

# YEARS 5 TO 6 (AGES 10 TO 11)

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



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Published by the Government of South Australia, Department for Education December 2024  $\mid$  Third edition  $\mid$  Version 3.1

# 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



# **ACKNOWLEDGEMENTS**

### 2008

# Reference groups

**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)

### Other sectors

Association of Independent Schools of South Australia (AISSA); Catholic Education South Australia (CESA)

### Curriculum writers

Heather Fels, Anne Howard, Trish Newport, Delvene Mathie, Pamela Ball, Alex McAskill, Raelene Carbins, Angela Sullivan, Helen Foster

### Trial sites

Darlington Kindergarten, Darlington Primary School, Dover Gardens Primary School, Dover Kindergarten, Seacliff Community Kindergarten, Seacliff Primary School, Seaview Downs Kindergarten, Seaview Downs Primary School, Seaview High School

### Pilot sites

### Aboriginal schools

Point Pearce Aboriginal School, Winkie Primary School

### **Preschools**

Evanston Preschool, Greenwith Preschool, Hawthorndene Kindergarten, Highbury Preschool, Karcultaby Area School, Melaleuca Park Kindergarten, Murray Bridge South Kindergarten, O'Sullivan Beach Kindergarten, Pooraka Community Kindergarten, Rose Park Preschool, Smithfield Plains Kindergarten, Snowtown Preschool, Warradale Kindergarten, Warradale Kindergarten

### **Primary schools**

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

### **Secondary schools**

Aberfoyle Park High School, Balaklava High School, Blackwood High School, Bowden Brompton Community School, Cambrai Area School, Christies Beach High School, Henley High School, Karcultaby Area School, Loxton High School, Maitland High School, Modbury High School, Oakbank Area School, Para Hills High School, Penola High School, Snowtown Area School, Thebarton Senior College, Tumby Bay Area School, Whyalla High School, Woodville High School

### Special schools

Balaklava Special Class, Christies Beach Disability Unit, East Torrens Primary School Special Class, Riverland Special School, Whyalla Special School R–12

# 2013

# Advisory group and reviewers

**Department for Education and Child Development** – Leah Cassidy, Linda Woolcock, Heather Fels, Jill Brodie-Tyrrell, Trish Newport, Lee Duhring, Vicki Wilson, Debbie George, David Coulter, Brenda Harris, Tijana Gramp, Paul Clapton-Caputo, Brenton Willson, Ros Cord-Udy, Carol Van der Wijngaart

**Principals Australia Institute** – Lana Dubrowsky, Jo Mason, Annette Bulling

**University of South Australia** – Emeritus Professor Freda Briggs AO, Professor Ken Rigby, Dr Barbara Spears

Flinders University - Professor Phillip Slee

Catholic Education South Australia – Mary Carmody

# 2017

### Additional advice

**University of South Australia** – Emeritus Professor Freda Briggs AO

University of South Australia - Dr Lesley-Anne Ey

**Department for Education and Child Development** – Linda Woolcock, James Castle, Laura Coonan

SHINE SA - Helen Rawnsley



### 2018

# Global edition: Australian and international advice

**American International School of Bucharest** – Amanda Quigley, Tim Battersby

Coromandel Valley Primary School – Carol Cornish International School of Zug and Luzern – Colin Walker Association of Independent Schools Western Australia – Inclusive Education Team

Pechersk School International – Michele Basu Adventist Schools Victoria – Sandra England Department for Education – Linda Woolcock

# 2021

### Additional advice

**Department for Education** – Linda Woolcock, James Castle, Jane Farrelly, Carly Warren, Helen Rawnsley **eSafety Commissioner** – Anita L'Enfant

# 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.

# **Expert advisory group**

**University of South Australia** – Dr Lesley-Anne Ey, Associate Professor Elspeth McInnes, Dr Deborah Green, Dr Deb Price

**Queensland University of Technology** – Professor Kerryann Walsh

The University of Adelaide – Dr Brendan Bentley
Flinders University – Jackie Thomson, Rachael Hedger
Department for Education – Linda Woolcock, James Castle,
Jane Farrelly, Carly Warren, Kym Tidswell, Adam West,
Emma Voigt, Gill Panton

# Curriculum content group

### **Department for Education** expertise across:

- Aboriginal education
- Australian Curriculum
- · behaviour and bullying
- · 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



### 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'.

# Additional resources:



- KS:CPC Framework poster
- KS:CPC Framework chart.

### **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	<b>LEARNING INTENTIONS</b> Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
	1 Keeping safe	<ul> <li>Understand how the KS:CPC themes help to keep children and young people safe.</li> <li>Identify trusted people and support services to seek help from.</li> </ul>
Focus area 1: ne right to be safe	2 Rights and responsibilities	<ul> <li>Know that everyone has rights and understand how rights and responsibilities are interrelated.</li> <li>Understand privacy, personal space and boundaries.</li> <li>Understand how gender stereotypes and expectations can impact individuals and society.</li> </ul>
	3 Safe and unsafe	<ul> <li>Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations.</li> <li>Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online.</li> <li>Understand how managing risk can make situations safer, including online.</li> </ul>
	4 Trusted networks	<ul> <li>Identify and describe the qualities of a trusted person.</li> <li>Understand how to develop a personalised trusted network.</li> <li>Identify and know how to access trusted people and support services.</li> </ul>
Focus area 2: Relationships	5 Respectful relationships	<ul> <li>Recognise characteristics of healthy, unhealthy and abusive relationships.</li> <li>Identify and describe rights and responsibilities in developing and maintaining respectful relationships.</li> <li>Understand consent and apply strategies to different contexts, including online.</li> </ul>
	6 Power in relationships	<ul> <li>Identify and describe positive use and abuse of power and understand the impact on self and others.</li> <li>Recognise harmful behaviours in relationships, including bullying and domestic and family violence.</li> <li>Identify and apply strategies to address harmful behaviours.</li> </ul>
Focus area 3: Recognising and reporting abuse	7 Bodily integrity	<ul> <li>Use the correct names and know the location of sexual body parts.</li> <li>Understand the whole body is private.</li> <li>Understand and recognise safe, unsafe and unwanted touch.</li> </ul>
Focus area Recognising and repc	8 Understanding abuse	<ul> <li>Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online.</li> <li>Practise and apply strategies for reporting abuse and unsafe situations.</li> <li>Understand safe upstander behaviours when supporting others.</li> </ul>
Focus area 4: Protective strategies	9 Applying strategies	<ul> <li>Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online.</li> <li>Identify protective strategies to increase safety in preparation for future events or situations.</li> </ul>
Focus Protective	10 Seeking support	<ul> <li>Review trusted networks and understand the importance of reviewing them regularly.</li> <li>Demonstrate ways to seek support from trusted people and support services, including in emergencies.</li> </ul>





### **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 for 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 curriculum requirements
- school or centre's policies
- duty of care responsibilities
- 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 <u>National principles for child safe organisations</u> (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
- $\bullet\,$  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



# GENERAL INTRODUCTION

Additional resources:





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, <u>Early Years Learning Framework</u> and the <u>Australian</u> <u>Curriculum</u>. Also refer to <u>Australian Curriculum</u>: 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



# 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:

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

# 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.

### **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, <u>Early Years Learning Framework</u> and the <u>Australian</u> 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, <u>Early Years Learning Framework</u> and the <u>Australian Curriculum</u>. Also refer to <u>Australian Curriculum</u>: 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



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

### **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).



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



### 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, <a href="Early Years Learning Framework">Early Years Learning Framework</a> and the <a href="Australian Curriculum">Australian Curriculum</a>. Also refer to <a href="Australian Curriculum">Australian Curriculum</a>: 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

### **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



- children and young people who are homeless, transient, or living in out-ofhome care
- · children and young people with disability
- children and young people who are gender questioning or identify as LGBITQA+
- 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).

### **SOUTH AUSTRALIA**

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

### **SOUTH AUSTRALIA**

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 <u>Australian Curriculum: Intercultural understanding</u> 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).

### **SOUTH AUSTRALIA**

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

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.

Continued on the next page



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, <u>Early Years Learning Framework</u> and the <u>Australian Curriculum</u>. Also refer to <u>Australian Curriculum</u>: 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 <u>Australian Curriculum: Health and Physical Education learning area</u>, 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 <u>KS:CPC Resources Planning and</u>
  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 <u>Australian Curriculum</u> 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 <u>Australian Curriculum: Curriculum connections</u> 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 <u>Australian Curriculum: General capabilities</u> 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.

### **SOUTH AUSTRALIA**



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

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

### SOUTH AUSTRALIA



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.



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.

### 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/multiracial 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



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



**SOUTH AUSTRALIA** 

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.

### **SOUTH AUSTRALIA**

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.

### **SOUTH AUSTRALIA**

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.



#### GENERAL INTRODUCTION

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

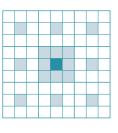
The KWL chart is a graphic organiser and learning tool that helps students organise and reflect on their knowledge about a particular topic. The chart is in 3 parts:

- 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 equalsized 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



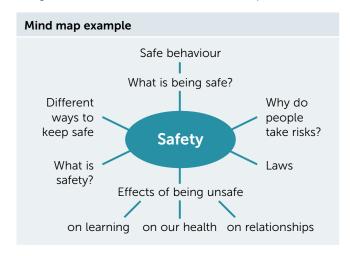
squares. Each category, sub-topic or potential solution is then explored further, with up to 8 ideas recorded for each.

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)



mindfulness, viewed October 2024, https://kscpc.sa.edu.au/e/10222



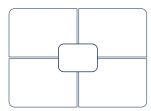
#### 7 | Persona dolls

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 problemsolve 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  $\underline{\textit{Activity resource: Placemat}}$  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 problemsolving model
- Activity resource: Trust, talk, take control problemsolving 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.

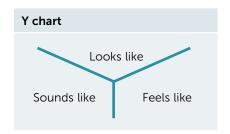
Encourage students to use various mediums when presenting information, such as:

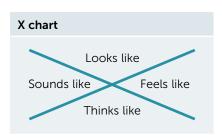
- drawing pictures to represent information or a story.
   Written text can be added or scribed for children who need support
- digital images, where students source suitable images to relay the information or take their own images with a digital camera
- videos or film-making where students create their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

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



# Years 5 to 6 (ages 10 to 11) 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	<ul> <li>Topic 4: Trusted networks</li> <li>4.1 Understanding trust</li> <li>4.2 Choosing trusted people</li> <li>4.3 Support services</li> <li>4.4 Trusted network</li> </ul>	7.1 Parts of the body 7.2 Types of touch 7.3 Safe or unsafe touch 7.4 Unwanted touch	<ul> <li>Topic 9: Applying strategies</li> <li>9.1 Assertive ways</li> <li>9.2 Practising assertiveness</li> <li>9.3 Exploring persistence in characters</li> <li>9.4 Applying persistence</li> <li>9.5 Resilience and safety</li> <li>9.6 Memory and observation</li> <li>9.7 Taking action</li> <li>9.8 Problem-solving strategies</li> <li>9.9 Digital citizenship and respect</li> <li>9.10 Recognising unsafe online behaviours</li> <li>9.11 Staying safe beyond school</li> </ul>
Topic 2: Rights and responsibilities 2.1 Rights of the child 2.2 Protecting children's rights 2.3 Personal space 2.4 Defining public and private 2.5 Character strengths 2.6 Gender stereotypes in the media  Topic 3: Safe and unsafe 3.1 Feelings wheel 3.2 Feeling unsafe 3.3 Characters' warning signs 3.4 Assessing warning signs 3.5 Defining safety 3.6 Assessing safe and unsafe 3.7 Adults responsibilities 3.8 Chatting safely online 3.9 Assessing risks 3.10 Exploring online risks	Topic 5: Respectful relationships 5.1 Understanding relationships 5.2 Rights and responsibilities in relationships 5.3 Online friends 5.4 Healthy and unhealthy relationships 5.5 Consent matters  Topic 6: Power in relationships 6.1 Understanding power 6.2 Power dynamics 6.3 Power to empower 6.4 Abuse of power 6.5 Bullying 6.6 Types of bullying 6.7 Upstander power	Topic 8: Understanding abuse 8.1 Types of abuse 8.2 Recognising abuse 8.3 Identifying physical and emotional abuse 8.4 Neglectful behaviour 8.5 Defining sexual abuse 8.6 Impact of sexual abuse 8.7 Recognising domestic and family violence 8.8 Identifying genderbased violence 8.9 Secrets and manipulation 8.10 Pressure and manipulation 8.11 Online grooming 8.12 Exploring online safety and risks 8.13 Recognising cyberbullying	Topic 10: Seeking support 10.1 Network review 10.2 Exploring support services 10.3 Understanding emergency services

#### **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.
- 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 years 5 to 6 (ages 10 to 11)

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	YEAR 5	YEAR 6	
ψ.	1 Keeping safe	<ul><li>1.1 Themes for keeping safe</li><li>1.2 Group norms</li><li>1.3 Establishing a trusted network</li></ul>	<ul><li>1.1 Themes for keeping safe</li><li>1.2 Group norms</li><li>1.3 Establishing a trusted network</li></ul>	
Focus area 1: The right to be safe	2 Rights and responsibilities	<ul><li>2.1 Rights of the child</li><li>2.3 Personal space</li><li>2.4 Defining public and private</li></ul>	<ul><li>2.2 Protecting children's rights</li><li>2.5 Character strengths</li><li>2.6 Gender stereotypes in the media</li></ul>	
Focus The right	3 Safe and unsafe	<ul> <li>3.1 Feelings wheel</li> <li>3.3 Characters' warning signs</li> <li>3.4 Assessing warning signs</li> <li>3.5 Defining safety</li> <li>3.8 Chatting safely online</li> <li>3.9 Assessing risks</li> </ul>	<ul> <li>3.2 Feeling unsafe</li> <li>3.4 Assessing warning signs</li> <li>3.6 Assessing safe and unsafe</li> <li>3.7 Adults responsibilities</li> <li>3.9 Assessing risks</li> <li>3.10 Exploring online risks</li> </ul>	
2: ps	4 Trusted networks	<ul><li>4.1 Understanding trust</li><li>4.2 Choosing trusted people</li><li>4.3 Support services</li><li>4.4 Trusted network</li></ul>	<ul><li>4.2 Choosing trusted people</li><li>4.3 Support services</li><li>4.4 Trusted network</li></ul>	
Focus area 2: Relationships	5 Respectful relationships	<ul><li>5.1 Understanding relationships</li><li>5.3 Online friends</li><li>5.4 Healthy and unhealthy relationships</li></ul>	<ul><li>5.2 Rights and responsibilities in relationships</li><li>5.4 Healthy and unhealthy relationships</li><li>5.5 Consent matters</li></ul>	
	6 Power in relationships	<ul><li>6.1 Understanding power</li><li>6.3 Power to empower</li><li>6.4 Abuse of power</li><li>6.5 Bullying</li></ul>	<ul><li>6.2 Power dynamics</li><li>6.4 Abuse of power</li><li>6.6 Types of bullying</li><li>6.7 Upstander power</li></ul>	
ه ح	7 Bodily integrity	<ul><li>7.1 Parts of the body</li><li>7.3 Safe or unsafe touch</li></ul>	<ul><li>7.2 Types of touch</li><li>7.4 Unwanted touch</li></ul>	
Focus area 3: Recognising and reporting abuse	8 Understanding abuse	<ul> <li>8.1 Types of abuse</li> <li>8.3 Identifying physical and emotional abuse</li> <li>8.5 Defining sexual abuse</li> <li>8.7 Recognising domestic and family violence</li> <li>8.9 Secrets and manipulation</li> <li>8.11 Online grooming</li> <li>8.12 Exploring online safety and risks</li> </ul>	<ul> <li>8.2 Recognising abuse</li> <li>8.4 Neglectful behaviour</li> <li>8.6 Impact of sexual abuse</li> <li>8.8 Identifying gender-based violence</li> <li>8.10 Pressure and manipulation</li> <li>8.12 Exploring online safety and risks</li> <li>8.13 Recognising cyberbullying</li> </ul>	
Focus area 4: Protective strategies	9 Applying strategies	<ul> <li>9.1 Assertive ways</li> <li>9.3 Exploring persistence in characters</li> <li>9.5 Resilience and safety</li> <li>9.7 Taking action</li> <li>9.9 Digital citizenship and respect</li> <li>9.11 Staying safe beyond school</li> </ul>	<ul> <li>9.2 Practising assertiveness</li> <li>9.4 Applying persistence</li> <li>9.6 Memory and observation</li> <li>9.8 Problem-solving strategies</li> <li>9.10 Recognising unsafe online behaviours</li> <li>9.11 Staying safe beyond school</li> </ul>	
Po P	10 Seeking support	<ul><li>10.1 Network review</li><li>10.2 Exploring support services</li><li>10.3 Understanding emergency services</li></ul>	<ul><li>10.1 Network review</li><li>10.2 Exploring support services</li><li>10.3 Understanding emergency services</li></ul>	



# **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 | <a href="https://kscpc.sa.edu.au/d/10060">https://kscpc.sa.edu.au/d/10060</a> Learn more: Disability and additional needs | <a href="https://kscpc.sa.edu.au/d/10065">https://kscpc.sa.edu.au/d/10065</a>

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:	
	1 Keeping safe	<ul> <li>Understand how the KS:CPC themes help to keep children and young people safe.</li> <li>Identify trusted people and support services to seek help from.</li> </ul>	
Focus area 1: The right to be safe	2 Rights and responsibilities	<ul> <li>Know that everyone has rights and understand how rights and responsibilities are interrelated.</li> <li>Understand privacy, personal space and boundaries.</li> <li>Understand how gender stereotypes and expectations can impact individuals and society.</li> </ul>	
Foo The rig	3 Safe and unsafe	<ul> <li>Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations.</li> <li>Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online.</li> <li>Understand how managing risk can make situations safer, including online.</li> </ul>	

## Key vocabulary

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

- boundaries
- network
- public

• safe

- choices
- online

- respect
- · strengths

- feelings
- personal space
- responsibilities
- trust • unsafe

- gender stereotypes • identity
- positive • private
- · rights • risks

• warning signs.

## Optional prior knowledge check

- 1 Discuss the upcoming topics with students.
- 2 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.
- 3 At the end of the topic or focus area, students complete the chart by recording what they learned about the topics.





### 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.

1.1 | 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'.



#### 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 <u>Activity</u> 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.



#### • 5 whys

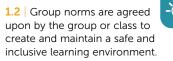
- Organise students into pairs or small groups and provide them with a copy of <u>Activity resource</u>: <u>Group norms</u>
   <u>5 whys</u>. Assign each pair or small group with one of the recommended group norms. At the top, students write their group norm in the question box.
- Explain the task by reading the question: 'Why is ... an important group norm for creating a safe and inclusive learning environment?' Students write an answer in the first 'why' which prompts an answer for the second 'why' and so on to the fifth 'why'.
- Share back with the class and create a display for future reference.

#### 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.

#### 1.3 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.



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.

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.

- 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.
- 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.





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## **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 Rights of the child

- 1 Select an appropriate resource to explore the United Nations Convention on the Rights of the Child (UNCRC):
  - What are children's rights? (Australian Human Rights Commission)
  - Rights of the child segment 1 What are children's rights? (Discovery Learning Alliance).
- 2 Ask students, 'Why does the Convention on the Rights of the Child exist?' (Responses could include: to protect children; to keep children safe; to reinforce child rights.)
- 3 Display or provide students with a version of the UNCRC. Choose the most suitable version for your students:
  - Convention on the Rights of the Child child friendly version (UNICEF)
  - Children's rights poster (Australian Human Rights Commission).
- 4 Using **Activity resource: X chart** (RLS 17), students brainstorm what it looks, feels, thinks and sounds like when children have their rights respected.
- 5 Students individually select one or more rights/articles to represent in a format of their choice. Emphasis should be on children having their rights respected and not having their rights violated. Students could present their right/article using:
- (S) 9

- a short story
- song lyrics
- · visual arts
- a short video.
- a poem





### Definitions:

- Rights are the entitlements that people have to protect their freedoms, choices and wellbeing.
- Responsibilities are the actions people take to be reliable, helpful, trustworthy and respectful of others.

#### 6 Provide opportunities for students to share their work with the class and/or the wider school community.

7 Remind students to talk to a trusted adult or someone on their trusted network if they feel unsafe or uncertain about their rights.

#### 2.2 Protecting children's rights

- 1 Students individually complete Activity resource: My rights and responsibilities. Use this as an opportunity to determine students' level of understanding about rights and responsibilities. Consider narrowing the focus such as 'Rights and responsibilities of students at school'.
- 2 Reinforce that it is an adult's responsibility to keep children safe, however, all children can help to keep themselves and others safe
- 3 Brainstorm rules or laws that are in place to help keep children and young people safe. Consider the following contexts:
  - school
  - community
  - · family
  - state, territory or country laws.
- 4 Use resources such as school policies and relevant websites (eg Youth Law Australia, Legal Services Commission South Australia) to explore local rules or laws brainstormed above. Ask questions such as:
  - Why do these rules or laws exist?
  - Whose responsibility is it to keep children and young people safe?
  - What happens if people do not follow the rules or laws? What is the impact on themselves and other people?
- 5 Use Activity resource: Rights and responsibilities to explore a range of rights and the responsibilities that children, adults, community and government have in protecting children. Students add the corresponding responsibilities to the listed rights within the 3 categories – child or young person; parents or carers; community and government.
- 6 Provide opportunities for students to discuss what they would do if their rights were compromised or they felt unsafe. Remind students about talking to a trusted adult, someone on their network or a support service.

#### 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.

Additional resource:

Autism and personal space: Animated social stories for children with autism (Autismworks).

## 2.3 Personal space

- 1 Ensure students understand the meaning of:
  - personal space: the area around someone and the distance someone finds comfortable or appropriate
  - body boundaries: are the physical and emotional limits someone sets to feel comfortable and respected.
- 2 Choose from the following options to explore personal space:
  - Groups provide each student with a number from 1 to 5 (depending on the size of the class). Use music while students move around the room. Call out a number and students with that number quickly form a group. Repeat the activity several times.
  - Birthday line students line up next to each other across the room in order of birthdays from January to December, without talking or touching.
- 3 Ask students the following questions:
  - How did it feel when people moved closer together?
  - How did people show that other people were invading their personal space?

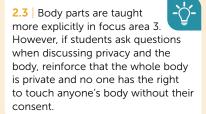
- How might people feel about their personal space:
  - in a crowded train?
  - at a party?
  - at a music concert or big event?
- How might someone know if another person is uncomfortable about their personal space being invaded? (Responses could include: body language; the person moves away; warning signs)
- What messages can be learnt from looking at other people's body language? (Responses could include: how other people feel; what they might be about to do; sometimes body language communicates more than a person's verbal responses.)
- In the case of the 'birthday line' activity, ask students how they worked out where they needed to stand and discuss responses to different kinds of body language.
- 4 Remind students that the whole body is private and no one has the right to touch anyone's body without their consent. If someone feels unsure or unsafe about people invading their personal space, they should talk to a trusted adult or someone on their trusted network.

2.4 Defining public and private

- 1 Ask students to brainstorm the word 'public', then ask:
  - Where and when is this word used? (Responses could include: public toilet; open to the public; public events; public property.)
  - What other words may be associated with 'public'? (Responses could include: open; free; unrestricted.)
- 2 Ask students to brainstorm the word 'private', then ask:
  - Where and when is the word used? (Responses could include: private property; private hospital; private information.)
  - What sorts of things can be considered private? (Responses could include: ideas; thoughts; possessions; our bodies; places we go.)
- 3 Use the table below and ask students to give examples for each category. Alternatively, place the categories on large sheets of paper and then students write their examples on each sheet.

