, while those who haven't experienced trauma may encounter distress from listening to others talk about their traumatic experiences.

In responding, the educator can reinforce the relationship with the student and respond to them or encourage them to talk with someone on their trusted network. This may provide an opening for disclosure of the reason for the distress (eg traumatic family circumstances, relationship

issues with peers, or feeling inadequate with the lesson's subject matter). If handled sensitively, the educator's response to the disclosure can provide safety and understanding.

For strategies on how to respond to students and suggestions for using open ended questions, refer to **Responding to a child or young person about harm** (Government of South Australia).

6 | Strengths-based approach

A strengths-based approach focuses on students' strengths, knowledge, abilities, interests and capabilities. The approach facilitates personal growth, development and positive outcomes and encourages high expectations of their capacities rather than focusing on what they don't know or can't do.

There are numerous benefits to using a strength-based approach, such as:

- valuing students as individuals with their own strengths, capabilities and resources, eg promoting student voice and agency
- enhancing greater self-awareness and appreciation of students' abilities, leading to improved self-confidence and motivation
- building resilience by emphasising students' capabilities to overcome challenges and find solutions based on their existing skills and resources
- increasing engagement and satisfaction with tasks
- fostering effective teamwork and collaboration by recognising and complementing everyone's strengths and skills.

When using a strengths-based approach to address issues within the KS:CPC, focus on students' positive qualities, skills and abilities. Model and encourage using safe language that is respectful, inclusive and culturally responsive, which enhances self-worth, communication and relationships.

7 | Developing trusted networks

Students need to understand the common qualities of a trusted person to help them develop a trusted network. Students also need to know that these qualities do not guarantee that the person won't break their trust. Therefore, they must know how to recognise when trust is broken, revisit their trusted network regularly and report unsafe situations or abuse.

Developing a trusted network may be more complex in some cultures and locations due to isolation, language and communication barriers, disabilities or specific needs.

Family systems in Aboriginal cultures often extend beyond Western understandings of the immediate family group regarding responsibility and care for children. This may result in a broader network of trusted people and should be approached positively.

Students should be encouraged to include trusted people from their family and education site and at least one support service when developing a trusted network. Contact details should include the network person's or support service's name and how to contact them.



Trusted networks could be created using different formats or kept on devices, such as:

- network shape, eg tree, wall, train, circle
- network card for a wallet, purse, diary, school bag
- lotus diagram
- mobile phone or other personal device.

Consider using visuals for younger children and those that are culturally and linguistically diverse, have English as an additional language or dialect, or have communication difficulties.

Students should practise using their trusted network and review it regularly.

Learn more: Trust and networks.

8 | Closing the session

The purpose of 'closing the session' is to end all learning activities positively and to inform students about how to access additional information.

Students may react and respond in different ways when learning about concepts of safety, particularly those of a sensitive nature. It is important to monitor this, allow adequate time for follow-up questions and aim to close each session positively. Use culturally appropriate strategies where relevant, such as connecting with identity, culture and community.

Strategies will vary depending on the age and development of students. Suggested ways for closing the session include:

- acknowledge that the session involved discussing sensitive content
- review support services
- explain the content of upcoming sessions
- reinforce the educator's availability to meet and discuss the content
- physical activity or a game
- relaxation or mindfulness activity
- brain break activity
- music or a fictional story.

Recommended learning strategies

The 17 recommended learning strategies (RLS) support the delivery of the KS:CPC. The recommended learning strategies are referenced within learning activities using the acronym 'RLS' and the corresponding reference number, eg 'RLS 3'.

Consider the appropriate use of recommended learning strategies and adapt, if necessary, to be culturally relevant.

Encourage students to provide perspectives on different strategies to enhance participation and engagement.

Additional resources:

- **Digital learning selector** (NSW Department of Education)
- **Project Zero thinking routines** (The Educators' Playground).

1 | Critical literacy

Students critique and analyse the media they consume. They are encouraged to question media authorship and purpose, position and power, and stereotyping and appropriateness.

Throughout the KS:CPC, educators will use fiction and nonfiction content to reinforce the themes and intended learning. Print and online media (including social media) need to be approached from a critical literacy perspective, whereby students are encouraged to understand how texts and media may influence their attitudes and behaviour.

Reinforce appropriate online behaviour and the risks involved when using the internet. The legal implications of inappropriate use of media sites will also add to a student's understanding of internet protocols.

2 | Jigsaw

The jigsaw strategy is an effective way of navigating and sharing complex or large amounts of information.

The educator divides the information into several smaller sections, assigning students one aspect of the topic. Each group learns about and becomes an 'expert' on their section through discussion or further research. Each group reports back to the class about their section using various forms, such as oral presentations, written reports or short films.

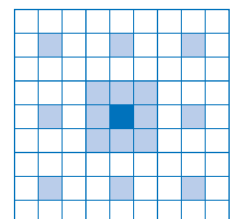
3 | KWL chart

The KWL chart is a graphic organiser and learning tool that helps students organise and reflect on their knowledge about a particular topic. The chart is in 3 parts:

- **K** – What I **KNOW** about the topic: students write down everything they already know about the topic. This step helps activate prior knowledge and build connections to the new information they will encounter.
- **W** – What I **WANT** to know more about the topic: students list what they are curious about or would like to know more about the topic. This can help guide their inquiry and focus their research.
- **L** – What I **LEARNED** about the topic: students record the new information and knowledge gained. This can include answers to the questions posed in the 'What I want to know' and any additional insights or facts that were discovered.

4 | Lotus diagram

A lotus diagram is an organisational tool for analysing and/or separating a complex topic into manageable sections.



The lotus diagram contains 9 equal-sized squares, each divided into 9 smaller squares. The topic is written in the central square (eg 'My network').

In the 8 smaller squares surrounding the topic, categories, sub-topics or potential solutions are recorded and then transferred to the central square of the 8 larger outer

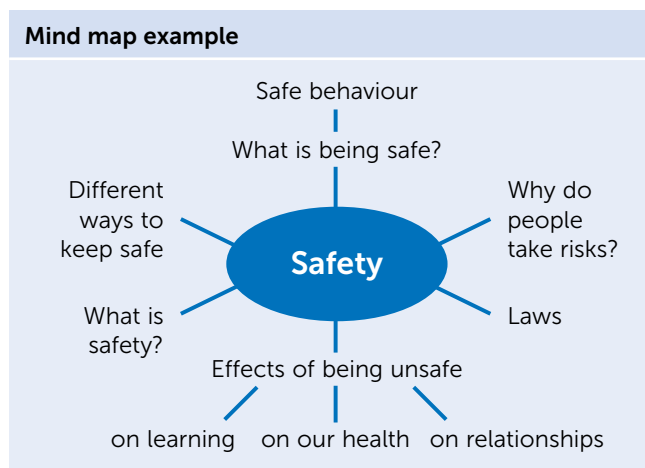
squares. Each category, sub-topic or potential solution is then explored further, with up to 8 ideas recorded for each.

The **Activity resource: Lotus diagram** provides a blank template.

5 | Mind mapping

Mind mapping encourages students to record their learning visually. The process establishes connections and helps students understand relationships between concepts and ideas. Mind maps can create a picture of students' understanding at a point in time or can evolve throughout the learning. Mind maps are personal representations and can be used by educators to establish a student's level of knowledge, skills and understanding.

Mind mapping begins with a key concept, such as safety, placed in the centre. Students identify and record words, phrases or concepts and connect them using lines or arrows to establish relationships.



6 | Mindfulness

Mindfulness is '... awareness that arises through paying attention, on purpose, in the present moment and non-judgementally' (Kabat-Zinn 2010).

Practising mindfulness has been shown to improve memory function and increase children's and young people's capacity for metacognition, a strategy recognised for improving self-questioning, problem-solving and study skills.

When choosing a method for teaching mindfulness, consider the age and stage of the learners. Younger children will need shorter sessions based on concrete experiences with less time spent on debriefing. Older children or young people will respond to a greater focus on metacognition, allowing them to examine their thoughts to become more aware of their thinking patterns.

Mindfulness can include:

- focused breathing
- walking
- relaxation
- listening to calming music
- light exercises or yoga.

(Department for Education 2019)

SOUTH AUSTRALIA

Department for Education (2019)
Paying attention 1: Mindfulness,
Government of South Australia

Kabat-Zinn J (2010) *Life is right now – Jon Kabat-Zinn on mindfulness*, viewed October 2024, <https://kscpc.sa.edu.au/e/10222>



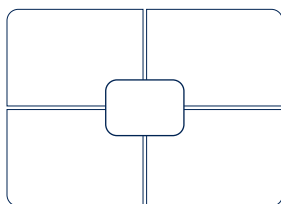
7 | Persona dolls

Persona dolls can be any dolls as long as they can be given a 'persona'. Building histories and stories of persona dolls can support educators in challenging social inequalities positively. Provide inclusive and diverse dolls with various physical characteristics such as clothes, skin tone, hair texture and colour. Avoid using persona dolls to illustrate scenarios about abuse.

Persona dolls help children express their thoughts, think critically, challenge unfair treatment, develop empathy and celebrate identity. They can also help children problem-solve to understand what is fair and unfair.

8 | Placemat

A placemat resource promotes collaboration, critical thinking, and communication skills whilst encouraging individual ideas and sharing with others. Students work in small groups using the placemat diagram to develop or deepen awareness of the topic through defining, describing and researching information.



The topic is written in the centre and each section of the placemat can be used to write, draw or use symbols to show ideas and information about the topic. Students can complete each section as a class or divide the sections and research in pairs or small groups.

The **Activity resource: Placemat** provides a blank template.

9 | Problem-solving

Effective problem-solving helps overcome obstacles and promotes critical thinking, decision-making, innovation, creativity, confidence and satisfaction and can reduce anxiety.

There are 5 key steps to effective problem-solving:

- 1 Identify the problem
- 2 Consider options to resolve the problem
- 3 Consider the potential outcomes for each option
- 4 Choose the most suitable option
- 5 Evaluate how it went.

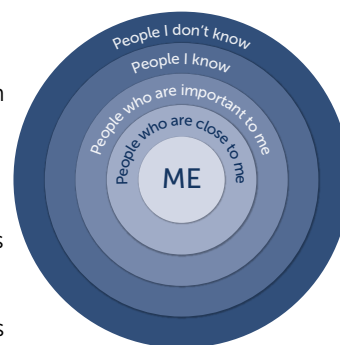
Use a variety of scenarios and problem-solving models for students to practise strategies for resolving different problems in various contexts and situations.

A range of problem-solving templates are available:

- **Activity resource: POOCH problem-solving model**
- **Activity resource: Stop, think, do problem-solving model**
- **Activity resource: Think, feel, act, persist problem-solving model**
- **Activity resource: Trust, talk, take control problem-solving model**
- **Activity resource: What if...? problem-solving model.**

10 | Relationships circle

The relationships circle includes all relationships and social structures. It can be applied to relationships from the early years to adulthood to develop the concepts of trust and safe networks. The relationships circle can include several relationship categories, depending on the student's developmental level.



Using the relationships circle to discuss the types of touch associated with all relationships is not recommended, as this may suggest that people in certain relationships have the right to touch them in specific ways.

The **Activity resource: Relationships circle** provides a blank template.

11 | Role-play

Role-plays provide students with opportunities to take on specific roles or characters in relevant situations or scenarios within the safety of the learning environment. They can enhance learning and engagement while developing communication, problem-solving, critical thinking, empathy and help-seeking skills.

If role-plays are used to explore unsafe situations, only the development and application of safe strategies should be role-played. Unsafe or abusive behaviours and situations must not be role-played.

Ensure the role-play occurs in a supportive learning environment with the following reminders and suggestions:

- revisit group norms (NNA 3)
- apply one step removed (NNA 4) and protective interrupting (NNA 5)
- allow time to discuss, improve, and repeat role-plays
- avoid judging students' actions as right or wrong; focus on alternatives and/or consequences of these actions for discussion
- allocate the role of 'observer' to some students, who focus on one person within the role-play and provide observations in the discussion after the role-play
- allow adequate time for feedback where discussions could focus on responses to open-ended questions about feelings, attitudes, consequences, and alternative outcomes.

12 | Songs and stories

Songs and stories are powerful resources for promoting engagement, memory retention, language development, cultural diversity, imagination, creativity, expression, social skills and confidence.

Throughout the KS:CPC, songs and stories are used to explore various topics and concepts to help students understand, using one step removed (NNA 4).

13 | Teachable moments

Teachable moments provide opportunities for spontaneous and contextual learning. For example, when reading a picture book or novel that depicts a character experiencing a difficult situation, there is an opportunity for further exploration. Ask questions such as: How were they feeling?; Did they have warning signs?; Was it risky or unsafe?; Did they ask for consent before touching?; Who should they talk to?; How could their friends have helped them?

As a teachable moment can be unplanned, ensure the learning environment is safe and inclusive by applying the non-negotiable aspects.

14 | Think, pair, share

Think, pair, share is a collaborative strategy where students think individually about a topic, then work with another student to discuss it further, solve a problem or generate ideas and then share their knowledge with the class.

A method to help with pairing students is by setting up 2 concentric circles. In pairs, students discuss a topic with their partners. After a set time, they find a new partner to discuss the same or a new topic. Continue swapping pairs until adequate discussion has occurred. Alternatively, set up 2 concentric circles, with the inner circle looking outwards facing another student in the outer circle. One circle then rotates at the end of a discussion to form new pairs.

15 | Values continuum

The educator prepares 3 signs:

- agree or thumbs up
- disagree or thumbs down
- unsure or thumbs horizontal.

The signs are placed on a continuum. The educator reads statements on a chosen topic and students move to the sign which best expresses their opinion about each statement. They discuss the statement with other students at the same sign and then discuss it as a class. Students should be allowed to 'pass' on stating their opinion and may go to the 'unsure' sign and reconsider their opinion after discussion.

Consider asking students to move to the sign they believe most people their age would go to when using some statements. This one step removed (NNA 4) strategy may make students feel more comfortable moving to the sign they want to.

16 | Visual communication

Visual communication is conveying ideas and information creatively using drawings, illustrations, artwork, graphics, videos, images, charts and other visual aids.

Visual communication can enhance students' learning experiences, engagement, comprehension and accessibility. However, educators must preview all videos and other resources to assess their suitability for the student cohort and ensure group norms (NNA 3) have been established.

Use various options when presenting concepts, such as videos, which can be highly engaging and can be paused at key points for discussion.

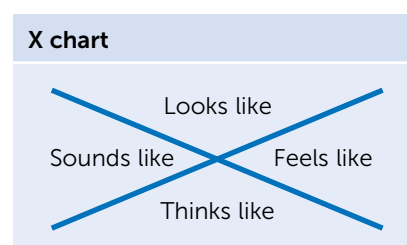
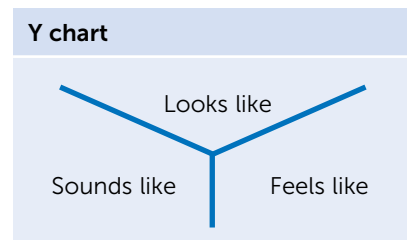
Encourage students to use various mediums when presenting information, such as:

- drawing pictures to represent information or a story. Written text can be added or scribed for children who need support
- digital images, where students source suitable images to relay the information or take their own images with a digital camera
- videos or film-making where students create their own video to present information.

17 | Y chart, X chart

Y and X charts provide a model for students to analyse a topic by identifying what it 'looks like', 'feels like' and 'sounds like'. The X chart also includes 'thinks like'.

Students record their responses individually, in pairs or as a small group. Responses can be written, drawn or scribed. The **Activity resource: Y chart** and **Activity resource: X chart** provide blank templates.





Frequently asked questions

- Q** Who is the KS:CPC for?
- A** All children from birth to year 12 (age 17+).
- Q** Whose responsibility is it to deliver the KS:CPC?
- A** The KS:CPC is designed to be delivered by teachers as a shared responsibility across the site.
- Q** How often should I teach the KS:CPC?
- A** The KS:CPC should be delivered every year and throughout the year.
- Q** How much time should be given to the KS:CPC?
- A** This depends on the needs of the children or young people, teachable moments, if it is integrated across learning areas, etc. There is no set time.
- Q** What topics should be covered?
- A** All topics should be covered across each focus area every year, with activities distributed across the year level band of the document. For example, all concepts covered over the 2 year band of the years 3 to 4 document. Use the [KS:CPC Sample planning guides](#).
- Q** Can I mix the learning activities around?
- A** The focus areas are sequential, from Focus area 1: The right to be safe and work through to Focus area 4: Protective strategies. However, there are flexibilities for issues requiring immediate action and teachable moments.
- Q** Can I teach a single focus area in one year and another the next year?
- A** Every year, students need to access learning from all topics within each of the 4 focus areas.
- Q** How can I keep track of what's taught across year level bands within one document?
- A** Use the [KS:CPC Sample planning guides](#) to develop a multi-year level plan ensuring that all concepts are covered. A whole site plan will support this.
- Sites may also consider using a learner management system as a tracking option.
- Q** How can the KS:CPC be implemented across the site as an agreed plan?
- A** Discuss this with leadership staff. Develop a whole site plan (see the [KS:CPC Whole site implementation guide](#)).
- Q** What strategies can I use to implement the KS:CPC with secondary students given timetabling commitments?
- A** Develop a whole site plan (see the [KS:CPC Whole site implementation guide](#)). Choose ways that best suit the structure of the school, eg pastoral care, home group, across learning areas and connect with current school programs, wellbeing and SEL. Refer to the [KS:CPC Curriculum mapping tools](#).
- Q** Are there any additional resources?
- A** The KS:CPC website provides curriculum mapping tools, overview charts, planning tools, parent and carer resources, posters and online update course. See [KS:CPC Resources](#).
- Q** Is parent or carer permission required before students access the KS:CPC?
- A** For South Australian Department for Education sites, permission is not required under the South Australia *Education and Children's Services Act 2019*. Refer to page 34 for more information.
- For all other sites or organisations, this decision must be made before implementing the KS:CPC. Check with senior leadership or the KS:CPC contact person at your site or organisation.
- Q** How can I keep parents and carers informed?
- A** Provide information such as the KS:CPC fact sheets, concept summaries, information flyer (in multiple languages), parent and carer letter, newsletter articles, reporting examples or consider conducting an information session. See [KS:CPC Resources – Parents and carers](#).

RESOURCE LINKS

Aboriginal and Torres Strait Islander protocols for libraries, archives and information services | <https://kscpc.sa.edu.au/e/10402>

Activity resource: Lotus diagram | <https://kscpc.sa.edu.au/a/10108>

Activity resource: Placemat | <https://kscpc.sa.edu.au/a/10109>

Activity resource: POOCH problem-solving model | <https://kscpc.sa.edu.au/a/10113>

Activity resource: Relationships circle | <https://kscpc.sa.edu.au/a/10111>

Activity resource: Stop, think, do problem-solving model | <https://kscpc.sa.edu.au/a/10114>

Activity resource: Think, feel, act, persist problem-solving model | <https://kscpc.sa.edu.au/a/10030>

Activity resource: Trust, talk, take control problem-solving model | <https://kscpc.sa.edu.au/a/11016>

Activity resource: What if...? problem-solving model | <https://kscpc.sa.edu.au/a/10112>

Activity resource: X chart | <https://kscpc.sa.edu.au/a/10106>

Activity resource: Y chart | <https://kscpc.sa.edu.au/a/10104>

AISA child protection handbook: for teachers, administrators and board members | <https://kscpc.sa.edu.au/d/10396>

Australian child protection legislation | <https://kscpc.sa.edu.au/e/10037>

Australian Curriculum | <https://kscpc.sa.edu.au/e/10085>

Australian Curriculum: Aboriginal and Torres Strait Islander histories and cultures | <https://kscpc.sa.edu.au/e/10056>

Australian Curriculum: Curriculum connections | <https://kscpc.sa.edu.au/e/10086>

Australian Curriculum: EAL/D students | <https://kscpc.sa.edu.au/e/10059>

Australian Curriculum: General capabilities | <https://kscpc.sa.edu.au/e/10241>

Australian Curriculum: Health and Physical Education learning area | <https://kscpc.sa.edu.au/e/10409>

Australian Curriculum: Intercultural understanding | <https://kscpc.sa.edu.au/e/10057>

Australian Curriculum: Meeting the needs of students with disability | <https://kscpc.sa.edu.au/e/10064>

Australian Curriculum: Online safety | <https://kscpc.sa.edu.au/e/10054>

Australian Curriculum: Personal and social capability | <https://kscpc.sa.edu.au/e/10067>

Australian Curriculum: Respectful relationships | <https://kscpc.sa.edu.au/e/10049>

Australian Curriculum: Senior secondary curriculum | <https://kscpc.sa.edu.au/e/10087>

Australia's children: Child abuse and neglect | <https://kscpc.sa.edu.au/e/10052>

Belonging, being and becoming: the early years learning framework for Australia | <https://kscpc.sa.edu.au/e/10080>

Bullying prevention requirements | <https://kscpc.sa.edu.au/d/10197>

Child protection and safeguarding | <https://kscpc.sa.edu.au/e/10217>

Child safe environments program | <https://kscpc.sa.edu.au/e/10656>

Children and students with disability policy | <https://kscpc.sa.edu.au/d/10397>

Children and Young People (Safety) Act 2017 | <https://kscpc.sa.edu.au/e/10033>

Consent to publish images and creative work of students and the community | <https://kscpc.sa.edu.au/d/10022>

Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy | <https://kscpc.sa.edu.au/d/10088>

Digital learning selector | <https://kscpc.sa.edu.au/e/10025>

Early Years Learning Framework | <https://kscpc.sa.edu.au/e/10080>

Education and Children's Services Act 2019 | <https://kscpc.sa.edu.au/e/10401>

External provider checklist | <https://kscpc.sa.edu.au/d/10698>

Gender diverse and intersex children and young people support procedure | <https://kscpc.sa.edu.au/d/10398>

International Baccalaureate | <https://kscpc.sa.edu.au/e/10221>

International technical guidance on sexuality education: An evidence-informed approach | <https://kscpc.sa.edu.au/e/10053>

KS:CPC Curriculum mapping tools | <https://kscpc.sa.edu.au/d/10178>

KS:CPC Educator course | <https://kscpc.sa.edu.au/d/10043>

KS:CPC Framework chart | <https://kscpc.sa.edu.au/d/10395>

KS:CPC Framework poster | <https://kscpc.sa.edu.au/d/10394>



GENERAL INTRODUCTION

KS:CPC Information for educators | <https://kscpc.sa.edu.au/d/10017>

KS:CPC Information for parents and carers | <https://kscpc.sa.edu.au/d/10016>

KS:CPC International Baccalaureate mapping tools | <https://kscpc.sa.edu.au/d/10089>

KS:CPC Online update course | <https://kscpc.sa.edu.au/d/10225>

KS:CPC Posters | <https://kscpc.sa.edu.au/a/10179>

KS:CPC Resources | <https://kscpc.sa.edu.au/d/10190>

KS:CPC Resources – Parents and carers | <https://kscpc.sa.edu.au/d/10188>

KS:CPC Resources – Planning and implementation | <https://kscpc.sa.edu.au/d/10291>

KS:CPC Sample planning guides | <https://kscpc.sa.edu.au/d/10177>

KS:CPC Site implementation rubric | <https://kscpc.sa.edu.au/d/10079>

KS:CPC Whole site implementation guide | <https://kscpc.sa.edu.au/d/10077>

Learn more: Aboriginal peoples | <https://kscpc.sa.edu.au/d/10055>

Learn more: Bodily integrity, touch and consent | <https://kscpc.sa.edu.au/d/10071>

Learn more: Bullying | <https://kscpc.sa.edu.au/d/10068>

Learn more: Cultural and linguistic diversity | <https://kscpc.sa.edu.au/d/10060>

Learn more: Disability and additional needs | <https://kscpc.sa.edu.au/d/10065>

Learn more: Domestic and family violence | <https://kscpc.sa.edu.au/d/10070>

Learn more: Gender diversity, intersex and sexual diversity | <https://kscpc.sa.edu.au/d/10066>

Learn more: Harm, abuse and neglect | <https://kscpc.sa.edu.au/d/10072>

Learn more: History of the KS:CPC | <https://kscpc.sa.edu.au/d/10046>

Learn more: International school context | <https://kscpc.sa.edu.au/d/10041>

Learn more: Online safety | <https://kscpc.sa.edu.au/d/10074>

Learn more: Trust and networks | <https://kscpc.sa.edu.au/d/10004>

National principles for child safe organisations | <https://kscpc.sa.edu.au/e/10045>

National strategy to prevent and respond to child sexual abuse 2021–2030 | <https://kscpc.sa.edu.au/e/11097>

National Quality Framework | <https://kscpc.sa.edu.au/e/10084>

Paying attention 1: Mindfulness | <https://kscpc.sa.edu.au/d/10346>

Preschool curriculum resources | <https://kscpc.sa.edu.au/d/10082>

Preschool leading practice papers | <https://kscpc.sa.edu.au/d/10083>

Project Zero thinking routines | <https://kscpc.sa.edu.au/e/10026>

Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education or care settings | <https://kscpc.sa.edu.au/d/10224>

Reflect Respect Relate | <https://kscpc.sa.edu.au/d/10081>

Responding to a child or young person about harm | <https://kscpc.sa.edu.au/e/10236>

Responding to online safety incidents in South Australian schools | <https://kscpc.sa.edu.au/d/10021>

Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) | <https://kscpc.sa.edu.au/d/10034>

Safe and supported: The national framework for protecting Australia's children 2021–2031 | <https://kscpc.sa.edu.au/e/10042>

Safeguarding children and young people policy | <https://kscpc.sa.edu.au/d/10032>

Selecting and using resources for educational purposes guideline | <https://kscpc.sa.edu.au/d/10018>

Sexual behaviour in children and young people: procedure and guideline | <https://kscpc.sa.edu.au/d/10425>

Social media policy | <https://kscpc.sa.edu.au/d/10019>

Supporting gender diverse, intersex and sexually diverse children and young people policy | <https://kscpc.sa.edu.au/d/10411>

The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people | <https://kscpc.sa.edu.au/e/10509>

The international child safeguarding standards | <https://kscpc.sa.edu.au/e/10024>

Theory of mind | <https://kscpc.sa.edu.au/e/10023>

Trauma-informed practice in education (TIPiE) | <https://kscpc.sa.edu.au/e/10647>

Wellbeing for learning and life: a framework for building resilience and wellbeing in children and young people | <https://kscpc.sa.edu.au/d/10412>

OVERVIEW

Foundation to year 2 (ages 5 to 7) learning activities

Focus area 1: The right to be safe	Focus area 2: Relationships	Focus area 3: Recognising and reporting abuse	Focus area 4: Protective strategies
Topic 1: Keeping safe 1.1 Themes for keeping safe 1.2 Group norms 1.3 Establishing a trusted network	Topic 4: Trusted networks 4.1 Exploring trust 4.2 Trust in different situations 4.3 Seeking help 4.4 Developing a trusted network	Topic 7: Bodily integrity 7.1 Parts of the body 7.2 Safe touch 7.3 Unsafe touch 7.4 Unwanted touch 7.5 Safe touch for health and safety	Topic 9: Applying strategies 9.1 Assertive words and actions 9.2 Assertiveness and personal boundaries 9.3 Responding assertively 9.4 Being persistent 9.5 Tell, tell and keep telling 9.6 Understanding persistence 9.7 Knowing personal information 9.8 Remembering personal details 9.9 Problem-solving ideas 9.10 Problem-solving strategies 9.11 Practising stop, think, do strategies 9.12 Online safety strategies 9.13 Keeping safe online
Topic 2: Rights and responsibilities 2.1 Needs and wants 2.2 Children's rights 2.3 Behaviour code and rights 2.4 Body awareness 2.5 Personal space 2.6 Meaning of private 2.7 Exploring identity 2.8 Gender stereotypes	Topic 5: Respectful relationships 5.1 Exploring relationships 5.2 Relationships circle 5.3 Relationship dynamics 5.4 Friendships 5.5 Being respectful 5.6 Exploring consent	Topic 8: Understanding abuse 8.1 Accidental or deliberate 8.2 Identifying harm and abuse 8.3 Abuse and rights 8.4 That's not OK 8.5 Actions and words can hurt 8.6 Being healthy and safe 8.7 My rights, my body 8.8 Stop, think, do strategies 8.9 Understanding safety in the home 8.10 Recognising unsafe environments 8.11 Understanding secrets 8.12 Secrets and surprises 8.13 Recognising secrets 8.14 Identifying unsafe secrets 8.15 Tricks and trust 8.16 Manipulation and secrets 8.17 Media and online safety 8.18 Games and online safety 8.19 Online abuse: It's OK to tell 8.20 Online safety rules	Topic 10: Seeking support 10.1 Network review 10.2 Exploring support services 10.3 Understanding emergency services 10.4 Responding to emergencies
Topic 3: Safe and unsafe 3.1 Different feelings 3.2 Characters' feelings 3.3 Miming feelings 3.4 Introducing warning signs 3.5 Warning signs 3.6 Warning signs in others 3.7 Making it safer 3.8 Exploring online safety 3.9 Identifying safe places 3.10 Strategies to keep safe 3.11 Defining unsafe and risk-taking 3.12 Exploring risk and safety 3.13 Clues about risks	Topic 6: Power in relationships 6.1 Introducing power 6.2 Protection powers 6.3 Power and gender 6.4 Fair and unfair situations 6.5 Fairness and empathy 6.6 Defining bullying 6.7 Identifying bullying behaviour 6.8 Adults using power		



Planning

When planning for KS:CPC implementation, considerations include:

- Sequence of learning: the 4 focus areas are designed to be delivered sequentially over the school year (or modified time period), with learning activities building on prior knowledge.
- Learning activities: the **KS:CPC Sample planning guides** provide a suggested way of distributing learning activities across multiple year levels. This can be achieved by aligning the 4 focus areas to 4 school terms or sequentially as needed. Some learning activities should be repeated each year. For schools with more than one intake during the year, consider planning shorter cycles of all 4 focus areas.
- Prior knowledge: students' level of understanding for each topic or concept should be established to identify where and how learning may need to be differentiated. Learning activities from other KS:CPC year level documents may need to be used and/or modified to achieve the learning intentions.
- Differentiated learning: provide modified options that cater for the needs and abilities of all students. Find opportunities to include the KS:CPC as part of individual learning plans for students with disability and additional needs.
- Resources: a range of resources (eg books, videos, online content) are referenced from various sources and are provided as suggestions to support the learning intentions. Educators should use discretion when selecting and using resources (NNA 2) to ensure they are suitable for their students. If a suggested resource is not suitable or is unavailable, use alternative resources that support the learning.

For information about implementing the KS:CPC, including recommendations for establishing a whole site approach, refer to page 29.

The **KS:CPC Resources** provide a range of planning and mapping tools.

Curriculum connections

Australian Curriculum

The KS:CPC content can be aligned to Australian Curriculum learning areas; however, activities may need to be adapted to ensure the learning intentions of both are met. Opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across all learning areas and through the general capabilities and cross-curriculum priorities.

Refer to the following:

- **KS:CPC Australian Curriculum mapping tools**
- **Australian Curriculum: General capabilities**
- **Australian Curriculum: Cross-curriculum priorities**
- **Australian Curriculum: Student diversity**
- **Australian Curriculum: Curriculum connections.**

International Baccalaureate

Make connections through the central idea by aligning the lines of inquiry with KS:CPC concepts such as safety, wellbeing, rights, identity, relationships, online safety, risks and problem-solving.

Refer to the **KS:CPC International Baccalaureate mapping tools**.

Student diversity

A range of resources and information is available to support inclusion and learning across the focus areas:

- **Learn more: Aboriginal peoples**
- **Learn more: Cultural and linguistic diversity**
- **Learn more: Disability and additional needs**
- **Learn more: Gender stereotypes.**

KS:CPC Sample planning guide foundation to year 2 (ages 5 to 7)

The sample planning guide provides a suggested way of distributing the learning activities across multiple year levels. For other year levels, see the [KS:CPC Sample planning guides](#).

