



AUSTRALIA'S BIGGEST CHILD SAFETY LESSON EARLY YEARS AND LOWER PRIMARY EDUCATION TOOLKIT

2022

Lesson Synopsis



It's all about boundaries and body parts!

In 2022 the Daniel Morcombe Foundation is encouraging **brave conversations** and Australia's Biggest Child Safety Lesson (ABCSL) will focus its lessons on **boundaries and body parts**.

Many people find talking about private body parts uncomfortable. But if a child knows the correct terminology associated with their private body parts, it signals to perpetrators of child sexual abuse that the child has had personal safety education. It also leaves the child less vulnerable to being targeted and more likely to be successful in obtaining help if something does happen.

Setting and communicating personal boundaries in a respectful way can help children assert their right to stay comfortable and enforce their right to stay safe.

ABCSL will explore the concept of personal safety boundaries, how to communicate a boundary, how to get help and the difference between safe and unsafe touch.

Why are personal boundaries important?

Child sexual abuse often begins with a perpetrator ignoring a child's personal boundaries and bodily autonomy. Talking to children about their personal boundaries can teach them to tell a safety helper if someone tries to cross a boundary.

Why should children know the correct names of body parts?

It is important to teach children the correct names of their body parts from a young age. Some offenders will test a child's personal safety awareness and knowledge of their anatomy to assess the risk of a child telling. Children who know the proper names and functions of private body parts are less vulnerable to being targeted by abusers and more likely to tell an adult if they have been harmed.

Video lesson overview

The 12 minute, animated video lesson has been developed to deliver personal safety messages to children in an empowering, non-threatening way.

Our two hosts, Jack and Jill, are 7 year old, animated characters hosting their very own news show called,

The Recognise, React, Report, REPORT with some help from their pet cat, Mr Meowsalot and a Torres Strait Island Elder, Aka Ruth.

The upbeat and engaging animation tackles difficult topics, including private body parts, in an age appropriate, trauma informed way.

The video lesson is plug-in and play and provides educators with an easy and engaging way to cover children's personal safety.

During the video lesson, the words vagina, vulva, penis, scrotum, testicle and bottom are used by our animated reporter, Jill. Jill tells us a story about a problem she ran into at school when she needed to get help for her sore eye. Jill's family only ever use silly names for their body parts so when she went to the nurse to get help for her itchy 'looking socket', her 'beady little blinker' or her 'peeper', the nurse had trouble understanding what she meant. Finally, the nurse understood Jill and was able to help.

After this incident, Jill's family decided to learn the correct names for all of their body parts, both public and private.

Jill explains the difference between public and private body parts using their anatomically correct names. This is best practice in child safety education because it makes children more aware of their bodies, less likely to be targeted by abusers and more able to seek help should they need it.

Jill outlines the rules about private body parts, including that no one should look at, touch or take photos of our private parts.

WARNING!!! ABCSL contains language that may make some children giggle.

ABCSL contains anatomically correct language for body parts. The lesson does not address the functions of private body parts or any sexual education.



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Creating a safe and supportive environment

Safety education is most effective when it is delivered in a safe and supportive environment.

To support student learning it is best to follow these strategies:

- establish respectful group guidelines
- reinforce key messaging
- one step removed
- protective interrupting
- consultation with parent/carers of students with a history of harm
- using a trauma informed approach.

See [this link for more information. Making Space for Learning – Trauma Informed Practice in Schools](#)

Notes to teacher

Within each activity there are explanations and scripts to support teachers to facilitate exploration of the suggested concepts. Some of the activities are quite generic with the aim that they can be contextualised to suit the specific learner needs.

Further resources, fact sheets and advice can be found on the Daniel Morcombe Foundation website www.danielmorcombe.com.au

My Body Safety Booklet



These activities expand on the personal safety and skills taught during ABCSL. This guide is intended to consolidate learning after watching ABCSL.

Personal safety education is more effective if families are supported to continue reinforcing the safety messages in the home environment as part of a comprehensive approach to support learning outcomes. To support this, children will create their own body safety booklet to read with their parent and carers. Students should be encouraged to apply what they have learned, practice prevention strategies and integrate personal safety information into daily classroom and home activities.

This guide contains information on how to make the booklet, how to reinforce the key messages in the ABCSL 2022, and suggestions for cross-curriculum activities to ensure that personal safety remains an ongoing classroom priority. The concepts covered, such as anatomical names of private body parts, are all part of the National Curriculum.

Parents and carers might find it uncomfortable to use these names with their children, so it is advised that they be provided with the parent information sheet prior.

Curriculum Links

Australian Curriculum: Health and Physical Education

Being healthy, safe and active

- Identify people and demonstrate protective behaviours that help keep them safe and healthy (ACPPS003)
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
- Name parts of the body and describe how their body is growing and changing (ACPPS002)

Communicating and interacting for health and wellbeing

- Identify and describe emotional responses people may experience in different situations (ACPPS005)
- Investigate how emotional responses may vary in depth and strength (ACPPS038)

Contributing to healthy active communities

- Identify actions that promote health, safety and wellbeing (ACPPS006)

Australian Curriculum: Personal and Social Capability

Social management - communicate effectively

- Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers.

Self-awareness - recognise emotions

- Identify a range of emotions and describe situations that may evoke these emotions.

Self-management - express emotions appropriately

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

Self-management - become confident, resilient and adaptable

- Identify situations that feel safe or unsafe, approaching new situations with confidence.

Aim

For children to create a Body Safety Booklet that can be taken home to read with their parent or carer.

Objectives

Students will

- Consolidate concepts introduced in ABCSL 2022.
- Identify parts of the body including public and private body parts.
- Identify the rules about private body parts.
- Describe strategies they could use if they feel unsafe.
- Explore what safe and unsafe means.
- Identify different body clues.
- Recognise the importance of listening to body clues.
- Explain that everyone has the right to tell others not to touch their body.
- Distinguish between a safe and unsafe secret.
- List people to go to if they feel unsafe.

Resources

- ABCSL 2022 early years and lower primary video.
- 1 x activity booklet per child (printed front and back).
- 1 x singlet and undies cut out shape page.
- Colouring pencils, scissors, glue, paper clips.
- Parent/carer letter to go home with booklet.

How To Make The Booklet

1. The booklet can be made by printing the next eight pages of this document on an A4 size page double-sided printing or using the A5 size template provided separately.
2. Choose print then select custom print range.
3. Print enough booklets for students to have one booklet each, selecting the correct number of books required for your class.

Making the booklet

1. The A4 booklet can be printed double-sided and stapled together in the top left hand corner.
2. To make the A5 booklet, download the A5 size template and print it double-sided. Ensure that you select 'flip on short edge' before pressing print.
3. Stack all pages and fold them in half to form an A5 booklet. Staple along the fold line to secure the pages.
4. Students are given their own booklet.