Posses	ssessions Ideas and Places thoughts				Personal information		
Public	Private	Public	Private	Public	Private	Public	Private
Play equipment in a park	Personal diary or journal	Laws	Personal opinion	Park	Bedroom	Name	Mobile phone number

- 4 Discuss the responses in each category, asking questions such as:
  - What information suggests the examples should be public or private? (Responses could include: open to everyone to access; personal area.)
  - Who controls whether something is public or private? (Responses could include: the owners; individuals; the law.)
  - Can some responses be both public and private? If yes, why and how? (Responses could include: open to the public on designated days; person or people being invited into the space by the owner; if there's an emergency.)
- 5 Explain that for something to be private, the person it belongs to must be able to control who can access it. For example, a bedroom or bathroom is only private if someone can control who can enter or see in.
- 6 Ask students, 'What might influence a person's view of what is public and what is private?' (Responses could include: culture; family upbringing; the situation a person is in, eg being examined by a doctor; relationship to another person.)
- 7 Remind students that their whole body is private and if someone feels their privacy is not being respected or they feel unsafe, they should talk to a trusted adult or someone on their trusted network.





#### Additional resources:

- KS:CPC Anangu resources (primary years) character strengths cards (Department for Education)
- Character strengths! poster (Deakin University)
- The 24 character strengths (VIA Institute on Character)

2.6 | 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.

#### Definition:

Gender stereotypes are preconceived ideas or beliefs about how people of different genders should behave, look, or act based on societal expectations rather than their individual choices and abilities.

#### 2.5 Character strengths

- 1 Ask students, 'What does "we all have our own identity" mean?'
- 2 Ensure students understand that identity is the qualities and characteristics that define a person. It makes people who they are, including their personality, background, culture, values, beliefs and appearance. It's also about character strengths and things that make us unique.
- 3 Brainstorm things that might be considered character strengths. (Responses could include: creativity; honesty; fairness; humour; kindness.) Refer to the We all have strengths! poster (Deakin University) for more ideas.
- 4 Students use stories (RLS 12) to select character strengths they feel describe them. Use books that students are familiar with or currently being read in class.
- 5 Students copy or draw images on a poster titled 'My strengths'. They can write a description if they can't find images for some things. This can be done individually or as a combined student work to display in the class, school or community. Describing personal character strengths should be done positively and respectfully, without intimidation.
- 6 Students describe why each strength is important and how it can help themselves and others to be safe.
- 7 Students identify 2 to 3 traits or strengths that they want to focus on improving to help them keep themselves safe. Note that these should not be described as 'weaknesses'.
- 8 Conclude the activity by discussing that everyone has character strengths that may help keep themselves safe, such as communicating with a trusted adult. Use this opportunity to review adults at the school that students could talk to if they felt unsafe or needed support.

#### 2.6 Gender stereotypes in the media

- 1 Explain that gender stereotypes are when certain behaviours, roles, activities, careers, appearance, etc, are assumed or expected because of a person's gender (or perceived gender). Gender stereotypes within society and/or culture can be harmful and may limit a person's potential or stop them from doing something they want to do.
- 2 As a class, brainstorm stereotypes that exist in society based on someone's gender. Examples could come from various categories, such as clothing, sports, hobbies, jobs (including paid and unpaid jobs) and behaviours.
- 3 Provide examples such as adverts, shop catalogues, children's movies, TV shows, fairy tales or traditional stories to explore gender stereotypes in the media. Explore the words manufacturers use on items targeting boys, such as 'adventure', 'power' and 'strong', and for girls, such as 'pretty', 'sweet' and 'cute'.
- 4 Ask students questions about the characters or people within the media, such as:
  - · What do they look like?
  - · What are they wearing?
  - What activities do they do?
  - What role do they have (eg main character, hero, villain)?
- 5 Compare the genders of the characters or people in the previous examples. Ask students:
  - Is there a pattern of how characters of certain genders are represented?
  - · Why do you think this is the case?
  - Would it be OK if these gendered roles were reversed or did not exist?
- 6 Show a variety of media or resources (NNA 2) (eg TV adverts, books, catalogues, movie scenes) that may challenge gender stereotypes.



- 7 Show the video <u>Inspiring the future redraw the balance</u> (MullenLowe Global). Ask students, 'What are the potential impacts that gender stereotypes may have on a child or young person?' (Responses could include: limit someone's potential or opportunities; restrict activities, jobs, sports, etc, that someone chooses to participate in; people don't feel safe being themselves.)
- 8 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.





### **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**

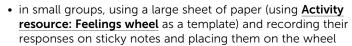
- Students need to understand their feelings and how they relate to warning signs and potentially unsafe situations. Use vocabulary and images to enhance emotional literacy and encourage students to discuss their feelings.
- Some students, such as those with disability, experiencing trauma, or who have 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 Feelings wheel

1 Students create a feelings wheel either:



- individually, using Activity resource: Feelings wheel and recording responses.
- 2 In the centre circle are 4 core feelings, eg happy, sad, angry and scared. Students brainstorm other descriptive words and synonyms for each feeling and record them in the relevant space in the middle circle. This might include:
  - happy: joyful, glad, pleased, nice, kind, calm, excited, amused, grateful, excited
  - sad: downhearted, hurt, sorrowful, abandoned, gloomy, troubled, low, upset
  - angry: annoyed, agitated, mad, outraged, panicked, quarrelsome, frustrated
  - scared: fearful, worried, helpless, anxious, confused, insecure, petrified, terrified, trapped.

3.1 | Refer to Learn more: Feelings and warning signs for a feelings vocabulary list.



Additional resource: **KS:CPC Anangu resources** (primary years) feelings cards (Department for Education).





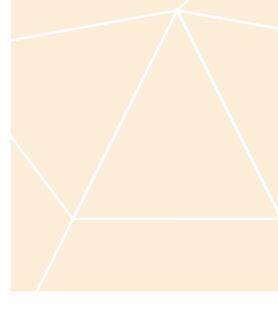
- 3 Explain that there are strategies for expressing or managing different feelings. For example:
  - happy: share a good news story with someone
  - sad: talk to or hug a trusted person
  - angry: take some deep breaths
  - · scared: chat with a friend.
- 4 Ask students to brainstorm and record strategies in the outer circle to help people manage or respond to those feelings. Responses could include:
  - happy: appreciate the moment; enjoy it; draw a happy picture; tell a trusted adult why they feel happy; write a journal entry about the situation
  - sad: take some deep breaths; tell a trusted adult; cry; listen to a happy song; play with a favourite toy; write in a journal
  - angry: drink some water; take some deep breaths; go for a walk; count backwards from 10; go to a quiet space; talk to a trusted adult
  - scared: take some deep breaths; analyse the situation; think positive thoughts; get help if it's an emergency; talk to a trusted adult.
- 5 The feelings wheels can be displayed around the classroom, or kept as a personal record for students to refer to and adapt as necessary.
- 6 Reinforce that all feelings and emotions are valid and that people can experience them differently. It is important to talk to a trusted adult about feelings and emotions, especially if feeling unsure, confused or unsafe.

#### 3.2 Feeling unsafe

- 1 In groups, students discuss the question, 'How do we know when we are unsafe?' and record their responses on **Activity resource: X chart** (RLS 17), eq:
  - feels like sick in the stomach, frozen to the spot
  - looks like shaking body, scared face
  - sounds like people yelling, inappropriate language, sirens
  - thinks like I need to get away.



- 2 Continue the discussion as a class, focusing on body messages and how important it is to recognise them and take action.
- 3 Ask students, 'If someone is unsafe online, how might they know?' (Responses could include: feeling upset or uncomfortable; warning signs; seeing inappropriate language or content.)
- 4 Students return to their X chart and add further indicators relating to being unsafe online, for example:
  - feels like worried, scared, tricked, fooled, hesitant
  - looks like chatting to unknown people; giving personal details; cyberbullying behaviour or harassment; viewing or sharing inappropriate content; scams; rude or hurtful comments
  - sounds like inappropriate content or language; violent noises in videos; people yelling
  - thinks like having the right to be safe; others have the right to be safe; taking a screenshot; reporting to a trusted adult.
- 5 Ask students, 'How might someone seek support if they or someone they know felt unsafe?' (Response should be: talk to a trusted adult or someone on their trusted network or a support service.)



#### Additional resource:

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

Adamson A and Jenson V (2003) Shrek, DVD, DreamWorks Animation (Universal Pictures), PG rating

Columbus C (2002) Harry Potter and the philosopher's stone, DVD, Warner Bros Pictures (JK Rowling), PG rating

Garant R and Lennon T (2006) *Night* at the museum, DVD, Twentieth Century Fox, PG rating

**3.4** Adapt the situations to suit the context of your students and environment.



#### 3.3 Characters' warning signs

- 1 Ask students:
  - What does it mean when someone is having warning signs?
  - How can warning signs help someone's safety?
- 2 Explain the 3 categories of warning signs and provide examples:
  - emotional indicators, eg nervous, scared, worried, afraid, confused, helpless, panicked, sad, threatened
  - physical indicators, eg racing heart, feeling hot or cold, shaking, upset tummy, goosebumps, sweaty palms, feeling sick
  - external indicators, eg people running, flashing signs, sirens, observing other people's body language or facial expressions, safety barriers, smelling or seeing smoke.
- 3 Select scenes from popular movies, TV shows or books to explore different types of warning signs. For example:
  - Shrek (Adamson and Jenson 2003) where Donkey escapes from the guards.
  - Night at the museum (2006) where Larry hears the thundering footsteps of the T-Rex skeleton.
  - Harry Potter and the philosopher's stone (Columbus 2002) where Harry, Hermione, Neville and Draco venture into the Forbidden Forest and face many dangers.
- 4 Explain to students that they need to look for warning signs in characters. After showing the resource, ask questions such as:
  - What might the character's warning signs be? (Record responses in 3 categories: emotional indicators, physical indicators and external indicators.)
  - Would everybody have the same warning signs? (Response should be: warning signs can be different for everyone.)
- 5 Reinforce that if they or someone they know feel unsafe or experience warning signs, they should talk to a trusted adult or someone on their trusted network.

## 3.4 Assessing warning signs

- 1 Brainstorm a range of age appropriate unsafe situations, such as:
  - lost eg in a crowded place such as a shopping centre or theme park
  - warning signs eg a respected or known adult asking a child to do something that makes them feel uncomfortable and worried
  - bullying eg experiencing bullying and put-downs
  - risks eg risky activities such as climbing tall trees, diving off a high platform, jetty jumping
  - pressure eg being bribed, tricked or pressured to do something
  - cyberbullying eg being bullied online with hurtful comments
  - online content eg seeing inappropriate content online, such as violent images.
- 2 In small groups, students use <u>Activity resource:</u>

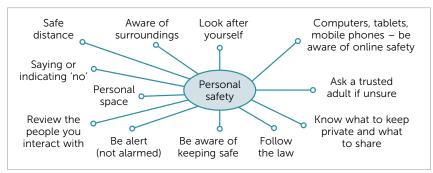
  <u>Placemat</u> (RLS 8) to explore one of the unsafe situations further. Students:
  - write the unsafe situation in the centre of the placemat
  - write 'Unsafe aspects' in the left-hand top section and record the aspects that are unsafe about the situation
  - write 'Warning signs' in the right-hand top section and record the warning signs someone might experience in the situation



- write 'Protective strategies' in the right-hand bottom section and record what strategies someone could use in the situation to be safer
- write 'Seeking help' in the left-hand bottom section and record how someone could get help and who they could ask.
- 3 Each group discusses their responses with the class to encourage new ideas that they can add to their placemat.
- 4 Finish the activity by summarising key points about:
  - identifying unsafe situations
  - recognising warning signs
  - · using strategies to be safer
  - · telling a trusted adult when feeling unsafe
  - feeling confident and safe about the trusted adult.

#### 3.5 Defining safety

- 1 Display the first KS:CPC theme 'We all have the right to be safe'.
- 2 Mind map As a class, develop a mind map (RLS 5) to establish students' understanding of safety and to initiate discussion. The mind map can be added to and referred to throughout the topic.



- 3 Safety web Students stand or sit in a circle and then pass a ball of wool or streamers to each other. As they pass the ball, they offer their ideas in sentences beginning with 'Safety means...'.
- 4 Develop a shared definition and understanding of personal safety using words such as safe, careful, secure, protect.
- 5 Ask students:
  - · How might knowledge about personal safety influence children and young people's choices in potentially risky or unsafe situations? (Responses could include: being better prepared; having a plan; identifying what may be done to make a situation safer.)
  - What could someone do if they were feeling unsafe? (Response should be: talk to a trusted adult or someone on their trusted network.)

## 3.6 Assessing safe and unsafe

- 1 Brainstorm and mind map (RLS 5) examples of situations or activities that young people their age may think are:
  - scary but fun (eg riding a roller coaster)
  - scary, not fun but safe (eg having an injection to be immunised)
  - · scary, not fun, not safe (eg being lost)
  - fun but not safe (eg arranging to meet someone you don't know via an online conversation).





- 2 Choose from the following options to explore safe and unsafe situations further:
  - What is safe?

Individually or in pairs, students use **Activity resource**: What is safe? As a class, students discuss their findings and identify any new ideas.

Feelings scenarios

In pairs, students role-play (RLS 11) feelings scenarios. Provide each pair with a scenario from **Activity resource**: Feelings scenarios (or create your own). Once they have practised their scenario, each pair present their role-play to the class. Students guess what the scenario is about, what feelings are displayed and whether it seems safe or unsafe.



In pairs, students create or find images (RLS 16) for each of the categories: scary but fun; scary, not fun but safe; scary, not fun, not safe; fun but not safe.

3 Reinforce the importance of telling a trusted adult when feeling unsafe.

## 3.7 Adults responsibilities

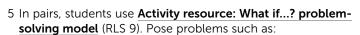
- 1 Brainstorm a range of adult responsibilities when caring for children.
- 2 In small groups, students use the jigsaw strategy (RLS 2) to unpack different contexts where adults support children. Students discuss and record the responsibilities adults have in caring for children within each context, including:
  - food
- medical
- clothing
- education
- health
- · safety.
- 3 Each group responds to the class with opportunities for further discussion. Local laws about child protection and adult responsibilities could also be discussed, eg in Australia, refer to Youth Law Australia.
- 4 Ask students, 'What could a child do if they felt their safety and wellbeing were at risk?' (Responses could include: talk to a trusted adult; talk to someone on their trusted network; contact a support service, eg Kids Helpline (Australia).)

## 3.8 Chatting safely online

- 1 Ask students, 'What are some different ways people communicate online?' (Responses could include: email; messaging; gaming; social media; chat rooms; video calls.)
- 2 Explain that these forms of communication are really useful and people use them worldwide for work and leisure. However, there are also potential risks.
- 3 Inform students that the video *Teen voices: Who you're talking to online* (Common Sense Education) shows young people discussing online chatting. Ask students to write down the key messages as they watch the video.
- 4 Discuss the key messages and expand on those that spark the greatest interest. Discuss the potential benefits and risks of talking to people online, for example:
  - potential benefits easier to interact; more comfortable; easily accessible; immediate connection; fun; similar interests; can leave when you want
  - potential risks people say what they want; they hide behind the screen; don't always know who you're talking to; shouldn't provide private information; they might have an ulterior motive; they are pretending or fake.







- What if an unknown person joined the online chat and posted violent images?
- What if a friend became distressed by private messages they received?
- What if an unknown person asked to meet someone at the local park?



- 6 Discuss as a class and reinforce signs that may indicate unsafe behaviour, including:
  - asking for private information (phone number, address, school)
  - being pressured to do something
  - · wanting to meet them
  - asking for personal photos
  - warning them to keep the information a secret
  - · threatening to tell someone if they don't comply
  - parents, carers or other trusted adults are not aware of what the young person is doing.
- 7 Remind students about talking to a trusted adult if they or their friends feel unsafe. Provide information about relevant online reporting options (for your location), eg **Kids Helpline** (Australia), **Report online harm** (eSafety Commissioner, Australia).

#### 3.9 Assessing risks

#### 1 Ask students:

- What does risk-taking mean?
- What are some potential positive outcomes of risk-taking? Responses could include: learning a new skill; meeting new friends; trying something new; build confidence.)
- What are some potential negative outcomes of risk-taking? (Responses could include: failure or disappointment; feeling embarrassed; being hurt physically or emotionally.)
- How can someone tell if a risk is worth taking? (Responses could include: ask questions such as, 'What's the best thing that could happen?', 'What's the worst thing that could happen?' or 'How can I best prepare to improve the chances of success?')
- 2 In small groups, students use a 'plus, minus and interesting' table to discuss and record their response to the question, 'Why do people take risks?'

Plus	Minus	Interesting

- 3 Students share their responses with the class. Reinforce that risk-taking is part of life and can build resilience, persistence, character and problem-solving skills. However, risks must be assessed for personal safety and the safety of others.
- 4 To explore risk-taking further, use **Activity resource: POOCH problem-solving model** (RLS 9) with scenarios such as:
  - talking in front of a large group of people
  - walking home in the dark
  - riding a bike without a helmet
  - going to a party with a new friend
  - entering an online competition.
- 5 Remind students about talking to a trusted adult or someone on their trusted network if they are unsure about a risky situation or need advice or support.



- Risk is a potentially dangerous or harmful situation where the outcome may be unknown, there's a chance of an unexpected outcome and it could be uncomfortable or unsafe.
- **Risk-taking** is doing something that involves potential risks to achieve a goal.



### 3.10 Exploring online risks

- 1 Explain to students that the video they are going to watch is about online safety and that one of the messages the 'internet helper' provides is 'don't go on the internet'.
- 2 Ask students:
  - Why would they suggest not going on the internet?
  - · How would that impact on people's work and lives?
  - Is that a practical solution to online risks? Why?
  - What are some practical solutions?
- 3 Show the video **Being safe online** (AMAZE Org) and discuss the key messages, the issues and how the characters resolved them.
- 4 In pairs or small groups, students research online risks and safety using resources such as:
  - Being safe on the internet (Kids Helpline)
  - Knowing who to trust online (Kids Helpline)
  - Someone is contacting me and I don't want them to (eSafety Commissioner)
  - Things to watch out for with online friends (eSafety Commissioner)
  - Sharing photos and my personal information online (eSafety Commissioner).
- 5 Students report back to the class and share 3 big ideas about online risks and safety.
- 6 Reinforce the importance of talking to a trusted adult, someone on their trusted network or contacting a support service, eg <u>Kids Helpline</u> (Australia), **Report online harm** (eSafety Commissioner, Australia).





# 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 <u>Activity resource</u>: **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.

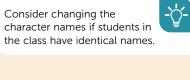
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## Scenarios

- 1 Maeve was on the school oval/field at lunchtime and noticed Malachai and Leandro arguing. Malachai was teasing Leandro about the colour of his shirt and how bright it was. Malachai was yelling and laughing. Leandro looked angry but just stood there and glared. Malachai started poking and pushing Leandro. Maeve wasn't sure what to do, but then Leandro walked away. Maeve followed Leandro and asked him if he was OK. He said, 'I feel shaky and my stomach is sore. I'm not ever wearing this shirt again even though it's my favourite colour.'
  - What inappropriate behaviours occurred in this situation?
  - Did Leandro have any warning signs and if so, what were they?
  - What did Leandro do to try to feel safer?
  - What could Maeve do safely to try and stop the situation?
  - Who could Leandro talk to about the situation?
  - Should Leandro stop wearing his favourite colour? Why or why not?
  - What else did you notice?
- 2 Nalani likes to talk to her friends online. They share lots of information about music, sports, movies and fun activities. Nalani posted photos of herself and her friends sitting outside their school in their new school uniform. The next day, an unknown person sent a private message saying, 'Hi Nalani, you looked really cute in your new uniform. Can you send me some more photos?' Nalani felt a little concerned but thought she was safe because the message was online and that responding would be fine.
  - What are the unsafe aspects of the situation?
  - Is there any information the person could use to identify her?
  - · Did Nalani have any warning signs?
  - What risks are there if Nalani answers the message?









- Who could Nalani talk to about the message?
- What could Nalani do to make the situation safer?
- 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 | <a href="https://kscpc.sa.edu.au/a/11094">https://kscpc.sa.edu.au/a/11094</a>
Activity resource: Feelings wheel | <a href="https://kscpc.sa.edu.au/a/10259">https://kscpc.sa.edu.au/a/10259</a>
Activity resource: Group norms 5 whys | <a href="https://kscpc.sa.edu.au/a/10139">https://kscpc.sa.edu.au/a/10139</a>
Activity resource: Group norms mind map | <a href="https://kscpc.sa.edu.au/a/10102">https://kscpc.sa.edu.au/a/10103</a>

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

Activity resource: My rights and responsibilities | https://kscpc.sa.edu.au/a/10140

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: Rights and responsibilities | <a href="https://kscpc.sa.edu.au/a/10251">https://kscpc.sa.edu.au/a/10251</a>
Activity resource: What if...? problem-solving | <a href="https://kscpc.sa.edu.au/a/10112">https://kscpc.sa.edu.au/a/10112</a>

Activity resource: What is safe? | https://kscpc.sa.edu.au/a/10138

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

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

Being safe on the internet | https://kscpc.sa.edu.au/a/10262

Being safe online | https://kscpc.sa.edu.au/a/10261

Character strengths! https://kscpc.sa.edu.au/a/10254

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

Convention on the Rights of the Child - child friendly version | https://kscpc.sa.edu.au/a/10248

Inspiring the future - redraw the balance | https://kscpc.sa.edu.au/a/10256

Kids Helpline | https://kscpc.sa.edu.au/a/10298

Knowing who to trust online | https://kscpc.sa.edu.au/a/10263

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

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

Legal Services Commission South Australia | https://kscpc.sa.edu.au/a/10243

Report online harm | https://kscpc.sa.edu.au/a/10293

Rights of the child segment 1 - What are children's rights? | https://kscpc.sa.edu.au/a/10246

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

Sharing photos and my personal information online | https://kscpc.sa.edu.au/a/10266

Someone is contacting me and I don't want them to | https://kscpc.sa.edu.au/a/10264

Teen voices: Who you're talking to online | https://kscpc.sa.edu.au/a/10260

The 24 character strengths | https://kscpc.sa.edu.au/a/10255

Things to watch out for with online friends | https://kscpc.sa.edu.au/a/10265

We all have strengths! https://kscpc.sa.edu.au/a/10252

What are children's rights? | https://kscpc.sa.edu.au/a/10272

Youth Law Australia | https://kscpc.sa.edu.au/a/10250

# 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	<b>LEARNING INTENTIONS</b> Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
	4 Trusted networks	<ul> <li>Identify and describe the qualities of a trusted person.</li> <li>Understand how to develop a personalised trusted network.</li> <li>Identify and know how to access trusted people and support services.</li> </ul>
Secares 5 Respectful relationships 5 Respectful relationships 6 Power in		<ul> <li>Recognise characteristics of healthy, unhealthy and abusive relationships.</li> <li>Identify and describe rights and responsibilities in developing and maintaining respectful relationships.</li> <li>Understand consent and apply strategies to different contexts, including online.</li> </ul>
Fo	6 Power in relationships	<ul> <li>Identify and describe positive use and abuse of power and understand the impact on self and others.</li> <li>Recognise harmful behaviours in relationships, including bullying and domestic and family violence.</li> <li>Identify and apply strategies to address harmful behaviours.</li> </ul>

## **Key vocabulary**

Focus area 2: Relationships uses the following key vocabulary:

• abuse

• fair

• online

· rights

- bullying
- gender

• power

• support

- consent
- healthy

- relationships
- trust

- · empathy
- imbalance
- respect
- unfair

· equity

- network
- responsibilities
- · unhealthy.

