

Keeping kids safe!



Lesson 1: RECOGNISING body clues at different times and places (30 minute lesson)

CURRICULUM LINKS

Australian Curriculum: Health & Physical Education

Being healthy, safe and active

- Plan and practice strategies to promote health, safety and wellbeing (ACPPS054)

Communicating and interacting for health and wellbeing

- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

Australian Curriculum: Personal and social capability.

Social management – communicate effectively

- Identify and explain factors that influence effective communication in a variety of situations.

Intention and learning sequence

Students will **RECOGNISE** how different situations impact their individual ability to **RECOGNISE** body clues (times and places) and suggest possible ways to navigate this.

Resource needed

RECOGNISING body clues at different times and places activity, PowerPoint slides 2 - 6.

Aim

- To establish prior knowledge/assumptions of concepts surrounding 'safe', 'body clues' and 'help seeking'.

Slide 2: Introduce **RECOGNISE**

The first step in seeking help is **RECOGNISING** when we need to seek help.

Slide 3&4 - Safe, body clues, unsafe and help seeking

Discuss with class what these individual words mean and write shared definitions for the terms.

Slide 5 - Guided inquiry questions

1. What are some situations where children might need to seek help from an adult?
(Guide responses around the following: when they have a problem that they can't solve themselves, when they feel unsafe, when they need advice about something that has happened, when something has occurred outside of the scope that the child can comprehend/understand).
2. What are body clues?
3. Are there any situations where a child may not notice their body clues?
(Bike riding with earphones in, being sleepy, being distracted with something are examples.)
4. When might children not be able to **REACT** to their body clues?
5. When might children choose not to **REACT** to their body clues?
6. How can a person tell if someone else is feeling unsafe?

Hand out resource **RECOGNISING body clues at different times and places**. Explain the handout to the students and allow them 5 minutes to fill it out.

Slide 6 - Discuss answers as a whole class

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Lesson 2: REACTION (30 minutes)

CURRICULUM LINKS

Australian Curriculum: Health & Physical Education

Being healthy, safe, and active

- Plan and practice strategies to promote health, safety and wellbeing (ACPPS054)
- Examine how identities are influenced by people and places (ACPPS051)

Communicating and interacting for health and wellbeing

- Practice skills to establish and manage relationships (ACPPS055)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

Australian Curriculum: Personal and social capability.

Social management – communicate effectively (Level 4)

- Identify and explain factors that influence effective communication in a variety of situations.

Self-management (Level 4)

- Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.

Intention and learning sequence

Students will identify their key safety helpers and identify up to five of their most helpful (appropriate) adults to seek help from dependent upon their situation.

Resource needed

REACTIONS activity, PowerPoint slides 7 - 11.

Aim

- To describe and apply strategies for identifying the most appropriate safety helper in a range of situations.
- To normalise help seeking behaviour.

Key points

- Children should always talk to an adult they trust or safety helper whenever they have body clues, are worried, scared or feeling unsafe.
- Nothing is too scary or awful to talk about.
- It is adults' responsibility to keep kids safe – you don't have to handle it on your own.
- It's ok if we haven't been able to talk to a safety helper in the past; it's never too late to tell.
- It's great to tell a friend but it's important to also tell an adult safety helper.
- A safety helper listens, is kind and your body clues feel safe.
- If a friend tells us they have been unsafe, we can encourage them to talk to one of their safety helpers or tell one of our safety helpers.

Slide 7

This is Lei. Lei is 11 years old and gets body clues whenever she feels unsafe. She always speaks to a safety helper but sometimes has trouble trying to figure out which safety helper to tell based on the situation. Remembering that the key message is 'A safety helper listens, is kind and your body clues feel safe'. Pass out handout – **REACTIONS**.

Slide 8

To help her practice coming up with the best **REACTION**, Lei's mum has come up with different situations and asked Lei to write down which safety helper she would/could talk to in each one. Can you help Lei work out who she should/could tell?

Allow 5 – 10 minutes for students to complete.

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Slides 9 – 11

Read each situation and ask students to identify (by raising their hand) which safety helper they think would be most helpful (appropriate) for each situation. Collect the student responses and tally the responses for each situation and enter the results into the graphs in the PowerPoint slides.

Discuss for each

- Why do you think X was the most popular choice of safety helper for this situation?
- What information do you think Lei should give the safety helper?
- What can Lei do if she speaks to the safety helper selected by the class and still feels unsafe?

Extension for each

- What could encourage Lei to seek help in this situation?
- What do you think could stop Lei from seeking help in this situation?

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Lesson 3: REPORT! Talking to a safety helper? (30 minutes)

CURRICULUM LINKS

Australian Curriculum: Health & Physical Education

Being healthy, safe, and active

- Plan and practice strategies to promote health, safety and wellbeing (ACPPS054)
- Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Communicating and interacting for health and wellbeing

- Practice skills to establish and manage relationships (ACPPS055)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

Australian Curriculum: Personal and social capability.

Self-management – Become confident, resilient & adaptable (Level 4)

- Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety.

Intention and learning sequence

Students will identify the most helpful (appropriate) adults to seek help from dependent on their specific situation.

Resource needed

REPORT! Where can kids find help? activity, PowerPoint slides 12.

Aim

- To investigate and identify organisations that can provide extra support for a variety of issues/situations.

Key points

- Children should be encouraged to access support from these organisations with a nominated safety helper but feel confident that they can also access some of these organisations by themselves if needed.
- Support is available and, in most cases, it is free and readily accessible.

Slide 12

There are organisations that exist to provide extra support to kids and their safety helpers when they need help solving a problem. Charlie and his mum are wanting to find a family technology agreement to use. They search online and find the Daniel Morcombe Foundation Website, which has a family technology agreement.

Click link to see the [Daniel Morcombe Foundation – Family Technology Agreement](#).

Slide 13

Our next activity is investigating which organisations offer support for kids and their help seekers and finding out what types of help each organisation can give. First you will fill out your safety hand. Think of up to five safety helpers and add one to each finger. Make sure at least one of them is someone who does not live with you. Click to show the first two rows of the handout prefilled. Discuss the two organisations and how they each can help. Ask children if they know of any other organisations.

Pass out worksheet – **REPORT! Where can kids and their safety helpers get help?**

Slide 14

What support services did you find?

Invite children to come up and talk about the support services that they located and what they can help with.