Keeping Safe

Child Protection Curriculum

Early Years Band: Years R–2

The right to be safe

Relationships

Recognising and reporting abuse

Protective strategies
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Teachers and other staff in our schools and children’s services play a significant role in identifying and reporting abuse and educating young people to keep themselves safe.

Indeed, the South Australian Government’s *Keeping Them Safe* child protection reform program, which includes this curriculum package, acknowledges the importance of our teachers, support staff and education leaders in the protection of children from abuse and neglect.

These child protection curriculum materials will assist them in effectively carrying out this fundamentally important role in our society. The package combines the best in child protection education with new understandings about how children learn.

It is the result of a collaborative effort, having been created in consultation with child protection specialists, Emeritus Professor Freda Briggs from the University of South Australia and Professor Dorothy Scott from the Australian Centre for Child Protection, together with teachers, education leaders and other professionals.

South Australia has a proud history in the development and implementation of child protection education. In 1985, the Education Department of South Australia endorsed the teaching of the *Protective Behaviours Program* in schools and preschools. This updated curriculum package, supported by professional development for staff, builds on the best of that program.

I commend these materials to you in the best interests of our children and their future.

Jane Lomax-Smith

MINISTER FOR EDUCATION AND CHILDREN’S SERVICES
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Committees

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- Primary, Middle and Senior Secondary Services
- Early Childhood Services—Learning Improvement and Support Services.

Department of Education and Children’s Services Child Protection Steering Committee including representation from the Australian Education Union.

Reference groups

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Preschool Directors Association of South Australia
Sexual Health information networking & 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)
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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

**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
This curriculum for child protection teaching and learning programs in South Australian government schools and preschools has been developed by experienced educators from South Australian schools and preschools under the auspices of the Department of Education and Children’s Services (DECS). The curriculum has been subjected to rigorous trialling by educators in early childhood centres and schools and evaluation by leading experts in the field of child protection.

Before incorporating child protection into their teaching and learning programs, educators should participate in the formal professional learning provided through their district offices and familiarise themselves with this General Introduction and the introduction to the Band.

Brief history of child protection teaching and learning

In 1985, the Protective Behaviours Program was officially endorsed and introduced in South Australian schools. Its introduction was seen as important in countering the commonly held notion at that time that strangers posed the greatest risk to children and it recognised the traditional role that schools played in teaching children to keep themselves safe. Although it was well supported in its early years, the program was never fully adopted (Johnson 1995).


In 1998, the DECS Child Protection Policy was distributed to all school principals, preschool directors, institute directors and worksite managers. On the release of this policy, the Chief Executive stated: ‘I require all staff to make this policy the foundation for our work in child protection and abuse prevention’.

In April 2003, the Layton Report, *Our best investment: A state plan to protect and advance the interests of children*, included recommendations about the teaching of child protection education across all school and preschool sites. The recommendations supported the findings of the 2002 DECS consultation that child protection education should be revitalised and redeveloped and aligned with the South Australian Curriculum, Standards and Accountability (SACSA) Framework (DETE 2001).

Educators’ responsibilities and obligations

Under the Children’s Protection Act, DECS has a legislated responsibility with other agencies to protect children and young people under 18 years of age from abuse in its own settings and in the wider community. Schools and other DECS sites have the responsibility reinforced by anti-discrimination legislation and duty-of-care requirements to protect and care for every learner. This includes the provision of an ethical climate where adults respond to, listen to and respect children and young people in a supportive learning environment where:

- respectful and caring relationships are fostered
- children and young people are encouraged to develop a strong sense of self-worth
- staff members are supported to develop the skills, understandings and dispositions to recognise and respond to suspected abuse and neglect
- effective abuse prevention programs are implemented in all DECS schools and other settings.

Under the *Children’s Protection Act 1993* (Part 4, section 11), it is a legal requirement for DECS employees and volunteers to report all suspected cases of abuse and neglect. Implicit in this is DECS’ responsibility to ensure that employees and volunteers have an appropriate level of training to be able to recognise abuse and neglect.

It is DECS’ responsibility under the *Children’s Protection Act 1993* and its Child Protection Policy (1998) to ensure that effective abuse prevention programs are implemented in schools and other education settings. Implicit in this is the need to develop a curriculum that addresses issues of child protection for all children and young people and a need to provide professional learning for educators responsible for its delivery.

Frameworks for a whole school approach

Two frameworks provide a useful guide in developing a whole school approach to child protection. These are the Health Promoting Schools framework (go to <www.sahps.net>) that has already been adopted by many South Australian schools and the National Safe Schools Framework (go to <www.mceetya.edu.au>).
and follow the prompts to publications). Using these frameworks, educators in schools and other sites can plan, implement and review policies, practices and curriculum within an environment that recognises their interconnectedness. Educators are most effective in supporting the health and safety of all children and young people when they work in partnership with communities.

**Purpose and nature of the child protection curriculum**

Set within the context of the South Australian Curriculum, Standards and Accountability (SACSA) Framework, this child protection curriculum has both a broad and a narrow focus. While its specific aim is to help children and students from preschool to senior secondary learn to recognise abuse and develop ways of protecting themselves from abuse, its wider focus covers rights, responsibilities, relationships and ethical behaviour. The curriculum’s effectiveness depends on engagement of the whole school or centre with:

- fostering care, respect and cooperation leading to a safe and supportive learning environment
- promoting rights and responsibilities for the good of individuals themselves and of others
- promoting high quality interactions and relationships and the dignity of cultural and social diversity
- promoting informed, responsible and ethical decision making about safety and fairness for the common good
- promoting the development of skills in recognising standards of behaviour, responding to unsafe and unfair situations and seeking assistance effectively.

Taking the developmental stages of children into account, this curriculum provides a pathway for children and young people to increase their learning:

- about feeling safe and their right to be safe
- to recognise acceptable and unacceptable behaviour and attitudes
- that they have a right to take action if a person engages in abusive behaviour towards them and threatens their safety
- that it is important to tell trusted people about such situations and to keep telling a range of trusted people until action is taken
- that they may have to keep telling people until they are believed
- that help is available to them within their communities
- that they are at greater risk of abuse by known and liked people than by people unknown to them
- that they can change their feelings about people they like and have trusted
- that children and young people can be abusive to each other, given that society involves unequal power relationships
- that they have the right to understand how unequal power relationships operate in society and how these might be changed
- that young people have the right to protection from abuse and unfair practices in the workplace.

This curriculum acknowledges that educators’ own dispositions, capabilities and understandings are important factors in successful teaching and learning and stresses the need for all educators involved in the teaching program to undertake relevant professional learning as outlined in the 2006 DECS document: *Keeping safe: Child protection curriculum. Professional learning manual for implementation.*

**Recommendations for implementation of the child protection curriculum**

It is recommended that:

- the student wellbeing team, curriculum leaders or site leaders develop a child protection curriculum implementation plan for the whole school or preschool
- a leader or student welfare team takes responsibility for planning, implementing and reviewing the program
- the governing council is kept informed at the various stages of planning, implementation and review
- parents/caregivers are kept fully informed about the teaching of the child protection curriculum and that a range of approaches is used to support their understanding of the issues and to draw on their knowledge and experience.

It is also recommended that:

- the child protection teaching and learning program is presented at least once to each learner at each Band level
- that all four Focus Areas are covered in the program
- schools and preschools reinforce child protection curriculum each year at each year level
- the school’s or preschool’s behaviour code reinforces the two Themes: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’.
Individuals and groups of children and students need to be catered for and activities may need to be adapted to suit their needs. ‘Groups’ include those from an Indigenous heritage, those with disabilities and those with particular cultural and language backgrounds.

 Whilst child abuse and neglect occur across all socio-economic and cultural groups, a number of factors can contribute to the under-reporting of abuse and neglect of children and young people from the following groups.

Child protection curriculum for Indigenous children and young people

When considering child protection issues for Indigenous children and young people, it is important for educators to acknowledge the impact of past child protection practices and the grief and loss still experienced by many Indigenous families and their communities. It is important, too, for educators to understand the broader issues that have had and still continue to have an impact on Indigenous people and their communities. The Layton Report into child protection (2003) identified some of these broader issues:

- dispossession and separation from land; erosion of culture; loss of traditional ways of life; loss of family, kinship ties and traditional relationships; and the history of relationships with white people and society
- marginalisation within the broader Australian society
- socio-economic disadvantage which includes high levels of poverty, chronic health issues, overcrowded housing, homelessness, poor education experiences and unemployment.

(Adapted from Our best investment: A state plan to protect and advance the interests of children, Robyn Layton QC, April 2003, Chapter 8.3.)

Many national and state reviews and reports have pointed out the significance of the issues facing Indigenous communities that leave them vulnerable to child abuse and neglect. For example, domestic violence within Indigenous families and communities is having a profound impact on children and young people and is now viewed as a major child protection issue.

Indigenous children and young people are over-represented in the child protection system. However, statistics represent only those matters reported to authorities and underestimate the real incidence of child abuse and neglect. Factors that might influence the under-reporting of abuse and neglect in Indigenous communities as identified in feedback to the Layton Review include:

- fear of a repeat of the Stolen Generation experiences
- fear of revenge or exclusion (particularly in remote communities)
- fear of being responsible for breaking up the family
- fear of the long-term consequences for Indigenous children in the care system

(Layton 2003, Chapter 8.19).

Before implementing child protection curriculum for Indigenous children and young people, it is important that school and preschool leaders and educators understand the importance of:

- consulting with and including the site or local Aboriginal Governing Council
- building respectful relationships with the Indigenous community that allow meaningful dialogue and shared understandings
- using the expertise and knowledge of site and district Aboriginal Education personnel
- being aware of the services of other agencies, in particular, the role and purpose of Yaitya Tirramangkotti (Aboriginal Abuse Report Line, telephone 13 1478), the principal cultural consultants working in districts across Families SA, and other Aboriginal service agencies
- being aware of the agencies already working with Indigenous families and the community and the importance of interagency collaboration in the care and protection of Indigenous children and young people
- being aware of the services of Nunkuwarrin Yunti (Aboriginal health services, telephone 8223 5217), in particular, family wellbeing courses
- understanding and practising a strength-based approach that recognises that Indigenous people:
  - have shown resilience in the face of racism, paternalism and cultural abuse
  - have the capacity to find solutions to child protection issues through community support that is respectful of relationships.
Support materials for educators working with Indigenous children and young people and their communities are currently being developed by DECS. These materials contain:

- guiding principles, cultural protocols and culturally appropriate terms when working with Indigenous families and communities
- examples of ways in which Indigenous children and young people can best learn the concepts and protective strategies in the curriculum materials
- recommended resources to assist in:
  - understanding and cultural awareness for educators
  - understanding the effects of child abuse and neglect
  - teaching and learning about abuse for Indigenous children and young people.

Child protection curriculum for children and young people with disabilities

In April 2003, the Layton Report included recommendations about updating a child protection curriculum that was inclusive of children and young people with disabilities (Recommendation 137). The Layton Report highlighted research that indicated students with disabilities are differentially vulnerable to abuse (pp 14.4–14.6).

The United Nations Convention on the Rights of the Child, to which Australia is a signatory, provides principles that guide standards in respect to all children and young people, including those with disabilities. It states that children and young people with disabilities have the right to enjoy a full life that enables and encourages them to reach their potential in conditions that ensure their dignity and safety. Article 19 specifically emphasises the state's responsibility to protect children and young people from abuse and neglect and to help others to provide services to assist with that prevention.

There is also a clear rationale, made explicit in Australian Government and South Australian government legislation and DECS policies and curriculum framework, that asserts a child or student who has a disability has the right to access the same education, care and services in the same manner and timeframe as any other child or young person. Government legislation and policy include:

- the Disability Discrimination Act 1992—this states that it is unlawful to discriminate against children and young people on the grounds of their disability by denying access, or limiting access, to any benefit provided by the educational authority
- DECS Students with Disabilities Policy—this recognises that appropriate education of children or students with disabilities is based on curriculum needs rather than related to a description of disability
- the South Australian Curriculum, Standards and Accountability (SACSA) Framework—this emphasises that inclusive educational and social practices are necessary to ensure equitable access and participation for all in our society.

In recognition of the special needs and particular vulnerability of children and students with disabilities, DECS is developing support materials for educators working with children and students with disabilities. Educators will have access to professional learning that supports their capabilities, skills and understandings to adapt the child protection curriculum. It is acknowledged that children and young people with disabilities may require a high level of reinforcement of concepts in a variety of contexts and modalities.

Child protection curriculum for children and young people from culturally and linguistically diverse backgrounds

In the delivery of child protection programs for culturally and linguistically diverse children and young people, the Layton Report (2003) indicated the need for:

- the provision of structured programs for the delivery of information to various cultural groups about children's rights and child protection within an Australian and global context
- an understanding of the principle that culturally sensitive approaches to children's care and protection should not override or compromise the safety of the child or young person.

Factors that may contribute to the level of understanding of child protection laws in Australia include:

- level of English language proficiency
- socio-economic status
- educational status
- proficiency in primary community language
• geographic location within country of origin, such as whether the family is from a remote rural area in a developing country with limited facilities
• context of migration (eg war in country of origin, refugee status, marriage, length of time spent in refugee camps, length of time spent in immigration detention, experiences during migration and settlement, recency of arrival)
• physical and mental health of the family after migration.

Considerations when implementing the child protection curriculum

English as a Second Language (ESL) learners may need ESL and/or bilingual support to access learning about personal safety and other child protection concepts. They may also need support to discuss and report abuse.

Children and young people from war zones and other areas of conflict may have already experienced physical, sexual and/or emotional abuse. It is important for educators to be aware of the following issues:

- It cannot be assumed that children and young people understand the concept of safety within an Australian context.
- The child protection curriculum does not replace therapy for these children and young people. They and their families may need assessment and long-term counselling to reduce the psychological impact of abuse and trauma.
- It cannot be assumed that all children and young people will have extended family or other support from which to develop a network. Individual support may be required to explore and develop personal networks.
- Information about the child protection curriculum needs to be given to families and, where appropriate, community leaders before and during its delivery. This information may need to be provided by using translating and interpreting services.
- Sensitivity is required in communicating with families and cultural groups about concepts that may seem to be different from their cultural beliefs and practices. For example, extra information and support may need to be provided about the use of physical punishment and the concept of networks.

The identification and expression of feelings for some children and young people may be extremely difficult. Discussing feelings and ‘early warning signs’ also may be difficult for some children and young people. For example, people from some cultural groups do not easily disclose feelings, and trauma or abuse may result in the numbing of feelings, withdrawn or aggressive behaviour or extreme vigilance.

In addition, sensitivity in supporting children and young people to identify and express their feelings is required because:

- some children and young people may not be ready to express their feelings and should not be forced to do so
- it may be difficult for some children and young people to share feelings in a large group and it may be more appropriate for them to draw and/or write about their feelings
- for children and young people who have experienced trauma or abuse it is particularly important to reiterate the principle that the intention of the child protection curriculum is to affirm the concept of a safe community, and to keep children and young people safe, which is every child's basic human right
- cultural and linguistic diversity means that educators should not make assumptions about needs, behaviour and backgrounds based on stereotypes—educators may need to gather information about individual backgrounds from a range of appropriate and reliable sources.

Organisation of the child protection curriculum

The child protection curriculum for preschool to Year 12 levels is divided into separate documents that follow the Bands of the SACSA Framework:

- Early Years Band: Ages 3–5
- Early Years Band: Reception to Year 2
- Primary Years Band
- Middle Years Band
- Senior Years Band.

It is predicated on two main Themes which are presented through topics and activities of increasing complexity.

- Theme 1: We all have the right to be safe

Children and young people are encouraged to think about people and things that keep them safe. For younger children, the Theme is focused on their needs; for example, to be looked after properly by adults.
explore different kinds of touching, using the concepts of people we can hug, people we might shake hands with or wave to, people we say hello to, and people we don’t touch. Learners also discuss secrets that are safe to keep and secrets that need to be told. Older students, using stories, songs and videos from popular culture, explore abuse issues using a critical literacy approach. At all times the strategies of ‘one step removed’ and ‘protective interrupting’ are used so that children and young people do not disclose personal information in a classroom or preschool setting.

Focus Area 4: Protective strategies
The child protection curriculum carries the very clear message to all children and young people that adults have a responsibility to protect children. However, there are some things children and young people can do to help keep themselves safe. Developing a network of people to talk to and strategies for problem solving are explored according to the learners’ level of development. Senior students can explore the laws relating to discrimination, United Nations Charter of Human Rights, United Nations Charter on the Rights of the Child and the Children’s Protection Act. Younger learners are encouraged to think of scenarios through everyday events and stories they have heard and read and think of ways to resolve the dilemmas or problems. The strategy of ‘persisting until we are safe’ is emphasised strongly.

It is essential that all teaching and learning programs for learners of all ages cover the two Themes and the four Focus Areas. The way this can be done and information about the curriculum as a whole is provided in this General Introduction, which is common to all five documents. As well, each document has a short introduction to the Band level and the characteristics of learners at that level.

Developmental organisation of concepts
Each Focus Area contains a number of topics that reflect concepts appropriate to the developmental stage of the learners. The chart on the following page indicates the developmental organisation of concepts, within each Focus Area and across the different Bands.
# General introduction

## Child protection curriculum: Developmental concepts for each Band

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<td>Review network</td>
<td></td>
<td>Review network— Introduce concept of several networks</td>
<td>Review networks and identify community support networks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>Persistence</td>
<td>Persistence</td>
<td>Persistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Using appropriate teaching methods in presenting the child protection curriculum

Context of the SACSA Framework

This curriculum is designed in the context of the SACSA Framework. It is acknowledgements; that, learners are active participants in the process of taking in information and developing their own knowledge and understanding. Equity Cross-curriculum Perspectives and Essential Learnings are basic to program planning across and within Learning Areas in the SACSA Framework.

The General Introduction of the SACSA Framework and the introductions to each Curriculum Band provide essential information for planning and programming. The SACSA Framework is available in all schools and preschools or can be accessed on the SACSA website at <www.sacsa.sa.edu.au>.

The content of each topic in the child protection curriculum can be taught through a range of Learning Areas. Many of the topics have particular relevance to health and physical education but educators can incorporate child protection in their planning and programming across Learning Areas and within Learning Areas such as self and social development, arts and creativity and communication and language in preschool settings, and English, society and environment and arts in school settings.

The activities and ideas for learning suggested within each topic provide opportunities for learners to achieve the SACSA Developmental Learning Outcomes in preschool settings and Outcomes in school settings.

Information about implementation of the child protection curriculum in alignment with the SACSA Framework is contained within each Band document.

Delivery of the curriculum

An ethical and caring ethos at the classroom level and throughout the school or preschool and community is essential to the success of presenting the child protection curriculum. This caring has to extend to educators who are charged with the implementation of the curriculum. In all schools and preschools, there needs to be acknowledgment that not all staff members may feel comfortable about delivering this curriculum. Schools and preschools need to ensure high quality professional learning for staff and, where necessary, arrange for alternative delivery.

Non-negotiable aspects of implementing the child protection curriculum

The child protection curriculum has much flexibility built into it. However, for it to be delivered safely and effectively, some aspects are considered ‘non-negotiable’. These aspects concern how the curriculum is managed regarding such things as involvement of parents/caregivers, confidentiality, involvement of visitors and self-protection. When a non-negotiable aspect is referred to in the Band documents, it is accompanied by the acronym (NNA) and a reference number that corresponds to the numbers used below, for example: (NNA 1).

The following aspects of curriculum planning and delivery are essential—that is, they are non-negotiable—in all schools and preschools.

1. Parent/caregiver involvement

Parents/caregivers are to be kept fully informed about the teaching of the child protection curriculum and given every opportunity to ask questions. It is highly recommended that a range of approaches be used to increase their understanding of the issues and, wherever possible, they should be provided with strategies to reinforce classroom/preschool learning at home.

Schools and preschools are not required to seek permission from parents/caregivers for their children to participate in the curriculum. Requests from parents/caregivers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the DECS Child Protection Policy Officer or the DECS Legislation and Legal Services Unit.

2. Group operating norms

The following commonly identified group operating norms related to child protection are to be used at all times:

- Respect other people’s opinions.
- Only one person speaks at a time.
- Everyone actively listens.
- Everyone’s contribution is valued and acknowledged.
- Everyone has a right to ‘pass’.
- Use the strategies of one step removed and protective interrupting.
The issue of confidentiality needs to be explored. Children and students have a right to know that any information or disclosure about child abuse and neglect is mandated to be reported by educators and site volunteers under the Children’s Protection Act 1993.

It is important to revisit the group operating norms, including confidentiality, when there is any class or group discussion about recognising and reporting abuse, bullying and harassment.

3 One step removed

In working with primary and secondary students, educators can keep discussion one step removed by using a third person approach. Educators will need to explain this strategy to their students and gain agreement from the group that it will be used when appropriate. Educators and students can use examples of scenarios that could apply to any person in any situation rather than in specific instances of child abuse. Students can use this approach in a safe and non-threatening way to find out information about something that concerns them or to check out a situation before discussing a problem or disclosing more than they should.

While it is not always possible to ask very young learners to use third person scenarios for discussion, educators can ensure a one step removed approach by using stories, scenarios, songs and puppets to discuss sensitive issues.

4 Protective interrupting

The technique of protective interrupting is used to help learners avoid making disclosures in front of their peers and in situations that might increase their vulnerability. Children and students attempting to disclose abuse of any kind should be invited to talk privately to the educator or facilitator as soon as possible after the session.

The educator needs to be alert to a situation where a learner may be about to make a disclosure and needs to understand the repercussions of someone disclosing abuse.

With primary and secondary students it is also important that the educator teaches the strategy of protective interrupting explicitly, so that they understand the purpose of the strategy and how to use it themselves (Briggs & McVeity 2000, p 49).

More broadly, protective interrupting also refers to any action taken to interrupt or stop an unsafe situation. For instance, when a person is in a situation where others are telling racist or sexist jokes, the person can use protective interrupting or walk away from the group, in order to show that he/she does not condone the jokes (Children’s Protection Society Victoria 2003, p 43).

