

Let's talk about
keeping safe

3

A grown-up that James knows gives him a nice present, something he really wants, but the grown-up asks James to do something to return that makes him feel uncomfortable or scared.

What could James do?

13

Do your parents know about the games, apps and websites you enjoy?

Why or why not?

8

Izzy is waiting to be collected from her netball match. Her Dad's friend, Marie, drives past and offers to take her home. Izzy asks Marie for their **family password**. Marie doesn't know it, so Izzy doesn't go with her. A few minutes later her Dad turns up to take her home.

What is a family password and why was it important?

1

Every person in the world has the **right to feel safe**. As a child, you have a safety network of grown-ups you can ask for help.

Who are the grown-ups in your safety network that you can talk to about anything?

Conversation Cards
Educator Guide





Providing children with the opportunity to develop safety skills is one of the most precious gifts we can give to them and to ourselves.

In memory of Daniel Morcombe.

Table of contents

- 2** In memory of Daniel. Table of contents
- 3** Information, pre-activity chat and instructions
- 4** Discussion guide: Cards 1 - 5 about personal safety
- 5** Discussion guide: Cards 6 - 10 about personal safety
- 6** Discussion guide: Cards 11 - 15 about personal and online safety
- 7** Discussion guide: Cards 16 - 20 about online safety
- 8** Conversation Cards to print: 1 to 4
- 9** Conversation Cards to print: 5 to 12
- 10** Conversation Cards to print: 13 to 20
- 11** Activity to print: Female body parts
- 12** Activity to print: Male body parts
- 13** Activity to print: My safety network
- 14** References

Information for Educators

All children should learn about personal safety. This includes being able to **Recognise** body clues, **React** in an unsafe situation and **Report** to an adult who can help. Personal safety education aims to provide children with the knowledge and skills needed should they, or someone they know, require them.

When delivering personal safety education, uniquely, teachers can draw from their knowledge of pedagogical principles and offer a learning space where children feel safe and valued.

Personal safety education should be regularly taught to enable ongoing appropriate learning and it is imperative that opportunities are provided to practise safety strategies and develop important knowledge and skills over time.

Pre-activity chat

Before you begin, inform the children that this activity is about personal safety because everyone has the right to feel safe. Share these important rules for the session:

- 1) Be nice, respectful and kind to each other
- 2) Try to join in but it's okay if you want to 'pass' a question
- 3) If you have a private story to tell, talk to an adult after the session
- 4) Students are all different, including their family structures, it is important to value this diversity
- 5) You are welcome to ask your teacher questions during the activity

Ask children to identify who they can talk to if they have questions or want to talk about the lesson.

Activity instructions

This resource contains 20 cards designed to spark conversations about personal safety and not to elicit disclosures from students. They are suitable for a range of ages, learning styles and abilities, including those with additional learning needs.

They can form part of a whole class or small group discussion facilitated by the teacher.

1. Print and cut the Conversation Cards. You may also like to get some paper and pencils ready for the various activities which involve drawing and allowing the children to be creative. Further, you can print out the My Safety Network and Body Parts activities, found at the end of this pack, for the students to complete during or after the session.
2. Take turns to draw a conversation card and read the question aloud to the group.
3. Discuss answers to the question on the card, some ideas and suggested answers have been provided to help you guide the conversation.
4. Repeat until all the Conversation Cards have been used.

Follow up by asking students to identify who they can talk to if they have questions or want to talk about the lesson.

Other activities

Throughout this guide, additional activities have been suggested. These include creating posters, designing avatars, role-play, videos and Daniel Morcombe Foundation educational activities which can be found at the end of this pack or at DanielMorcombe.com.au.

Conversation Cards discussion guide for Educators, cards 1 to 5

- 1.** Every person in the world has the **right to feel safe**. As a child, you have a safety network of grown-ups you can ask for help.

Who are the grown-ups in your safety network that you can talk to about anything?