## Optional prior knowledge check

- 1 Discuss the upcoming topics with students.
- 2 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.
- 3 At the end of the topic or focus area, students complete the chart by recording what they learned about the topics.





### **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).

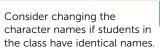
Learn more: Trust and networks.

#### 4.1 Understanding trust

#### 1 Ask students:

- What does trust mean? (Responses could include: helpful; caring; friendly; reliable; listens; honest.)
- What does the KS:CPC theme 2, 'we can help ourselves to be safe by talking to people we trust' mean? (Responses could include: to be safer by talking to a trusted adult; asking a trusted adult for help.)
- 2 In pairs, students use **Activity resource: Y chart** (RLS 17) to breakdown what trust looks, feels and sounds like, eg:
  - looks like consistent, friendly, smiling, helping
  - feels like safe, secure, happy, content, comfortable
  - sounds like kind, honest, reliable, empathetic.
- 3 Students share their responses and discuss why the common qualities of a trusted person are so important. Explain that deciding if someone is trustworthy can be difficult and it's important to remember that trust must be earned, reviewed and reciprocal. Everyone should feel and be safe.
- 4 In their pairs, students read the following scenarios:
  - Alicia shares some personal medical information with a friend and asks them not to tell anyone. However, the friend tells several other people.
  - Jonas asks a friend if they can borrow their book. The friend recalls the last time they lent a book to Jonas when it was returned with muddy pages.
  - Karlin was walking home from school when a car stopped next to them and the person said, 'Hi Karlin, hop in the car and I'll take you home.' Karlin didn't recognise the person.

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

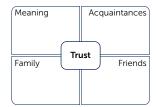




- 5 Students record their responses to the following questions:
  - What is the trust issue/s?
  - How concerning is the issue and why?
  - How could the issue be addressed?
- 6 Students share their responses. Ensure there is discussion about the options for addressing issues depending on the level, for example:
  - low level issue work it out themselves (and talk to a trusted adult if they want to)
  - medium level issue discuss with others (and talk to a trusted adult if they want to)
  - high level issue talk to a trusted adult.
- 7 Further explore trust by showing the video <u>Dusty the frilled neck lizard I trust my feelings</u> (eSafety Commissioner) and discuss the key messages about talking to people online; risks; feelings and warning signs; trusting your feelings; asking for help when something doesn't feel right.

#### 4.2 Choosing trusted people

- 1 Ask students, 'What does it mean when we say someone is a trusted person?'
- 2 Explain that trusted people are in 3 categories for this activity family, friends and acquaintances. Brainstorm the type of people that could fit in each category, for example:
  - family parents, carers, siblings, grandparents
  - friends from school, neighbours, clubs
  - acquaintances teachers, sports coach, shopkeeper.
- 3 In pairs, students use Activity resource: Placemat (RLS 8), writing 'Trust' in the middle and 'Meaning', 'Family', 'Friends and 'Acquaintances' in the other 4 boxes. Students record their understanding of the meaning of trust and what trust looks like in each category, for example:



- family providing food, clothes, home, love
- friends sharing information, helpful, supportive
- acquaintances helpful, answer questions, provide skills, listen.
- 4 As a class, discuss the information and reinforce the importance of mutual and informed trust in relationships with other people.
- 5 Ask students:
  - Who is responsible for caring for children?' (Response should be: adults.)
  - What about when adults aren't around? (Response should be: yourself.)
- 6 Explain that as children get older, they gain more independence, which means they can do more things by themselves and make more choices and decisions. This includes recognising when something is wrong and knowing what to do and who to talk to.
- 7 Choose from the following options:
  - Scenario
    - In small groups, students use <u>Activity resource: POOCH</u> <u>problem-solving model</u> (RLS 9) to discuss the following scenario and record responses to the:
      - > problem
      - > options for solving the problem
      - > potential outcomes
      - > choice from the potential outcomes
      - > outcome.

Scenario: Stacey is at a party with her 2 friends when an adult (unknown to Stacey) asks if she likes dogs. Stacey says, 'Yes'. The adult asks, 'Would you like to come to my car and see my dog?' Stacey walks to the front



Consider changing the character's name if a student in the class has an identical name.

LEARNING ACTIVITIES | FOCUS AREA 2

- door, looks outside and asks, 'Which car is it?' The adult tells Stacey it's around the corner and takes her hand. Stacey gets a creepy feeling and pulls her hand back.
- Students discuss their responses and focus on the following questions:
  - > How is Stacey feeling? (Responses could be: worried; concerned; unsure.)
  - > Should Stacey trust the adult? (Response should be: no.) Why or why not?
  - > Was it a safe situation? Why or why not? (Responses could include: no; unknown adult; out of view of others.)
  - > What strategies could Stacey use to feel safe? (Responses could include: talk to a trusted adult; talk to her friends.)
- This activity can be repeated with other scenarios that focus on trust, feelings, warning signs and help-seeking.

#### · Role-play

 In small groups, students plan and present a role-play (RLS 11) that demonstrates seeking support from a trusted person for one of the following situations:

A young person...

- > accidentally sees inappropriate images while online
- > has an online friend request from someone unknown
- > learns their friend is in an unsafe situation at home
- > walks home and is approached by an unknown teenager or adult wanting directions.

#### – Ask students:

- > Who is a trusted adult that could help in this situation? (Responses could include: trusted adult at home; online reporting service; support service; local shopkeeper.)
- > What could someone say when seeking support from a trusted adult? (Responses could include: I feel unsafe can you help me?; this is what's happening and I don't know what to do; I need help.)
- What advice might be provided? (Responses could include: turn off your computer; block the online person; do an online report; talk to a relevant adult.)
- What are some different ways of reporting to a trusted adult?
   (Responses could include: speak in-person; phone; email online message; written note.)
- 8 Reinforce the importance of being persistent when seeking help from a trusted adult and to keep telling until someone listens and they are safe.

## 4.3 Support services

- 1 Explain that various people can help when needed, including support services. Provide local support services, for example:
  - Australia <u>Kids Helpline</u> is a valuable support service for children and young people. Show the video <u>What is Kids Helpline? (ages 8–12)</u> and discuss the key messages and the support they provide. Refer to the Counselling and support services list (eSafety Commissioner)
  - global <u>Child Helpline International</u> provides a list of helplines in many countries.

#### 2 Ask students:

- What are some reasons children might call a support service? (Responses could be: parents or carers are arguing; problems at school; friendship issues; bullying; abuse; angry or sad.)
- How can the support service be contacted? (Responses could include: phone, eg Kids Helpline 1800 55 1800; online, eg kidshelpline.com.au.)
- 3 In small groups, students access the support service website (eg Kids Helpline) to investigate the available information and support.
- 4 Discuss other relevant support services, such as online safety, police or mental health.

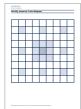


- 5 In their small groups, students research other local support services. In Australia, these could include Headspace and the eSafety Commissioner. Students investigate the support service's focus, the support it provides and the contact details.
- 6 Explain that sometimes a specific trusted adult may not be contactable and help may be required from an unknown person, such as a police officer, doctor, teacher or counsellor.
- 7 Reinforce the importance of recognising feelings and warning signs when seeking help from an unknown person or another trusted adult.

### 4.4 Trusted network

- 1 Remind students about the importance of having trusted people they can talk to when they feel sad, unsafe, unsure or need help or advice.
- 2 Explain the purpose of establishing a trusted network and its usefulness when needing information quickly. Students can expand their trusted network (NNA 7) from activity 1.3 Establishing a trusted network or develop a new one.
- 3 Ensure that students understand they can change their trusted network anytime. Discussions about a student's network should be private. Students can discuss their trusted network with their family if they feel comfortable.
- 4 Individually, students use Activity resource: Lotus diagram (RLS 4).
  Students choose categories to help them think about the people they can talk to in different situations or locations. Alternatively, students can create a mind map (RLS 5) or a digital diagram.





- 5 Remind students to think about the following 3 questions when choosing someone for their network:
  - Do I feel safe with this person?
  - Would this person help me if I was unsafe or needed help?
  - Is the person (or support service) easy to contact (accessible)?
     Ensure students can access online information if required, to help complete the lotus diagram using the following process:
    - in the centre of the diagram, write 'My network' (or their name)
    - in the 8 boxes around the centre box, write some relevant categories (not all boxes need to be filled), eg family, school, friends, community, sports, support services, shops
    - in the surrounding 8 boxes, write the corresponding categories again in each centre box
    - in the boxes around those categories, add relevant information, such as names, roles and contact details.

### 6 Ask students:

- How could someone contact a person on their trusted network?
   (Responses could include: talk in person; phone; email; text; online report.)
- What if someone on a trusted network breaks the person's trust? (Response could include: reconsider whether they should be on the network; talk to someone else on the network; ask another trusted adult's advice.)
- 7 Ensure students keep their network in a safe place, such as their wallet, school diary or bag. Students with devices could create a digital copy for easy access.



**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.





# **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 the 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: Online safety.

Learn more: Rights, responsibilities and relationships.

# 5.1 Understanding relationships

- 1 Brainstorm the meaning of relationships and discuss the different types. For example, relationships are connections with other people and how they interact with each other. Different relationships could include family, friends, partners/couples, professional, teacher/student, coach/player, online.
- 2 In pairs or small groups, students brainstorm a list of people who would be in a relationships circle (RLS 10), for example:
  - mothersister
    - cousin
- grandparent friend

- father
- auntv
- teacher.

- carerbrother
- uncle
- 3 Students create a relationships mind map (RLS 5) to categorise types of relationships (eg family, friends, acquaintances) and identify roles and responsibilities within each that help maintain healthy relationships.
- 4 Show students the video  $\underline{\textit{Positive relationships}}$  (RocketKids) and discuss key messages about:
  - positive relationships
  - making a person feel brighter and better
  - someone to share the joys and sorrows with
  - becoming a better friend through kindness, listening, communicating and being supportive.
- 5 Explain that there are different ways to help make a relationship more positive. However, sometimes a relationship doesn't have all those positive elements. Sometimes, despite trying to make the relationship more positive, it doesn't work.
- 6 Ask students, 'If someone is making a person feel sad, scared or unsafe, what should they do?' (Responses could include: talk to the person (if safe); talk to a trusted adult; talk to someone on their trusted network.)



# 5.2 Rights and responsibilities in relationships

- 1 Ask students about the meaning of rights and responsibilities:
  - rights are the entitlements that people have to protect their freedoms, choices and wellbeing
  - responsibilities are the actions people take to be reliable, helpful, trustworthy and respectful of others.
- 2 Explain that we all have rights and responsibilities in our relationships with others, whether at school, at home, in outdoor activities, with close partners, or online.
- 3 Brainstorm and display a list of rights using the sentence starter, 'In a relationship, people have the right to...', eg:
  - be safe

- privacy
- be listened to
- be treated equally
- be supported
- · make choices and decisions.
- be respected
- 4 In pairs or small groups, students discuss and record the responsibility associated with each right. Display the sentence starter, 'In a relationship, people have the responsibility to...'
- 5 Students share their responses, which could include:

The right to	The responsibility to
be safe	treat others in a safe way
be listened to	listen to others views and ideas
be supported	support others in times of need
be respected	treat others with respect and use respectful language
privacy	respect other's privacy and boundaries
be treated equally	not discriminate or treat people unfairly
make choices and decisions	seek ideas from others and consider their choices and decisions

6 Students use the information to create posters (RLS 16) that focus on everyone's rights and responsibilities in relationships, which they display in the classroom or around the school.

## 5.3 Online friends

- 1 Remind students that relationships are connections with people and how they interact with each other. This includes in person and online.
- 2 Ask students:
  - What are some ways people interact with others online? (Responses could include: email; text messages; video chat; social media; gaming.)
  - What would a positive online friendship look like? (Responses could include: happy; fun; safe; respectful language; privacy; sharing ideas.)
  - Do people sometimes act differently online than in person and if so, how and why? (Responses could include: they say what they want; may not care if they hurt someone's feelings; can hide behind their device.)
  - What is everyone's responsibility when talking to people in person or online? (Response should be: to be respectful.)
- 3 Choose from the following options:
  - · Online friends and strangers

Show the presentation **Online friends and strangers** (eSafety Commissioner) about Abigail making a friend online and questioning their unusual behaviour. Work through the questions from the lesson plan, focusing on:

- safe online communication
- chatting to unknown people

Additional resource:

Being safe on the internet
(Kids Helpline).



- accepting friend requests
- sending personal images or videos to other people
- what to do if feeling upset or unsafe about something that happened online. Discuss signs to look for with inappropriate, disrespectful or unsafe online behaviours. Refer to Things to watch out for with online friends (eSafety Commissioner) for ideas.
- **Respect circle** (First Nations Australians)

Show the video *Respect circle* (eSafety Commissioner) and pause at key points to discuss the 3 components:

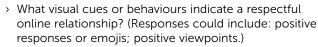
- Respect yourself
  - > What is meant by respecting yourself? (Responses could include: keep your digital footprint positive; be deadly in everything you say and do online.)
  - > How can someone demonstrate respect for themselves while online? (Responses could include: think about how they talk to others; share positive stories online; think twice about what they post.)
- Respect others
  - > What is meant by respecting others? (Responses could include: don't get involved in gossip; show respect when sharing online.)
  - > If you make a mistake, what can you do? (Responses could include: apologise; be respectful.)
- Respect the environment

How can someone respect their family and community environment? (Responses could include: promote positive stories; be a good role model; don't get involved in disputes; use positive language.)

### Respectful online relationships

- In pairs, students use **Activity resource: X chart** (RLS 17) to discuss and record what respectful online relationships look, sound, feel and think like.







- > How can you tell if someone is respecting others in online interactions? (Responses could include: active listening; positive language; being inclusive.)
- > What are some examples of being respectful and disrespectful in online interactions? (Responses could include: respectful – appreciating others' ideas; acknowledging different views; disrespectful – insults; name-calling; discriminatory remarks.)
- > What emotions might indicate that an online interaction is not respectful? (Responses could include: frustration; anger; sadness; fear.)
- > How does critical thinking play a role in maintaining respectful online relationships? (Responses could include: evaluate information; question assumptions; consider diverse perspectives; be open-minded.)
- > What should someone consider before posting or commenting online? (Responses could include: impact of the comments; potential misunderstandings; be respectful and inclusive.)
- 4 Show and discuss how to report online abuse to a trusted adult or through local support services, for example:
  - Australia Kids Helpline, Report online harm (eSafety Commissioner), **Report abuse** (ACCCE)
  - global Child Helpline International.

# 5.4 Healthy and unhealthy relationships

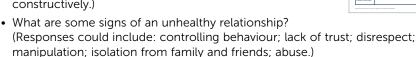
- 1 In small groups, students brainstorm a list of words that reflect a healthy relationship, eg trusting, honest, respectful, reliable, caring and listening. Unpack the words to explain their meaning and ways they show respect.
- 2 Using a story (RLS 12), such as Wonder (Palacio 2014), discuss the various characters and identify the actions or behaviours that promote healthy and unhealthy relationships.



3 In pairs, students create a table that describes what healthy and unhealthy relationships look, sound, feel and think like about the relationships in the story or as a general brainstorm, for example:

	Healthy relationships	Unhealthy relationships
Look like	<ul><li> shared joy and sadness</li><li> eye contact</li><li> gestures of affection</li></ul>	<ul><li> arguing</li><li> tension</li><li> lack of affection</li></ul>
Sound like	<ul><li>respectful language</li><li>open communication</li><li>laughter</li></ul>	<ul><li>disrespectful language</li><li>yelling</li><li>belittling</li></ul>
Feel like	<ul><li>fair</li><li>valued</li><li>respected</li></ul>	<ul><li>sad</li><li>angry</li><li>scared</li></ul>
Think like	<ul><li>collaboration</li><li>considerate of others</li><li>open to ideas</li></ul>	<ul><li>lack of trust</li><li>inconsiderate</li><li>control</li></ul>

- 4 Discuss as a class and provide the pairs with Activity resource: Healthy and unhealthy relationships. Some possible responses to the questions are provided:
  - What are some signs of a healthy relationship? (Responses could include: effective communication; shared values and goals; trust; emotional support; resolve conflicts constructively.)



- How does setting boundaries contribute to a healthy relationship? (Responses could include: helps establish expectations; people feel comfortable and respected.)
- What role does trust play in a healthy relationship? (Responses could include: reliability; honesty; confidence; caring; safe.)
- How can someone seek help if they suspect they are in an unhealthy relationship? (Responses could include: talk to the person if safe to do so; talk to a trusted adult; contact a support service.)
- 5 Close the session (NNA 8) by asking students to share a key takeaway statement (in small groups or as a class).

### 5.5 Consent matters

- 1 Show the video **Consent and communication** (AMAZE Org) and discuss the meaning of consent (in any situation). If sexual consent is mentioned, use your discretion.
- 2 Discuss the 3 main principles of consent:
  - seek asking for permission or approval
  - give agreeing to and providing permission
  - deny meaning no.
- 3 Explore situations where students consider possible responses to various requests using the following process:
  - read the situations and ask students to indicate whether they think the person could give or deny consent, depending on who the request is from
  - students use thumbs up (the person might give consent), thumbs horizontal (the person needs more information or needs to seek support) or thumbs down (the person might deny consent)
  - discuss possible reasoning for each situation.

Continued on the next page

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

### Definition:

Consent is agreeing to something with informed decisionmaking, ability or capacity. It should be clearly requested, given, or denied, mutually respected and ongoing.







### LEARNING ACTIVITIES | FOCUS AREA 2

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



Additional resource:

Online boundaries and consent (eSafety Commissioner).

Situation	From	Possible reasoning
When playing a game online, Alex receives a chat request	unknown person	<b>Deny consent</b> : Alex only knows their name and nothing else about them. <b>More information</b> : Alex should check with a trusted adult first.
from a	friend	<b>Give consent</b> : Alex could accept the request because they know them really well. <b>More information</b> : Alex should check with their friend to confirm it is really them or ask a trusted adult if they are unsure.
Diego is asked to have their photo taken by a	unknown person	<b>Deny consent</b> : Diego doesn't know the person or what they will do with the photo. <b>More information</b> : Diego should talk to a trusted adult (eg parent/carer) so they can talk to the photographer first.
	parent or carer	Give consent: Diego may agree as they want the photo taken.  More information: Diego could talk to their parent or carer about giving consent to take the photo but may not want it shared.
Sofia is asked to share personal information with a	friend	<b>Deny consent</b> : Sofia knows that some information is not for sharing, even with friends. <b>More information</b> : Sofia could ask what information they want and for what purpose.
	website	<b>Deny consent</b> : Sofia knows that she should not share personal information online. <b>More information</b> : Sofia should talk to a trusted adult (eg parent/carer) so they can discuss the situation with them and help to make a decision.
Riley is asked to be part of a video call by a	parent or carer	<b>Give consent</b> : Riley knows it's their parent or carer and is happy to accept the request. <b>More information</b> : Riley might be suspicious about the request as their parent or carer may not usually contact them in this way. Riley could speak to their parent or carer in their usual way first.
	community member	Deny consent: Riley may not answer the call as they don't know the person well.  More information: Riley may check with a trusted adult (eg parent/carer) first, and then communicate with the person in a different way with a trusted adult present.

### 4 Ask students:

- What should the children in the scenarios do if a trusted adult isn't available for advice? (Responses could include: deny consent; say 'no'; I'll get back to you later.)
- What if a trusted adult said it's OK to give consent, but the child has warning signs or feels unsafe and doesn't want to? (Responses could include: say 'no' and discuss further with the trusted adult; talk to another trusted adult.)
- What are some examples where a person's consent might be needed online? (Responses could include: personal information; join a game or chat group; private messages; sending photos or videos; buying something.)
- 5 Reinforce the rules about seeking, giving and denying consent and that people can change their minds anytime. If students experience someone not respecting their rights, they should talk to a trusted adult.

# **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: Online safety.

Learn more: Rights, responsibilities and relationships.

# 6.1 Understanding power

- 1 Students brainstorm to complete the sentence stem, 'Power is...' and share their ideas to create an agreed definition. This could include words such as influencing others, controlling, authority and superior.
- 2 Show the video <u>Corto lan</u> (Fundación lan), based on a true story about a young person with a disability who wants to play with their classmates. However, some children in the playground use their social power to isolate and exclude them. Ian uses persistence and resilience to overcome barriers, while the other children eventually show empathy and compassion.
- 3 Students discuss the use of power by lan and the other characters, both positive and negative. Ask questions such as:
  - What did you notice about the use of social power in the playground? (Responses could include: children were whispering; laughing; ignoring; excluding.)
  - How was Ian feeling and what were the signs? (Responses could include: sad; hurt; wind blowing Ian away from group; broke into pieces; barrier between Ian and the fence.)
  - What did Ian do to change the power imbalance? (Responses could include: determined; brave; resilient; persistent; turned the wheelchair around.)
  - What happened that helped the children to include Ian? (Response should be: one child started talking to Ian and the other children joined in.)
  - What are some key messages from the video? (Responses could include: be inclusive; empathy for others; use power positively.)
- 4 Encourage students to share their thoughts about power imbalances. Reinforce key messages:
  - if someone chooses to use power to respect the rights of others, it is using power positively
  - if someone chooses to use power to disrespect the rights of others, it is an abuse of power.



Definition:

**Power** is the ability or capacity to do something or to influence or control others or a situation.



5 Reinforce the importance of respect in all relationships and talking to trusted adult when needed.

# 6.2 Power dynamics

- 1 Ask students:
  - What does power imbalance mean? (Responses could include: unequal power distribution, authority, control or influence; dominance by one or some.)
  - What does power dynamics mean? (Response could be: complex interactions, relationships and strategies used to influence or control.)
- 2 Students brainstorm different types of relationships where there may be a power imbalance, for example:
  - parent or carer and child
- shop owner and customer
- teacher and student
- doctor and patient
- coach and athlete
- police officer and member of the public.
- pilot and passenger
- 3 Ask students:
  - Why might there be a power imbalance in these relationships? (Responses could include: age (parent or carer and child); experience; expertise; role; responsibility; authority; social status; safety.)
  - Could the power imbalance be positive or negative? Why? (Responses should focus on the variables and not assume that all power imbalances mean absolute trust. Responses could include: positive mentoring others, parents or carers providing guidance to children, good leaders of a country or company, police keeping the community safe; negative boss or leader bullying others, discrimination, gender inequity.)
- 4 Explain that sometimes it is difficult to determine the power dynamics in different relationships and situations.
- 5 In small groups, students examine various power situations using a cut-out set of cards from Activity Resource: Power cards 1 and Activity resource: Power labels.
  - Each group receives a set of power cards placed face down in a pile in the middle of the group. Students take turns choosing a card, identifying the power used in the situation and deciding if it was a positive use of power or an abuse of power.



- Each card is placed onto the accompanying chart, either on the P (positive use of power) or the A (abuse of power). Alternatively, this could be completed using a values continuum (RLS 15).
- Discuss and record why students are unsure where to place a card or if groups make different choices.
- 6 Discuss responses to each situation by asking students:
  - How did you decide if a situation was a positive use of power or an abuse of power? (Responses could include: if someone was taking advantage of another person; if someone was hurt.)
  - Were there situations that the group could not agree on? Why? (Responses could include: different values; different perspectives; various uses of power.)
  - What effect might this have on someone if they experienced these situations frequently from a more powerful person? (Responses could include: depressed; lose confidence; withdraw into themselves; believe they deserve it; think they have no power; become very sensitive; become disruptive; become aggressive to those they perceive as weaker than themselves.)