Overview of student tasks

Page 1: Students will write their names and decorate the title page of their booklet.

Page 2: Students will draw a line from the body part names boxes to the correct body part on the figures. This can be coloured in.

Page 3: Students will draw and colour in the singlet and undies on the picture to cover the private areas of the body. If students would prefer, there is a single page of singlets and undies for the students to colour in, cut out and glue on the bodies.

Page 4: Students colour in the pictures.

Page 5: Students select the body clues that are relevant to them. These are coloured in. Students may also draw their own body clues in the boxes provided.

Page 6: Students consider who they allow in their personal space boundaries. They can write the names within the circles and colour in.

Page 7: Students colour in the picture.

After page 8: Students write the names of their safety helpers on the safety hand.

Even at a young age, there may be children who don't feel comfortable with their body in some way. Consider any children who have a physical disability, who may feel uncomfortable discussing body parts and how they work.

There might also be children who have transgender family members or friends or children who themselves are questioning their gender, which may raise questions when learning about boys' and girls' private body parts.

Ensure that these concepts are dealt with sensitively and with respect, in an age-appropriate way, if brought up.

This guide is to be used after watching the early years and lower primary [ABC SL 2022](#).

Body Parts And Unsafe Secrets Or Touches



Ask	What lesson was Jill trying to teach us when she told us the story about her sore eye? Why do some people use silly names for some body parts?
Discuss	Are all of our bodies the same? What are some differences?
Explain	Today we are going to talk about why it is important that we know the proper names of our body parts. Learning the proper names of our body parts can help us take care of ourselves and shows that we respect our bodies.
Reflect	In the animation, Ms Buttercup taught us about private and public body parts. She said that our private body parts are covered by a singlet and undies and include our nipples, buttocks, vulva, vagina, penis and testicles. Who can tell me the proper name for a public body part? <i>Teacher to accept a few answers: head, hands, legs, arms etc.</i>
Explain	Sometimes people can feel embarrassed when they say the proper names for private body parts. But there is nothing wrong with using the correct names of our private body parts, they are just a part of our body - like all the other parts. We are going to practice saying the names of private body parts and it's okay to have a bit of a giggle when you say them if you are feeling uncomfortable. <i>Teacher to put the picture of a girl and boy body outline up on the smart board. Point to each of the private body parts and say the word.</i>
Explore	Because they are public body parts, does that mean anyone can touch our head, hands, legs or arms without our permission? <i>Emphasise that those parts are the parts that we can show in public. Nobody should touch any part of our body without our consent.</i>
Explore	Ms Buttercup spoke about special rules for our private body parts. Why are there special rules for our private body parts? Who can tell me what those rules are? <i>No one is allowed to touch, look at or take photos of our private body parts unless it's to keep us clean and healthy.</i>
Ask	Are there times when we don't need to cover our private body parts? In the shower, when we are getting dressed, when we are alone. What could a child do if someone was to break one of the rules about private body parts? <i>Say NO! Go away from the person (if they can) and talk to a safety helper.</i>
Reflect	Ms Buttercup said that if a grownup needed to help a kid with a private body part, it is never a secret.
Ask	When might a grownup need to help a child with a private body part? <i>To help keep them healthy, clean and well. A parent, carer, doctor, nurse or paramedic might need to help a child stay healthy and well. If they do, it is never a secret.</i>
Explain	Some secrets are unsafe and should never be kept. Unsafe secrets are any secrets that make you feel body clues, confused, uncomfortable, unsafe, icky, or any secret about a private body part. These secrets should never be kept. Even if someone made a child promise not to tell or gives them a present they should never keep an unsafe secret. It is never a child's fault if they tell an unsafe secret and it's important to tell a Safety Helper as soon as possible.



<p>Elaborate</p>	<p>How might we know if a secret is safe or unsafe? How could we check if a secret is safe or not?</p> <p>Safe secrets are happy secrets or surprises that make people feel good and can be told later. An unsafe secret is something that makes us feel confused or bad. If a child is ever worried about a secret being safe or unsafe, they should check with a safety helper.</p> <p><i>Body clues might also tell us that a secret is unsafe.</i></p>
<p>Game!</p>	<p>Tell students that you are going to play a game. They can stand up. You will read out a secret and students need to do a thumbs up if it's a safe secret and make a cross with their arms if it's an unsafe secret.</p> <p>Someone tells you a secret about a gift for your teacher. (safe)</p> <p>Someone tells you a secret about a touching game. (unsafe)</p> <p>Someone tells you a secret about taking off your clothes. (unsafe)</p> <p>Someone tells you a secret about a secret handshake. (safe)</p> <p>Someone tells you a secret about a threat. (unsafe)</p> <p>Someone tells you a secret about bullying. (unsafe)</p> <p>Someone tells you a secret about a birthday present. (safe)</p> <p>Someone tells you a secret about a threat. (unsafe)</p> <p>Someone tells you a secret about a present you bought for your sibling. (safe)</p> <p>Someone tells you a secret about a person's private parts. (unsafe)</p>
<p>Role Play</p>	<p>In pairs, students can practice ways of saying no using verbal and non-verbal words and actions.</p> <p>"NO!"</p> <p>"Stop it!"</p> <p>"STOP! It's not allowed."</p>
<p>Consolidate</p>	<p>Summarise the key concepts</p> <ul style="list-style-type: none"> • My body belongs to me. • My body parts have names and I know the proper names of all my body parts. • My private body parts are the parts covered by a singlet and undies. • No one is allowed to touch, look at or take photos of our private body parts unless it's to keep us clean and healthy. • If someone needs to help a child with a private body part, it is never a secret. • It is never a child's fault if someone breaks a rule about a private part. • If someone breaks the rules about our private body parts, we can say No! Stop! And tell a Safety Helper as soon as possible. It's never too late to talk to a Safety Helper.