5 The language of safety

It is essential that educators use, and encourage learners to use, language that is consistent with a language of safety. It will be respectful, inclusive and enhance communication and relationships. Language is one of the most effective tools we have to inform, teach and influence other people. It can be used positively to encourage and reinforce self-worth, confidence and active problem solving. When used in a context of interrupting violence, it is vital that we continue to use the language of safety.

6 Closing the session

It is important to monitor the impact of child protection curriculum on learners. Some sessions may relate to personal experiences and recollections of abuse. A puppet scene, a story or a scenario can evoke strong feelings; closing the session with a positive activity or familiar story can help to dissipate those feelings. Older students may benefit from reassurance through sensitive acknowledgment that discussion about abuse may evoke strong feelings.

Educators should ensure that time is allowed for sensitive discussion before the end of each session, and should aim to close each session in a positive way. There are benefits in focusing learners’ attention on what happens next in the day, or doing a relaxation or physical activity. Evaluate the sessions in terms of who developed the necessary concepts, and who needs more time and opportunities for practice (Briggs & McVeity 2000, p 65).

7 Viewing videos and DVDs

A video or DVD, or an appropriate extract, can be a useful resource. It is essential that the educator previews these resources to determine their suitability and impact on the learners within the group before showing them. Careful consideration must be given to the emotionally powerful messages that videos and DVDs contain in relation to learners’ previous
General introduction

experiences. There is not always educational advantage to viewing an entire video or DVD. Educators should refer to the DECS Administrative instructions and guidelines (2005) Section 3: Student Matters, paragraph 94 for guidelines on viewing videos.

8 Guest speakers and visitors

Some schools and preschools may draw on community agencies and guest presenters to complement their child protection curriculum programs. Schools and preschools should determine how optimum use of these resources and services can be achieved.

Educators should refer to the DECS Administrative instructions and guidelines (2005) Section 3: Student Matters, paragraph 92 ‘Discussion of contentious issues in schools’ for guidance about managing discussions involving visitors.

Key points to consider when using guest speakers and visitors are as follows:

● The benefit of having a visitor conduct a session in preference to school or preschool personnel should be identified.
● It is necessary to determine what learning outcomes will result from the presentation.
● Schools and preschools need to ask the agency or presenter questions in order to determine how his/her/their philosophies relate to current school and preschool practices and DECS and other government policies.
● Guest presenters have sometimes been asked to present a session in response to a particular issue. Research indicates that an isolated ‘one off’ presentation has little positive impact on learning in health or child protection. For this reason, presentations outside the context of a planned program are not recommended.
● Schools and preschools considering the use of guest presenters for a single session need to understand that it is difficult to cover information, attitudes and values and provide opportunities for skill development in a single session. It is important that the school or preschool is clear about the particular aspects the presenter is to cover and considers what may be covered with the learners before and after the ‘one off’ session.
● Schools and preschools should be cautious about using guest speakers who intend to present their own experiences that are not linked to positive learning outcomes as outlined in the learning program.

9 Developing and reviewing personal networks

It is important for children and young people to explore the whole notion and meaning of trust in relation to identifying a personal network of trusted people with whom they can talk. Some children and young people may have difficulty developing a network because of such factors as isolation. It is important for them to know about the support services available and to understand how to access them. It is also vital that children and young people review networks on a regular basis to ensure that identified people are still available and suitable.

10 Persistence expectation

Educators need to emphasise to children and young people the value and importance of the strategy of persistence. Children and young people need to know that it is acceptable to persist in seeking help or taking action with a network of trusted people until they are safe again. If they do not get the help they need from one person, they can try the next until they feel satisfied that they have been heard and action is taken. If children and young people do not get the response they expect from particular people in their network, they can review the inclusion of this person in the network. This strategy can be used for the whole spectrum of violence and abuse, including bullying and harassment.

11 Learning self-protection

This strategy acknowledges that even though adults have the responsibility for protecting children and young people, children and young people themselves can learn a number of different strategies to help keep themselves and others safe. As children and young people grow and develop, they can increasingly build up a range of strategies to protect themselves in a number of different situations.

Assessment in the child protection curriculum

Assessment of learning is of vital importance in the teaching of child protection. Educators need to evaluate the accuracy and depth of learning that has taken place for each child or student. The curriculum is designed to provide activities that are both teaching and assessing tools. There is an emphasis on group
work and discussion, which requires educators to make close observation of learners’ participation and responses.

Using this curriculum

The accompanying units of work were developed as models of best practice in child protection curriculum. It is expected that educators will adapt these units depending on the skills, knowledge and understandings of their particular groups of learners. It is also expected that the Themes, Focus Areas and protective strategies, as outlined in this document, will be incorporated into child protection curriculum design at the school or preschool. Educators should use their professional judgment and knowledge of particular groups of learners to choose suitable teaching and learning methods and activities.

References and useful resources


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Drug and Alcohol Services Council (1989) *Learning to choose—A comprehensive drug education program for primary schools*, DASC, South Australia

Frangos, E & McVeity, M (1996) *Child protection—Students from a non-English speaking background (Curriculum issues for teachers)*, Department for Education and Children’s Services, Adelaide, South Australia


Layton, R (2003) *Our best investment: A state plan to protect and advance the interests of children*, Department of Human Services, South Australia

McGrath, Helen (1993) *Different kids, same classroom*, Longman Australia


Recommended learning strategies

This section presents strategies that have been used and are recommended by educators with experience in the area of teaching protective behaviour and child protection. When a recommended learning strategy is referred to in the Band documents, it is accompanied by the acronym (RLS) and a reference number that corresponds to the numbers used below, for example: (RLS 12).

There is particular emphasis in this curriculum on group discussion of a wide range of issues. Thus, many of the recommended strategies involve ways of structuring and organising effective group participation.

Most of the strategies can be adapted to suit older or younger learners. A number of strategies such as ‘Teachable moments’, ‘Thumbs up’ opinions’, ‘Using songs and stories’, ‘Drawing and scribing’ and ‘Persona dolls’ have been demonstrated to be particularly effective with preschool learners.

Within the Band documents, each topic provides several recommended learning activities. In addition to engaging in those activities, educators are encouraged to select and/or adapt additional strategies from the list below.

1. **Pair swaps**

   The class stands in a large circle. The educator divides them into pairs and calls each member of a pair either A or B. The B students step forward and face the A students. Student A shares information or ideas with Student B. When the educator instructs students to swap, all A students move on to the next B student. This continues until all ideas have been shared with each class member.

2. **Knee-to-knee activity (or side-by-side)**

   In pairs, learners sit cross-legged on the floor, facing each other, with knees almost touching, remembering to respect body space. Alternatively, learners may sit side-by-side. Each student focuses on the other, practising good communication skills; that is, facing each other, making eye contact (if culturally appropriate), nodding the head, making listening comments such as ‘OK’, and listening sounds such as ‘mmm’. Learners take turns to speak. The educator times the activity and after a set time asks for new
pairs to be formed, encouraging learners to turn to the person next to them rather than moving to be near a friend. Initially, the educator may need to help some learners to form pairs, but they usually become very adept at including everyone, even forming triads where there is an odd number.

3 Role-play

**Learners should not role-play actual abusive or bullying situations.**

For children in the Early Years, role-play is an integral component of play as a way of learning about the world and their place in it. Through play, children have opportunities to explore roles and identities, feelings and perspectives and to express them in an increasingly considered manner. This learning will take place both informally in interactions between the children and more formally as part of the teaching and learning program. Educators will take advantage of ‘teachable moments’ during children’s role-play and encourage children to invent and imagine roles to support learning in the area of child protection.

At the primary and secondary level of schooling, role-play will also be an important component of the child protection program. Role-play provides students with the opportunity to experience real-life situations in a safe environment. This enables students to practise skills, analyse hypothetical situations and experience situations from different perspectives.

The educator may read a scenario and students can demonstrate appropriate responses using role-play. Strategies such as ‘freeze frame’ and ‘fishbowl’ are forms of role-play that support students in practising responding to abusive situations. (Both these strategies are outlined below.)

To ensure effective role-play, a supportive learning environment needs to be established. This can be achieved by:

- involving students in a range of lead-up activities
- ensuring that group operating norms or class rules are established and are regularly revisited. The group can participate in determining norms or rules. These may include:
  - only one person speaks at a time
  - listening to one another
  - respecting other people’s opinions
  - feeling comfortable about voicing their own opinions
  - the right to pass
- ensuring tight control during student role-play presentations so that if the situation does start to deteriorate it can be stopped quickly, discussed, improved and conducted again.

The following steps can be followed when conducting structured role-play:

- Introduction: Use an introductory activity to focus the attention of the group.
- Selection of participants: In most situations, all students will be involved. Allow students an opportunity to withdraw from the role-play if they feel uncomfortable with the situation, but have them undertake another task such as observing an aspect of the role-play.
- Set the scene: Select a scenario that is relevant to the students’ lives and developmentally appropriate. The scenario may be predetermined or selected by the students. Provide students with props to help them assume their roles and ‘de-role’ afterwards.
- Practice: Allocate approximately five minutes for students to practise.
- Preparing the audience: If there is an audience, set them specific tasks to keep them focused on the role-play and to provide feedback.
- Acting the roles: Role-players assume the roles and enact the situation. This should be brief.
- Feedback: Allow plenty of time for feedback (at least one third of the time allocated to the preparation and presentation of the role-play should be used to discuss the issues addressed and the outcomes). The discussion may focus on responses to open-ended questions about feelings, attitudes, consequences and alternative outcomes.
- ‘De-role’ the participants: After the role-play ensure that participants are taken out of their role by such strategies as:
  - addressing them by their correct name
  - acknowledging feelings they may have had in the role and feelings they now have
  - putting away any props
  - moving away from the role-play area.
- Re-enacting: Roles can be switched to demonstrate other solutions and interpretations.
- Generalising: This is the most important element in role-play as it ensures that group learning is related to real-life situations. Skills learnt in the group can be applied to diverse situations.
Between two and five learners sit in the centre of the room and the rest of the class sit as observers in an outer circle around them. The observers choose one role-player each to focus on, in terms of the role they are playing.

At the end of the role-play, which may last only a few minutes, the educator leads a discussion on issues/solutions highlighted by the role-play.

The observers may ask questions of the performers in the role-play.

The educator ensures that participants are taken out of their roles and then closes the session.

### 4 Y chart, T chart, X chart

The use of these charts enhances learners’ understanding of a concept. The charts can be scribed for young learners while older learners can create their own charts.

#### Y Chart

```
<table>
<thead>
<tr>
<th>Feels like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sounds like</td>
</tr>
<tr>
<td>Looks like</td>
</tr>
</tbody>
</table>
```

#### T Chart

```
<table>
<thead>
<tr>
<th>Sounds like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks like</td>
</tr>
</tbody>
</table>
```

#### X Chart

```
<table>
<thead>
<tr>
<th>Looks like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sounds like</td>
</tr>
<tr>
<td>Thinks like</td>
</tr>
<tr>
<td>Feels like</td>
</tr>
</tbody>
</table>
```
5 Concept mapping or mind mapping

Concept mapping or mind mapping is a strategy that encourages learners to record learning visually. The process establishes connections and helps learners to understand relationships between different concepts and ideas. Mind maps can be used to create a picture of learners’ understanding at a point in time or can evolve on a class chart as the unit of study evolves. Mind maps are personal representations and are not usually right or wrong. Educators can use them to make judgments about a learner’s level of understanding of the issues and connections.

Concept mapping or mind mapping begins with a key concept such as safety. This key concept is placed in the centre of a page, sheet of butcher’s paper or on a whiteboard. Learners identify key words and write them around the concept and then progressively move to less directly related words. Once learners have added all the concepts to the map, they can draw links between ideas and concepts to make connections, and to establish cause and effect relationships. Concept mapping or mind mapping can be made more striking by the use of devices such as drawings, wavy lines, bubbles, arrows and colour.

Younger learners can make mind maps with pictures or through the educator scribing the children’s ideas. Mind maps can also be developed using computer software.

Example of concept/mind map
6 Lotus Diagram

A Lotus Diagram can be used as a form of concept or mind mapping. It is also an organisational tool for analysing and/or separating a complex topic into manageable sections; for example, students dividing tasks into separate learning projects.

The educator divides a large sheet of paper into nine equal sized rectangles and enters the main topic in the centre of the diagram. Learners brainstorm to identify up to eight sub-topics which are placed in the small rectangles around the centre rectangle. The educator draws a circle around each sub-topic area around the outside and puts the sub-topics into the centre of each circle. Learners brainstorm ideas for each sub-topic.

The diagram below shows a modified form of a Lotus Diagram and the following pages provide a copy of an explanatory chart (reproduced with permission from Langford International Inc). Please note the use of American spelling—educators may wish to create their own based on the chart from Langford International Inc.

Example of a Lotus Diagram

<table>
<thead>
<tr>
<th>Mum</th>
<th>Dad</th>
<th>Uncle</th>
<th>Ms.............</th>
<th>LAP helper</th>
<th>Mr.............</th>
<th>Coach</th>
<th>Marg's Dad</th>
<th>Kerrie's Mum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brother</td>
<td>FAMILY</td>
<td>Grandparent</td>
<td>SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aunty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids Help Line 1800 551 800</td>
<td>PHONE NUMBERS</td>
<td>PHONE NUMBERS</td>
<td>MY NETWORK</td>
<td>FRIENDS</td>
<td></td>
<td>Laura</td>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td>Emergency 000 Mobile 112</td>
<td>13 1444 Police</td>
<td>COMMUNITY HELPERS</td>
<td>WEBSITES</td>
<td>SHOPPING CENTRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Assist</td>
<td>Police station</td>
<td>Shop</td>
<td><a href="http://www.kidshelp.com.au">www.kidshelp.com.au</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighbour</td>
<td>COMMUNITY HELPERS</td>
<td>WEBSITES</td>
<td>SHOPPING CENTRE</td>
<td><a href="http://www.cyft.com.au">www.cyft.com.au</a></td>
<td></td>
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</table>

(Adapted from Tool Time Education 10.0—Choosing and Implementing Quality Improvement Tools, Copyright 2004, Langford International, Inc 12742 Canyon Creek Road, Molt, MT 59057 USA 1–406–628–2227)
Lotus Diagram

What is it? The Lotus Diagram is an analytical, organizational tool for breaking broad topics into components, which can then be prioritized for implementation.

When is it used? The Lotus process is used when teams or individuals need a process for organizing and prioritizing components of a larger whole.

Where is it used? Lotus Diagrams are often used, but not limited to steps 1, 2, 5 and 9 of the Problem Solving Process.

Why is it used? Lotus Diagrams:
- are spatial and interactive.
- promote logical, creative thinking.
- promote prioritizing for action.
- require active brainstorming and analysis from all individuals.
- are effective with all ages.
- provide an effective communication tool.

Sample Uses:
- Use Lotus Diagrams:
  - with students when dividing tasks for learning projects.
  - to make an excellent tool for outlining writing projects.
  - with administrators to outline and prioritize school improvement processes.
  - to prepare for creative writing projects.
  - to analyze major components of historical events, such as the Civil War, etc.
  - to devise strategies of implementation.
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1. Take a large sheet of paper or a flip chart sheet and pretend you are going to play a giant game of Noughts & Crosses or To-Tac-Toe. Draw the lines on your chart.

2. Now proceed to the center of the sheet and repeat the process.

3. Choose an aim or topic to study and clearly write it in the center of the Lotus Diagram.

4. Use Brainstorming to identify up to eight (8) major subtopics. Place each of the eight subtopics in the ovals surrounding the center rectangle and draw a circle around each.

5. Transfer each subtopic to the center of a corresponding square. Brainstorm ideas or causes and place in the surrounding rectangles.

6. Use the upper left corner triangles to prioritize the sub-ideas.

**Caution!**

If ideas have previously been prioritized, they can be placed on the Lotus Diagram according to their appropriate number. If there is no priority, the numbers on the Lotus Diagram serve only as locators.

Lotus Diagrams, for individuals, work best on a standard size page. A larger version, such as a flip chart sheet, is necessary for teams, so that all can see and participate in its formation.
General introduction

7 Modified jigsaw activity
The modified jigsaw strategy is a structure for small-group work. It encourages participation and cooperative learning, and places responsibility for learning on students. It is an effective strategy when dealing with complex information or a large amount of information.

This activity is suitable for older students, but may be adapted for primary students.

The educator breaks up the information to be learnt into small sections, usually four to eight.

Students are formed into groups according to the number of sections of information to be learnt. They become ‘experts’ on their section or topic. Each group of ‘experts’ learns about its topic through discussion or further research. The group prepares to give a report back to the whole class about the information they have become ‘experts’ in. This report may take various forms, for example oral report, written report or dramatisation.

8 Values walk or values continuum
The educator prepares five wall signs that say:
- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree.

The signs are placed around the room. The educator reads aloud statements on a chosen topic. Learners move to the sign which best expresses their opinion about the statement. They discuss their thoughts about the statement with other learners at the same sign and then discuss as a class. Learners should be allowed to pass on stating their opinion. Learners may go to the sign labelled ‘Unsure’ and reconsider their opinion after discussion.

8a ‘Thumbs up’ opinions
This strategy supports younger learners to express opinions or values in a non-threatening way. Learners do not have to verbalise their thoughts. The educator practises the strategy first on topics with which learners are familiar.

After a discussion on the topic, learners express opinions by showing:
- thumbs up for ‘yes’ or ‘agree’
- thumbs down for ‘no’ or ‘disagree’
- thumbs horizontal for ‘OK’ or ‘unsure’.

9 Placemat activity
The placemat activity is very effective in involving all students in formulating ideas. Students work in groups of four, preferably sitting on four sides of a table or on the floor.

Each group has a large piece of paper containing the pattern in the diagram below. Students can draw their own pattern as it does not need to be particularly accurate.

Each member of the group writes, draws or uses symbols to show their ideas on a given topic in the space on the paper in front of them. Educators can provide four different coloured pens so that students can keep track of who wrote each idea.

The four students share and clarify their ideas, adding new points as they arise.

The group arrives at one idea or a set of ideas, which all members agree are the most important, and writes them in the space in the middle of their sheet.

10 Brainstorming
Brainstorming is an oral literacy strategy, which allows all contributions to a discussion to be considered. It is inclusive and empowering when all learners feel that their ideas are important.

Learners can either call out or put their hands up to contribute ideas on a topic, while a scribe (educator or learner) records all ideas on a large sheet of paper. Paper is preferable to a whiteboard or blackboard because ideas can be revised later in the light of new learning. It is important to ensure all learners have a chance to express a thought. The educator can note which learners have not contributed, and can call on them for ideas in a non-confrontational way.
10a Modified brainstorming

Modified brainstorming is a strategy that can be used in problem solving in safe situations. The educator explains to learners that, while brainstorming is used to generate a flow of ideas, modified brainstorming allows the educator to ‘interrupt’ if responses are inappropriate or unsafe. In this case, learners’ responses to the educator’s question “How will this help to keep someone safe?” usually lead to agreement within the group that the idea is inappropriate or unsafe. The idea can then be crossed out. Reference to legal responsibility and/or a discussion with an individual learner later may be necessary if the educator is still concerned about the learner’s response.

11 Relaxation

Relaxation is a very useful technique in teaching child protection. It may support children and students as part of a closing activity at the end of a session or at any time when calmness is needed. Relaxation is a useful calming strategy that allows time to think of a plan or action to keep safe. It is also a protective strategy.

Some learners may be afraid to say no when they experience inappropriate or sexual touching. They may also be at risk of further antagonising the abuser if they resist. The person they tell may not believe them, or may do nothing to address the situation. Learners need as many options as possible from which to choose. For example, if a child intervenes in a situation of domestic violence he/she may be further at risk. In such cases of facing a dilemma, using a relaxation technique such as the imaginary safe place strategy may be a short-term option. However, imagining a safe place is no substitute for a child telling a trusted person on his/her network about an unsafe situation.

There are many relaxation strategies and different people will prefer different approaches. For example:
- listening to a relaxation tape or music
- older students making their own relaxation tape
- taking a walk
- doing simple stretch exercises.

To begin teaching children and students about relaxation, the educator reminds them of the two Themes of the child protection curriculum: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’.

The educator tells learners that the relaxation exercise is being done with a large group at the school or preschool with the purpose of practising the skill. They should understand that it may occur in other situations of their own choosing to keep themselves safe. The group establishes some rules or group operating norms; for example, no touching, and remain quiet so others can listen and concentrate.

The educator explains that being relaxed is not the same as being unconscious; that they will know what is going on around them; and that they will remember what is said and what happens. It is important that learners have a range of positions they can choose from, for example sitting on a chair or bean bag. It is not appropriate to insist that they lie down as this may act as a reminder of past or present abuse.

Any of the following relaxation strategies can be used according to the context and developmental level of learners:
- Breathing: Sit or lie comfortably. Breathe slowly and deeply. Listen to music or the educator counting back slowly from 25. Picture the numbers in your head while breathing rhythmically. At 0, stretch and take a deep breath.
- Imagining a picture: Sit or lie comfortably. ‘Paint’ a picture of a quiet place you would like to be. Breathe slowly and enjoy the picture that you have painted. Finish by stretching and taking a deep breath.
- Imagining a journey: Sit or lie comfortably. Imagine walking or flying to a warm, safe place. Breathe slowly and enjoy the journey. Return slowly from the journey and stretch.
- Relaxing and tensing the body: Sit or lie comfortably. Beginning with the toes, tell each body part to tense and relax. Feel the body relax and get heavier, then reverse the order. Stretch and take a deep breath.

12 Problem solving

Learners need to be presented with a variety of problem-solving strategies. Problem-solving and decision-making strategies are presented with increasing complexity in the activities in each Band document. They are taught in Focus Area 4: ‘Protective strategies’, using the following models:
General introduction

<table>
<thead>
<tr>
<th>Early Years: Ages 3–5 and R–2</th>
<th>What if ...? Stop, Think, Do</th>
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</thead>
<tbody>
<tr>
<td>Primary Years</td>
<td>What if ...? POOCH Stop, Think, Do</td>
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<tr>
<td>Middle Years</td>
<td>POOCH Stop, Think, Do Trust, Talk, Take Control</td>
</tr>
<tr>
<td>Senior Years</td>
<td>Think, Feel, Act, Persist Protect Yourself Decision-making Model</td>
</tr>
</tbody>
</table>

13 Teachable moments

While the concept of teachable moments is particularly relevant to very young learners, it can be applied to learners of all ages.