- 7 Explain that negative power imbalances can occur between friends, peers, or adults at school, home, or elsewhere.
- 8 Ask students, 'If a student felt there was a power imbalance and they were worried, sad or unsafe, what could they do?' (Responses could include: talk to the person (if safe); talk to a trusted adult; contact a support service.)

# 6.3 Power to empower

- 1 Discuss how power can be used in relationships, eg between adults, educators and students, siblings, parents, carers and children.
- 2 Provide examples of positive use of power and abuse of power, such as:
  - positive use of power giving compliments; helping to achieve goals; offering support when needed; using positive communication
  - abuse of power put-downs; restricting access to certain things (eg phone, money); abusive comments; controlling behaviour.
- 3 Students brainstorm words that describe positive use of power, for example:
  - kindness
- inspiring
- respect
- empowering
- · equity
- positive communication
- empathy
- positive language.
- fairness
- 4 In pairs, students design a 'Positive power' media campaign to encourage the positive use of power. Encourage students to look at current media campaigns for ideas, for example:
  - youth empowerment
  - children's play
  - anti-bullying
  - environmental
  - · healthy eating.
- 5 Students can present their work as digital posters, slide shows, videos, drama or musical performances. Share the campaigns with a broader audience within the school or the community.

# 6.4 Abuse of power

- 1 As a class, discuss the following questions for each scenario below:
  - What is the abuse of power?
  - What are the potential impacts of the abuse of power?
  - What help seeking strategies could be applied?

### Gender

- The school soccer team includes boys and girls, but the coach tends to pick the boys more often for matches, justifying it by saying, 'The boys have more experience', even though the girls have the same amount of experience.
- A restaurant posts a job advert seeking an experienced cook. When a male applies, the owner remarks, 'We have traditionally had female cooks', indirectly discouraging the male applicant.

### Discrimination

- A person is told they can't compete in a sports event because they are in a wheelchair.
- A new student is upset when another student says, 'Only people from our country can join our game'.

### Domestic and family violence

- A person demands that their partner stop spending time with their family and friends.
- In a relationship, one person makes the other do all of the jobs at home and gets angry at them if they don't.

# Definitions:

- Discrimination is when people are treated unfairly or differently because of their race, gender, sex, age, religion, disability or other characteristics.
- Domestic and family violence is when someone in a family or intimate relationship is being hurt or mistreated by their partner or a family member.

### LEARNING ACTIVITIES | FOCUS AREA 2

6.4 | Domestic and family violence is covered in more detail in focus area 3. However provide more information if required. Refer to Parents hurting each other (Kids Helpline).

- 2 Explain that everyone has the right to be safe, which includes being free from discrimination. Display or provide students with a version of the United Nations Convention on the Rights of the Child (UNCRC), such as:
  - Convention on the Rights of the Child child friendly version (UNICEF)
  - Children's rights poster (Australian Human Rights Commission).
- 3 In small groups, students identify 5 articles from the UNCRC that aim to help protect children against abuse of power.
- 4 Reinforce that all children have the right to be respected, to live free from harm and to seek support when required.
- 5 Close the session (NNA 8) with an energiser or physical activity.

# 6.5 Bullying

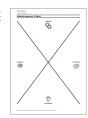
### 1 Ask students:

- What does fair and unfair mean? (Responses could include: fair means everyone is treated equally with an equal outcome; unfair means someone is treated differently and not equally so they are disadvantaged.)
- What does bullying mean? (Responses could include: someone repeatedly hurts or picks on another person; being mean and abusive; saying hurtful comments repeatedly.)
- 2 In pairs or small groups, students complete Activity resource:

  X chart (RLS 17) to identify the characteristics of bullying behaviour (what it looks, feels, sounds and thinks like).

  Provide an example to get started, such as:

  Bullying looks like bitting, feels like being seared, sounds like.
  - Bullying looks like hitting, feels like being scared, sounds like threats and thinks like power over others.



- 3 Share responses as a class and allow groups to add to their X charts.
- 4 Discuss the following topics, ensuring the discussion is sensitive and respectful:
  - The extent of bullying behaviour in... (choose an appropriate topic such as sports, politics, school, film industry).
  - Why some people enact bullying behaviour. For example, low self-esteem, lack of empathy, modelling the behaviours of others, seeking attention, power imbalance, insecurity, family issues and mental health.
  - The excuses people make when challenged about their behaviour. For example, 'I didn't do anything wrong', 'It was their fault', 'They started it', 'I don't want to talk about it'.
  - Strategies when responding to bullying behaviour. For example, tell the person to stop (if safe), move away, stick with friends and talk to a trusted adult.
  - Strategies to help the person with the bullying behaviour. For example, talk to the person (if safe), express concerns, suggest alternative behaviour, suggest support options.
- 5 Show the video <u>Our special superpower</u> (Bullying. No Way!) and discuss ways people can work together to support others. Explain the difference between a bystander and upstander, for example:
  - bystander is a witness who sees or knows about an unsafe situation affecting others but is not directly involved
  - upstander is someone who witnesses an unsafe situation and takes action to try and stop it safely.



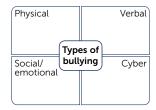
- 6 Create a chart (see example below) in response to the following question, 'What impact might bullying have on the person who is bullied, the person who bullied, the bystanders and the upstanders?' Consider all aspects of people's lives, such as:
  - relationships
  - · goals and aspirations
  - · education and careers
  - interests.

Person who bullied	Person who is bullied	Bystander	Upstander
<ul> <li>difficulty developing positive relationships with others</li> <li>develops criminal behaviour</li> </ul>		<ul> <li>feels powerless</li> <li>feels guilty</li> <li>takes part in the bullying behaviour</li> <li>loses confidence in school</li> </ul>	<ul><li>feels proud</li><li>feels brave</li><li>may be nervous of retribution</li></ul>

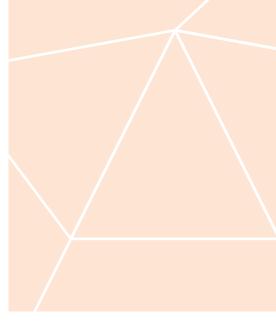
7 Discuss the chart and end the session by focusing on everyone's right to be safe and respected. Remind students that they should talk to a trusted adult if they or others feel disrespected, bullied or unsafe.

# 6.6 Types of bullying

- 1 Show the video **What is bullying?** (SEL Sketches). Ask students what the letters BOO mean when describing the meaning of bullying:
  - B means being mean, teasing, annoying and upsetting someone and it always does harm. Should be able to say 'stop' and the person stops, but with bullying, the meanness keeps going even when the person knows you don't like it
  - O means on purpose, knowing your actions will hurt someone's feelings. This makes the person being bullied feel small while the person doing the bullying feels powerful and in control, which is an imbalance of power.
  - O means over and over again. Even when telling someone to stop bullying, they keep doing it and the meanness is repeated.
- 2 Students work in small groups using <u>Activity</u> <u>resource: Placemat</u> (RLS 8) to discuss and record the different types of bullying and what each might include. Students write 'Types of bullying' in the centre of the placemat then each type in the other 4 sections 'Physical', 'Verbal', 'Social' emotional' and 'Cyber'.



- 3 Types of bullying include:
  - physical hitting, punching, shoving, tripping, kicking, pushing, stomping, stealing, damaging things
  - verbal teasing, name-calling, threatening, mean jokes, gossiping, rumours, spreading lies
  - social/emotional excluding, lying about someone, teasing, embarrassing someone, gossiping, rumours
  - cyber saying mean things; posting images; spreading rumours through texts, apps, email, phone, computer, tablet, gaming, social media.
- 4 Discuss the impact bullying can have on a person, such as anxiety, depression, fear, anger, self-esteem, school work or relationships.
- 5 Ask students, 'What are some ways to respond to bullying behaviour?' Use the following examples for discussion or refer to **Bullying** (Kids Helpline):
  - tell the person to stop (if safe)
  - walk away
  - pretend to agree with them
  - · act unbothered



- Additional resources:
- How to be an upstander (ReachOut Australia)
- 5 reasons to be an upstander (ReachOut Australia).

- · pretend not to understand
- ask someone to intervene (discuss being an upstander)
- talk to a trusted adult.
- 6 Reinforce the importance of seeking help from a trusted adult if they witness or experience bullying behaviour.

# 6.7 Upstander power

- 1 Remind students about the meaning of bystander and upstander behaviour:
  - bystander is a witness who sees or knows about an unsafe situation affecting others but is not directly involved
  - upstander is someone who witnesses an unsafe situation and takes action to try and stop it safely.
- 2 Brainstorm the qualities of an upstander and the possible implications for addressing bullying behaviour (interactions should be done safely and respectfully to reduce the chance of escalating the situation). For example:
  - courageous telling a friend to stop bullying someone; supports the person who is being bullied; challenges the person who engaged in the bullying; being silent may make the witness feel guilty and the bullying may continue
  - action-oriented hearing the words 'that's bullying' can be powerful
    and others will recognise the problem too; actively showing the bullying
    behaviour is wrong can be helpful to those involved or witnessing the
    bullying behaviour
  - assertive telling someone how their behaviour makes you feel and how
    it affects others
  - **compassionate** recognising when someone is hurt; having empathy; taking steps to help
  - **leader** upstanders are often leaders in their social group; helping others recognise ways to get along; being supportive of others.
- 3 Show the video **Bullying: How to safely help someone** (AMAZE Org) and discuss.
- 4 Brainstorm different ways upstanders could support someone (if safe), including:
  - be a buddy ask them if they are OK; listen; offer to help; seek support
  - shift the focus interrupt the bullying situation; divert the attention of the person doing the bullying; ask the person being bullied if they would like to do something else
  - speak out tell the person who is bullying to stop or to leave them alone
  - · leave the situation and seek help
  - support the person being bullied to get help from a trusted adult
  - report the bullying to a trusted adult.
- 5 Ensure students understand that being an upstander involves a level of risk. All bullying situations should be assessed to determine the best and safest way to support someone. Bullying situations must be reported to a trusted adult.



# **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.

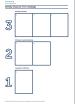
Suggestions include:

- 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.

# 33 2 1



### **Scenarios**

1 A school football team always practised on the oval/field on Thursdays after school. Dara and Remi were good friends and often went to football practice together. Dara received a new football as a birthday gift and took it along. Another student, Emmet, was older and liked to think they were in charge of the team and often bossed the others around. The coach was talking to some students on the other side of the oval.

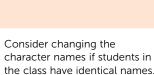
Emmet called Remi over and said, 'When Dara walks over here, you push them over and I'll grab their football and throw it over the fence. It will be so funny.' Remi replied, 'I'm not doing that. That's mean and Dara is my friend.' Emmet shook their fist at Remi and said, 'If you don't do it, I'll punch you and you'll never play with this team again.'

Remi felt nervous and didn't know what to do. Other students were watching and could see the situation was getting heated.

Dara approached Remi and asked, 'What's wrong?' Remi replied, 'Come on, let's play football' and ran towards the coach.

Emmet said to the other students, 'Let's get them tomorrow at school.' Another student, Jaden, said, 'Count me out, that's bullying and I'm not getting involved.' Emmet looked surprised and embarrassed. Jaden said, 'Come on Emmet, just play football with the team and have some fun.'

- · What happened that was respectful?
- What happened that was disrespectful?
- What power was being used and by whom?
- How was Remi feeling?
- · What did Remi do to diffuse the situation?
- What bystander behaviour was apparent and by whom?





- What upstander strategies were used and by whom?
- How did Emmet respond to the upstanders?
- How did the situation end?
- Explain what each student would say when reporting the situation to a trusted adult. Provide a separate response for Remi, Dara, Jaden, Emmet and other students.
- What else did you notice?
- 2 The next day, Dara brought their football to school again and told the class it had been signed by players from their favourite team. Later in the day, Jaden said, 'Can I borrow your football to show to my friend in the class next door? I promise I will bring it straight back.' Dara said, 'Maybe.' At that moment, the teacher asked Dara to get something from the office. While Dara was gone, Jaden took the football to show their friend. Dara returned to the classroom to find the football had gone and was starting to panic. Dara looked inside and outside the room but couldn't find it. Jaden was walking back to the room and saw Dara looking for the football. Jaden said, 'What's happening? Here's your football. You said I could borrow it.' Dara replied, 'No, I didn't and don't touch any of my stuff ever again.' Jaden looked surprised and walked away.
  - What did Jaden say when asking for consent to borrow the football?
  - How did Dara respond?
  - Did Dara's response mean yes and that it was OK for Jaden to take the football? Why or why not?
  - What should Jaden have done to be sure that Dara had given consent?
  - How did Dara react when finding the football was missing?
  - How did Jaden react when they saw Dara looking for the football?
  - What happened to create trust issues between Dara and Jaden?
  - How could the trust issues be improved?
  - What else did you notice?
- 3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.



# RESOURCE LINKS

5 reasons to be an upstander | https://kscpc.sa.edu.au/a/10490

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

Activity resource: Healthy and unhealthy relationships | https://kscpc.sa.edu.au/a/10483

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

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: Power cards 1 | https://kscpc.sa.edu.au/a/10142

Activity resource: Power labels | https://kscpc.sa.edu.au/a/10143

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

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

Being safe on the internet | https://kscpc.sa.edu.au/a/10262

Bullying https://kscpc.sa.edu.au/a/10564

Bullying: How to safely help someone | https://kscpc.sa.edu.au/a/10488

Child Helpline International | https://kscpc.sa.edu.au/e/10405

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

Consent and communication | https://kscpc.sa.edu.au/a/10484

Convention on the Rights of the Child - child friendly version | https://kscpc.sa.edu.au/a/10248

Corto lan https://kscpc.sa.edu.au/a/10487

Counselling and support services | https://kscpc.sa.edu.au/a/10525

Dusty the frilled neck lizard - I trust my feelings | https://kscpc.sa.edu.au/a/10453

How to be an upstander | https://kscpc.sa.edu.au/a/10342

Kids Helpline | https://kscpc.sa.edu.au/a/10298

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: 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

Online boundaries and consent | https://kscpc.sa.edu.au/a/10150

Online friends and strangers | https://kscpc.sa.edu.au/a/10480

Our special superpower | https://kscpc.sa.edu.au/a/10485

Parents hurting each other | https://kscpc.sa.edu.au/a/10462

Positive relationships | https://kscpc.sa.edu.au/a/10479

Report abuse | https://kscpc.sa.edu.au/a/10813

Report online harm | https://kscpc.sa.edu.au/a/10293

Respect circle | https://kscpc.sa.edu.au/a/10482

Things to watch out for with online friends | https://kscpc.sa.edu.au/a/10265

What is bullying? | https://kscpc.sa.edu.au/a/10646

What is Kids Helpline? (ages 8-12) | https://kscpc.sa.edu.au/a/10465

# 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	<b>LEARNING INTENTIONS</b> Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
area 3: reporting abuse	7 Bodily integrity	<ul> <li>Use the correct names and know the location of sexual body parts.</li> <li>Understand the whole body is private.</li> <li>Understand and recognise safe, unsafe and unwanted touch.</li> </ul>
Focus area Recognising and rep	8 Understanding abuse	<ul> <li>Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online.</li> <li>Practise and apply strategies for reporting abuse and unsafe situations.</li> <li>Understand safe upstander behaviours when supporting others.</li> </ul>

# Key vocabulary

Focus area 3: Recognising and reporting abuse uses the following key vocabulary:

- abuse
- anus
- breasts
- bribesbottom
- chest
- cyberbullying
- discrimination

- domestic and family violence
- emotional abuse
- nipples
- · online grooming
- online safety
- penis
- gender-based violence
- image-based abuse

- manipulation
- neglect
- physical abuse
- pressure
- private
- safe secret
- safe touch
- sexual abuse

- testes
- threats
- tricks
- unsafe secretunsafe touch
- unwanted touch
- vagina
- . . .
- vulva.

# Optional prior knowledge check

- 1 Discuss the upcoming topics with students.
- 2 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.
- 3 At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.



# 



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.

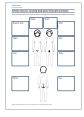
# **Educator tips**

- 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 Ask students, 'What does 'the whole body is private' mean and why is it important for people to understand?' (Responses could include: No one has the right to touch anyone's body without their consent; helps people understand their bodies; helps people set personal boundaries and communicate them clearly.)
- 2 Explain that 'private body parts' or 'sexual body parts' are terms often used to describe specific body parts, eg the bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva. It's important to understand that the whole body is private, not just the parts called private or sexual body parts. No one has the right to touch anyone's body without their consent.
- 3 In pairs, students use Activity resource: Locating body parts (most girls and boys) and draw an arrow from each box to the correct body part/s and describe the location on the body. For example:
  - mouth on the face between the lips
  - bottom back of the body on the lower back and above the legs
  - anus back of the body between the bottom cheeks
  - breasts or chest front of the body below the neck and above the stomach
  - nipples front of the body on the breasts or chest
  - penis front of the body between the top of the legs (most boys)



- testes front of the body between the legs underneath the penis (most boys)
- vulva front of the body between the top of the legs on the outside (most girls)
- vagina front of the body between the top of the legs inside the vulva (most girls).
- 4 Explain the importance of knowing the correct names of body parts, especially when explaining a problem or a situation. Provide some examples, such as:
  - · describing symptoms to a doctor or another trusted adult
  - · avoiding confusion when talking about the body
  - communicating personal space and boundaries
  - accurately describing an unsafe situation or abuse.

### 5 Ask students:

- Why might someone use incorrect names or slang terms for sexual body parts? (Responses could include: embarrassed; don't know the correct names; socially or culturally sensitive topic).
- What could happen if a child didn't use the correct body part name when reporting unsafe touch or abuse? (Responses could include: confusion; not understanding what they mean.)
- 6 Explain that children and young people should always use the correct names when communicating about touch or describing a situation that affects their body and safety.
- 7 Reinforce that the whole body is private and to talk to a trusted adult if feeling unsure, uncomfortable or unsafe.

# 7.2 Types of touch

- 1 Discuss the 3 different 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 In pairs or small groups, students use <u>Activity resource</u>: <u>Touch scenarios 1</u> to discuss and record answers to the following questions (repeating for each scenario):

### Context

- Was the touch safe, unsafe or unwanted and why?
- What are some key factors regarding what, where, how and why the touch may have happened?

### Intent

- What might be the intention of the person initiating the touch?

### Relationship

- What is the relationship of the people involved?
- Is there an imbalance of power?
- Is there an abuse of power?

### Consent

- Was consent sought and if so, how?
- Was consent given and if so, how?
- Was consent denied and if so, how?

### Support

- Who could the young person seek support from?





Consider changing the character's name if a student in the class has an identical name.

### Definitions:

- 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.

- **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.



- the context, intent, relationship and consent
- the types of touch
- · the behaviour
- the whole body is private
- no one has the right to touch anyone's body without their consent.
- 4 Reinforce the importance of talking to a trusted adult if feeling unsure, uncomfortable or unsafe and to keep telling until someone listens and they are safe.

# 7.3 Safe or unsafe touch

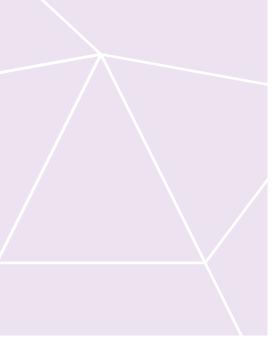
1 Read the following scenario:

11 year old Teo said to his friend, 'I am so excited, I was selected for the swimming team.' The friend replied, 'That deserves a hug' and opened their arms. Teo smiled and walked towards his friend and gave them a big hug.

- 2 Discuss the type of touch within the scenario, using questions such as:
  - What was the context? (Response could be: sharing good news with a friend.)
  - Was there intent to harm? (Responses could include: there did not appear to be intent to harm; the intent appeared to be to congratulate their friend.)
  - What is the relationship? (Response could be: friends.)
  - What information is provided regarding consent? (Responses could include: a hug was offered (arms opened); Teo smiled and walked towards their friend for a hug.)
- 3 Read the following scenario:

11 year old Teo often spoke to the assistant at the local library and said, 'I am so excited, I was selected for the swimming team.' The assistant grabbed Teo and said, 'That deserves a hug'. The assistant hugged Teo hard and gently squeezed him on the bottom. Teo pulled back, feeling uncomfortable and said, 'That was weird.'

- 4 Discuss the type of touch within the scenario, using questions such as:
  - What was the context? (Response could be: sharing good news with a community member.)
  - Was there intent to harm? (Response could be: there may or may not have been intent to harm, however, the touch was inappropriate.)
  - What warning signs did Teo have? (Responses could include: pulled back; felt uncomfortable; said, 'That was weird'.)
  - What is the relationship? (Responses could include: a community member or acquaintance; adult/older child to child.)
  - What information is provided regarding consent? (Responses could include: assistant touched Teo without consent; Teo pulled back and felt uncomfortable; Teo said the touch felt weird.)
- 5 Show the video <u>Protect yourself rules secrets</u> (Fight Child Abuse) and discuss the key messages by asking students:
  - What were Maya's warning signs? (Response could include: embarrassed; freaked out; flushed or red face; nervous laughter; increased heart rate; rapid breathing.)
  - How did Maya respond when Roger touched her? (Response should be: said, 'Don't touch me'.)
  - What did Roger say to threaten Maya? (Responses should be: told her not to tell anyone; would tell everyone that Maya was flirting with him.)
  - Who else could Maya have spoken to about the unsafe touching?
     (Responses could include: teacher; another trusted adult; parent or carer;
     Kids Helpline; someone else on her trusted network.)



- 6 Reinforce that a child is never to blame if they are touched in an unsafe way. It is important to always talk to a trusted adult if feeling unsure or unsafe.
- 7 Close the session (NNA 8) by doing a mindfulness activity (RLS 6) or physical activity.

# 7.4 Unwanted touch

- 1 Discuss the 3 different 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 Read the following scenario:

Ezra, his sister and parents were at a wedding with other relatives who were greeting each other with hugs and kisses. Ezra didn't feel like any hugs and kisses, so he decided to wait in the corner of the room. Ezra's aunty walked up to Ezra and gave him a big hug. Ezra loved and trusted his aunty but didn't feel like a hug today.

### 3 Ask students:

- Was the touch safe, unsafe or unwanted? (Responses could include: unwanted touch because Ezra didn't feel like a hug at this time; there did not appear to be any intent to harm.)
- What could Ezra do to communicate his preferences for touch? (Responses could include: say, 'I don't want a hug today thank you, but I'm happy to give a high five'; talk to his parents before the wedding.)
- If Ezra felt uncomfortable or unsure, who could he speak to? (Responses could include: parents; another trusted adult; someone else on his trusted network.)
- 4 Explain that people like to greet each other differently and some people prefer handshakes, high fives or fist bumps rather than hugs and kisses. This is a person's choice because it's their body and they can choose what makes them feel comfortable and safe. A person can also change their mind along the way.
- 5 In small groups, students brainstorm strategies that could be applied in situations where touch is unwanted. Examples include:
  - provide an alternative, eg say, 'No thank you, I would rather just wave today'
  - · step back or move away
  - use a hand gesture to indicate the touch is unwanted.
- 6 Reinforce that talking to a trusted adult is important if feeling unsure or unsafe.

Consider changing the character's name if a student in the class has an identical name.



Centre for Education Statistics and Evaluation (2020) *Traumainformed 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) 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 2 year levels.

Remember to close the session (NNA 8) with a positive learning experience.