Safety Helpers, Body Clues And Boundaries

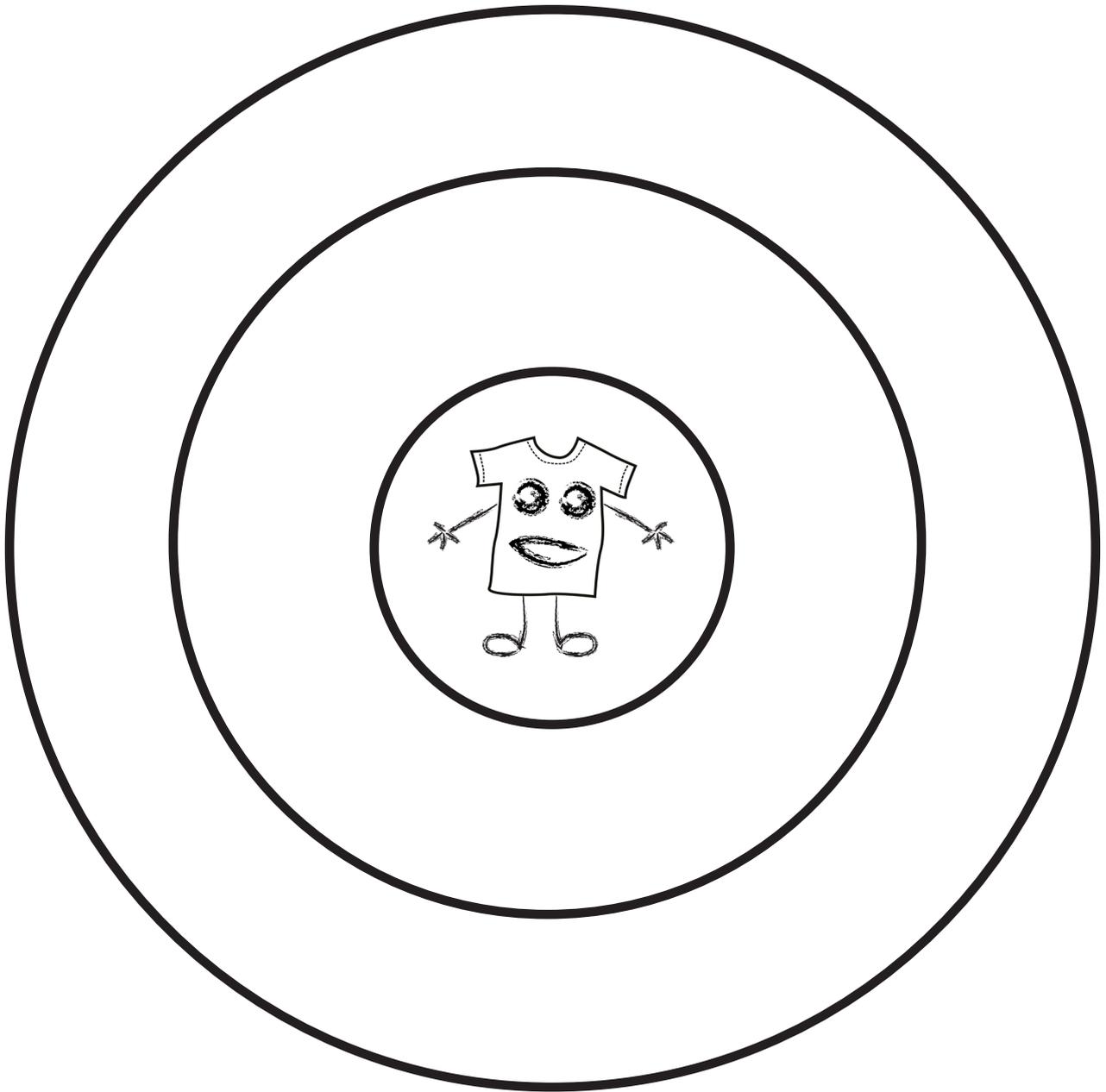


This guide is to be used after watching the early years and lower primary ABCSL 2022.

Ask	<p>What did Aka Ruth teach us during the video lesson?</p> <p><i>Aka Ruth is an elder from the Torres Straits and she taught us that grownups are responsible for keeping kids safe. She talked about having five Safety Helpers, one for each finger on our hand. Safety Helpers are grownups in your life that you could talk to if you ever felt worried, unsure or unsafe. We call these five Safety Helpers our safety network.</i></p>
Discuss	<p>What would be some characteristics of good Safety Helpers?</p> <ul style="list-style-type: none"> • Grownups who make us feel safe. • Grownups who listen to us and believe us. • Grownups who want to help us. • Someone from our family. • Someone from outside our family.
Recap	<p>When should someone talk to a Safety Helper?</p> <ul style="list-style-type: none"> • If we ever feel confused about whether something is safe or unsafe. • If we ever have a problem. • If someone tries to break a rule about private body parts. • If our body is giving us clues that we are unsafe. • If someone feels worried, scared or unsure. • If someone wants to share a story. <p>Remind students that nothing is so awful that we can't tell someone.</p>
Explore	<p>What could a child do if they told a Safety Helper about a problem, but the Safety Helper couldn't help them?</p> <p>They could keep telling until they get help. Reiterate that talking to a Safety Helper is always the right thing to do.</p>
Role Play	<p>Teacher notes: The scenarios below are meant to show times when a child might feel a body clue to demonstrate and practice help seeking even in situations where they may just be unsure if they are safe or unsafe.</p> <p>Recap body clues: clues that our body gives us that we might be unsafe. (shaky hands, funny tummy, butterflies, heart beating fast, goosebumps, sweaty palms etc.)</p> <p>Students will work in pairs.</p> <p>Explain that one student will be the child and one will be the Safety Helper. They will be given a scenario and the child will have to role play noticing body clues and then talking to their Safety Helper and how they were feeling. The Safety Helper has to listen to the child and respond by telling them that it is not their fault and that they have done the right thing, talking to a safety helper.</p> <p>Scenario 1: The child is hanging out with their friends, and it starts getting dark.</p> <p>Scenario 2: The child is in the playground with their friends when they notice a big dog.</p> <p>Scenario 3: The child's friend tries to make them keep an unsafe secret.</p> <p>Scenario 4: The child's aunt squeezes them too tight at a Christmas party and it makes the child feel uncomfortable.</p>
Recap	<p>Discuss the characters Boundary Billie and Mr Meowsalot from the video lesson.</p>