The theme that runs through the whole of the child protection curriculum is safety. Learning about safety and what it entails will occur throughout the learner’s day in the classroom setting and at play. These are the ‘teachable moments’ that educators can take advantage of and use learners’ interactions, their questions and the learning they are doing across all Learning Areas to highlight issues relating to such themes as ‘feelings’, ‘emergencies’, ‘safe and unsafe’, ‘fair and unfair’ and ‘trust’.

However, there are some concepts in the child protection curriculum that are unlikely to be covered as a result of incidental interactions, for example recognising and reporting abuse.

14 Using songs and stories

Throughout the child protection curriculum, and especially in the Early Years Band, particular songs and stories are suggested as models and discussion starters for the Focus Area topics. Educators are encouraged to make wide use of these resources and to supplement existing suggestions with other songs and stories that they find useful for presenting concepts at ‘one step removed’ and discussing sensitive issues.

15 Critical literacy in using electronic and print media

Throughout the child protection curriculum, educators will use fiction and non-fiction texts in a range of media to reinforce the major themes. Film, video and print need to be approached from a critical literacy perspective, whereby educators encourage learners to develop understandings about how texts may be used to influence their attitudes and behaviour. Learners are encouraged to question authorship and purpose, position and power, and stereotyping and appropriateness of texts, both print and electronic. Educators need to ensure that learners understand how to recognise and analyse the viewpoints and values represented, for example in racial and gender stereotyping.

It is also very important for learners to be aware of the power and risks involved in using the internet in general and chat rooms in particular.

16 Drawing and scribing

Early childhood educators can encourage learners to reinforce their understanding through drawing, painting and model making. When children are invited to tell their story about the artwork created, educators can act as scribes and, in so doing, are able to monitor children’s learning and provide information to parents/caregivers about their child’s learning.

17 Persona dolls

Early Years educators may use persona dolls as an effective, non-threatening and enjoyable way to raise issues and encourage young children to explore, uncover and confront unfairness and related feelings and ideas. Persona dolls help children express their thoughts, think critically, challenge unfair treatment and develop empathy with others who may be different. They can also help children problem solve to develop an understanding of what is fair and unfair.

Persona dolls can be any dolls as long as they can be given a ‘persona’. The use of the dolls can support educators to build histories and stories around the dolls to challenge social inequalities in positive ways. Further information about the use of persona dolls can be found at the University of Melbourne website at <www.edfac.unimelb.edu.au/>.

Persona dolls must not be used to illustrate scenarios about abuse and neglect.
18 Relationship circle

The technique of the relationship circle is used throughout the child protection curriculum. It is inclusive and promotes individuals making choices.

It can be applied successfully to relationships from the early years to adulthood to develop the concepts of trust and networks. The relationship circle can be developed to include several categories of relationship, depending on the developmental level and experiences of the learner.
A modified relationship circle, such as below, is a useful tool for helping all learners, but in particular younger children and children with disabilities, to understand and discriminate between acceptable/unacceptable touch in different relationships. This model should be revisited on a number of occasions. It is also important to include a discussion about touch and choice. For example, it may be all right to be cuddled and hugged by someone close and important one day but a person may not want this to be the case at another time.
Curriculum setting

The child protection curriculum is set in the context of the South Australian Curriculum, Standards and Accountability (SACSA) Framework. It reflects the organisation of the SACSA Framework into Learning Areas integrated through the Essential Learnings and Equity Cross-curriculum Perspectives. It uses the Key Ideas of the Learning Areas and allows educators to assess children’s learning against the Learning Outcomes presented in the Reception to Year 2 phase of the Early Years Band.

As a basis for effective planning and programming, familiarity with the General Introduction of this child protection curriculum and the Early Years Band of the SACSA Framework is necessary.

Characteristics of the R–2 learner

Children generally enter the Reception class as experienced learners. Children’s participation and engagement during the R–2 phase of the Early Years Band is often directly related to the opportunities they have to make decisions about their learning. By working with educators to establish learning goals and expected outcomes, children initiate, negotiate and plan, and take responsibility to extend their learning. (The information about characteristics has been adapted from the SACSA Framework, Early Years Band: R–2, DETE 2001, pp 73–74.)

Peer interactions

The school-aged child is more socially involved with peers than ever before. Acceptance by peers is extremely important and children’s play reflects a strong need to belong. Children and educators together will explore real-life social issues and better ways of relating with each other.

Learning styles

Children demonstrate a range of cognitive competencies and are constantly trying out comparisons by analogous reasoning (it seems like this, or like that), by hypothesising and questioning, by logical reasoning, and by understanding cause and effect. ‘Talking the problem through’ is often vital at this stage—some children will be ‘synthesisers’, others build understanding slowly and in segments, some will rely on leaps of insight, while others estimate and guess. The ‘match’ of effective scaffolding to the thinking and learning of the child is of vital importance. This includes seeking to know the child through working with families, observing, and questioning and sharing information with previous educators to ensure that planning for the child’s learning is tailored to individual and group interests and abilities.

Partnerships with families and communities

The role of educators is critical in building and maintaining the partnerships with families and communities that support children’s learning. Partnerships between families, children and educators are the basis for the reflective practice that can open up multiple possibilities for responding to children’s diverse understandings, competencies and dispositions during these first years of school.

Organisation of the Early Years Band: Years R–2 child protection curriculum

Themes

The curriculum is predicated on two major Themes which form the basis of all teaching and learning in child protection:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.
Focus Areas and topics

The curriculum is presented in four Focus Areas, each containing topics.

The organisational structure of the R–2 curriculum is indicated in the chart on the next page, which presents an overview of the whole child protection curriculum from preschool through to the senior years. In order to provide effective learning in the area of child protection, educators are expected to teach all Focus Areas and all topics.

Recommended activities

Recommended activities are provided for each topic. Educators are encouraged to adapt these to suit their teaching and learning environment and to select further ideas for activities from their own repertoire and from the recommended learning strategies which can be found at the end of the General Introduction.
Introduction to the Early Years Band: Years R–2

Summary of topics: Preschool to Year 12

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Early Years Band: Ages 3–5</th>
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<th>Middle Years Band</th>
<th>Senior Years Band</th>
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</thead>
<tbody>
<tr>
<td>The right to be safe</td>
<td>1. Feelings</td>
<td>1. Feelings</td>
<td>1. Exploring the concept of safety</td>
<td>1. Safety and risk taking</td>
<td>1. Recognising and assessing risk</td>
</tr>
<tr>
<td></td>
<td>2. Exploring the concepts of safe and unsafe</td>
<td>2. Being safe</td>
<td>2. Reviewing the concept of Early Warning Signs</td>
<td>2. Early Warning Signs and emergencies</td>
<td>2. Psychological pressure and manipulation</td>
</tr>
<tr>
<td>Recognising</td>
<td>1. Privacy and names of parts of the body</td>
<td>1. Names of parts of the body, privacy and touching</td>
<td>1. Privacy and names of parts of the body</td>
<td>1. Recognising abuse and neglect</td>
<td>1. Identifying abuse and neglect</td>
</tr>
<tr>
<td>abuse</td>
<td>3. Recognising abuse</td>
<td>3. Internet, telephone and media safety</td>
<td>3. Internet, telephone and media safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Secrets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to provide effective learning in the area of child protection, educators are expected to cover all four Focus Areas.
The right to be safe
Early Years Band: Years R–2

The right to be safe

Context

Themes

We all have the right to be safe
We can help ourselves to be safe by talking to people we trust

Topics

1. Feelings
2. Being safe
3. Early Warning Signs
4. Risk taking and emergencies

In a supportive learning environment, children in Years R–2 have opportunities to explore and practise many ways of interacting and responding in a range of situations. They can be helped to:

- reflect on the impact of their own behaviour on others
- modify their behaviour in response to feedback
- recognise the range of behaviour displayed by individuals in a variety of situations and contexts
- develop a critical understanding of social conventions.

It is important that educators build and maintain partnerships with families in order to understand the families’ goals for their children, and to incorporate these goals in learning programs.

Feelings

Children in Years R–2 learn about feelings by exploring, interacting with people, playing, experimenting and rehearsing as well as through explicit teaching of the concept of what feelings are. Learning about feelings is integrated across the Learning Areas, enabling children to demonstrate their learning in a variety of ways. Partnerships between the educator, families, communities and support agencies are important for gathering and sharing information to help the educator modify activities to address perspectives such as culture, Aboriginality, ability, disability, gender, age, socio-economic status, location and religious beliefs. The educator should also acknowledge previous experiences and knowledge that children bring with them to school, and be aware that some people respond to situations in ways that can be misinterpreted, such as smiling or laughing when they feel uncomfortable.

Being safe

The concept of being safe should be taught explicitly, explored in teachable moments, and reinforced frequently. As children work individually and collaboratively in a safe and supportive learning environment, they can identify situations that are not safe. The safety aspect of the child protection curriculum should be integrated in all Learning Areas in order to provide opportunities for children to explore, play, experiment, rehearse and create. The content should be related to individual and group interests, and should build upon children’s experiences. It should be recognised that learning opportunities occur in everyday situations.

Early Warning Signs

Children need to understand about the concept of Early Warning Signs. Collaboration with families, communities and relevant agencies will help educators understand that identifying and discussing Early Warning Signs and feelings will vary for Indigenous children, children from non-English speaking backgrounds, children with disabilities, those who have experienced invasive medical procedures, and children who have experienced trauma or abuse. Individual children will take varying times to become aware of and acknowledge their body signals (physical indicators and feelings).
Keeping Safe:
Child Protection Curriculum

Early Years Band: Years R–2

Risk taking and emergencies

When a child makes the transition to school, the new learning environment that encourages them to ‘have-a-go’ and take risks can influence their attitude to school, learning, interaction with their peers and their self-concept. When children are supported to explore possibilities, to examine consequences and to make decisions, they can develop understandings about safe and unsafe situations and emergencies.

Essential Learnings

Using understandings from prior experiences in new contexts

Beginning to recognise, name and manage own emotions and express personal needs

Beginning to develop self-awareness and understandings with a strong sense of self-worth, context and direction

Beginning to understand social constructs to identify justices and injustices

Showing concern, consideration and empathy and responding to needs of others

Exploring their relationships with other living and non-living things

Beginning to reflect on and evaluate ideas, actions and relationships

Beginning to recognise, trust and respond to intuitive thoughts and feelings

Using and interpreting non-verbal and verbal communication

Confidently communicating in an open, caring and self-assured manner in known and supportive environments

(From South Australian Curriculum, Standards and Accountability Framework, Early Years Band, Introduction, DETE 2001, pp 11–13)
### Key Ideas and Outcomes

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Strands</th>
<th>Key Ideas</th>
<th>Standard 1 Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Health and physical education</strong></td>
<td>Personal and social development</td>
<td>Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends.</td>
<td>1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.</td>
</tr>
<tr>
<td></td>
<td>Health of individuals and communities*</td>
<td>Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities. Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy.</td>
<td>1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members. 1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</td>
</tr>
<tr>
<td><strong>Society and environment</strong></td>
<td>Societies and cultures</td>
<td>Children explore, identify, recognise, and learn to respect and value, the shared and unique characteristics of individuals, developing an understanding of the diverse values, beliefs and practices of groups of people.</td>
<td>1.7 Understands that, although all people are unique, they also have characteristics in common, and contribute in a variety of ways to their local and wider communities.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Texts and contexts</td>
<td>Children discuss reactions, and identify main ideas and information, when listening to a range of texts. With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience. Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures. Children recognise some of the purposes and advantages of writing as they express feelings, ideas, information and imagination within written texts.</td>
<td>1.1 Listen to a range of texts to identify feelings, main ideas and events. 1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. 1.4 Distinguishes between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td>Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community.</td>
<td>1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. 1.6 Experiments with language when producing spoken texts for a range of school and community audiences.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
<td>Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others’ views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations. Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.</td>
<td>1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. 1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. 1.11 Experiments with strategies when selecting, reading, reviewing and critically interpreting written and visual texts and, with teacher support, discusses their use of strategies.</td>
</tr>
</tbody>
</table>

* Indicates the major focus for this child protection curriculum.
TOPIC 1
Feelings

It is important to teach the concepts of ‘one step removed’ (NNA 3) and ‘protective interrupting’ (NNA 4) prior to beginning the topics. Students usually require both rehearsal and repetition of the concepts.

As part of the class’s vocabulary-building activities, a chart or series of flash cards could be made as the lessons progress and new words are introduced (NNA 5).

ACTIVITIES

1.1 Characters’ feelings

Read a range of picture books to children (RLS 14). Discuss the different sorts of feelings that the characters experience.

Include discussion about how the characters display a range of behaviour associated with feelings. Suitable texts include:

- Your Feelings Series: I’m bored, I’m lonely, I’m shy, I’m special, I’m worried, I’m happy, It’s not fair, I feel bullied
- Your Emotions Series: I feel angry, I feel frightened, I feel jealous, I feel sad
- Angry Arthur
- Franklin series
- Giraffes can’t dance
- I’m sorry
- It’s lovely when you smile
- Misery Moo
- My dog’s a scaredy cat
- Olaf the ship’s cat
- Poems about being angry: I want to shout and stamp about (Poemotions)
- Poems about being jealous: Everyone I see is luckier than me (Poemotions)
- Poems about being sad: Can anyone be as gloomy as me? (Poemotions)
- Poems about being scared: Is there anything there at the top of the stair? (Poemotions)
- Sometimes I’m Bombaloo
- The three little pigs. Traditional story
- Katie Morag and the Tiresome Ted.

Children mime the feelings of the characters in the stories. Record the mimes using a digital camera and display the photographs. Alternatively, record the activity using a story map with thinking bubbles for characters’ thoughts.

1.1 Awareness of and willingness to acknowledge feelings will vary between children.

The vocabulary list in Appendix 1: ‘Feelings vocabulary’ is for educator use only. It is important to consider the full range of emotion words rather than simply discussing opposites; for example, happy—sad.

1.1 When photographs are taken in school, educators and parents/caregivers (NNA 1) need to know who is taking the photographs, exactly how they will be used and who will see them. Appropriate administrative procedures for photographing children at school need to be followed.
Use teachable moments (RLS 13) to reinforce identifying and expressing feelings.

Further useful activities can be found in resources such as Program Achieve: A curriculum of lessons for teaching students how to achieve success and develop social–emotional–behavioural wellbeing and Being me: Learning to live with others (for lower and middle primary students).

1.2 Different feelings

Ask children to brainstorm and record feelings onto individual cards. Alternatively, make cards using Boardmaker or ‘feeling faces’ using paper plates and popsticks.

In small groups, children sort these into comfortable and uncomfortable feelings. Discuss the decisions as a whole class, make two lists, and discuss the feelings as the lists are created. A third list of feelings may arise for feelings that can be either comfortable or uncomfortable, depending on the situation.

Use these lists as a reference and add to them as the children’s understanding increases.

Other suggested activity: Card activities

Develop card activities such as Snap, Memory or Lotto to build vocabulary and reinforce children’s understanding. You could, for example, match a feeling word card with a card that illustrates the feeling. Similar card activities are available from education suppliers of teaching aids.

1.2 The language associated with the strategies and Themes of the child protection curriculum (NNA 5) needs to be used in everyday communication with children to help them to express feelings, internalise the processes and apply their knowledge by building onto their existing understanding about keeping themselves safe.

It is important that children have an awareness of a range of feelings and are able to discuss their own feelings. It is equally important for you to be aware of individual children’s feelings. It is essential that all children recognise the four basic feelings of anger, sadness, happiness and fear. If this understanding needs further development, refer to the Early Years Band: Ages 3–5 document.

Some self-protection programs rely on simple binary indicators, such as ‘yes’ or ‘no’ feelings. It is more appropriate to explore a range of feelings. Emphasise that it is appropriate to feel ‘OK’ rather than either ‘happy’ or ‘sad’.

It is important that children understand that feelings may change. For example, a friend may do something that causes them to change their feelings. You need to consider the stage of development of children when exploring this concept.
1.3 Strategies to identify feelings

Choose from the following activities to reinforce children’s understanding about feelings:

- Mirrors: Children work in pairs with a mirror. Name a feeling such as sad. Children make a sad face before the mirror, and discuss with their partner what this facial expression looks like. Use Boardmaker pictures or KidPix, or pictures from magazines to prompt children.

- Class book: Make a class book about feelings in which children complete the sentence: ‘I feel when …’. Children contribute illustrations of their sentences.

- Songs: Sing songs about feelings; for example, ‘If you’re happy and you know it’. The CD, *Super me!*, by Hilary Henshaw has songs about feelings and an accompanying booklet of activities.

- Music: Children respond to a range of music styles through drawing pictures or symbols, or by physical actions.

- Displays: Add new ‘feelings’ words to a classroom display. Appendix 2: ‘Feeling faces’ can be adapted according to children’s stages of development. Encourage children to use the words in conversation. Use Boardmaker for children requiring visual strategies.

- Feelings wheel: Give children a template each of a circle divided into four quarters. Each quarter has a feeling label (eg angry, sad, happy, OK). Children draw and cut out a small pointer arrow which they affix to the centre of their circle with a brass fastener. They can individually use their feelings wheel to point to how they might be feeling before and after events during their day.

1.3 Judge the level of your children’s understanding about feelings, and select activities from this section accordingly. Continual use of the language of, and discussion about, feelings in everyday situations is important to reinforce learning (RLS 13).

1.3 The feelings wheel can be adapted for older children to include eight sections and more feelings.
1.4 Mimicking feelings

Ask children to improvise a movement that depicts the following scenarios, using a freeze frame role-play (RLS 3a):
- a bad tempered tennis player
- an excited sports fan
- a crazy pop star
- a frustrated toddler
- a proud person
- a worried parent
- a silly 6-year-old
- a toddler who is scared of the dark
- an athlete who has just won a medal
- a contented person who has had a nice meal.

At the end of the activity, discuss the ways these emotions were demonstrated. Discuss the importance of posture, movement, facial expression and general body awareness to depict the scenario successfully.

Other suggested activity: Feelings cards

Children sort and discuss sets of photos or pictures that demonstrate a variety of feelings. (St Luke’s Innovative Resources have several sets of feelings cards including ‘The Bears’ cards.)

Other suggested activity: Cut and paste

Children cut and paste pictures from magazines to illustrate behaviour, body language and facial expressions that are associated with feelings.

Other suggested activity: Freezing feelings

Children move around the room. Ask them to freeze on an agreed signal, and to display the emotion that is called out. This activity can also be done with the children standing in one position. Use Appendix 1: ‘Feelings vocabulary’.

Other suggested activity: Story

Read It’s lovely when you smile. Children discuss the way the illustrator demonstrates how characters in the story are feeling.

Other suggested activity: Drama

Children learn about feelings through activities such as those suggested in Protective behaviours through drama, Windows on practice.
**TOPIC 1  Feelings**

**Resources**


Bengt, Martin & Friberger, Anna (1992) *Olaf the ship’s cat*, Holmes & Meier Publishers


Bevan, Clare & Gordon, Mike (2006) *Poems about being jealous: Everyone I see is luckier than me* (*Poemotions*), Hodder & Stoughton, Sydney


‘If you’re happy and you know it’. Traditional song

Lange, Jo (1997) *Being me: Learning to live with others*, West Education Centre Inc, Melbourne, Victoria

McBratney, Sam (2006) *I’m sorry*, Harper Trophy, United Kingdom


- I feel angry
- I feel frightened
- I feel jealous
- I feel sad


- I’m bored
- I’m lonely
- I’m shy
- It’s not fair
- I’m special
- I feel bullied

Moses, Brian & Gordon, Mike (2006) *Poems about being scared: Is there anything there at the top of the stair?* (*Poemotions*), Hodder & Stoughton


*The three little pigs*. Traditional story

Toczek, Nick & Gordon, Mike (2006) *Poems about being sad: Can anyone be as gloomy as me?* (*Poemotions*), Hodder & Stoughton


2.1 How do we make it safe?

Devise a short obstacle course or ‘follow the leader’ activity over some play equipment.

Discuss what happened during the activity, using the following focus questions:

- How do we make the activity safe? (Responses could include: rules, everyone being sensible.)
- How do we know if the equipment is safe? (Responses could include: there are government rules for building play equipment, the groundsperson checks equipment, children and educators report maintenance problems.)
- How do we make sure children are safe? (Responses could include: adults’ job is to keep children safe, children’s job is to behave safely.)

Introduce Theme 1: ‘We all have the right to be safe’. Children illustrate it and make classroom displays.

Children create a shared meaning for the word safe. They identify feelings that they associate with safety, and reflect upon and discuss places where they are safe, people they are safe with, things they do when they are feeling safe and devices and protective equipment that are used in our community to help keep us safe.

Other suggested activity: Vocabulary building

Discuss the word safe. Children brainstorm a list of words that they think means safe (RLS 5). These can be illustrated and displayed in the classroom.

Other suggested activity: Classroom game

Play any classroom game and use the above focus questions to discuss the concept of safety.

Other suggested activity: Poem

With the children, create a simple acrostic poem using the word safe.
2.2 Stories about being safe

Read one of the following stories and discuss where and when the characters feel safe and unsafe, how they feel, and the actions that are associated with the feeling of safety:

- Felix and Alexander
- Franklin is lost
- Franklin in the dark
- I don’t want to go to school
- I won’t go there again.

2.3 Identifying a safe place

Children discuss a range of possible safe places (NNA 3 and NNA 4); for example:

- at home
- at school
- while shopping
- while playing.

Children identify feelings that occur when they are in their safe place.

**Other suggested activity: Songs**

Sing songs, such as the following from Feeling safe, and accompany them with actions:

- ‘Right here with you’
- ‘Yipeei-Oh’
- ‘My warm safe place’.

**Other suggested activity: Senses**

Provide sensory experiences that stimulate touch, smell, sight, taste and hearing. Children discuss the feelings associated with each experience, noting the safe feelings.