Answers could include: Mums, Dads, Caregivers, Grandparents, Teachers, Sports Coaches, Uncles, Aunties, Friend's parents, Police

Activity: Complete My Safety Network activity. See page 13.

- 2.** Max and Lyla are friends. One day, while they are playing on the swings, Lyla tells Max that someone she knows well has hurt her.

What do you think Max could say to help Lyla?

Answer: Max could tell Lyla to talk to one of her safety helpers. He could reassure Lyla that she will not get into trouble for telling one of her safety helpers. Max could tell one of his safety helpers what Lyla has told him.

Activity: Ask students to role play how they would support a friend seeking help.

- 3.** A grown-up that James knows gives him a nice present, something he really wants, but the grown-up asks James to do something in return that makes him feel uncomfortable or scared.

What could James do?

Answers: James can say no, even if the adult is someone close to his family or a family member. Although it is scary and can be difficult to do, James can say no to anything that makes him feel uncomfortable. He needs to tell a safety helper. He should never have to do a favour for someone that makes him feel uncomfortable or scared.

Activity: Ask students to role play what they would do if James was their friend.

- 4.** Everyone has **public** and **private body parts**.

Which parts of the body are the private body parts?

Answers: Your private parts belong to you and are covered by underwear or swimmers. People are not allowed to touch or look at your private parts, make you touch or look at their private parts, or make you look at photos or videos of private parts. It is important to teach children the correct anatomical names for their private parts, these are the words that a doctor would use.

Activity: Complete body parts female and body parts male activities. See page 11 and 12.

- 5.** There is a difference between a **safe secret** and an **unsafe secret**. Safe secrets make people feel happy or excited. Unsafe secrets make people feel uncomfortable or scared.

Someone has asked Jake to keep an unsafe secret, what could Jake do?

Answers: It is never safe to keep an unsafe secret, even if it is a family member or someone Jake knows well who has asked for the unsafe secret to be kept.

Jake could tell one of his safety helpers and know that he will never be in trouble for doing so.

Conversation Cards discussion guide for Educators, cards 6 to 10

6. Someone has made Freddy feel uncomfortable and he has told a grown-up on his **safety network**, but Freddy didn't feel like that grown-up listened to him.

What would you tell Freddy to do?

Answer: Freddy should talk to his safety helpers and they should listen to him. However, if Freddy feels like he was not listened to, he should tell them again and tell another one of his safety helpers. **It is important that he keeps telling adults in his safety network until someone listens to him.**

7. When someone feels uncomfortable or unsafe, they might get some '**body clues**'. These can include a sick feeling in their tummy or their heart might beat faster.

What are some other body clues someone might have if they feel unsafe?

Body clues could include:

- Wobbly knees
- Sweaty palms
- Quick breathing
- Warm cheeks
- Heart pounding
- Goosebumps
- A shaky voice
- Eyes wide open or shut
- Hair standing on end
- Tears
- Shaking or shivering
- Accidentally going to the toilet
- Feeling like they have a lump in their throat

It is important to recognise these body clues, take action to feel safe again and then immediately tell a safety helper what happened to make the body feel these things. A child will never be in trouble for speaking to a safety helper.

8. Izzy is waiting to be collected from her netball match. Her Dad's friend, Marie, drives past and offers to take her home. Izzy asks Marie for their **family password**. Marie doesn't know it, so Izzy doesn't go with her. A few minutes later her Dad turns up to take her home.

What is a family password and why was it important that Izzy's family had one?

Answer: A family password is a simple way to prevent someone tricking you into going with them. With your family, choose an easy word to remember, like 'pizza' or something silly like 'batman sneezes' (don't use these ones though, because lots of people will see these). Your parents or carers will choose who knows your family password. If a person comes to collect you, make sure they know the family password. No password- no go! It's important that Izzy's family had a family password because it meant she didn't go with Marie, which could have put her in an unsafe situation.