FOCUS AREAS	TOPICS	FOUNDATION	YEAR 1	YEAR 2
Focus area 1: The right to be safe	1 Keeping safe	1.1 Themes for keeping safe 1.2 Group norms 1.3 Establishing a trusted network	1.1 Themes for keeping safe 1.2 Group norms 1.3 Establishing a trusted network	1.1 Themes for keeping safe 1.2 Group norms 1.3 Establishing a trusted network
	2 Rights and responsibilities	2.1 Needs and wants 2.4 Body awareness 2.6 Meaning of private 2.7 Exploring identity	2.2 Children's rights 2.5 Personal space 2.6 Meaning of private 2.7 Exploring identity 2.8 Gender stereotypes	2.3 Behaviour code and rights 2.5 Personal space 2.6 Meaning of private 2.8 Gender stereotypes
	3 Safe and unsafe	3.1 Different feelings 3.4 Introducing warning signs 3.7 Making it safer 3.11 Defining unsafe and risk-taking	3.2 Characters' feelings 3.5 Warning signs 3.9 Identifying safe places 3.12 Exploring risk and safety	3.3 Miming feelings 3.6 Warning signs in others 3.8 Exploring online safety 3.10 Strategies to keep safe 3.13 Clues about risks
Focus area 2: Relationships	4 Trusted networks	4.1 Exploring trust 4.2 Trust in different situations 4.3 Seeking help 4.4 Developing a trusted network	4.1 Exploring trust 4.2 Trust in different situations 4.3 Seeking help 4.4 Developing a trusted network	4.1 Exploring trust 4.2 Trust in different situations 4.3 Seeking help 4.4 Developing a trusted network
	5 Respectful relationships	5.1 Exploring relationships 5.4 Friendships 5.5 Being respectful 5.6 Exploring consent	5.1 Exploring relationships 5.2 Relationships circle 5.5 Being respectful 5.6 Exploring consent	5.3 Relationship dynamics 5.4 Friendships 5.5 Being respectful 5.6 Exploring consent
	6 Power in relationships	6.1 Introducing power 6.4 Fair and unfair situations 6.6 Defining bullying 6.7 Identifying bullying behaviour	6.2 Protection powers 6.4 Fair and unfair situations 6.6 Defining bullying 6.8 Adults using power	6.3 Power and gender 6.5 Fairness and empathy 6.7 Identifying bullying behaviour 6.8 Adults using power
Focus area 3: Recognising and reporting abuse	7 Bodily integrity	7.1 Parts of the body 7.2 Safe touch 7.3 Unsafe touch 7.4 Unwanted touch	7.1 Parts of the body 7.2 Safe touch 7.3 Unsafe touch 7.5 Safe touch for health and safety	7.1 Parts of the body 7.2 Safe touch 7.3 Unsafe touch 7.4 Unwanted touch
	8 Understanding abuse	8.1 Accidental or deliberate 8.5 Actions and words can hurt 8.7 My rights, my body 8.11 Understanding secrets 8.15 Tricks and trust 8.17 Media and online safety	8.2 Identifying harm and abuse 8.3 Abuse and rights 8.6 Being healthy and safe 8.9 Understanding safety in the home 8.12 Secrets and surprises 8.14 Identifying unsafe secrets 8.18 Games and online safety	8.4 That's not OK 8.8 Stop, think, do strategies 8.10 Recognising unsafe environments 8.13 Recognising secrets 8.16 Manipulation and secrets 8.19 Online abuse: It's OK to tell 8.20 Online safety rules
Focus area 4: Protective strategies	9 Applying strategies	9.1 Assertive words and actions 9.4 Being persistent 9.7 Knowing personal information 9.9 Problem-solving ideas 9.12 Online safety strategies	9.2 Assertiveness and personal boundaries 9.5 Tell, tell and keep telling 9.8 Remembering personal details 9.10 Problem-solving strategies 9.13 Keeping safe online	9.3 Responding assertively 9.6 Understanding persistence 9.8 Remembering personal details 9.11 Practising stop, think, do strategies 9.13 Keeping safe online
	10 Seeking support	10.1 Network review 10.3 Understanding emergency services	10.1 Network review 10.2 Exploring support services 10.4 Responding to emergencies	10.1 Network review 10.2 Exploring support services 10.4 Responding to emergencies



RESOURCE LINKS

Australian Curriculum: Cross-curriculum priorities | <https://kscpc.sa.edu.au/e/10086>

Australian Curriculum: Curriculum connections | <https://kscpc.sa.edu.au/e/10092>

Australian Curriculum: General capabilities | <https://kscpc.sa.edu.au/e/10241>

Australian Curriculum: Student diversity | <https://kscpc.sa.edu.au/e/10091>

KS:CPC Australian Curriculum mapping tools | <https://kscpc.sa.edu.au/d/10036>

KS:CPC International Baccalaureate mapping tools | <https://kscpc.sa.edu.au/d/10089>

KS:CPC Resources | <https://kscpc.sa.edu.au/d/10190>

KS:CPC Sample planning guides | <https://kscpc.sa.edu.au/d/10177>

Learn more: Aboriginal peoples | <https://kscpc.sa.edu.au/d/10055>

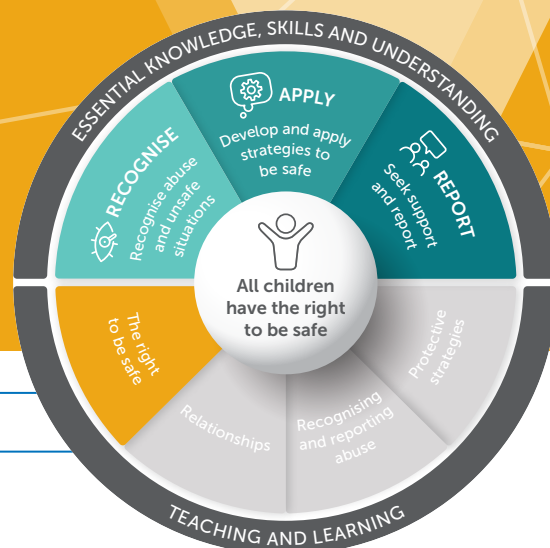
Learn more: Cultural and linguistic diversity | <https://kscpc.sa.edu.au/d/10060>

Learn more: Disability and additional needs | <https://kscpc.sa.edu.au/d/10065>

Learn more: Gender stereotypes | <https://kscpc.sa.edu.au/d/10008>

LEARNING ACTIVITIES

Focus area 1: The right to be safe



Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 1: The right to be safe	1 Keeping safe	<ul style="list-style-type: none"> Understand how the KS:CPC themes help to keep children and young people safe. Identify trusted people and support services to seek help from.
	2 Rights and responsibilities	<ul style="list-style-type: none"> Know that everyone has rights and understand how rights and responsibilities are interrelated. Understand privacy, personal space and boundaries. Understand how gender stereotypes and expectations can impact individuals and society.
	3 Safe and unsafe	<ul style="list-style-type: none"> Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations. Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online. Understand how managing risk can make situations safer, including online.

Key vocabulary

Focus area 1: The right to be safe uses the following key vocabulary:

- body
- boundaries
- feelings
- gender stereotypes
- help
- identity
- needs
- network
- online
- personal space
- private
- respect
- responsibilities
- rights
- risks
- safe
- trust
- unsafe
- wants
- warning signs.

Optional prior knowledge check

- Discuss the upcoming topics with students.
- Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
 - know** about the topics
 - want** to know more about the topics.
- At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

1

1.1 | Students may be familiar with the 2 themes, however reviewing them will help consolidate their understanding.

For students with language difficulties or who are non-verbal, consider adapting theme 2 to 'we can help ourselves to be safe by **communicating** with people we trust'.



Topic 1: Keeping safe

Learning intentions



- Understand how the KS:CPC themes help to keep children and young people safe.
- Identify trusted people and support services to seek help from.

Educator tips

- Group norms should be established at the beginning of the year and revisited when appropriate or required.
- Unpack each group norm through shared discussions with students. For more information, see group norms (NNA 3).
- The common qualities of a trusted person can change and should only be used as a holistic guide, not a checklist. The common qualities of an untrustworthy person can be quite powerful in assessing when trust is broken. Students need to understand that a trusted person's common qualities also apply to them in supporting others.
- At the beginning of every year (or academic year), it is essential for students to establish their trusted network (NNA 7), including the support options available at the school. This provides students with immediate information should they need support during their transition into the learning environment, particularly if they are in a new class, with a new teacher and students, or in a different location. Networks and help-seeking strategies will be further explored and strengthened throughout the KS:CPC, as the year progresses.
- Understand that family structures and kinship in Aboriginal communities can include parents, carers, extended families, Elders and community members, all involved in a child's education. Consult with Aboriginal support staff about relevant networks and links to community resources (Australia).

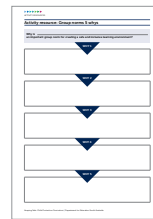
Learn more: [Trust and networks](#).

1.1 Themes for keeping safe

- 1 Show students the 2 KS:CPC themes and ask what each theme means:
 - we all have the right to be safe
 - we can help ourselves to be safe by talking to people we trust.
- 2 Explain that the themes are a key part of learning about keeping ourselves safe and they will be explored in a range of contexts, including at school, at home and online.
- 3 Brainstorm the outcomes for students if the 2 themes are present and observed, for example:
 - theme 1 – children are safe (responses could include: their essential needs are met, eg shelter, food, hygiene, education; they feel happy, safe and loved; they are free to explore their environment and take safe risks)
 - theme 2 – children talk to people they trust (responses could include: they feel supported in everything they do; they talk to trusted people, including adults and peers, for insight, support and advice; they know that adults are available to help them to be safe and they will be listened to and believed).
- 4 Reinforce the key messages:
 - Everyone has the right to be safe. It is an adult responsibility to keep children safe.
 - If children feel unsafe, they should talk to a trusted adult or someone on their trusted network. They should keep telling until someone listens, helps them and they are safe.

1.2 Groups norms

- 1 Explain the purpose of having group norms (NNA 3) to create a safe and inclusive learning environment for everyone.
- 2 Discuss group norms with students through any suitable method. Some examples include:
 - **Brainstorm**
 - Students share ideas about the key requirements for creating a safe and inclusive learning environment.
 - Write the recommended group norms on the board (respect, take turns, listen, confidential, right to pass, one step removed) and match the brainstormed suggestions where they most appropriately fit.
 - Unpack each group norm and ask students, 'What could each group norm look like in the classroom?'
 - Display the group norms in a suitable format (eg classroom poster; front page of students' workbooks) for future reference during activities.
 - **Mind map** (RLS 5)
 - In groups, students create a mind map using **Activity resource: Group norms mind map**.
 - Students discuss what each group norm means, looks like and sounds like, writing their responses into each section as they go.
 - Share back with the class and create a combined group norm mind map for display.
 - **Name game**
 - Students sit in a circle. A student places a ball of wool on the floor and, while holding onto the end of the wool, rolls the ball to another student, saying their name. That student holds onto the piece of wool and then rolls it to another student, saying their name. Continue until everyone has had a turn and the colourful criss-cross web is created.
 - Discuss the importance of listening, taking turns and respecting each other.
 - **Posters**
 - Students create group norm posters individually or in pairs. Use various mediums, such as coloured pencils, paints, collage or digital art.
 - For a class display, students could work in pairs or small groups and complete sections of a large poster. The pieces could be divided into the group norm headings, with a brief statement and a picture and added to the class display.
 - Share back with the class and display for future reference.



1.2 | Group norms are agreed upon by the group or class to create and maintain a safe and inclusive learning environment.



Recommended group norms include:

- **respect** other people's ideas and opinions
- **take turns** where only one person speaks at a time
- **listen** actively and respectfully to each other
- **confidential** information and discussions stay within the trusted environment
- **right to pass** in the trusted environment without explanation
- **one step removed** (NNA 4) strategy to remove personal connections.

For more information, see group norms (NNA 3) on page 35.

1.3 Establishing a trusted network

- 1 Explain the importance of having a network of trusted adults to talk to and seek support from.
- 2 Provide groups of students with a large sheet of paper to record common qualities of trusted people.
- 3 Students share back with the class. Facilitate further discussion about the 'common qualities of a trusted person'. Refer to **Learn more: Trust and networks** for more information.
- 4 Explain the purpose of establishing a trusted network (NNA 7) of people to talk to when someone needs help or support. Networks should include a wide range of people they know and relevant support services.
- 5 Brainstorm situations when students may seek help or support within the school context. Ensure responses are one step removed (NNA 4) and use protective interrupting (NNA 5) where needed.

Definition:

Trusted network is a group of people that a person feels they can rely on to provide help and support.





1.3 | Ensure the school has processes in place for students to report issues or seek support. For example:



- posters around the school with contact names or locations. Use the **KS:CPC Posters** or create a school poster
- a form for students to report issues that's available in the classroom, around the school (next to the poster) or at the front office. Completed forms could be placed in a secure box. See the example **Share my concerns**
- a phone is available for students to contact a support service, eg Kids Helpline (Australia) 1800 55 1800.

1.3 | For students with disability or additional needs, adapt the network if required using the most suitable tool for each student. This might include an audio recording, photos, digital device, symbols, etc.



- 6 Provide each student with suggestions about who they can talk to at the school if they feel unsafe or need support. Use the **KS:CPC Posters** or create a class poster with the names of key contact people at the school, eg class teacher, student wellbeing leader, safeguarding lead and school leaders.
- 7 Explain processes the school has established for students to report issues. Provide examples of how a student could report, such as:
 - ask the teacher to talk to them privately
 - write down concerns privately and provide them to one of the key contact people at the school or use a form such as **Share my concerns**
 - use a designated phone to contact a support service.
- 8 Students should include at least 1 support service on their network where possible. At this early stage of network development, educators can provide the most relevant support service for the location, eg Kids Helpline (Australia).
- 9 Provide each student with a piece of A6 or A5 card folded in half to use as a network support card to be completed individually. Ask students to:
 - Label their card with a title such as 'My network' and think about the people they would trust to talk with if they felt unsafe, unsure about something or needed advice about a situation. Consider people both inside and outside of school.
 - On the inside of the card, record the names of 2 to 3 people. Add their phone numbers or contact information. If the person is from the school, their room or location could be recorded, eg room 5 or front office.
 - Add relevant support services, such as:
 - Kids Helpline (Australia), phone 1800 55 1800
 - Emergency services (000 in Australia).
- 10 Students can decorate and personalise their cards. Suggest a personal and handy location for the card to be stored, such as their diary, bag, wallet or purse.
- 11 Reinforce the importance of talking to a trusted adult if they feel unsafe, even if they can't locate their network card.

Topic 2: Rights and responsibilities

Learning intentions



- Know that everyone has rights and understand how rights and responsibilities are interrelated.
- Understand privacy, personal space and boundaries.
- Understand how gender stereotypes and expectations can impact individuals and society.

Educator tips

- Find opportunities to explore rights and responsibilities in all facets of learning and everyday situations.
- When discussing parts of the body, the KS:CPC focuses on the whole body being private where **no one has the right to touch anyone's body without their consent**. This includes touching sexual body parts and any part of the body in an inappropriate or sexual way, adult to child or between children.
- Understanding personal space and boundaries supports children and young people's social and emotional development. This plays a significant role in establishing healthy relationships, fostering self-respect and respecting the boundaries of others.
- Understanding identity and gender stereotypes is crucial for promoting rights, self-worth, equality and inclusivity, where children and young people are safe to be themselves.

Learn more: Bodily integrity, touch and consent.

Learn more: Gender stereotypes.

Learn more: Rights, responsibilities and relationships.

2.1 Needs and wants

- 1 Brainstorm 'needs' and 'wants' using examples such as:
 - food and water are needs; ice cream and lemonade are wants
 - shelter and warmth are needs; a swimming pool is a want.
- 2 Develop a definition of needs and wants, for example:
 - a need is something people must have to survive
 - a want is something someone would like to have but can survive without.
- 3 Choose from the following options:
 - Read the story (RLS 12) *Lily learns about wants and needs* (Bullard 2013) and discuss the different types of needs and wants explored, such as fun items (bike, skateboard, bowling), dental and medical care, clothes and food as special treats (ice cream).
 - Students consider a pet and list their needs and wants. If they do not have a pet, refer to a class pet, an imaginary pet or use a book such as *Sebastian lives in a hat* (Catterwell 2015) or *Harry the dirty dog* (Zio 1992). Use a table to record responses, for example:

Pet's name:	
Needs	Wants
To be brushed	To play around and chew the brush
To be fed regularly	To eat lots of dog chocolate
To go to the vet if they are sick	



Bullard L (2013) *Lily learns about wants and needs*, Lerner Publishing Group

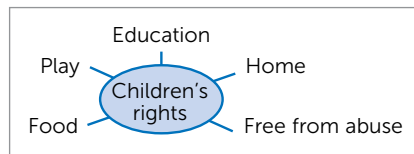
Catterwell T (2015) *Sebastian lives in a hat*, 30th anniversary edition, Omnibus Books an imprint of Scholastic Australia

Zio G (1992) *Harry the dirty dog*, Random House UK

- 4 Brainstorm a list of children's needs. Examples could include being loved and cared for, food, medicine, education, play and safety. For each need, students identify who is responsible for meeting that need.
- 5 Explain that responsibilities are what people do to be reliable, helpful and trustworthy. Being responsible shows that people are accountable for their actions and choices.
- 6 Further discuss the term 'responsibility' using additional questions, such as:
 - Whose responsibility is it to look after children in the class? (Response should be: the teacher and all children in the class.)
 - Whose responsibility is it to make sure children arrive at school on time? (Responses should include: parent or carer; children.)
 - Whose responsibility is it to be respectful and follow the rules in class? (Response should be: everyone.)
- 7 Reinforce that all children have rights and adults are responsible for ensuring their rights are protected. Children also have the responsibility to support their own and others' rights. If children are concerned about their rights (or the rights of others), they should talk to a trusted adult.

2.2 Children's rights

- 1 Explain what is meant by the term 'children's rights', eg all children have the right to: be safe; learn; play; be healthy; be heard; be treated fairly; live free from harm; be cared for, supported, loved and valued.
- 2 Students create a mind map (RLS 5) and brainstorm the rights that children have or things that children need to be healthy and safe, for example:



- 3 Watch the video ***We all have rights*** (UNICEF 2021) to explore children's rights and the United Nations Convention on the Rights of the Child (1989). Consider watching the video over several sessions or selecting a small section of the video to show, such as the introduction.
- 4 Ask students, 'Who is responsible for ensuring that children's rights are protected and that all children are safe?' (Responses could include: parents or carers; adults; governments.)
- 5 Reinforce that it is the responsibility of adults to keep children safe. However, children also have responsibilities. They have a responsibility to help keep themselves and other people safe.
- 6 On the 'children's rights' mind map, students add who is responsible for protecting each of the rights identified.
- 7 Create a series of posters or other visual media showing examples of children's rights being respected. Alternatively, role-play (RLS 11) some rights and responsibilities using soft toys or other manipulatives.
- 8 Ask students, 'If a child feels their rights, or the rights of other children, are not being respected, who could they talk to?' (Responses could include: parent or carer; teacher; trusted adult; support services.)

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, <https://kscpc.sa.edu.au/e/10061>

Additional resources:

- ***Bringing child rights into your classroom: An educator's guide*** (SNAICC)
- ***Children's rights – poster*** (AHRC)
- ***The Convention on the Rights of the Child: The children's version*** (UNICEF).



2.3 Behaviour code and rights

- 1 Explain that rights exist wherever we are, including at home, in the community and at school.
- 2 Discuss the first KS:CPC theme 'We all have the right to be safe' and ask students what it means to them.
- 3 Ask students, 'What are our responsibilities to help keep each other safe at school?' (Responses could include: following the rules; helping each other; telling the teacher if there is a problem or they feel unsafe.)
- 4 Display the class and school behaviour code or expectations.
- 5 Use the class and school behaviour code or expectations to discuss how children's rights are supported by asking the following questions:
 - Why does the school behaviour code or expectations exist? (Responses could include: to help keep children safe; ensure rights are met.)
 - What are the needs or rights of the children at school? (Responses could include: to be safe and cared for; to play; to learn.)
 - Who is responsible for following the behaviour code or expectations? (Responses could include: everyone at school; the whole school community.)
 - What happens if the behaviour code or expectations are not followed? (Responses could include: people feel unsafe; learning is interrupted; people's rights are not respected.)
- 6 Ask students, 'If someone feels unsafe at school, who could they talk to?' (Responses could include: teacher; student wellbeing leader; principal; parent or carer; trusted adult; support service.)

2.4 Body awareness

- 1 Use various activities to support body awareness, such as:
 - make fingerprints and handprints to demonstrate individual differences
 - read stories about how bodies move and respond
 - draw (RLS 16) body silhouettes or generic body outlines, including wheelchairs, sticks and frames
 - use movement activities, eg walk like an elephant, jump like a kangaroo, wiggle like a caterpillar, creep like a mouse.
- 2 Use songs (RLS 12) or games about body parts, such as:
 - The hokey pokey
 - Simon says
 - Heads, shoulders, knees and toes
 - **Kata Alipiri Muti Tjina** (Ngapartji Ngapartji)
 - **Mukarta, Kartaka, Mampa, Tidna** (Kurna Warra Pintyanthi)
 - One finger, one thumb keeps moving.
- 3 Individually, students draw or paint a picture of themselves, making sure to include their whole body. Below their picture, students write statements that reflect key messages about body awareness and rights, for example:
 - I have the right to be safe
 - My body is my body
 - My whole body is private
 - From my head to my toes, I say what goes.
- 4 Discuss with students that if their rights are not respected, they should talk to a trusted adult or someone on their trusted network.

2.4 | Body awareness is about building children's awareness of the relationships between their emotions, internal body feelings and sensory stimuli, eg recognising that a fast heart rate and clenched fists can mean they are angry. Both internal body feelings and external sensory input can affect children's emotions, eg a child might feel angry because they are hungry. Good interoception awareness can help children understand the difference between their hunger and body signals for anger.

Definition:
Interoception is an internal sensory system where the body's internal physical and emotional states are noticed, recognised, identified and responded to (Department for Education 2023).
 Department for Education (2023) *Emotional self-expression and awareness*, Government of South Australia

Disability and additional needs



Adults may need to enter a student's personal space when providing personal care and mobility support. Use verbal and non-verbal communication, including body language, gestures, facial expressions and visuals to convey the intention.

2.5 Personal space

- 1 Explain that personal space is the area around someone that feels comfortable and appropriate for other people to be in. Everyone should respect each other's personal space and boundaries.
- 2 Show the **KS:CPC Personal space and boundaries** resource and discuss the key messages. Alternatively, create a social story, such as **What is personal space?** (Living Well With Autism) or show the video **Autism and personal space: animated social stories for children with autism** (Autismworks).
- 3 Give each student a hoop and ask them to stand inside it. Use larger hoops or provide alternative options for students requiring more personal space.
- 4 Ask students to lift their hoop above their heads and gently bring it down to the ground. The area inside their hoop is their personal space which is just for them and the people they may invite in.
- 5 Students hold their hoop carefully at waist height and walk around the room without touching anyone else's hoop to demonstrate respect for everyone's personal space.
- 6 Ask students to place their hoop on the ground and sit inside it without touching anyone else's hoop.
- 7 Ask questions, such as:
 - How might a person know if someone else is in their personal space? (Responses could include: uncomfortable feelings; feeling crowded; someone touching their body.)
 - What might someone do if they felt a person was in their personal space? (Responses could include: ask the person to move away; move away; tell a trusted adult.)
- 8 Explain that the size of everyone's personal space may be different and it is up to each person to decide the size of their personal space.
- 9 Remind students that no one may enter someone else's personal space without their consent. If a child feels uncomfortable or unsafe about someone not respecting their personal space, they should talk to a trusted adult or someone on their trusted network.

2.6 Meaning of private

2.6 | Body parts are taught more explicitly in focus area 3. However, if students ask questions when discussing privacy and the body, reinforce that the whole body is private and no one has the right to touch anyone's body without their consent.



- 1 Explain the words public and private:
 - public means something that is open and available to everyone
 - private means something that is personal to someone and is only shared with people they choose.

- 2 Use picture cards or images, such as **Boardmaker** (Tobii Dynavox), to further explain public and private, for example:

- public – park, school, library, roads, shops
- private – toilet, bathroom, bedroom, clothes.

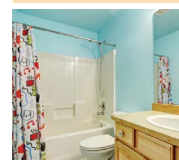
Images © Artazum, Kolobrod, Pavel Skopets, ID1974, polya_olya, Dmitry Kalinovsky: Used under license from Shutterstock.

- 3 Ask students to gather items that belong to them, eg hat, school bag, lunch container, jumper, personal item from home.

Public



Private



- 4 Explain that 'These things belong to you. They may have your name on them, so everyone knows they belong to you. They are your private belongings.'
- 5 Ask students, 'What else might be private?' Examples may include:
 - personal information, eg address, phone number, passwords
 - personal medication, eg asthma puffer
 - our bodies – our whole body is private.
- 6 Ask students, 'Why are these things considered private?'
- 7 If someone's privacy is not being respected, who could they talk to for support? (Responses could include: a trusted adult or someone on their trusted network.)

2.7 Exploring identity

- 1 Each student individually draws or paints their handprints and footprints using a variety of colours and, when dry, cuts them out.
- 2 Combine the handprints and footprints of all students to form a shape or object, such as a tree or a person's body.
- 3 Ask students to comment on the handprints and footprints. Consider questions such as:
 - Are everyone's prints the same?
 - How and why are they similar?
 - How and why are they different?
- 4 Explain that everyone's prints are different, as is everyone's identity. Our identity makes us who we are – what we look like, believe and do. However, although there are differences, there are also lots of similarities.
- 5 Encourage students to celebrate and appreciate differences and discuss why this is important.
- 6 Individually, students draw (RLS 16) a large outline of a handprint or footprint. Inside the outline, students write or draw things that are part of their identity – things that make them who they are. For example:
 - favourite colours, books, toys or games
 - most enjoyable things to do at school
 - family, language/s spoken at home, celebrations and food
 - where they are from, where home is and where they feel safe.
- 7 As a class, discuss the various things and activities people like that make them who they are. Explain that there are many things that people share in common and many things that make people different and that diversity should be celebrated.
- 8 Use a range of stories (RLS 12) to explore identity further. Examples include:
 - Prewett M (2021) *Two mates*, Magabala Books
 - Morgan S (2022) *This is me*, Magabala Books
 - Seymour J (2022) *Open your heart to Country*, Magabala Books
 - Stewart-Muir F and Lawson S (2020) *Family*, Magabala Books
 - Sanders J (2021) *Families* (Little big chats), Educate2Empower
 - Sanders J (2021) *Around the world* (Little big chats), Educate2Empower
 - Sanders J (2021) *Everyone is equal* (Little big chats), Educate2Empower.
 - Sanders J (2022) *Included: A book for all children about inclusion, diversity, disability, equality and empathy*, Educate2Empower.
- 9 Discuss with students that if someone treats them unfairly because of their identity, they should talk to a trusted adult or someone on their trusted network.

2.7 | Acknowledge that although gender is not binary, references to boys/men and girls/women is used to support discussions about the impact of gendered expectations and stereotypes.

Learn more: Gender stereotypes.



2.8 Gender stereotypes

- 1 Show students images of occupations and toys to discuss gender stereotypes and ask questions such as:
 - Do you know someone who is a (insert an occupation, eg police officer, nurse, teacher, hairdresser, builder, etc)?
 - Can anyone do this as a job?
 - Can anyone be a doctor, nurse, ballet dancer, football player, pilot or astronaut?
 - Can anyone play with a doll, truck, space ship or princess toy?
- 2 Explain that sometimes there are messages or people telling other people what they can or can't do because they are a girl or a boy and these are sometimes called 'gender stereotypes'.
- 3 Use stories (RLS 14) that explore and challenge gender stereotypes, such as occupations, roles, behaviours, toys or colours. Consider using the following stories:
 - Sanders J (2018) *Who am I? I am me!*, Educate2Empower
 - Sanders J (2019) *The not-so-perfect princess and the not-so-dreadful dragon*, Educate2Empower
 - Humes B (2020) *I want to be a superhero*, Magabala Books.
- 4 Make a class big book about occupations titled *What I want to be when I grow up*. Each student chooses an occupation they are interested in and creates a page of the book showing young people of all genders in that occupation. Students can draw (RLS 15) or find images from magazines or online sources.
- 5 Once the book is completed, read it as a story and encourage conversations about all genders being able to choose each occupation.
- 6 Explain that if someone treats them unfairly because of their identity, they should talk to a trusted adult or someone on their trusted network.

Topic 3: Safe and unsafe

Learning intentions



- Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations.
- Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online.
- Understand how managing risk can make situations safer, including online.

Educator tips

- Students need to understand their feelings and how they relate to warning signs and potentially unsafe situations. Use vocabulary and images to enhance emotional literacy and encourage students to discuss their feelings.
- Some students, such as those with disability, experiencing trauma, or who have been abused, may not experience warning signs, or may experience them in different ways. Provide opportunities for learning about indicators of external warning signs, such as observing the behaviour of others, body language and movement, sounds (eg sirens, loud voices), or signs.
- Explicit teaching about safe and unsafe situations will help students assess levels of risk. Use one step removed (NNA 4) when discussing unsafe and abusive situations.
- There is a difference between feeling safe and being safe, as someone may feel safe in a potentially unsafe situation. This highlights the importance for students to learn strategies to assess various situations.
- Risk and risk-taking can have both positive and negative implications. They are an inherent part of personal and academic growth. Encouraging students to take informed risks while being aware of potential consequences can lead to valuable learning experiences and personal development.

Learn more: [Feelings and warning signs.](#)

Learn more: [Harm, abuse and neglect.](#)

Learn more: [Online safety.](#)

3.1 Different feelings

- 1 Brainstorm and record feelings onto individual cards. Alternatively, make 'feeling faces' or use feelings cards.
- 2 In small groups, students sort the feelings into comfortable and uncomfortable categories.
- 3 Discuss each feeling as a class. A third category may arise for feelings that can be both comfortable and uncomfortable, depending on the situation.
- 4 Ask students, 'What should someone do if they experience uncomfortable feelings?' (Response should be: talk to a trusted adult – because we all have the right to be safe and can help ourselves to be safe by talking to people we trust.)
- 5 Use these lists as a reference and add to them as students' understanding increases.
- 6 Read a story (RLS 12) about feelings, such as ***What happens inside our bodies when we feel things?*** (Australian Childhood Foundation).

Additional resources:



- Baker J (2001) *The social skills picture book: Teaching play, emotion and communication to children with autism*, Future Horizons
- **Feelings and emotions cards** (Smart Kids)
- **Girls Can Boys Can: Feelings cards**
- **Innovative Resources: Card sets**
- **KS:CPC Anangu resources** (early years) feelings cards (Department for Education).



Dreise G (2015) *Kookoo kookaburra*, Magabala Books



Fox M (1991) *Possum magic*, Harcourt Brace & Co

Hardy D (2014) *Alfie's big wish*, Magabala Books

Sanders J (2018) *Talking about feelings: A book to assist adults in helping children unpack, understand, and manage their feelings and emotions*, Educate2Empower Publishing

See **Educator's guide: Nothing scares me** for more information.



3.2 Characters' feelings

1 Choose from the following options:

• Stories (RLS 12)

- Read a story about feelings, such as *Possum magic* (Fox 1991) or show the video ***Possum magic read by Benita Collings*** (ABC Kids). Alternative stories include *Alfie's big wish* (Hardy 2014), *Kookoo kookaburra* (Dreise 2015) or *Talking about feelings* (Sanders 2018).
- Discuss the different sorts of feelings that the characters experience in different situations. Refer to **Learn more: Feelings and warning signs** for a feelings vocabulary list.
- Use the following questions to facilitate discussion about the characters' feelings in *Possum magic* (adapt questions to suit alternative stories):
 - › How did Hush feel about being able to slide down kangaroos?
 - › How did the kangaroo feel about Hush sliding down without their permission?
 - › How did Hush feel about being near a snake?
 - › How did Grandma Poss feel when she couldn't find the right magic? (Responses could include: miserable; unhappy; sad; distraught; blue; downhearted; sullen.)
 - › Hush said, 'I don't mind' when Grandma Poss couldn't find the right magic. How might Hush really be feeling? (Responses could include: sad; unhappy; gloomy; glum; down.)
 - › What indicators suggested how Hush was really feeling? (Responses could include: body language; hunched; eyes cast down; no smile; ears look flat.)
 - › Who could a student at this school talk to if they felt sad or down like Hush? (Reinforce they should talk to a trusted adult, someone on their trusted network or contact a support service, eg Kids Helpline (Australia).)
 - › The next morning, Grandma Poss shouted, 'It's something to do with food!'. How do you think the possums might feel now? (Responses could include: hopeful; curious; excited.)
 - › How might the possums feel as they discovered each type of food that revealed a new body part? (Responses could include: elated; excited; overjoyed; wonderful; zany; free; delighted; joyful; marvellous.)

• Video

- Watch the video ***Little J & Big Cuz: Nothing scares me*** (Australian Council for Educational Research) – log in required.
- Discuss how the characters reacted when they saw the gecko, goanna and hermit crab and when climbing up high.
- Ask students how the characters felt after discussing why they were scared.

2 Explain that everyone has different feelings and it is important to talk about our feelings. Reinforce that if someone feels unsafe or unsure about their feelings, they should talk to a trusted adult or someone on their trusted network.

3.3 Miming feelings

1 Ask students to improvise a movement to depict the following scenarios using role-play (RLS 11):

- a proud person
- a bad-tempered sports person
- an excited sports fan
- a crazy pop star
- a frustrated toddler
- a person who has just had a delicious meal
- a worried parent or carer
- a silly six year old
- a toddler who is scared of the dark
- an athlete who has just won a medal.

- 2 After each scenario, ask students what they observed about how different feelings were depicted. (Responses could include: posture; movement; facial expression; body language.)
- 3 Ask students, 'How might someone feel if they observe someone else feeling... (angry, upset, happy, or sad)?'
- 4 Discuss the importance of recognising our own feelings and the feelings of others. If someone feels unsafe or unsure about their own or someone else's feelings, they should talk to a trusted adult or someone on their trusted network.
- 5 Close the session (NNA 8) by singing, playing games or reading a story (RLS 12) about feelings, such as *In my heart: A book of feelings* (Witek 2014).