**Other suggested activity: Imaginary safe place**

Children learn and practise relaxation techniques (RLS 11) to help themselves feel safe in stressful situations. Children learn to relax in a sitting or lying position with soft, calming background music. As they breathe deeply, they tense sets of muscles, hold their breath and then relax the muscles as they breathe out. This relaxes the various parts of the body moving from
the top of the body to the bottom or vice versa. Once relaxed, children can imagine a place that is very special to them and that feels safe—they think about the colours, sounds, smells, feelings, and surroundings. Use the picture book Willy the dreamer, or Relaxation for children CD, or the relaxation story You, me and the rainbow, or use other ideas from RLS 11 in the General Introduction.

Other suggested activity: Community safety
Children investigate different ways the community keeps people safe. For example, children could look at safety devices (traffic lights), safety procedures (safe swimming practices, safe food handling), and safety volunteers (Safety Assist program).

Other suggested activity: Animals
Discuss the relationships between animals and people, and the effect that animals might have on our feelings. Connect this with concepts of safety.

Other suggested activity: Toy design
Children design a simple safe toy or a safer bike.

Resources
Bourgeois, Paulette (1993) Franklin in the dark, Scholastic Paperbacks, Sydney, Australia
Bourgeois, Paulette (1993) Franklin is lost, Scholastic Paperbacks, Sydney, Australia
Christensen, C, Bennett, J & Phillips, C (1991) Protective behaviours, feeling safe, cassette and booklet, Self-published, South Australia
Harris, Christine (2000) I don’t want to go to school, Random House, Australia
Hill, Susan (1991) I won’t go there again, Walker Books
King, Petrea (2005) You, me and the rainbow, Jane Curry Publishing
TOPIC 3
Early Warning Signs

Early Warning Signs are made up of three components: physical indicators (body messages), emotion indicators (feelings) and external signs (clues). These signs may help children recognise a situation where there may be a risk of harm.

Not all children will experience Early Warning Signs. This may be as a result of long-term neglect and/or emotional abuse, sexual abuse, trauma from war or refugee experiences, long-term hospitalisation/illness or as a result of a sensory disability. Some children may ignore their Early Warning Signs. Exploring the concept of Early Warning Signs may support children to ‘get back in touch’ with these indicators.

Encourage children to describe Early Warning Signs (physical indicators, emotion indicators and external signs) that can help them to know if they are safe or unsafe. If they are not sure suggest that they talk to someone they trust. Note that the concept of networks has not been taught yet.

ACTIVITIES

3.1 Introducing Early Warning Signs

Play the activity ‘Dragon’s treasure’.

You will need ‘treasure’ for the dragon. The aim of the activity is for the class to steal the treasure from the dragon.

How to play:
- Choose one student to be the dragon.
- The dragon stands with its back to the class and its treasure directly behind it.
- Class members start sneaking up on the dragon from the farthest point in the classroom.
- The dragon turns around at intervals in order to catch the class moving.
- The dragon ‘names’ anyone it catches moving.
- The named class member goes back to the farthest point before trying again.
- The class member who manages to steal the treasure takes a turn to be the dragon.

Questions to ask after the activity to begin to explore physical and emotion indicators:
- How might someone feel at the beginning of the activity?
- How might someone feel at the end of the activity?
- Might someone feel changes in his/her body?
- What body messages might have been felt? (Responses could include: butterflies in stomach, breathing more easily.)
- Where in the body might these messages be felt?

Tell children these body messages and associated feelings are called Early Warning Signs and that it is a good idea to talk to someone about them.
3.2 Signs

Explore the concept of signs by going for a walk around the school or local area and sketching the signs that children find. Signs might include:

- school crossing signs
- no smoking signs
- speed limit signs.

Next to each sketch, children record the messages that these signs convey.

3.3 Early Warning Signs

Prior to this activity, draw an outline of a human figure on a large sheet of paper.

Children identify and record some body messages (physical indicators) the body might have that could be Early Warning Signs. Children show exactly where the messages are experienced on the body. For example, body messages could include:

- squirmy tummy
- cold shivery body
- racing heart
- shaky knees.

This information is then displayed in the classroom for future reference and can be added to with new learning and understanding.

Alternatively, a large class teddy bear could be used. You could record physical indicators onto stick-on notes and children can place them onto the teddy.

Children can record their personal Early Warning Signs on body outlines and store them in envelopes to take home and discuss with their parents/caregivers.

<table>
<thead>
<tr>
<th>Physical indicators (Body messages)</th>
<th>External signs (Clues indicated by time, location and people nearby)</th>
<th>Emotion indicators (Feelings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>butterflies in stomach</td>
<td>darkness</td>
<td>scared</td>
</tr>
<tr>
<td>feeling hot or cold</td>
<td>no-one around</td>
<td>worried</td>
</tr>
<tr>
<td>being frozen to the spot</td>
<td>behaviour of others (eg bullying)</td>
<td>confused</td>
</tr>
<tr>
<td>heart beating fast</td>
<td></td>
<td></td>
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</tbody>
</table>

3.3 Children need to understand that Early Warning Signs do not always mean the same thing—for example, the heart ‘skipping a beat’ can be happiness, excitement or fear, depending on the situation. They are an indication that we need to pay attention to what is happening to and around us as they may be telling us either that we are feeling safe (eg excited) or unsafe (eg anxious).

Children may sometimes associate the feelings and physical symptoms of an illness with Early Warning Signs. It is important for them to tell someone they trust if they are unwell or unsafe. Children in R–2 may describe symptoms of physical illness in unsafe situations.

Children need to understand that the number and type of Early Warning Signs are different for each person.

Children need to develop a strategy to use when they have an Early Warning Sign, to help them think about what to do next and to prevent instant reaction or panic. For example, preparation for speaking in Assembly could be as simple as taking a deep breath, counting slowly to five, or visiting their imaginary safe place—but it must be a strategy that is effective for the individual child.

A display that records a range of Early Warning Signs helps children to internalise this concept and is a visual resource for reference at any time. It also provides opportunities to add new Early Warning Signs as the children’s knowledge and experiences increase.

Appendix 3: ‘Early Warning Signs’ provides an example of the sort of display that could be developed.
Other suggested activity: Songs

Sing songs about Early Warning Signs. Suitable songs are Peter Alsop’s, ‘My body’s nobody’s body but mine’, and ‘My body tells me’; ‘Straight thinking’ from the audio tape, Feeling safe; and selected songs from Peter Combe’s CDs Wash your face in orange juice and Toffee apple.

Other suggested activity: Stories

Read the story Hattie and the fox. In particular, note how the illustrations show Early Warning Signs: her body messages, her feelings, and the clues around her. Note that the other animals didn’t have Early Warning Signs to begin with and told Hattie not to worry, but she persisted until she was safe.

Other useful stories include Franklin is lost, Franklin in the dark, The pig in the pond, Bear and Chook, Felix and Alexander, and Jellylegs.

Other suggested activity: Videos

View vignettes from the video Feeling safe, staying safe (NNA 7). Discuss the feelings and Early Warning Signs of the characters.

Other suggested activity: Body awareness

This body awareness activity is called ‘Red elbow’. Call out both a colour and a body part; for example, ‘green–hand’. Children find someone or something in green (not themselves) and put their hand on that colour on the person or thing. Use various techniques such as coloured dots on children when all children are wearing a uniform. This activity is from Diddly dots too!

Ask the following questions:

- How might someone feel at the beginning of the activity?
- What kind of body messages might someone have?
- What if a person felt unsafe and had his/her Early Warning Signs about this activity? What could the person do to keep safe? (Responses could include: tell the teacher, ask to be an observer.)
- What if a person had his/her Early Warning Signs part way through the activity? What could the person do to keep safe? (Responses could include: tell the teacher, ask to sit out the activity.)

3.3 The video Feeling safe, staying safe (PG) presents vignettes that show children in a variety of unsafe predicaments ranging from a non-abusive personal emergency to domestic violence and unsafe touching. These vignettes can be viewed to discuss the presence of feelings, changing feelings, mixed feelings and Early Warning Signs. The vignettes must be previewed to determine their suitability for your group of children and to decide how much of each will be shown, to avoid distress in children who may have experienced a similar situation (NNA 7). It is essential that the non-negotiable teaching strategy ‘one step removed’ (NNA 3) is implemented when discussing these scenarios.

3.3 This activity could make some children feel unsafe or uncomfortable; for example, those with sensory disability or children who have experienced trauma. Discuss safety, personal space and safe touching. Children may be given the opportunity to opt out at the beginning or during the activity if they feel unsafe, or be offered the alternative role of observer.

This activity promotes the Theme: ‘We all have the right to be safe’. It is important for children to know the anatomical names for the main parts of the body that might be touched. Younger children may believe touch refers only to hands touching, but they need to understand that we can touch with many different parts of our bodies.
Resources


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


Bourgeois, Paulette & Clark, Brenda (1993) *Franklin is lost*, Scholastic Paperbacks, Reprint edition, USA


Department for Education and Children’s Services (1994) *Feeling safe, staying safe: Protective behaviours*, DECS, South Australia, 69 minute video


Payne, Helga & Ahang, Sally (1993) *Diddly dots too!*, Education Department of SA, Adelaide


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


‘My body tells me’. Music and lyrics by Peter Alsop (1983), additional lyrics by Green Thumb Theatre, Moose School Music (BMI), USA, available at <www.peteralsop.com> for more songs

TOPIC 4
Risk taking and emergencies

ACTIVITIES

4.1 Defining unsafe
Brainstorm words and phrases to describe the word ‘unsafe’ using a Y chart (RLS 4).

4.2 Unsafe situations
Read the picture book Bear and Chook about Bear who likes adventures and Chook who prefers the quiet life.

Explore the adventures (ie the risks) by asking:

- Why does Chook think the situation is unsafe? (Responses could include: because of her experiences with and knowledge about Bear and other understandings she may have.)
- How does she know? (Responses should include: Early Warning Signs.)
- Is Bear able to know unsafe situations? (Responses could include: sometimes he uses protective equipment, has his friend nearby.)
- What other strategies might help Bear work out the risks? (Responses could include: plan more carefully, consult with someone he trusts like Chook.)
- What actions might Chook take when she feels the activity is risky? (Responses could include: warn Bear, not join in herself, wear protective gear.)

4.1 Consider that, for some children, visiting the concept of being unsafe may highlight traumatic and abusive experiences. Their reactions may result in inappropriate behaviour. You need to be sensitive to this and the child’s needs.
4.3 Risk taking

Explore the idea of risk taking through the story Bear and Chook or other stories or videos such as Jack and the beanstalk.

Ask questions such as:

- How might someone know that a situation is risky? (Responses could include: Early Warning Signs, external signals.)
- How might someone decide to have a go, even if it is risky? (Responses could include: personal experience, being aware of the dangers, getting help.)
- What might help someone decide not to do something? (Responses could include: personal experience, being warned about the dangers, Early Warning Signs.)
- What if someone decides to take the risk and the situation becomes dangerous? (Responses could include: tell someone as soon as possible, get out of the situation if possible.)
- What if a friend wanted a person to do something risky or unsafe, what might the person do? (Responses could include: say 'no'; suggest another, safer idea; talk to someone else to get another opinion.)

Other suggested activity: Website

Explore Kidsafe website at <www.kidsafe.com.au>. This website has some excellent checklists for looking at a diverse range of safety issues. You need to preview the website to assess its suitability for your children.

4.4 Looking for clues about risks

Use a grid such as the one on the next page to help children to identify clues that will help them decide if risks are safe or unsafe. Tell children that clues are the external signs component of Early Warning Signs. Use the following examples:

- Someone climbing up a ladder onto the roof
- Someone watching a scary video or DVD
- Someone staying with a friend (or relative)
- Someone playing in the yard after school
- Someone riding a farm motor bike or using a piece of farm equipment (see <www.ruralsafe.com.au> for ideas)
- Someone cooking instant noodles
- Someone making a new friend.
### Identifying clues about risks

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Someone climbing up a ladder onto the roof</td>
<td>high roof</td>
<td>raining</td>
<td>one person by himself/herself</td>
<td>✔️</td>
</tr>
<tr>
<td>Someone climbing up a ladder onto the roof</td>
<td>high roof</td>
<td>clear day</td>
<td>someone is holding the ladder</td>
<td>✔️</td>
</tr>
<tr>
<td>Someone staying with a friend (or relative)</td>
<td>at the friend’s house</td>
<td>overnight</td>
<td>whole family</td>
<td>✔️</td>
</tr>
<tr>
<td>Someone staying with a friend (or relative)</td>
<td>at the friend’s house</td>
<td>overnight</td>
<td>parents are out</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Pose the questions:**

- What are the things which make the risk less safe or unsafe?
- What are the things which make the risk safer?
- Why is it important to stop and think when we feel scared or unsafe? (Responses could include: so that we can check our clues.)
- Why is it important to take notice of clues? (Responses could include: they can sometimes give a more definite message about whether a situation is safe or unsafe.)
- What are some actions that could be taken in unsafe risk situations? (Responses could include: tell an adult as soon as possible, treat it like a personal emergency.)

An alternative to a grid is a values continuum (RLS 8). Draw an imaginary line across the room indicating safe risk at one end and unsafe risk at the other. Ask children to stand along the continuum according to their beliefs about the level of risk.
4.5 Defining an emergency

Use the example of someone staying with a friend or relative at his/her house overnight when parents are out to explore the concept of an emergency. Suggest to children that an emergency arises when something bad happens or is about to happen at the house; for example:

- a fire breaks out
- the dog bites a child
- the friend’s older sibling suggests that they all watch a ‘rude’ video/DVD, and threatens the others not to tell.

Explore with the children how the ‘someone’ might feel when any of these things happen. Discuss Early Warning Signs.

Ask children what someone could do in each emergency. Suggestions could be:

- fire: get out of the house
- the dog biting: use the telephone to call for help
- ‘rude’ video/DVD: ask the older person to stop the video/DVD, go to another room, tell an adult later when it is safe.

Alternatively, use a story such as Library lion about a lion who is allowed to stay in the library providing he follows the rules, until one day there is an emergency and he must break a rule to keep someone safe.

4.6 Personal emergency

Use the example of the suggestion to watch a ‘rude’ movie to explore the idea of breaking rules in a personal emergency. In this example, rules which may be broken include:

- telling a secret
- ‘dobbing’
- getting someone into trouble.

Discuss other situations that might be a personal emergency for a child. Examples could be:

- someone being hurt in the yard
- wanting to go to the toilet
- getting lost.

Ask what rules a child might need to break to get help in an emergency. Examples could be:

- going into the staffroom at recess time if someone is hurt
- interrupting an adult’s conversation
- asking for help from someone not known to the child.
Discuss other actions that children might take in a personal emergency. Examples could be:

- run for help
- yell and scream
- break something
- tell a secret
- ‘dob’ on someone
- cry
- make a phone call without permission.

4.7 Thinking and feeling in an emergency

Use relaxation (RLS 11) to explore thoughts and feelings that someone might have during an emergency (e.g. feeling scared and panicky, wriggly, agitated, having confused thoughts; as opposed to being relaxed, calm, feeling ‘OK’ and safe).

Explain that it is helpful if people can use strategies to keep themselves calm in a difficult situation—they are able to think clearly and act to keep themselves safe.

Use the story You, me and the rainbow to practise the relaxation strategy. Alternatively, use soothing music or appropriate relaxation tapes. These may be available from Relationships Australia Cope bookshop or ABC bookshops.

Resources

Department for Education and Children’s Services (1994) Feeling safe, staying safe: Protective behaviours, 69 minute video, DECS, South Australia

Jack and the beanstalk. Traditional story

Kidsafe website at <www.kidsafe.com.au> (Kidsafe is the trading name of the Child Accident Prevention Foundation of Australia. It was first established in 1979 as the Child Accident Prevention Foundation of Australia. State divisions were established soon after. The name Kidsafe was adopted nationally in 1993.)

King, Petrea (2005) You, me and the rainbow, Jane Curry Publishing

Ruralsafe website at <www.ruralsafe.com.au>


relationships
Early Years Band: Years R–2

relationships

Context

Themes

We all have the right to be safe
We can help ourselves to be safe by talking to people we trust

Topics

1 Trust and networks
2 Rights and responsibilities
3 Use and abuse of power

Trust and networks

As children begin school, they become part of a wider social system of peers, older children, significant adults and community members. In the school setting, they become more socially involved and, as the school community begins to influence them, new relationships develop. A learning environment that is relaxed, consistent, predictable, supportive and respectful and where mutual trust is able to develop, fosters children’s ability to make positive connections, develop self-esteem and self-control. They readily participate and engage in the curriculum and take responsibility for extending their learning. In their play, children learn about the roles of people in our society and the groups they belong to, and they begin to understand that relationships exist between individuals and that these may change. Children come to school with a range of experiences and previously developed relationships, and discussions and activities related to relationships and trust can arouse strong feelings. Sensitivity is needed when discussing the breaking of trust as it could have a personal meaning for some of the children for a variety of reasons. Partnerships between parent/caregivers, children and educators help to inform school staff about the special relationships that children have formed, helping educators to respond in the best way to the individual child’s understanding, experiences and needs.

Rights and responsibilities

Regular revisiting of the concept of rights and responsibilities in everyday situations assists children to understand and apply their knowledge as they learn to become valued members of their widening social groups.

When children have the opportunity to make informed decisions, their participation, engagement and success in their learning is enhanced and they more readily take responsibility to apply and extend their learning. In the R–2 phase, children learn to socialise with their peers in the school situation, come to understand social justice and have opportunities to explore real-life social issues and to learn better ways to relate with their peers.

Use and abuse of power

Classroom structures and procedures that are determined collaboratively with children and a classroom environment where there is a climate of openness and acceptance and is free from any form of abuse of power help children to develop self-control and a sense of belonging.

The educator supports the children to explore real-life social issues to identify situations where there has been an abuse of power in a relationship and to demonstrate appropriate actions to take.

Partnerships between parents/caregivers, children and educators are vital to ensure mutual understanding about children’s rights and responsibilities and to prevent any misconceptions and abuse of power in relationships.

This Focus Area can be integrated with other areas of learning and so provides a meaningful context for children to develop skills in literacy, numeracy and information and communication technologies.
In a supportive learning environment, children learn to use empowering language (NNA 5), enabling them to take responsibility for their feelings and to take control of their actions. To help them do this, educators determine the prior knowledge, skills and understandings that the children have and build onto these through explicit teaching, modelling and ongoing guidance in practising use of empowering language. Repetition in real-life situations helps children to internalise the concept and to develop the confidence to use the language. Educators empower children and reinforce active problem solving by the way that they respond to them. Positive comments such as ‘good thinking’, ‘You have lots of ideas’ and ‘Think a bit more—you probably know more about this than you realise’ encourage problem solving. To help confront ‘victim thinking’, adults can respond by saying ‘Remember, the idea is to be safe’, ‘Would it be safe to do that?’ and ‘No-one has to put up with feeling unsafe. What else could a person do?’. Use of empowering language assists children to explore real-life social issues and provides a basis for better ways of relating to each other. However, some children may take longer than others to understand and apply these strategies as they learn to socialise with their peers in the school setting.
### Essential Learnings

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learnings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Futures</strong></td>
<td>Using understandings from prior experiences in new contexts</td>
</tr>
<tr>
<td></td>
<td>Beginning to recognise that there are ways that others are included or excluded</td>
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<tr>
<td></td>
<td>Beginning to challenge bias, unfairness ad stereotypical views</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td>Expressing the need for attention and comfort</td>
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<td></td>
<td>Developing attachments and trust with significant others</td>
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<td></td>
<td>Beginning to develop autonomy in behaviour, self-regulation and the ability to influence</td>
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<td></td>
<td>Beginning to recognise, name and manage own emotions and express personal needs</td>
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<td></td>
<td>Beginning to understand social constructs to identify justices and injustices</td>
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<tr>
<td><strong>Interdependence</strong></td>
<td>Having a sense of belonging to their family and contextual groups</td>
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<td></td>
<td>Making choices and having emerging control in expressing their emotions and engaging with others</td>
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<td></td>
<td>Showing concern, consideration and empathy and responding to needs of others</td>
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<tr>
<td><strong>Thinking</strong></td>
<td>Identifying and solving problems in a variety of ways</td>
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<tr>
<td></td>
<td>Beginning to reflect on and evaluate ideas, actions and relationships</td>
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<td></td>
<td>Beginning to recognise, trust and respond to intuitive thoughts and feelings</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Developing understanding of the power and function of different discourses and adapting personal communication to different situations and purposes</td>
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<td></td>
<td>Confidently communicating in an open, caring and self-assured manner in known and supportive environments</td>
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</tbody>
</table>

(From *South Australian Curriculum, Standards and Accountability Framework*, Early Years Band, Introduction, DETE 2001, pp 11–13.)
### Key Ideas and Outcomes

**SACSA Framework Planning Tools**

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Strands</th>
<th>Key Ideas</th>
<th>Standard 1 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Physical education</strong></td>
<td>Personal and Social development</td>
<td>Children recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world. Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends.</td>
<td>1.3 Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others. 1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.</td>
</tr>
<tr>
<td><strong>Health of Individuals and communities</strong></td>
<td>Societies and culture</td>
<td>Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy.</td>
<td>1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</td>
</tr>
<tr>
<td><strong>Society and environment</strong></td>
<td>Societies and culture</td>
<td>Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others.</td>
<td>1.9 Demonstrates a capability to see and value points of view other than their own.</td>
</tr>
<tr>
<td></td>
<td>Social systems</td>
<td>Children examine and discuss how communities are organised to provide goods and services for people to meet their current and future needs. Children participate in appropriate decision-making and negotiation. They recognise that rules affect aspects of life.</td>
<td>1.10 Describes the meaning of ‘needs’ and ‘wants’, and identifies how people cooperate in society to meet current and future needs. 1.12 Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Text and contexts</td>
<td>Children discuss reactions, and identify main ideas and information, when listening to a range of texts. With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience. Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures.</td>
<td>1.1 Listen to a range of texts to identify feelings, main ideas and events. 1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences.</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community.</td>
<td>1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts.</td>
</tr>
<tr>
<td></td>
<td>Strategies</td>
<td>Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others’ views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations.</td>
<td>1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts.</td>
</tr>
</tbody>
</table>

* Indicates the major focus for this child protection curriculum
ACTIVITIES

1.1 Exploring the meaning of trust

Read a story about trust; for example, *Just a little brown dog*, *Finders keepers for Franklin* or *Franklin fibs*. Discuss how the character in the story shows he/she can be trusted. (Examples could be that the character listens, understands the problem, helps sort it out, and helps someone be safe.)