Video: [Create a family password](#)

Available on our website: Keeping Kids Safe resources > Videos and Activities > Parents and Carers > Creating a family password

9. Recently Nate has been feeling unsafe.

Why is it important that Nate tells a grown-up from his safety network that he doesn't feel safe?

Answer: All children have the right to feel safe. It is important that Nate tells one or more of his safety helpers so that they can help him to feel safe. Everyone has the right to feel safe.

10. Do you know the phone numbers of your safety helpers?

Who else can you call if you ever feel unsafe and need to tell someone?

Answer: You should keep the phone numbers of your parents or carer somewhere safe so you can access them if you need them, like in your school bag, pencil case or phone. Try to memorise the numbers if you can. **If you are in danger, immediately contact the police on 000.**

Conversation Cards discussion guide for Educators, cards 11 to 15

11. There are 3 Rs to remember when we are learning to stay safe: **Recognise** body clues, **React** in an unsafe situation, **Report** to a grown-up who can help.

How could someone 'react' if they found themselves in an unsafe situation?

Ways to React:

- Say 'NO'
- Run
- Scream 'HELP'
- Tell a safety helper

Activity: Ask students to design and create their own 'Recognise, React, and Report' poster. They may wish to take them home or they could be displayed in the classroom.

12. Kids Helpline '1800 55 1800' is a free, 24/7 counselling service that all kids in Australia can use to speak to a grown-up at any time, for any reason.

What do you think children all over Australia phone about?

Answer:

- Anything that might be bothering them
- Bullying and cyberbullying
- Something at home or school
- Family issues
- If they feel sad, scared, angry or lonely
- School and study stress
- Friendship and relationships
- Gender identity
- Sexuality
- Mental health
- Body issues
- They feel unsafe

Activity: Ask students to create a poster to inform other children about Kids Helpline '1800 55 1800'. Visit kidshelpline.com.au for more information.

13. Do your parents or carers know about the games, apps and websites you enjoy?

Why or why not?

Answer: You should teach your parents or carers about the games, apps and websites you enjoy so they are aware, and they can help you. You should also allow them to be 'friends' with you on social media or games, so they can speak to you if they see something concerning or something they don't think is safe.

14. Carla and Tegan have been talking online for a long time now, but they have never met in the real world. Tegan has asked Carla to meet her at the weekend.

What do you think Carla could do?

Answer:

- Immediately tell one of her safety helpers
- Stop communicating with the person
- Not agree to meet them
- Not give them her full name, address or any other personal details

15. It's important to know how to stay safe in the 'real world' and the 'online world'.

Can you explain the difference between the 'real world' and the 'online world'? What things do you do to stay safe online?

Answer: If you can throw a ball and the person you are talking to can catch it, then they are in the 'real world'. If you throw a ball and it hits your device screen and bounces back, then they are in the 'online world'. To stay safe online don't send photos or videos to others, don't share your personal information and don't post or share mean or rude content. Always let your parents or carers know what you are doing online.

Conversation Cards discussion guide for Educators, cards 16 to 20

16. Molly put a **private photo** of Chris online without asking Chris if it was okay to do that.

What could Chris do to get the photo removed from the internet?

Answer: Molly is not allowed to put a private photo of Chris online and it is important that Chris reports it. Chris can tell an adult from his safety network or call Kids Helpline for support. He can report it to the social media service where the image is posted. If they don't remove it within two days, Chris can also make a report to the eSafety Commissioner.

17. Katie and Ellis are friends in the **'real world'** and they also talk to each other on the internet. Ellis notices someone is being unkind to Katie on the internet and he thinks they might be **bullying** her.

What could Ellis do to help Katie?

Answer: Ellis could tell one of his safety helpers and encourage Katie to tell one of hers. He could report the bullying to the social media service that it is occurring on. If the social media service does not remove the material within two days, Ellis should report it to the e-Safety Commissioner.