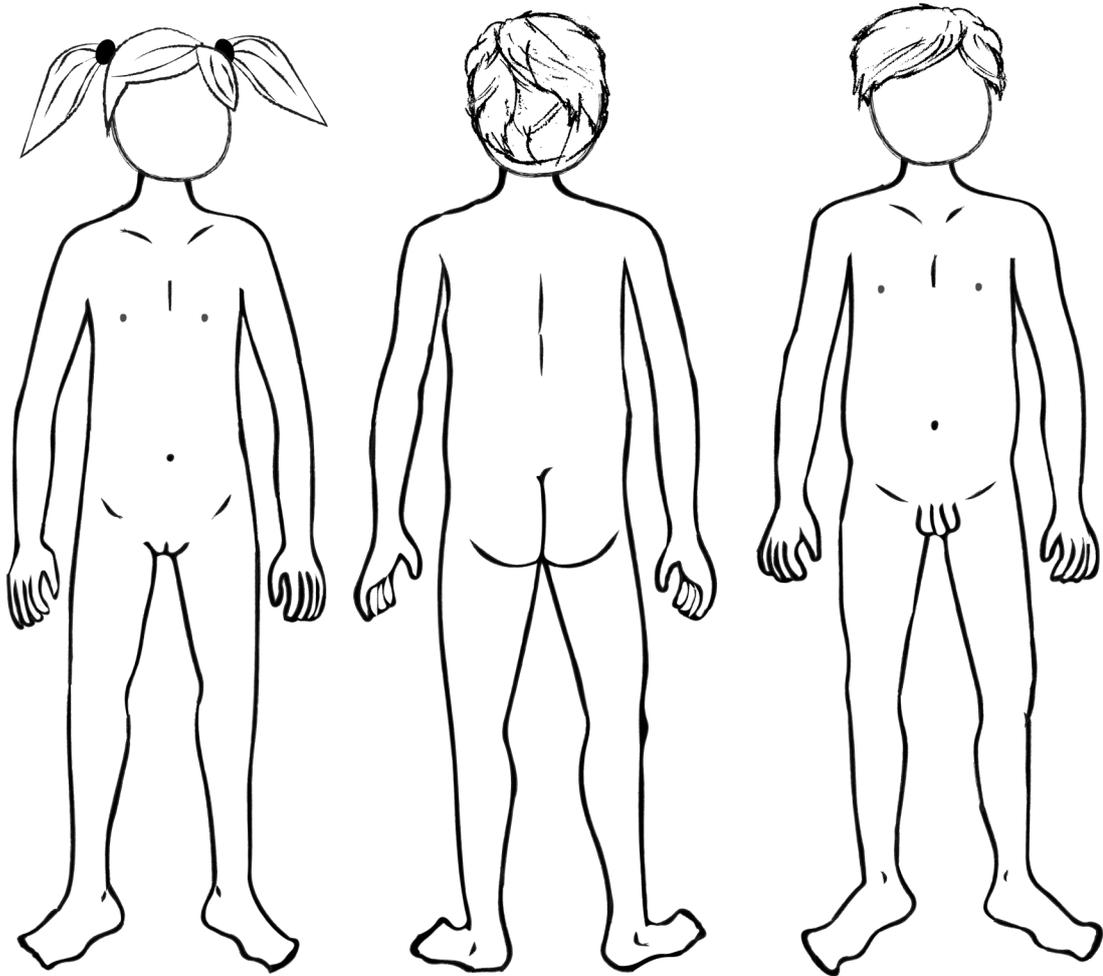


Ask	Ask students to think about their own pets, or animals they know. Do their pets do a good job at communicating personal boundaries?
Elaborate	Can you describe any body clues a cat might get when something is unsafe? <i>Ears prick up, fur goes spiky, whiskers twitch.</i>
Explain	As the boss of our bodies, we get to decide on our own personal boundaries. Everyone gets to decide who can touch them and who can enter their space.
Imagine	Have students sit far apart, stretch out their arms and shut their eyes. Ask them to pretend that they have a giant bubble around them that reaches their fingertips. Explain that this is our personal space boundary, and we are going to learn about boundaries by setting our own. We feel the most comfortable being close to people who we feel safe around. Think about the people that you feel safe around. They might be the people who you allow into your kiss and cuddle bubble. The next bubble is your hug bubble. This bubble is for people who you might give a hug to sometimes. Your third bubble is the high five or shake hands bubble. Who are the people you are happy to have in this bubble? The final bubble is our no touch bubble. In this bubble we might put strangers or other people we don't feel comfortable touching. Being aware of our personal space bubbles can help us know when someone is coming into our personal space when we don't want them to.
Discuss	What can we say if someone crosses or tries to cross one of our personal boundaries? <i>We can politely tell them to move away. We can also be forceful if they don't listen. Even if they are a grownup. Our body belongs to us and we get to say what goes.</i> Ways of saying no: <ul style="list-style-type: none"> • Playful no. "No way!" while laughing • A polite no. "No thankyou" • A firm no. "No, you can't" • An angry no. "No! I don't want to do that" • The emergency no. "NO! STOP! DON'T!".
Elaborate	Does everyone have the same boundaries? How can we tell what other people's boundaries are?
Consolidate	Summarise the key concepts <ul style="list-style-type: none"> • Grownups are responsible for keeping kids safe. • Telling a Safety Helper is always the right thing to do. • Persistence in help seeking. • Responding to body clues and seeking help. • Setting boundaries. • Ways of saying no.