Witek J (2014) *In my heart: A book of feelings*, Abrams
Appleseed



3.4 Introducing warning signs

- 1 Choose from the following options:
 - **Explore the concept of signs**
 - Go for a walk around the school or local area and sketch or photograph the signs that students find. Signs might include:
 - › school crossing signs
 - › no smoking signs
 - › stop signs
 - › speed limit signs
 - › street signs.
 - Students record the signs' messages next to each sketch or photo and, as a class, discuss the following:
 - › Why do we have these signs in the school/community?
 - › What is their purpose?
 - › What would happen if these signs didn't exist?
 - › Why is it important that people follow the instructions on the signs?
 - **Identify and create signs**
 - Students identify a place in the school where they can alert people of potential risk or to follow the rules (eg no running, slippery floor).
 - Students create their own signs and role-play (RLS 11) using and reacting to the signs. Discuss why people need signs as warnings of potential risks or dangers.
 - **Dragon's treasure**
 - How to play:
 - › Choose one student to be the dragon and have them stand with their back to the class and their treasure directly behind them.
 - › Students start sneaking up on the dragon from the farthest point in the classroom and try to steal the treasure.
 - › The dragon turns around at intervals to catch students moving.
 - › The dragon 'names' anyone it catches moving.
 - › The named student goes back to the farthest point before trying again.
 - › The student who steals the treasure becomes the next dragon.
 - Ask questions to explore physical and emotional warning signs, for example:
 - › How might someone feel at the beginning of the activity?
 - › How might someone feel as they get closer to the treasure?
 - › What body messages might have been felt? (Responses could include: butterflies in the stomach; heavier breathing; heart beating faster.)
 - › Where in the body might these messages be felt?
- 2 Explain that body messages and associated feelings are types of warning signs. Warning signs are the body's way of telling someone that something may be unsafe. It is important to talk to a trusted adult if they experience them.
- 3 Close the session (NNA 8) by singing songs (RLS 12) or playing games.

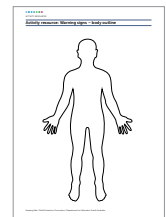
Additional resource:

KS:CPC Anangu resources
(early years) warning signs posters
(Department for Education).



3.5 Warning signs

- 1 Draw a body outline on a large sheet of paper.
- 2 Students identify and record body messages (physical indicators) someone might have in an unsafe situation. Students show where the messages may be experienced on the body. Examples of body messages could include:
 - squirming tummy
 - cold, shivery body
 - racing heart
 - shaky knees.
- 3 This information is then displayed in the classroom for future reference and can be added to with new learning and understanding. Alternatively, students could identify the physical indicators using sticky notes or dots on a large class teddy bear.
- 4 To explore the different types of warning signs further, provide each student with a copy of **Activity resource: Warning signs – body outline**.
- 5 Students draw (RLS 16) or list warning signs. Record physical indicators on the inside of the body outline and record emotional and external indicators on the outside. Example indicators include:



Emotional indicators (feelings)	Physical indicators (body messages)	External indicators (other clues)
<ul style="list-style-type: none"> • scared • worried • confused 	<ul style="list-style-type: none"> • butterflies in the stomach • feeling hot or cold • being frozen to the spot • heart beating fast 	<ul style="list-style-type: none"> • darkness • no one around • behaviour of others (eg bullying) • unknown online contacts • excessive violent images

3.6 Warning signs in others

- 1 Read the story (RLS 12) *Hattie and the fox* (Fox 1996). Focus on how the illustrations show warning signs. Alternative stories include *Franklin is lost* (Bourgeois 1993a), *Franklin in the dark* (Bourgeois 1993b) and *The pig in the pond* (Waddell 1992).
- 2 Discuss Hattie's warning signs: her body messages, feelings and other clues. Note that the other animals didn't have warning signs to begin with and told Hattie not to worry, but she persisted until she was safe.
- 3 Use various questions to explore Hattie's warning signs further. For example (adapt questions to suit alternative stories):
 - What was 'unsafe' in this story? (Responses could include: Hattie saw a fox in the bush who might want to eat her; Hattie tried telling her friends, but they didn't believe her or didn't care; the other animals were unsafe because they ignored a warning from their friend.)
 - What warning signs do you think Hattie experienced? Draw on observations from the illustrations. (Responses could include: emotional indicators – curious, scared, worried, nervous; physical indicators – gasping, having wide eyes, flapping, raising her voice, flying away; external indicators – seeing something unsafe like a fox.)
 - Do you think the other animals experienced or noticed any warning signs? (Responses could include: not until the fox jumped out and the danger was clear; emotional indicators – scared, shocked, frightened; physical indicators – wide eyes, gaping mouths, shrieking or yelling, fleeing, jumping or moving away; external indicators – finally saw the fox jumping out of the bushes.)

Bourgeois P (1993a) *Franklin in the dark*, Scholastic Paperbacks, Sydney, Australia

Bourgeois P (1993b) *Franklin is lost*, Scholastic Paperbacks, reprint edition, USA

Fox M (1996) *Hattie and the fox*, Scholastic Australia, Gosford, NSW

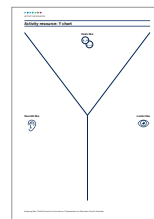
Waddell M (1992) *The pig in the pond*, Walker Books, London



- The other animals ignored Hattie and told her not to worry. What do you think the other animals should have done? (Responses could include: listening to and believing Hattie; investigating with her; scaring the fox away; telling someone else, such as a trusted adult.)
 - What can this story teach us about warning signs and being safe?
- 4 Conclude the discussion by reinforcing that if anyone experiences any warning signs or sees something unsafe, they should tell a trusted adult and keep telling until they are safe.

3.7 Making it safer

- 1 Discuss the first KS:CPC theme 'We all have the right to be safe'.
- 2 Do a short obstacle course game with students over some play equipment.
- 3 Once the obstacle course game is complete, discuss what happened using the following questions:
 - How do we make the game safer? (Responses could include: rules; everyone being sensible.)
 - How do we know if the equipment is safe? (Responses could include: there are safety rules for building play equipment; the grounds person checks equipment; students and educators report problems.)
 - How do we make sure children are safe? (Responses could include: adults are responsible for keeping children safe; children can show safe behaviours.)
- 4 Use **Activity resource: Y chart** (RLS 17) to identify what safe sounds, feels and looks like. This chart will be used again in activity 3.11 Defining unsafe and risk-taking.
- 5 Students identify feelings that they associate with safety and discuss safe language, places, feelings and trusted people.
- 6 Reinforce that if someone feels unsafe or unsure about their safety, they should talk to a trusted adult or someone on their trusted network.



3.8 Exploring online safety

- 1 Explain that the internet is a network of many computers connected to each other, so people can find information, play games, watch videos and stay in touch.
- 2 Brainstorm what digital devices people use, eg a computer or laptop, tablet, smartphone, gaming console, e-reader, camera.
- 3 Choose from the following options:
 - **Story** (RLS 12)
 - Read ***Little Bird's internet security adventure*** (Mercado et al 2011) and discuss online safety using the following questions:
 - › What was Gina worried about?
 - › What advice did Little Bird give to Gina?
 - › Why was Roger feeling nervous?
 - › What advice did Little Bird give to Roger?
 - › Why was Alex feeling sad?
 - › What advice did Little Bird give to Alex?
 - › Why did Monty look confused?
 - › What advice did Little Bird give to Monty?
 - › Why was Ella feeling upset?
 - › What advice did Little Bird give to Ella?
 - Students draw (RLS 16) pictures of Little Bird's adventures. Use the pictures to promote online safety in the classroom. Alternatively, students could create a big book or video.

Additional resource:

Online safety classroom posters (eSafety Commissioner).



• Video

- Watch ***Pause and think online*** (Common Sense Education) and discuss online safety using the following questions:
 - › One of the adverts said, 'Eating ice cream makes you smarter', then the word 'fake' appeared. What does that mean?
 - › What does it mean to balance time when online?
 - › Why did the character choose No! to opening the mail?
 - › The song says to help friends, big or small. What does that mean?
 - › What word is missing in the lyrics 'privacy is the way to go, don't ... with people you don't know'?
 - › What examples did the characters use to show respect?
- Students create their own characters using cardboard, straws, pop sticks and boxes. They can label them with online safety messages and display them around the classroom.

4 Explore online safety further by showing the video ***Billie the bilby – I investigate*** (eSafety Commissioner) and discuss the key messages about investigating whether something is real or fake and just because something is online, it doesn't mean it's true. If in doubt, check with a trusted adult.

5 Reinforce that someone who feels unsafe online should tell a trusted adult or another person on their trusted network.

3.9 Identifying safe places

1 Watch the video ***What makes children feel safe?*** (NSPCC) or ***Feeling happy, feeling safe – feeling safe*** (Kidscape).

2 Ask students, 'What could make someone feel like they need to go to a safe place?' (Responses could include: if they felt scared where they were; had warning signs; heard an alarm; there was an emergency.)

3 Ask students where a safe place might be in the following contexts:

- being at home and the smoke alarm starts beeping
- getting lost at the shops
- an angry dog enters the school oval/field
- being alone in the park and it's getting dark
- feeling angry and out of control in the classroom.

4 Ask students to identify feelings that may occur when someone is in a safe place. (Responses could include: happy; relieved; comfortable; loved.)

5 Explain the difference between finding a safe place:

- when in an emergency or in danger of harm (eg a fire, accident, unsafe area or unsafe people) and
- when feeling uncomfortable, angry or out of control and needing somewhere safe to calm down.

6 Ensure students understand how a safe place can help someone who feels unsafe in a serious situation and that it is not a hiding game.

7 Explain safe strategies within the classroom and school and identify safe places to go when feeling uncomfortable, angry or out of control (ie not an emergency). Examples include the reading corner, a seat outside the classroom, library or front office. Remind students that they must talk to the educator so they know where they are and that they are safe.

8 For safe places outside the school, explain that they should talk to a trusted adult to ensure they are safe.

3.10 Strategies to keep safe

- 1 As a class, brainstorm a list of strategies students could use to help keep themselves safe.
- 2 Choose from the following options:

• Posters and social stories

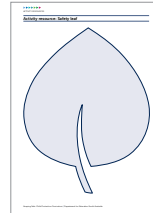
- Make a large poster that can be added to as more strategies are identified (see the example).
- Encourage students to use the poster to help them choose strategies when exploring problems.
- Alternatively, create a social story with students. Refer to **Promoting social understanding – social scripts** (Sue Larkey).

• Safe tree

- Introduce the concept of a 'safe tree' by discussing how different cultures have used trees to create safe places, eg hollowing them out for a safe and warm shelter.
- Make the 'safe tree' a class display by painting or drawing a large tree on a big piece of paper or outside space.
- Using the **Activity resource: Safety leaf**, students write about the different things people need to be safe at school, then cut out the leaves to add to the safe tree. Provide examples such as respect, no teasing, helping and trust.

What could I do?

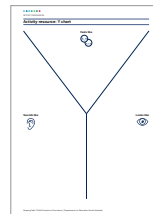
- Say 'stop' or 'no'
- Remember my details
- Use my network
- Go to a safe place
- Move away



- 3 As a class, discuss how we can work together to make the class and the school a safe place. Brainstorm examples, such as eliminating trip hazards, walking instead of running, putting scissors in their container and being respectful to each other.
- 4 Reinforce that anyone who feels unsafe should talk to a trusted adult or someone in their trusted network.

3.11 Defining unsafe and risk-taking

- 1 Refer to **Activity resource: Y chart** (RLS 17) from activity 3.7 Making it safer. Remind students about the words used to describe what safe sounds like, feels like and looks like.
- 2 Use a new Y chart to identify what unsafe sounds like, feels like and looks like.
- 3 Display both Y charts for students to refer to and compare.



- 4 Brainstorm the meaning of risk-taking and create a shared definition, for example:

Risk-taking can involve courageously trying new things and making choices with unknown outcomes while prioritising wellbeing and safety. It can be about exploring within safe boundaries while following safety rules and guidelines for self and others and recognising that taking calculated risks can lead to valuable learning experiences and personal growth.

- 5 As a class, brainstorm everyday situations that could be considered risky, unsafe or dangerous (pictures can also be used). For example:
 - climbing on the play equipment
 - using scissors without adult supervision
 - running on the footpath
 - trying something new for the first time
 - talking to new people
 - swimming without adult supervision
 - climbing high in a tree
 - riding a bike without a helmet

Additional resource:

KS: CPC Anangu resources
(early years) safe and unsafe chart
(Department for Education).



Shanahan L (2009) *Bear and Chook by the sea*, Lothian Children's Books



- walking into a spider web
- seeing a snake
- patting unfamiliar dogs
- playing with matches/fire
- being lost in a shopping centre.

6 Students work in small groups to brainstorm potential positive and negative outcomes for some of the examples used.

7 Ask each group to identify strategies to minimise risk in one or more of the examples to make it safer.

8 Remind students to talk to trusted adults if they are concerned or unsure about risk-taking or unsafe behaviours inside and outside the school environment.

3.12 Exploring risk and safety

1 Read the story (RLS 12) *Bear and Chook by the sea* (Shanahan 2009) or show a read aloud video.

2 Explore the adventures and risks by asking (adapt questions to suit alternative stories):

- What was risky and unsafe about Bear and Chook going to the sea? (Responses could include: didn't know the way; it was a long way; swimming by themselves.)
- Where did Bear and Chook go to reach the sea? (Responses could include: under the bridge; through the forest; around the pond; over the mountain; through the prickly grass.)
- What warning signs did Chook experience? (Responses could include: squawking; shivering; gasping; wailing; saying 'I want to go home'.)
- What could Bear and Chook do to make the situation safer? (Responses could include: talk to a trusted person; know the way to the sea; wear protective gear; stay in a safe area on the beach.)

3 Discuss risk-taking using the following questions:

- How might someone know that a situation is risky or unsafe? (Responses could include: warning signs; feeling unsafe.)
- What might help someone to decide not to do something that may be unsafe? (Responses could include: personal experience; being warned about the dangers; warning signs.)
- What if someone decides to take a risk and the situation becomes unsafe or dangerous? (Responses could include: tell someone as soon as possible; get out of the situation if possible.)
- If a friend wanted a person to do something risky or unsafe, what might the person do? (Responses could include: say 'no'; suggest another, safer idea; talk to someone else to get another opinion.)

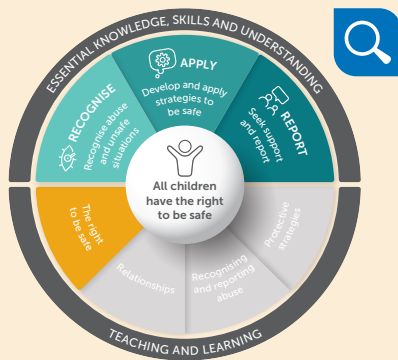
4 Remind students to talk to trusted adults if they are concerned or unsure about risk-taking or unsafe behaviours inside and outside the school environment.

3.13 Clues about risks

- 1 Use a table, such as the one below, to help students identify clues to decide if a situation is risky and how safe or unsafe the risk may be. Add photos or visuals as needed. Clues are external warning signs.

What?	Where?	When?	Who?	Risk
Someone climbing up a ladder onto a roof	High roof 	Raining or thunderstorm 	By themselves 	Unsafe
	High roof 	Clear, mild, sunny day 	Someone holds the ladder 	Safer
Someone staying with a friend (or relative)	Friend's house 	Overnight 	Whole family at home 	Safer
	Friend's house 	Overnight 	Parents or carers are out 	Unsafe

- 2 Use examples such as someone:
- asking to come and see a new puppy
 - watching a scary movie
 - staying with a friend (or relative)
 - playing in the yard after school
 - cooking instant noodles
 - making a new friend
 - offering a ride home after school.
- 3 Ask students the following questions:
- What makes the risk less safe or unsafe?
 - What makes the risk safer?
 - Why is it important to stop and think when feeling scared or unsafe? (Response could be: so that we can check for clues.)
 - Why is it important to take notice of clues? (Response could be: they can sometimes give a more definite message about whether a situation is safe or unsafe.)
 - What actions can be taken in unsafe or risky situations? (Responses could include: tell an adult as soon as possible; treat it like a personal emergency.)
- 4 An alternative to a grid is a values continuum (RLS 15). Draw an imaginary line across the room indicating 'safer risk' at one end and 'unsafe risk' at the other. Ask students to place themselves along the continuum according to where they feel the level of risk lies.
- 5 Close the session (NNA 8) by reviewing who students could talk to if they felt unsafe, concerned or unsure about risk-taking behaviours.



Reflection activity

Focus area 1: The right to be safe

The reflection activity provides an opportunity to review the key learning from Focus area 1: The right to be safe and to determine areas for consolidation or further work.

Suggestions include:

- Pair, group or class discussion about the key topics.
- Complete the KWL chart if used prior to the topic.
- 3-2-1 strategy as an individual activity (see below).
- Scenarios as an individual student activity or in small groups (see below). Change the scenarios or questions as required.

3-2-1 strategy

1 Display the following list, then review the key topics by discussing:

- all children have the right to be safe
- personal space and boundaries
- identity and gender stereotypes
- feelings and warning signs, safe and unsafe
- seeking help.

2 Provide students with copies of **Activity resource: 3-2-1 strategy** and explain the task to record:

- 3 things they learned
- 2 things they found interesting
- 1 question they still have.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

Consider changing the character names if students in the class have identical names.



Scenarios

1 Marsha and her sister Neila are with their mother at the shopping centre looking at some clothes in the shop window. Neila needs to go to the toilet, which is right next to the shop. Her mother says, 'Marsha, go with your sister to the toilet and I will wait here for you both.' When Neila goes to the basin to wash her hands, a lady says, 'I have a toy I think you would like. Can I show you? It's in my bag just outside the door.' Marsha has a strange feeling in her tummy and says to Neila, 'Let's go, mum is waiting for us'. Neila and Marsha return to their mother and tell her about the lady offering the toy.

- Do you think this is a safe or unsafe situation and why?
- Did Marsha have any warning signs and if so, what were they?
- Do you think Marsha was concerned? If yes, then why?
- How did Marsha help Neila?
- How did Marsha and Neila seek help?
- What else did you notice?

2 Denver often plays with their friends in the park near home. There are swings, a slide and a see-saw. They usually have lots of fun. One day, Denver was on the swings with Henry and Malik when they started arguing about whose turn it was. Denver knew that sometimes Malik could be a bit bossy, which made them feel sad. Malik got really angry and went right up into Henry's face and yelled, 'It's my turn!' Henry looked surprised and like he was going to cry. Henry stood up and then ran to the other side of the park.

- Do you think Denver likes playing with friends in the park and if so, why?
- Are there times when the 3 friends don't get along? What makes you think that?
- Why did Malik get angry?
- How did Denver feel about Malik?

- How did Henry feel about Malik?
- What were Henry's warning signs?
- Why did Henry run away?
- What could Denver do to help their friends?
- Who could the children talk to about the situation?
- What else did you notice?

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.



RESOURCE LINKS

Activity resource: 3-2-1 strategy | <https://kscpc.sa.edu.au/a/11094>

Activity resource: Group norms mind map | <https://kscpc.sa.edu.au/a/10102>

Activity resource: KWL chart | <https://kscpc.sa.edu.au/a/10110>

Activity resource: Safety leaf | <https://kscpc.sa.edu.au/a/10014>

Activity resource: Warning signs – body outline | <https://kscpc.sa.edu.au/a/10176>

Activity resource: Y chart | <https://kscpc.sa.edu.au/a/10104>

Autism and personal space: Animated social stories for children with autism | <https://kscpc.sa.edu.au/a/10945>

Billie the bilby – I investigate | <https://kscpc.sa.edu.au/a/10753>

Boardmaker | <https://kscpc.sa.edu.au/a/10119>

Bringing child rights into your classroom: An educator's guide | <https://kscpc.sa.edu.au/a/10228>

Children's rights – poster | <https://kscpc.sa.edu.au/a/10230>

Educator's guide: Nothing scares me | <https://kscpc.sa.edu.au/a/10268>

Feeling happy, feeling safe – feeling safe | <https://kscpc.sa.edu.au/a/10240>

Feelings and emotions cards | <https://kscpc.sa.edu.au/a/11124>

Girls Can Boys Can: Feelings cards | <https://kscpc.sa.edu.au/a/10297>

Innovative Resources: Card sets | <https://kscpc.sa.edu.au/a/10118>

Kata Alipiri Muti Tjina | <https://kscpc.sa.edu.au/a/10093>

KS:CPC Anangu resources | <https://kscpc.sa.edu.au/d/10253>

KS:CPC Personal space and boundaries | <https://kscpc.sa.edu.au/a/10233>

KS:CPC Posters | <https://kscpc.sa.edu.au/a/10179>

Learn more: Bodily integrity, touch and consent | <https://kscpc.sa.edu.au/d/10071>

Learn more: Feelings and warning signs | <https://kscpc.sa.edu.au/d/10007>

Learn more: Gender stereotypes | <https://kscpc.sa.edu.au/d/10008>

Learn more: Harm, abuse and neglect | <https://kscpc.sa.edu.au/d/10072>

Learn more: Online safety | <https://kscpc.sa.edu.au/d/10074>

Learn more: Rights, responsibilities and relationships | <https://kscpc.sa.edu.au/d/10003>

Learn more: Trust and networks | <https://kscpc.sa.edu.au/d/10004>

Little Bird's internet security adventure | <https://kscpc.sa.edu.au/a/10128>

Little J & Big Cuz: Nothing scares me | <https://kscpc.sa.edu.au/a/10235>

Mukarta, Kartaka, Mampa, Tidna | <https://kscpc.sa.edu.au/a/10094>

Online safety classroom posters | <https://kscpc.sa.edu.au/a/11096>

Pause and think online | <https://kscpc.sa.edu.au/a/10238>

Possum magic read by Benita Collings | <https://kscpc.sa.edu.au/a/10234>

Promoting social understanding – social scripts | <https://kscpc.sa.edu.au/a/10244>

Share my concerns | <https://kscpc.sa.edu.au/a/10181>

The Convention on the Rights of the Child: The children's version | <https://kscpc.sa.edu.au/a/10229>

We all have rights | <https://kscpc.sa.edu.au/a/10227>

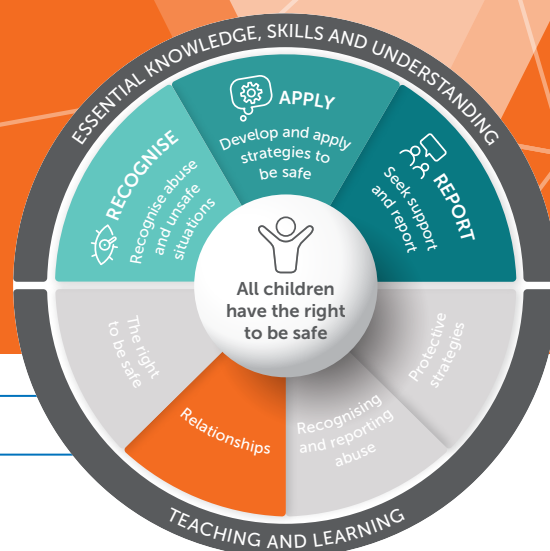
What happens inside our bodies when we feel things? | <https://kscpc.sa.edu.au/a/10949>

What is personal space? | <https://kscpc.sa.edu.au/a/10232>

What makes children feel safe? | <https://kscpc.sa.edu.au/a/10239>

LEARNING ACTIVITIES

Focus area 2: Relationships



Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 2: Relationships	4 Trusted networks	<ul style="list-style-type: none"> Identify and describe the qualities of a trusted person. Understand how to develop a personalised trusted network. Identify and know how to access trusted people and support services.
	5 Respectful relationships	<ul style="list-style-type: none"> Recognise characteristics of healthy, unhealthy and abusive relationships. Identify and describe rights and responsibilities in developing and maintaining respectful relationships. Understand consent and apply strategies to different contexts, including online.
	6 Power in relationships	<ul style="list-style-type: none"> Identify and describe positive use and abuse of power and understand the impact on self and others. Recognise harmful behaviours in relationships, including bullying and domestic and family violence. Identify and apply strategies to address harmful behaviours.

Key vocabulary

Focus area 2: Relationships uses the following key vocabulary:

- bullying
- consent
- disrespect
- empathy
- fair
- feelings
- friends
- help
- network
- online
- power
- relationships
- respect
- superpower
- trust
- unfair.

Optional prior knowledge check

- Discuss the upcoming topics with students.
- Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
 - know** about the topics
 - want** to know more about the topics.
- At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

4

Topic 4: Trusted networks

Learning intentions



- Identify and describe the qualities of a trusted person.
- Understand how to develop a personalised trusted network.
- Identify and know how to access trusted people and support services.

Educator tips

- Trust is crucial for students' sense of belonging, communication, relationships and social and emotional wellbeing.
- Build onto previous learning about trust, the common qualities of a trusted person and how trust can change or be broken.
- Foster critical thinking about how individuals might respond in times of need, as a potential trusted person.
- Ensure students review and expand their network (NNA 7) by identifying trusted adults in various situations or locations.
- Provide opportunities for students to practise ways of seeking help and reporting including accessing support services.
- Understand that family structures and kinship in Aboriginal communities can include parents, carers, extended families, Elders and community members, all involved in a child's education. Consult with Aboriginal support staff about relevant networks and links to community resources (Australia).

Learn more: Trust and networks.

4.1 Exploring trust

4.1 | For students with language difficulties or who are non-verbal, consider adapting theme 2 to 'we can help ourselves to be safe by **communicating** with people we trust'.



Bourgeois P (2014) *Finders keepers for Franklin*, Scholastic Paperbacks
 Bourgeois P (2011) *Franklin fibs*, Scholastic Paperbacks
 Jeffers O (2012) *Stuck*, HarperCollins Publishers Ltd

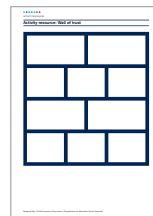


- 1 Show students the KS:CPC theme 2, 'We can help ourselves to be safe by talking to people we trust'. Use the classroom poster previously created from activity 1.3 Establishing a trusted network or develop a new one, or use a **KS:CPC Poster**.
- 2 Read a story (RLS 12) about trust, such as *Stuck* (Jeffers 2012), *Finders keepers for Franklin* (Bourgeois 2014) or *Franklin fibs* (Bourgeois 2011). Examine how the characters in the story show they can or can't be trusted. Focus on communication, interactions, problem-solving, helping and safety.
- 3 Brainstorm some trust words, such as:
 - helpful
 - caring
 - friendly
 - respectful
 - listens
 - honest.
- 4 Show a video about trust, such as **Trustworthiness** (Mr. Omar's Classroom).
- 5 Students work in groups to role-play (RLS 11) a situation where they show aspects of trust. Each group presents their play. Provide opportunities for students to ask questions and discuss the roles.
- 6 Ask students:
 - What did you notice about how students treated each other?
 - What if the trusted person did something where they couldn't be trusted anymore? Can they be removed from the network of trusted people? (Response should be: yes.)

- If the person trusted them again, could they be added to the trusted network again? (Response should be: yes.)
 - If someone asked you to be on their network, would you need the same qualities as a trusted person? Why? (Response should be: yes.)
- 7 Ensure students understand that knowing the common qualities of a trusted person is important when deciding who to talk to about feelings, problems, safety or sharing personal information.

4.2 Trust in different situations

- 1 Ask students who a child could talk to if they needed help or advice when they were at:
 - home (responses could include: parents or carers; other family members)
 - school (responses could include: teacher/educator; office staff; friends; counsellor)
 - shops (responses could include: the person or people the child is with; shopkeeper; police officer)
 - online (responses could include: the adult supervising; online reporting).
- 2 Provide some examples of situations and ask students what the person should do, such as:
 - A child is lost at the shops and can't find their parent or carer. What should the child do?
 - An adult calls to a student from outside the school fence during lunchtime. What should the student do?
 - Scary pop-ups appear on a child's tablet device. What should the child do?
 - Older students are behaving inappropriately in the school toilets. What should other students do?
 - Two parents are arguing in front of students. What should the students do?
- 3 Show the video ***Tell a trusted adult*** (NetSmartz), then discuss the character's issue and the advice provided.
- 4 Provide students with **Activity resource: Wall of trust**. Explain that they need to think about someone they trust, then in each brick, write (scribe or draw pictures) about how the trusted person helps them to be safe, eg they listen and are caring and helpful
- 5 Reinforce the common qualities of a trusted person and encourage further discussion from the activity.
- 6 Remind students about talking to a trusted adult when they need help and to keep telling until someone listens and they are safe.



4.2 | Each brick in the Activity resource: Wall of trust represents a different quality of trust and contributes to building a 'wall of trust'. This could be created in 2D form with paper or card or in 3D form using milk cartons, boxes or blocks. Students explore how trust is developed and strengthened with various qualities and how removing these qualities can mean trust is broken.



4.3 Seeking help

- 1 Read the following scenario to students:

One day at school, Lily was playing with some friends Toby and Jenna when Toby got their foot stuck in a hole in the ground. Toby tried to pull their foot out, but it was really stuck. Some other kids started laughing, but Toby couldn't get away from them. Lily told the other kids to leave Toby alone. Lily sat with Toby and said not to worry about the other kids and that Jenna was getting help.

Ask students:

 - What behaviour was mean?
 - How would Toby be feeling?
 - What did Lily do to help Toby?
 - What did Jenna do to help Toby?
 - Do you think they were being good friends in helping Toby? (Response should be: yes.)

Consider changing the character names if students in the class have identical names.



Additional resources:

- **Asking for help** (Kids Helpline, Australia)
- **eSafetykids: I want help with** (eSafety Commissioner)
- **Free classroom resources for students and teachers** (Kids Helpline).



- 2 Explain that there are ways of helping others when they are in an unsafe situation or need a friend. In the scenario, Lily told the other kids to leave Toby alone. She stood up to the other kids to defend Toby. This is called an 'upstander'. There were other kids around at the time, so Lily probably felt it was safe to speak up.
- 3 Explain that there are also support services that children can phone or contact online. Explore relevant agencies, their services and how to contact them, for example:
 - Australia – show the video ***What is Kids Helpline? (ages 5 to 7)***
 - global – refer to ***Child Helpline International***.
- 4 Brainstorm some reasons children might contact a support service. (Responses could include: feel unsafe; angry; scared; sad; talk to someone about their problems.)
- 5 In pairs, students design a poster to display around the classroom or school promoting the support service and how to contact them.
- 6 Students can role-play (RLS 11) contacting a support service, eg by using a:
 - phone – pressing the numbers, talking to a person and explaining the problem
 - computer – clicking the 'report' button and entering the details to explain the problem.
- 7 Ensure students understand the importance of support services in helping children and adults.

4.4 Developing a trusted network

Definition:

Trusted network is a group of people that a person feels they can rely on to provide help and support.



4.4 | For students with disability or additional needs, adapt the network if required using the most suitable tool for each student. This might include an audio recording, photos, digital device, symbols, etc.



- 1 Where relevant, revisit strategies from activity 1.3 Establishing a trusted network to expand the network (NNA 7).
- 2 Provide students with the following definition of a trusted network:
A trusted network is a group of people that a person feels they can trust to provide help and support. It includes reliable people, such as family, friends and responsible adults, who provide support, guidance, safety and protection.
- 3 Students create their network individually using either **Activity resource: Trust gallery** or **Activity resource: Trust tree**. Other ideas include drawing a bunch of balloons, a flower with petals, a train with carriages, or using an online tool.
- 4 Explain the task by demonstrating how to record the network on the template. Encourage students to include a support service as well. Provide individual support where needed.
- 5 Remind students that when they are choosing someone for their network, they should think about the following questions:
 - Do I feel safe with this person?
 - Would this person help me if I was unsafe or needed help?
 - Is the person easy to contact (accessible)?
- 6 Ensure students keep their network in a safe place, such as their school tray, school diary, or bag. They may like to make 2 copies, one for school and one for home.



5

Topic 5: Respectful relationships

Learning intentions

- Recognise characteristics of healthy, unhealthy and abusive relationships.
- Identify and describe rights and responsibilities in developing and maintaining respectful relationships.
- Understand consent and apply strategies to different contexts, including online.



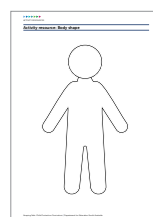
Educator tips

- Respectful relationships encompass all social interactions and interpersonal connections with an emphasis on treating others with dignity, kindness and consideration.
- Provide a holistic approach to respectful relationships where students learn about key characteristics such as respect, empathy, trust, boundaries, rights and responsibilities.
- Use various strategies to help students understand consent by modelling and practising ways of seeking, giving or denying consent.
- Ensure there is positive representation of sexual diversity when discussing relationships.

Learn more: Rights, responsibilities and relationships.

5.1 Exploring relationships

- 1 Ask students, 'What does relationship mean?' Discuss definitions, such as connections with people and how they relate to each other.
- 2 Brainstorm the people children might have relationships/interactions with, such as:
 - parents or carers
 - siblings
 - grandparents
 - other family members
 - teachers
 - friends
 - friends' parents
 - neighbours
 - shopkeeper
 - sports coach.
- 3 Read a story (RLS 12) about relationships, for example:
 - *A friend for George* (Evans 2023)
 - *Bluey: Mum school* (Bluey 2021)
 - *Grandpa and Thomas* (Allen 2005)
 - *Lost my mob* (Tyson 2015)
 - *Our Granny* (Wild 1995).
- 4 Discuss the different relationships in the story, asking questions about the interactions between the characters, how they behaved, the positives and negatives, and how they solved problems.
- 5 Students use **Activity resource: Body shape** to record words that describe how positive relationships make them feel. Decorate and cut out the shapes and join them together to make a positive relationships banner.