Activity: Ask the students to role play the actions they would take to support a friend who was being bullied online. Answers can include:

- Tell the friend that you care
- Ask the friend if they need help
- Encourage the friend to tell their safety helper
- Tell one of your own safety helpers
- Suggest that your friend block and report the bully

18. On the internet, someone has asked Niya to send them her personal information.

What information is 'personal information'?

What would you tell Niya to do?

Answer: Your personal information may include your full name, address, phone numbers, school, date of birth, email address or username and password. Personal information can help us communicate with friends and family, but we need to be careful not to share our personal information online. Niya should: Immediately tell one of her safety helpers, not communicate any further with the person, not send any personal information and turn off her device or computer.

19. Mark likes playing **online games**.

Do you play any online games?

How might someone make Mark feel uncomfortable while he is playing an online game?

Answer: They could ask Mark personal questions or for a photo, be mean to him, put him under pressure, ask him to 'private message', ask him to keep their chat a secret or ask him to meet in person. For further discussion, ask the children what Mark could do if someone made him feel uncomfortable.

Activity: Ask students to design their own avatar and screen name they could use to represent themselves while playing an online game. Remind them not to use their own name, date of birth or school.

20. Chloe is playing an **online computer game**. Hannah starts talking to her. They both love puppies, dancing and they even have the same favourite TV show. Are Hannah and Chloe friends? Use the word 'because' to explain your answer.

Answer: It is easy for people to lie online. Even if they have been chatting for a while and they feel comfortable talking to each other, Chloe cannot be sure that Hannah is telling the truth. Some people try to make friends online for the wrong reasons, even if they appear to like all the same things, seem nice or offer gifts, they are not friends. For further discussion, ask these questions: Do you know who someone is, just by what they say to you online? How does Chloe know that Hannah is telling the truth? Can you trust this person like you would trust one of your school friends?

Keeping kids safe!

Conversation Cards

Suitable for children from 5+

Activity



20 cards to spark conversations about personal safety.

Cards 1 - 12 cover personal safety in the real world and cards 13 – 20 explore online safety.

Instructions

1. Print and cut the Conversation Cards.
2. Discuss the safety rules; be kind and respectful to each other, it's okay to 'pass', if a child has a private story they should tell an adult after the session and it's good to ask questions.
3. Take turns to draw a conversation card and read it aloud to the group.
4. Discuss answers to the question on the card, some ideas and suggested answers have been provided to help you guide the conversation.
5. Repeat until all the Conversation Cards have been used.



1

Every person in the world has the **right to feel safe**. As a child, you have a safety network of grown-ups you can ask for help.

Who are the grown-ups in your safety network that you can talk to about anything?

2

Max and Lyla are friends. One day, while they are playing on the swings, Lyla tells Max that someone she knows well has hurt her.

What do you think Max could say to help Lyla?

3

A grown-up that James knows gives him a nice present, something he really wants, but the grown-up asks James to do something in return that makes him feel uncomfortable or scared.

What could James do?

4

Everyone has public and **private body parts**.

Which parts of the body are the private body parts?

5

There is a difference between a **safe secret** and an **unsafe secret**. Safe secrets make people feel happy or excited. Unsafe secrets make people feel uncomfortable or scared.

Someone has asked Jake to keep an unsafe secret, what could Jake do?

6

Someone has made Freddy feel uncomfortable and he has told a grown-up on his **safety network**, but Freddy didn't feel like that grown-up listened to him.

What would you tell Freddy to do?

7

When someone feels uncomfortable or unsafe, they might get some '**body clues**'. These can include a sick feeling in their tummy or their heart might beat faster.

What are some other body clues someone might have if they feel unsafe?

8

Izzy is waiting to be collected from her netball match. Her Dad's friend, Marie, drives past and offers to take her home. Izzy asks Marie for their **family password**. Marie doesn't know it, so Izzy doesn't go with her. A few minutes later her Dad turns up to take her home.

What is a family password and why was it important that Izzy's family had one?

9

Recently Nate has been feeling unsafe.

Why is it important that Nate tells a grown-up from his safety network that he doesn't feel safe?