YEAR 5	YEAR 6
<ul> <li>8.1 Types of abuse</li> <li>8.3 Identifying physical and emotional abuse</li> <li>8.5 Defining sexual abuse</li> <li>8.7 Recognising domestic and family violence</li> <li>8.9 Secrets and manipulation</li> <li>8.11 Online grooming</li> <li>8.12 Exploring online safety and risks</li> </ul>	<ul> <li>8.2 Recognising abuse</li> <li>8.4 Neglectful behaviour</li> <li>8.6 Impact of sexual abuse</li> <li>8.8 Identifying gender-based violence</li> <li>8.10 Pressure and manipulation</li> <li>8.12 Exploring online safety and risks</li> <li>8.13 Recognising cyberbullying</li> </ul>

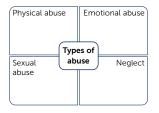


# 8.1 Types of abuse

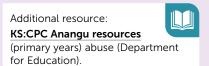
- 1 Remind students about the first KS:CPC theme, 'We all have the right to be safe' and its meaning.
- 2 In small groups, students brainstorm responses to the question, 'What are examples of a child's or young person's rights being violated?' (Responses could include: physically hurt; yelled at; made to do things they don't want to; unsafe touching; pressured to take photos of their body and post online; seeing adults arguing or hurting each other.)
- 3 Show the video <u>Protect yourself rules introduction</u> (Fight Child Abuse) and discuss the key messages, such as:
  - unsafe touch is abuse
  - no one should touch a child's sexual body parts
  - no one should ask a child to touch their sexual body parts
  - · never the child's fault
  - talk to a trusted adult.
- 4 Brainstorm the meaning of abuse and the different types, for example:

  Abuse is when a person hurts someone on purpose, causing them harm.

  This could include physical, emotional or sexual abuse and neglect.
- 5 Provide a summary of each type of abuse, for example:
  - physical abuse is when someone hurts and injures a child on purpose
  - emotional abuse is when a child is repeatedly made to feel worthless, unloved, alone or scared by someone who should be caring for them
  - sexual abuse occurs when someone in a position of power uses that power to involve the child or young person in sexual activity, including online
  - neglect is when a parent or carer does not give a child the love, help and care they need to grow up happy, healthy and safe.
- 6 In pairs or small groups, students use Activity
  resource: Placemat (RLS 8) to discuss the types
  of abuse, their meaning and record examples.
  Students write:
  - 'Types of abuse' in the centre of the placemat
  - each type of abuse at the top of each quadrant, ie 'Physical abuse', 'Emotional abuse', 'Sexual abuse' and 'Neglect'.



- 7 Explain that caring for and protecting children is an adult responsibility. Brainstorm how adults care for and protect children in the following categories:
- home eg a safe place to live; bed to sleep in; food to eat; clothes to wear
- relationships eg with family, friends and acquaintances; providing care and support
- health eg healthy food and drink; medical and dental care; wellbeing
- safety eg protection from being hurt in the home, outside and with other people
- education eg to learn new things; go to school.
- 8 Reinforce that all children have the right to be safe. Abuse is not OK and it is never the child's fault.
- 9 Discuss the support options at the school and ways of reporting issues using a form such as **Share my concerns** or talking to a trusted adult.



# 8.2 Recognising abuse

- 1 Show the video <u>KidSmartz check first</u> (NetSmartz) and discuss the key messages, such as:
  - · talking to unknown people
  - being offered money
  - checking first with a trusted adult, eg finding a lost puppy, money to keep a secret, a ride to school.

### 2 Ask students:

- What responsibilities do parents and carers have in keeping children and young people safe? (Responses could include: protecting children from harm; nurturing and caring; food, clothing and a place to live; financial support; safety and supervision; medical care; education.)
- What responsibilities do organisations such as schools, religious groups, sporting and recreation clubs, community groups and facilities have in keeping children and young people safe? (Responses could include: safety; protection; respect; positive learning environment; safe play areas.)
- 3 Explain that adults know their responsibilities in keeping children safe, but some people make poor choices and can't be trusted.
- 4 Discuss the following definition of abuse:

  Abuse is when a person hurts someone on purpose, causing them harm.

  This could include physical, emotional or sexual abuse and neglect.
- 5 Explain that child abuse is unlawful and all children and young people have the right to be safe.
- 6 In small groups, students use a cut-out set of cards from **Activity resource: Abuse and neglect cards** and decide if the example of abuse is physical, emotional, sexual or neglect and give reasons why.



- 7 As a class, discuss the results using the following questions:
  - How did the group decide which category the example of abuse belonged to?
  - Are there any cards that could be in multiple categories?
  - What might be the impact of the abuse on a child? (Responses could include: hurt; traumatised; betrayed; loss of self-esteem; illness; distrust; scared; poor academic performance; health issues.)
  - What could a child or young person do if they or someone they know was abused? (Responses could include: talk to a trusted adult; contact a support service.)
- 8 Discuss the support options at the school and ways of reporting issues using a form such as **Share my concerns** or talking to a trusted adult.

### Definitions:

- Emotional abuse is when a child is repeatedly made to feel worthless, unloved, alone or scared by someone who should be caring for them.
- Physical abuse is when someone hurts and injures a child's body on purpose. It may leave marks, bruises or cause a serious injury. The person who does this might be known or unknown to the child, like a family member, carer or a family friend.

# 8.3 Identifying physical and emotional abuse

- 1 Read or show the information from **Hurt on the inside: What is emotional abuse?** (Kids Helpline) and discuss the key messages, such as:
  - repeated actions that make someone feel bad, scared, sad or alone
  - · name-calling, yelling, teasing or ignoring
  - feeling scared, embarrassed, confused, sad, unloved, alone
  - words can hurt
  - it's never OK.
- 2 Read or show the information from **An adult hurt me: What is physical abuse?** (Kids Helpline) and discuss the key messages, such as:
  - causing pain to the body
  - leaving marks, bruises, serious injury





- hitting, hurting, kicking, poking, choking, burning, throwing things at someone
- · feel scared, sick, worried
- it's never OK
- · say 'stop' or 'no'
- find a safe place
- talk to a trusted adult.
- 3 Provide the following summary about the story (RLS 12) Matilda (Dahl 2016): Matilda is a brilliant 6 year old girl who uses her intellect and special powers to overcome the cruelty of her parents and her school's nasty headmistress, Miss Trunchbull. One day at school, Miss Trunchbull sees Amanda Thripp, a little girl with plaited golden pigtails, playing in the schoolyard. Miss Trunchbull stands in front of Amanda, towering over her and yelling that she wants the filthy pigtails chopped off and thrown in the bin before Amanda comes back to school tomorrow. Amanda is paralysed with fright and stutters that her mummy likes them. Miss Trunchbull doesn't care what her mummy thinks and with that, she grabs Amanda by the pigtails and lifts her off the ground.
- 4 Explain that Matilda is a made-up story for entertainment but provides an opportunity to discuss inappropriate behaviours.

### 5 Ask students:

- What were Amanda's warning signs? (Response should be: paralysed with fright and stutters.)
- What might Amanda be thinking and feeling about the situation? (Responses could include: the headmistress is mean and powerful; scared; wondering what will happen.)
- What did Miss Trunchbull say and do that caused harm to Amanda? (Responses could include: towered over her; threatening behaviour; said to chop off her pigtails; disrespectful to Amanda's mother; used physical force to pick her up.)

6 Discuss the different types of abuse and unsafe behaviours in the story, such as:

- abuse of power, eg headmistress and child
- emotional abuse, eg Miss Trunchbull yelling at Amanda
- threats, eg chopping off pigtails
- physical abuse, eg lifting Amanda up by the pigtails.

### 7 Ask students:

- What could Amanda do to stop the behaviour? (Responses could include: run to a safe place; call for help; talk to a trusted adult.)
- What could Matilda do? (Responses could include: call for help; run for help; talk to a trusted adult.)
- 8 Remind students that physical and emotional abuse or any abusive behaviour is not OK and should be reported to a trusted adult.
- 9 Close the session (NNA 8) with an energiser or mindfulness activity (RLS 6).

# 8.4 Neglectful behaviour

- 1 Read or show the information from All alone: What is child neglect? (Kids Helpline) and discuss the key messages, such as:
  - not giving love, help and care to be happy and healthy
  - not having a safe place to live or take a bath or shower
  - not eating properly or having old or worn-out clothes
  - · not having an education or getting help when sick or hurt
  - feeling sad, lonely, upset, scared, tired, hungry, sick, stressed or unsafe
  - not the child's fault
  - finding safe places
  - · talking to a trusted adult.

Dahl R (2016) Matilda, Penguin UK



Definition:

Neglect is when a parent or carer does not give a child the love, help and care they need to grow up happy, healthy and safe.

Dahl R (2016) Matilda, Penguin UK



- 2 Provide the following summary about the story (RLS 12) Matilda (Dahl 2016): Matilda is a brilliant 6 year old girl who uses her intellect and special powers to overcome the cruelty of her parents and her school's nasty headmistress.
- 3 In pairs, students use **Activity resource**: **Neglected Matilda** to discuss and record the neglect occurring in each situation and the possible impact on Matilda.
- 4 As a class, discuss the responses and the key aspects of the neglect, for example:
  - · unsecured baby carrier in the car
  - · child unsupervised
  - · child not receiving basic care
  - · child crossing a busy road by themself
  - · child being humiliated, ignored, intimated.

### 5 Ask students:

- What impact could neglectful behaviour have on a child? (Responses) could include: in danger; unsafe; hurt; become sick; sad; angry; scared.)
- Would it be neglect if a child or young person was in a safe, caring environment and was helping with the cooking and cleaning? Why or why not? (Responses could include: no; shared chores; responsibilities; liked cooking and cleaning; helping the family.)
- If a child or young person was being neglected and didn't want to talk to someone at home, who could they talk to? (Responses could include: another trusted family member; a trusted adult at school; someone else on their trusted network; contact a support service.)
- 6 Close the session (NNA 8) with an energiser or mindfulness activity (RLS 6), eg Paying attention 1: Mindfulness (Department for Education).

# 8.5 Defining sexual abuse

- 1 Remind students about the meaning of unsafe touch, for example:
  - someone touching a child's body to hurt them, eg physical abuse
  - someone touching a child's sexual body parts, eg bottom, breasts/chest, nipples, penis, testes, vagina and vulva.

Reinforce that this is not OK.

- 2 Explain that if a person touches a child in a sexual way, it's called sexual abuse. This includes online behaviour, such as sharing naked images or videos and using sexual language.
- 3 Provide the following definition:
  - Sexual abuse occurs when someone in a position of power uses that power to involve the child or young person in sexual activity, including online.
- 4 Show the video Stop the secrets that hurt sexual abuse is confusing (Fight Child Abuse) and discuss the key messages:
  - touching private/sexual body parts (this is sexual abuse)
  - showing pictures of naked people (this is sexual abuse)
  - it's OK to say 'no' and set personal boundaries
  - could be someone they thought they could trust
  - giving special gifts (this is bribing and grooming)
  - · abuse is never the child's fault
  - · telling a trusted adult even if it feels difficult or confusing.

### 5 Ask students:

· What are some signs that someone might be trying to groom or manipulate a child or young person? (Responses could include: unsafe secrets; special attention and gifts; inappropriate language and behaviour; unsafe touching; controlling behaviour; threats.)

### Definitions:



- 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.
- 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.
- Unsafe secrets may be harmful or cause distress, including situations where someone is in danger, experiencing harm or abuse, or facing an unsafe circumstance.

- What could a child or young person do if they were unsure if someone was trying to groom them? (Responses could include: pay attention to uncomfortable feelings or other warning signs; talk to a trusted adult; contact a support service.)
- Why is teaching children and young people how to recognise grooming behaviour and sexual abuse essential? (Responses could include: know when something is wrong and unsafe; recognise tricks and secrets; know what to do about it; learn protective strategies.)

### 6 Remind students that:

- children and young people have the right to be safe
- sexual abuse is not OK
- · it is never the child's fault
- abuse must be reported to a trusted adult or support service
- they should keep telling until someone listens and they are safe.
- 7 Review local support services as needed, for example:
  - Australia Kids Helpline, phone 1800 55 1800; Police, phone 000
  - global Child Helpline International.
- 8 Close the session (NNA 8) with an energiser or mindfulness activity (RLS 6), such as Cosmic Kids or GoNoodle.

# 8.6 Impact of sexual abuse

- 1 Remind students about the meaning of unsafe touch, for example:
  - someone touching a child's body to hurt them, eg physical abuse
  - someone touching a child's sexual body parts, eg bottom, breasts/chest, nipples, penis, testes, vagina and vulva.

Reinforce that this is not OK.

- 2 Explain that if a person touches a child in a sexual way, it's called sexual abuse. This includes online behaviour, such as sharing naked images or videos and using sexual language.
- 3 Explain that the following video talks about secrets that hurt. Ask students what that means, for example:
  - hiding information or experiences that can cause harm or pain
  - secrets that are uncomfortable and upsetting or harmful behaviours like abuse, bullying or unsafe situations
  - by keeping secrets, children may suffer emotionally, mentally or physically and the harmful behaviours or situations may continue
  - keeping secrets can prevent people from getting the help and support they need to stay safe.
- 4 Show the video Stop the secrets that hurt how sexual abuse hurts (Fight Child Abuse) and discuss the key messages:
  - that sexual abuse can cause confusing emotions and behaviours, such as:

 being scared - triggers and reminders having nightmares - not paying attention

 being worried - fighting

- no matter what the reason is for the abuse, it's never the child's fault
- · always tell a trusted adult.
- 5 Ask students, 'Why is it important for a child or young person to talk to a trusted adult if a situation is unsafe?' (Responses could include: stops the abuse; they are safe; adults know how to get the right support; assure the child that it's not their fault.)

### 6 Remind students that:

- children and young people have the right to be safe
- sexual abuse is not OK
- · it is never the child's fault
- abuse must be reported to a trusted adult or support service
- they should keep telling until someone listens and they are safe.

### Definition:

Sexual abuse occurs when someone in a position of power uses that power to involve the child or young person in sexual activity, including online.



LEARNING ACTIVITIES | FOCUS AREA 3

7 Review local support services as needed, for example:

- Australia Kids Helpline, phone 1800 55 1800; Police, phone 000
- global Child Helpline International.
- 8 Close the session (NNA 8) with an energiser or mindfulness activity (RLS 6), such as **Cosmic Kids** or **GoNoodle**.

# 8.7 Recognising domestic and family violence

- 1 Explain that the following story is about a young girl who describes what it's like when her mother's new friend comes to stay. She refers to him as the big bad wolf.
- 2 Read the story (RLS 12) or show a read aloud video of *The big bad wolf in my house* (Fontaine 2021).
- 3 Explain that the story focuses on abuse in a family relationship and this type of abuse may be called domestic and family violence.

### 4 Ask students:

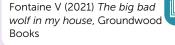
- Why might the author have chosen a wolf to represent the mother's new boyfriend?
- What other stories were referenced? For example:
  - 'huff or puff or blow the house down', 'did not protect me any more than a pile of straw', 'fort made of bricks'. (Response should be: *The three little pigs.*)
  - the mother wearing a red dress and the wolf has 'cold eyes and sharp teeth'. (Response should be: Little Red Riding Hood.)
- 5 Discuss the different types of abuse in the story, such as:
  - verbal and emotional abuse, eg the wolf was spitting mad, yelled bad names, threw a plate of food, howling
  - physical abuse, eg marks on the arm.

### 6 Ask students:

- What signs indicated the emotions of the mother and child? (Responses could include: mother's smile began to droop; mother dragging her shoulders and back down; child quiet as a lamb; child hiding behind her mother.)
- What did the child do to cope with the situation? (Responses could include: quiet as a lamb; hiding behind her mother; blankets around her head; hiding behind the door; bricks around her heart; closed her eyes.)
- What did the mother do to stop the abuse? (Response should be: moved to another house/shelter.)
- What signs were there that the situation improved at the new house?
   (Responses could include: felt welcomed; people chatting but no wolves; good sleep; this house won't fall down.)
- 7 Explain that domestic family violence is not OK. Ask students, 'If the mother hadn't left the house, what could the child have done?' (Responses could include: talked to her mother; talked to another trusted adult; contacted a support service.)
- 8 Close the session (NNA 8) with a mindfulness activity (RLS 6), a class game or physical activity.

# 8.8 Identifying gender-based violence

- 1 In small groups, students brainstorm the meaning of:
  - gender inequality
  - gender-based violence
  - domestic and family violence.
- 2 As a class, discuss the responses and provide further information, for example:
  - gender inequality is the unequal treatment or opportunities for individuals based on their gender



### Definitions:

- **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.

### Additional resources:



- Parents hurting each other (Kids Helpline)
- What to do if someone is hurting you (Kids Helpline).



- gender-based violence refers to violence that is used against someone because of their gender
- domestic and family violence is when someone in a family or intimate relationship is being hurt or mistreated by their partner or a family member.
- 3 Explain that while any gender-based violence is not OK and everyone has the right to be safe, most gender-based violence is perpetrated by men against women.
- 4 Show the video The road to gender equality Malala's story: Nations United (The Global Goals) and discuss gender equality and gender-based violence.
- 5 As a class or in small groups, discuss the following questions:
  - How might peer pressure contribute to gender-based violence? (Responses could include: joining in with hurtful language or behaviours; trying to fit in with others at someone else's expense.)
  - How might media contribute to gender-based violence? (Responses could include: depicting males or females in a certain way; harmful messages; outdated gender stereotypes; promoting unhealthy masculinities.)
  - How might gender stereotypes contribute to gender-based violence? (Responses could include: unfair or harmful ideas about males and females; strong or weak; powerful; submissive.)
  - How might discrimination contribute to gender-based violence? (Responses could include: mistreating someone because of their gender; power imbalance; inequities; victim blaming; misogynistic views.)
  - How might abuse of power contribute to gender-based violence? (Responses could include: controlling; stronger; taller; older; in charge.)
- 6 Reinforce that any form of violence is not OK. Ask students, 'How might someone feel if they were constantly being criticised and bullied about their gender?' (Responses could include: useless; sad; angry; frustrated; hurt; defeated; unsafe.)
- 7 Remind students about talking to a trusted adult if they or someone they know is in an unsafe situation.

# 8.9 Secrets and manipulation

- 1 Explain the meaning of manipulation using the following example: 'Give me \$50 now and keep it a secret or I'll tell everyone you stole my money.'
- 2 Remind students about the following definitions:
  - 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
  - unsafe secrets may be harmful or cause distress, including situations where someone is in danger, experiencing harm or abuse, or facing an unsafe circumstance
  - tricks are when a person uses clever or sneaky methods to fool or deceive someone
  - threats are when a person tries to scare someone into doing something they don't want to do
  - bribes are when a person offers gifts, money or favours to get someone to do what they want.
- 3 In pairs, students use Activity resource: Secrets and manipulation scenarios to discuss and record answers to the following questions for each scenario:
  - What warning signs might be evident?
  - What unsafe behaviours are apparent?
  - · What forms of manipulation are used, eg secrets, tricks, threats, bribes?
  - What abuse of power and/or trust is evident?
  - Who could the student/child talk to about the situation and what could they say?



### Definitions:

- Masculinity refers to the practices, attitudes and behaviours that instruct what men and boys should be and how they should act, including social norms and the unwritten rules that influence societal behaviour.
- Misogyny is the hatred or contempt for women, often manifesting in discrimination, belittlement, prejudice and violence.
- Unhealthy masculinity refers to the societal expectations, practices, attitudes and behaviours that dictate what men and boys should be and how they should act.

Additional resource: **KS:CPC Anangu resources** (primary years) secrets cards (Department for Education).



- 4 As a class, discuss the responses focusing on the unsafe situation, the manipulation tactics and seeking support.
- 5 In their pairs, students role-play (RLS 11) seeking support by taking the part of the student and a trusted adult. The 'student' asks for help and 'trusted adult' responds. Refer to any of the examples below:

### Student

- 'Something happened that was not OK and I need to talk to you about it.'
- 'I want to share something important with you. Can we talk about it?'
- 'I need your help with something that's bothering me.'
- 'I'm feeling scared about something and need your help.'
- 'There's something I need to tell you because it's important for my safety.'
- 'I don't feel safe because...'
- 'I need to talk to you about a secret someone told me to keep, but I think it's important that you know.'
- 'I'm being treated in a way that makes me uncomfortable and need your support.'
- 'I've been feeling really sad lately and want to tell you why.'

### **Trusted adult**

- 'Thank you for telling me. I believe you and I'm here to help.'
- 'I'm so sorry this happened to you.
   It's not your fault and I want to support you.'
- 'You're very brave for sharing this with me. I'm here to keep you safe.'
- 'I'm glad you told me. We should talk about this for your safety.'
- 'I'm here to listen and help. You're not alone in this and we'll work through it together.'
- 'I'm really sorry you're going through this. Let's find a way to make things right.'
- 'It's not OK for anyone to hurt you. I'll do everything I can to keep you safe.'
- 'Thank you for trusting me with this information. We'll get through this together.'
- 6 Reinforce strategies about being persistent and assertive when talking to a trusted adult to ensure unsafe situations are reported and acted upon and everyone is safe.

# 8.10 Pressure and manipulation

- 1 Ask students, 'How can being around positive people influence what we choose to do and how we behave?'
- 2 Discuss the following statements with students:
  - 'My friends made me do it! I knew it was wrong, but they said I couldn't be part of the group if I didn't.'
  - Explain that this is an example of peer pressure or psychological pressure, where a person feels compelled to do something they know is wrong.
  - 'If you really cared about me, you'd buy me a new scooter.'

    Explain that this is an example of manipulation where someone threatens the emotional connection to get what they want.
- 3 Show the video **Small talk peer pressure** (CBC Kids) and discuss the ideas raised by the young people.
- 4 Ask students:
  - What ways might someone pressure and manipulate a person into doing something they don't want to? (Responses could include: threats; tricks; bribes; bullying; compliments; make them feel guilty.)
  - What might pressure and manipulation look like online? (Responses could include: cyberbullying; fake identity or information; scams; peer pressure; tricks to send photos).



- 5 There may be occasions where someone is being manipulated and is unsure how to manage the situation. Reinforce strategies for addressing unsafe situations and seeking help, such as:
  - assertiveness expressing feelings and boundaries, eg 'I'm not comfortable with that' or 'No, I don't want to do that'
  - using 'I' statements expressing feelings and opinions, eg 'I feel uncomfortable when you ask me to do that' or 'I don't like it when people pressure me'
  - setting boundaries maintaining boundaries and knowing that it's OK to say 'no'
  - walking away where possible, removing themself from the pressure by walking away
  - delay tactics using statements that provide time to assess the situation more calmly, eg 'Can I think about it?' or 'I'll get back to you later'
  - seeking help recognising situations that are unsafe or feel uncomfortable and seeking help from a trusted adult
  - confiding in a friend talking to a trusted friend who'll listen to the problem and provide support when talking to a trusted adult (where needed)
  - using a code establishing a code word or signal with a trusted adult that can be used to communicate distress without others knowing
  - role-playing (RLS 11) practising different ways to respond to various scenarios to feel more confident and prepared
  - trusting instincts if something feels wrong, then it probably is; these are warning signs and should be acknowledged.
- 6 Remind students about talking to a trusted adult if they or someone they know feels pressured or manipulated.

# 8.11 Online grooming

- 1 Discuss the meaning of online safety, for example: Online safety is about minimising the risks from inappropriate online behaviours, abuse, harmful content, unwanted contact, identity theft and breaches of privacy.
- 2 Explain that some people take advantage of children and young people when they are online. This is called online grooming. Discuss the possible warning signs that someone may be grooming and taking advantage of a young person online, for example:
  - says things that are too good to be true, eg similar interests, agree with everything, gives lots of compliments, tries to make the child feel special to gain their trust
  - sends lots of messages in a short time
  - sends rude or sexual messages, compliments the way the child looks, encourages sexual conversations, asks for naked images or sends naked images
  - tries to keep the conversation private by encouraging the child to move to private chat or threatening them to keep it a secret by saying they'll get in trouble
  - makes threats saying something bad will happen, they'll stop talking to the child if they don't do what they're told or they'll share information, images or videos with other people
  - avoids video or phone calls saying their camera or phone is broken to hide who they are and may use fake photos or videos.
- 3 Show the video *Emily's story online grooming* (ThinkUKnow AUS).
- 4 In small groups, students discuss their observations and the following questions:
  - How might Emily feel about her new online friend at first? (Responses could include: happy; special; attractive.)