My body safety
booklet

Name: _____



Mouth

Penis /
Testicles

Nipples

Vagina /
Vulva

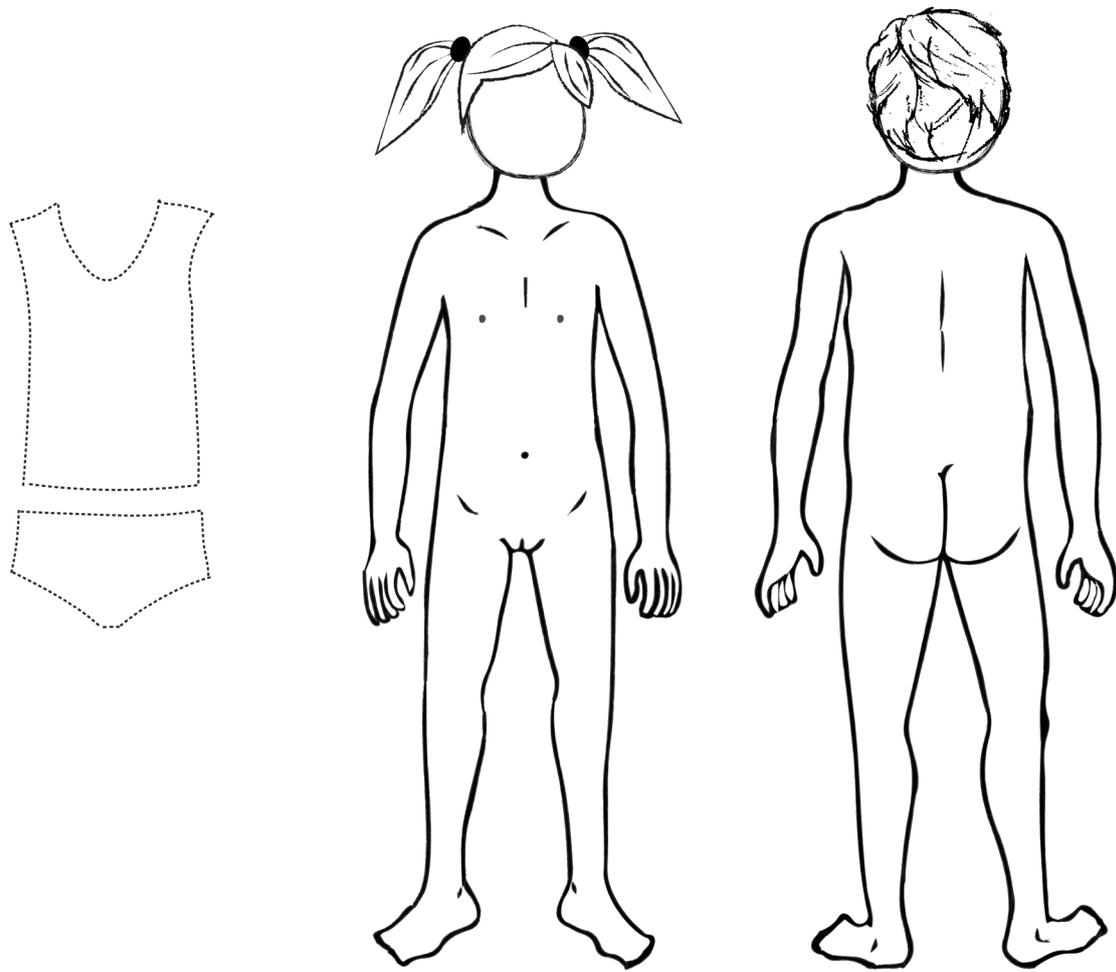
Bottom

My body belongs to me.

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

Bodies are all different and unique.

Draw a line to match up the body parts with their names



Private parts are just for me.

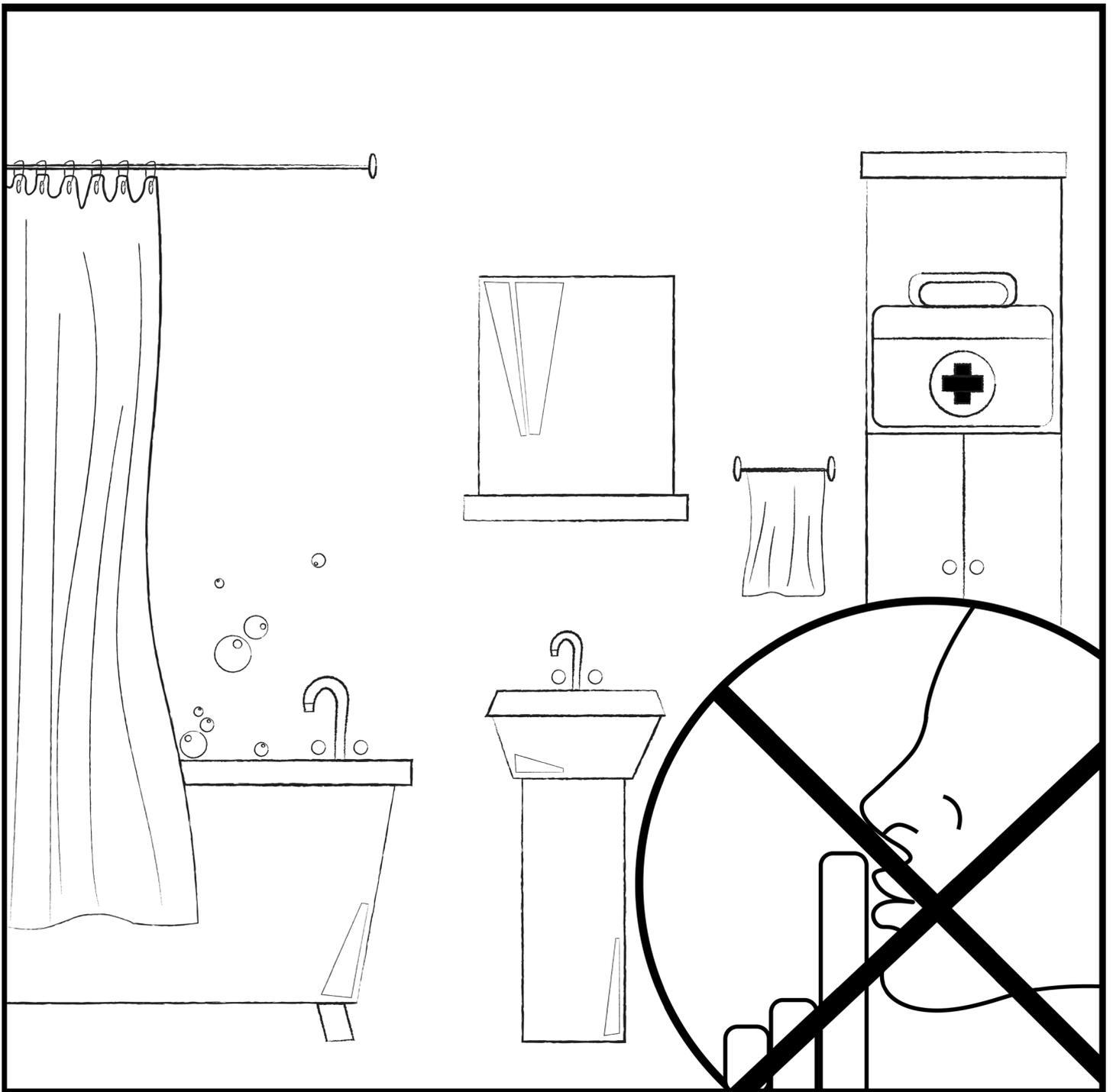
No one can touch my private parts.

No one can make me touch their private parts.

No one can show me pictures or take photos of my private parts.

If this happens, it's important to talk to a safety helper.

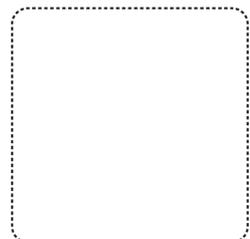
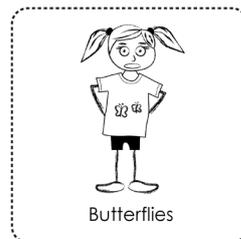
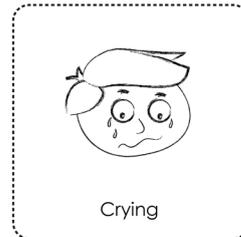
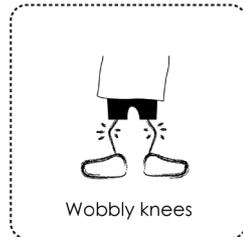
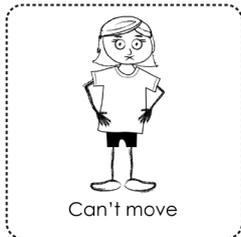
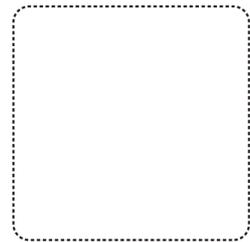
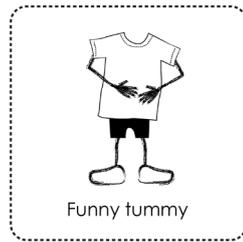
Draw or use the cut out shapes provided of singlet and undies on the picture to cover the private parts



Sometimes a child might need help from a grownup to keep a private body part clean and healthy. That's okay.