Introduce Theme 2: ‘We can help ourselves to be safe by talking to people we trust’. Discuss it, using the following questions, and record the responses:

- Who are some people that might be trusted? (Responses could include: parents, teachers, doctor, police officer, relatives, friends.)
- What qualities might they have? (Responses could include: good listener, helpful, kind, does things to help, takes care of children, keeps them safe.)

Use Appendix 4 and model filling in the ‘Wall of trust’. Supply children with their own copies of Appendix 4 so that they can complete their own ‘Wall of trust’: they select a person that they trust and explain on each of the bricks how that person might be trusted. Use the list from the earlier discussion as prompts.

**Other suggested activity: Trust games**

Play some games that require children to trust each other. Use ideas from *People interacting, 101 games for groups* or *Diddly dots too!*

**Other suggested activity: Story**

Read *Sitting ducks* with the children. Discuss the different examples of trust and lack of trust in the relationships between ducks and alligators.

**Other suggested activity: Video**

Use videos that emphasise characters’ use of networks; for example, *Finding Nemo*.

**Other suggested activity: Personal ‘Wall of trust’**

Children develop a personal ‘Wall of trust’; for example, starting with the statement ‘My friend’s family can trust me because...’.

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**1.1 R–2 children may initially have a minimal social system outside their immediate family. The education setting is likely to feature strongly in their widening social system and needs to provide positive experiences when children begin to use their networks.**

**1.1 Include the concept that some people who are not known to the children may be trusted and helpful; for example, a police officer or a security guard in uniform. Parents/caregivers need to be aware of this concept development (NNA 1), particularly as children may have been led to believe that they should avoid all strangers.**

**1.1 Children need to know that if they have feelings of confusion about changes in a trusted relationship, care needs to be taken. Betrayal of trust is a common factor in the onset of child abuse with the offender taking advantage of the child’s confusion.**
Other suggested activity: Definitions

Create a shared meaning for the term relationships (eg connections or links with other people) and what it means to have a close relationship (eg trust, caring, respect, safety, talking, listening). Then create a shared meaning for the word trust (eg trust means that a person will do the right thing).

1.2 Developing a personal network

Help children to set up a personal network of people they can trust (NNA 9).

The class brainstorms (RLS 10) the different people that could be on a network (eg people with whom they feel close, who they consider to be important, who are their friends, and who will listen to them, believe them and will do something to help them feel safe again). For example, such people could include mum, dad, aunt, uncle, grandparent, educator, coach, adult sibling and friends’ parents.

Use a symbol that children may represent diagrammatically for their personal network. Examples of such symbols are a ‘trust’ tree with many branches, a bunch of balloons, a bunch of flowers with many petals, and a ‘trust’ train with many carriages.

1.2 Children may find it difficult to tell an adult about a problem. If a child is unable to talk with a trusted adult and feels comfortable telling a trusted friend about the situation, the friend may pass it on to an adult that the friend knows and trusts, who may act to help. It is an adult's responsibility to protect children from harm, but the adult may not be aware of the problem so it is important for children to tell and persist in telling until they are safe.

Children may want to include on their networks pets, teddies or imaginary friends for comfort. This is appropriate. However, it is important to emphasise the need to talk to a real person on their network who can help them be safe.

Some children may have no trusted adult and you need to monitor and support the children to develop a network and confidence to use it.

Emergency or community services may be included to remind children that there are many adults who can be trusted to do something to help them be safe; for example, police and Kids Help Line (1800 551 800).

When sending home children’s networks, consider that some parents/caregivers may disagree with the names of the people that children have put on their networks, or they may be concerned that children have left particular people off their networks. Sensitive discussion may need to occur with the child and/or the parent/caregiver.
TOPIC 1 Trust and networks

Demonstrate how the network can be recorded on the diagram. Children, individually, use the previously generated class list and your exemplar for guidance as they write or draw people they think could be on their network. Refer to the Lotus Diagram (RLS 6) in the General Introduction for ideas on broadening the range of supports which may be available to children.

If individual children are unclear about who to include in their network, you could pose the question in a one-to-one discussion: “How could this person help if you had Early Warning Signs and were unsafe?”

Retain copies of children’s networks for use in the next activity and so that they may be reviewed (NNA 9) in the Focus Area: ‘Protective strategies’.

Other suggested activity: Texts

Use a variety of texts to reinforce how characters use their networks to get help or solve problems (RLS 14); for example, Farmer Duck, Hattie and the fox, Jasmine’s butterflies, Willy and Hugh, One duck stuck, Franklin Series, and Madeline Series.

1.3 Will you be on my network please?

Distribute the copies of the diagrams of personal networks so that each child gets his/her own, and supply each child with an envelope.

Children address envelopes to themselves and place the copy of their network inside. Children also include an explanatory letter that you have prepared, such as the example from Appendix 5 (NNA 1).

Other suggested activity: Contacting network people

Use copies of Appendix 6: ‘How I can contact the people on my network’ and ask children to find out the information so that they can each fill in the missing details.

Other suggested activity: Role-play

Arrange with an adult in the school setting to help you model the procedure of asking someone to be on a network. Children can practise with classmates (RLS 3). Arrange for children to meet with staff members who have been included on children’s networks. Alternatively, children can e-mail their requests. The children should also practise a strategy for when a person says he/she cannot be on a child’s network.

1.3 Care needs to be taken if a child does not include a particular family member or step-parent on the child’s network, as the omitted person may be upset or angry because he/she hasn’t been included. Opportunities should be made available to the family member or step-parent to discuss his/her concerns with the educator, principal or counsellor.

1.3 Some children may have difficulty nominating network people and some may wish to include people whom they do not see regularly, and who may be unable to take action to help or protect the child from harm. Consultation with family is encouraged (NNA 1). Parents/caregivers or agencies may offer suggestions, but it is the child’s decision about who is on the child’s personal network. As a child’s experiences widen in the community, the number of people on the network can gradually increase.
1.4 Relationship circles

It is important to do this task as a physical activity with the circles (RLS 18) cut out on large sheets of paper placed on the floor in the room or drawn with chalk out in the playground with children role-playing (RLS 3) the different situations of who stands where. Discuss what relationship the different people might have with the children; for example, parent, step-parent, deli owner, and educator.

Ask: ‘How do we demonstrate these relationships?’ Discuss different discriminators such as a handshake, hugs, a kiss, a cuddle and a wave. Discuss also the question: ‘What if someone doesn’t want a cuddle, a hug or a kiss from someone in their “close to me circle”?’. (Responses could include: tells the person, asks someone else to tell the person.)

Brainstorm (RLS 10) the different groups of people with whom children may have relationships or links. Children then complete their own circles using copies of Appendix 7: ‘My relationship circle’, which may be enlarged to A3 size.

Retain the individual relationship circle diagrams to complete Activity 1.7 in topic 1: ‘Touching’ in the Focus Area: ‘Recognising and reporting abuse’.

1.5 People I don’t know who might help

Brainstorm (RLS 10a) a list of people who might be on the outer circle of the relationship circle (RLS 18). The resource centre may have photo boards of helpers to use as prompts (eg police officer, ambulance officer, nurse in uniform, shop assistant, security guards).

Tell children that some people who we don’t know may be able to help keep us safe. To illustrate this, pose the following questions:

- What if a child is lost in a shopping centre? How could the child keep safe and get help? (Some answers could be: tell a shop assistant or police or security officer, or someone in a Safety Assist shop.)
- How would the child know that the person is a shop assistant or a police or security officer? (Some answers could be: by seeing a name badge, a uniform or an identity card.)

1.4 Revisit the relationship circles regularly, particularly with children who have a learning/ intellectual disability to assist them to fully internalise this very important concept. Refer to the Early Years Band: Ages 3–5 document for further ideas on introducing this concept.

1.5 You can provide strategies for dealing with unsafe situations, but not rules, as every situation is different. It is important to understand this concept when discussing keeping safe strategies with parents/caregivers (NNA 1).

1.5 Most abuse is perpetrated by those known to (and liked by) the child. For this reason, the concept of ‘Stranger Danger’ is not overly emphasised to children as it gives a false impression that only strangers perpetrate abuse. However, children can explore the concept of safety and strangers if it is emphasised that unsafe situations may arise from both strangers and those known to the child. Parents/caregivers need to be kept informed and have discussions about these concepts (NNA 1).
Resources


Bedard, Michael (1998) *Sitting ducks*, The Putnam & Grossett Group, United States


Bourgois, Paulette (1992) *Franklin fibs*, Scholastic Paperbacks


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


Morgan, Sally (1997) *Just a little brown dog*, Fremantle Arts Centre Press, WA


Payne, H & Ahang, S (1993) *Diddly dots too!—Games for communication and socialisation*, Education Department of South Australia

TOPIC 2
Rights and responsibilities

ACTIVITIES

2.1 Shared understanding about rights

Define the word right to create a shared understanding. Brainstorm (RLS 10) and record lists of what the children consider are their rights. Define the term responsibility. Match a responsibility with each right that has been listed. See examples from the grid below.

<table>
<thead>
<tr>
<th>Right</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be given food</td>
<td>To eat healthy foods</td>
</tr>
<tr>
<td>To live in a house</td>
<td>To keep my bedroom tidy</td>
</tr>
<tr>
<td>To play</td>
<td>To play safely</td>
</tr>
<tr>
<td>To own things (eg school bag, toys)</td>
<td>To look after my things and other people’s things</td>
</tr>
<tr>
<td>To be safe</td>
<td>To follow school rules</td>
</tr>
</tbody>
</table>

Other suggested activity: Story

Read the story Willy and Hugh by Anthony Browne. Discuss:

- What rights were respected for Willy and Hugh in the story?
- When Willy felt unsafe with Buster Nose, how did Hugh carry out his responsibility?
- When Hugh felt unsafe in the library, how did Willy carry out his responsibility?
- How did carrying out their responsibilities make Willy and Hugh’s friendship better?

An alternative story is Finders keepers for Franklin.

2.1 Teaching about children’s rights can be a sensitive topic for some parents/caregivers. It is important to ensure that they are kept well informed (NNA 1) with regular updates on information about the children’s learning program. You need to be sensitive to cultural and family beliefs. By not involving parents/caregivers in the child protection curriculum, you may be placing a child in an unsafe situation, such as arguing with a parent/caregiver about children’s rights.
2.2 Needs and wants of pets

Discuss the needs and wants of pets. Children choose a pet and make a list of the pet’s needs using illustrations or writing (see grid below for guidance).

<table>
<thead>
<tr>
<th>Pet’s name</th>
<th>Needs</th>
<th>Carer’s responsibility</th>
<th>Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldie the dog</td>
<td>To be brushed</td>
<td>To use a proper brush</td>
<td>To play around and chew the brush</td>
</tr>
<tr>
<td></td>
<td>To be fed regularly</td>
<td>To provide a healthy diet</td>
<td>To eat lots of dog chocolates</td>
</tr>
</tbody>
</table>

Create a day’s routine that shows how a family will help meet these needs. Stories, such as Sebastian in the hat, Mutt dog, My dog’s a scaredy cat and Just like a brown dog are useful to reinforce this concept.

Other suggested activity: Classifying needs and wants

Children discuss and classify prepared pictures or objects into groups according to whether we ‘need’ them or ‘want’ them. These can include toys, food, electrical equipment, clothing, houses, cars etc.

2.2 Continual reference to, and evaluation of, actions taken by children helps them to understand and internalise the concept of their own and others’ needs and wants. Support children to understand the difference between a need: something they must have to survive (food, clothing, shelter, to be cared for) and a want: something they would like to have (a new toy, a certain type of snack food, to be first in line).

In this way, children learn to take responsibility for their behaviour and are able to interact with others in a positive way, show mutual respect and use positive conflict resolution. Provide opportunities for children to develop at their own pace through repetition of slightly modified activities until they understand the concept.
2.3 Behaviour code and children’s rights

Compare the class’s and school’s behaviour codes with the rights of children. Ask the following questions:

- What are the rules?
- What are the needs of the children and adults?
- Do the rules address the needs of children and adults?
- Are there any changes to any of the rules that could be made? Why?

Take children through an appropriate democratic process if their research highlights a need for modification of rules.

Other suggested activity: Children’s responsibilities

Make a list of the children’s responsibilities in the classroom.

This may be a useful time to discuss democratic processes of changing rules; for example, through class and school forums.

2.4 Rights of children

This activity is more suitable for Year 2 students.

Read and discuss Appendix 8: ‘The UN Convention on the Rights of the Child’ or use the book For every child, which is about the rights of the child in words and pictures. Create a series of posters or a wall mural depicting the rights of the child. The Convention is more about children’s needs.

The Convention can be discussed by first viewing the videos Rights from the heart, a collection of animated stories that explore the UN Convention (available from SA Video and Film collection on 8348 2311 or <www.savideo andfilm/plain.sa.gov.au>). Information about the videos is available at <www.nfb.ca>; follow the prompts to ‘Find a film’.
Resources


Catterwell, Thelma (1985) *Sebastian lives in a hat*, Omnibus Books an imprint of Scholastic Australia, Gosford, Australia

Kid Safe website at <www.kidsafe.com.au>


Morgan, Sally (1997) *Just a little brown dog*, Fremantle Arts Centre Press, WA

National Film Board of Canada, *Rights from the heart*, video series, 1992–1999

ACTIVITIES

3.1 Demonstrate language of safety

To demonstrate what the language of safety (NNA 5) is, model the use of non-blaming statements in everyday situations (RLS 13). Encourage children to use non-blaming language, as in the following examples:

<table>
<thead>
<tr>
<th>Blaming/victim language</th>
<th>Non-blaming/non-victim language</th>
</tr>
</thead>
<tbody>
<tr>
<td>He made us lose the game</td>
<td>I felt disappointed when our team lost the game</td>
</tr>
<tr>
<td>My friend made me hit the other girl</td>
<td>I felt upset when the girl pushed in front of us and I could have told her …</td>
</tr>
<tr>
<td>It’s his fault I was late for class</td>
<td>I need to take responsibility for being at class on time</td>
</tr>
<tr>
<td>The teacher made me angry</td>
<td>I felt angry when I made a mistake with my work</td>
</tr>
</tbody>
</table>

To empower children and discourage blaming language, encourage children to use ‘I feel …’ or ‘I am …’ statements. When children begin with the statement ‘I feel …’ they learn to take responsibility for their own feelings and are empowered to consider the effect their actions have on other people when dealing with their feelings.

Other suggested activity: Role-play

Use puppets to role-play (RLS 3) short scenarios where a character uses blaming language. Children discuss how the language can be changed so the puppet has control of the situation rather than an external force having the control.

3.1 Use of empowering language assumes a high level of literacy and the concept needs to be seen in the context of children’s skills, knowledge and experience. Educator modelling is an excellent beginning for this concept. Helping children to use language of safety rather than blaming language is best achieved by supporting them to reflect on their language and to consciously use non-blaming language in everyday situations and so take responsibility for their own feelings and actions. When adults model the use of non-blaming language, children may be assisted to understand what a language of safety is and how to use it, resulting in a gain in confidence and an increase in their self-esteem.
3.2 Understanding bullying

Read stories about bullying, such as:
- Willy the wimp
- Willy the champ
- Willy the wizard
- Willy and Hugh
- Tyrone the horrible
- Farmer Duck
- Don’t be a bully Billy
- Horrible Harriet
- The recess queen
- Franklin is bossy.

Use the words ‘fair’ and ‘unfair’ so that children begin to use them when describing bullying and any other behaviour associated with use and abuse of power (NNA 2, NNA 3 and NNA 4).

Create a shared understanding of the term ‘bullying’ by creating a mind map (RLS 5). Children brainstorm what a person who bullies does to hurt another person, while you map the children’s responses.

Other suggested activity: Video

View vignettes 8–13 from the video Feeling safe, staying safe (NNA 7). Brainstorm ‘What if …?’ questions and follow-up questions suggested in the video support booklet. For example, view vignette 9. Children then draw or write about ‘How could people keep themselves safe even if they were being bullied?’.

3.2 As educators, it is important that we consider our response to the children we teach so that we avoid use of our power over others. Children who have been in an abusive situation may feel that they are powerless and, if so, will need support to see their strengths and to rebuild their self-esteem and self-image. Children with disabilities can also feel powerless due to their reliance on adults to help them meet their daily needs. This can be compounded when powerlessness is accompanied by the inability to develop independence and to take action for themselves.

A clear understanding of the behaviour associated with abuse of power helps children to address bullying behaviour, bribes and threats. People who offer bribes or make threats may not be trusted and it is important to encourage children to talk with people on their network if this behaviour happens to them or others.

3.2 Discussing situations where there has been an abuse of power may lead to a disclosure of abuse. Adults who provide or supervise an educational program for children in South Australia are mandated to report to relevant authorities should they suspect abuse or neglect.
3.3 Dealing with bullying behaviour

Sitting in a circle, children state what they think would be the best actions for someone to take to stop someone bullying. Draw a grid (such as the one below) to capture the responses. Children discuss in which box each strategy should go. Display the grid in the classroom and add strategies as they arise (RSL 10a).

Discuss the way the school deals with bullying behaviour.

<table>
<thead>
<tr>
<th>Helpful</th>
<th>Unhelpful</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goes and talks and stands with other people</td>
<td>Name-calls back</td>
<td>Ignores the bully</td>
</tr>
<tr>
<td>Speaks to teacher or parent</td>
<td>Thinks something is wrong with</td>
<td>Runs straight for the</td>
</tr>
<tr>
<td></td>
<td>himself/herself</td>
<td>teacher</td>
</tr>
</tbody>
</table>

3.3 This behaviour can be agreed upon by children, the educator and parents/caregivers. It is important to avoid labelling a child as a ‘bully’ or a ‘victim’ as this can reinforce both the bullying behaviour and the victim stance. Bullying is the behaviour that people use to have power over others. When name-calling relates to a person’s gender or race, it is referred to as sexual or racial harassment.

3.3 Using the DECS manual Reduce the bullying in schools (2003) for ideas to support children to explore the school’s policies and procedures on bullying and harassment.

The ‘Bullying no way’ website is highly recommended for gathering further ideas: <www.bullyingnoway.com.au>.

The teaching program Girls and boys come out to play provides information and learning activities to assist children to learn about gender, power issues and sexual harassment; why it occurs; and how the associated attitudes and behaviour are perpetuated and reinforced.
3.4 Fair and unfair

Use the following scenarios to discuss with children fair and unfair situations. Appendix 9: ‘Fair and unfair activity cards’ can be used as part of this activity (children form groups and each group is given a card; children report back to the whole group).

- Slippery dip scenario: Some junior primary children are lined up to go down the slippery dip. Someone new comes along and wants to have a turn. The children let him in.
- Returning the ball scenario: A group of Year 2 girls are shooting for goals on the netball court. Their ball bounces into some older girls’ game. One of the older girls calls out, ‘Here it is!’ and gently rolls the ball back.
- A cricket game scenario: It is cricket season and all the children are keen to play. When the Years 1 and 2 children get to the cricket pitch first at recess, some older boys tell them to ‘Go away!’ The older boys say that because they are older and better players they should be able to play on the cricket pitch.
- At the canteen scenario: Two Reception girls regularly go to the canteen at lunchtime, in the hot weather, for an icy stick. Several older girls hang around the canteen and ask the younger girls to buy them an icy stick or to give them their change.
- Taking pens and pencils scenario: A Year 1 boy takes other children’s pens and pencils without asking.

Use the following questions to discuss each situation:

- How did the younger children feel in each situation?
- What was fair about the situation?
- What was unfair about the situation?
- What might a younger person do, if he/she felt something was unfair?
- What could be done to help the bully to stop?

Children can vote on which scenarios are fair and which unfair using the values activity ‘Thumbs up’ (RSL 8a). Children illustrate the fair and unfair situations.

**Other suggested activity: Text**

Use the text *It’s not fair* by Brian Moses to explore a range of fair or unfair situations.


**3.5 Introducing the concept of power**

This activity is more suitable for Year 2.

Tell children that sometimes when someone is unfair it is called having power over another person.

Revisit the five scenarios from activity 3.4 and discuss how power was used. Ask the following questions:

- What kind of power was used? (Responses could include: demanding money, taking over space, sharing space, returning equipment.)
- How was power used in a fair way?
- How was power used in an unfair way?
- What might a young person do if he/she felt power was being used in an unfair way?

Use a mind map to write the word power and ask children to think of words and examples of power (RSL 5).

**3.6 Adults using power**

Read the story of Clean your room, Harvey Moon about a boy whose Saturday cartoon viewing is interrupted by his mother telling him to clean his room. Alternatively, pose a scenario about a child who has a messy bedroom and won’t clean it up. The parent won’t allow the child to watch television until it is cleared up.

Discuss either, using the following focus questions:

- What kind of power did the adult have? (Responses could include: being a parent, caring for his/her child.)
- Was the power fair or unfair?
- Who has power to make a child do things?
- What kinds of things might an adult make a child do?
- How does someone know when it is ‘OK’ and when it is not?
- How might someone check his/her feelings?
- What could people do to keep themselves safe when they think it is not ‘OK’?
- What if an adult tried to use his/her power in an unfair or tricky way to make a young person do something that the young person knew was wrong? (Responses could include: tell someone on the young person’s network, say ‘No’, relax and think of a plan.)
- What might a young person do if an adult was using his/her power in an unfair way? (Responses could include: tell someone on the young person’s network or talk to his/her parent about it.)

3.6 It is important to involve families (NNA 1) in the concept development of this topic. Children can confuse the legitimate and safe rules and expectations that parents/caregivers have as being unfair use of power (eg children being made to tidy their rooms, help in the house or behave safely in cars).