Continued on the next page

### Definitions:

- 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.
- Online grooming refers to establishing and building a relationship with a child using the internet or other digital technologies to facilitate sexual contact with the child, in-person or online.

### Additional resources:



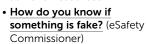
- Being safe on the internet (Kids Helpline)
- Things to watch out for with online friends (eSafety Commissioner)
- Sharing photos and my personal information online (eSafety Commissioner).

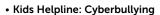
- What did you notice about Daisy's messaging? (Responses could include: compliments; persistent day and night; used text abbreviations like WYD; asked personal questions.)
- How might Emily's feelings have changed during the online interaction? (Response could be: she went from feeling happy to confused and concerned.)
- What clues and warning signs showed the change in Emily's behaviour? (Responses could include: stopped dancing; looked confused; sat down.)
- Do you think Emily knows Daisy? If not, why did she accept the friend request? (Responses could include: no; liked the compliments; too trusting; wanted a friend.)
- How old could Daisy be? (Responses could include: likely older than Emily; could likely be an adult.)
- What online grooming behaviours were evident? (Responses could include: asking personal questions; connecting her interest in dancing to a dance competition; asking what she was wearing; asking her to send a video without clothes on; persistent texting including at night.)
- 5 As a class, discuss the responses and ask students, 'Why might a child not tell a trusted adult about something unsafe online?' (Responses could include: unaware there's an issue; might think they will get in trouble; might think they will have their device removed; shame; embarrassment; confusion; feel it's their fault.)
- 6 Explain that grooming behaviour is not OK, it is child abuse, that adults know it is wrong and it is against the law (refer to your local laws).
- 7 Consider the following resources to explore online grooming and strategies to seek support further:
  - Knowing who to trust online (Kids Helpline)
  - Someone is contacting me and I don't want them to (eSafety Commissioner).
- 8 Reinforce the importance of talking to a trusted adult or contacting a support service. Provide information about relevant online reporting options (for your location), for example:
  - Australia <u>Kids Helpline</u>, <u>Report online harm</u> (eSafety Commissioner),
     Report abuse (ACCCE)
  - global Child Helpline International.

# 8.12 Exploring online safety and risks

- 1 Brainstorm positive ways that people use the internet, eg accessing information, communicating with people, online education, watching movies and playing games.
- 2 Discuss some of the potential risks when using the internet with a focus on the following:
  - cyberbullying is when someone uses the internet to humiliate, harass, embarrass or threaten another person
  - fake information could be a news story that is made up or not based on facts, fake websites that try to steal money or personal information or someone who pretends to be another person
  - image-based abuse is when someone shares, or threatens to share, an intimate image or video of a person without their consent. If the person threatens to share intimate images or videos for money or other reasons, this is blackmail or sextortion.
- 3 Remind students that all these behaviours are not OK. Some are against the law and unsafe situations should always be reported.

### Additional resources:





• Sharing photos and my personal information online (eSafety Commissioner).

### Definition:

Sextortion is a form of online blackmail where someone tricks or coerces a person into sending sexual images of themselves and threatens to share the images unless their demands are met, which could be money, more graphic content or sexual favours.



### 4 Choose from the following options:

### Online behaviour

- Show the video *Play it safe and fair online* (eSafety Commissioner) and discuss the key messages about:
  - > positive online use
  - > negative online use
  - > managing worries when online
  - > where to get help.
- Ask students, 'What tips did the athletes provide for dealing with online issues?' (Responses could include: be aware of what you share and who you share with; avoid comparing yourself to others; follow people and accounts that make you feel good about yourself; turn off notifications; take time to disconnect.)
- Discuss the different ways an athlete might use the internet to support their skills, eg watching other athletes, analysing their performance, health and nutrition information and events calendars.

### Online risks

- In pairs or small groups, students use **Activity resource**: Risky online situations to discuss and respond to the
- As a class, discuss the key messages, including:
  - > contact from unknown people, eg they might not be who they appear to be, check with trusted friends and adults, check privacy settings
  - > keeping personal information private online, eg avoid sharing full name, address, school, phone number, passwords, personal photos
  - > how online behaviours can impact others, eg think before commenting, be kind and respectful, once something's posted it can be seen or shared with many people, be an upstander
  - > strategies for stopping unsafe behaviours, eg recognise the signs, report and block the person, walk away or turn off the device, talk to a trusted adult.
- 5 Explain that everything someone says and does online creates a digital footprint. It could be things someone is proud of or that might be embarrassing. This shapes what people think about them now and in the future.
- 6 Reinforce the importance of respectful online behaviour and reporting disrespectful or unsafe behaviours towards self or others by talking to a trusted adult or contacting a support service.

# 8.13 Recognising cyberbullying

- 1 Ask students, 'What is the difference between bullying and cyberbullying?' (Responses could include: bullying – is usually in person, can be physical and hurtful; cyberbullying – is online, can be hurtful messages, emails or posts.)
- 2 Choose from the following options:

### Cybersmart Hero

- Show the video *Cybersmart Hero* (eSafety Commissioner) and discuss the key messages about mean behaviour, sharing photos, keeping passwords private, being an upstander and reporting cyberbullying.
- Ask students:
  - > How might Anna be feeling? (Responses could include: sad; hurt; embarrassed; excluded.)
  - > What advice did Hero provide to Anna? (Response should be: talk to her parents or the school counsellor.)
  - > What did Riba and the group do to improve the situation? (Response should be: apologised to Riba.)
  - > What advice did Mr Tilley provide? (Responses should include: report the bullying to someone you trust right away; don't join in; always support friends online and offline.)



Upstander is someone who witnesses an unsafe situation and takes action to try and stop it safely. For more information, refer to How to be an upstander (eSafety Commissioner).

Additional resources:



- How do I know if I have been mean to others online? (eSafety Commissioner)
- Kids Helpline: Cyberbullying
- People are being mean to others online (eSafety Commissioner)
- Someone is being mean to me online (eSafety Commissioner).

> What did Hero mean when she said, 'Stand up and speak out'? (Response should be: be an upstander against bullying and cyberbullying.)

### · Be deadly online

Show the video eSafety Commissioner: Cyberbullying. In small groups, students discuss the following questions:

- What does 'Bullying online, shame long time' mean?
- What does cyberbullying look like? (Responses could include: abusive messages and emails; threats; posting nasty comments, photos and gossip; pretending to be someone else online to cause trouble or bring shame; leaving people out online; blackmail; hate pages.)
- What should someone do if they are being cyberbullied? (Responses could include: don't fight back; don't post abusive messages; block the person; change privacy settings; report it and keep evidence (messages, emails, online posts); talk to someone they trust.)
- If a person witnesses or knows about cyberbullying happening, what could they do? (Responses could include: support the person being bullied; don't forward messages or pictures; stand up and speak out; keep the messages and show an adult; report and block the person.)
- 3 Discuss the impact of cyberbullying on someone and how it can affect their health, wellbeing, emotional state, self-esteem, relationships and schoolwork.
- 4 Discuss strategies for being an upstander to unsafe online behaviour, eg ask the person if they are OK, offer to help them, use supportive language and suggest ways to get help, such as reporting online or talking to a trusted adult.

### 5 Ask students:

- How could someone tell if they were cyberbullying and what signs would they look for? (Responses could include: sending hurtful messages or images; forwarding mean messages sent by others; sharing someone else's personal messages or information; being mean; deliberately leaving someone out; spreading lies about someone; creating a fake online profile to be mean to someone.)
- What could someone do if they realised they were cyberbullying others? (Responses could include: stop the behaviour immediately; apologise; think before sending anything; consider how the person might feel; talk to a trusted adult.)
- 6 Provide examples of strategies to report cyberbullying, such as talking to a trusted adult, reporting online and contacting a support service. Reinforce the importance of being an upstander and supporting others who may be experiencing cyberbullying. This could include asking them if they are OK or need help, supporting them to seek help and talking to a trusted adult. Provide information about relevant online reporting options (for your location), for example:
  - Australia Kids Helpline, Report online harm (eSafety Commissioner), Report abuse (ACCCE)
  - global Child Helpline International.





# **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.

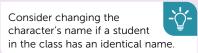
# 3-2-1 strategy

- 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.

# 33 1

### **Scenarios**

- 1 Amos had been concerned about his friend so he went to the garden where his father was working and said, 'I want to tell you something.' His father replied, 'OK', but wasn't really paying attention. Amos said, 'When I was at soccer practice, my friend told me someone had hurt his...you know.' The father said, 'Oh, is that right' and kept working. Amos tried again, 'Dad! Someone hurt his thing.' The father looked at Amos, nodded and kept working. Amos then said loud and clear, 'Dad! Someone touched my friend's penis and he is really upset.' The father stopped, looked at Amos and said, 'Oh, I'm sorry, I didn't understand what you meant before. Tell me exactly what happened and we'll help your friend.'
  - What unsafe touching occurred?
  - How did Amos feel about his friend?
  - · Why did Amos' father seem unconcerned at first?
  - What made Amos' father realise there was a serious issue?
  - How would Amos' friend be feeling?
  - What did Amos do to support his friend?
  - What could Amos' friend do about the situation?
  - · What do you think Amos' father did next?
  - Why is it so important to use the correct names of body parts when describing a situation?
  - What else did you notice?



2 Jasper was in an online chat group with some school friends. They mainly chatted about movies, TV shows, sports and computer games. Sometimes, they would post photos of their activities, like the winning goal in soccer or playing online hockey. Jasper was very talented and often won the games they played.

One day, after losing a game, Tyson sent a mean private message to Jasper. This happened a few times and at first, Jasper ignored it. After a while, the messages became more abusive and threatening. Jasper was hurt and confused but didn't want to tell his parents in case they took his device away. However, things got worse when Tyson started sharing embarrassing photos of Jasper. Tyson threatened to share more photos if Jasper didn't let him win the games. Jasper felt nervous and scared and decided to talk to his parents about it.

- What was unsafe about the situation?
- What were Jasper's warning signs?
- What did Tyson do to manipulate the situation?
- What happened that were signs of cyberbullying?
- Why did Jasper wait so long to tell his parents?
- How would the situation have changed if Jasper had told his parents or another trusted adult immediately?
- 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: Abuse and neglect cards | https://kscpc.sa.edu.au/a/10727

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

Activity resource: Locating body parts (most girls and boys) | https://kscpc.sa.edu.au/a/10722

Activity resource: Neglected Matilda | https://kscpc.sa.edu.au/a/10728

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

Activity resource: Risky online situations | https://kscpc.sa.edu.au/a/10147

Activity resource: Secrets and manipulation scenarios | https://kscpc.sa.edu.au/a/10148

Activity resource: Touch scenarios 1 | https://kscpc.sa.edu.au/a/10723

All alone: What is child neglect? | https://kscpc.sa.edu.au/a/10705

An adult hurt me: What is physical abuse? | https://kscpc.sa.edu.au/a/10702

Being safe on the internet | https://kscpc.sa.edu.au/a/10262

Child Helpline International | https://kscpc.sa.edu.au/e/10405

Cosmic Kids | https://kscpc.sa.edu.au/a/10731

Cybersmart Hero | https://kscpc.sa.edu.au/a/10095

Emily's story – online grooming | https://kscpc.sa.edu.au/a/10090

eSafety Commissioner: Cyberbullying | https://kscpc.sa.edu.au/a/10073

GoNoodle | https://kscpc.sa.edu.au/a/10730

How do I know if I have been mean to others online? | https://kscpc.sa.edu.au/a/10144

How to be an upstander | https://kscpc.sa.edu.au/a/10301

How do you know if something is fake? | https://kscpc.sa.edu.au/a/10145

Hurt on the inside: What is emotional abuse? | https://kscpc.sa.edu.au/a/10701

Kids Helpline | https://kscpc.sa.edu.au/a/10298

Kids Helpline: Cyberbullying | https://kscpc.sa.edu.au/a/10136

KidSmartz - check first | https://kscpc.sa.edu.au/a/10726

Knowing who to trust online https://kscpc.sa.edu.au/a/10263

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

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

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

Parents hurting each other | https://kscpc.sa.edu.au/a/10462

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

People are being mean to others online | https://kscpc.sa.edu.au/a/10137

Play it safe and fair online | https://kscpc.sa.edu.au/a/10135

Protect yourself rules – introduction | https://kscpc.sa.edu.au/a/10725

Protect yourself rules - secrets | https://kscpc.sa.edu.au/a/10724

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

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

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

Sharing photos and my personal information online | https://kscpc.sa.edu.au/a/10266

Small talk – peer pressure | https://kscpc.sa.edu.au/a/11114



Someone is being mean to me online | https://kscpc.sa.edu.au/a/10458

Someone is contacting me and I don't want them to | https://kscpc.sa.edu.au/a/10264

Stop the secrets that hurt – how sexual abuse hurts | https://kscpc.sa.edu.au/a/10732

Stop the secrets that hurt – sexual abuse is confusing | https://kscpc.sa.edu.au/a/10729

The road to gender equality – Malala's story: Nations United | https://kscpc.sa.edu.au/a/11125

Things to watch out for with online friends | https://kscpc.sa.edu.au/a/10265

Trauma-informed practice in education | https://kscpc.sa.edu.au/e/10647

What to do if someone is hurting you | https://kscpc.sa.edu.au/a/10697

# **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:
area 4: : strategies	9 Applying strategies	<ul> <li>Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online.</li> <li>Identify protective strategies to increase safety in preparation for future events or situations.</li> </ul>
Focus Protective	10 Seeking support	<ul> <li>Review trusted networks and understand the importance of reviewing them regularly.</li> <li>Demonstrate ways to seek support from trusted people and support services, including in emergencies.</li> </ul>

## Key vocabulary

Focus area 4: Protective strategies uses the following key vocabulary:

- aggressive
- · assertive
- communication
- cyberbullying
- digital citizenship
- digital footprint
- emergency
- help
- memory
- network
- observation
- online

- passive
- persistence
- personal information
- problem-solving
- resilience
- respect

- risks
- safe
- · support services
- triple zero (000)
- trust
- unsafe.

## Optional prior knowledge check

- 1 Discuss the upcoming topics with students.
- 2 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.
- 3 At the end of the topic or focus area, students complete the chart by recording what they learned about the topics.





Goodwin C (2021) 6 evidence-based ways to encourage persistence in children, *Psychology Today*, viewed October 2024, https://kscpc.sa.edu.au/a/10891

Lovering N (2022) 10 tips to teach your child to be assertive, PsychCentral, viewed October 2024, https://kscpc.sa.edu.au/a/10890

## **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 (Lovering 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 students, 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 students 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 students' safety and when seeking help. Use inclusive language that recognises the diversity of families and represents all students' circumstances when discussing their primary carers' names and phone numbers.

Learn more: Online safety.

Learn more: Protective strategies.

## 9.1 Assertive ways

- 1 Show the video *How to be more assertive* (watchwellcast).
- 2 Explain that assertiveness is when someone confidently shares their thoughts, feelings and opinions while respecting the rights and needs of self and others. Using assertive actions and words may help in potentially unsafe situations.
- 3 In pairs, students use **Activity resource: X chart** (RLS 17) to discuss what assertiveness looks, sounds, feels and thinks like, for example:
  - looks like standing tall, eye contact, serious face, calm, appropriate hand movement
  - sounds like a clear and firm voice, saying 'no', using 'I' statements
  - feels like strong, confident, brave, proud, good, a bit uncomfortable
  - thinks like having rights, own opinions matter, solving a problem.



- 4 As a class, develop statements to describe how to be assertive using the following sentence stem. Being assertive means I:
  - speak up for myself clearly and respectfully
  - use a calm and confident voice to say what I need or want
  - express my feelings honestly without being rude or hurtful
  - · listen to others while making sure my own needs are heard
  - set boundaries and say 'no' when I need to while still being respectful
  - make eye contact and speak clearly so others understand me.
- 5 Discuss some 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.

6 Use the following scenarios to discuss assertive ways to respond:

- Owen's mother is arguing loudly and aggressively at the dinner table.
   Owen and his younger brother are scared.
- Cheng was playing soccer with a friend at a local park when 2 unknown adults approached and insisted they give them their phones.
- Luka invited his friend Camden to his house for a sleepover. They were
  watching a movie when Luka's cousin showed them some scary and
  violent images on their phone. Luka and Camden were horrified.
- Jade was walking to class with friends when Ash suddenly made an
  offensive remark to another student. Jade was embarrassed and angry.
- 7 Discuss the responses, ensuring students focus on assertive ways to address the situation safely. Explain that different situations require different responses. Sometimes, walking away from a situation can be an assertive response.
- 8 Reinforce that assertive words and actions can help someone stand up for themselves or others, but always talk to a trusted adult if the situation is unsafe.

## 9.2 Practising assertiveness

- 1 Show the video Be assertive the right way (Litmus Heroes).
- 2 Discuss the meaning of the following 3 communication styles:
  - passive may avoid expressing thoughts, feelings and opinions and disregard their own rights or needs
  - aggressive may express thoughts, feelings and opinions in a forceful or disrespectful way and disregard the rights or needs of other people
  - assertive may confidently share their thoughts, feelings and opinions while respecting the rights and needs of self and others.
- 3 In pairs, students use <u>Activity resource: Communication styles</u> and discuss each situation, decide if the response is passive, aggressive or assertive and for situations that are passive or aggressive, provide an assertive response.
- 4 As a class, discuss the responses, ensuring they are safe and respectful. Explain that different situations require different responses. Sometimes, walking away from a situation is an assertive response.



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

#### 5 Ask students:

- What if the situation was dangerous? (Response should be: leave the situation and talk to a trusted adult or an adult nearby.)
- What if the situation seemed safe but then became unsafe? (Response should be: provide an assertive response, then talk to a trusted adult.)
- What if the situation involved an angry adult? (Response should be: talk to a trusted adult.)
- What if the situation involved touching sexual body parts? (Response should be: say 'Stop touching my [body part]' (if safe) and talk to a trusted adult.)
- What if the situation was dangerous and the child was at significant risk?
   Explain that if a child needs to protect themselves in a dangerous situation, they might need to scream, yell for help or kick someone and run straight to a trusted adult or nearby safe area.
- 6 Reinforce that safety is the priority. If students find themselves in an unsafe or uncomfortable situation, they must tell someone on their trusted network as soon as possible.

#### 9.3 Exploring persistence in characters

- 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 Explain that persistence is an important strategy in keeping safe because it helps people stay determined and continue trying, even in challenging situations. It encourages people to keep working towards solving a problem and to seek help when needed, ensuring they don't give up until they are safe.
- 3 Use stories (RLS 12) or movies about persistence, such as:
  - The whale rider (Ihimaera 2005) Kahu never gives up on proving she can be a leader, even when others doubt her
  - The emu who ran through the sky (Milroy 2021) Lofty keeps trying to fly, no matter how hard it seems
  - Finding Dory (Stanton 2016) even though she has trouble remembering things, Dory keeps searching for her family
  - October sky (Hickam 1998) Homer keeps working on building rockets, even when others don't believe in him.

#### 4 Ask students:

Continued on the next page

- What challenges did the main character face and how did they keep going despite them?
- Was there a specific moment when the character almost gave up? What helped them to continue?
- How did the character's persistence impact their goals?
- How did the other characters affect the main character's ability to be persistent?
- What strategies or actions did the character use to overcome obstacles?
- Why is persistence important and how can it help to achieve challenging goals?
- 5 Choose any of the following options to explore persistence further:
  - Using *The emu who ran through the sky* (Milroy 2021) and **Activity resource: Y chart** (RLS 17), students brainstorm what Lofty could see, hear and feel when he safely travelled across the sky. Refer to **The emu who ran through the sky: teacher notes** (Magabala Books) for more ideas.

9

Hickam H (1998) October sky,

Delacorte Press



Ihimaera W (2005) *The whale rider*, Pearson Education Limited Milroy H (2021) *The emu who ran through the sky*, Magabala Books Stanton A (2016) *Finding Dory*, DVD, Pixar Animation Studios, Walt Disney Pictures, Rated G



- Using Finding Dory (Stanton 2016), students create a storyboard showing 3 key moments where Dory showed persistence in her journey to find her family. Under each drawing, students record a short sentence describing what happened and how Dory kept going even when she felt lost. Refer to Finding Dory educator's guide (Disneynature Educational Team and Pixar) for more ideas.
- In pairs, students create a new story about the characters from the chosen resource, highlighting the relationships, challenges, examples of persistence and any positive outcomes.
- 6 Remind students to talk to a trusted adult if feeling unsure or unsafe and keep telling until someone listens and everyone is safe.

## 9.4 Applying persistence

- 1 Show the video **Soar: An animated short** (Alcye Tzue) to explore how the characters demonstrate persistence.
- 2 Ask students:
  - How does the character keep trying to fix the plane and what does this show about their determination?
  - How does the character's way of fixing the plane change and what does this say about their persistence?
  - Can you describe a time in the film when the character almost gave up?
     How did they keep going?
  - What happens because of the character's hard work and persistence by the end of the film?
  - What does the character do when they feel like giving up and how does this show their persistence?
  - Why is persistence so important?
- 3 Brainstorm words and phrases that encourage persistence, such as:
  - keep trying
- don't stop
- determination

- don't give up
- stick with it
- perseverance

- try, try again
- keep going
- resilience.
- 4 Discuss how persistence can help in an unsafe situation, for example:
  - · keep trying until the problem is solved
  - keep saying 'no' and 'stop'
  - · stick to your boundaries and keep reinforcing them
  - keep telling until someone listens
  - don't stop until safety is reached.
- 5 Read the following scenario:

Nala had just started playing basketball for the local team and things were going well initially. One day, Nala felt embarrassed and upset when a team member started making nasty comments and pushing her. When Nala tried to tell her parents, they didn't listen and kept interrupting. The nasty comments continued during training and Nala was getting annoyed. She decided to try telling her parents again when she had their full attention at the dinner table. This time, they heard it loud and clear!

#### 6 Ask students:

- What was unsafe about the situation? (Responses could include: nasty comments; pushing.)
- What warning signs did Nala experience? (Responses could include: embarrassed; upset; annoyed.)
- Why might Nala's parents not have listened when she first tried to talk? (Responses could include: busy; talking to each other; distracted.)
- What did Nala do to get the message across to her parents? (Response should be: waited until she had their full attention at the dinner table.)
- If the unsafe situation continued, what else could Nala do? (Responses could include: talk to the coach; talk to another trusted adult.)

Consider changing the character's name if a student in the class has an identical name.

7 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.

## 9.5 Resilience and safety

- 1 Discuss the meaning of 'being resilient', for example:
  Being resilient means being able to bounce back if something goes wrong and keep trying, even when things get tough.
- 2 Show the video <u>Building your character: Resilience</u> (Health for kids) and ask students:
  - What were the 3 character parts that work together to improve resilience? (Response should be: determination, concentration and learning.)
  - What was the character having difficulty with? (Response should be: getting the ball into the cup.)
  - How does determination help? (Response should be: keeps you going when you want to give up.)
  - How does concentration help? (Response should be: allows you to keep focused on the task.)
  - How does learning help? (Response should be: when you master something, you can do it again.)
- 3 Brainstorm words and phrases that refer to resilience, such as:
  - perseverance
- self-confidence
- optimism

- persistence
- problem-solving
- self-awareness

- determination
- strength
- · mindfulness.