Allen P (2005) *Grandpa and Thomas*, Penguin Australia Pty Ltd

Bluey (2021) *Bluey: Mum school*, Penguin Australia Pty Ltd

Evans G (2023) *A friend for George*, Penguin Australia Pty Ltd

Tyson V (2015) *Lost my mob*, Magabala Books

Wild M (1995) *Our Granny*, Omnibus Books



5.2 Relationships circle

- 1 Explain that there are different types of relationships. Some can be close (eg family) and others not close (eg acquaintances like a shopkeeper or unknown person).
- 2 Demonstrate the activity by drawing 5 large concentric circles and writing 'me' in the centre circle. Ask students to brainstorm who would be in each circle starting from the centre:
 - people close to me (responses could include: parents; siblings; grandparents)
 - people who are important to me (responses could include: friends; aunty; uncle; cousins)
 - people I know (responses could include: teachers; neighbours; sports coach; doctor)
 - people I don't know (responses could include: shopkeeper; police officer; people walking down the street).
- 3 Alternatively, use the characters in a story to demonstrate the different categories, eg *Noni the pony rescues a joey* (Lester 2018). Record the characters that Joey meets in the story, then ask students where they would place each character on the relationships circle if Joey was in the centre. Ask students:
 - If Noni was in the centre, does that change how the characters are categorised?
 - What if Joey or Noni experienced warning signs with someone on their relationships circle? (Response should be: talk to a trusted adult.)
- 4 Provide each student with **Activity resource: Relationships circle** (RLS 10). Students then write their responses for each section about the people in their lives.
- 5 Reinforce the importance of talking to a trusted adult when feeling unsafe.



Lester A (2018) *Noni the pony rescues a joey*, A&U Children's



5.2 | It is not recommended to use the relationships circle to discuss the types of touch associated with all relationships, as this may suggest that people in certain relationships have the right to touch them in specific ways.



Definitions:

- **Healthy relationship** is when people feel respected, trusted, safe and valued by another person.
- **Unhealthy relationship** is when someone might feel sad, scared, unsafe, disrespected, controlled or abused by another person.



5.3 Relationship dynamics

- 1 Revisit students understanding of relationships. Reinforce that:
 - relationships are connections we have with other people
 - there are different kinds of relationships, such as family, friends and other people that can help.
- 2 Explain that some relationships can be healthy and some unhealthy. Ask students, 'What is the difference between a healthy and an unhealthy relationship?'
- 3 Show a video about healthy and unhealthy relationships, for example:
 - ***Families and family relationships for kids (positive family relationships)*** (Muse Wellbeing)
 - ***Positive relationships*** (RocketKids).
- 4 Discuss the video and the healthy and unhealthy aspects of the relationships.
- 5 Using a table, brainstorm a list of healthy and unhealthy characteristics, for example:

Healthy	Unhealthy
<ul style="list-style-type: none"> • trust • honest • respect • caring • friendly • listens • kind • shares 	<ul style="list-style-type: none"> • mean • bossy • bully • yells • dishonest • disrespectful • unkind • hurtful

- 6 Use the brainstormed list to discuss characters' behaviours in stories, such as *A human for Kingsley* (Evans 2021) or *This is our house* (Rosen 2007).
- 7 Remind students about the importance of healthy relationships with family, friends and others. Anyone who feels unsafe in a relationship should talk to a trusted adult.

5.4 Friendships

- 1 Ask students, 'What are the qualities of a good friend?' (Responses could include: trustworthy; supportive; helpful; respectful; reliable; listens.)
- 2 Read a story (RLS 12) about friendship, such as *Pig the winner* (Blabey 2016), *The very cranky bear* (Bland 2011), *Alfie's big wish* (Hardy 2014) or *Franklin's new friend* (Bourgeois 2011).
- 3 Ask students questions about the characters, for example:
 - Were they a good friend? Why or why not?
 - What friendship qualities did they show? (Responses could include: sharing; taking turns; listening; playing fairly; selfless; compromising; understanding; supportive.)
 - Were there other things they could do to show they were a good friend?
- 4 Provide opportunities where students can play games together in pairs or small groups where they practise being a good friend. Examples include:
 - **board or dice games** – students learn rules together, take turns and support each other
 - **shared painting** – students work in pairs to design and paint the picture together, deciding which parts each will complete
 - **construction model** – students design and construct a model together using materials such as cardboard, paper, pop sticks and sticky tape.
- 5 As students work together, encourage friendly language, such as good try, well done, you won, I liked how you..., maybe next time, congratulations, your turn next.
- 6 Reinforce that having and being a good friend is great and friends can be there to support each other. However, they should talk to a trusted adult if they have problems or feel unsafe.

5.5 Being respectful

- 1 Ask students what respect means, for example:
 - treating people the way you want to be treated
 - treating people with kindness
 - listening to others
 - being polite and thoughtful
 - being helpful
 - taking turns and sharing
 - making people feel important.
- 2 Brainstorm some words about respect, such as:

• helpful	• friendly
• sharing	• caring
• fair	• honest
• listens	• kind.
- 3 Read a story (RLS 12) about respect, eg *Everyone has value with Zoe: A book about respect* (Miller 2022) or *Tiny thoughts on respect* (De Bezenac and De Bezenac 2017).

Evans G (2021) *A human for Kingsley*, Hardie Grant Children's Publishing

Rosen M (2007) *This is our house*, Walker Books Australia



Blabey A (2016) *Pig the winner*, Scholastic Australia Pty Ltd

Bland N (2011) *The very cranky bear*, Scholastic Australia Pty Ltd

Bourgeois P (2011) *Franklin's new friend*, Kids Can Press

Hardy D (2014) *Alfie's big wish*, Magabala books



De Bezenac A and De Bezenac S (2017) *Tiny thoughts on respect*, Lightning Source Inc

Miller M (2022) *Everyone has value with Zoe: A book about respect*, Lerner Publishing Group



4 Students work individually or in pairs to create an acrostic poem poster, for example:

R	Respect others
E	Each person feels important
S	Smile and be friendly
P	Play fairly
E	Everyone treated fairly
C	Caring and sharing
T	Treat others how you want to be treated

5 Students draw pictures about respectful behaviour around the outside of the poem and then display them around the classroom.

6 Use teachable moments (RLS 13) to reinforce the respectful language and behaviour.

5.6 Exploring consent

Disability and additional needs



When teaching personal space and consent, use verbal and non-verbal communication, including body language, gestures, facial expressions, visuals, social stories and role-play (RLS 11) as ways to communicate 'yes' or 'no'.

Finison C (2021) *Don't hug Doug (he doesn't like it): A story about consent*, Penguin UK
Nhin M (2022) *Consent ninja*, Grow Grit Press LLC



1 Explain that consent means asking someone's permission to do something. Brainstorm some scenarios about asking for consent and possible responses, such as:

- Can I borrow your pencil please? (Responses could include: yes; no; maybe later; if you return it when you're finished.)
- Can I have a turn? (Responses could include: yes; no; soon; you're next.)
- Can I hug you? (Responses could include: yes; no; I'll check with my parents.)
- Is it OK if I take your photo? (Responses could include: yes; no; What will you use it for?; I'll check with my parents.)

2 Read a story (RLS 12) about consent and choices, such as *Don't hug Doug (he doesn't like it): A story about consent* (Finison 2021) or *Consent ninja* (Nhin 2022).

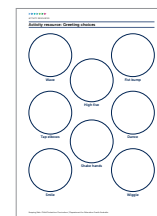
3 Brainstorm different ways people might greet each other, such as family, friends or other people:

- wave
- hug
- high five
- tap elbows
- fist bump
- smile.
- shake hands

4 Discuss appropriate and respectful ways that students might greet their teachers and each other at school.

5 Create a large poster about greeting choices for use in the classroom. Students work in pairs to colour in or paint a different greeting. Create your own greeting shapes or use **Activity resource: Greeting choices**.

6 Place the poster at the classroom entrance so students can point to the greeting they would like to use when arriving at school and leaving at the end of the day.



7 Remind students about choices when greeting people. Consent and choices are very important, especially when it concerns our bodies and no one has the right to touch anyone's body without their consent. If someone feels their rights are violated or feel unsafe, they should talk to a trusted adult.

8 Close the session (NNA 8) by reminding students about personal space and boundaries and choosing what makes them feel comfortable and safe. Sing the song (RLS 12) **That's a boundary** (Hopscotch).

Topic 6: Power in relationships

Learning intentions



- Identify and describe positive use and abuse of power and understand the impact on self and others.
- Recognise harmful behaviours in relationships, including bullying and domestic and family violence.
- Identify and apply strategies to address harmful behaviours.

Educator tips

- Teaching students about power in relationships and the positive and negative dynamics can support their social and emotional development, safety and wellbeing.
- Support students in using the language of safety rather than language that blames and in taking responsibility for their behaviours and actions.
- Not all mean or disrespectful behaviour meets the definition of bullying. However, this behaviour is not OK and should be challenged to avoid it happening again.
- When discussing bullying, avoid labelling a child as a bully, as this implies that the behaviour is fixed and unlikely to improve. Use terminology such as a student who bullied or a student who was bullied.

Learn more: [Bullying](#).

Learn more: [Harm, abuse and neglect](#).

Learn more: [Rights, responsibilities and relationships](#).

6.1 Introducing power

- 1 Ask students:
 - What does it mean if someone is powerful? (Responses could include: important; in charge; leader; makes changes; in control.)
 - What are some examples of people in power? (Responses could include: adults; work boss; school principal; Prime Minister.)
- 2 Read a story (RLS 12) about power, such as *Clean your room, Harvey Moon!* (Cummings 1994), which is about a boy whose Saturday cartoon viewing is interrupted by his mother telling him to clean his room.
- 3 Ask students questions about:
 - how the character/s used their power
 - whether the power was fair or unfair
 - if there were motives for the positive or negative use of power, eg someone's safety, sharing responsibilities, having control, being mean
 - what responsibilities the characters have in their part of the power dynamics
 - whether the power should be challenged and, if so, how.
- 4 Provide students with the following scenarios to discuss the positive and negative use of power:
 - Child to child:
 - two children want to play different games and one child is yelling and the other is quiet, but they decide to take turns
 - children are on the school oval/field kicking a ball when an older child takes their ball.
 - Adult to child:
 - a child wants to stay up late, but their parent says it's time to go to bed
 - a child is in the playground and an adult (not known to the child) says to them, 'You must come with me now'.

Cummings P (1994) *Clean your room, Harvey Moon!*
Aladdin Paperbacks



5 For each scenario, ask students:

- Was it a positive or negative use of power and why?
- Was the child/ren safe in this situation? If unsafe, explain why.
- What should the child/ren do about the situation?
- Who should they talk to about the situation?

6 Reinforce the positive and negative use of power in relationships and the importance of talking to a trusted adult if feeling scared, worried or unsafe.

6.2 Protection powers

1 Explain that everyone has powers. Brainstorm some powers, such as the power to:

- be kind
- be a friend
- share
- be helpful.

2 Select a story (RLS 12) about superpowers and helping others, such as:

- *The very super Bear* (Bland 2019)
- *Superworm* (Donaldson 2016) or the read aloud video [Superworm](#) (Bedtime Stories UK)
- *Juniper Jupiter* (Stewart 2018).

3 Students work in pairs to create 'superpower' posters with powerful words like kind, safe, caring, helpful and friendly. Add images to match the words and draw superheroes protecting others.

4 Reinforce that all children have the right to be safe and that everyone has the power to be kind and helpful to others.

6.3 Power and gender

1 Explain that we all have the power to be a good friend, to be kind and respectful to others.

2 Read the following scenario:

Every day, a group of children play soccer on the school oval/field at lunchtime. Recently, there have been arguments about the rules, so an older student offered to be the umpire. The umpire said, 'We play by my rules now and I say that only boys can play today.'

3 Explain that the power of an umpire is to ensure the game is fair and that people follow the rules.

4 Ask students:

- Was the umpire being fair? (Response should be: no.)
- How would the children be feeling? (Responses could be: sad; hurt; disappointed; uncomfortable, because their friends are being excluded.)
- What could the children say to the umpire? (Responses could be: we want the girls to play; the girls are our friends; we want to play together.)

5 Continue with scenario:

The next day, the children went to play soccer again and asked a different student to be the umpire. The new umpire said, 'Only girls can play today.'

- Was the new umpire being fair? (Response should be: no.)
- How would the children be feeling? (Responses could be: sad; hurt; disappointed; uncomfortable, because their friends are being excluded.)
- What could the children say to the umpire? (Responses could be: we want the boys to play; the boys are our friends; we want to play together.)

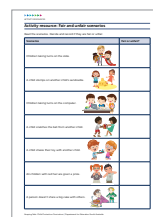
Bland N (2019) *The very super Bear*, Scholastic Australia
 Donaldson J (2016) *Superworm*, Scholastic UK, London
 Stewart L (2018) *Juniper Jupiter*, Quarto Publishing Group UK



- 6 Show the video ***Help kids learn about gender (with Scoops and friends)*** (AMAZE Parents).
- 7 Reiterate the importance of people choosing what they like to do and supporting others to do the same.

6.4 Fair and unfair situations

- 1 Show the video ***Long Story Shortz – Fairness*** (North Star Paths), then ask students questions, such as:
 - What were the people trying to do? (Response should be: picking apples.)
 - What was the issue for them? (Response should be: the 2 children couldn't reach the apples.)
 - What did they do first to try and solve the problem? (Response should be: they all had boxes to stand on.)
 - To be fair, they all had a box to stand on, but was it fair? Why or why not? (Response should be: no, it wasn't fair because the smallest child still couldn't reach the apples.)
 - What did they do to make it fair so the smallest child could reach the apples? (Response should be: gave the adult's box to the child.)
- 2 Brainstorm the meaning of fair and unfair, for example:
 - fair means everyone is treated in an equal way with an equal outcome
 - unfair means someone is treated differently and not equally, so they are disadvantaged.
- 3 Provide examples of 'fair' situations, such as:
 - taking turns on the swing
 - sharing the toys
 - playing a game and following the rules.
- 4 Provide examples of 'unfair' situations, such as:
 - a child breaking another child's sandcastle
 - scribbling on someone else's drawing
 - hurting someone.
- 5 Choose from the following options:
 - **Scenarios**
Students work in pairs or small groups using **Activity resource: Fair and unfair scenarios** and discuss each scenario and record if they are fair or unfair. As a class, discuss the following questions for each scenario:
 - How did the child/ren feel?
 - What was fair?
 - What was unfair?
 - How could the situation be fairer?
 - What could the child/ren do if they felt something was unfair?
 - **Poster**
Create a class 'Traits of fairness' poster that completes the sentence stem, 'Being fair means we...'. Responses could include:
 - treat people with respect and honesty
 - take turns and share
 - cooperate and help others
 - listen to others
 - praise others for their kindness and successes
 - treat others how you would like to be treated
 - appreciate everyone's ideas and abilities.
- 6 Remind students about talking to a trusted adult if they or someone else is being treated unfairly.



Additional resource:

Educator toolkit: Empathy

(Department for Education 2020) – department login required.



Johnson K (2023) *Sophie learns to listen: A story about empathy*, Lerner Publishing Group

Sanders J (2017) *You, me and empathy*, UpLoad Publishing Pty Ltd



Definition:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.



6.5 Fairness and empathy

- 1 Remind students about the meaning of being fair. For example, fair means everyone is treated in an equal way with an equal outcome.
- 2 Ask students, 'Does that mean everything we do should be fair?'
- 3 Watch the video **Small talk: Fairness** (CBC Kids). Then, ask students questions about the messages, for example:
 - If I have to eat vegetables that I don't like and someone else doesn't have to, that's not fair. What do you think?
 - My sister stole my candy and I wanted to take it out of her mouth. Would that be a mean thing to do? Is it fair?
 - My sister was supposed to give a lollypop to someone else, but she ate it. Is it fair?
- 4 Provide students with the following scenario:
A big brother was playing with his little sister when she took his favourite toy without asking. The brother was worried she might break it, so he snatched it back. The sister looked very sad and said, 'I'm sorry' and sat in the corner and cried. The brother felt bad because he didn't like seeing his sister upset, so they sat and played with the toy together.
- 5 Ask students:
 - Was it fair for the little sister to take the toy without asking?
 - Should the brother have taken it back?
 - Did the sister apologise?
 - Why did the brother give the toy back to the sister?
 - Was the problem solved?
- 6 Expand on why the brother returned the toy when he saw his sister crying. This is because he doesn't like to see her upset and cares about her feelings. This is called empathy, which means imagining how the other person is feeling.
- 7 Read a story (RLS 12) about empathy, such as *You, me and empathy* (Sanders 2017) or *Sophie learns to listen: A story about empathy* (Johnson 2023).
- 8 Discuss the importance of feelings and recognising the way other people are feeling too.
- 9 Reinforce the need to talk to a trusted adult if they or someone else feels sad, scared or is being treated unfairly.

6.6 Defining bullying

- 1 Remind students about the meaning of unfair. For example, unfair means someone is treated differently and not equally, so they are disadvantaged.
- 2 Explain that sometimes, when people talk about being unfair, they use the term bullying.
- 3 Ask students what bullying means. Ensure that students understand that not all inappropriate behaviour is called bullying. For example, bullying is when someone tries to make you feel bad over and over. It can be aggressive and mean, repeated continuously, creating a power imbalance.
- 4 Bullying is not the same as someone being rude or bossy or sometimes arguing or disliking someone. However, these are all disrespectful behaviours.
- 5 Show the video **Yes...That's bullying** (stopbullying.gov), then ask students:
 - What bullying behaviours did you see? (Responses could include: hurtful words; stopping them from drawing; writing on their drawing; hurting their feelings.)

- The teacher said it's not the first time they've used hurtful words. They were being mean over and over again. Is that bullying? (Response should be: yes.)
- How would the student being bullied feel? (Responses could include: hurt; sad; embarrassed; scared.)
- What did others do to stop the situation? (Response should be: told the teacher.)

6 Read a story (RLS 12) about bullying behaviour, such as:

- *Horrible Harriet* (Hobbs 2001)
- *Jungle bullies* (Kroll 2006)
- *Mad Magpie* (Dreise 2016).

7 Explain that bullying is never OK and if someone is bullying or being mean to them or someone else, they should talk to a trusted adult.

6.7 Identifying bullying behaviour

1 Explain that bullying behaviour is not OK and that children need to know what it looks like so they can report it.

2 Brainstorm different aspects of bullying behaviour, for example:

- physical – hitting, punching, kicking, tripping, biting, pushing over
- verbal – teasing, threatening, name-calling, yelling, harassing, insulting
- emotional – starting rumours, excluding, silent treatment, gossiping.

3 Explain that sometimes people are mean to others because of how they look (eg their hair, clothes, skin colour), how they speak, or if they are living with a disability. This is called discrimination and is not OK. Everyone has their unique features and should be treated with respect.

4 Read a story (RLS 12) about discrimination, different behaviours and valuing others, such as *Around the world* (Sanders 2021), *The recess queen* (O'Neill 2002) or *The-not-so-friendly friend: How to set boundaries for healthy friendships* (Furnival 2021).

5 Brainstorm what someone could do if they or another person is mistreated or bullied. Ensure that students understand it's best to stay calm and not retaliate in these situations, as this could worsen the problem. Responses could include, but not necessarily in this order:

I'm being bullied	Someone else is being bullied
<ul style="list-style-type: none"> • walk away • tell them to stop • pretend to agree • act like you don't care • talk to a trusted adult 	<ul style="list-style-type: none"> • frown, shake your head • distract • speak up (if safe to do so) • ask the person being bullied to join you • talk to a trusted adult

6 Show the video **Wise at 5** (NSW Government), then discuss the key messages about choosing your own behaviour instead of copying others, not hurting people's feelings and being nice to others.

7 Reinforce the importance of talking to a trusted adult if someone is being disrespectful, mean or showing bullying behaviour.

Dreise G (2016) *Mad Magpie*, Magabala Books

Hobbs L (2001) *Horrible Harriet*, Allen and Unwin, Crows Nest: NSW

Kroll S (2006) *Jungle bullies*, Scholastic Inc



Additional resource:

Bullying is not OK (Kids Helpline).



Furnival C (2021) *The-not-so-friendly friend: How to set boundaries for healthy friendships*, PESI Publishing

O'Neill A (2002) *The recess queen*, Scholastic US

Sanders J (2021) *Around the world*, UpLoad Publishing Pty Ltd



6.8 | Children can confuse safe rules and expectations as being an unfair use of power, eg having to tidy their room. However, some adult expectations can be extreme, which is an inappropriate use of power or may be abuse.



Browne B (2008) *Piggybook*, Walker Books Australia
Cummings P (1994) *Clean your room, Harvey Moon!* Aladdin Paperbacks



6.8 | Domestic and family violence is covered in more detail in focus area 3, however if required, include more information. Refer to **Parents hurting each other** (Kids Helpline).



6.8 Adults using power

- 1 Explain that adults have the power to care for children and are responsible for children's safety. Brainstorm the different ways that adults can use their power to help children. For example:
 - keep them safe
 - provide a home, food and clothes
 - listen
 - help them learn
 - help solve problems.
- 2 Explain that adults also use their power to help children understand what's right and wrong, responsibilities around the house, rules and being a responsible person. Ask students to provide some examples, such as:
 - being respectful
 - having good manners
 - sharing with others
 - helping around the house, eg cleaning their room, washing dishes, feeding a pet
 - getting ready for school.
- 3 Read a story (RLS 12) about adults using power to support student learning about responsibilities, such as:
 - *Clean your room, Harvey Moon!* (Cummings 1994)
 - *Piggybook* (Browne 2008).
- 4 Ask students:
 - How did the characters use their power positively? (Responses could include: teaching their children about responsibilities; caring for their children.)
 - How was power used negatively? (Responses could include: adults not being responsible; children not being responsible.)
 - Was the use of power fair or unfair?
 - How can adults help children to learn about taking responsibility? (Responses could include: show them what to do; give them tasks to help around home; explain the safety rules.)
 - How might a child know if an adult is not using their power appropriately? (Responses could include: child being scared or sad; child having warning signs; child being hurt.)
 - What could they do in this situation? (Response could include: tell someone on their trusted network or talk to their parent about it.)
- 5 Explain that sometimes people get angry, but it is never OK to yell and make children feel scared or to hurt someone.
- 6 Ask students, 'What could a child do if they felt unsafe, scared, sad, angry or confused about something happening in their home?' Support students with the following suggested responses:
 - talk to another trusted adult, such as a teacher, grandparent or other extended family member
 - contact a support service, such as Kids Helpline (Australia)
 - in a situation where immediate support is needed, ring '000' (in Australia).
- 7 Ensure there are processes in place for students to talk to a trusted adult at school or to contact a support service, eg Kids Helpline (Australia) 1800 55 1800.

Reflection activity

Focus area 2: Relationships

The reflection activity provides an opportunity to review the key learning from Focus area 2: Relationships and to determine areas for consolidation or further work.

Suggestions include:

- Pair, group or class discussion about the key topics.
- Complete the KWL chart if used prior to the topic.
- 3-2-1 strategy as an individual activity (see below).
- Scenarios as an individual student activity or in small groups (see below). Change the scenarios or questions as required.

3-2-1 strategy

1 Display the following list, then review the key topics by discussing:

- trust and seeking help
- healthy and unhealthy relationships
- respect
- consent
- power
- fair, unfair, bullying.

2 Provide students with copies of **Activity resource: 3-2-1 strategy** and explain the task to record:

- 3 things they learned
- 2 things they found interesting
- 1 question they still have.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

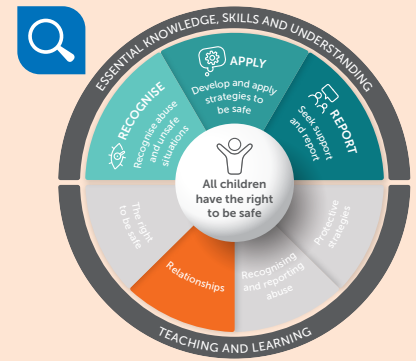
A worksheet template for the 3-2-1 strategy. It has three numbered sections: 3, 2, and 1. Section 3 has three boxes for '3 things they learned'. Section 2 has two boxes for '2 things they found interesting'. Section 1 has one box for '1 question they still have'.

Scenarios

1 A group of school friends liked to shoot goals with the basketball at lunchtime. They would take turns and say nice comments like, 'good shot' and 'well done'. Riley was older and taller than the other students and joined in with their game but would often be bossy and mean. Riley would comment, 'Ha ha, you missed' and 'You shouldn't be on this team'. The friends didn't want Riley to play with them but were too scared to say anything. Riley seemed to pick on Campbell the most by yelling, pushing and calling them names. One day, Campbell got upset and ran back to the classroom. The other friends didn't like seeing Campbell upset, so they told Riley to stop being mean or play somewhere else.

- What happened that was respectful?
- What happened that was disrespectful?
- What was fair or unfair?
- What power was being used?
- Why did Campbell run away?
- How was Campbell feeling?
- What did Campbell's friends do that was supportive?
- Who could Campbell talk to about the situation?
- What else did you notice?

2 Arden was in year 4 and enjoyed playing games like 'chasey' and 'tag' on the school oval/field at lunchtime with his classmates. Playing tag was fun, but Arden thought it was getting boring and said, 'Let's change the rules, so instead of tapping someone on the back to tag them, you have to hug them.' The others weren't sure about it, but the game started before they had time to discuss it. Arden ran up to Dana and grabbed her for a big hug. Dana was



Consider changing the character names if students in the class have identical names.





angry and didn't like it and said, 'I'm not playing anymore.' Arden said, 'Wait, let's all talk about it.' The group discussed the rule change and Dana said, 'You should ask people if it's OK before you hug them'. Arden said, 'Well, I'm OK for my friends to hug me.' Dana and the others said they were not OK with it. They agreed to keep the tagging rule as a tap on the back and kept on playing.

- Was the game being played respectfully before the rule change?
- What did Arden do to change the rules?
- What did Arden forget to do when the rules changed?
- Why was Dana angry?
- What did Arden do to help solve the situation?
- In the group, Arden consented to hugging, but the others didn't. Should the others go along with Arden and give consent? Why or why not?
- How did the classmates solve the problem so they could keep on playing?
- What could the others do if Arden disagreed and kept hugging them without their consent?
- What else did you notice?

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

RESOURCE LINKS

Activity resource: 3-2-1 strategy | <https://kscpc.sa.edu.au/a/11094>

Activity resource: Body shape | <https://kscpc.sa.edu.au/a/10416>

Activity resource: Fair and unfair scenarios | <https://kscpc.sa.edu.au/a/10448>

Activity resource: Greeting choices | <https://kscpc.sa.edu.au/a/10445>

Activity resource: KWL chart | <https://kscpc.sa.edu.au/a/10110>

Activity resource: Relationships circle | <https://kscpc.sa.edu.au/a/10111>

Activity resource: Trust gallery | <https://kscpc.sa.edu.au/a/10415>

Activity resource: Trust tree | <https://kscpc.sa.edu.au/a/10442>

Activity resource: Wall of trust | <https://kscpc.sa.edu.au/a/10441>

Asking for help | <https://kscpc.sa.edu.au/a/10438>

Bullying is not OK | <https://kscpc.sa.edu.au/a/10461>

Child Helpline International | <https://kscpc.sa.edu.au/e/10405>

Educator toolkit: Empathy | <https://kscpc.sa.edu.au/a/10450>

eSafetykids: I want help with | <https://kscpc.sa.edu.au/a/10439>

Families and family relationships for kids (positive family relationships) | <https://kscpc.sa.edu.au/a/10443>

Free classroom resources for students and teachers | <https://kscpc.sa.edu.au/a/10437>

Help kids learn about gender (with Scoops and friends) | <https://kscpc.sa.edu.au/a/10459>

KS:CPC Poster | <https://kscpc.sa.edu.au/a/10179>

Learn more: Bullying | <https://kscpc.sa.edu.au/d/10068>

Learn more: Harm, abuse and neglect | <https://kscpc.sa.edu.au/d/10072>

Learn more: Rights, responsibilities and relationships | <https://kscpc.sa.edu.au/d/10003>

Learn more: Trust and networks | <https://kscpc.sa.edu.au/d/10004>

Long Story Shortz – Fairness | <https://kscpc.sa.edu.au/a/10447>

Parents hurting each other | <https://kscpc.sa.edu.au/a/10462>

Positive relationships | <https://kscpc.sa.edu.au/a/10444>

Small talk: Fairness | <https://kscpc.sa.edu.au/a/10449>

Superworm | <https://kscpc.sa.edu.au/a/10446>

Tell a trusted adult | <https://kscpc.sa.edu.au/a/10440>

That's a boundary | <https://kscpc.sa.edu.au/a/10824>

Trustworthiness | <https://kscpc.sa.edu.au/a/10435>

What is Kids Helpline? (ages 5 to 7) | <https://kscpc.sa.edu.au/a/10436>

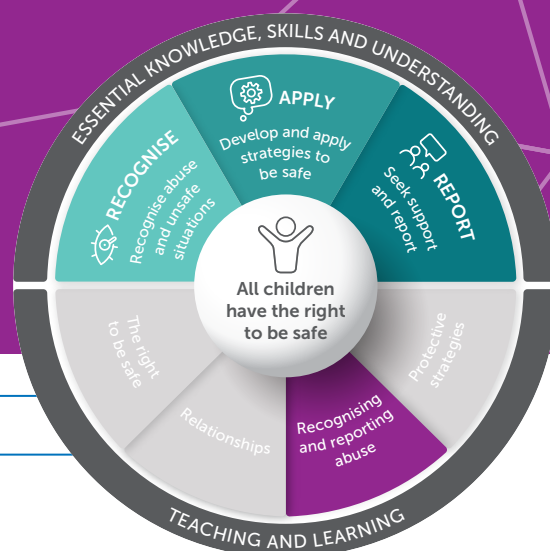
Wise at 5 | <https://kscpc.sa.edu.au/a/10460>

Yes...That's bullying | <https://kscpc.sa.edu.au/a/10451>



LEARNING ACTIVITIES

Focus area 3: Recognising and reporting abuse



Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 3: Recognising and reporting abuse	7 Bodily integrity	<ul style="list-style-type: none"> Use the correct names and know the location of sexual body parts. Understand the whole body is private. Understand and recognise safe, unsafe and unwanted touch.
	8 Understanding abuse	<ul style="list-style-type: none"> Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online. Practise and apply strategies for reporting abuse and unsafe situations. Understand safe upstander behaviours when supporting others.

Key vocabulary

Focus area 3: Recognising and reporting abuse uses the following key vocabulary:

- accident
- abuse
- anus
- breasts
- bribes
- body
- bottom
- chest
- no
- nipples
- online
- penis
- private
- safe secret
- safe touch
- secret
- surprise
- testes
- threat
- tricks
- touch
- trust
- unsafe secret
- unsafe touch
- unwanted touch
- vagina
- vulva
- yes.

Optional prior knowledge check

- Discuss the upcoming topics with students.
- Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
 - know** about the topics
 - want** to know more about the topics.
- At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.


7

Elliott M, Browne K and Kilcoyne J (1995) Child sexual abuse prevention: what offenders tell us, *Child Abuse & Neglect*, 19 (5), 579–594


Kenny MC, Capri V, Thakkar-Kolar RR, Ryan EE, Runyon MK (2008) Child sexual abuse: From prevention to self-protection, *Child Abuse Review*, 17, 36–54

Matthews D (2017) Call children's private body parts what they are, *Psychology Today*, viewed October 2024, <https://kscpc.sa.edu.au/e/10200>



7.1 | If students identify a body part using an incorrect term, model using the correct term by adding 'Did you mean...?'.


Knowing the names of body parts in their first language with support from parents and carers is helpful for children and young people who communicate in another language. Where cultural sensitivities may need consideration, consult with the appropriate staff at your site, eg Aboriginal support staff (Australia).

7.1 | Educators can use the following resources as a reference guide:


- **KS:CPC Body outline labelled (most boys)**
- **KS:CPC Body outline labelled (most girls).**

Topic 7: Bodily integrity

Learning intentions



- Use the correct names and know the location of sexual body parts.
- Understand the whole body is private.
- Understand and recognise safe, unsafe and unwanted touch.

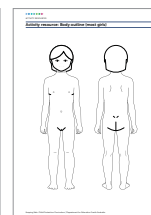
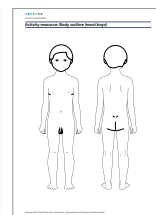
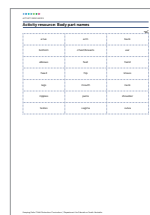
Educator tips

- Knowing and using the correct names of body parts can enhance children's self-confidence and body image, help them accurately describe a situation or concern and give them the ability to communicate assertively (Matthews 2017). It is critical when children disclose abuse because using incorrect terminology may not be understood or followed up (Kenny et al 2008). Research suggests that sexual offenders are less likely to target children who use the correct names (Elliott et al 1995).
- Ensure parents and carers are informed about the learning and provided with information about the importance of children and young people knowing the correct names of body parts.
- Names of body parts referred to in the KS:CPC include mouth, bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva. Some resources refer to these body parts collectively as 'private body parts' or 'sexual body parts', however, the KS:CPC focuses on the whole body being private, where no one has the right to touch anyone's body without their consent.
- When referring to body parts, the KS:CPC focuses on their names and locations, not their function. Use language such as 'most males' or 'most females' to ensure inclusivity and safety, acknowledging the diversity of human biology and gender.
- The KS:CPC refers to 3 types of touch – safe, unsafe and unwanted. When discussing types of touch, the context, intent, relationship and consent must be considered.

Learn more: Bodily integrity, touch and consent.