Discussion about power can include power that adults and older students have. This may be appropriate power; for example, making children do simple chores, and inappropriate; for example, in abuse situations and domestic violence. Consider the concept of choice in power situations. Can anyone really make a person do something they don’t want to?
Another useful text is *Farmer Duck* where the farmer spends all day lazing about while the duck is left to do all the farm chores. After discussing the story, ensure that children make the link to adults’ and older students’ use of power.

**Resources**

Bourgeois, Paulette (1994) *Franklin is bossy*, Scholastic Paperbacks


‘Bullying no way’ website at <www.bullyingnoway.com.au>

Cousin, Patricia, T; Porter, Gracie, R; Mitchell, Claudette, C (1996) *Clean up your room*, Arborlake Publishing Incorporated


Dally, Shirley & Lindstrom, Helen (1996) *Girls and boys come out to play: Learning about gender construction and sexual harassment*, Department for Education and Children’s Services, Adelaide

Department of Education and Children’s Services (2003) *Reduce the bullying in schools—A professional development resource*, DECS, South Australia

Department for Education and Children’s Services (1994) *Feeling safe, staying safe: Protective behaviours*, 69 minute video, Vignettes 8–13, DECS, South Australia


Moses, Brian (1997) *It’s not fair*, Wayland Publishers Ltd, Hong Kong


Early Years Band: Years R–2

Recognising and reporting abuse

Context

Themes

We all have the right to be safe
We can help ourselves to be safe by talking to people we trust

Topics

1. Names of parts of the body, privacy and touching
2. Recognising abusive situations and secrets

Privacy and touching

Children in Years R–2 begin to expand their social systems to include peers, older children, a wider range of adults and community members. Children come to school with an existing understanding of touch and what is communicated through touch, which is influenced by cultural and family values. Families have diverse practices in interpersonal behaviour such as touching, which makes building and maintaining partnerships with children’s families critical for the success of a child protection program. When developing an inclusive personal safety program, it is important for educators to consult agencies and community personnel who are able to provide information and support for children where necessary. Schools can provide a supportive learning environment where children feel valued and listened to, learn how to interact with others in positive ways, are encouraged to take risks and explore new knowledge about unsafe touching, and where their parents/caregivers are well informed so that they can support their children’s learning and the practice of skills at home and in the community.

Schools need to work with parents/caregivers towards a shared understanding of the importance of children expressing their feelings without offending others, and the importance of using anatomical names for parts of the body. This can then lead to discussion about the meaning of privacy and the concept that the whole body is private. Children need to understand they have rights regarding their bodies and that other children have the right not to be touched but, at the same time, understand that for medical and safety reasons they may need to allow adults to touch them. These rights need to be protected by the development of rules for touching and treatment of others (McVeity 1997).

It is critical that educators build and maintain partnerships with families to understand and acknowledge the values and attitudes they have towards children’s feelings in relation to unwanted touching and the families’ reactions should children discuss situations where they would like the touching that is occurring to stop. Children need to know that their thoughts and ideas are valued and they need to understand that some situations may make them feel uneasy or unsafe, but that they should feel confident enough to express their desire for the touching to stop. This last action can be difficult for them to do if they like and trust the person who is touching them.

Educators can help children to understand appropriate and safe touching through explicitly teaching these concepts, and by providing opportunities to practise the skills of discernment in both formal learning situations and in children’s daily interactions and play. Partnerships between the educator, families, communities and support agencies are important for gathering and sharing information that can help the educator to modify activities to address perspectives of culture, Aboriginality, ability, disability, gender, age, socio-economic status, location and/or religious beliefs in relation to socially acceptable touching.
Abusive situations and secrets

Children have diverse backgrounds and some children may have experienced abuse. It is important that educators are familiar with each child's background and considers any information that may impact on the child's safety when discussing abusive situations. It is important to provide learning activities in steps that are appropriate for the children's level of understanding, with repetition and continual reinforcement in everyday experiences in order to help children internalise concepts about abuse, neglect and secrets. Consideration should be given to the range of attitudes and values of children's families. Physical abuse is a sensitive issue for some parents/caregivers who maintain their right to discipline their child physically. In South Australia child abuse is illegal and the law applies to all people regardless of race, culture or religion (Children's Protection Act 1993).

Broad opportunities need to be provided to share information with parents/caregivers in order to help them understand the rationale on which the Focus Area: ‘Recognising and reporting abuse’ is based and how the concerns are developed in a balanced manner appropriate to the development level of children.

Essential Learnings

Using understandings from prior experiences in new contexts
Beginning to challenge bias, unfairness and stereotypical views
Contributing to group projects, decision-making and taking action
Being able to transfer knowledge to new contexts and manage change effectively

Identifying and solving problems in a variety of ways
Beginning to make predictions and inferences about the consequences of their actions
Beginning to reflect on and evaluate ideas, actions and relationships

Conveying and receiving information with purpose, increasing accuracy and confidence
Developing understanding of the power and function of different discourses and adapting personal communication to different situations and purposes
Confidently communicating in an open, caring and self-assured manner in known and supportive environments

(From South Australian Curriculum, Standards and Accountability Framework, Early Years Band, Introduction, DETE 2001, pp 11–13.)
## Key Ideas and Outcomes

### SACSA Framework Planning Tools

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Strands</th>
<th>Key Ideas</th>
<th>Standard 1 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and physical education</strong></td>
<td>Personal and social development</td>
<td>Children develop an understanding of what is required to live together, communicate with others both personally and virtually and share feelings and ideas as they experience relationships and make friends.</td>
<td>1.5 Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.</td>
</tr>
<tr>
<td></td>
<td>Health of individuals and communities*</td>
<td>Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities. Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy.</td>
<td>1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members. 1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</td>
</tr>
<tr>
<td><strong>Society and environment</strong></td>
<td>Societies and culture</td>
<td>Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others.</td>
<td>1.9 Demonstrates a capability to see and value points of view other than their own.</td>
</tr>
<tr>
<td></td>
<td>Social systems</td>
<td>Children examine and discuss how communities are organised to provide goods and services for people to meet their current and future needs.</td>
<td>1.10 Describes the meaning of ‘needs’ and ‘wants’, and identifies how people cooperate in society to meet current and future needs.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Text and contexts</td>
<td>Children discuss reactions, and identify main ideas and information, when listening to a range of texts. With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience. Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures.</td>
<td>1.1 Listen to a range of texts to identify feelings, main ideas and events. 1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences.</td>
</tr>
<tr>
<td></td>
<td>Strategies</td>
<td>Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others’ views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations. Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.</td>
<td>1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. 1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. 1.11 Experiments with strategies when selecting, reading, reviewing and critically interpreting written and visual texts and, with teacher support, discusses their use of strategies.</td>
</tr>
</tbody>
</table>

* Indicates the major focus for this child protection curriculum
TOPIC 1
Names of parts of the body, privacy and touching

It is important to be aware of and to practise the concepts of ‘one step removed’ (NNA 3) and ‘protective interrupting’ (NNA 4) prior to beginning the topics. Refer to ‘Non-negotiable aspects’ (NNA 5) in the General Introduction pp 16–18.

It is important in this topic to finish each structured session with a closing activity (NNA 6). Children are naturally inquisitive about their bodies at this age. However, children are not always comfortable when sexual parts and uncomfortable touches are talked about. This may be exhibited through giggling or other signs of embarrassment. You need to be aware of these signs and finish the session with an activity such as a well-liked familiar story or game.

ACTIVITIES

1.1 Body awareness

To make children more aware of their bodies they can:
- make fingerprints and handprints to demonstrate individual differences
- use large mirrors to look at and describe their bodies in positive ways (including rear and side views)
- use photographs and drawings
- draw their body silhouettes or generic body outlines, including wheelchairs, sticks and frames
- identify and use anatomical names for parts of the body
- make gingerbread into body shapes
- use jigsaws and/or cut-out shapes of male and female bodies for dressing and undressing
- make a group poster titled ‘Nobody has a footprint (or handprint) like mine’.

Other suggested activity: Songs and games

Use songs and games that draw attention to body parts. Examples include:
- ‘The hokey pokey’
- ‘Simon says’
- ‘Heads, shoulders, knees and toes’
- ‘One finger, one thumb keeps moving’
- ‘Put it’, by Peter Combe
- ‘Body rap’ by Hilary Henshaw
- ‘I’m just right for me’ by Hilary Henshaw.

Other suggested activity: Differences

Use graphs, charts and histograms to demonstrate, in different ways, how we are all different. For example, children could measure and record everyone’s height, weight, hair and eye colouring, and interests.
Other suggested activity: Drama

Use movement activities to reinforce body awareness; for example, walk like an elephant, jump like a kangaroo, wiggle like a caterpillar, and creep like a mouse. Discuss different interpretations of the movement task because every body is different and that children need to respect personal space throughout the task.

There are also several activities to help develop body awareness in Protective behaviours through drama in the Windows on Practice Series.

Other suggested activity: Dance

Use ‘Hands, knees and a boompas-a-daisy’ music which can be found on various children’s CDs. Alternatively, use a drum or tambourine to beat out a rhythm (somewhat similar to the Lambeth walk).

Organise children into pairs at random around the room. Instruct them to: clap partner’s hands; clap own hands; clap partner’s knees; pairs gently bump each other; pairs with hands joined skip around the room and return to repeat.

1.2 Personal space

Distribute hoops to children, one per child, and ask the children to stand inside their hoops.

Children lift their hoop above their heads and gently bring it down to the ground. Tell children the area inside their hoop is their personal space and that no-one may enter their personal space.

Children hold their hoop carefully at waist height and walk around the room, without touching anyone else’s hoop. Tell them this is called respecting everyone’s personal space.

Children may sit inside their hoops with all hoops touching. Ask them to move hoops just a little so that no hoops are touching. Ask:

- How might someone know that there is someone else in his/her personal space? (Responses could include: uncomfortable feelings, feeling crowded, someone touching your body.)
- What might someone do, if he/she felt a person was in his/her personal space? (Responses could include: ask the person to move away, move away, tell someone on the network.)

Tell children that no-one may enter their personal space without being invited.

Use drama and dance activities from activity 1.1 to further reinforce the concept.

1.1 Allow children to opt out at the beginning or during the activity if they feel uncomfortable.

1.2 When children are taught that no-one may enter their personal space without being invited, it may set them up for conflict at home. Consider sharing this information with parents/caregivers as part of a home activity (NNA 1).

The area of each child’s personal space may differ according to cultural background and/or life experiences.
Other suggested activity: Puppets

Use puppets to explain/demonstrate personal space. Help individual children to recognise where their own personal space is by slowly moving closer to the child until the child signals when his/her feelings change and the child begins to feel uncomfortable. Discuss how this can be different for each person.

1.3 Names for parts of the body

Draw the shape of a human body or use an anatomical model and write the names of parts of the body as children identify them. Researching anatomical names using suitable resources about the human body from the school resource centre or SHine SA or Family Life SA teaches children a subject-specific vocabulary of simple anatomical terms.

Other suggested activity: Guessing game

Show pictures of bodies with parts missing. Felt body shapes with detachable body parts are useful. Ask children to guess which parts are missing.

Other suggested activity: Diagram

Explain how diagrams provide information. Provide a body outline that children label with anatomical terms.

Other suggested activity: Songs

Use songs suggested in activity 1.1.

1.3 Children need to be encouraged to explore and use anatomical names for all parts of the body indicating names for genitalia. When children use names other than anatomical terms, accept such names but do not include them on the labels. Remind children of the anatomical name saying that at school we will use the names that scientists would use on a diagram or doctors might use.

1.3 It is important that you preview resources depicting sexual anatomy to check their suitability for children of this age. In information provided to the community, it is important to explain why it is necessary to teach anatomical names for parts of the body (see Keeping safe: Child protection curriculum, Professional learning manual for implementation).

Children may use various terms to refer to sexual parts of the body. It is important to remind children that some of these words may offend.

Some humour may occur with this activity and it is important to have a balance between that and the seriousness of the task. Ensure that humour is appropriate.
1.4 Meaning of private

Ask children to gather items that belong to them; for example, sun hat, school bag, lunch container, school jumper, and a special personal item from home.

Explain to children: ‘These things belong to you. They may have your name on it, so everyone knows it belongs to you. They are your private belongings’.

Ask: ‘What does private mean?’ (Responses could include: something belonging to me, for example, my favourite toy, my bed or my name.)

Brainstorm (RLS 10a) ‘What else might be private?’. The list may include:

<table>
<thead>
<tr>
<th>Personal belongings</th>
<th>… (eg named drink bottle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal information</td>
<td>… (eg address)</td>
</tr>
<tr>
<td>Personal medication</td>
<td>… (eg asthma puffer)</td>
</tr>
<tr>
<td>Our bodies</td>
<td>Whole body is private</td>
</tr>
</tbody>
</table>

1.5 Our whole body is private

Tell children: ‘Our bodies are unique and individual and our whole body is private. Some parts of our bodies are called sexual parts’.

Revisit the body outlines or diagrams from activity 1.3. Ask children to name various parts of the body. Ask: ‘Is this part private?’.

(Responses should be ‘Yes’ as our whole body is private.)

Ask: ‘What parts are sexual parts?’. (Responses could include: penis, testicles, breasts, vagina, vulva.)

Explore situations with the children where it might be considered all right to touch sexual and other parts of the body. This might be called ‘necessary but uncomfortable touching’. Examples of such situations are:

- parents/caregivers helping a toddler or preschool child at bath time or to wipe the child’s bottom
- dentist or dental therapist checking a child’s mouth and teeth (usually occurs in the presence of a parent/caregiver)
- doctor, nurse or ambulance officer providing a medical examination (usually occurs in the presence of a parent/caregiver).

Other suggested activity: Story

Read either The pig in the pond or Mr McGee and the biting flea. Both stories have characters who remove their clothes in humorous and safe situations. Explore the concept of privacy and our bodies through the story.
1.6 Touching that is ‘OK’

Have a soft toy day. Ask the following questions:

- What kinds of touching did you give the toys? (Responses could include: a pat, hugs, cuddles, kisses, smacks, punches.)
- Which of these touches would make the toy feel safe?
- What touches make people feel safe or ‘OK’?
- Who can give ‘OK’ or safe touches?
- How might a person feel when receiving an ‘OK’ or safe touch?

Reinforce safe touching by using the following activities:

- Puppets: Use puppets to role-play situations that demonstrate everyday positive, mutually enjoyable, touches, such as hugs, pats, handshakes and high 5s. Children can also use the puppets to practise asking permission before touching another person.
- Play activities: Organise play activities that involve positive touch; for example, ‘Pin the tail on the donkey’, or ‘Tag chasey’. The board game, Twister, is also useful.
- Pet visit: Have a pet visit the classroom. Allow children to touch the animal appropriately, identifying and recording the touching that it likes. Take photos to use for a display or for a class book depicting the safe touching that pets and animals like.
- Magazine search: children cut and paste pictures from magazines or newspapers that depict the sort of touching that they like, such as touching toys or pets, and touching other children during play activities.
- Video: Children look at the Pete and Penny video in the section on safe touching and discuss it (NNA 7).

1.7 ‘OK’ touching in relationships

Revisit the relationship circles from activity 1.4 in Focus Area: ‘Relationships’.

Using Appendix 10: ‘Touching in relationships’ as a guide, demonstrate labelling ‘OK’ or acceptable touching in the various relationships on a large diagram (RLS 18).

Children can discuss appropriate touching for various named people on a generalised example of a relationship circle using copies of Appendix 7: ‘My relationship circle’ (NNA 3 and NNA 4).

Use copies of Appendix 10a: ‘Touching in relationships—Template’ for children to develop touch descriptors for people on their own networks.

1.6 Be aware of child safety in touch activities. Children who are uncomfortable should be given the option of not participating or observing until they feel comfortable enough to join in.

1.6 When photographs are taken in school, educators and parents/caregivers (NNA 1) need to know who is taking the photographs, exactly how they will be used and who will see them. Appropriate administrative procedures for photographing children at school need to be followed.

1.7 Remind children that they have the right to have their bodies respected and to feel safe. Tell children that someone in the outside circle whom they don’t touch may still be a safe person who can help them.
Read My Grandma is coming to town about a young boy who hasn’t seen Grandma for a long time and is uncomfortable about giving her a hug.

Use the following focus questions to discuss the story:

- What might be the boy’s Early Warning Signs?
- How did he show he didn’t want a hug? (Responses could include: hid his face, hid behind a chair, gave Grandma his toy dog to hug.)
- Why might he not want to give Grandma a cuddle or sit on her lap?
- Where might Grandma be on his relationship circle when she first arrives? (Responses could include: people who are important to me.) Later, when she has stayed for a few days, where would she be? (Responses could include: people who are close to me.)
- Is it all right for the boy to have a choice about whether he gives Grandma a hug or not? Why? (Responses could include: yes, because the boy has to decide from whom he will accept a hug.)
- How might a person solve a problem of a relative or family friend who wants to give the person a hug, kiss or tickle that makes him/her feel unsafe or uncomfortable? (Responses could include: tell someone the person trusts, move away, ask the relative or family friend to hug a favourite teddy instead, say ‘I’m only shaking hands today’ or ‘I don’t want to play tickling games’.)

Alternative stories include I don’t like kisses, Sloppy kisses, Cuddle time and Hug.

Develop the concept further using the following suggested activities:

- Bathing a doll: Use a doll and a baby bath and model the process of bathing a baby. Afterwards, discuss any touching that occurred. Ask:
  - How might a baby respond to the bath?
  - Were the touches necessary for bathing a baby?
  - How is the baby kept safe in the bath?

1.7 It is not suggested that a real baby is used as it is important to reinforce the concept that all people have rights to privacy, including babies.
TOPIC 1 Names of parts of the body, privacy and touching

- Vet visit: Visit a vet’s surgery or organise for a vet to visit the school. Discuss and record the necessary but uncomfortable touching that animals might experience at the vet.
- Dentist visit: Invite a dentist or a dental therapist to talk with the children about dentistry. Ask:
  - Why are our mouths important?
  - How do we look after them?
  - Is a dentist allowed to put things in our mouths?
  - What kind of things?
  - Why does a dentist use plastic gloves?

1.7 Consider that some children with disabilities have many specialist doctor appointments. Role-play is a useful strategy to support children in discussing the concept of necessary but uncomfortable touching (RLS 3).

It is also important to include the necessary but uncomfortable touching that occurs at school in order to keep children healthy, such as checks for head lice, first aid procedures and receiving injections, which are all situations where an adult usually makes the decision that the child needs to participate. When discussing services that are available from community groups of professionals, some children may have difficulty understanding the concept due to having had no experiences or limited experiences. Some may have never visited a doctor, dentist or optometrist, so it is important that a range of situations are presented and discussed. If, while working with this topic, a child should disclose information that gives you reasonable grounds to suspect that there has been some form of abuse, you must report this suspicion of abuse.

The concept of necessary but uncomfortable touching can be particularly difficult for children to understand. An adult in a position of power, for example a carer, may insist that certain touching is necessary when it is not and this may leave the child more vulnerable to sexual abuse.

Resources

Birch, Rae; Little, Helen & Higgs, Liz (2001) A family approach to protective behaviours for children with special needs, Seven sessions of parent workshops, 2nd ed, SHine SA, Adelaide
Christensen, C; Bennett, J & Phillips, C (1991) Protective behaviours, feeling safe, cassette and booklet, Self-published, South Australia
Combe, Peter (2000) Wash your face in orange juice, CD, Rascal Records, Sydney
Department of Education and Children’s Services, Association of Independent Schools of SA & Catholic Education South Australia (2005) Protective practices for staff in their interactions with students: Guidelines for schools, preschools and out of school hours care, [Draft], DECS, South Australia
Golding, Carolyn & Todd, Fiona (1994) Protective behaviours through drama, A Windows on Practice publication, DECS, Adelaide
‘Heads, shoulders, knees and toes’. Traditional song
Henshaw, Hilary (1994) Super me! Creative musical activities to build self-esteem in children, CD, Growing with Music Series No 5, Growing with Music, Mt Waverley, Victoria, Australia
‘Simon says’. Traditional game
‘The hokey pokey’. Traditional song
Waters, David Hamlyn (1991) Pete and Penny, Keeping ourselves safe, Medical Benefits Fund of Australia
TOPIC 2
Recognising abusive situations and secrets

It is essential that all children learning about this topic have already developed a personal network and understand how to use it. (See ‘Relationships’, topic 1: ‘Trust and networks’.)

Given the sensitive nature of some activities in this topic, it is essential to inform children that they may have uncomfortable feelings that they may want to share with someone on their network. Close structured sessions with a positive activity such as a familiar story, song or game (NNA 6).

When presenting issues that may evoke strong emotional reactions, it may be appropriate for two educators to team-teach to provide the flexibility to address an issue immediately if a child wishes to make a disclosure, appears anxious or becomes distressed. It also provides an opportunity for educators to debrief with colleagues.

When planning lessons that contain sensitive issues, it may be an advantage to conduct them prior to a recess or lunch break to enable you to be available and to provide an opportunity as soon as possible for children who want to talk privately. If a child discloses information that leads you to suspect that there may have been some abuse, it is important to remain calm and explain that the information will need to be passed onto someone who can help to stop this from happening again. In South Australia, people who work in educational settings are mandated to report suspected cases of child abuse.

Each category of abuse is explored in this topic and it is recommended to explore the concepts over a period of time. You need to use professional judgment in using the scenarios and stories.

ACTIVITIES

2.1 Accidental or deliberate injury?

Using a teachable moment (RLS 13) when children may have a minor playground injury, discuss the idea of a child ‘being hurt’.

Ask:
- What happens if a child is injured in the yard? (Responses could include: someone helps the child, the child tells a yard duty teacher or goes to first aid).
- What might be the results of someone being hurt? (Responses could include: physical—our bodies are hurt; emotional—our feelings are hurt; thinking—our thinking may be confused or mixed up).
- How might we know the difference between accidental or deliberate injury? (Responses could include: the injury was done on purpose, someone was being unfair, someone didn’t mean the injury to happen, no-one else was involved in the injury.)