- support
- courage
- 4 Remind students that being resilient can help with safety by being strong, determined and persistent when advocating for themselves and seeking help.
- 5 In small groups, students create a mind map (RLS 5) about resilience and safety using the following process:
  - On an A3 piece of paper (or use an online program such as <u>Canva</u>: <u>Mind maps</u>), draw a large circle in the centre and label it 'Resilience'.
  - Discuss and record key components of resilience around the central circle, eg problem-solving, persistence, self-confidence, seeking support.



- Draw lines connecting these components to the central circle.
- Add strategies that relate to each component, eg problem-solving assess
  the situation, try different options; persistence keep trying, stick with it;
  self-confidence believe in your abilities, have courage; seeking support
   talk to a trusted adult or friend.
- 6 Students share their mind map with the class and explain how the strategies could support their safety.
- 7 Reinforce that being resilient is about bouncing back from challenges and trying to stay strong and safe in difficult situations. However, always talk to a trusted adult in an unsafe situation because seeking support is more important than trying to tough it out.



## 9.6 Memory and observation

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 Brainstorm the type of information a young person would need to provide in an emergency situation, for example:
  - full name

· what happened

address

- who is hurt.
- parent or carer's phone number
- 3 Memory and observation skills are important in an unsafe situation or emergency because they help when recalling important details, such as what happened or where you and noticing things that could assist in getting help or staying safe.
- 4 Choose from the following options for students to practise their memory and observation skills, such as:

#### · Spot the difference

Use books, games or picture puzzles where students find the differences between 2 similar images by identifying what's missing or added. Use resources such as Extreme spot the difference: Challenging high-definition photo puzzles-includes a unique transparent plastic spotters grid (Dedopulus 2020).

#### 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 until all pairs are matched, with students recalling the locations of previously revealed cards.

#### · 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, hiding the objects from view. Students draw or write about the objects they can remember.

- 5 Ask students, 'How can memory and observation skills be used to help keep people safe?' (Responses could include: recognise unsafe situations and potential risks; recall details when reporting; emergency contacts; people on the trusted network.)
- 6 Read the following scenario:

Aiden and Koby were at school kicking the football on the oval/field when a small red car pulled up and a tall lady wearing a green and white striped dress got out. She used a walking stick and limped towards the students, shouting, 'Come over here, I've got a chocolate bar for you'. The students ran to tell the teacher, but the lady was already gone when they returned.

#### 7 Ask students:

- What may be important information for Aiden and Koby to remember when reporting this situation? (Responses could include: the lady's height, clothes and how she was walking; what the lady said; car size, colour and registration; time; location; who else was around.)
- Why might remembering information be important when reporting? (Responses could include: helps the trusted adult to understand, be believed and supported; may need to be reported to the police.)
- 8 Explain that it can be hard to remember every detail in a situation, but it's important to try. Any unsafe situations should be reported to a trusted adult.

Dedopulus T (2020) Extreme spot the difference: Challenging high-definition photo puzzlesincludes a unique transparent plastic spotters grid, Carlton

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

## 9.7 Taking action

- 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 Explain that staying calm and thinking carefully when solving problems can help when facing a risky or unsafe situation. There are important things to question, such as:
  - Is this an emergency?
  - Am I in immediate danger?
  - Are other people in danger?
  - Are there safe places or adults nearby?
  - What is the possible risk?
  - Who can I ask for help?
- 3 Provide students with <u>Activity resource: Trust, talk, take</u> control problem-solving model and use the process below:

#### · Display the scenarios

- Scenario 1: At the skatepark with friends when some older teenagers start harassing other skateboarders.
- Scenario 2: A friend says they feel unsafe in their home, but it must be kept a secret.
- Scenario 3: Being kicked by another student at school, who then takes your lunch and throws it in the rubbish bin.

#### · Record the responses

- Trust: What feelings, thoughts and warning signs might someone have in this situation?
- Talk: Who could someone talk to for help? If they aren't available, who else could they talk to?
- Take control: What could be included in a safety plan for this situation?

#### 4 Ask students:

- How might using the problem-solving model help someone to be safe? (Responses could include: helps them identify their warning signs when something is unsafe; helps them to think about who they could talk to; provides time to think, plan and take action.)
- How might the problem-solving model vary in different situations? (Responses could include: might only need to use part of the plan; all the steps may need to be used.)
- 5 Close the session (NNA 8) with the problem-solving challenge where students work in pairs to draw a creative and inventive solution to one of the following scenarios:
  - A fire is spreading through a rural area. The local fire engine is unavailable, but there's a lake nearby.
  - A person climbed an observation tower, but just as they safely reached the top, the ladder slipped and fell to the ground.



## 9.8 Problem-solving strategies

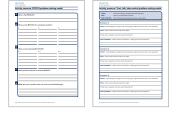
- 1 Brainstorm problem-solving strategies for resolving issues with other people, for example:
  - · active listening
- collaborate
- stay calm and patient
- compromise
- find common points
- · seek mediation.
- 2 Show the video **Problem-solving with teenagers: demonstration** (Raising Children Network) where sisters Jess and Hilary try to solve an issue with their father's help. Ask students:
  - What was the main issue? (Response should be: using the bathroom and sharing the computer.)
  - What strategies did the father use to solve the problem? (Responses could include: getting their point of view; asking for suggestions to solve the problem; assessing the suggestions; trying to get an agreement.)
  - What were some of the sisters' suggestions? (Responses could include: get a new bathroom; get a new computer; not take each other's stuff; ask before taking; times for using the bathroom and computer; Jess gets her own place and moves out; agreement about using the bathroom and computer.)
- 3 In small groups, students discuss 1 or more of the scenarios below and record their strategies to solve the problem using any of the suggested templates.

#### Scenarios

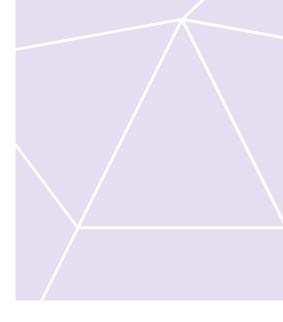
- A delivery person knocks at the front door. They ask if they can use the bathroom.
- A young person walks into a public toilet to find 2 adults arguing.
- A swimming instructor puts their arm around a young person's shoulder to offer advice and comfort.
- A young person receives an online friend request from a relative that makes them feel uncomfortable.
- A young person receives a threatening message from someone on social media.

#### Templates

- Activity resource: POOCH problemsolving model
- Activity resource: Trust, talk, take control problem-solving model
- <u>Problem solving guide</u> (Deakin University,



- NSW Government).
- 4 Discuss the responses and ask students:• What was unsafe about the situation?
  - What elements of risk were there?
  - Are these risks high or low and why?
  - What could be done to minimise the risks?
  - Why is it important to problem-solve situations?
- 5 Explain how problem-solving skills help to assess whether a situation is safe or unsafe, determine the level of risk involved and identify when and how to talk to a trusted adult.



LEARNING ACTIVITIES | FOCUS AREA 4

# **9.9** | Revisit learning from the following activities:

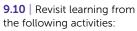
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- 3.8 Chatting safely online
- 3.10 Exploring online risks
- 5.3 Online friends
- 8.12 Exploring online safety and risks.

## 9.9 Digital citizenship and respect

- 1 Ask students, 'What does respectful online behaviour look like'? (Responses could include: being polite; considerate; empathetic; respecting privacy; listening to others; not engaging in harmful behaviours; challenging harmful behaviours; supporting others.)
- 2 Show the video **Be kind online: Video platforms and cyberbullying** (Bullying No Way).
- 3 Choose from the following options:
  - · Digital citizenship
    - Show the video **What is digital citizenship?** (CBC Kids).
    - In small groups, students list various ways to be a positive and respectful digital citizen using the following categories:
      - > devices, eg computer, tablet, phone
      - > images and videos
      - > privacy
      - > text messages and chat
      - > gaming.
    - Share the responses and discuss any issues that arise.
  - Digital footprint
    - Show the video <u>Digital footprints</u> (NgeeAnnPoly Library) or <u>eSafety</u>
       Commissioner: <u>Digital footprint</u> for First Nations Australians.
    - In small groups, students discuss the meaning of a digital footprint and strategies for ensuring a digital footprint is positive and respectful. Refer to **Digital footprint** (eSafety Commissioner).
- 4 Explore respectful online behaviours further through group activities, such as creating a:
  - classroom poster
  - slideshow presentation
  - · comic strip
  - concept for an online game.
- 5 Remind students about being respectful online. Use the poster <u>Ways to be</u> <u>respectful online...</u> (Kids Helpline) and explain each point.
- 6 Reinforce the importance of talking to a trusted adult and provide options for reporting unsafe online behaviours through local support services, for example:
  - Australia <u>Kids Helpline</u>, <u>Report online harm</u> (eSafety Commissioner) or <u>Report abuse</u> (ACCCE)
  - global Child Helpline International.

## 9.10 Recognising unsafe online behaviours

- 1 Brainstorm online safety rules that families might have at home, for example:
  - time limits
  - no devices during certain times
  - only in supervised areas
  - homework first
  - device-free areas
  - keeping personal information private
  - permission before downloading apps, games, images or videos
  - no talking to unknown people.
- 2 Ask students, 'Why is it so important that we have online safety rules? (Responses could include: personal safety; protect personal information; prevent cyberbullying; avoid scams; ensure content is appropriate; maintain privacy; build respectful online behaviours.)



- 3.8 Chatting safely online
- 3.10 Exploring online risks
- 5.3 Online friends
- 8.12 Exploring online safety and risks.



3 Choose from the following options:

#### Scenarios

Use the following scenarios to discuss online safety and ask students the corresponding questions.

- Scenario 1: Jerry and Kaleb were playing an online game together when an unknown person started sending them disturbing messages and trying to join their game. Kaleb was scared and confused.
- Scenario 2: While working on a school project, Kris receives a message on a social media platform with a link to a violent video. Kris is upset and scared.
- Ask students:
  - > What is unsafe?
  - > What warning signs were apparent?
  - > What should the children do to be safe?

#### Cyberbullying

- Discuss the meaning of cyberbullying, for example:
   Cyberbullying is when someone uses the internet to humiliate, harass, embarrass or threaten another person.
- Show the video What's cyberbullying? (Common Sense Media).
- In pairs, students discuss the scenario: Friends Stella and Sam are playing an online game when another player starts abusing Stella with hurtful comments.
- Provide 5 suggestions for how they can address the situation.

#### · Be deadly online

- Discuss the meaning of cyberbullying, for example:
   Cyberbullying is when someone uses the internet to humiliate, harass, embarrass or threaten another person.
- Show the video **Be deadly online Cyberbullying** (eSafety Commissioner).
- In pairs, students discuss the key messages and provide 5 suggestions for how others could be supported if they were being bullied online.
- Students may like a copy of the **Bullying online. Shame longtime poster** (eSafety Commissioner) to display at home.
- 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 <u>Kids Helpline</u>, <u>Report online harm</u> (eSafety Commissioner) or <u>Report abuse</u> (ACCCE)
  - global Child Helpline International.

## 9.11 Staying safe beyond school

- 1 Brainstorm school holiday activities that students might do, for example:
  - walking
- visiting relatives
- computer games

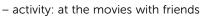
- riding a bike
- beach, pool, swimming
- shopping

- visiting friends
- movies

- travel.
- 2 Choose from the following options:

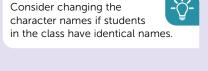
#### Safety features

Provide students with **Activity resource: Safety actions**. Students choose 3 activities, write the name of the activity, list the safety features and describe the personal safety actions to take if an unsafe situation arises, for example:



- safety features: emergency exits, fire alarm, security, safe seating, lighting
- personal safety: stay calm, walk to the nearest exit, follow where others are going, stay with friends, talk to a trusted adult.





#### · Assessing risks

Provide students with **Activity resource: Assessing risks**. Students choose 2 activities, write the name of the activity, identify the potential risks, list the safety precautions and describe the personal safety actions to take if in an unsafe situation arises, for example:

- activity: bike riding with friends
- potential risks: accident, hurt, lost, lose bike, lose helmet
- safety precautions: wear a helmet, check brakes and tyres, use bike paths, stay with friends
- personal safety: stay calm, move from any danger (if safe), stay with friends, talk to a nearby adult, phone a trusted adult.
- 3 As a class, students share their examples focusing on personal safety actions. Summarise the actions on a chart and add any that may be missing.
- 4 Remind students about being alert, planning ahead, following safety guidelines, assessing risks and using their trusted network to seek advice and support.



# **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**

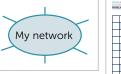
- Revisit the trusted network (NNA 7) to ensure it accurately reflects the student's current trusted adults, relationships and trust levels and includes new people if needed.
- Provide opportunities for students to practise seeking help in different situations and contexts including emergencies. It is 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.

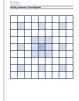
Learn more: Trust and networks.

#### 10.1 Network review

#### 1 Ask students:

- Why is it important for young people to have a trusted network?
   (Responses could include: listen to feelings, worries and concerns; be believed and supported; help explore strategies to solve problems; suggest other people and resources; provide reassurance; not alone.)
- What are some examples where a young person might need to talk to someone on their trusted network? (Responses could include: feeling unsafe; scared; sad; bullied; hurt; sick; problems at home; problems with friends; lost; abused; witnessed something disturbing; unsafe secret; someone they know needs help.)
- 2 Review the qualities of a trusted person, for example:
  - supportive
- listens
- caring
- honest
- friendly
- patient.
- · respectful
- 3 Provide opportunities for students to review the people on their trusted network (NNA 7) from activity 4.4 Trusted network. Explain that a network might change if someone has moved, they are unavailable or you've changed your mind.





If a new network is required, use resources such as **Activity resource**: **Lotus diagram** (RLS 4) or a mind map (RLS 5).

- 4 Support students with the review, which may require working individually with each student. To support their thinking, ask each student questions such as:
  - Does this person make me feel safe and respected?
  - Will they listen to me and take me seriously if I have a problem?
  - Have they provided support when I needed it previously?
  - Can I talk to them without feeling judged?
  - Would I feel OK asking them for help if I needed it?



**10.1** | Revisit learning from activity 4.1 Understanding trust



#### Additional resources:



- Empowering young people to ask for help (Kids Helpline)
- How to ask for help (Kids Helpline).



- 5 Brainstorm how to ask someone to be on the trusted network, for example:
  - I really trust you and feel safe with you. Would you be part of my trusted network?
  - I need someone I can trust for advice and support. Would you be that person for me?
  - Would you be one of my trusted adults who I can come to if I need help?
  - I value your advice and support. Will you be part of my trusted network?
- 6 Discuss options with students for keeping the trusted network in a handy place, such as their wallet, diary, bag or digitally.
- 7 Ensure students are comfortable with the reviewed network and confident in seeking help.

#### . 1

**10.2** | Revisit learning from activity 4.3 Support services.

## 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

- Kids Helpline provides phone and online counselling.
- Show the video What is Kids Helpline? (ages 8 to 12).
- Explore information on the Kids Helpline website.
- Demonstrate how to contact Kids Helpline on 1800 55 1800.
- Show the video <u>Calling Kids Helpline: What do you hear when you first</u>
   <u>call?</u> 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.

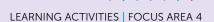
#### • eSafety Commissioner

- eSafety Commissioner provides help if someone is being bullied online or sharing intimate images or videos without consent.
- Show the video *How eSafety helped me*.
- Explore online safety information on the eSafetykids website.
- Provide information about seeking help or reporting abuse. Refer to How eSafety can help.
- Display posters such as <u>Top 5 online safety tips for kids</u> or <u>How to</u> report cyberbullying material.

#### 13YARN

- 13YARN is a crisis support line for Aboriginal and Torres Strait Islander peoples who are feeling overwhelmed or are having difficulty coping.
- Show the video 13YARN crisis support service.
- Explore information on the 13YARN website.
- Provide the 13YARN phone number 13 92 76.
- 3 Provide opportunities for students to explore a support service online and role-play (RLS 11) contacting them and asking for help. Information about support services can be created as a personal resource or a poster to display at home. Alternatively, use **Activity resource: Support services** to adapt or add to.





## 10.3 Understanding emergency services

1 Remind students what an emergency means:

An emergency is when something serious or dangerous happens and help is needed right away, like a fire engine when there's a fire, an ambulance when someone is hurt, or police if there's a crime or dangerous situation.

- 2 Brainstorm emergency situations, such as:
  - accidents, injuries and medical emergencies, eg serious injury, car accident, accident indoors or outdoors, someone unconscious, serious health issue or allergic reaction
  - unsafe people, eg causing risk, harm or putting in danger
  - fire, eg at home, in a public place, in the countryside
  - natural disasters and severe weather, eg flood, earthquake, storm, extreme heat
  - crime, eg theft, violence.
- 3 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 other side of the road
  - going over the speed limit.

Reinforce that the drivers of emergency vehicles have special training to drive safely when they break the rules.

- 4 Explain that people, including children, may 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
  - · 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.
- 5 Reinforce the importance of looking for an adult to help in an emergency, 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 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)
  - Triple zero kids' challenge.
- 6 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.

#### Additional resources:



- Knowing how to call triple zero in an emergency (Australian Government)
- Poster unsafe in public (Kids Helpline)
- Triple zero poster (Australian Government).



# RESOURCE LINKS

13YARN | https://kscpc.sa.edu.au/a/10777

13YARN crisis support service | https://kscpc.sa.edu.au/a/10957 Activity resource: Assessing risks | https://kscpc.sa.edu.au/a/11028

Activity resource: Communication styles | https://kscpc.sa.edu.au/a/11009

Activity resource: KWL chart | https://kscpc.sa.edu.au/a/10110 Activity resource: Lotus diagram | https://kscpc.sa.edu.au/a/10108

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

Activity resource: Safety actions | https://kscpc.sa.edu.au/a/11029 Activity resource: Support services | https://kscpc.sa.edu.au/a/10580

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

Activity resource: X chart | https://kscpc.sa.edu.au/a/10106 Activity resource: Y chart | https://kscpc.sa.edu.au/a/10104 Be assertive the right way | https://kscpc.sa.edu.au/a/11008

Be deadly online - Cyberbullying | https://kscpc.sa.edu.au/a/11025

Be kind online: video platforms and cyberbullying | https://kscpc.sa.edu.au/a/11019

Building your character: Resilience | https://kscpc.sa.edu.au/a/11013 Bullying online. Shame longtime poster | https://kscpc.sa.edu.au/a/11026

Calling Kids Helpline: What do you hear when you first call? | https://kscpc.sa.edu.au/a/10922

Canva: Mind maps | https://kscpc.sa.edu.au/a/11014

Child Helpline International | https://kscpc.sa.edu.au/e/10405

Digital footprint | https://kscpc.sa.edu.au/a/11023 Digital footprints | https://kscpc.sa.edu.au/a/11021

eSafety Commissioner: Digital footprint | https://kscpc.sa.edu.au/a/11022

eSafetykids | https://kscpc.sa.edu.au/a/11066

Empowering young people to ask for help | https://kscpc.sa.edu.au/a/11027

Finding Dory educator's guide | https://kscpc.sa.edu.au/a/11011

How eSafety can help | https://kscpc.sa.edu.au/a/10936 How eSafety helped me | https://kscpc.sa.edu.au/a/10955

How to ask for help | https://kscpc.sa.edu.au/a/10769

How to be more assertive | https://kscpc.sa.edu.au/a/11007

How to report cyberbullying material | https://kscpc.sa.edu.au/a/11067

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 how to call triple zero in an emergency https://kscpc.sa.edu.au/a/10958

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

Poster – unsafe in public | https://kscpc.sa.edu.au/a/10960 Problem solving guide https://kscpc.sa.edu.au/a/11018

Problem-solving with teenagers: demonstration | https://kscpc.sa.edu.au/a/11017

Report abuse | https://kscpc.sa.edu.au/a/10813

Report online harm | https://kscpc.sa.edu.au/a/10293

Soar: An animated short | https://kscpc.sa.edu.au/a/11012

The emu who ran through the sky: teacher notes | https://kscpc.sa.edu.au/a/11010

Top 5 online safety tips for kids | https://kscpc.sa.edu.au/a/10689

Triple zero (000) calls with SAPOL | https://kscpc.sa.edu.au/a/10907

Triple zero kids' challenge | https://kscpc.sa.edu.au/a/10905

Triple zero poster | https://kscpc.sa.edu.au/a/10959

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 digital citizenship? | https://kscpc.sa.edu.au/a/11020

What is Kids Helpline? (ages 8 to 12) | https://kscpc.sa.edu.au/a/10465

What's cyberbullying? | https://kscpc.sa.edu.au/a/11024

# **ACTIVITY RESOURCES**

Activity resource: 3-2-1 strategy

Activity resource: Abuse and neglect cards

Activity resource: Assessing risks

Activity resource: Communication styles
Activity resource: Feelings scenarios
Activity resource: Feelings wheel
Activity resource: Group norms 5 whys
Activity resource: Group norms mind map

Activity resource: Healthy and unhealthy relationships

Activity resource: KWL chart

Activity resource: Locating body parts (most girls and boys)

Activity resource: Lotus diagram

Activity resource: My rights and responsibilities

Activity resource: Matilda Activity resource: Placemat

Activity resource: POOCH problem-solving model

Activity resource: Power cards 1
Activity resource: Power labels

Activity resource: Rights and responsibilities Activity resource: Risky online situations

Activity resource: Safety actions

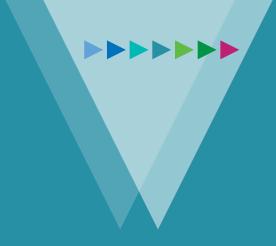
Activity resource: Secrets and manipulation scenarios

Activity resource: Support services
Activity resource: Touch scenarios 1

Activity resource: Trust, talk, take control problem-solving model

Activity resource: What if ...? problem-solving model

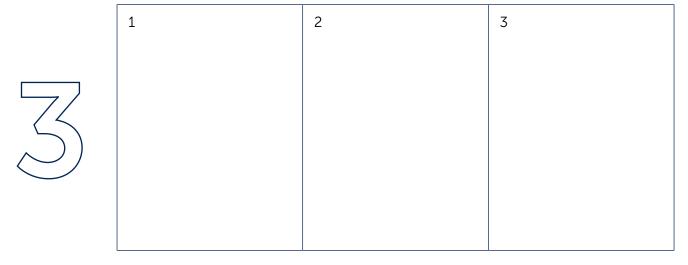
Activity resource: What is safe? Activity resource: X chart Activity resource: Y chart



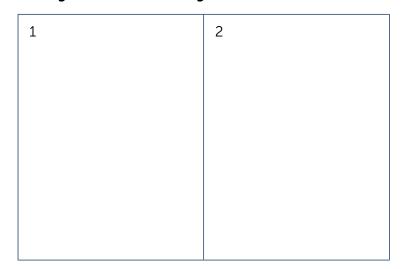


# **Activity resource: 3-2-1 strategy**

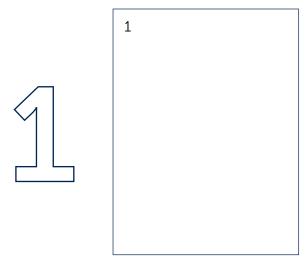
## 3 things I learned:



## 2 things I found interesting:



## 1 question I still have:





# **Activity resource: Abuse and neglect cards**

,		<b>-</b> &
Slapping or pinching	Being told they are not loved	Receiving abusive messages
Being told no one wants or likes them	Internal injuries	Sexual behaviour and comments
Being told constantly they are no good	Exposing sexual body parts	Being rejected
Touching sexual body parts	Shown no affection	Viewing adult pornography
Being verbally abused and threatened	Being isolated from friends	Receiving sexually explicit images or videos
Being locked up	Sexual assault	Unsafe touching
Not providing adequate supervision	Kicking	Not providing adequate food
Given drugs or alcohol	Not providing adequate clothing	Biting
Not providing adequate medical aid	Over medicating	Deliberate burns
Hitting and punching	Providing unhygienic living conditions	Shaking aggressively
Being restrained for long periods	Leaving dangerous substances lying around	Excessive punishment



# **Activity resource: Assessing risks**

Name the activity, identify the potential risks, list the safety precautions and describe the personal safety actions to take if an unsafe situation arises.