7.1 Parts of the body

- 1 Read stories (RLS 12) about body parts, such as:
 - Madison M (2022) *Yes! No! A first conversation about consent*, Penguin Group USA
 - Rowley T (2007) *Everyone's got a bottom*, Family Planning Queensland
 - Harris RH (2021) *Who has what? All about girls' bodies and boys' bodies*, Walker Books Limited.
- 2 Explain that the whole body is private and no one has the right to touch anyone's body without their consent.
- 3 Use the **KS:CPC Posters** to discuss the 2 KS:CPC themes or use the posters created in activity 1.1 Themes for keeping safe:
 - we all have the right to be safe
 - we can help ourselves to be safe by talking to people we trust.
- 4 In pairs, students label body parts by cutting and pasting names from **Activity resource: Body part names** onto **Activity resource: Body outline (most boys)** and **Activity resource: Body outline (most girls)**.



- 5 Reinforce that knowing the correct names of body parts helps people to explain a situation accurately, such as:
 - telling a parent or carer if their [vagina/penis] is sore or if someone touched their [vagina/penis]
 - telling the doctor if their anus is hurting.
- 6 Remind students that:
 - the whole body is private
 - no one has the right to touch anyone's body without their consent
 - they should talk to a trusted adult if they are worried about any part of their body or if they feel unsafe.
- 7 Close the session (NNA 8) by singing body or movement songs (RLS 12), such as **Action and dancing song for kids: Shake your body** (Whistle and Trick).

7.2 Safe touch

- 1 Show the video **Feeling happy, feeling safe – touching** (Kidscape) and discuss the key messages, such as:
 - being tickled and not liking it
 - being touched and saying 'no'
 - saying, 'No, stop it, I don't like it, leave me alone'
 - feeling unhappy
 - always tell a trusted adult if the touch is unsafe, unwanted or makes the person feel sad.
- 2 Explain that if someone wants to touch you, they need to ask you and if you want to touch someone, you need to ask them.
- 3 Ask students, 'How might someone know that touch is safe?' Responses could include:
 - consensual
 - respectful
 - appropriate
 - no intention to harm.
- 4 Ask students, 'What could safe touch feel like?' Responses could include:
 - happy
 - warm
 - respectful
 - friendly
 - caring
 - secure.
 - trusting
- 5 Explain that safe touch may include touch that is uncomfortable but necessary for health and safety reasons, for example, holding hands to cross the road or helping with toileting.
- 6 Brainstorm examples of how someone might ask for consent to hug or give a high five, for example:
 - 'Can I please give you a hug?'
 - 'Would you like a high five?'
- 7 Brainstorm examples of how someone could give consent if asked for a hug or high five. Responses could include:
 - 'Yes!'
 - nodding their head or giving a thumbs up.
- 8 Brainstorm examples of how someone could deny consent if asked for a hug or high five. Responses could include:
 - 'No thank you, I would rather just wave.'
 - shake their head
 - move away.
- 9 Reinforce the importance of talking to a trusted adult if feeling unsure or unsafe about touch.

Definition:

Safe touch refers to physical contact that is:

- appropriate, consensual, respectful and safe; and,
- not intended to harm.

Safe touch may include touch that is uncomfortable but necessary for health and safety reasons.



Additional resource:

KS:CPC Safe touch.



Definition:

Unsafe touch refers to physical contact that is:

- inappropriate, non-consensual, disrespectful, unsafe or unlawful; and/or,
- confusing, distressing or threatening; and/or,
- harmful or abusive.

All children and young people must report unsafe touch or touch they are unsure about to a trusted adult or appropriate support service.



Additional resource:

KS:CPC Unsafe touch.



Consider changing the character names if students in the class have identical names.



Definition:

Unwanted touch refers to physical contact that is:

- unwelcome or makes the person feel uncomfortable; and,
- not necessary; and,
- not intended to harm.

Children and young people should be supported to develop and apply strategies to respond to unwanted touch.



Additional resource:

KS:CPC Unwanted touch.



7.3 Unsafe touch

- 1 Read the story (RLS 12) ***Boss of my body*** (UNICEF, ARC) and discuss the key messages, such as:
 - being the boss of your body
 - saying 'yes' or 'no' to touches such as kissing and hugging
 - choosing other greetings such as shaking hands, high five or a wave
 - touching should make a person feel safe and cared for
 - know the proper name of body parts
 - it is not OK for someone to touch, see or take photos and videos of a person's private parts
 - say 'no', talk to a trusted adult and keep telling until someone listens.
- 2 Ask students, 'How might someone know that touch is unsafe?' Responses could include:
 - inappropriate
 - confusing, distressing or threatening
 - disrespectful
 - harmful.
 - non-consensual
- 3 Explain that if someone feels sad, scared, angry, hurt, confused or unsure about touch, they must tell a trusted adult. These may be warning signs that touch is unsafe.
- 4 Use persona dolls (RLS 7) to model reporting and responding to unsafe touch using verbal and non-verbal communication. Ask students:
 - What could a child say and do if someone tried to kiss them without their consent? (Responses could include: no; I prefer high fives; I don't like kisses; tell a trusted adult.)
 - What could a child say and do if someone touched them under their clothing, eg bottom, penis, vagina? (Responses could include: don't touch my [bottom]; no; stop; walk or run to tell a trusted adult.)
- 5 Show the video ***KidSmartz – Tell people no*** (NetSmartz) and discuss the importance of saying 'no' to unsafe situations.
- 6 Remind students that the whole body is private and no one has the right to touch anyone's body without their consent. Explain that unsafe touch is not OK and must always be reported to a trusted adult and to keep telling until someone listens and they are safe.

7.4 Unwanted touch

- 1 Read the following scenario:

Samir's Grandpa had just moved to town and the family had a welcome party for him. Samir didn't know him very well. Grandpa arrived and was hugging everyone. Samir felt unsure about this, so he moved closer to his mother. Grandpa held out his arms and said, 'Samir, come and give me a big hug.' Samir held onto his mother's leg and hid behind her. Samir felt nervous and uncomfortable.
- 2 Ask students:
 - Why didn't Samir want to hug Grandpa? (Responses could include: didn't know him very well; felt unsure; was shy; didn't feel like it.)
 - What warning signs did Samir have? (Responses could include: felt unsure, nervous and uncomfortable; moved closer to his mother.)
 - What could a child do if they didn't want a hug or a kiss? (Responses could include: say 'No'; say 'I prefer high fives'; say 'I don't like kisses'; talk to a trusted adult.)
- 3 Explain that sometimes someone may just not want to be touched. This may include hugs, holding hands and kisses.

4 Use role-play (RLS 11) or persona dolls (RLS 7) to practise saying 'no' or 'stop' using an assertive tone (firm, positive, direct and calm) and body language (posture is upright, look directly at the person). Provide examples of different situations where a person might want to:

- push a child on the swing
- pick up a child
- tickle, hug or kiss a child
- sit a child on their lap.

5 Ask students:

- What could a child say if they don't want the touch to happen? (Responses could include: I prefer high fives; I like hugs but don't feel like one today.)
- What if the person didn't stop? (Responses could include: say 'Stop I don't like it'; say 'No'; move away; talk to a trusted adult.)

6 Show the video ***Consent by Imanpa kids*** (Safe4Kids Channel) and discuss the key messages and the importance of respecting the right for bodily integrity for self and others.

Additional information:

Consent – teaching consent early (SBS Insight).



7.5 Safe touch for health and safety

1 Remind students about the 3 types of touch:

- safe touch – refers to physical contact that is appropriate, consensual, respectful and safe, and not intended to harm; it may include touch that is uncomfortable but necessary for health and safety reasons
- unsafe touch – refers to physical contact that is inappropriate, disrespectful, non-consensual, confusing, distressing, threatening, unlawful or harmful. Unsafe touch is not OK and must be reported to a trusted adult
- unwanted touch – refers to physical contact that is unwelcome or makes the person feel uncomfortable, is not necessary and not intended to harm.

2 Explain that sometimes safe touch might feel uncomfortable but is necessary for health and safety reasons. Brainstorm examples, such as:

- having an injection at the doctor or dentist
- having temperature checked
- holding hands to cross a road
- helping with getting dressed, having a bath or going to the toilet
- changing a baby's nappy.

3 Ask students, 'How might someone determine if the touch is safe, even though it may be uncomfortable?' Responses could include:

- consensual
- appropriate
- respectful
- no intention to harm.

4 Provide examples of when an adult might need to touch specific parts of the body but with consent and a trusted adult present, for example:

- eyes – optometrist
- ears – hearing test, medical assessment
- arm – injection
- head – hair cut
- feet – toenails cut
- mouth – cleaning teeth, dentist
- chest – applying ointment
- bottom, anus, penis, testes, vagina, vulva – cleaning, toileting, changing a baby's nappy, doctor or nurse check.

5 Read a story (RLS 12) or show a video about visiting the dentist or doctor, such as ***Visit to the dentist*** (ABC Kids).

Additional resource:

KS:CPC Safe touch for health and safety.



8

Centre for Education Statistics and Evaluation (2020) *Trauma-informed practice in schools: An explainer*, NSW Department of Education



SOUTH AUSTRALIA

Educators should refer to the Department for Education's resources:

- **Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings**
- **Sexual behaviour in children and young people: procedure and guideline**
- **Trauma-informed practice in education**



Topic 8: Understanding abuse

Learning intentions



- Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online.
- Practise and apply strategies for reporting abuse and unsafe situations.
- Understand safe upstander behaviours when supporting others.

Educator tips

- Establish a safe learning environment, adopt trauma-informed approaches that are sensitive and predictable, understand the individual needs of children, be aware of signs of trauma and the possibility of re-traumatising children (Centre for Education Statistics and Evaluation 2020).
- When discussing topics about abuse, use developmentally appropriate language; protective interrupting (NNA 5); a one step removed approach (NNA 4); stories (RLS 12), persona dolls (RLS 7) and puppets; and avoid demonstrating situations of abuse. Preview all videos and other resources (NNA 2) to assess their suitability for the student cohort and ensure group norms (NNA 3) have been established.
- Recognising the characteristics of neglect and physical, sexual and emotional abuse will help students report potential abusive situations.
- Perpetrators of abuse often use strategies to groom and trick a child to gain their trust and maintain secrecy. Teach students about safe and unsafe secrets; that safe secrets are only kept for a short time; and some secrets should never be kept.
- Remind students about the names of body parts and types of touch before delivering activities that focus on recognising abuse.
- Names of body parts referred to in the KS:CPC include mouth, bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva. Some resources refer to these body parts collectively as 'private body parts' or 'sexual body parts', however, the KS:CPC focuses on the whole body being private, where no one has the right to touch anyone's body without their consent.
- When referring to body parts, the KS:CPC focuses on their names and locations, not their function. Use language such as 'most males' or 'most females' to ensure inclusivity and safety, acknowledging the diversity of human biology and gender.

Learn more: Harm, abuse and neglect.

Learn more: Online safety.

Important advice

These activities explore abuse to empower students with the knowledge, skills and understanding to recognise abuse and unsafe situations, apply strategies to be safe and seek help. However, it is recommended that only a selection from each concept, ie **6–8 activities**, be delivered each year.

The **sample planning guide** below provides a balanced distribution of the types of abuse (ie neglect, physical, sexual, emotional, domestic and family violence and online) across the 3 year levels.

Remember to close the session (NNA 8) with a positive learning experience.

FOUNDATION	YEAR 1	YEAR 2
8.1 Accidental or deliberate	8.2 Identifying harm and abuse	8.4 That's not OK
8.5 Actions and words can hurt	8.3 Abuse and rights	8.8 Stop, think, do strategies
8.7 My rights, my body	8.6 Being healthy and safe	8.10 Recognising unsafe environments
8.11 Understanding secrets	8.9 Understanding safety in the home	8.13 Recognising secrets
8.15 Tricks and trust	8.12 Secrets and surprises	8.16 Manipulation and secrets
8.17 Media and online safety	8.14 Identifying unsafe secrets	8.19 Online abuse: It's OK to tell
	8.18 Games and online safety	8.20 Online safety rules

8.1 Accidental or deliberate

- 1 Explain that an accident is something that happens unexpectedly, without someone meaning for it to happen. A deliberate action is when someone does something on purpose, with a specific intention or plan.
- 2 Read the story (RLS 12) or show a read aloud video of *Accident!* (Tsurumi 2017).
- 3 Use the story to explain the difference between an accident and a deliberate action further, for example:
 - spilling a drink
 - falling over
 - bumping into someone
 - breaking something.
- 4 Ask students:
 - How did Lola react when the accidents happened? (Responses could include: hid in the library; ran away; yelled; rolled away; bounced away.)
 - How did Lola solve the problem? (Responses could be: asked for help; apologised.)
- 5 Explain that sometimes children and adults might accidentally hurt someone and they would apologise. However, it's not OK for someone to deliberately hurt another person.
- 6 Provide the following scenario:
A child was running around the playground when they bumped into an adult, knocking them over. The adult started yelling at the child, grabbed their arm, shook them and pushed them to the ground.
Ask students:
 - When the child bumped into the adult, was this accidental or deliberate? (Response should be: accidental.)
 - When the adult pushed the child, was this accidental or deliberate? (Response should be: deliberate.)
 - What behaviour was unsafe and inappropriate? (Responses should include: adult yelling at the child; adult grabbing, shaking and pushing the child.)
 - How would the child be feeling? (Responses could include: scared; unsafe; hurt.)
 - What should the child do to be safer? (Responses could include: where possible, remove themselves from the situation; go to a safer location; reach out to friends or others nearby who can offer support or help them get away; call for help; talk to a trusted adult.)
- 7 Discuss the importance of talking to a trusted adult if they or someone they know is unsafe.

Tsurumi A (2017) *Accident!*,
Houghton Mifflin



8.2 Identifying harm and abuse

- 1 Explain that an accident is something that happens unexpectedly, without someone meaning for it to happen. A deliberate action is when someone does something on purpose, with a specific intention or plan.
- 2 Read the story (RLS 12) or show a read aloud video of *Ouch! moments: When words are used in hurtful ways* (Genhart 2015), where students identify accidental or deliberate behaviours.
- 3 Ask students:
 - If someone bumped into another person by mistake, is that accidental or deliberate? (Response should be: accidental.)
 - If someone crept up behind another person and pushed them over, is that accidental or deliberate? (Response should be: deliberate.)

Genhart M (2015) *Ouch! moments: When words are used in hurtful ways*, Magination Press, American Psychological Association



Additional resource:
KS:CPC Anangu resources
(early years) abuse (Department for Education).



4 Discuss the following scenarios and ask students questions such as:

- Is this accidental or deliberate and why?
- Was anyone hurt?
- Is the situation safe or unsafe?
- What must happen next?

Scenario	Discussion points
A child borrows their friend's favourite toy car, rolls it along the ground and it breaks.	<ul style="list-style-type: none"> • it was an accident • no one was hurt • an apology could be offered
A child bumps into an adult at the park, causing them to drop their coffee. The adult hits the child and yells at them.	<ul style="list-style-type: none"> • child's action was accidental • adult's action was deliberate and unsafe • child must tell a trusted adult
Two friends are eating their lunch when one friend picks up their drink, which slips from their hand and spills all over their friend's lunch.	<ul style="list-style-type: none"> • it was an accident • no one was hurt • ask an adult about replacing the lunch
A group of children are painting pictures when one child leans on the table, knocking the water jar over and spilling water on another child's painting.	<ul style="list-style-type: none"> • it was an accident • no one was hurt • work together to clean up the mess
A babysitter is caring for 2 children and watching videos of people with no clothes on. The babysitter tells the children to watch the videos.	<ul style="list-style-type: none"> • babysitter showing the videos to the children was deliberate and unsafe • children must tell a trusted adult
Two children are playing when one child says mean things to the other, making them feel sad and upset.	<ul style="list-style-type: none"> • child saying mean things is deliberate • child feeling sad and upset must talk to a trusted adult

5 Reinforce the difference between an accident and deliberate action and if anyone is hurt, upset or unsafe, they must talk to a trusted adult.

8.3 Abuse and rights

1 Remind students about the KS:CPC theme 'We all have the right to be safe' and discuss its meaning.

2 Explain that sometimes people can be mean, such as yelling at or hurting someone and that's not OK. This is called abuse, which is when a person hurts someone on purpose and causes them harm.

3 Read the following scenarios and explanations:

- A child is playing outside when an adult kicks them on purpose. This is called physical abuse and is not OK. What could be other examples of physical abuse?
- A teenager is yelling at a child, saying mean things over and over again. This is called emotional abuse and is not OK. What could be other examples of emotional abuse?
- An adult takes photos of a naked child, then touches the child on their [penis or vulva]. This is called sexual abuse and is not OK. What could be other examples of sexual abuse?
- A child is hungry, cold and wearing worn out clothes every day. This is called neglect and is not OK. What could be other examples neglect?

4 Reinforce that all children have the right to be protected or kept safe from harm and abuse, including actions that might hurt a child's body or anyone touching their body without their consent. Someone may hurt a child's feelings, not provide enough food or properly care for them, which is not OK. It's not the child's fault and should be reported to a trusted adult or support service.

- 5 Remind students that we all have the right to be safe, happy and cared for. Show a video about the right to be safe, such as:
 - **It's your right to feel safe, secure and cared for** (Family and Community Services NSW)
 - **You have the right to be safe!** (Kids Helpline).
- 6 In pairs, students design a poster about rights, safety or protection using a catchy phrase, such as 'Right to shine bright!' or 'Respect and protect!'
- 7 Share and display the posters, reminding students to talk to a trusted adult if they or someone they know feels unsafe.

8.4 That's not OK

- 1 Brainstorm responses to the following sentence stem, 'We all have the right to be safe from...'. For example:
 - harm
 - abuse
 - mean words
 - people saying mean things
 - bullying
 - danger.
- 2 Expand on the previous sentences to explain types of abuse, for example:
 - We all have the right to be safe from physical abuse – this means that it's not OK for a person to hit, kick, punch or hurt a child
 - We all have the right to be safe from emotional abuse – this means that it's not OK for a person to say mean words and put-downs to a child
 - We all have the right to be safe from sexual abuse – this means that it's not OK for a person to touch a child's body (eg bottom, chest, nipples, penis, testes, vagina and vulva) without their consent
 - We all have the right to be safe from neglect – this means that it's not OK for an adult not to care for a child or their health, safety and wellbeing.
- 3 Read the story (RLS 12) or show a read aloud video of *Anger is OKAY violence is NOT* (Federico 2012). As the story progresses, discuss each message, focusing on responses that are not OK, safe responses and strategies for being safe.
- 4 Ask students:
 - Who was hurt in the story and how were they hurt? (Responses could include: crab was pushed; fish was hurt when turtle threw a starfish; fish was bitten.)
 - Was it the little fish's fault when the big fish got angry? (Response should be: no.)
 - What strategies did they use to calm down? (Responses could include: paint a picture; play soccer; cry.)
- 5 Reinforce that sometimes people get angry, but it is not OK to hurt someone; it is never the child's fault and they should always talk to a trusted adult if feeling unsafe.
- 6 Students write (or scribe) a story about how the fish, crab and turtle create a safe underwater community where they can play and talk to someone they trust if they need help. To support their story, students can use one of the following colouring sheets (Government of Western Australia):
 - **Colour me in – blue swimmer crab**
 - **Colour me in – coral reef with fish**
 - **Colour me in – turtle and fish.**

Federico JK (2012) *Anger is OKAY violence is NOT*, Julie Federico Children's Services author



O'Neill A (2002) *The recess queen*, Scholastic Inc, New York



8.5 Actions and words can hurt

- 1 Read the story (RLS 12) or show a read aloud video of *The recess queen* (O'Neill 2002).
- 2 Ask students:
 - How does Mean Jean behave towards the other children? (Responses could include: bossy; mean.)
 - How do the other children feel about Mean Jean's behaviour? (Responses could include: scared; intimidated.)
 - What happens when a new student named Katie Sue arrives at the school? (Response could be: she ignores Mean Jean's bossiness and asks her to play.)
 - How does Katie Sue change things on the playground? (Response could be: shows kindness and invites her to play.)
 - Why was Mean Jean smaller by the end of the story? (Responses could include: her mean behaviour shrinks; less intimidating.)
- 3 Pose a change to the story where Mean Jean is an adult being mean to the children. Ask students:
 - How would the children feel? (Responses could include: scared; unsafe.)
 - Would the children react differently and if so, how? (Responses could include: be too scared to say anything to her; not invite her to play.)
 - How might other adults react if they saw what was happening? (Responses could include: tell Mean Jean to stop; take the children to a safe place.)
- 4 Explain that it's not OK for people to disrespect each other and they should talk to a trusted adult if they feel unsafe or disrespected.
- 5 Close the session (NNA 8) with students drawing the characters from the story to display around the classroom.

8.6 Being healthy and safe

- 1 Brainstorm some things that help children to be healthy, for example:
 - healthy food, eg fruit and vegetables
 - healthy drinks, eg water, juice and milk
 - being active, eg playing, exercising, sports
 - being clean, eg washing hands and body, clean clothes
 - enough sleep
 - medical, eg medicine, doctors
 - dental, eg cleaning teeth, dentist
 - care, eg family, love, support.
- 2 Brainstorm some things that help children to be safe, for example:
 - crossing the road
 - not getting lost
 - wearing a seat belt in the car
 - wearing a helmet on a bike
 - safe place to live
 - support from trusted people.
- 3 Read a story (RLS 12) about neglect or lack of care, such as *Black dog* (Allen 2019) or show a read aloud video.
- 4 Ask students questions that focus on:
 - the type of neglect, eg not being fed or kept warm
 - how the character was feeling, eg sad, hungry, cold
 - how the situation improved
 - the responsibility of caring for others, including pets.

Allen P (2019) *Black dog*, Onetree House



- 5 Explain that it is an adult's responsibility to care for a child and make sure they are healthy and safe.
- 6 Close the session (NNA 8) with stories or songs (RLS 12) about families, such as **Family song** (Sesame Street).

8.7 My rights, my body

- 1 Ask students what 'no one has the right to touch anyone's body without their consent' means. For example:
 - touching any part of someone's body without asking
 - someone using an object to touch a person's body without asking
 - consent means the person needs to ask first
 - consent means saying 'yes' or 'no' to touching.
- 2 Read the story (RLS 12) or show a read aloud video of *From my head to my toes, I say what goes* (Barkla 2022).
- 3 Discuss the choices that were made in the story for some of the different situations, for example:
 - mummy's hug
 - kiss from dad
 - holding hands
 - swings and swirly whirls
 - dancing and prancing
 - slobber from the neighbour's pug
 - climbing high
 - tickling game
 - kiss goodbye
 - granny's pucker.
- 4 Remind students that the whole body is private and no one has the right to touch anyone's body without their consent.
- 5 Ask students:
 - What could a child say if they didn't want a kiss? (Response should be: no thank you.)
 - What could a child do if it was someone they trusted and they didn't want to upset them? (Response could be: give them a high five or a wave.)
 - What could a child do if someone tried to touch them in an unsafe way, including body parts, such as bottom, chest, nipples, penis, testes, vagina or vulva? (Ensure students understand that this behaviour is not OK and they must talk to a trusted adult.)
- 6 Discuss different strategies for stopping the situation, such as:
 - move or run away to a safe place
 - say 'stop' or 'no' or 'don't touch me' or 'I don't like that'
 - yell for help
 - talk to a trusted adult as soon as possible.
- 7 Explain that adults, teenagers and older children know they are not allowed to hurt a child or touch them in an unsafe way. Reinforce that no one has the right to touch anyone's body without their consent.
- 8 Close the session (NNA 8) by showing the video ***Talk PANTS with Pantosaurus and his PANTS song*** (NSPCC).

Barkla C (2022) *From my head to my toes, I say what goes*, Hardie Grant Children's Publishing



Derrig M (2020) *Only for me*,
Dewfall Publishing



8.8 Stop, think, do strategies

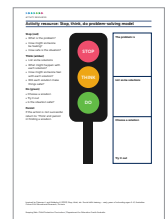
1 Read the story (RLS 12) or show a read aloud video of *Only for me* (Derrig 2020).

2 Discuss the key messages:

- knowing the body parts, eg eyes, mouth, hands, feet, tummy, bottom, penis, testes, vulva and vagina
- no one touching or making the child show their body parts
- no one can look or take a photo of the child's body parts
- bottoms are private and not to be shared
- not in photos, on TV or in a movie
- the body has warning signs when things aren't right
- it's not a secret
- say 'No, no, no'
- talk to a trusted adult.

3 Use **Activity resource: Stop, think, do problem-solving model** (RLS 9) with the class to discuss and problem-solve various scenarios, considering the following process:

- **stop** and say what the problem is
- **think** about solutions
- **do** choose a solution
- **persist** in finding a solution.



4 Use the following scenarios and adapt if needed (scenario 1 provides an example):

Scenario 1

- Stop:
 - an adult shows a child some photos of people without any clothes on
 - feeling surprised, confused, uncomfortable, scared
 - unsafe situation.
- Think:
 - walk away from the person to be safer
 - say, 'No, I don't want to look at that'
 - feel safer
 - talk to a trusted adult so help is provided.
- Do:
 - choose to walk away and to talk to a trusted adult
 - safer situation.
- Persist:
 - think again
 - find another trusted adult.

Scenario 2

Someone touches a child on their body in an unsafe and scary way, eg on their bottom, penis, testes, vagina or vulva.

Scenario 3

A child feels uncomfortable and scared when an adult tries to take a photo of them without their clothes on.

5 Explain that some people make poor choices about how they treat others and that's not OK. Reinforce that no one has the right to touch anyone's body without their consent and they should always tell a trusted adult if they feel scared or unsafe.

6 Close the session (NNA 8) with a relaxation or movement activity, such as ***Mindful movement*** (ClassDojo).

8.9 Understanding safety in the home

1 Choose from the following options:

• Story

Read the story (RLS 12) or show a read aloud video of *My quiet ship* (Adelman 2021). Ask students:

- What strategies did Quinn use to make the yelling sound quieter? (Responses could include: flew away in the quiet ship; drew happy pictures.)
- What warning signs did Quinn have? (Responses could include: ears hurt; heart ached; stomach felt sick; wanted to shrink small.)
- What was safe when Quinn went to the other planet? (Responses could include: smiling creatures; hugs; nice voices.)
- What did Quinn do when he got angry? (Response should be: said, 'Stop yelling'.)
- What happened that made the situation safer? (Responses could include: they spoke in nice voices; they hugged; the sounds were soft and quiet.)

• Image

Use an image depicting potential domestic and family violence, such as **KS:CPC Arguing image 2**. Ask students:

- What is happening in the picture? (Responses could include: child scared and angry; adults arguing; child doesn't like the noise.) Explain that sometimes people don't agree, but they must talk about it respectfully.
- What might the children hear and see if the adults were arguing? (Responses may include: yelling; threats; name calling; hitting.)
- What might it sound like if the adults were disagreeing respectfully? (Responses could include: using calm voices; taking turns to speak; listening to each other; speaking without interrupting.)
- What could the children do if they felt unsafe? (Responses could include: go to their room; talk to their parents or carers (if safe); talk to another trusted adult.)

2 Explain that sometimes people get angry, but yelling and making children feel scared is not OK.

3 Ask students, 'What could a child do if they felt unsafe in their home?' (Responses may include: talk to an older sibling; go to their room; talk to a trusted family member or neighbour; talk to another trusted adult.)

4 Reiterate the importance of talking to a trusted adult if they feel scared and unsafe and to keep telling until someone listens and they are safe.

5 Close the session (NNA 8) with songs (RLS 12), games or movement activities.

Adelman H (2021) *My quiet ship*, Albert Whitman & Company



Additional resources:

- **Parents hurting each other** (Kids Helpline)
- **What to do if someone is hurting you** (Kids Helpline).



8.10 Recognising unsafe environments

1 Read the story (RLS 12) *Brave Danny* (Adolphs 2016), about a boy who is exposed to domestic and family violence. The ***Brave Danny teacher notes*** (Butternut Books) provides additional information.

2 Ask students:

- What were Danny's actions and feelings when Dad was shouting? (Responses could include: pretended to be asleep; sad; powerless (whispered please stop); scared; worried; concerned.)
- How did Danny realise that Dad's behaviour was not OK? (Responses could be: saw how his friend's family interacted.)
- How did Danny get help? (Responses could include: told his teacher; teacher shared ways that Danny and his mother could get help.)
- What if Danny's teacher didn't listen? (Responses could include: be persistent; try again; ask someone else on his trusted network.)
- What should a child do if they are worried or scared about what is happening in their home? (Responses could include: talk to a parent or carer; talk to someone on their trusted network; contact a support service, eg Kids Helpline (Australia).)

Adolphs R (2016) *Brave Danny*, Butternut Books





8.11 | Safe secrets are typically harmless, non-threatening and do not pose risks to a person's wellbeing or safety, such as surprise plans or gifts. Ensure students know that they don't need to keep the secret if they feel scared or unsafe, even if it is deemed a safe secret.



Additional resource:
KS:CPC Anangu resources
(early years) secrets cards
(Department for Education).



Lexa Schaefer C (2016) *Monkey and Elephant and a secret birthday surprise*, Candlewick Press



- 3 Reinforce that sometimes people get angry, but it is never OK to hurt someone or make them feel scared or unsafe. If a child feels scared or unsafe or is hurt, they must talk to a trusted adult.
- 4 Provide strategies for seeking help at school, reinforce using their trusted network and to keep telling until someone listens and they are safe.
- 5 Close the session (NNA 8) with a relaxation activity, such as ***Mindful breathing*** (ClassDojo).

8.11 Understanding secrets

- 1 Explain that sometimes people keep secrets or surprises like a special gift for someone. The secret is safe because it is only for a short time and no one gets hurt. Once the gift is given to the person, it's no longer a secret.
- 2 Brainstorm safe secrets, such as:
 - birthday party – keeping it a secret to surprise someone for their birthday
 - gift giving – planning a special gift for someone and keeping it a secret until it is given to them
 - special event – planning a secret event, like a family outing or a visit from a special person, until the day arrives
 - class project – working with classmates on a surprise project for the teacher without revealing the details until it's ready
 - artwork – creating a piece of artwork and keeping it a secret until it's completed and ready to be shared
 - vacation plans – planning a family vacation and keeping the destination a secret until it's time to reveal the plans.
- 3 Read a story (RLS 12) about secrets such as *Monkey and Elephant and a secret birthday surprise* (Lexa Schaefer 2016).
- 4 Students create posters of safe secrets, which could include drawings of Monkey and Elephant at a birthday party with lots of presents.
- 5 Reinforce that if students are unsure whether a secret is safe or unsafe, they should talk to a trusted adult.

8.12 Secrets and surprises

- 1 Show the video ***Kids chats: Secrets vs surprises*** (Saprea) and discuss the key messages.
- 2 Brainstorm examples of safe and unsafe secrets and discuss what makes them safe or unsafe, for example:
 - safe secrets
 - birthday gift: the secret is told after the gift is given
 - party: the secret is told when the party happens
 - special event: the secret is told when the event happens
 - unsafe secrets
 - being hurt: the secret must be told because someone is hurt
 - unsafe touch: the secret must be told because the touch is unsafe
 - dangerous actions: the secret must be told if someone is in danger.
- 3 Provide these scenarios and ask students, 'Is this a safe or unsafe secret?':
 - It's Grandma's birthday next week and Mum has bought a special gift and said to keep it a secret until the special day. (Response should be: safe.)
 - At school, one of the older students punched a child in the arm and told them not to tell anyone. (Response should be: unsafe.)
 - A child is very sad and confused after an adult touches them on their bottom and says it's their secret and not to tell anyone or they will be in big trouble. (Response should be: unsafe.)
- 4 Explain that even when someone is unsure if a secret is safe or unsafe, they should talk to a trusted adult.
- 5 Use the song (RLS 12) ***Say 'NO' to secrets*** (My Body is My Body Foundation) and reinforce the importance of saying 'no' to unsafe secrets.

8.13 Recognising secrets

- 1 Ask students:
 - What does keeping a secret mean? (Response could be: not telling something to other people.)
 - What is a safe secret? (Responses could include: something where no one gets hurt; it's only a secret for a short time.) Provide examples such as a birthday party or gift.
 - What is an unsafe secret? (Responses could include: something that might hurt someone; might feel sad, scared or worried; can never be told.) Provide examples such as a child being hit or unsafe touching.
 - What is the difference between a surprise and a secret? (Responses could include: a surprise is usually something happy that can be shared later; a secret might be happy if it is safe or could stay hidden if it is unsafe.)
- 2 Read the story (RLS 12) or show a read aloud video of *Do you have a secret?* (Moore-Mallinos 2005). The story refers to good and bad secrets, however, the KS:CPC uses the terms safe and unsafe secrets.
- 3 Ask students:
 - What are some examples of safe secrets in the story? (Responses could include: birthday present; surprise party; special handshake with a friend; hide and seek.) These secrets are safe, only kept for a short time and will always be told.
 - What are some examples of unsafe secrets in the story? (Responses could include: hitting; kicking; punching; taking a child's lunch money; touching a child in a way that made them feel uncomfortable.) These secrets are unsafe and must be told to a trusted adult.
- 4 Discuss some examples where unsafe secrets:
 - can make someone feel scared, sad or uncomfortable, eg hitting or punching
 - involve promises that could hurt someone, eg a friend being bullied and promising to keep it a secret
 - comes from someone being mean or tricky, eg spreading rumours
 - involve unsafe touches to body parts (eg bottom, chest, nipples, penis, testes, vagina, vulva)
 - involve threats not to say anything, eg seeing someone stealing but will hurt the person if they tell.
- 5 Explain that even when someone is unsure if a secret is safe or unsafe, they should talk to a trusted adult.
- 6 Close the session (NNA 8) with songs (RLS 12), games or movement activities.