Throughout this discussion, encourage children to develop a clear understanding that when someone is hurt, regardless of the injury being accidental or deliberate, they need to tell someone they trust, even if the injury was caused by another child. It is also important to tell someone they trust even if the children were doing the wrong thing and were worried about getting into trouble.

2.1 ‘Mixed up’ or confused feelings are shared by many children in abusive situations when their bodies, feelings or thoughts are hurt. Confusion occurs because established roles within a relationship either suddenly become blurred or changed or change from time to time. It is important to include the concept of ‘mixed up’ (or ‘confused’) as an important warning signal for children.

2.1 Simplicity is important. At this age level, children are just beginning their awareness of abuse of power. Relating to real situations in school play situations can help in this developing awareness of ‘fair’ and ‘unfair’ behaviour towards one another. It is also important to emphasise safe and unsafe touching and that if a child has mixed feelings about touching, the child should use his/her network to talk about it.
2.2 Identifying physical abuse

Refer children to the school’s behaviour code covering treatment of others and remind them of Theme 1: ‘We all have the right to be safe’.

Use a text such as The recess queen where a girl threatens and hurts other students, or the Willy Series to elicit responses from children that behaviour such as hitting, kicking and threatening is not allowed at school.

Tell children that such behaviour by adults or older students is also not allowed.

Ask the following question and use the ‘What if ...?’ problem-solving strategy or Stop, Think, Do strategy (RLS 12) to work out responses with the children: ‘What if a child was deliberately physically harmed or injured by an adult or older student?’.

Refer to Appendix 13: ‘What if ...? problem-solving model’ or Appendix 14: ‘Stop, Think, Do problem-solving model’.

2.2 A simple explanation for children may be: ‘Physical abuse is deliberate physical harm to a child or young person’.

2.2 Select one model of problem solving and use it regularly for general class issues. This allows children to become very familiar with the process.

2.2 It is not necessary for children to categorise abuse into the areas: physical abuse, sexual abuse, emotional abuse, neglect, and domestic violence. However, they have been placed in separate activities in these materials. It is recommended that you explore over a period of time, as part of normal classroom teaching and learning activities, the concept of identifying abuse. Include the idea that both adults and older children may perpetrate abuse.

Use information from Appendix 11: ‘General definition of abuse for educators’ to develop appropriate scenarios.

2.2 Children who have not experienced serious abuse (ie abuse that would be legally required to be reported) may think of a range of situations that are less abusive or when there has been a reasonable parental response or consequence to their inappropriate behaviour.

This concept can be delivered using scenarios, stories and puppets (RLS 14). Using the ‘What if ...?’ problem-solving strategy (RLS 12) supports children in taking a critical look at situations that may appear safe initially. Almost always use modified brainstorming (RLS 10a) strategy with the ‘What if ...?’ problem-solving strategy.

Use teachable moments (RLS 13) and everyday events to illustrate and reinforce concepts and allow children to practise their skills (eg using their networks).
2.3 Identifying emotional abuse

Read a familiar text such as *Giraffes can’t dance* or *Willy the wimp*. Discuss it using the following focus questions:

- What words and actions were ‘put downs’ in the story?
- What feelings did the character have?
- What thoughts might the character have? (Responses could include: I’m hopeless, I’m no good at this, I can’t do this.)
- How can the characters solve the problem?
- What if a child was treated like this by older children? By adults? How might the child feel? (Responses could include: unhappy, angry, miserable, hopeless.)
- What might a child do? (Responses could include: talk to someone on the child’s network.)

Alternatively, use a teachable moment (RLS 13) when a child has ‘put down’ another child about work, behaviour, physical appearance or background.

2.3 A simple definition of emotional abuse to use with children is:

‘Repeated words and actions that make a child or young person feel as though he/she is:

- always in trouble
- not able to do things (“hopeless”)
- alone with no friends.’

It is not necessary to introduce the term emotional abuse. However, it is important to explore the concept—use of the words ‘fair and unfair ways to treat children’ may be more developmentally appropriate.

2.4 Identifying sexual abuse

Remind children of the session about our whole bodies being private. Tell children that being touched on their sexual parts is unsafe and wrong, even if there are no Early Warning Signs. Older people (including adolescents) know they are not allowed to do that. That is why they often ask the young person to keep a secret or make threats if they tell, to try and stop the young person from reporting it.

Use the ‘What if ...?’ or Stop, Think, Do problem-solving models (RLS 12). Use Appendix 13 or 14 to examine the following scenarios:

- What if a child was having a birthday party with all his/her relatives and one of the relatives always gave bear hugs and sloppy kisses? What could the child do? (Responses could include: talk to parents, say ‘I’m only shaking hands today’, move away.)
- What if a child was being babysat and the babysitter had a camera? Is that safe? (Response could be ‘unsure.’)
- What if the babysitter wanted the child to take his clothes off and take a photo of him? Is that safe? (Response should be ‘no’.)
- What could the child do? (Responses could include: he could say ‘no’; he could cry; later, he could tell his mum and dad or someone else he trusts.)
- What if an older person touched a child in a way that made the child feel uncomfortable and unsafe? (For example, the child might have been touched on her sexual parts.)
- What could the child do? (Responses could include: the child could say ‘no, the child could cry, and/or run away; later, she could tell someone on her network.)

2.4 A simple definition of sexual abuse may be people using their power to make a child or young person be involved in sexual activity. Sexual abuse is not only about sexual touching; it may include being made to look at videos, pornographic magazines, photos, or internet pornography. It also includes people exposing themselves to children and/or making sexually suggestive comments.

2.4 It is recommended that this activity is done using different scenarios over a period of time.

2.4 Consider the use of mobile phones with cameras being used to take prurient photographs.
Remind children of strategies that they could use, including:
- move away
- say ‘stop’ or ‘no’
- cry
- run off
- say ‘I don’t like that’
- talk to a network person as soon as possible
- use their personal emergency strategy.

Stories about touching, such as the following, may be a useful beginning to talking about sexual abuse:
- Sloppy kisses
- My Grandma is coming to town
- I don’t like kisses
- Cuddle time
- Hug
- What’s wrong with bottoms?

2.5 Identifying neglect

Revisit activity 2.2 from topic 2: ‘Rights and responsibilities’ in the Focus Area: ‘Relationships’ about the needs and wants of relationships.

Use texts such as Mutt dog, Just a little brown dog and Sebastian lives in a hat to look at needs. Note a list of needs of children which may include shelter, nutrition, health care, to be loved, and to go to school.

Ask: ‘What if a child was not looked after properly? What might the child do? (Responses could include: tell someone on the child’s network.)

Other suggested activity: Videos

The video Feeling safe and staying safe (NNA 7) has a variety of scenarios that support children in identifying and discussing various forms of abuse.

The animated video Peter and Penny: Keeping ourselves safe, may be another suitable resource for this activity.
2.6 Identifying abuse—Domestic violence

Brainstorm (RLS 10) and record a range of situations where people yell (eg at sporting events, when they want to catch someone’s attention, to alert someone who is in a dangerous situation, when they feel angry, or worried). Discuss the associated feelings.

Read a story about children or animals having an argument, such as *This is our house* or *Franklin’s friends*. Ask: ‘What if the people who were arguing were adults and a child was caught in the middle? What might a child do?’. (Responses could include: leave the adults alone, find a safe place, play with a pet or soft toy, watch television or listen to some music on headphones, later tell someone on the child’s network.)

Reassure children that it is ‘OK’ for people to sometimes be cross with each other, but it is not ‘OK’ to hurt someone. If children feel worried or upset they need to talk to someone on their network.

2.6 The text *I feel scared when mum and dad fight* is a useful resource for educators. It is not recommended as a text to be read to a class.

2.6 When presenting issues that may evoke strong emotional reactions, it may be appropriate for two educators to team-teach to provide the flexibility to address an issue immediately if a child wishes to make a disclosure, appears anxious or becomes distressed. It also provides an opportunity for educators to debrief with colleagues.

Debriefing for children after discussing sensitive issues provides them with an opportunity to discuss their reactions and what the important things were that they learnt. Encourage a one-step-removed (NNA 3) response and practise protective interrupting (NNA 4) (informing children about both these strategies before using them is important). Children who wish to discuss this further should also be offered a time to meet with you. A closing activity for the whole class can help release tension or discomfort (NNA 6).

When discussing issues about abuse, it is important to be sensitive to children who may be living, or have lived, in a home where abuse occurs daily. It is therefore important that you reinforce that abuse is not the victim’s fault and that children should respect others and use the one-step-removed strategy to protect against disclosure of sensitive information in front of other children. It is important to show genuine interest and to listen sensitively to what individuals have to say, watching for verbal or non-verbal clues that a child may be feeling uneasy and giving the child time to debrief. This may include allowing children to ask questions and discuss/review sensitive issues. Reinforce with them the idea of using their personal networks to access assistance if needed.
2.7 Internet safety

Children discuss the school’s rules for internet use. They could develop a simplified version for Early Years children, using pictures and displaying them and/or publishing them in the school newsletter.

Rules may include the following:

- **Protect private information**
  - names, addresses, phone numbers, photos

- **Be safe—know the risks**
  - things you may see
  - people you may contact
  - things you may be encouraged to try

- **Get help**
  - have an adult nearby if you feel worried or scared

- **Use good manners online**
  - do not bully others and tell if someone tries to bully you

- **Think carefully**
  - before taking action on the internet

2.7 Discussion about using the internet safely could be a natural adjunct to any information and communication technology sessions. The Australian Government website <www.netalert.au> has information for educators and parents/caregivers. The interactive CD, Netty’s world, available from Net Alert is a useful resource that includes the following topics: Exploring the Net, Getting Things off the Net, Using Smart Phones, Putting Work on the Net, Making Friends on the Net.
2.8 Defining secrets

Use a teachable moment (RLS 13) such as a birthday or other special celebration to introduce the word secret.

Alternatively, read a story about secrets such as Sally’s secret or Can you keep a secret? Develop a class book about secrets using the model of the book Sally’s secrets.

Define some categories of secrets based on safe or ‘OK’ secrets, unsafe or not ‘OK’ secrets, and not sure secrets (meaning need to check with someone on the network).

Brainstorm examples for each category, such as in the following:

<table>
<thead>
<tr>
<th>Safe or ‘OK’ secrets</th>
<th>Unsafe or not ‘OK’ secrets</th>
<th>Not sure secrets</th>
</tr>
</thead>
<tbody>
<tr>
<td>surprise birthday party</td>
<td>secrets about sexual touching</td>
<td>gift from an adult who asks the recipient not to tell anyone about it</td>
</tr>
</tbody>
</table>

2.8 Some children may use different terms for a secret and the concept may vary between cultures; for example, being encouraged not to talk about sexual matters, as it is considered disrespectful. Always ensure that there is a common understanding of the term; for example, something that is kept private, hidden or concealed and not revealed to others. Avoid the use of the terms ‘good’ and ‘bad’ secrets as they have connotations of a reflection on the person who knows about the secret and may impact upon the person’s willingness to talk about the secret and to seek help. If children understand that we never keep secrets about inappropriate touching, it will help them to cope with the secrecy that accompanies sexual abuse.

It is not recommended to use the term ‘surprise’ as a way of differentiating safe and unsafe secrets as children can be tricked into accepting a surprise that may lead them into an unsafe situation.

2.8 Ensuring that parents/caregivers and children have access to books that contain stories about secrets helps a two-way teaching–learning process between child and parent/caregiver and helps to reinforce this topic out of the school setting.

The DECS publication on Secrets (1997) provides useful background reading for this topic and some learning activities.

2.9 Recognising unsafe secrets

Discuss how someone could recognise a secret that should not be kept. Examples include:

- Having mixed feelings or changing feelings.
- Feeling unhappy, worried, guilty, scared or unsafe.
- Being told to keep the secret forever.
- Having Early Warning Signs like feeling sick or ‘yucky’, shaking, racing heart, jumpy stomach.
- Being the only one who knows about the secret.
- Thinking about the secret over and over again.
- Really wanting to tell a trusted adult about it but it seems too hard.
- Being bribed or threatened to keep it.
- Having to tell lies to keep it.
- It is about something unsafe.
- It is about something not ‘OK’.
- It is about being touched or hurt.
- There are threats to hurt or get into trouble another member of the family (including pets) if the secret is told.
TOPIC 2 Recognising abusive situations and secrets

Ask: “How can a child keep feeling safe if an adult asks the child to keep a secret about being touched on his/her sexual parts?” (Responses could include: when it’s safe to do so, tell someone the child trusts on his/her network, and keep on telling until it stops and the child is safe.)

Other suggested activity: Secrets card activity

Provide children with copies of the cards in Appendix 12. Children discuss each scenario and place the cards onto the chart given in Appendix 12a (NNA 3 and NNA 4).

Cards 1, 2 and 5 should be placed in ‘Safe secrets’. Cards 3, 4 and 6 should be placed in the “Unsafe secrets”.

Other suggested activity: Video

View the video Feeling safe, staying safe (NNA 7), vignette 16, variations 1 and 2. These scenes depict a situation of uncomfortable and confusing touching and the child is asked to keep it a secret.

2.10 Tricks and trust

Read the story Sitting ducks or view the DVD Sitting ducks Volume 1 available from ABC Bookshops. Discuss examples of tricks or secrets that are shown in the story; for example:

- The alligator acting in a friendly way, while thinking about how to fatten the duck for a nice meal.
- The duck being tricked by an alligator using a hand puppet.
- All the ducks being tricked into believing they can’t fly.

Ask:

- What might a child do if the child finds out he/she has been tricked by an adult or another child? (Responses could include: tell someone on the child’s network.)
- What if the person who tricked the child was on the child’s network? (Responses could include: sometimes when our feelings change about someone or our network we need to take the person off; persist in talking with other people on our network such as other family members, teachers or Kids Help Line.)

An alternative text is Ginger bread man in which the fox tricks the ginger bread man into believing the fox will safely carry him across the river.
Recognising and reporting abuse

TOPIC 2 Recognising abusive situations and secrets

Resources

Department for Education and Children's Services (1994) Feeling safe, staying safe: Protective behaviours, 69 minute video, variations 1 & 2, vignettes 12, 13, 14, 15, DECS, South Australia
Department for Education and Children’s Services (1997) Adopt, adapt, share—Secrets, DECS, South Australia
Department of Education, Training and Employment (1997) Breaking the silence, teaching and learning about domestic violence, DETE, South Australia
King, Stephen, M (2004) Mutt dog, Scholastic Australia, NSW
Mainzer, Rick (1992) I don’t like kisses, Five Mile Press, Victoria
Morgan, Sally (1997) Just a little brown dog, Fremantle Arts Centre Press, WA
Rowley, Tessa & McLay, Rhiannon (2004) I feel scared when mum and dad fight, Centacare & Communities Caring for Kids Coalition, Queensland
Waters, David Hamlyn (1991) Pete and Penny: Keeping ourselves safe, Medical Benefits Fund of Australia
Wild, Margaret (1993) Our granny, Omnibus Books, Norwood SA
Protective strategies
Practising protective strategies

This section of the child protection curriculum helps children establish daily routines that provide security, use and review their networks, develop skills of assertiveness and persistence and understanding about ways of getting help which include using the school’s grievance procedures. Educators and parents/caregivers can help children learn how to use the telephone correctly, know their personal details and understand when and with whom they can share this information. It is important that families know that this information will be kept confidential within the school setting.

Networks

In their first years at school, children continue to widen their social contacts. They learn to cooperate, work and play with their peers, to negotiate and solve problems in their social interactions, and to work with adults who have a range of responsibilities within the school setting. The self-concepts that children bring to school have been developed from their previous experiences and learning, and it is the role of educators to provide learning experiences and support that build upon and reinforce a positive self-esteem. A supportive learning environment where children’s input is valued and which provides opportunities for them to make decisions and adjust their actions according to feedback assists children to develop positive relationships and to develop trust in the adults who work with them. This is an important element if children are to implement successfully the strategies and concepts included in this child protection curriculum and to formalise a personal network. Children, families and potential network members need to be well-informed about the purpose and processes of the network. Family members and potential network members also need to value the children’s decisions about who they will ask to be on their networks and to support the children in formalising them to ensure that the chosen network members are willing and suitable for taking on this role.

In the early years at school, children develop a wide range of relationships with the adults in the school setting. It is important that children feel confident about including some of these adults on their networks, because they are accessible at school if a need arises. Educators should develop relationships with families, carers and community members to support children in learning how to use their networks and the people on them to help keep the children safe. Family members and adults on a child’s network should be kept informed about the purpose and process of the network, so that they can best support the decisions of the child as he/she establishes the network.

Assertiveness

As children begin to develop social relationships with their peers in the school setting, they may find it difficult to be assertive and say ‘no’ to their friends when asked to make choices that are unsafe or make them feel uncomfortable. Equally, they may feel angry or upset if their friends say ‘no’ to them. Children can be helped to understand that when friends say ‘no’ to them, it does not necessarily indicate that they are no longer friends. Educators can provide a positive learning environment that helps develop children’s confidence and assertiveness.
Persistence

Children develop a high self-esteem and the confidence to be persistent when the learning environment is caring, supportive and values their ideas, thoughts and experiences, and when the learning program uses approaches and methods that engage children in their learning by recognising their individual abilities, interests and needs. Children’s learning in all Learning Areas benefits from persistence when learning new skills and knowledge. This includes physical activities, social skills, using different technologies and learning to respect their own rights and those of others. Adaptations of learning activities and methods of communication help to meet the diverse needs of children, including those with disabilities, learning difficulties, or who have English as a second language. This gives these children confidence and the means to persist in achieving their goals, to interact successfully with their peers in work or play, and to gain the help they need. Collaboration and consultation with family members and community agencies is essential for educators to best help all children to develop the confidence to be persistent.
Essential Learnings

**Futures**
- Using understandings from prior experiences in new contexts
- Asking questions, researching and clarifying aspects of the local and wider community
- Beginning to challenge bias, unfairness and stereotypical views
- Contributing to group projects, decision-making and taking action
- Developing understandings about patterns and connections associated with personal relationships with environments and others
- Being able to transfer knowledge to new contexts and manage change effectively

**Identity**
- Expressing the need for attention and comfort
- Developing attachments and trust with significant others
- Beginning to develop autonomy in behaviour, self-regulation and the ability to influence
- Beginning to recognise, name and manage own emotions and express personal needs
- Beginning to develop self-awareness and understandings with a strong sense of self-worth, context and direction
- Developing personal resilience to maintain and support aspects of identities that are valued in various contexts
- Beginning to understand social constructs to identify justices and injustices

**Interdependence**
- Making choices and having emerging control in expressing their emotions and engaging with others
- Exploring their relationships with other living and non-living things
- Developing and refining the personal skills and abilities needed to create and sustain rewarding and effective relationships
**Thinking**

- Identifying and solving problems in a variety of ways
- Beginning to make predictions and inferences about the consequences of their actions
- Beginning to reflect on and evaluate ideas, actions and relationships
- Beginning to recognise, trust and respond to intuitive thoughts and feelings

**Communication**

- Using and interpreting non-verbal and verbal communication
- Developing understanding of the power and function of different discourses and adapting personal communication to different situations and purposes
- Confidently communicating in an open, caring and self-assured manner in known and supportive environments

(From *South Australian Curriculum, Standards and Accountability Framework, Early Years Band, Introduction*, DETE 2001, pp 11–13.)
## Key Ideas and Outcomes

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>Strands</th>
<th>Key Ideas</th>
<th>Standard 1 Outcomes</th>
</tr>
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<tbody>
<tr>
<td><strong>Health and physical education</strong></td>
<td>Personal and social development</td>
<td>Children recognise differences and similarities between themselves and others as they share with, and contribute to, the different groups in their expanding world.</td>
<td>1.3 Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.</td>
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<td></td>
<td>Health of individuals and communities</td>
<td>Children conceptualise that there are many dimensions to health, appreciating what it means to be healthy and understanding that health involves an interdependence between the individual and communities. Children identify safe and unsafe situations in homes, school, work and community environments. They explore rules and behaviours and develop skills to help themselves and others to remain safe and healthy.</td>
<td>1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members. 1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</td>
</tr>
<tr>
<td><strong>Society and environment</strong></td>
<td>Societies and cultures</td>
<td>Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others.</td>
<td>1.9 Demonstrates a capability to see and value points of view other than their own.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Text and contexts</td>
<td>Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures.</td>
<td>1.3 Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. 1.4 Distinguishes between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes.</td>
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<td></td>
<td>Strategies</td>
<td>Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.</td>
<td>1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts and, with teacher support, discusses their use of strategies.</td>
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* Indicates the major focus for this child protection curriculum
TOPIC 1
Practising protective strategies

During the activities in this topic, children will be considering various protective strategies. With the children, begin developing a list of potential strategies which will be used in the final activity in this topic.

ACTIVITIES

1.1 Memory activities

Discuss with children the situation where an adult doesn’t believe a child. So that they are more likely to be believed, children can use strategies such as having good observation skills, remembering as much as they can, and persisting until someone believes them.

Use any of the following suggested activities for children to practise observation skills:

- Remember the shopping activity: Children sit in a circle so that they can easily see everyone in the group. One person begins by saying, ‘I went to the supermarket and in my shopping trolley I put …’. The children then take it in turns to ‘place’ something into the ‘trolley’. Before they can do this they must name all the items already ‘placed’ in the ‘trolley’.
  Educators may wish to divide the class into smaller groups initially, as a whole class list of shopping items may be too long to remember for those who have their turn at the end of the activity.
  After the activity ask questions such as:
  - What clues can help someone remember things?
  - How important are listening skills in everyday activities?
  - What happened if someone didn’t listen or couldn’t remember?

- Remembering objects activity: Set out a tray of a small number of interesting objects. Ask a child to examine the objects, then cover them with a cloth. Ask children to draw or write what was on the tray. Discuss ways in which children can use their observation skills to help keep them safe.

1.1 When a child is not believed, he/she may feel helpless and despondent. The child may believe that ‘No-one can do anything to help me’ and ‘I am to blame’. The child’s vulnerability to further abuse is increased.

1.1 Children who are in abusive or potentially abusive situations may have a sense of control if they can employ their observation skills, so that they can provide evidence when reporting the situation.