L	Activity:
	Potential risks:
	Safety precautions:
	Personal safety actions:
2	Activity:
	Potential risks:
	Safety precautions:
	Personal safety actions:



# **Activity resource: Communication styles**

Read the situation and decide if the response is passive, aggressive or assertive. For those that are passive or aggressive, provide an assertive response.

Situation response	Communication style	Assertive response
'OK, you can copy my homework again, even though I don't really want you to.'		
'You bumped into me you idiot. Watch where you're going.'		
'I'd like to finish what I was saying. I'll listen to you right after.'		
To an unknown adult — 'I probably shouldn't but sure, I can help you carry that to your car'.		
'I'm not doing that. It's unsafe. Let's do something else.'		
A classmate is spreading rumours about me, but I'll just ignore it, even though it really bothers me.		
Not getting an invite to a friend's birthday party — 'I can't believe you didn't invite me. Don't ever talk to me again!'		
In the park, an unknown adult asks a child to go with them to see their new puppy — 'No thank you. My Dad is over there so I'll stay with him'.		
'Stop taking my things off my desk or I'll hit you.'		



## Activity resource: Feelings scenarios

#### Mixed feelings

A student feels really proud when a friend wins an award at assembly, but they also feel a bit jealous because they wish they had won it.

# Confused feelings

A 10 year old speaks to a friend on the phone the night before and plans to meet in the morning at school. However, on arriving at school the friend is talking to someone else and ignores him. He feels confused.

## Changing feelings

A 9 year old tells their friend a personal story about her family because of the trust between them. Then she finds out the friend has told several other people the story. She feels really let down.

#### Uncomfortable feelings

A 7 year old comes home from school, happy to tell their parent about the day. The parent is talking to someone who is introduced as a relative. The relative gives the child a big hug, even though the child doesn't know them.

#### Mixed feelings

A child has a birthday and his younger brother feels really happy at the party. The younger brother feels a bit sad because his birthday is several months away and he'd like to have a new skateboard now.

#### Confused feelings

Darcy's partner is usually kind to their younger sister when they are all together. But when Darcy isn't there, the partner calls the younger sister names and tells her to 'Get lost!'

#### Changing feelings

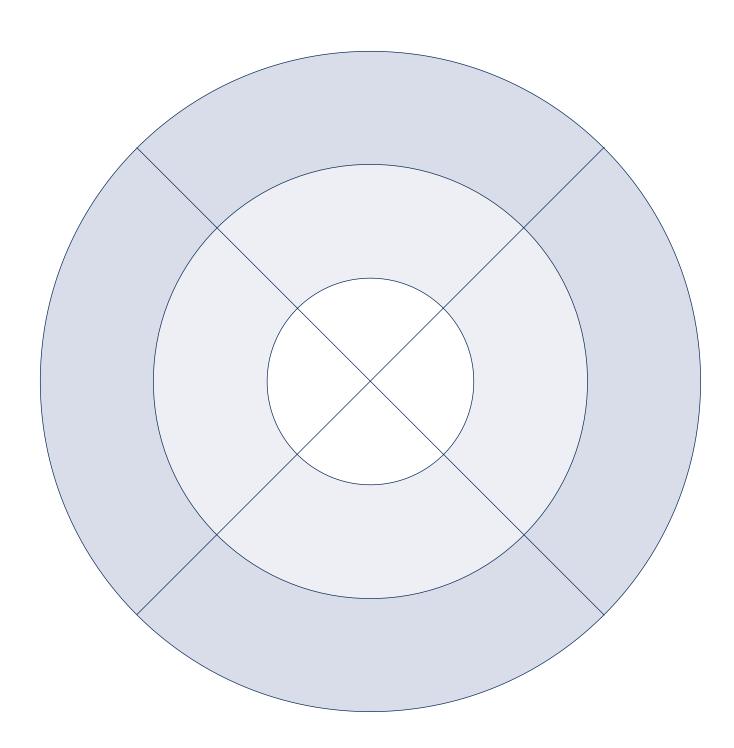
A student believes they can trust their friend but then sees them steal something from another student's bag. The student wonders if they can trust their friend again.

#### Uncomfortable feelings

A parent is late picking up their child from sports practise. The coach offers to take the child home in their car, but the child's parent has told them not to go in a car with anyone, unless the parent knows about it.



# Activity resource: Feelings wheel



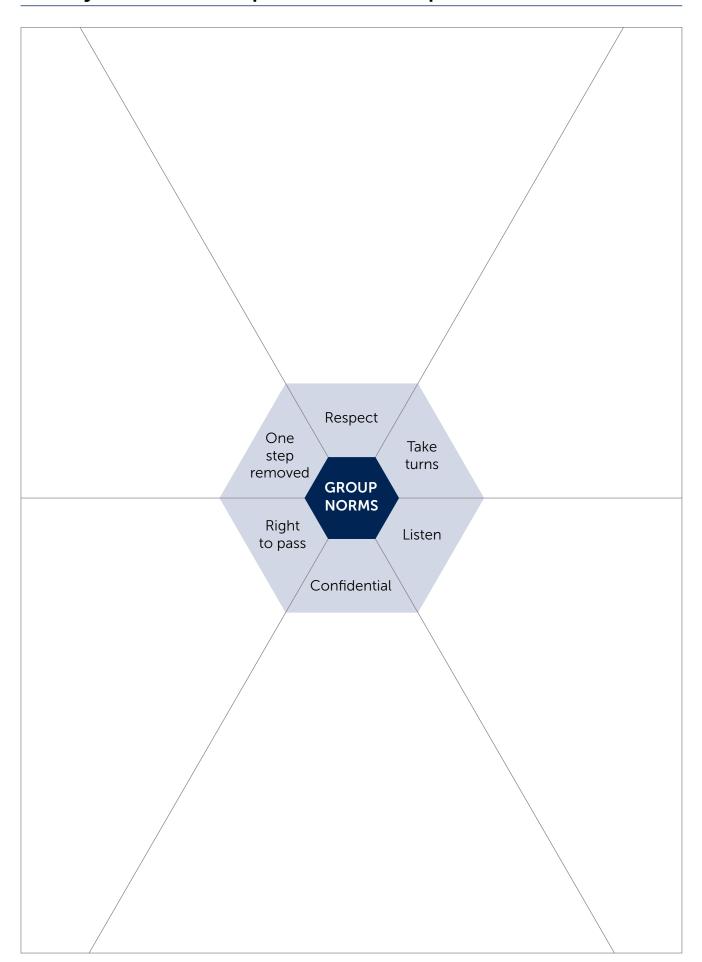


# **Activity resource: Group norms 5 whys**

Why is an important group norm for creating a safe and inclusive learning environment?			
an important group norm for or cath	g a sare and metasive tearning environment.		
	WHY 1		
	WHY 2		
	WHY 3		
	WHY 4		
	WHY 5		



# Activity resource: Group norms mind map





# Activity resource: Healthy and unhealthy relationships

Questions	Answers
What are some signs of a healthy relationship?	
What are some signs of an unhealthy relationship?	
How does setting boundaries contribute to a healthy relationship?	
What role does trust play in a healthy relationship?	
How can someone seek help if a relationship feels unhealthy?	
What would you like to know more about regarding healthy and unhealthy relationships?	



# **Activity resource: KWL chart** Topic: \_\_\_\_\_ What I **KNOW** about the topic. What I **WANT** to know more about the topic. What I **LEARNED** about the topic.



# Activity resource: Locating body parts (most girls and boys)

Draw an arrow from the box to the location of the body part/s and describe the location on the body.

	Nipples	Mouth	
Breasts or chest			Chest
		_	
Vagina			Penis
Vulva			Testes
Bottom			Anus
		1	



# **Activity resource: Lotus diagram**



# Activity resource: My rights and responsibilities

Rights	Responsibilities
<b>1</b> The right to feel safe.	The responsibility to behave in a safe way.
2 The right to be listened to.	The responsibility to listen to others.
<b>3</b> The right to learn	The responsibility to
4 The right to	The responsibility to
5 The right to	The responsibility to
Illustrate one of your rights and resp	onsibilities below:

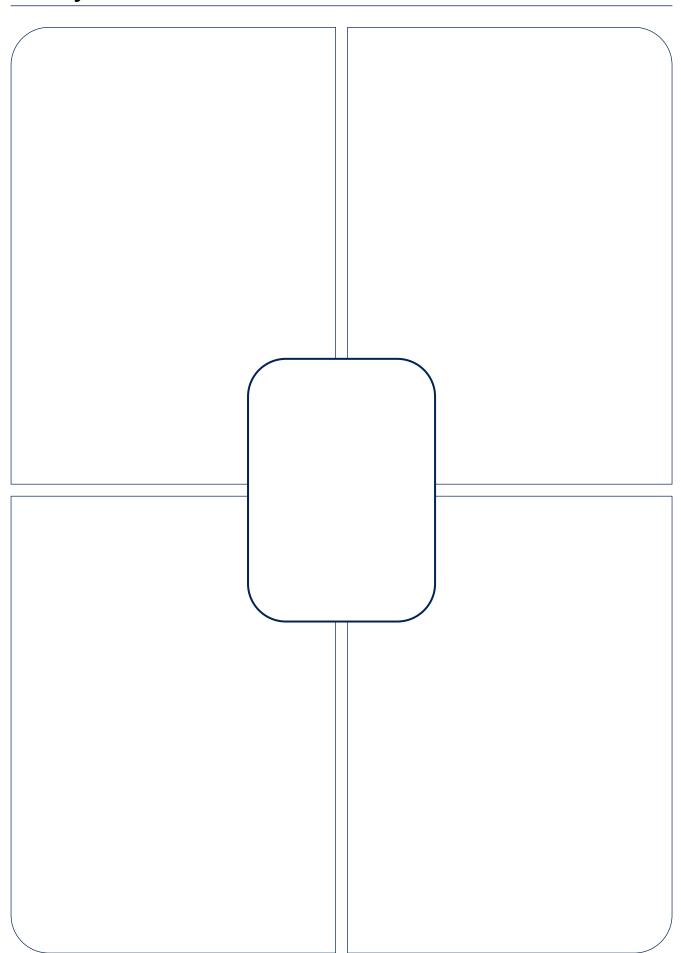


# **Activity resource: Matilda**

וט	iscuss and record the neglect occurring in each situation and the possible impact on Matilda.
1	As a baby, Matilda was placed in a carrier in the back of the car. The carrier would slide back and forth whenever the car sped up or slowed down.
2	As a young child, Matilda was often left alone in the house. She made her own food and dressed herself.
3	Sometimes Matilda walked to the library and crossed a busy road by herself. She loved reading books, but her father said they were rubbish and ripped the pages from one of them.
4	Matilda's parents often yelled at and ignored her but praised her brother.
5	Matilda's father said, 'Listen, you little wiseacre! I'm smart, you're dumb; I'm big, you're little; I'm right, you're wrong and there's nothing you can do about it.'



# **Activity resource: Placemat**





# **Activity resource: POOCH problem-solving model**

	2	3
What are the pot	ential <b>O</b> UTCOMES?	3 +
-		_
What potential o	utcome is the best <b>C</b> HOICE?	



# **Activity resource: Power cards 1**

	<b>→</b> 0
An adult embarrasses a child in front of their friends.	When a family cannot afford a life-saving operation for their child, a doctor says they will operate free of charge.
A student leader asks the other students to line up to receive sports equipment at lunchtime.	A famous band lands at the airport, knowing fans have been waiting there for hours to see them. The band leaves the airport secretly.
A teacher stops 2 students from fighting and asks them to come to the office to sort out their problem.	One person in a group of friends feels uncomfortable about their bullying of a student. The other friends pressure the person to join in or not be part of the group anymore.
A babysitter always chooses their favourite TV programs. The children would sometimes like to have the choice. They talk to the babysitter, who agrees to take turns.	A local community organises a fundraising event and raises enough money to send their local sports champion overseas to compete in an athletic competition.
A student with a new computer game makes their friends beg before letting them have a turn.	A shopping complex wants a nearby playground turned into a customer parking area.
When a child can't get their own way, they often tell their parent/carer that they hate them.	A popular student asks a classmate to buy them an ice block from the school shop.

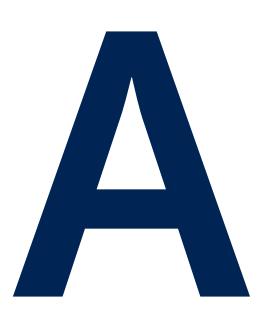


## **Activity resource: Power labels**





Positive use of power



Abuse of power



# Activity resource: Rights and responsibilities

N	2	m	Δ

0 t d 2 i d		Responsibilities	
KIGHES	Child or young person	Parents and carers	Community and government
Be treated fairly no matter what	Treat other people with respect	Respect all others and teach children to do the same	Make laws to uphold children's rights
Have a say about decisions affecting you			
Live and grow up healthy			
Have people do what is best for you			
Know who you are and where you come from			
Believe what you want			
Privacy			
Find out information and express yourself			
Safe no matter where you are			
Be cared for and have a home			
Education, play and cultural activities			
Help and protection if you need it			

Adapted from The big banter: Children's rights © Australian Human Rights Commission 2015 – https://www.humanrights.gov.au



# **Activity resource: Risky online situations**

1	Ayla plays an online game and shares her drawings in the chat with friends. One day, she receives a chat request from someone, who says their name is Colton. They begin chatting regularly, connecting over their shared interest in drawing and playing online games.  What are the risks of accepting a friend request from an unknown person?
2	Colton begins to ask Ayla personal questions, like where she lives and goes to school. At first, Ayla doesn't think much of it and answers the questions casually. But Colton starts making comments that make her feel uncomfortable, like saying she's pretty and asking for photos and her phone number.  What information should remain private online?
	How might Ayla be feeling?
3	Despite feeling uncomfortable, Ayla is intrigued and continues chatting. Colton starts sending Ayla links to videos and says she should watch them because they are funny. Ayla clicks on one of the links out of curiosity, but instead of a funny video, it leads to a website with scary and violent images.  What warning signs might Ayla have had?
	What should Ayla's immediate response be?
4	Feeling scared and confused, Ayla doesn't know what to do. She wants to tell her parents, but she's worried they'll be mad at her for talking to someone she met online. Meanwhile, Colton keeps messaging her, pressuring her to keep their conversations a secret and threatening to stop being her friend if she tells anyone.  What does Colton do to discourage Ayla from seeking help?
	What steps should someone take if they encounter harmful or inappropriate content online?



## **Activity resource: Safety actions**

Name the activity, list the safety features and describe the personal safety actions to take if an unsafe situation arises.

1	Activity:
	Safety features:
	Personal safety actions:
2	Activity:
	Safety features:
	Personal safety actions:
3	Activity:
	Safety features:
	Personal safety actions:



### Activity resource: Secrets and manipulation scenarios

Discuss and record answers to the following questions for each scenario:

- What warning signs might be evident?
- What unsafe behaviours are apparent?
- What forms of manipulation are used, eg secrets, tricks, threats, bribes?
- What abuse of power and/or trust is evident?
- Who could the student/child talk to about the situation and what could they say?

Scenario	Answers
A school cleaner asks a student to help them in the storage room. The cleaner reaches for a broom, pressing their body firmly on to the student. The cleaner smiles and says, 'Don't tell anyone. It's our secret.' The student's heart was racing and they ran out of the room.	
A family friend picks up a student after school. The person greets them with a hug, then puts their hand on the student's bottom and pinches it. The student feels confused and uncomfortable. The person says, 'Don't tell your Mum or I'll make you walk all the way home.'	
After a swimming lesson, a student is in the change room having a shower when the swimming coach enters the room and says, 'Can I shower with you? The adult showers are locked. If you let me in, I'll make sure you are chosen for the swimming team.'	
An older student asks a 6 year old child if they want to play a special touching game in the bathroom at school. The child feels unsure and a bit nervous and says, 'No.' The older student gets angry and says not to tell anyone or else they'll be in big trouble.	



# **Activity resource: Support services**

Support service	Phone	Website
Australia		
1800RESPECT	1800 737 732	https://1800respect.org.au/
13YARN	13 92 76	https://www.13yarn.org.au/
Beyond Blue	1300 224 636	https://www.beyondblue.org.au/
Butterfly Foundation	1800 33 4673	https://butterfly.org.au/
eSafety Commissioner		https://www.esafety.gov.au/report
Headspace	1800 650 890	https://headspace.org.au/
Kids Helpline	1800 55 1800	https://kidshelpline.com.au/
Lifeline	13 11 14	https://www.lifeline.org.au/
MensLine Australia	1300 78 99 78	https://mensline.org.au/
Police	000	https://www.triplezero.gov.au/
QLife	1800 184 527	https://www.qlife.org.au/
Rainbow Sexual, Domestic and Family Violence Helpline	1800 497 212	
Relationships Australia	1300 364 277 1800 182 325 (country callers)	https://www.relationships.org.au/
Respect.gov.au		https://www.respect.gov.au/support-services
Suicide call back service	1300 659 467	https://www.suicidecallbackservice.org.au/
Yarn safe		https://headspace.org.au/yarn-safe/
Global		
Child Helpline International		https://childhelplineinternational.org/helplines/
Your community		



### **Activity resource: Touch scenarios 1**

Read a scenario, then discuss and answer the following questions (repeat for each scenario):

#### Context

- Was the touch safe, unsafe or unwanted and why?
- What are some key factors regarding what, where, how and why the touch may have happened?

#### Intent

– What might be the intention of the person initiating the touch?

#### Relationship

- What is the relationship of the people involved?
- Is there an imbalance of power?
- Is there an abuse of power?

#### Consent

- Was consent sought and if so, how?
- Was consent given and if so, how?
- Was consent denied and if so, how?

### Support

 Who could the young person seek support from?

### Scenario 1

Jesse is on an overnight camping trip. One of Jesse's friends challenges him to an arm wrestle. Jesse accepts the challenge and lays on his sleeping bag with his forearm upright, ready to go. The friend grabs hold of Jesse and pushes him onto his back and pins him down. The friend starts laughing and poking his finger in Jesse's face. Jesse laughs uncomfortably, trying not to look scared, but pleads for the friend to stop.

### Scenario 2

Mai has a toothache and is sitting nervously in the dentist's chair. The dentist has explained she has a cavity in her tooth and needs to have an injection to numb her mouth so they can put a filling in. They explain that the injection will feel like a little sting, but it will make her more comfortable. Mai agrees and says, 'Yes, I am ready.' Mai looked at her parent nervously as the dentist started the procedure.

### Scenario 3

Casey was at a children's youth group, helping the leader prepare for an activity. Casey respected and trusted the leader and was eager to impress them. After Casey stepped into a storeroom, the leader grabbed Casey's hand and pushed it between the leader's legs. Casey froze for a second and then ran from the room.

### Scenario 4

Parker and their grandfather had just finished having a hit of tennis. Their grandfather expressed how impressed he was with Parker's improvement and put his arms out to give an encouraging hug. Parker stepped back and said, 'No, thanks' and reached out for a high five instead.



### Activity resource: Trust, talk, take control problem-solving model

**TRUST** Trust your feelings, thoughts and warning signs.

**TALK** Talk to a trusted adult or friend.

**TAKE CONTROL** Take control by developing and using a safety plan.

Scenario 1:
TRUST – What feelings, thoughts and warning signs might someone have in this situation?
TALK – Who could someone talk to for help?
If they aren't available, who else could they talk to?
TAKE CONTROL – What could be included in a safety plan for this situation?
Scenario 2:
TRUST – What feelings, thoughts and warning signs might someone have in this situation?
TALK – Who could someone talk to for help?
If they aren't available, who else could they talk to?
TAKE CONTROL – What could be included in a safety plan for this situation?
Scenario 3:
TRUST – What feelings, thoughts and warning signs might someone have in this situation?
TALK – Who could someone talk to for help?
If they aren't available, who else could they talk to?
TAKE CONTROL – What could be included in a safety plan for this situation?



# Activity resource: What if...? problem-solving model

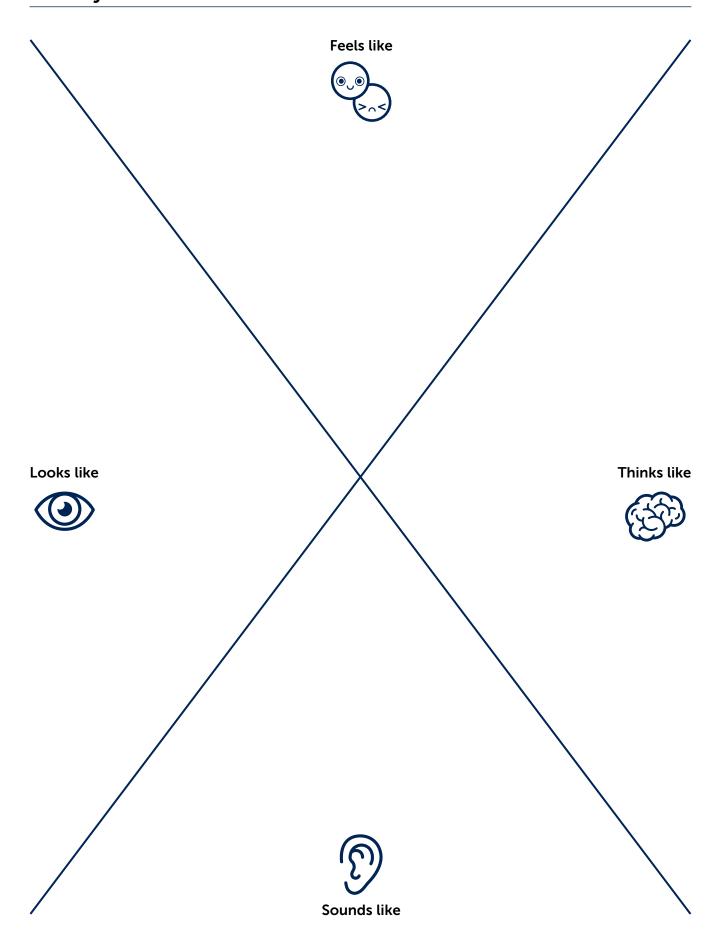
What if?	
<b>Identify</b> the problem	
Frame the issue into a key question: 'What if someone?' or 'How could someone keep safe even if?'	
<b>Brainstorm</b> to generate a list of alternative strategies or possible solution	าร
Consider the <b>consequences</b> of the alternatives by asking, 'How might th someone safe?'	is help keep
<b>Decide</b> which one(s) might work	
Implement – Try out a solution	
Evaluate – Was it a good choice? What other choices could be made?	
Evaluate – Was it a good choice? What other choices could be made?	
Evaluate – Was it a good choice? What other choices could be made?  Persistence – Try to solve it in different ways until success is achieved	



ctivity resource: W	hat is safe?	
ime		
How does safe feel?		
Warm	Comfortable	Cosy
Нарру	Contented	<i>Cosy</i> Friendly
Feeling safe is not alwa	ys a 'warm fuzzy' feeling.	
List some other safe feet to show the feeling.	eling words. Use different coloured	pens and shaped letters
When might we feel that	at something is:	
	<b>?</b>	



# **Activity resource: X chart**





# **Activity resource: Y chart**