But it is **NEVER** a secret and it's okay to tell someone.

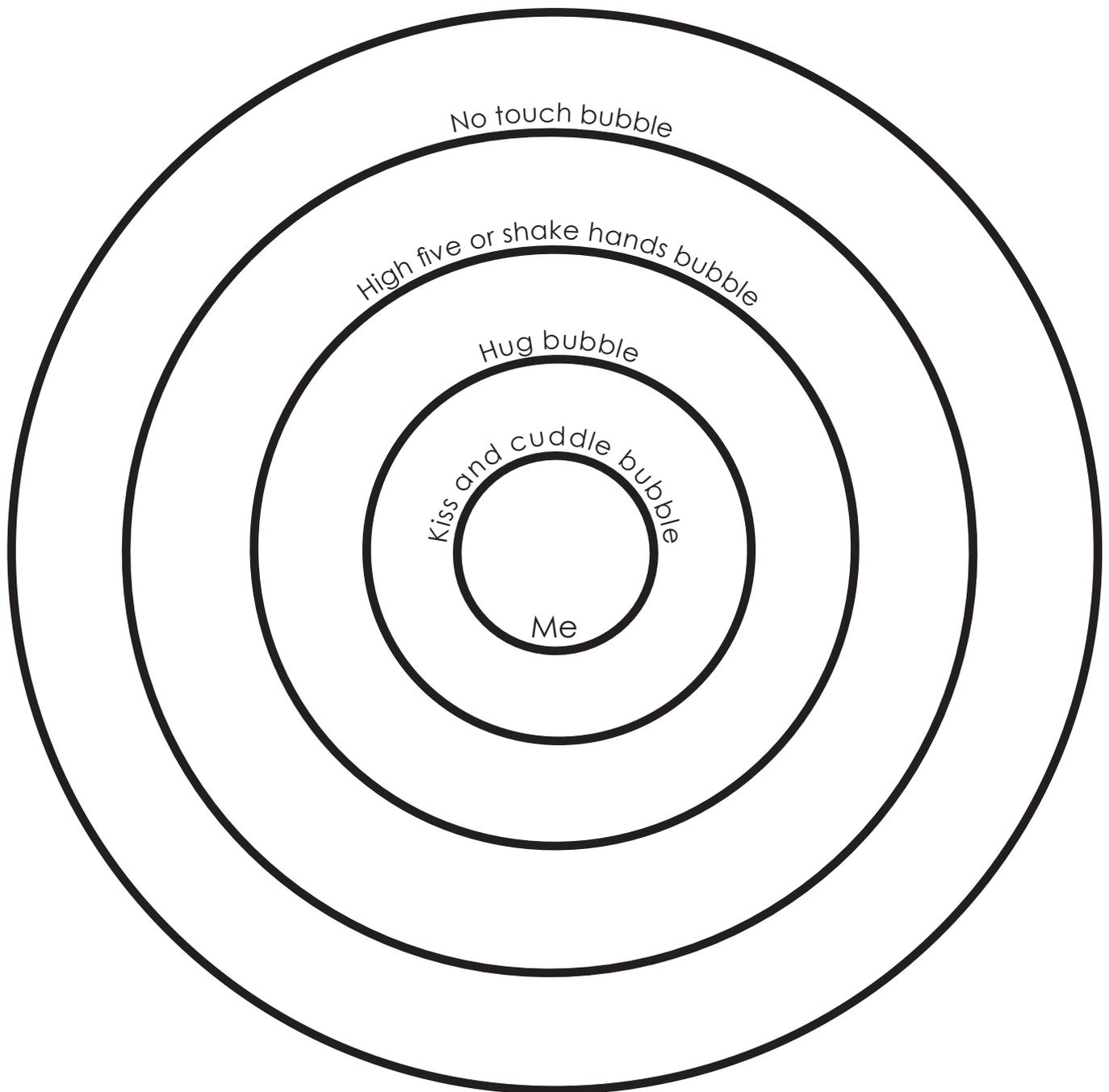
Colour in the picture



If I recognise that my body clues are telling me that I might be unsafe, I can react. I can say “No!” to anything that makes me feel unsafe. I am the boss of my body.

If I have felt unsafe, I can report to a safety helper. If I have a worry about a private part, talking to a safety helper is always the right thing to do.

Colour in the body clues relevant to you, or draw your own!



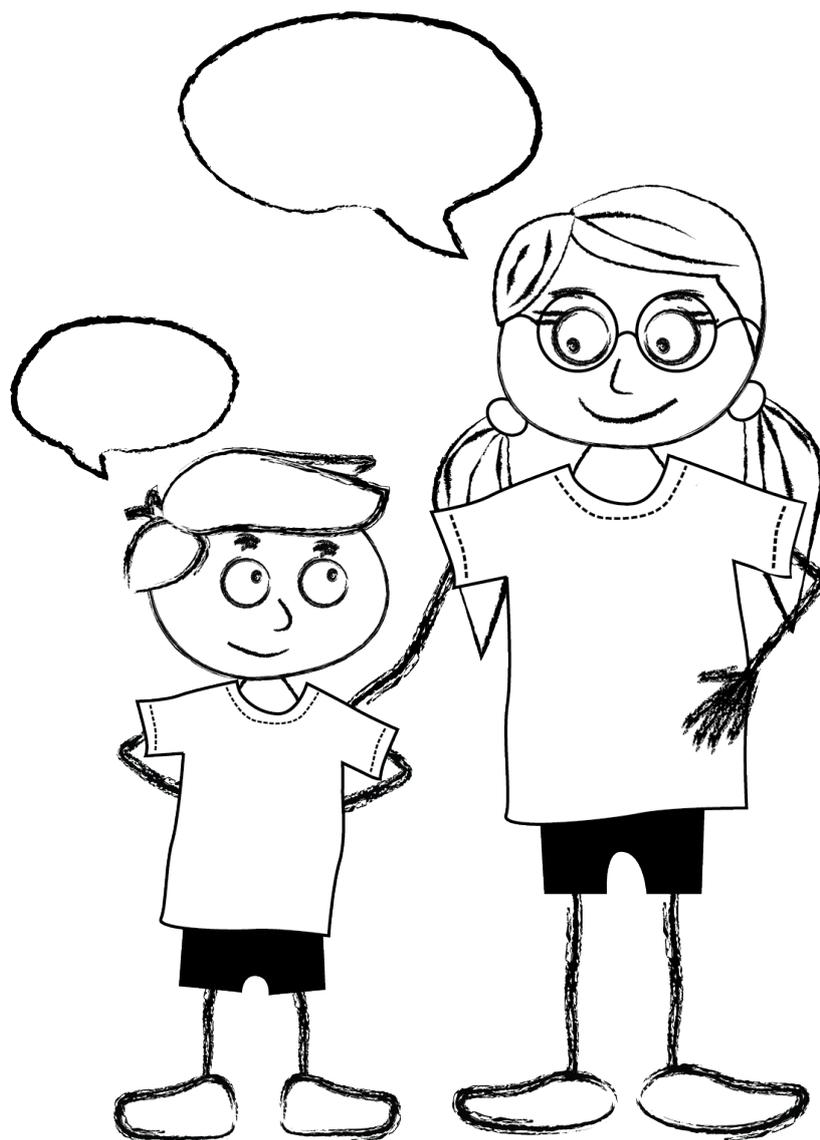
My body belongs to me.