Moore-Mallinos J (2005)
Do you have a secret?,
Sourcebooks



8.13 | Avoid using the terms good or bad secrets as they can cause confusion or guilt in children. The term 'bad' can imply the child has done something wrong and they may be less likely to disclose the secret.



8.14 Identifying unsafe secrets

- 1 Discuss with students how someone might recognise when a secret should not be kept. Examples include:
 - feeling sad, worried, guilty, scared or unsafe
 - being told to keep the secret forever
 - having warning signs, eg feeling sick, shaking, racing heart
 - being the only one who knows about the secret
 - thinking about the secret over and over again
 - being scared to tell a trusted adult
 - being bribed or threatened to keep the secret
 - being told you will get into trouble if the secret is not kept
 - having to tell lies to keep the secret
 - about being touched on body parts, eg bottom, chest, nipples, penis, testes, vagina, vulva
 - being hurt or someone else being hurt

8.14 | Unsafe secrets may be harmful or cause distress, including situations where someone is in danger, experiencing harm or abuse, or facing an unsafe circumstance.

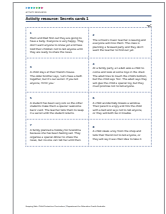


- about stealing
- getting special presents but can't tell anyone
- photos or movies that are rude, scary, uncomfortable or unsafe.

2 Show the video ***Child Wise Personal safety children's animation*** and discuss the key messages about unsafe secrets, unsafe touch, not the child's fault and talking to a trusted adult.

3 Reinforce with students that unsafe secrets involve harmful or risky information where a person might get hurt, feel scared or be unsafe.

4 In small groups, students use a cut-out set of cards from **Activity resource: Secrets cards 1** and determine if the secrets are safe or unsafe. Students discuss each scenario and sort the cards into safe and unsafe categories. (Safe = 1, 2, 5, 7; unsafe = 3, 4, 6, 8.)



5 Ask students, 'What might a child say and do if someone wanted them to keep a secret about unsafe touch?' (Responses could include: say 'No!' in a strong, assertive voice; move away to a safe space where others can help; tell a trusted adult and be believed – keep telling trusted adults until someone listens and helps.)

6 Explain that it is important to talk to a trusted adult when there's an unsafe secret or unsafe touch and if the person says to a child:

- not to tell anyone
- they will hurt them
- they will get in trouble
- no one will believe them.

7 Close the session (NNA 8) with the video ***Secrets by Warbuton kids*** (Safe4Kids).

8.15 Tricks and trust

Bedard M (2001) *Sitting ducks*, Walker Books Ltd



Donaldson J (2016) *The Gruffalo*, Macmillan Children's Books

1 Read the story (RLS 12) or show a read aloud video of *Sitting ducks* (Bedard 2001) or *The Gruffalo* (Donaldson 2016).

2 Explain that a trick can be a surprise, a joke or something meant to hurt someone.

3 Discuss examples of tricks or secrets from the story, for example:

- the alligator acting in a friendly way while thinking about how to fatten the duck for a nice meal
- the duck was tricked by an alligator using a hand puppet
- how all the ducks are tricked into believing they can't fly.

4 Ask students:

- What should a child do if they find out an adult or another child has tricked them? (Responses could include: talk to the person (if safe); talk to a trusted adult.)
- What if the person who tricked the child was on the child's trusted network? (Responses could include: talk to the person (if safe); talk to someone else on the trusted network; consider removing the person from the trusted network; contact a support service, eg Kids Helpline, Australia.)
- If a child was on the computer and someone tried to trick them into clicking on a button to buy a toy, what should they do? (Response should be: don't click on the button and talk to a trusted adult.)

5 Read the story (RLS 12) ***The adventures of Smartie the Penguin*** (Childnet) and discuss the key messages about:

- the scary video
- asking for help
- pop-up screen and choosing a prize
- things that try to trick people
- taking time away from the screen.

6 Explain that sometimes people play tricks that are OK, such as hide and seek or using a funny voice to trick someone. No one should get hurt or be upset. However, tricks that hurt someone, take their money or scare them are not OK. Always talk to a trusted adult when feeling scared or unsafe.

8.16 Manipulation and secrets

- 1 Explain that a trick is when someone tries to make someone else believe something that isn't true, or to make them do something that is unsafe or not OK.
- 2 Ask students:
 - How might a child feel if asked to keep a secret? (Responses could include: excited; special; powerful; trusted; important; uncomfortable; unsafe; worried; scared.)
 - How might a child feel if they knew it was an unsafe secret? (Responses could include: scared; confused; uncomfortable, unsure, tricked.)
- 3 Explain that if an older person asks a child to keep an unsafe secret, they may use tricks, threats or bribes to stop the child from telling anyone.
- 4 Use the following examples:
 - Tricks – Someone says to a child, 'Let's keep this secret game just between us' or 'It's our secret dressing and undressing game'. Explain that this is an example of a person tricking someone and asking them not to tell anyone. This is not OK and must be told to a trusted adult.
 - Threats – Someone says to a child, 'If you tell anyone about our secret touching game, I'll say you are a liar, no one will believe you and you will get into big trouble.' Explain that the secret touching game is an unsafe secret and telling the child they will get into big trouble is a threat. This is not OK and must be told to a trusted adult.
 - Bribes – Someone says to a child, 'If you let me take some photos of you in the bath and keep it a secret, I'll give you lots of treats and toys.' Explain that this is an unsafe secret and the person is bribing the child with gifts so they won't tell. This is not OK and must be told to a trusted adult.
- 5 Ask students:
 - What could a child say or do if asked to do something unsafe? (Responses could include: say 'No' or 'I don't want to' or 'That's not OK!'; where possible, remove themselves from the situation; go to a safer location; reach out to friends or others nearby who can offer support or help them get away; call for help; talk to a trusted adult.)
 - Who could the child talk to for help? (Response should be: a trusted adult.)
- 6 Show the video ***Feeling happy, feeling safe – saying no*** (Kidscape) and discuss the importance of saying 'no' to unsafe situations.

8.17 Media and online safety

- 1 Explain that TV shows, movies and video games are given a classification (in many countries) to ensure they are suitable for people depending on their age. In Australia, the ratings for children are usually general or parental guidance.
- 2 Show the video *Jessie & friends: Watching videos – Episode 1* from **Watch Jessie & friends: online safety education for 4–7 year olds** (CEOP) or read the story (RLS 12) ***Jessie & friends: Watching videos – the storybook*** and ask students:
 - How did Jessie react when she watched the funny tummy video? (Responses could include: excited; happy; having fun.)
 - How did Jessie react when she watched the happy crocodile video? (Responses could include: screamed; dropped the tablet; hid under the sofa.)
 - What did Jessie do to get help? (Response should be: told her Dad.)
 Reinforce the importance of talking to a trusted adult if there's something scary, uncomfortable or unsafe on a video, TV, computer or tablet.
- 3 Show the video *Jessie & friends: Sharing pictures – Episode 2* from **Watch Jessie & friends: online safety education for 4–7 year olds** (CEOP) or read the story (RLS 12) ***Jessie & friends: Sharing pictures – the storybook*** and ask students:
 - Who did Tia want to send the pictures to at first? (Response should be: her Nan.)



- Instead of just sending it to her Nan, what happened? (Response should be: the pictures were sent to lots of people.)
- How might Jessie and her friends have felt when they realised what had happened? (Responses could include: surprised; worried; regretful.)
- What did the teacher explain with the drawing on the whiteboard? (Response could be: how the pictures can get shared with lots of other people.)
- What did the teacher suggest to solve the problem? (Response should be: that everyone deletes the pictures.)

4 Reinforce the importance of checking with a trusted adult before sharing pictures and never sharing pictures of others without their consent.

5 Explore either story further by creating a storyboard of events and drawing or using the character images provided in the resource **Jessie & friends: Online safety education for 4–7 year olds** (CEOP). The funny tummy song (RLS 12) is in the resource for students to sing.

8.18 Games and online safety

1 Explain that TV shows, movies and video games are given a classification (in many countries) to ensure they are suitable for people depending on their age. In Australia, the ratings for children are usually general or parental guidance.

2 Ask students about the games they like to play or watch others play on the computer. Ensure that any comments regarding inappropriate content, such as violence, are addressed.

3 Show the video *Jessie & friends: Playing games – Episode 3* from **Watch Jessie & friends: online safety education for 4–7 year olds** (CEOP) or read the story (RLS 12) **Jessie & friends: Playing games – the storybook** and ask students:

- What were Jessie, Tia and Mo's power words as superheroes? (Response should be: wise, strong and fearless.)
- How did the 'unknown player' trick Jessie and her friends into revealing their power words? (Responses could include: promised to join forces; hid their identity; pretended to be friendly; lied about wanting to help.)
- What did Jessie do when the 'unknown player' tricked them? (Response should be: told her Dad.)
- Did Jessie know that the 'unknown player' was her sister? (Response should be: no and it could have been anyone.)
- What did Jessie's Dad tell the friends to do with their power words after they were shared? (Response should be: change their power words and only keep them between themselves.)

4 Remind students not to talk to people online they don't know. Emphasise that it's OK to say 'no' to someone, especially when feeling uncomfortable or unsure about what someone is asking, even if they know them.

5 Further explore the story by creating a storyboard of events and drawing the characters or using the images provided in the resource package **Jessie & friends: Online safety education for 4–7 year olds** (CEOP).

8.19 Online abuse: It's OK to tell

1 Ask students, 'How might a child know if a TV show, movie or video game is safe to watch or play?' Explain that TV shows, movies and video games are given a classification (in many countries) to ensure they are suitable for people depending on their age. In Australia, the ratings for children are usually general or parental guidance.

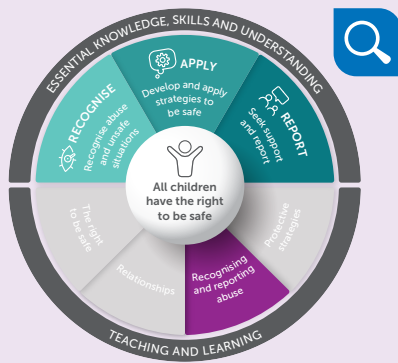
2 Ask students:

- How might a child feel if they watched a really scary movie that was for adults? (Responses could include: cry; scared; upset.)
- What could a child do if someone tried to show them an adult movie that had people with no clothes on? (Responses could include: walk away; talk to a trusted adult.)

- 3 Show the video ***It's OK to tell*** (NetSmartzKids) and discuss the key messages. Explain that Louie made an unsafe choice by sending children 'bad' pictures online. Being online can be fun, but it can be unsafe sometimes. People can make poor choices sometimes and post unsafe images online.
- 4 Ask students:
 - Why did the colour change to black and white for the children who saw the images? (Responses could include: feelings changed; looks dull and sad; warning signs.)
 - Why might Webster not want to tell Terra and Clicky about the unsafe images? (Responses could include: scared; think they did something wrong; unsure what to do.)
 - What strategies did Clicky suggest when they were worried about telling what they had seen online? (Responses could include: whisper; talk; text; draw.)
 - Why did Webster's colour return to their body after sharing what had happened online? (Response should be: felt safer.)
 - Who can children talk to if they see an unsafe image online? (Responses could include: a trusted adult; a support service helpline.)
- 5 Explain that sometimes people don't realise that the words they say or the photos they share online are not OK. Sometimes, people don't think about who they might be hurting and that's not OK.
- 6 Show the read aloud video ***Someone should have told me*** (ACCCE) and discuss the key messages.
- 7 Discuss the different support services available for reporting online abuse in your location, for example:
 - Australia – **Kids Helpline**, **Report online harm** (eSafety Commissioner), **Report abuse** (ACCCE)
 - global – **Child Helpline International**.

8.20 Online safety rules

- 1 Brainstorm the school's rules for safe and equitable computer and internet use.
- 2 Show the video ***Internet traffic light*** (Common Sense Media) and discuss examples for the 3 colours:
 - green means go – sites we trust (trusted adult has approved), eg safe for children, educational resources, official websites, parents or carers have approved
 - yellow means slow – being safe is a must (check with a trusted adult), eg social media, chat rooms, websites that request personal information
 - red means stop – ask if it's OK (stop and ask a trusted adult), eg unknown person chatting, camera online, request for images or personal information.
- 3 Use the ***eSafety kids conversation starters*** (eSafety Commissioner) to discuss online risks, using technology safely and reporting unsafe behaviour.
- 4 In pairs, students design a poster with the top tips for online safety. Use ideas from **Top 5 online safety tips for kids** or **How our class stays safe online** (eSafety Commissioner).
- 5 Remind students about talking to a trusted adult if feeling unsafe online or contacting a local support service, eg **Kids Helpline** (Australia) and **Report online harm** (eSafety Commissioner, Australia).



Reflection activity

Focus area 3: Recognising and reporting abuse

The reflection activity provides an opportunity to review the key learning from Focus area 3: Recognising and reporting abuse and to determine areas for consolidation or further work.

Suggestions include:

- Pair, group or class discussion about the key topics.
- Complete the KWL chart if used prior to the topic.
- 3-2-1 strategy as an individual activity (see below).
- Scenarios as an individual student activity or in small groups (see below). Change the scenarios or questions as required.

3-2-1 strategy

1 Display the following list, then review the key topics by discussing:

- the whole body is private
- using the correct names of sexual body parts
- safe, unsafe and unwanted touch
- recognising abuse
- safe and unsafe secrets
- seeking help.

2 Provide students with copies of **Activity resource: 3-2-1 strategy** and explain the task to record:

- 3 things they learned
- 2 things they found interesting
- 1 question they still have.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

Consider changing the character names if students in the class have identical names.



Scenarios

1 A boy was at the doctors with his father and said, 'I have a sore thingy.'

The doctor had no idea what the boy meant and said, 'Do you mean your tummy?' The boy looked surprised and said, 'No my thingy!' The doctor said, 'Do you mean your bottom?' The boy said, 'No!'

- Ask students, 'Why is it important for the boy to know the correct name of the body part? (Response should be: so the doctor can check the exact part that's hurting.)'

The boy pointed to his pants. The doctor said, 'Do you mean your penis?'

The boy was getting frustrated and said, 'No!' The doctor said, 'Do you mean your testes?' The boy said, 'Yes!' The doctor asked the boy what had happened. The boy said, 'Someone touched me there, but they told me not to tell.'

- Ask students, 'If someone asked the boy not to tell, is that a safe or unsafe secret and why?' (Response should be: unsafe secret because the boy was hurt and it was unsafe touch.)

The boy explained to the doctor and his father what had happened.

- Remind students about the importance of using the correct names of body parts and to always talk to a trusted adult in an unsafe situation.

Continued on the next page

2 A family was at the park having a picnic. The 2 children were playing on the other side of the park when they heard 2 adults arguing. At first, they just ignored it, but then the adults started yelling really loud and pushing each other. One of the adults walked towards the children and looked like they were crying. The other adult was still yelling and looked angry. One of the children whispered to the other one, 'I think we should go back to the picnic.' The other child said, 'No, I want to keep on playing.'

- Ask students:
 - Is this a safe or unsafe situation and why?
 - Do you think they should stay or go back to their family?

The adults were still yelling at each other and the children felt scared. They decided to go back to their family and told them what had happened.

- Explain that the children recognised their warning signs and chose a safe option by going back to their family and reporting the unsafe situation.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.



RESOURCE LINKS

Action and dancing song for kids: Shake your body | <https://kscpc.sa.edu.au/a/10658>

Activity resource: 3-2-1 strategy | <https://kscpc.sa.edu.au/a/11094>

Activity resource: Body outline (most boys) | <https://kscpc.sa.edu.au/a/10267>

Activity resource: Body outline (most girls) | <https://kscpc.sa.edu.au/a/10134>

Activity resource: Body part names | <https://kscpc.sa.edu.au/a/10659>

Activity resource: KWL chart | <https://kscpc.sa.edu.au/a/10110>

Activity resource: Secrets cards 1 | <https://kscpc.sa.edu.au/a/10679>

Activity resource: Stop, think, do problem-solving model | <https://kscpc.sa.edu.au/a/10114>

Boss of my body | <https://kscpc.sa.edu.au/a/10661>

Brave Danny teacher notes | <https://kscpc.sa.edu.au/a/10671>

Child Helpline International | <https://kscpc.sa.edu.au/e/10405>

Child Wise Personal safety children's animation | <https://kscpc.sa.edu.au/a/10820>

Colour me in – blue swimmer crab | <https://kscpc.sa.edu.au/a/10666>

Colour me in – coral reef with fish | <https://kscpc.sa.edu.au/a/10667>

Colour me in – turtle and fish | <https://kscpc.sa.edu.au/a/10668>

Consent by Imanpa kids | <https://kscpc.sa.edu.au/a/10469>

Consent – teaching consent early | <https://kscpc.sa.edu.au/a/10422>

eSafety kids conversation starters | <https://kscpc.sa.edu.au/a/10691>

Family song | <https://kscpc.sa.edu.au/a/10674>

Feeling happy, feeling safe – saying no | <https://kscpc.sa.edu.au/a/10662>

Feeling happy, feeling safe – touching | <https://kscpc.sa.edu.au/a/10660>

How our class stays safe online | <https://kscpc.sa.edu.au/a/10690>

Internet traffic light | <https://kscpc.sa.edu.au/a/10688>

It's your right to feel safe, secure and cared for | <https://kscpc.sa.edu.au/a/10664>

It's OK to tell | <https://kscpc.sa.edu.au/a/10681>

Jessie & friends: Online safety education for 4–7 year olds | <https://kscpc.sa.edu.au/a/10687>

Jessie & friends: *Playing games – the storybook* | <https://kscpc.sa.edu.au/a/10686>

Jessie & friends: *Sharing pictures – the storybook* | <https://kscpc.sa.edu.au/a/10685>

Jessie & friends: *Watching videos – the storybook* | <https://kscpc.sa.edu.au/a/10684>

Kids chats: Secrets vs surprises | <https://kscpc.sa.edu.au/a/10673>

Kids Helpline | <https://kscpc.sa.edu.au/a/10298>

KidSmartz – Tell people no | <https://kscpc.sa.edu.au/a/10637>

KS:CPC Anangu resources | <https://kscpc.sa.edu.au/d/10253>

KS:CPC Arguing image 2 | <https://kscpc.sa.edu.au/a/10670>

KS:CPC Body outline labelled (most boys) | <https://kscpc.sa.edu.au/a/11099>

KS:CPC Body outline labelled (most girls) | <https://kscpc.sa.edu.au/a/11100>

KS:CPC Posters | <https://kscpc.sa.edu.au/a/10179>

KS:CPC Safe touch | <https://kscpc.sa.edu.au/a/10634>

KS:CPC Safe touch for health and safety | <https://kscpc.sa.edu.au/a/11098>

KS:CPC Unsafe touch | <https://kscpc.sa.edu.au/a/10635>

KS:CPC Unwanted touch | <https://kscpc.sa.edu.au/a/10636>

Learn more: Bodily integrity, touch and consent | <https://kscpc.sa.edu.au/d/10071>

Learn more: Harm, abuse and neglect | <https://kscpc.sa.edu.au/d/10072>

Learn more: Online safety | <https://kscpc.sa.edu.au/d/10074>

Mindful breathing | <https://kscpc.sa.edu.au/a/10672>

Mindful movement | <https://kscpc.sa.edu.au/a/10677>

Parents hurting each other | <https://kscpc.sa.edu.au/a/10462>

Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings | <https://kscpc.sa.edu.au/d/10224>

Report abuse | <https://kscpc.sa.edu.au/a/10813>

Report online harm | <https://kscpc.sa.edu.au/a/10293>

Say 'NO' to secrets | <https://kscpc.sa.edu.au/a/10675>

Secrets by Warbuton kids | <https://kscpc.sa.edu.au/a/10678>

Sexual behaviour in children and young people: procedure and guideline | <https://kscpc.sa.edu.au/d/10425>

Someone should have told me | <https://kscpc.sa.edu.au/a/10682>

Talk PANTS with Pantosaurus and his PANTS song | <https://kscpc.sa.edu.au/a/10676>

The adventures of Smartie the Penguin | <https://kscpc.sa.edu.au/a/10680>

Top 5 online safety tips for kids | <https://kscpc.sa.edu.au/a/10689>

Trauma-informed practice in education | <https://kscpc.sa.edu.au/e/10647>

Visit to the dentist | <https://kscpc.sa.edu.au/a/10663>

Watch Jessie & friends: online safety education for 4–7 year olds | <https://kscpc.sa.edu.au/a/10683>

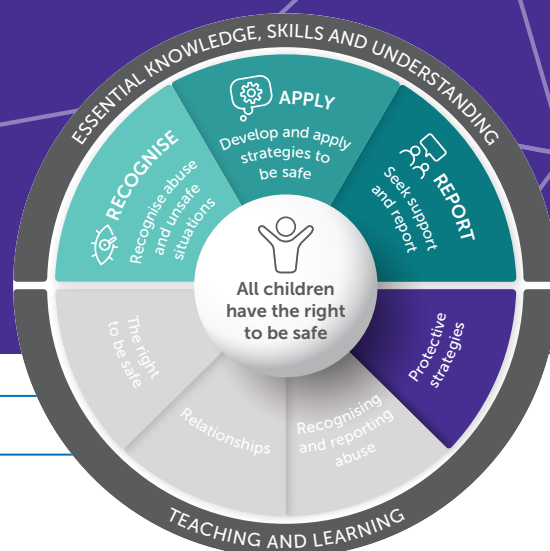
What to do if someone is hurting you | <https://kscpc.sa.edu.au/a/10697>

You have the right to be safe! | <https://kscpc.sa.edu.au/a/10588>



LEARNING ACTIVITIES

Focus area 4: Protective strategies



Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 4: Protective strategies	9 Applying strategies	<ul style="list-style-type: none"> Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online. Identify protective strategies to increase safety in preparation for future events or situations.
	10 Seeking support	<ul style="list-style-type: none"> Review trusted networks and understand the importance of reviewing them regularly. Demonstrate ways to seek support from trusted people and support services, including in emergencies.

Key vocabulary

Focus area 4: Protective strategies uses the following key vocabulary:

- assertive
- emergency
- help
- network
- no
- online
- persistence
- personal boundaries
- personal information
- problem-solving
- safe
- stop
- support services
- triple zero (000)
- trust
- unsafe.

Optional prior knowledge check

- Discuss the upcoming topics with students.
- Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
 - know** about the topics
 - want** to know more about the topics.
- At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

9

Goodwin C (2021) 6 evidence-based ways to encourage persistence in children, *Psychology Today*, viewed October 2024, <https://kscpc.sa.edu.au/a/10891>

Loving N (2022) 10 tips to teach your child to be assertive, *PsychCentral*, viewed October 2024, <https://kscpc.sa.edu.au/a/10890>



Bright R (2016) *The lion inside*, Orchard Books

Furnival C (2021) *The-not-so-friendly friend: How to set boundaries for healthy friendships*, PESI Publishing

Murphy A (2019) *Speak up, wonder pup: A kid's guide to standing up for yourself*, self-regulation series, Angela Murphy, Sydney, Australia

Paul M (2020) *Speak up*, Clarion Books



Topic 9: Applying strategies

Learning intentions



- Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online.
- Identify protective strategies to increase safety in preparation for future events or situations.

Educator tips

- Support students in developing assertiveness skills through role-play (RLS 11) and practical experiences. Assertiveness empowers students to advocate for themselves when feeling threatened or unsafe, assist others, challenge bullying and peer pressure, recognise their feelings, establish boundaries, gain a sense of control, and engage in respectful negotiation and disagreement (Loving 2022).
- Learning assertiveness may be challenging for some students, particularly those with disability, additional needs or English as a second language, due to differences in communication, social cues, or physical expression. Use strategies such as visual aids, assistive tools, role-playing scenarios and breaking tasks into smaller steps.
- Provide opportunities for students to practise persistence in challenging situations to build their ability to navigate difficulties, seek help and enhance their safety. When children develop these traits, they are better prepared to ask for help and protect themselves in difficult situations (Goodwin 2021).
- Assertiveness and persistence strengthen resilience in children and young people, improving their ability to navigate challenges, regulate emotions, solve problems and develop protective strategies for safety.
- Build problem-solving skills through real-life scenarios that focus on finding safe solutions. Problem-solving skills enable children and young people to assess potential dangers, make informed choices and respond effectively to safety concerns, thereby reducing their risk of harm and enhancing their ability to navigate complex situations.
- Knowing their full name, address and phone number in a developmentally appropriate way is important for children and young people's safety and when seeking help. Use inclusive language that recognises the diversity of families and represents all children and young people's circumstances when discussing their primary carers' names and phone numbers.

Learn more: Online safety.

Learn more: Protective strategies.

9.1 Assertive words and actions

- 1 Discuss and demonstrate ways of being assertive using words, such as 'No', 'Yes', 'Stop', 'Please can I have a turn', 'Please give that back', or actions such as nodding the head for 'yes', shaking the head for 'no' and hand up for 'stop'. Explain that being assertive can also help if something is unsafe, such as saying, 'Stop, I don't like that' or 'I don't want to.'
- 2 Read the story (RLS 12) *Speak up, wonder pup: A kid's guide to standing up for yourself* (Murphy 2019) about Zane, a young pup who is learning to speak up for himself in a calm and caring way. Alternative stories include, *The not-so-friendly friend: How to set boundaries for healthy friendships* (Furnival 2021), *The lion inside* (Bright 2016) or *Speak up* (Paul 2020).
- 3 Ask students questions relevant to the chosen story, such as:
 - What does 'speak up' mean? (Responses could include: sharing thoughts and feeling something is not quite right or is unfair; protecting self or others; sharing important information.)

- What assertive words did the character use? For example, I need, I feel, I want, no, thank you, stop, excuse me, can I, that's not OK, I don't like that.
- What assertive actions did the character use? For example, making eye contact, standing tall, using a clear and calm voice, raising their hand when wanting to speak, asking for help, providing opinions respectfully, expressing feelings such as 'I feel...', walking away from an uncomfortable situation.
- How did the assertive words and actions help the character? For example, was listened to, got what they needed, felt more confident, stopped someone from being mean, got help quickly, avoided trouble, solved a problem, was safer, made a friend.
- How might someone feel when they are being assertive? (Responses could include: nervous; worried; uncomfortable; brave; strong; in control; confident.) Explain that it's OK to feel uncomfortable or nervous when asserting yourself. Learning what to say and how to say it takes practise and builds confidence.

4 Discuss situations where people might need to use assertive words and actions to speak up for themselves or others, such as:

- name-calling
- taking personal belongings
- being mean
- pushing in
- not sharing
- hurting
- unsafe touching
- entering someone's personal space without their consent.

5 Provide an example of using 'I statements' to be assertive, such as, 'I don't like it when you take my new pencils without asking, please stop!' Students practise being assertive in different situations, for example:

- someone pushing in front when lining up at school
- someone saying mean comments
- trying to tell an adult something important
- someone yelling angrily.

6 Explain that sometimes being assertive might not work as intended. Read and discuss the following scenarios:

- A child asked politely but assertively if she could play with the ball next, saying, 'I would like a turn, please.' But the other children ignored her and she felt upset. The child took a deep breath, stayed calm, waited a while and asked again, 'Can I have a turn, please?' The children said, 'OK' and let her join in.
- A student was playing on the playground when an older student started pushing them to get to the swings first. The student said, 'Stop, I don't like that,' but the older student kept pushing. The student took a deep breath, stayed calm and walked to the teacher to ask for help.

7 Discuss assertive strategies for being safe, such as:

- stand tall with your head high
- look towards the person
- have a firm and calm expression
- use your hands to help show what you mean, eg hand up for 'stop'
- use 'I' statements like, 'I don't like it when you do that'
- be polite, but don't be afraid to say how you feel
- stay calm and use words that explain what you need
- listen to the other person, but be confident in your response.

8 Reinforce that assertive words and actions can help someone stand up for themselves or others, but if the situation is unsafe, always talk to a trusted adult.

9.2 | Revisit learning from activity 2.5 Personal space.



Definition:

Personal space is the area around someone that is comfortable and appropriate for other people to be in. Everyone should respect each other's personal space and boundaries.



Furnival C (2021) *The-not-so-friendly friend: How to set boundaries for healthy friendships*, PESI Publishing

Lovell P (2020) *Speak up, Molly Lou Melon*, Putnam

Miller S (2019) *Don't touch my hair!*, Little, Brown Books for Young Readers



9.2 Assertiveness and personal boundaries

- 1 Review and demonstrate ways of being assertive using words, such as 'No', 'Yes', 'Stop', 'Please can I have a turn', 'Please give that back', or actions such as nodding the head for 'yes', shaking the head for 'no' and hand up for 'stop'. Explain that being assertive can also help if something is unsafe, such as saying, 'Stop, I don't like that' or 'I don't want to.'
- 2 Read the story (RLS 12) or show a read aloud video of *Don't touch my hair!* (Miller 2019). Alternative stories include *The not-so-friendly friend: How to set boundaries for healthy friendships* (Furnival 2021) or *Speak up, Molly Lou Melon* (Lovell 2020).
- 3 Ask students questions relevant to the chosen story, such as:
 - How did the character feel when people touched her hair? (Responses could include: frustrated; angry; annoyed.)
 - Why did the character feel that way? (Responses could include: personal boundaries were intruded; touch was unwelcome; touch without consent; unwanted or unsafe touch.)
 - What rights does the character have if someone wants to touch their hair or any part of their body? (Response should include: no one has the right to touch anyone's body without their consent; everyone has the right to be safe.)
 - How did the character respond when people touched her hair without consent? (Responses could include: ran away; hid; yelled; told people not to touch her hair without consent.)
- 4 Brainstorm assertive responses to different situations regarding personal boundaries to keep safe and record in a large table format, for example:

Situations	Assertive responses
Pushing in	I was here first. Please wait your turn.
Not following rules	Follow the rules so it's fair for everyone.
Rude or angry comments	I don't like it when you talk to me that way. Please be kind.
Touching personal belongings	Please ask before you touch my things.
Unwanted touch	Please stop touching me. I don't like it.
Unsafe touch	It's not OK to touch me like that. I'm telling an adult.

- 5 Use the different situations to practise providing assertive responses and strategies, such as:
 - stand tall with your head high
 - look towards the person
 - have a firm and calm expression
 - use words that explain what you mean
 - use 'I' statements like, 'I don't like it when you do that'
 - use your hands to help show what you mean, eg hand up for 'stop'
 - say how you feel
 - listen to the other person, but be confident in your response.
- 6 Reinforce that assertive words and actions can help someone stand up for themselves or others, but if the situation is unsafe, always talk to a trusted adult.

9.3 Responding assertively

- 1 Review and demonstrate ways of being assertive using words, such as 'No', 'Yes', 'Stop', 'Please can I have a turn', 'Please give that back', or actions such as nodding the head for 'yes', shaking the head for 'no' and hand up for 'stop'. Explain that being assertive can also help if something is unsafe, such as saying, 'Stop, I don't like that' or 'I don't want to.'
- 2 Students brainstorm assertive responses and ways to seek help using the following scenarios. The table below provides some example responses:

Scenario	Responses (words and actions)
What if someone went to a big event and couldn't find their parent or carer? What could they do?	<ul style="list-style-type: none"> • ask someone who works there for help • go to the agreed meeting spot (if organised) • ask an adult for help
What if someone fell off their bike and hurt themselves while riding home from school? What could they do?	<ul style="list-style-type: none"> • go back to school if nearby • go to a nearby shop or business • ask a nearby adult for help
What if someone was visiting a friend whose older sibling wanted them to look at scary images online? What could they do?	<ul style="list-style-type: none"> • say, 'No thanks' and move away • tell your friend you want to go home • talk to a trusted adult in the house • ask to phone a trusted adult
What if someone agreed to pose for pictures with their clothes on and then was asked to take them off for more pictures? What could they do?	<ul style="list-style-type: none"> • say, 'No, I don't want to' • say, 'No, stop that' • say, 'No, my body is private' • say, 'No, I have to go home now' • ask a trusted adult for help

- 3 Explain that assertive words and actions should be used calmly and respectfully while prioritising safety first.
- 4 Read the story (RLS 12) or show a read aloud video of *Being Frank* (Earnhardt 2023). Explain that 'being frank' means telling the truth or being honest even if it hurts someone's feelings.
- 5 Ask students:
 - How did Frank feel when he was 'being frank' with his friends? (Responses could include: proud; confused; concerned.)
 - How did Frank's friends feel? (Responses could include: upset; not impressed; mad.)
 - What comments were hurtful? (Responses could include: 'Your freckles remind me of the Big Dipper'; 'Your singing is kind of shrieky'; 'Your breath smells funny'; 'Your toupée looks like my pet weasel'; 'Your drawing is really messy'; 'That shirt is too bright'; 'I don't like your new haircut, it looked better before'.)
- 6 Explain that honesty is the best approach, but it's important to consider other people's feelings (empathy) while prioritising safety.
- 7 Discuss what Ms Zaroma meant when she said, 'You don't have to say everything you're thinking?' Explain that how someone responds depends on the situation. In future, Frank could consider if:
 - his words are going to hurt someone's feelings
 - he really needs to tell them
 - there's a kinder way to tell them
 - the person is unsafe
 - he is unsafe.

Earnhardt D (2023) *Being Frank*, Flashlight Press



Armitage R (2014) *The lighthouse keeper's catastrophe*, Scholastic

Estrada E (2021) *I choose to try again*, Grow Grit Press LLC

Louise Z (2020) *Human kind: Persistence*, Five Mile, Australia



8 Revisit different ways to use assertive responses, such as:

- stand tall with your head high
- look towards the person
- have a firm and calm expression
- use words that explain what you mean
- use 'I' statements like, 'I don't like it when you do that'
- use your hands to help show what you mean, eg hand up for 'stop'
- be polite, but don't be afraid to say how you feel
- listen to the other person, but be confident in your response.