10

Do you know the phone numbers of your **safety helpers**?

Who else can you call if you ever feel unsafe and need to tell someone?

11

There are 3 Rs to remember when we are learning to stay safe:

Recognise body clues.
React in an unsafe situation.
Report to a grown-up who can help.

How could someone 'react' if they found themselves in an unsafe situation?

12

Kids Helpline **1800 55 1800** is a free, 24/7 counselling service that all kids in Australia can use to speak to a grown-up at any time, for any reason.

What do you think children all over Australia phone about?

13

Do your parents or carers know about the games, apps and websites you enjoy?

Why or why not?

14

Carla and Tegan have been talking online for a long time now, but they have never met in the real world. Tegan has asked Carla to meet her at the weekend.

What do you think Carla could do?

15

It's important to know how to stay safe in the 'real world' and the 'online world'.

Can you explain the difference between the 'real world' and the 'online world'?

What things do you do to stay safe online?

16

Molly put a **private photo** of Chris online without asking Chris if it was okay to do that.

What could Chris do to get the photo removed from the internet?

17

Katie and Ellis are friends in the 'real world' and they also talk to each other on the internet. Ellis notices that someone is being unkind to Katie on the internet and he thinks they might be **bullying** her.

What could Ellis do to help Katie?

18

On the internet, someone has asked Niya to send them her **personal information**.

What information is 'personal information'?

What would you tell Niya to do?

19

Mark likes playing **online games**.

Do you play any online games?

How might someone make Mark feel uncomfortable while he is playing an online game?

20

Chloe is playing an **online computer game**. Hannah starts talking to her. They both love puppies, dancing and they even have the same favourite TV show.

Are Hannah and Chloe friends?

Use the word 'because' to explain your answer.



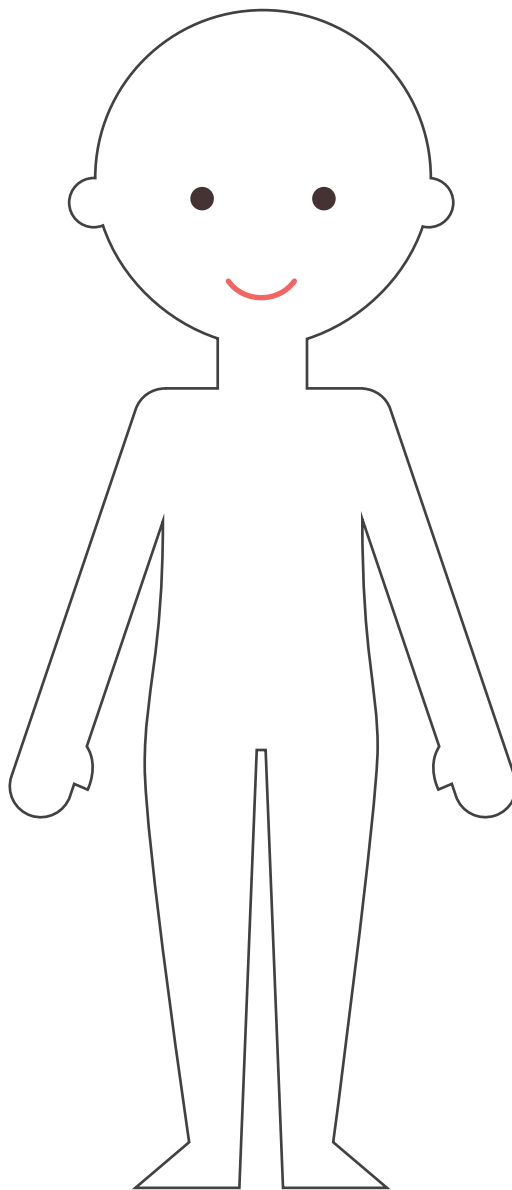
Keeping kids safe!



Body parts

Female

Activity



I can talk to adults that can keep me safe about private parts.

Write the names or paste pictures of the people you can talk to if you have a question about private parts.