I decide on my own personal
space boundaries.

No one should make me feel bad about
my body boundaries. If someone makes
me feel bad about a boundary, I can tell a
safety helper.

Who might belong in each bubble? Write their names where they belong





I can talk to a safety helper about anything.
Nothing is so awful that I can't tell someone.

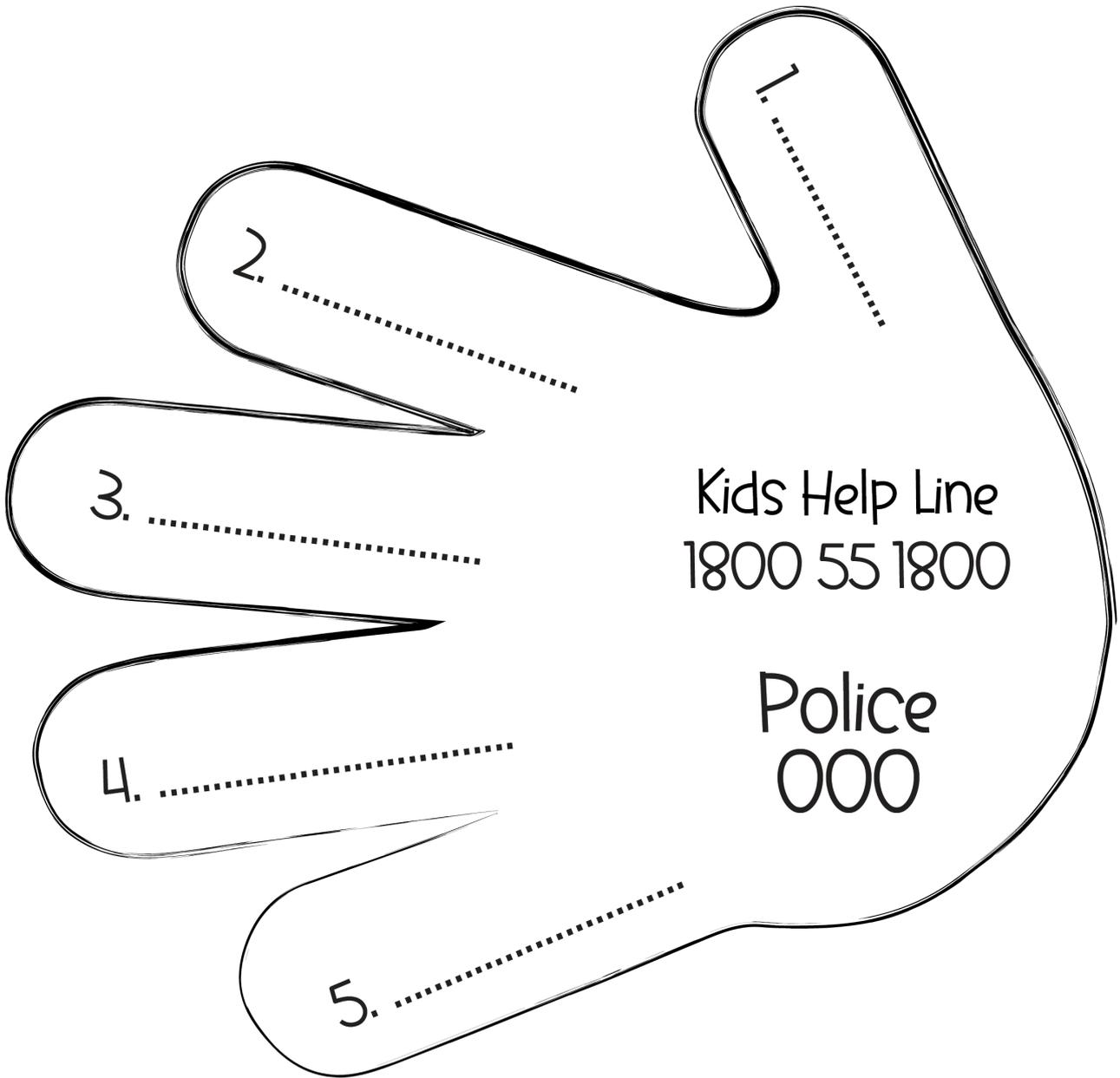
If something bad happens, it is never a child's
fault and talking to a safety helper is always the
right thing to do.

I can keep telling until I get help.