9 Reinforce that assertive words and actions can help someone stand up for themselves or others, but if the situation is unsafe, always talk to a trusted adult.

9.4 Being persistent

1 Read the story (RLS 12) or show a read aloud video of *The lighthouse keeper's catastrophe* (Armitage 2014) about persistence. Alternative stories include *Human kind: Persistence* (Louise 2020) or *I choose to try again* (Estrada 2021).

2 In *The lighthouse keeper's catastrophe*, the lighthouse keeper locks the door key inside the lighthouse and persists until he and his wife find a way to get into the lighthouse.

3 Ask students questions about persistence that are relevant to the chosen story, such as:

- How did the character/s show their persistence?
- What challenges did the character/s face and how did they keep going?
- Was there a time when the character/s almost gave up?
- How did the character's persistence help them achieve their goal?
- What strategies did the character/s use to overcome obstacles?
- Did anyone help the character/s to stay persistent? How did they help?
- How did the character/s feel when they achieved their goal?
- How would the story have been different if the character/s had given up?

4 Brainstorm how students could use persistence in situations such as:

- learning to play the piano, but they keep making mistakes
- trying to read a book, but there are lots of new words
- throwing a ball through a hoop, but they keep missing
- seeing someone being bullied at school and reporting it, but it keeps happening
- wanting to report unsafe touching, but can't find a trusted adult to talk to.

5 Choose from the following options:

- Show the video ***The persistence song by Alcoota School*** (MusoMagic) and discuss the students' strategies to be persistent and safe.
- Show the video ***David Beckham: Persistent*** (Sesame Street) and discuss David's persistence in learning ball skills, Elmo's persistent desire to play soccer with David and the respectful responses.
- Draw pictures about being persistent in different situations. Add speech bubbles with captions such as, 'Keep trying!', 'Don't give up!', 'Try, try again!'

6 Reinforce the importance of being persistent and resilient, which means being able to bounce back if something goes wrong and continue trying, even when things get tough.

7 Read the story (RLS 12) or show a read aloud video of *Giraffes can't dance* (Andreae 2019) about persistence and resilience. Discuss how Gerald overcomes self-doubt, persisting through difficulties, seeking support and being resilient as he learns to dance.

8 Remind students to talk to a trusted adult if feeling unsure or unsafe and keep telling until someone listens and everyone is safe.

Andreae G (2019) *Giraffes can't dance*, 20th anniversary edition, Orchard Books



9.5 Tell, tell and keep telling

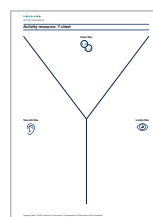
- 1 Discuss the meaning of persistence, for example:
Persistence means not giving up even when something is hard and continuing to try even if it takes a long time.
- 2 Provide a scenario or story (RLS 12) that demonstrates persistence in seeking help, for example:
An older student at school was being mean to Kamiko and wouldn't let her go to the toilet. Kamiko was afraid of the student, so she would wait until she got home to use the toilet. But one day, she couldn't wait any longer and wet her pants. She tried to tell her Mum about the older student, but she didn't listen because she was too busy washing her wet pants. She tried to tell her Dad, but he was watching TV and didn't hear. Kamiko knew she had to keep trying until someone listened. She waited until the family sat down for dinner and used an assertive voice (calm and firm) to tell them what was happening at school. They all listened intently. Kamiko's Mum went to the school the next day to talk to the teacher.
- 3 Ask students:
 - How was Kamiko feeling? (Response should be: afraid.)
 - What was inappropriate and unsafe about the situation? (Responses could include: being unable to use the toilet; older student using their power over a younger student; being bullied.)
 - What did Kamiko do to seek help? (Responses could include: told her Mum; told her Dad.)
 - When her parents didn't listen, how did she persist? (Responses could include: waited until she had their attention at the dinner table; used an assertive voice.)
 - Who else could Kamiko talk to if her family didn't listen? (Responses should be: another trusted adult; family member; teacher.)
 - What could Kamiko do if the older student continues with the behaviour? (Response should be: talk to another trusted adult until the behaviour stops.)
- 4 Create a social story or picture story about persistence, using phrases such as:
 - keep trying
 - try, try again
 - don't give up
 - have another go.
- 5 Reinforce the importance of being persistent and talking to a trusted adult if feeling unsure or unsafe and keep telling until someone listens and everyone is safe.

Consider changing the character names if students in the class have identical names.



9.6 Understanding persistence

- 1 Remind students about the meaning of persistence, for example:
Persistence means not giving up even when something is hard and continuing to try even if it takes a long time.
- 2 Brainstorm some achievements from being persistent, such as:
 - learning to play a musical instrument
 - learning sign language
 - playing a difficult computer game
 - reading Braille
 - riding a bike
 - using a wheelchair by yourself.
 - writing a story
- 3 In pairs or small groups, students use **Activity resource: Y chart** (RLS 17) to record and/or draw pictures of what persistence sounds, feels and looks like, for example:
 - sounds like – don't give up, keep trying, I can do this
 - feel like – determination, frustration, proud, safe
 - looks like – trying again and again, practising, success.



Lawrence N (2018) *Clever Crow*, Magabala Books



Lord P and Park N (2000) *Chicken run*, DreamWorks Pictures, DVD, G rating
Unkrich L and Stanton A (directors) (2003) *Finding Nemo*, Pixar, DVD, G rating



9.7 | Revisit learning from activity 2.6 Meaning of private.



Dalgleish K (2021) *Edmund the elephant who forgot*, Salariya
Hutchins P (1989) *Don't forget the bacon!*, HarperCollins



4 Ask students how someone could be persistent in seeking help, using the following questions:

- What if someone was bullying a student at school?
- What if a child was being bullied online?
- What if someone was hurting a child at home?
- What if someone showed a child photos of people with no clothes on?

5 Choose from the following options to explore persistence further:

- Create a class book about persistence using phrases, drawings, paintings, digital images or magazine pictures.
- Use stories (RLS 12) or movies, such as *Clever Crow* (Lawrence 2018), *Chicken run* (Lord and Park 2000) or *Finding Nemo* (Unkrich and Stanton 2003) and discuss how the characters were persistent in their quest.
- In groups, students create a play that safely demonstrates persistence in action. Each group presents their play to the rest of the class.

6 Reinforce the importance of being persistent and talking to a trusted adult if feeling unsure or unsafe and keep telling until someone listens and everyone is safe.

9.7 Knowing personal information

1 Discuss the meaning of an emergency, for example:

An emergency is when something serious or dangerous happens and help is needed right away, like when there's a fire and a fire engine is needed or if someone is hurt and needs an ambulance.

2 Explain that there are times when something is very important or is an emergency where you need to provide your name and address, like calling for an ambulance if someone is hurt. Provide some other examples, such as:

- car accident – ambulance and police
- fire in the home – fire engine
- adults fighting – police
- someone stealing something – police.

3 Provide memory games and opportunities for students to practise saying their name, address and phone number. Choose from the following options:

• Booklet

Provide each student with a booklet template with a few pages folded and stapled together. Students begin creating their booklet by writing their name on the first page and drawing a picture of themselves. On the next page, they write their home address. Where possible, students write their phone number on the next page and then decorate their booklet.

• Role-play

Role-play (RLS 11) scenarios where students practise providing their details, for example:

- lost at the shopping centre
- calling for an ambulance when someone is hurt
- feeling sick at school and asking to go home.

• Story

Read a story (RLS 12) or show a read aloud video of *Edmund the elephant who forgot* (Dalgleish 2021) or *Don't forget the bacon!* (Hutchins 1989) about memory. Ask questions about what the character forgot and ways to remember things.

• Video

Show the video **Knowing first and last names** (Sesame Street) and ask each student to practise saying their first and last name.

4 Ask students, 'Is it OK to tell everyone your personal information?' (Response should be: no.) Explain that personal information is private and should not be shared with everyone. However, it's important to provide that information in unsafe situations or emergencies to get the help you or others need.

9.8 Remembering personal details

1 Ask students:

- What is an emergency? For example, an emergency is when something serious or dangerous happens and help is needed right away, like when there's a fire and a fire engine is needed or if someone is hurt and needs an ambulance.
- What information would someone need to provide if they called an ambulance? (Responses could include: name; address; phone number; medical issue.)

2 Explain the importance of knowing your first and last name, names of parents or carers, home address and parent's or carer's phone number, especially when you need help or there's an emergency.

3 Provide memory games and opportunities for students to practise saying their name, address and phone number.

4 Choose from the following options:

• Remember the shopping

Students sit in a circle. One person starts by saying, 'I went to the supermarket and in my shopping trolley I put ...' and names an item. The next student must repeat all the items already mentioned and then add their item to the trolley. This continues around the circle, with each student remembering and listing all the previous items before adding their own.

Ask students:

- What clues can help someone remember things?
- How important are listening skills in everyday activities?
- What might happen if someone didn't listen or couldn't remember?

• Remembering objects

Place a tray with a few interesting objects on a table.

Allow students to observe and examine the objects closely. Cover the tray with a cloth to hide the objects from view. Students then draw or record the objects they can remember.

• Concentration game

Use a set of cards with matching pairs of images or words. Place the cards face down in a grid pattern.

Students take turns flipping over 2 cards at a time, trying to find matching pairs. Each time a pair is found, students should say the names of the items out loud to reinforce their memory. The game continues with students recalling the locations of previously revealed cards until all pairs are matched.

5 Reinforce the importance of remembering information to share in an unsafe or emergency situation. Ask students, 'What information might need to be shared in an unsafe or emergency situation?' Responses could include:

- first and last name
- parent's or carer's phone number
- parent's or carer's names
- what happened
- home address
- where it happened.

6 Ask students:

- Is it OK to tell everyone your personal information? (Response should be: no.) Explain that personal information is private and should not be shared with everyone.
- If it's an unsafe situation or an emergency, is it OK to share personal information? (Response should be: yes.)
- If someone asks for personal information, should I get permission first? Explain that if there's a trusted adult nearby, then yes. If no one is there to ask and it's an emergency, then no.
- What if someone asks for personal information when playing a game on the computer? (Response should be: no and talk to a trusted adult.)

9.8 | Revisit learning from activity 2.6 Meaning of private.



9.9 Problem-solving ideas

- 1 Discuss the meaning of problem-solving, for example:
Problem-solving is finding a solution to a problem by thinking of different ideas and trying them out.
- 2 Show the video [*Solving problems – building resilience with Hunter and Eve*](#).
- 3 Ask students:
 - What problem was Hunter trying to solve? (Response should be: cross the creek to get to school.)
 - What ideas did Hunter suggest to cross the creek? (Responses could include: Eve fly him over; raft; jump; cut a tree down; cross the bridge.)
 - When Hunter was going to give up, what did Eve say to help him? (Responses could include: don't give up; keep trying; you're smart; you'll work it out.)
 - What are 3 ways to help solve problems? (Response should be: understand the problem, think about solutions and keep trying until something works.)
- 4 In small groups, students develop a new story for Hunter and Eve by creating a role-play (RLS 11), poster, drawing or slideshow. Provide themes, such as:
 - trying to find the front door key in a sandpit
 - being lost in the tall grass
 - making a sandwich, but there's no bread left
 - having a power outage and the house is dark
 - the bike gets a flat tyre on the way home from school.
- 5 Students present their story (RLS 12) to the class, explaining how they solved the problem and the outcomes.
- 6 Explain how problem-solving can help in an unsafe or emergency situation, but always talk to a trusted adult.
- 7 Close the session (NNA 8) with the Hunter and Eve [**Solving problems: Colouring sheet**](#) (DCCC, University of Missouri).

9.10 Problem-solving strategies

- 1 Remind students about the meaning of problem-solving, for example:
Problem-solving is finding a solution to a problem by thinking of different ideas and trying them out.
- 2 Explain that staying calm and thinking carefully when problem-solving can help when facing a risky or unsafe situation. There are important things to think about, such as:
 - Is this an emergency? • Are there safe places or adults nearby?
 - Am I in immediate danger? • What is the possible risk?
 - Are other people in danger? • Who can I ask for help?
- 3 In small groups, students use the following problem-solving strategy to solve one of the scenarios:
 - **Problem-solving strategy**
 - Find the problem: What's the issue or challenge?
 - Think of solutions: What are some ways to fix it?
 - Imagine the results: What could happen if you try each idea?
 - Guess the outcome: What could happen in the end?
 - **Scenarios**
 - A child at the beach can't find their parents or carers.
 - Someone falls off their bike on the way home from school and hurts themselves badly.
 - A child starts crying when someone shows them a scary movie.
 - A child is at their friend's house when their older cousin tells them to pull down their pants for a photo.

9.10 | Revisit learning from activity 4.2 Seeking help.



- 4 As a class, discuss the outcomes, ensuring the strategies include ways to seek help and talking to a trusted adult.
- 5 Use various questions to discuss protective strategies and responses further. Encourage students to ask questions too. Examples could include:
 - Is it OK to ask someone you don't know for help?
Advice – If you can't find someone you know who can help, it's OK to ask someone else.
 - What if someone you don't know invites you into their car or house?
Advice – Say 'no'; find a trusted adult; find other adults; stay with friends; stay in public view.
 - What if there isn't an adult nearby?
Advice – Stay with friends; go to a shop, library, post office or business.
 - What if I am lost on a street with houses?
Advice – Knock on a door, wait outside, tell them your name (phone number if known) and ask them to call a trusted adult, family or police.
- 6 In pairs or small groups, students create a board game using a large sheet of paper where they draw a neighbourhood map with roads and key landmarks such as the school, park and shops. Provide students with scenarios for the game, such as:
 - Walking home from school and someone you don't know asks for directions. What do you do?
 - At the park, someone you don't know invites you to play a game with them. What do you say?
 - At the shops and you get separated from your family. What should you do?
 Students discuss each scenario as they play and share what they would do in that situation. Encourage them to think about safe routes, trusted adults and places they can go for help as they navigate the neighbourhood.
- 7 Reinforce how problem-solving can help when in an unsafe or uncomfortable situation and to always talk to a trusted adult.

9.11 Practising stop, think, do strategies

- 1 Read the story (RLS 12) or show a read aloud video of *Giraffe problems* (John 2019) and discuss how Edward's problem helped fix Cyrus's problem with the banana tree.
- 2 Explain the importance of using strategies to solve problems, especially in unsafe situations or emergencies.
- 3 Use **Activity resource: Stop, think, do problem-solving model** (RLS 9) with the class to discuss and problem-solve various scenarios.
 - **Strategy**
 - **stop** and say what the problem is
 - **think** about solutions
 - **do** choose a solution
 - **persist** in finding a solution.
 - **Scenarios**
 - Scenario 1: TJ arrives late to school and can't locate the teacher or class. TJ stands in the middle of the classroom and starts crying.
 - Scenario 2: While waiting in a crowded line to use the waterslide, an older girl squeezes 7 year old Ashley on their bottom. Ashley's eyes open really wide and they freeze. The older girl disappears down the water slide and Ashley remains at the top.
 - Scenario 3: Six year old Jordan is at the shopping centre with their family and stops to look at the toys. Their family continues through the centre, unaware that Jordan has been left behind. Jordan suddenly feels scared and worried.



John J (2019) *Giraffe problems*, Walker Books Australia



Consider changing the character names if students in the class have identical names.



Continued on the next page

- Scenario 4: While Micah is playing in the park, her mother falls over, is hurt and can't get up. Micah is worried.
- Scenario 5: Tien has misplaced a library book that is due to be returned. He knows it will cost money to replace and his family can't afford to pay for a new one. He feels sick in his stomach worrying about it.

4 Explain that while problem-solving can help people be safer, always talk to a trusted adult if feeling unsure or unsafe.

5 Close the session (NNA 8) by creating a poem or story (RLS 12) based on *Giraffe problems*, which describes how Edward could use his long neck to help himself and others (eg reaching something on a high shelf or looking over a tall fence).

9.12 | Revisit learning from the following activities:

- 3.8 Exploring online safety
- 8.8 Games and online safety
- 8.19 Online abuse: It's OK to tell
- 8.20 Online safety rules.



Additional resource:

Online safety agreement
(eSafety Commissioner).



9.12 Online safety strategies

1 Read the story (RLS 12) **Swoosh, Glide and rule number 5** (Uecker and Viska 2020).

2 Discuss the 5 special rules for using the tablet and ask students what each one means:

- Be kind, take turns!
- Ask before you use it!
- At dinner time, no screen!
- No taking screens to bed!
- Use it only in shared spaces!

3 Ask students:

- Why do we need rules when using a device like a tablet or computer? (Response should be: to be safe.)
- What could you do if something unsafe happened when using a device, like someone being mean or there were scary images? (Responses could include: turn it off; walk away; talk to a trusted adult.)
- Given the importance of being safe online, what is another rule we could add to the 5 special rules? (Response should be: talk to a trusted adult if feeling unsafe.)
- What warning signs might someone have if they felt unsure, uncomfortable or unsafe online? (Responses could include: scared; confused; funny tummy; heart racing.)

4 Discuss the rules at school for using devices, including respectful use, such as taking turns and being fair. Provide strategies for seeking support and people to talk to.

5 Brainstorm some rules people might have in their home for using devices, for example:

- time limits
- device-free areas
- no devices during certain times
- taking turns
- only in supervised areas
- keeping personal information private
- homework first
- no talking to unknown people.

6 Provide examples of online situations and what students might say to seek help, such as:

- Something scary came up on the tablet/computer. Can you help me please?
- Someone is trying to talk to me on the tablet/computer and I don't know what to do. Can you help me please?
- Someone is being mean to me on the tablet/computer. Can you help me please?

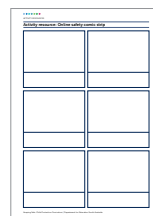
7 Discuss online games and what they are, for example:

- games you play on a device using the internet
- can play with friends
- can be used to build things, solve puzzles, explore places and learn.

- 8 Provide information about playing games safely online (refer to **Online gaming: Is this bullying?**, eSafety Commissioner), such as:
 - playing with friends when you're not together
 - sometimes, people from around the world might join the game
 - sometimes, other players can be mean, rude or say hurtful things
 - this type of bullying is called cyberbullying
 - cyberbullying might include people swearing, saying hurtful names, sending mean messages, ganging up on someone or leaving them out.
- 9 Ask students:
 - How might someone feel if they were being cyberbullied when playing an online game? (Responses could include: sad; hurt; scared; worried; angry.)
 - What could someone do if they were being cyberbullied? (Responses could include: talk to a trusted adult; block them; mute them; leave the game.)
 - Is it OK to be mean back to someone who is cyberbullying? (Response should be: no, it's disrespectful and could make the situation worse.)
- 10 Reinforce the importance of talking to a trusted adult and provide options for reporting cyberbullying or any unsafe online behaviours through local support services, for example:
 - Australia – **Kids Helpline**, **Report online harm** (eSafety Commissioner), **Report abuse** (ACCCE)
 - global – **Child Helpline International**.
- 11 Close the session (NNA 8) by making masks using **How to make your own Swoosh and Glide mask** (eSafety Commissioner).

9.13 Keeping safe online

- 1 Remind students about the meaning of the internet:
The internet is a network of many computers connected to each other, so people can find information, play games, watch videos and stay in touch.
- 2 Brainstorm online safety rules, such as:
 - be respectful
 - be kind
 - take turns
 - ask before sharing a photo
 - only talk to people you know
 - some things should be kept private
 - seek help
 - talk to a trusted adult.
- 3 Choose from the following options:
 - **Posters**
In pairs, students create an online safety poster. Refer to **Online safety teaching posters** (eSafety Commissioner) for ideas. Students present their posters to the class and display them in the classroom.
 - **Comic strip**
Students use **Activity resource: Online safety comic strip** to create a comic strip where characters use devices to explore or play games at home or school. Provide a scenario example for the 6 panels, such as:
 - 2 children sitting at a computer
 - playing a game
 - receive a friend request from an unknown person
 - click OK or ignore
 - talk to a trusted person
 - show what happens next.
 - **Scenarios**
Use the following scenarios to discuss online safety and ask students the corresponding questions.
 - Scenario 1: Dakota and Akira sat together playing fun games on the computer. Dakota clicked on a game with a spaceship icon, but the game quickly became violent. They both felt scared and worried.



9.13 | Revisit learning from the following activities:

- 3.8 Exploring online safety
- 8.18 Games and online safety
- 8.19 Online abuse: It's OK to tell
- 8.20 Online safety rules.



Consider changing the character names if students in the class have identical names.





- Scenario 2: Cameron sat alone watching a cartoon on his mother’s mobile phone. He clicked on an image that ‘popped up’ and a new screen opened. A video began playing that made him feel shocked and confused.
- Ask students:
 - › What is unsafe?
 - › What warning signs did the children have?
 - › What should the children do to be safe?

- **Stories**

Choose from the following stories (RLS 12) to discuss different online safety issues:

- ***Digiduck saves the day*** (Childnet) about sharing information
- ***Digiduck’s big decision*** (Childnet) about sharing images online
- Ask students questions about the online risks, unsafe situation, potential outcome and seeking support.

4 Remind students about being respectful online. Use the poster **Ways to be respectful online...** (Kids Helpline) and explain each point.

5 Reinforce the importance of talking to a trusted adult and provide options for reporting unsafe online behaviours through local support services, for example:

- Australia – **Kids Helpline**, **Report online harm** (eSafety Commissioner), **Report abuse** (ACCCE)
- global – **Child Helpline International**.

Topic 10: Seeking support

Learning intentions



- Review trusted networks and understand the importance of reviewing them regularly.
- Demonstrate ways to seek support from trusted people and support services, including in emergencies.

Educator tips

- Revisit the trusted network (NNA 7) to ensure it accurately reflects the student's current trusted adults, relationships and trust levels and includes new people if needed.
- Provide opportunities for students to practise seeking help in different situations and contexts including emergencies. It is important for students to understand what constitutes an emergency and how to contact emergency services in critical situations for their safety and the safety of others.
- Review strategies for reporting, including relevant support services.

Learn more: [Trust and networks](#).

10

10.1 Network review

- 1 Review the common qualities of a trusted person, for example:
 - helpful
 - respectful
 - caring
 - listens
 - friendly
 - honest.
- 2 Provide opportunities for students to review the people on their trusted network (NNA 7) from activity 4.4 Developing a trusted network. Explain that a network might change if someone has moved, they are unavailable or you've changed your mind.
- 3 Support students with their review, which may require working individually with each student. To support their thinking, ask each student questions such as:
 - If you had happy news, would you want to tell this person?
 - If you had sad news, would you ask this person for help?
 - If you were worried about something, would you ask this person for help?
 - If you had warning signs when you were with this person, would you take them off your network?
 - If the person did something and you didn't trust them anymore, would you take them off your network?
- 4 Provide scenarios for students to practise asking for help in different formats by setting up stations around the room with relevant props. Use the following examples for scenarios and stations:
 - **Scenarios**
What should the students say and do in the following scenarios?
 - A student is being bullied at school.
 - Someone hugs and kisses a child and tells them it's a secret and not to tell anyone.
 - A child is upset because their parents have been arguing and hurting each other.
 - When a child is playing a game on the computer, someone sends them an image of a person with no clothes on.
 - When a child is online, someone sends hurtful and mean comments.

10.1 | Revisit learning from activity 4.1 Exploring trust.



10.2 | Revisit learning from activity 4.3 Seeking help.



Additional resource:
Could your children call 000
(Life Ed).



• Stations

- Adapt to suit students' abilities.
 - Letter writing: paper and pencils.
 - Email: tablets or computers.
 - Phone call: use phones (toy or old mobile phone) or write a script.
 - In-person conversation: role-play (RLS 11) asking for help.
 - Text message: tablets, computers, phones or write a script.

5 Discuss the responses, ensuring they are safe and realistic. Reinforce that everyone has the right to be safe.

10.2 Exploring support services

- 1 Explain that whenever students need help, they should talk to trusted people, such as their parents or carers, siblings, grandparents, other family members, friends, teachers or neighbours. There are also support services that children and adults can contact.
- 2 Explore relevant support services in more depth, eg in Australia:
 - Kids Helpline provides phone and online counselling.
 - Show the video ***What is Kids Helpline? (ages 5 to 7)***.
 - Explore information on the ***Kids Helpline*** website.
 - Demonstrate how to contact Kids Helpline on 1800 55 1800.
 - Show the video ***Calling Kids Helpline: What do you hear when you first call?*** Where possible, have options at the school where students can use a phone to contact a support service.
 - Explain what happens when someone calls Kids Helpline (refer to ***Kids Helpline: Phone counselling***).
 - Display the ***Kids Helpline poster***.
- 3 Provide opportunities for students to explore a local support service online and role-play (RLS 11) contacting them and asking for help.
- 4 Choose from the following resources:
 - Kids Helpline – ***Mood critters posters, Mood critters colouring-in sheets, Mood critters chatterbox game***.
 - Show the video ***Getting help – building resilience with Hunter and Eve***.

10.3 Understanding emergency services

- 1 Ask students, 'What does emergency mean?', for example:
An emergency is when something serious or dangerous happens and help is needed right away, like when there's a fire and a fire engine is needed or if someone is hurt and needs an ambulance.
- 2 Explain that an emergency is when:
 - a person threatens to or does hurt someone
 - a person is badly injured or very unwell
 - a person's life is in danger
 - there is a serious accident or crime taking place.
- 3 Ask students, 'Who are some special people who help us in an emergency?' (Responses could include: police officer; firefighter; paramedic; doctor; nurse.)
- 4 Discuss the roles and responsibilities of these people:
 - police officers protect the community, respond to crimes, help in emergencies and ensure the public is safe
 - firefighters respond to fires, rescue people and animals and help in emergencies
 - paramedics often arrive in an ambulance and provide medical care during emergencies and transport patients to hospitals
 - doctors and nurses provide medical care in hospitals and clinics.

- 5 Explain that if there is an emergency, first look for an adult to help, which could be next door or nearby. If no adult can be found to help, find a phone and call emergency services. In Australia, use the following resources to explain about the emergency phone number triple zero (000), which can only be used for real emergencies:
 - **Triple zero (000) calls with SAPOL** (South Australia Police)
 - **What happens when I call triple zero 000?** (Fire and Rescue NSW)
 - **Emergency phone call 000 – The Wiggles ambulance song**
 - **Triple Zero Kids' Challenge**.
- 6 Provide opportunities for students to role-play (RLS 11) seeking help in an emergency and calling 000 (Australia). Reinforce the importance of talking to a trusted adult in any unsafe situation.
- 7 Show the video **Staying safe – building resilience with Hunter and Eve**.

10.4 Responding to emergencies

- 1 Ask students, 'What does emergency mean?', for example:
An emergency is when something serious or dangerous happens and help is needed right away, like when there's a fire and a fire engine is needed or if someone is hurt and needs an ambulance.
- 2 Explain that an emergency is when:
 - a person threatens to or does hurt someone
 - a person is badly injured or very unwell
 - a person's life is in danger
 - there is a serious accident or crime taking place.
- 3 Brainstorm some people who help us in an emergency, such as a police officer, firefighter, paramedic, doctor and nurse.
- 4 Ask students, 'What rules might need to be broken in an emergency by a fire engine, police car or ambulance?' Responses could include:
 - going through red traffic lights
 - driving on the wrong side of the road
 - going over the speed limit.
- 5 Reinforce that the drivers of emergency vehicles have special training to drive safely when they break the rules.
- 6 Explain that people, including children, might need to break the rules to get help in an emergency. Brainstorm and discuss the rules that children might need to break in an emergency, for example:
 - yell and scream for help
 - run inside a building
 - ask someone they don't know for help
 - use a phone without an adult's permission
 - break something, like a window, to get out of a building
 - leave their house
 - make a decision without an adult's permission.
- 7 Read the story (RLS 12) or show a read aloud video of *Library lion* (Knudsen 2008) about a lion who can stay in the library, provided he follows the rules. One day, he must break a rule to keep someone safe during an unsafe situation.
- 8 Explain that in an unsafe situation, it may be OK to break rules. Brainstorm what rules children might need to break in an emergency or unsafe situation. Responses could include:
 - interrupt adult conversations
 - run for help
 - yell and scream for help

Additional resource:

Could your children call 000
(Life Ed).



Knudsen M (2008) *Library lion*,
Walker Books Australia





- make a phone call without adult permission to get help
- go to the school staffroom at break times if someone is hurt and you can't find a teacher on duty
- ask for help from someone you don't know
- report someone's behaviour, even if it might get them into trouble.

9 Explain that if there is an emergency, first look for an adult to help, which could be nearby or next door. If no adult can be found to help, find a phone and call emergency services. In Australia, use the following resources to explain about the emergency phone number triple zero (000), which can only be used for real emergencies:

- **Triple zero (000) calls with SAPOL** (South Australia Police)
- **What happens when I call triple zero 000?** (Fire and Rescue NSW)
- **Emergency phone call 000 – The Wiggles ambulance song**
- **Triple Zero Kids' Challenge.**

10 Provide opportunities for students to role-play (RLS 11) seeking help in an emergency and calling emergency numbers (000 in Australia). Reinforce the importance of talking to a trusted adult in any unsafe situation.