--	--	--	--

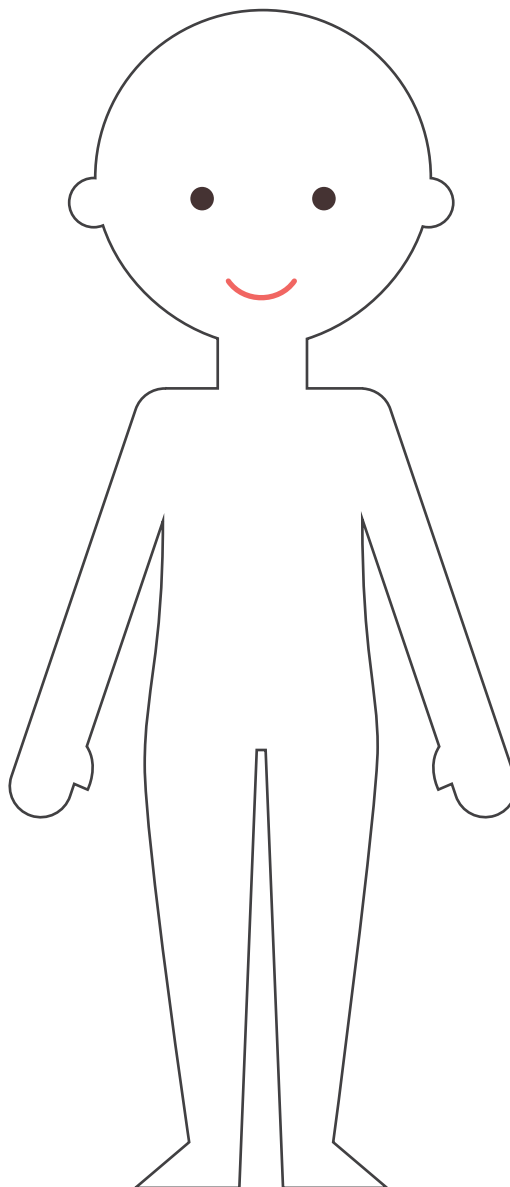
Keeping kids safe!



Body parts

Male

Activity



I can talk to adults that can keep me safe about private parts.