Memory activities are important strategies for the development of observation skills.

It is important to remind children of the purpose of these fun activities and stories.
TOPIC 1 Practising protective strategies

1.2 Remembering name, address, telephone number

Involve parents/caregivers in teaching children their name, address and telephone number. Demonstrate addressing an envelope. Integrate a literacy activity on letter writing and arrange for children to post letters to their home address.

Rehearse making telephone calls for various purposes. Discuss use of public and mobile phones and use a teachable moment (RLS 13) such as on an excursion to reinforce appropriate use of telephones.

1.3 Revisiting personal networks

Children look at the personal networks that they developed in the ‘Relationships’ Focus Area (NNA 9).

Revise the term ‘trust’ and its meaning. Discuss with children that their networks may have changed because:

- someone may have moved away
- someone may have behaved in a way that shows he/she can no longer be trusted.

Children, individually, review their networks and record changes on a new network diagram.

Other suggested activity: Story

Revisit networks by reading the story Jasmine’s butterflies (NNA 9). In the story, Jasmine creates a network to help make her Early Warning Signs go away. Discuss with the children how she knows she is unsafe, the strategies that she uses, and her persistence to make the Early Warning Signs go away until she feels safe again. Other suitable stories include the Franklin series (available at <www.treehousetv.com/parents/tvShows/franklin/books.asp>.

1.2 Teach children how to use a telephone correctly. To practise reporting an incident that has caused Early Warning Signs, arrange for an adult to be an operator to receive calls from the children on an internal phone line and use toy phones for impromptu practice in play situations. Provide a prompt sheet showing the correct way to use a phone and place it by the toy phones. Remind children of emergency telephone numbers: 000 (for landlines) and 112 (for mobile phones).

1.3 Sometimes children may have difficulty telling an adult about abuse. If the child is unable to talk to a trusted adult and feels more comfortable telling a trusted child or young person the situation, the friend may in turn tell an adult who is known and trusted and who may act to help. Young people can be included on a child’s network. A useful checking question is: ‘How will this young person help you?’: Emergency services may be recorded on the child’s network diagram to remind the child that emergency service personnel are adults who can be trusted to do something to make the child feel safe again.

Children need to know that feelings of trust may change.

Distinguish between the need to talk with someone to help you feel safe and ‘telling tales’.

● Guess what’s different activity: Play this with the whole group in the following way:
  - Select a child to sit on a chair facing everyone. (Children may initially be more comfortable using an adult or a persona doll (RLS 17).)
  - Ask everyone to look carefully at what the child is wearing, how the child’s hair looks, and the colour of the child’s eyes and hair.
  - Ask the child go around a corner and change one or two things in his/her appearance.
  - Ask everyone in the group to close their eyes.
  - When the child returns to sit down, everyone opens their eyes.
  - Ask them to take a careful look at the child and suggest what might have changed.

● Story activity: Use stories such as Don’t forget the bacon or The shopping basket to reinforce the concept of using memory.
1.4 ‘What if ...?’ problem solving

Model the ‘What if ...?’ problem-solving model (see Appendix 13) (RLS 12) using a modified brainstorming strategy (RLS 10a). Select a scenario that is appropriate to children’s knowledge and context; for example, a problem with an angry dog or being lost at the shops. Remind children of the one-step-removed approach (NNA 3) and use protective interrupting (NNA 4).

Pose the problem and record each response. Encourage children who ‘pass’ to select an idea that another child has suggested. Emphasise that it is all right to learn from others’ ideas.

If a suggestion is unsafe or inappropriate ask: ‘How might this help keep someone safe’.

Revisit and rehearse the problem-solving strategy when there are class, group or individual issues (RLS 13).

An alternative problem-solving model is Stop, Think, Do in Appendix 14.

1.5 What if ...? scenarios

Use the four scenarios described in Appendix 15: ‘Practising protective strategies’ with a modified brainstorming strategy (RLS 10a). Each scenario gives children the opportunity to discuss and practise protective strategies. Use the separate protective strategy cards to discuss which strategies best match each scenario.

Use the notes below to add information about each scenario:

- Scenario 1: Children need to consider that people they don’t know (strangers) may be able to help them.
- Scenario 2: The Safety Assist program is a voluntary network of approved residences, shops, public buildings and public transport which displays the red and yellow Safety Assist sign indicating that reliable help is available there. The occupants of these premises and drivers of the public transport will contact police, family, ambulance or other appropriate agencies as the situation requires. In the case of a private residence, the person seeking help will be required to remain at the door while the occupier calls for help. For further information contact Safer Communities Australia Inc.
- Scenario 3: Revise the concept of an emergency. Ensure that children know that they ring the emergency telephone number 000 only in an emergency. On mobile phones the number to call is 112 for an emergency.
- Scenario 4: When children are encouraged to be assertive, they may behave in inappropriate ways with their peers, with adults, with educators and with their family. They need to be helped to understand that when they assert their own rights they must also respect the rights of others. You can help parents/caregivers to understand that children will make mistakes in practising these new skills, and you can provide advice on situations such as when a child says ‘no!’ at bath time.
1.6 Practising being assertive

Discuss how people can be assertive without using words. Examples could be:

- standing tall and square on
- looking at the other person’s face or eyes
- having a stern expression.

Children, working in pairs, repeat the protective strategy statements from scenario 4 (in Appendix 15), using an assertive voice and body language.

Discuss children’s responses using questions such as:

- What sort of body language did you use to say ‘no’ assertively?
- How did using body language affect the message? (Response could be: It made the message stronger and clearer.)
- What tone of voice did you use? (Response could be: Not yelling, but loud and clear.)
- What is this called when we say what we mean in a strong, clear way? (Response should be: Being assertive.)
- How is being assertive different from being aggressive? (Responses could include: being aggressive is when you act in a forceful or fierce way; being assertive is when you are strong and firm.)

Other suggested activity: Video

View the video Feeling safe, staying safe (NNA 7), vignettes 7, variations 1 and 8, and variations 1 and 2. These vignettes depict a child being assertive when being bribed and sexually harassed.

1.7 Freeze frame activity

Use puppets or the freeze frame technique (RSL 3a) to role-play situations where children practise assertiveness to keep themselves safe. At the end of each frame, children discuss how the participants feel. The situations must be hypothetical. They could include:

- teasing
- exclusion from a peer group
- name calling
- harassment or bullying
- inappropriate touching
- physical aggression
- yelling.

1.6 The vignettes must be previewed to determine their suitability for your group of children, and to decide how much of each will be shown, to avoid distress in children who may have experienced a similar situation (NNA 7). It is also essential that the one-step-removed strategy is implemented (NNA 3) when discussing these vignettes.

1.7 It is important to talk to children about role-playing assertive responses. They should not role-play abusive, bullying or harassing responses.
1.8 Saying NO activity

Working in pairs, children take turns to role-play (RLS 3) an imaginary situation where one partner asks a favour of the other. Children should make all answers negative, and should help each other to say ‘no’ firmly and assertively and in different ways, such as:

- Thank you for asking me, but the answer is no.
- No, I don’t feel like it.
- No, my mum wouldn’t like it.

Children can play a part in selecting suitable situations.

1.9 Choosing strategies to keep safe

Using the lists of protective strategies developed by children during the activities in this topic, make a large poster that can be added to as more strategies are identified (see the example on the right).

Encourage children to use the poster as a checklist when exploring problems.
Other suggested activity: Key shaped card or wallet card

Develop a key shaped card or wallet card with protective strategies written on it. Laminate them so that each child has his/her own set of strategies.

Other suggested activity: Website

Introduce children to the Child and Youth Health website at <www.cyh.com> and follow the prompts to ‘Kids’ health for children aged 6 to 12 years’. Preview the website and, if possible, arrange for another staff member to support children as they navigate the website to answer questions about their health and safety.

Resources


Child and Youth Health website at <www.cyh.com>

Department for Education and Children’s Services (1994) Feeling safe, staying safe: Protective behaviours, 69 minute video, vignette 7, variations 1 and 8, variations 1 and 2, DECS, South Australia


O’Malley, Justine (2002) Jasmine’s butterflies, Justine O’Malley, Western Australia

Safety Assist—A Program of Safer Communities Australia Inc, 76 Edmund Ave, Unley SA 5061

Waters, David Hamlyn (1991) Pete and Penny: Keeping ourselves safe, Medical Benefits Fund of Australia
TOPIC 2
Persistence

ACTIVITIES

2.1 Theme reinforcement
Discuss what each Theme means. Children make posters and banners to display in the classroom and across the school to illustrate the meaning of the Themes.

2.2 Introduction to persistence
To introduce the protective strategy of persistence expectation (NNA 10) read the story The lighthouse keeper’s catastrophe. In the story, the lighthouse keeper locks the door key inside the lighthouse, and persists until he and his wife find a way to get into the lighthouse.

Read other stories or view DVDs/videos that demonstrate persistence, such as Are you my mother?, Henny Penny, Finding Nemo, Chicken run, and the Madeline Series.

2.3 Persistence
Discuss with children what persistence involves. Brainstorm (RLS 10) some things that might be achieved with persistence, such as:
- learning to play a musical instrument
- playing a difficult computer game
- craft skills
- sports skills
- riding a bike
- writing a story
- telling until someone feels safe.

Children can draw these activities or cut and paste pictures from magazines to make a class book about persistence.
Other suggested activity: Y chart
Children develop their own Y chart (RLS 4) about persistence and make a display in the classroom.

Other suggested activity: Song
Learn the song ‘Go tell Aunt Rhodie’, from the Feeling safe cassette. The song reinforces the concept of persistence in using a network and includes activities to accompany the song.

Other suggested activity: Retelling a story
Use the traditional story Little red engine or videos such as Chicken run and Finding Nemo as models of persistence. Children work in small groups to tell their own versions of the story, describing the persistence strategies used by the characters. Scribe the stories, highlighting the protective strategies in a different colour from the rest of the text. Individual stories can be made into books, or can be collected into a class book.

2.4 Practising persistence
Children role-play persistence expectation (RLS 3). Line up children and select one to ask for help. Tell the other children that they must refuse to help, by making excuses, such as:

● I am busy.
● I have to go to work.
● You’re making it up.
● I have to get tea.
● You shouldn’t talk about rude things.

The child asking for help walks along the line and says to each person, ‘I’ve got a problem. Can you help me please?’. The last child in the line says, ‘Yes, come with me I will get someone to help you’.
Resources


Golding, Carolyn & Todd, Fiona (1994) Protective behaviours through drama, A Windows on Practice Publication, DECS, South Australia

Henry Penny. Traditional story

Little red engine. Traditional story


Stanton, Andrew & Unkrich, Lee (2003) Finding Nemo, video, DVD, Walt Disney, USA, Canada
appendices
### APPENDIX 1  Feelings vocabulary

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<th>Destructive</th>
<th>Happy</th>
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<th>Proud</th>
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**FOR EDUCATOR USE ONLY**
**FOCUS AREA:** The right to be safe  
**TOPIC 1:** Feelings

**APPENDIX 2  Feeling faces**

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<th>Happy</th>
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<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>Scared</td>
<td>Worried</td>
<td>Frustrated</td>
<td>Confused</td>
</tr>
<tr>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>Upset</td>
<td>Ashamed</td>
<td>OK</td>
<td>Hurt</td>
</tr>
<tr>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
</tbody>
</table>
This appendix is for educator reference only. Children should develop personal drawings of their own Early Warning Signs on a body outline to enable them to internalise and support their understanding of the concept. Some children may not have Early Warning Signs.
FOCUS AREA: Relationships
TOPIC 1: Trust and networks

APPENDIX 4 Wall of trust

Name

These things have helped build my trust in

(Person who might be on my network)
FOCUS AREA: Relationships

TOPIC 1: Trust and networks

APPENDIX 5  My personal safety network

This is an example letter only. Educators are encouraged to develop a letter suitable for their site and context.

Dear parent/caregiver

Our class has been learning about personal safety. The child protection curriculum is based on two important Themes:

We all have the right to be safe

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

In our lessons we are developing a network of trusted people to talk to when we need help.

Trusted people on a network will:

● help children when they are unsafe
● listen to them when they have Early Warning Signs that won’t go away
● believe that it is a problem
● do something to help children be safe.

Enclosed with this letter is your child’s network. Please talk to your child about the people on his/her network. If you are concerned about any of the people on the network, or people who have been omitted, it is important to remember that it is the child’s selection.

We suggest that it is important to review networks regularly with your child as members of the network may change for a variety of reasons.

Please feel free to discuss any part of the child protection curriculum with myself or the principal.
APPENDIX 6  How I can contact the people on my network

Name

Draw the face of the network person in the circle. You may need to consult with parents/caregivers.

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Network member’s name: ____________________________
Phone number: ____________________________

Emergency numbers

Police/Ambulance/Fire: 000 (112 for mobile)
Kids Help Line: 1800 551 800
Child Abuse Report Line: 13 1478
FOCUS AREA: Relationships
TOPIC 1: Trust and networks

APPENDIX 7  My relationship circle

Name ____________________________

People I don’t know
People I know
People who are important to me
People who are close to me
ME

STUDENT WORKSHEET
FOCUS AREA: Relationships

TOPIC 2: Rights and responsibilities

APPENDIX 8 The UN Convention on the Rights of the Child

For Educator Reference Only

The United Nations Convention on the Rights of the Child affirms that all children are entitled to:

1. The enjoyment of the rights mentioned, without any exception whatsoever, regardless of race, colour, sex, religion or nationality.

2. Special protection, opportunities and facilities to enable them to develop in a healthy and normal manner, in freedom and dignity.

3. A name and nationality.

4. Social security; including adequate nutrition, housing, recreation and medical services.

5. Special treatment, education and care if handicapped.

6. Love and understanding and an atmosphere of affection and security, in the care and under the responsibility of their parents whenever possible.

7. Free education and recreation and equal opportunity to develop their individual abilities.

8. Prompt protection and relief in times of disaster.

9. Protection against all forms of neglect, cruelty and exploitation.

10. Protection from any form of racial, religious or other discrimination, and an upbringing in a spirit of peace and universal brotherhood.

FOCUS AREA: Relationships  
TOPIC 3: Use and abuse of power

APPENDIX 9 Fair and unfair activity cards

Slippery dip scenario
Some junior primary children are lined up to go down the slippery dip. Someone new comes along and wants to have a turn. The children let him in.

Returning the ball scenario
A group of Year 2 girls are shooting for goals on the netball court. Their ball bounces into some older girls’ game. One of the older girls calls out, ‘Here it is!’ and gently rolls the ball back.

A cricket game scenario
It is cricket season and all the children are keen to play. When the Years 1 and 2 children get to the cricket pitch first at recess, some older boys tell them to ‘Go away!’. The older boys say that because they are older and better players they should be able to play on the cricket pitch.

At the canteen scenario
Two Reception girls regularly go to the canteen at lunchtime, in the hot weather, for an icy stick. Several older girls hang around the canteen and ask the younger girls to buy them an icy stick or to give them their change.

Taking pens and pencils scenario
A Year 1 boy takes other children’s pens and pencils without asking.
FOCUS AREA: Recognising and reporting abuse

TOPIC 1: Names of parts of the body, privacy and touching

APPENDIX 10   Touching in relationships

FOR EDUCATOR USE ONLY
FOCUS AREA: Recognising and reporting abuse

TOPIC 1: Names of parts of the body, privacy and touching

APPENDIX 10a  Touching in relationships—Template

Name

Touching in relationships
FOCUS AREA: Recognising and reporting abuse  
TOPIC 2: Recognising abusive situations and secrets

APPENDIX 11 General definition of abuse for educators

DO NOT HAND OUT TO CHILDREN

General definition of physical abuse
Physical abuse is commonly characterised by physical injury resulting from practices such as:
- hitting, punching, kicking
- shaking (particularly young babies)
- burning, biting, pulling out hair
- alcohol or other drug administration

General definition of sexual abuse
Sexual abuse occurs when someone in a position of power to the child/young person uses his/her power to involve the child/young person in sexual activity. Behaviour can include:
- sexual suggestion
- exhibitionism, mutual masturbation, oral sex
- showing pornographic material
- penile or other penetration of the genital or anal region
- child prostitution
- using children/young people in the production of pornographic films or material

General definition of emotional abuse
Emotional abuse tends to be a chronic behavioural pattern directed at a child/young person whereby a child’s/young person’s self-esteem and social competence is undermined or eroded over time. Behaviour may include:
- devaluing
- corrupting
- igniting
- isolating
- rejecting
- terrorising
- chronic or extreme spousal abuse in the child’s presence

General definition of neglect
Neglect is characterised by the failure to provide for the child’s/young person’s basic needs. Behaviour may include:
- inadequate supervision of young children for long periods of time
- failure to provide adequate nutrition, clothing or personal hygiene
- failure to provide needed or appropriate health care/medical treatment
- disregard for potential hazards in the home
- forcing child/young person to leave home early
- allowing child/young person to engage in chronic truancy

Behaviour which constitutes sexual abuse includes: sexually suggestive behaviour, suggestive comments, exposing of genitals, exposure to pornography, fondling or touching sexual parts, masturbating in front of a child, oral sex, penetrating the anus or vagina with any object and prostitution. It should be reinforced that none of this behaviour is OK and it is never the child’s fault. Even if the child didn’t say ‘no’, or even participated willingly, engaging in sexual activity with a child is a crime. All adults have a responsibility to protect children and keep them safe from abuse.

This may be a sensitive area for discussion where there are students who have experienced hardship, trauma, abuse or neglect and their basic needs for safety and well-being have not been met. Special sensitivity is also needed where there are students who have experienced separation from or loss of their main caregivers. Strategies for talking about sensitive issues, such as one step removed and protective interrupting, are advised.
FOCUS AREA: Recognising and reporting abuse  
TOPIC 2: Recognising abusive situations and secrets

APPENDIX 12  Secrets cards

<table>
<thead>
<tr>
<th></th>
<th>Mum and dad find out that mum is going to have a baby. Everyone is very happy. They don't want anyone to know yet. They have told their children not to tell anyone until just before the baby is born.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The music teacher at school is leaving. Everyone will miss him. The class is planning a farewell party for him. They don't want him to find out yet.</td>
</tr>
<tr>
<td>3</td>
<td>A boy stays over at his friend’s house. The older brother asks the boys to have a bath with him. He tells the boys that if they tell anyone, they will be bashed up.</td>
</tr>
<tr>
<td>4</td>
<td>The family has a party. The girl’s uncle asks her to come outside to look at some toys in his shed. He tries to touch her bottom and when she says ‘No’ he says he will give her a special toy and makes her promise not to tell.</td>
</tr>
<tr>
<td>5</td>
<td>A child from Kids Club is sick. Everyone in the club makes her a card and the Kids Club leader sends it in the mail. The leader tells everyone, that if they see her before she gets the card, they must not tell her about it.</td>
</tr>
<tr>
<td>6</td>
<td>A girl accidentally breaks a window. Her mum is angry and hits her with a belt. Her mum tells her not to tell anyone else or she might be taken away.</td>
</tr>
</tbody>
</table>
**FOCUS AREA:** Recognising and reporting abuse  
**TOPIC 2:** Recognising abusive situations and secrets

**APPENDIX 12a  Chart for secrets activity**

<table>
<thead>
<tr>
<th>SAFE SECRETS</th>
<th>UNSAFE SECRETS</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secrets that are OK to keep</td>
<td>Secrets that are NOT OK to keep</td>
<td>Secrets to be checked out with someone from our network</td>
</tr>
</tbody>
</table>
FOCUS AREA: Protective strategies

TOPIC 1: Practising protective strategies

APPENDIX 13  What if …? problem-solving model

What if …?

Identify  the problem

Ask  the questions:
• What if someone …?  
• How could someone keep safe even if …?

Brainstorm

Consider the consequences. Ask:
• How might this help keep someone safe?

Consult—Ask a person on your network:
• What do you think?

Choose  the idea that might work

Try it out

Evaluate—Was it a good choice?

Persistence—Try to solve it in different ways until success is achieved

Remember—Use your personal network
FOCUS AREA: Protective strategies
TOPIC 1: Practising protective strategies

APPENDIX 14   Stop, Think, Do problem-solving model

Stop (red)
- Say what the problem is
- Suggest what feelings someone might have
- Decide what needs to happen to keep safe
- Try to keep calm

Think (amber)
- List solutions
- Think what might be the consequence for each solution
- Think what feelings someone might have

Do (green)
- Choose a solution
- Try it out

Persist
- If the action is not successful return to ‘Think’ and persist in finding a solution

Adapted from Stop, Think, Do social skills training: Early years of schooling ages 4–8, by L Petersen & A Adderley, 2002, Australian Council for Educational Research, Victoria
**FOCUS AREA:** Protective strategies  
**TOPIC 1:** Practising protective strategies

**APPENDIX 15**  Practising protective strategies

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Protective strategy</th>
</tr>
</thead>
</table>
| **Pageant**  
What if someone went to the pageant or Royal Adelaide Show and couldn’t find his parent? How might he get help to be safe? | Ask for help from someone he doesn’t know. |

<table>
<thead>
<tr>
<th>Scenario 2</th>
<th>Protective strategy</th>
</tr>
</thead>
</table>
| **Riding a bike**  
What if someone fell or was pushed off her bike when she was riding home from school? How can she get help to be safe? | Go to a Safety Assist house, bus or shop. |

<table>
<thead>
<tr>
<th>Scenario 3</th>
<th>Protective strategy</th>
</tr>
</thead>
</table>
| **Rude pictures**  
What if someone was visiting a friend and the friend’s older brother wanted him to look at rude pictures? How can he get help to be safe? | Use the telephone to contact a person on his network, and ask the person to come and get him. |

<table>
<thead>
<tr>
<th>Scenario 4</th>
<th>Protective strategy</th>
</tr>
</thead>
</table>
| **Posing for pictures**  
What if someone was asked to pose for pictures with her clothes on and then she was asked to take them off for more pictures? | Say ‘no’ in the following ways:  
– NO, I don’t want you to do that.  
– NO, stop that.  
– NO, my body is private.  
– NO, I have to go home. |