RESOURCE LINKS

Activity resource: KWL chart | <https://kscpc.sa.edu.au/a/10110>

Activity resource: Online safety comic strip | <https://kscpc.sa.edu.au/a/10930>

Activity resource: Stop, think, do problem-solving model | <https://kscpc.sa.edu.au/a/10114>

Activity resource: Y chart | <https://kscpc.sa.edu.au/a/10104>

Calling Kids Helpline: What do you hear when you first call? | <https://kscpc.sa.edu.au/a/10922>

Child Helpline International | <https://kscpc.sa.edu.au/e/10405>

Could your children call 000 | <https://kscpc.sa.edu.au/a/10904>

David Beckham: Persistent | <https://kscpc.sa.edu.au/a/10912>

Digiduck saves the day | <https://kscpc.sa.edu.au/a/10919>

Digiduck's big decision | <https://kscpc.sa.edu.au/a/10920>

Emergency phone call 000 – The Wiggles ambulance song | <https://kscpc.sa.edu.au/a/10906>

Getting help – building resilience with Hunter and Eve | <https://kscpc.sa.edu.au/a/10927>

How to make your own Swoosh and Glide mask | <https://kscpc.sa.edu.au/a/10917>

Kids Helpline | <https://kscpc.sa.edu.au/a/10298>

Kids Helpline poster | <https://kscpc.sa.edu.au/a/10923>

Kids Helpline: Phone counselling | <https://kscpc.sa.edu.au/a/10773>

Knowing first and last names | <https://kscpc.sa.edu.au/a/10895>

Learn more: Online safety | <https://kscpc.sa.edu.au/d/10074>

Learn more: Protective strategies | <https://kscpc.sa.edu.au/d/10005>

Learn more: Trust and networks | <https://kscpc.sa.edu.au/d/10004>

Mood critters chatterbox game | <https://kscpc.sa.edu.au/a/10926>

Mood critters colouring-in sheets | <https://kscpc.sa.edu.au/a/10925>

Mood critters posters | <https://kscpc.sa.edu.au/a/10924>

Online gaming: Is this bullying? | <https://kscpc.sa.edu.au/a/10916>

Online safety agreement | <https://kscpc.sa.edu.au/a/10915>

Online safety teaching posters | <https://kscpc.sa.edu.au/a/10125>

Report abuse | <https://kscpc.sa.edu.au/a/10813>

Report online harm | <https://kscpc.sa.edu.au/a/10293>

Solving problems – building resilience with Hunter and Eve | <https://kscpc.sa.edu.au/a/10913>

Solving problems: Colouring sheet | <https://kscpc.sa.edu.au/a/10914>

Staying safe – building resilience with Hunter and Eve | <https://kscpc.sa.edu.au/a/10929>

Swoosh, Glide and rule number 5 | <https://kscpc.sa.edu.au/a/10129>

The persistence song by Alcoota School | <https://kscpc.sa.edu.au/a/10911>

Triple zero (000) calls with SAPOL | <https://kscpc.sa.edu.au/a/10907>

Triple Zero Kids' Challenge | <https://kscpc.sa.edu.au/a/10905>

Ways to be respectful online... | <https://kscpc.sa.edu.au/a/10921>

What happens when I call triple zero 000? | <https://kscpc.sa.edu.au/a/10928>

What is Kids Helpline? (ages 5 to 7) | <https://kscpc.sa.edu.au/a/10436>





ACTIVITY RESOURCES

Activity resource: 3-2-1 strategy
Activity resource: Body outline (most boys)
Activity resource: Body outline (most girls)
Activity resource: Body part names
Activity resource: Body shape
Activity resource: Fair and unfair scenarios
Activity resource: Greeting choices
Activity resource: Group norms mind map
Activity resource: KWL chart
Activity resource: Online safety comic strip
Activity resource: Relationships circle
Activity resource: Safety leaf
Activity resource: Secrets cards 1
Activity resource: Stop, think, do problem-solving model
Activity resource: Trust gallery
Activity resource: Trust tree
Activity resource: Wall of trust
Activity resource: Warning signs – body outline
Activity resource: Y chart



Activity resource: 3-2-1 strategy

3 things I learned:

3

1

2

3

2 things I found interesting:

2

1

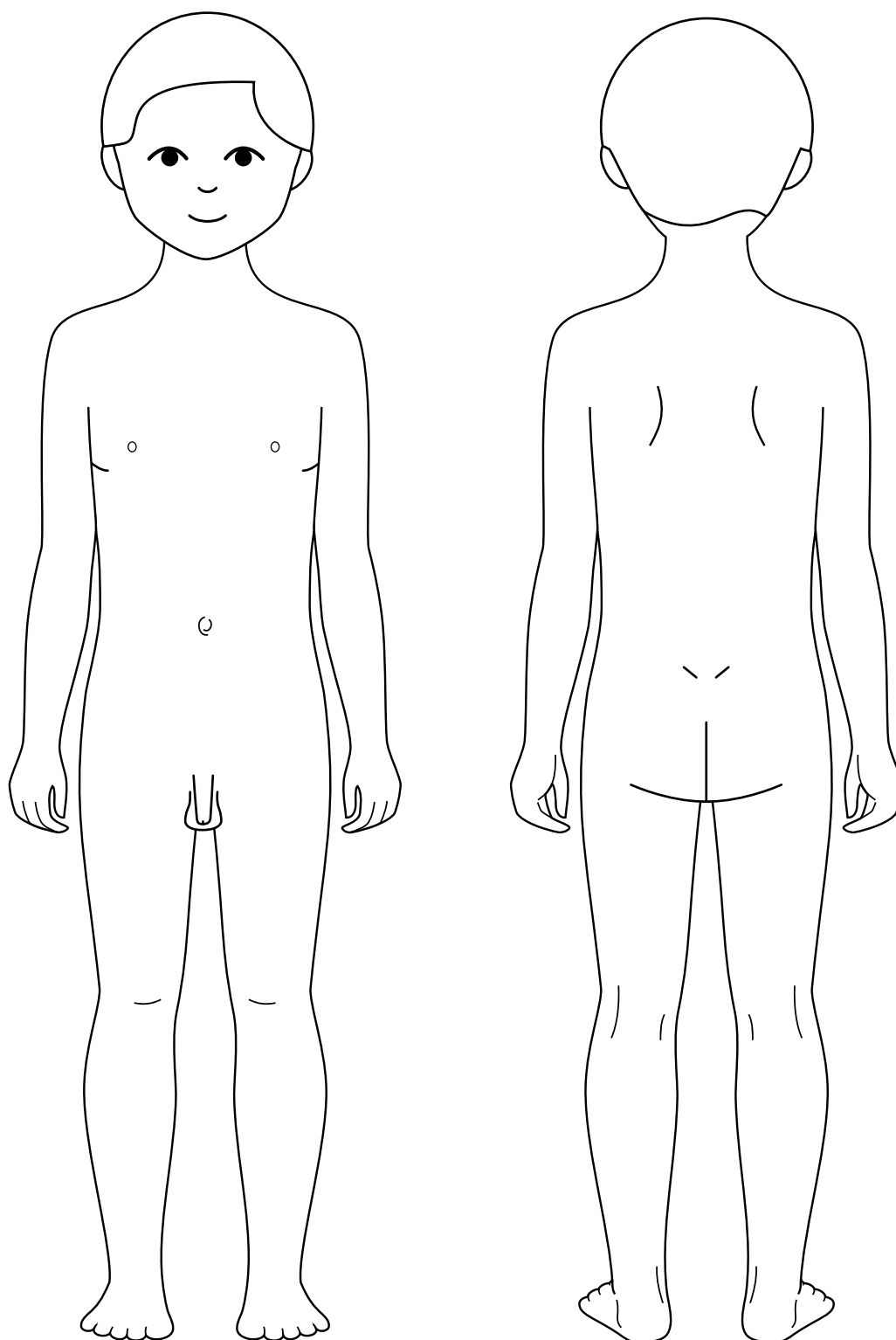
2

1 question I still have:

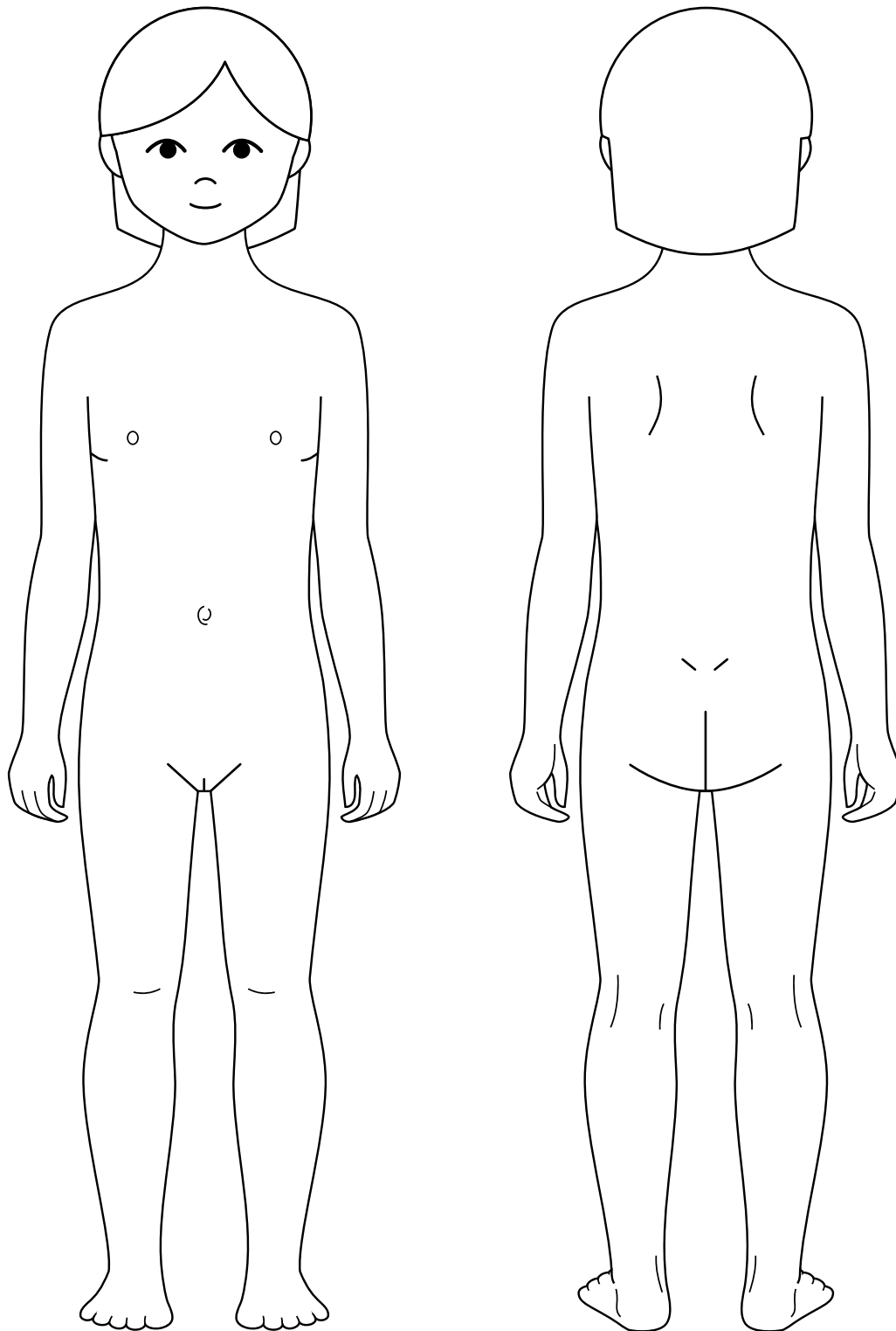
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1

Activity resource: Body outline (most boys)



Activity resource: Body outline (most girls)



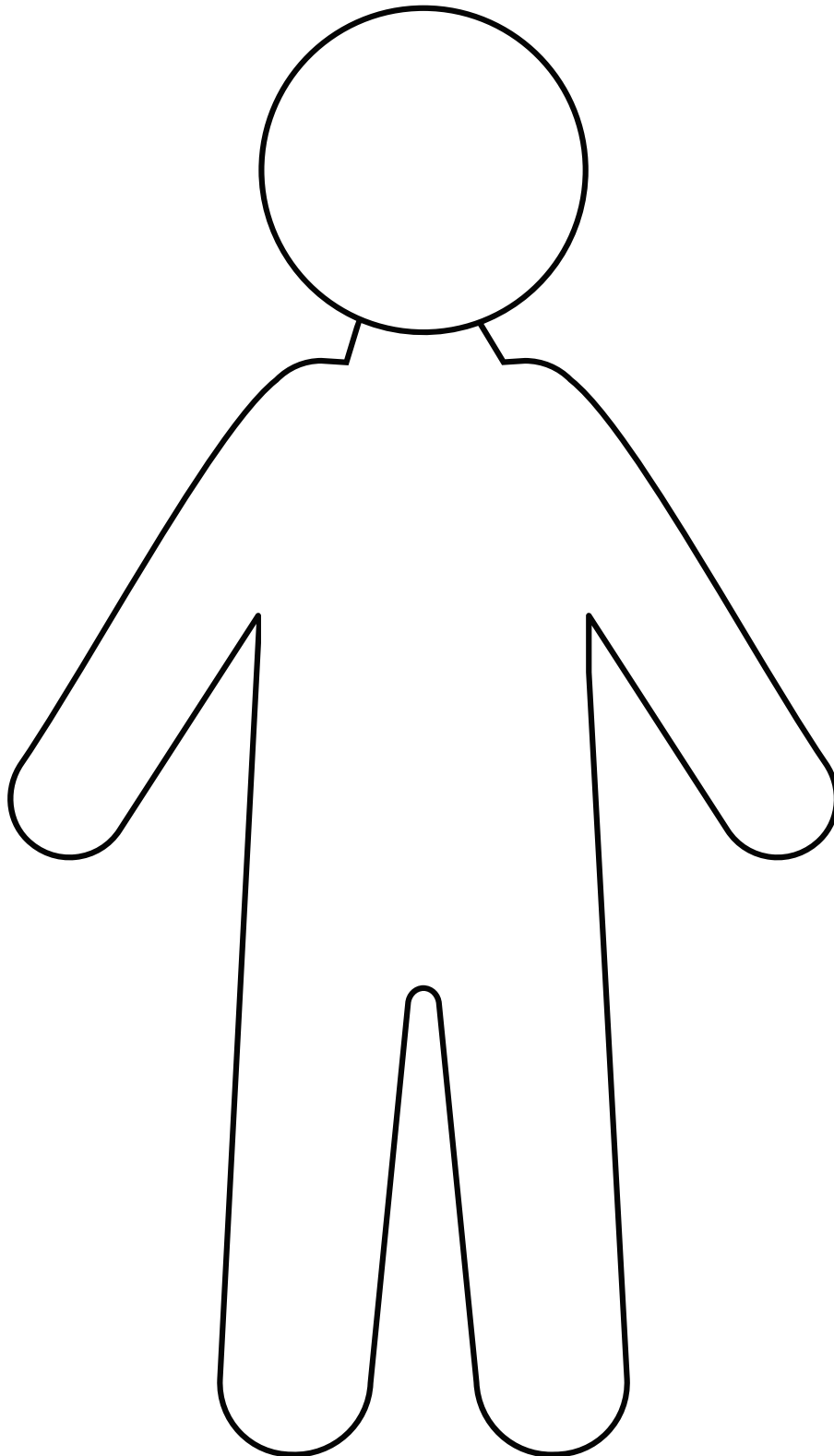
Activity resource: Body part names



anus	arm	back
bottom	chest/breasts	ear
elbows	feet	hand
head	hip	knees
legs	mouth	neck
nipples	penis	shoulder
testes	vagina	vulva




Activity resource: Body shape



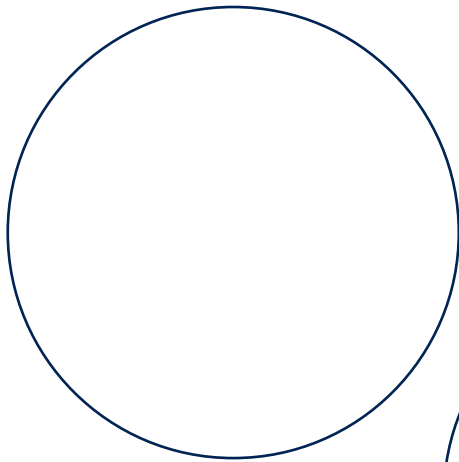
Activity resource: Fair and unfair scenarios

Read the scenarios. Decide and record if they are fair or unfair.

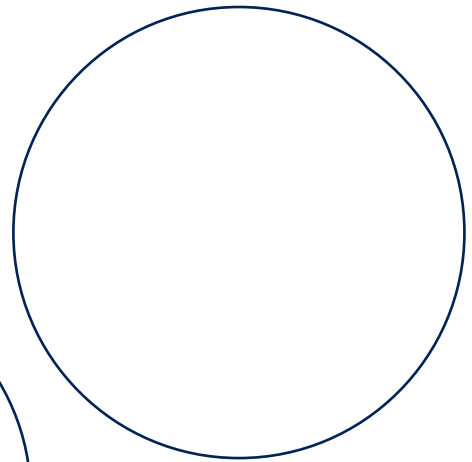
Scenarios	Fair or unfair?
<p>Children taking turns on the slide.</p> 	
<p>A child stomps on another child's sandcastle.</p> 	
<p>Children taking turns on the computer.</p> 	
<p>A child snatches the ball from another child.</p> 	
<p>A child shares their toy with another child.</p> 	
<p>All children with red hair are given a prize.</p> 	
<p>A person doesn't share a big cake with others.</p> 	



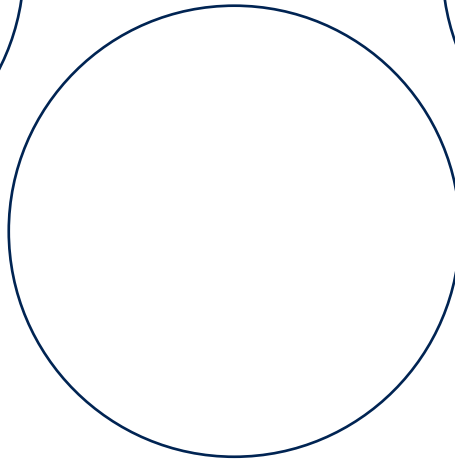
Activity resource: Greeting choices



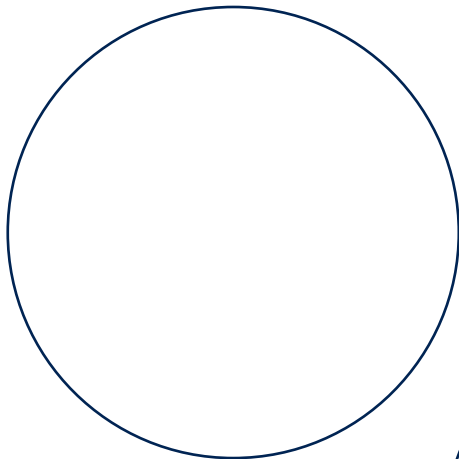
Wave



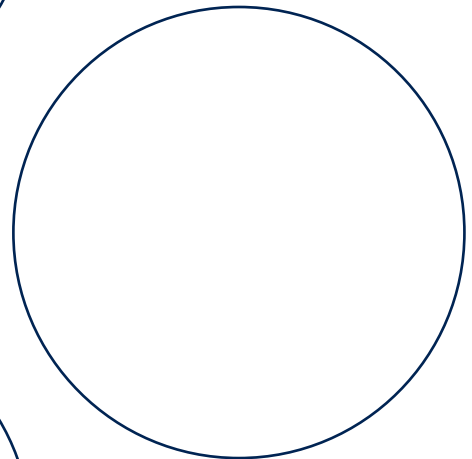
Fist bump



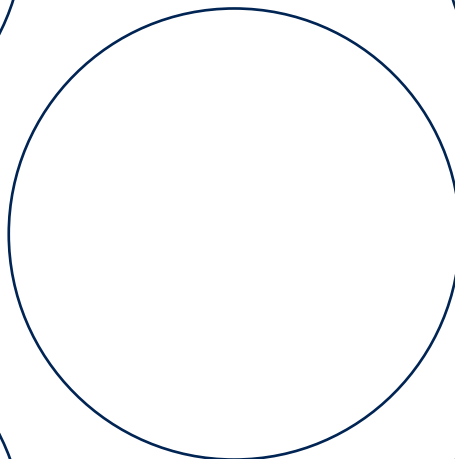
High five



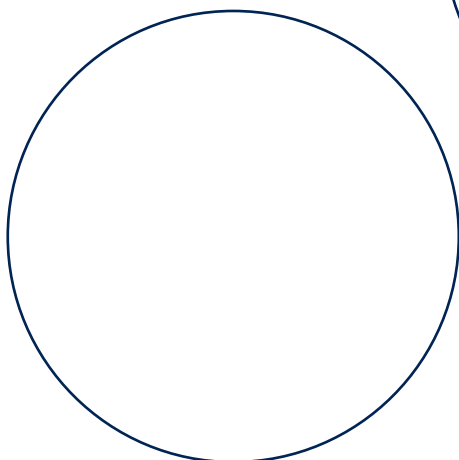
Tap elbows



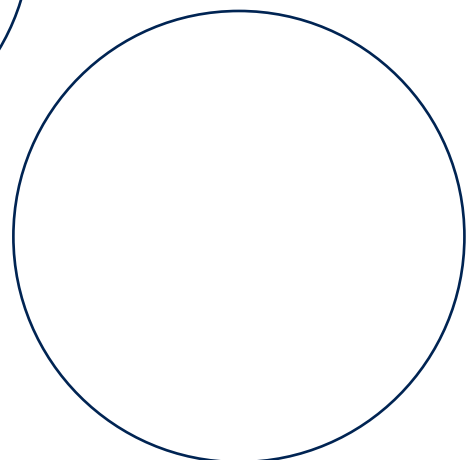
Dance



Shake hands



Smile



Wiggle



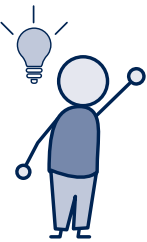
Activity resource: Group norms mind map





Activity resource: KWL chart

Topic: _____

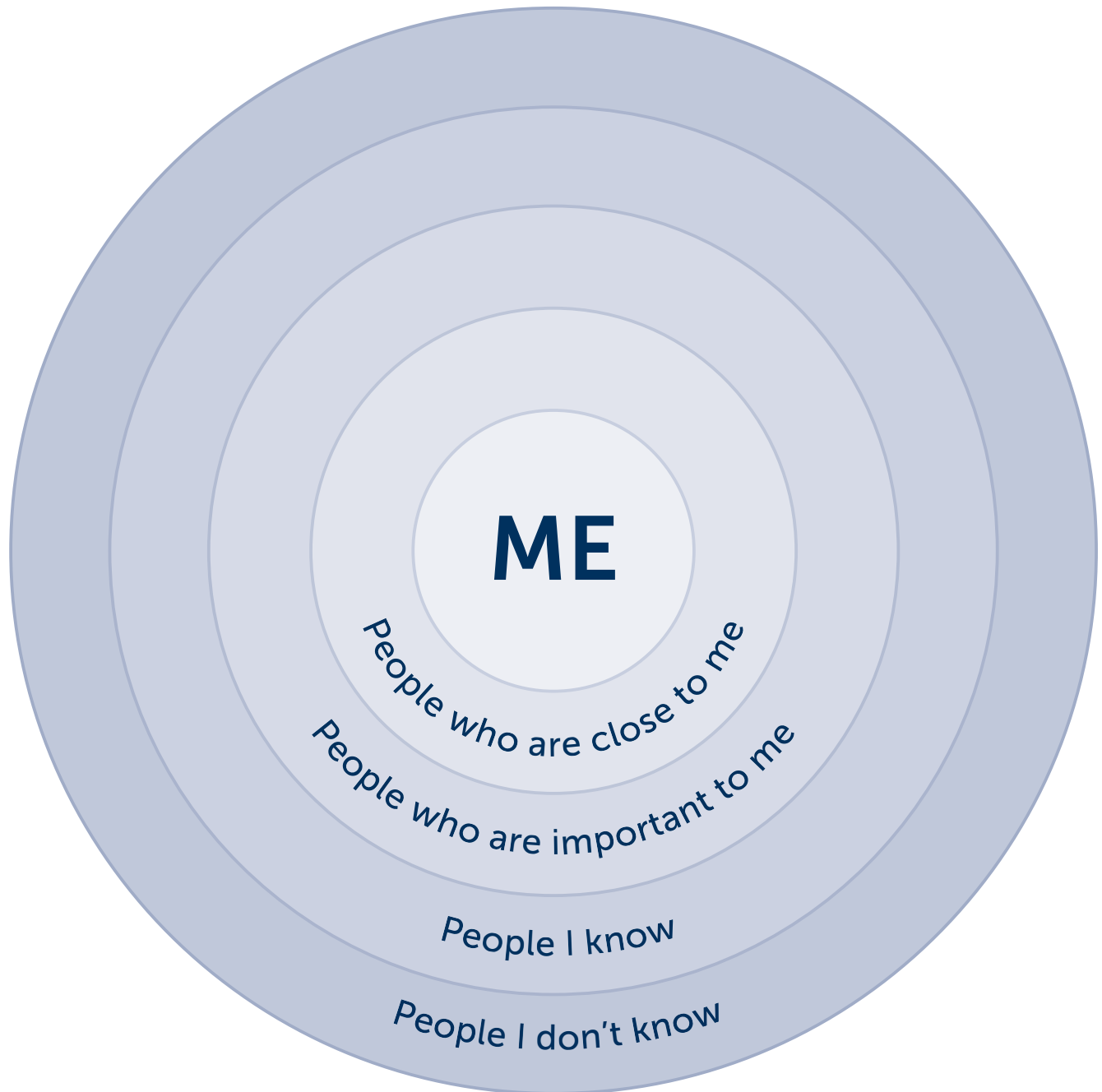
<p>What I KNOW about the topic.</p> 	
<p>What I WANT to know more about the topic.</p> 	
<p>What I LEARNED about the topic.</p> 	

Activity resource: Online safety comic strip

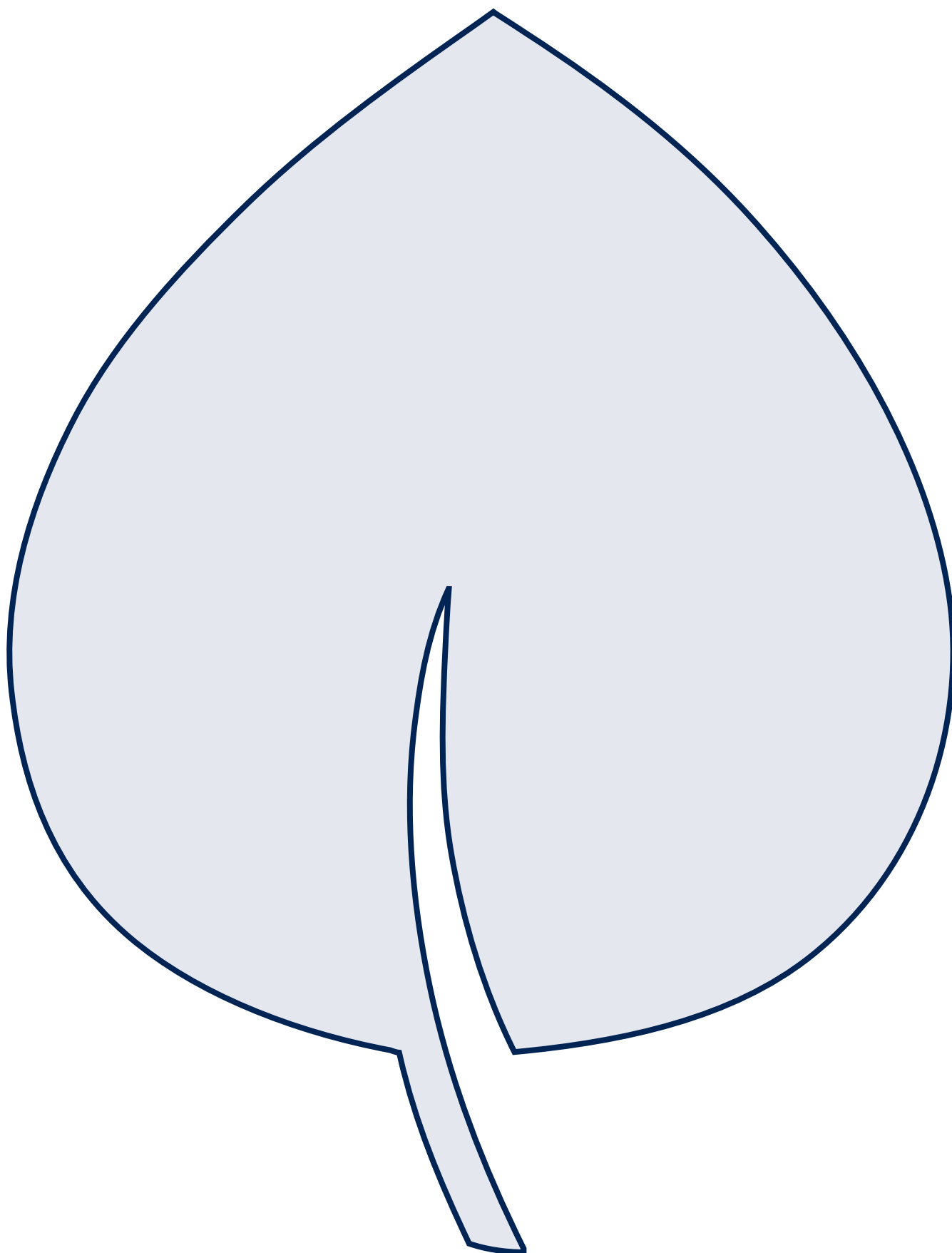
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Activity resource: Relationships circle



Activity resource: Safety leaf



Activity resource: Secrets cards 1



<p>1</p> <p>Mum and Dad find out they are going to have a baby. Everyone is very happy. They don't want anyone to know yet and have told their children not to tell anyone until they are ready to share the news.</p>	<p>2</p> <p>The school's music teacher is leaving and everyone will miss them. The class is planning a farewell party and they don't want the teacher to find out yet.</p>
<p>3</p> <p>A child stays at their friend's house. The older brother says, 'Let's have a bath together, but it's our secret. If you tell anyone, I'll hit you.'</p>	<p>4</p> <p>At a family party, an adult asks a child to come and look at some toys in the shed. The adult tries to touch the child's bottom, but the child says 'No'. The adult says they will give the child a special toy, but they must promise not to tell anyone.</p>
<p>5</p> <p>A student has been very sick so the other students make them a special 'welcome back' card. The teacher tells them to keep it a secret until the student returns.</p>	<p>6</p> <p>A child accidentally breaks a window. Their parent is angry and hits the child with a belt and says not to tell anyone, or they will both be in trouble.</p>
<p>7</p> <p>A family planned a holiday for Grandma because she has been feeling sad. They organise a special dinner to share the news, but no one can tell her until then.</p>	<p>8</p> <p>A child steals a toy from the shop and tells their friend not to tell anyone, or they will say it was their idea to take it.</p>

Activity resource: Stop, think, do problem-solving model

Stop (red)

- What is the problem?
- How might someone be feeling?
- How safe is the situation?

Think (amber)

- List some solutions
- What might happen with each solution?
- How might someone feel with each solution?
- Will each solution make things safer?

Do (green)

- Choose a solution
- Try it out
- Is the situation safer?

Persist

If the action is not successful return to 'Think' and persist in finding a solution.



The problem is

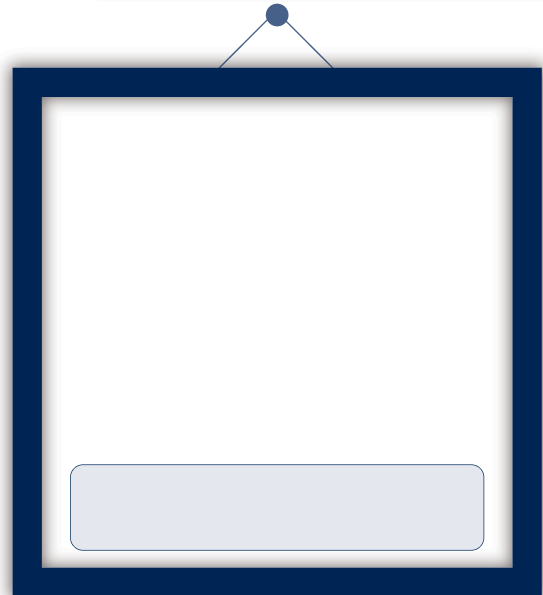
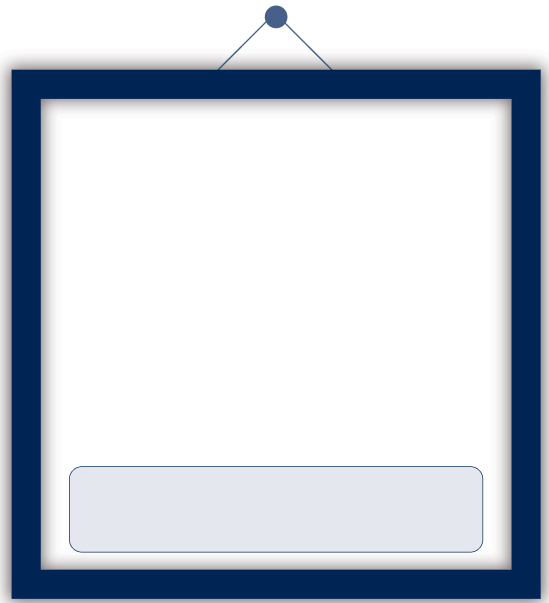
List some solutions

Choose a solution

Try it out



Activity resource: Trust gallery



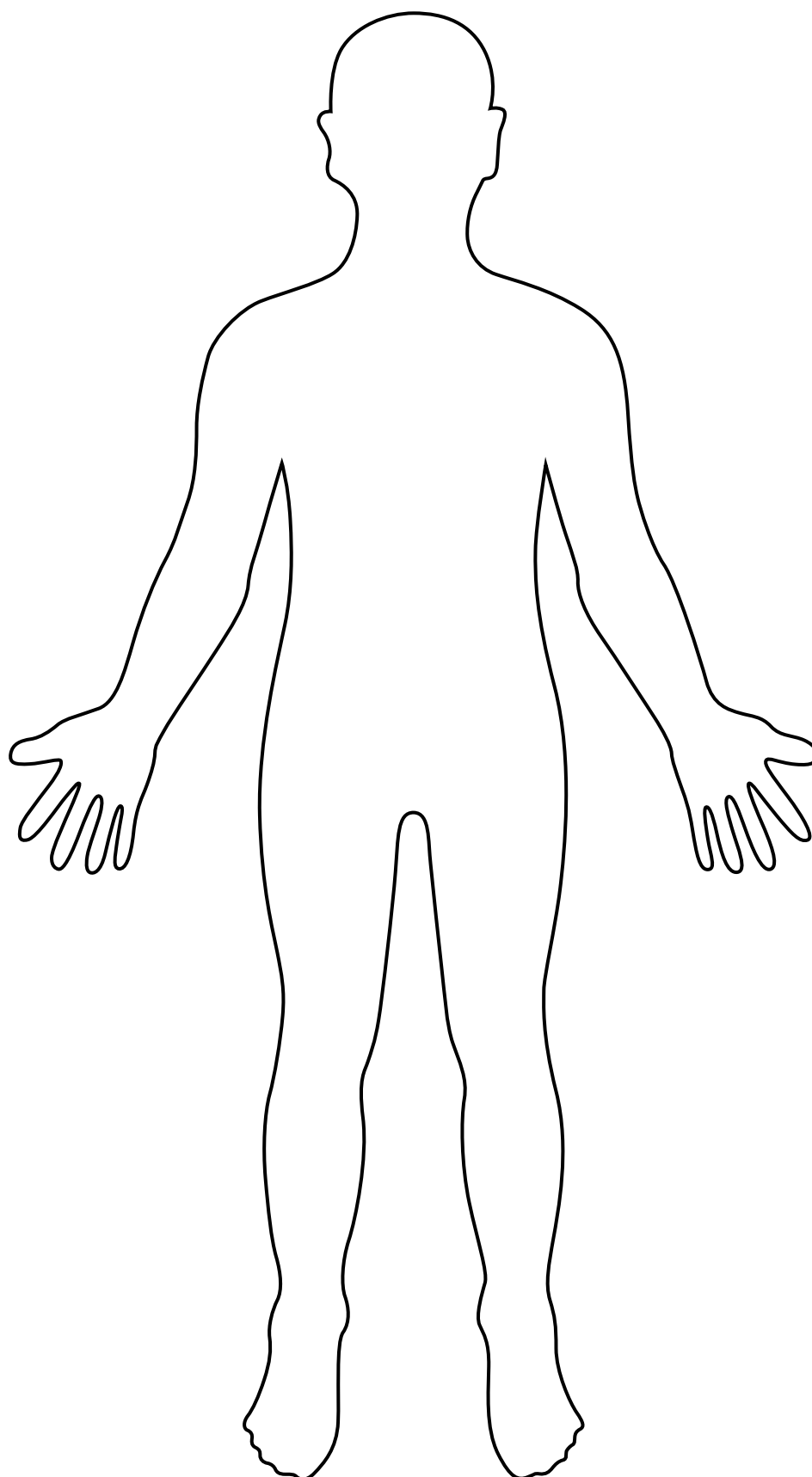
Activity resource: Trust tree





Activity resource: Wall of trust

Activity resource: Warning signs – body outline





Activity resource: Y chart