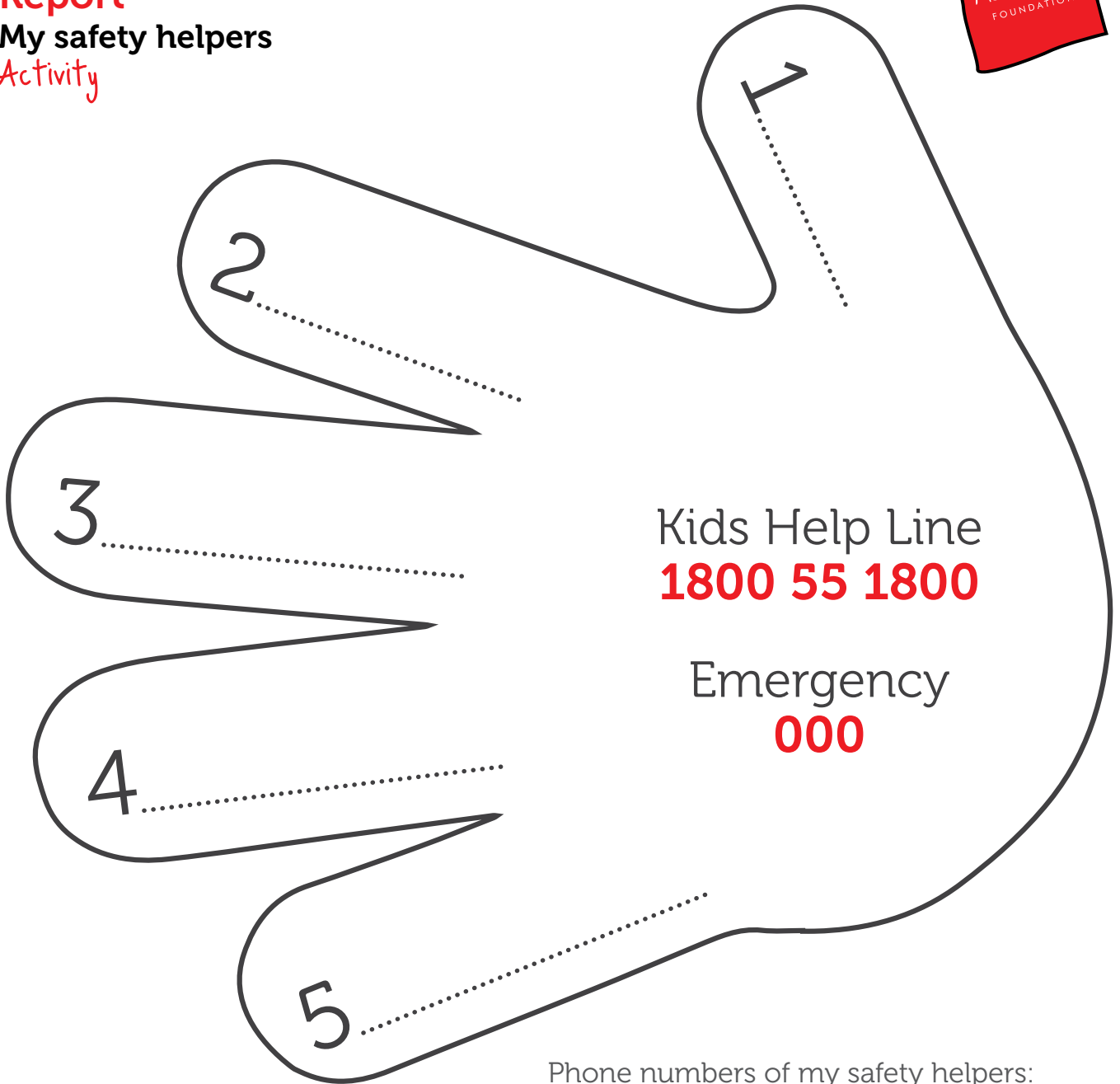
Write the names or paste pictures of the people you can talk to if you have a question about private parts.

--	--	--	--

Keeping kids safe!



Report
My safety helpers
Activity



Kids Help Line
1800 55 1800

Emergency
000

Phone numbers of my safety helpers:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



References

- Dale, R., Shanley, D. C., Zimmer-Gembeck, M. J., Lines, K., Pickering, K., & White, C. (2016). Empowering and protecting children by enhancing knowledge, skills and well-being: A randomized trial of Learn to BE SAFE with Emmy™. *Child Abuse & Neglect*, 51, 368-378.
- Miller-Perrin, C.L., Wurtele, S.K. & Kondrick, P.A. (1990). Sexually abused and nonabused children's conceptions of personal body safety. *Child Abuse & Neglect*, 14, 99-112.
- Scholes, L., Jones, C., Stieler-Hunt, C., Rolfe, B., & Pozzebon, K. (2012). The teachers' role in child sexual abuse prevention programs: Implications for teacher education. *Australian Journal of Teacher Education*, 37, 104-131.
- Smallbone, S. W., Marshall, W. L., & Wortley, R. K. (2008). Preventing child sexual abuse: Evidence, policy and practice. Cullompton, UK: Willan Publishing.
- Walsh, K., Berthelsen, D., & Nicholson, J. (2017). Sexual abuse prevention education. In S. Garvis & D. Pendergast (Eds.), *Health and wellbeing in childhood* (pp. 95-110). Cambridge University Press.
- Walsh, K., Zwi, K., Woolfenden, S., & Shlonsky, A. (2018). School-based education programs for the prevention of child sexual abuse: A Cochrane systematic review and meta-analysis. *Research on Social Work Practice*, 28, 33-55.