Colour in the picture

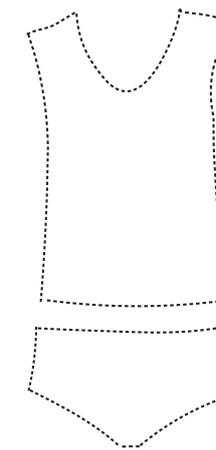
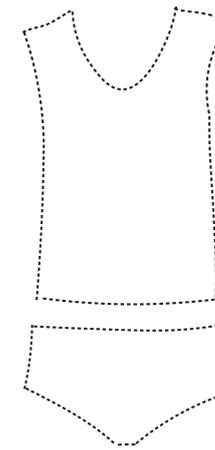
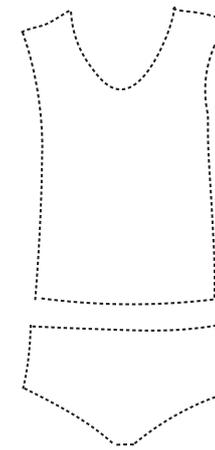
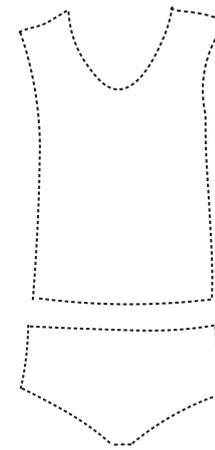
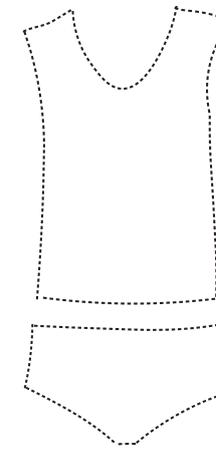
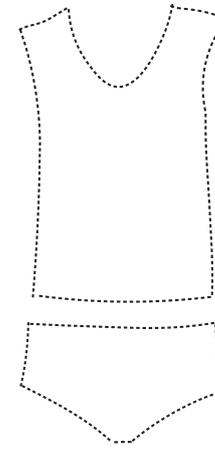
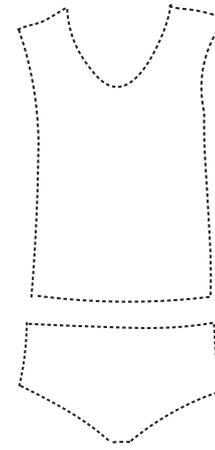
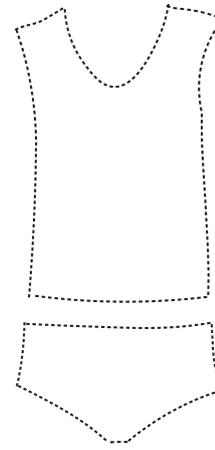
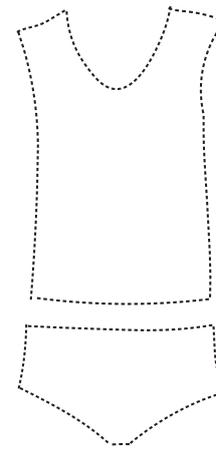
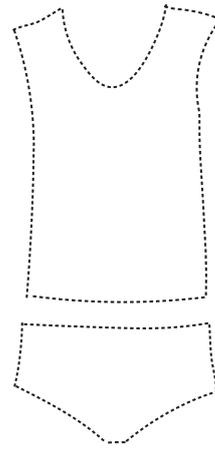
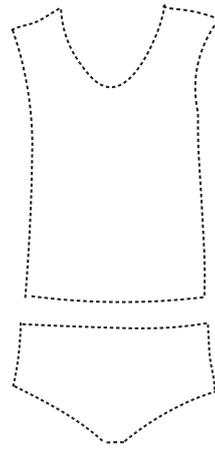
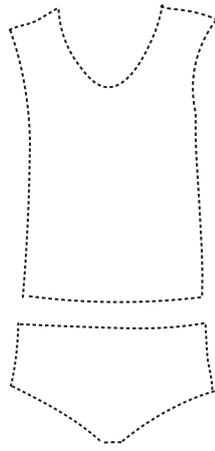
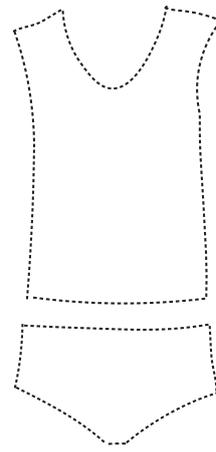
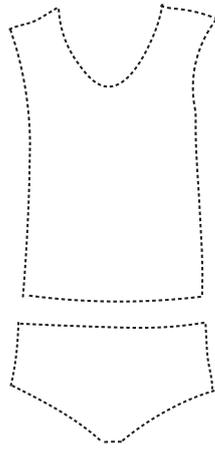
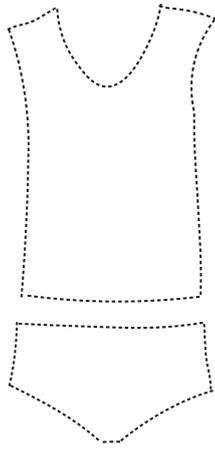
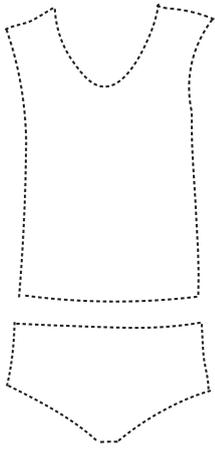


My safety network



We all have the right to feel safe at all times.

Write the names of your Safety Helpers in the hand





Dear Parent/Carer,

Our class will soon be watching Australia's Biggest Child Safety Lesson (ABC SL), presented by the Daniel Morcombe Foundation.

This year, ABC SL will educate children about their personal safety and explore concepts of private body parts and body ownership. The aim of these lessons is to help to keep kids safe.

Children who know the correct names and functions of private body parts are less vulnerable to being the target of sexual abuse, and more likely to tell an adult if they have been abused.

Setting and communicating personal boundaries in a respectful way can help children assert their right to personal safety.

ABC SL will explore personal safety with children by educating them on how to communicate a boundary, the difference between safe and unsafe touch and how to get help if they need it.

ABC SL will be delivered in a way that's age appropriate, trauma informed and empowering.

For more information on how to keep kids safe, please visit www.danielmorcombe.com.au

Thank you,



Your child recently participated in a Daniel Morcombe Foundation personal safety lesson. The lesson encouraged children to learn the correct names for their private and public body parts and how to set personal space boundaries. The children made a Body Safety Booklet, and it would be wonderful if you could read this with them at home to help them remember the important safety messages.

Why are you teaching children the correct names of body parts?

It is important to teach children the correct names of their body parts from a young age. Some offenders will test a child's personal safety awareness and knowledge of their own anatomy to assess the risk of the child telling. Children who know the proper names and functions of private body parts are less vulnerable to being targeted by abusers and more likely to tell an adult if they have been harmed.

Establish rules around body parts that may include

- No looking at private parts.
- No taking pictures.
- No touching private parts.

Explain to your child that things about body parts should never be a secret. If an adult needs to touch a child in order to help them stay safe and healthy, it should never be a secret.

Why are personal space boundaries important?

Child sexual abuse often begins with a perpetrator ignoring a child's personal boundaries and bodily autonomy. Talk to your child about their personal boundaries and teach them to tell a safety helper if someone tries to cross a boundary.

Be alert to any adult who

- Does not respect your child's boundaries or listens when they say 'No'.
- Is excessively affectionate and ignores your child's signs of discomfort.
- Exposing your child to inappropriate content.
- Makes your child feel more special than others.
- Gives surprise gifts to your child.

Remind your child that they are the boss of their own body and that they can say 'No!' to anything that makes them feel uncomfortable.

What are safe and unsafe secrets?

Talk to children about safe and unsafe secrets. If someone asks them to keep a secret that makes them feel bad, they must talk to a safety helper straight away. Even if someone threatens them, secrets that make them feel bad should never be kept.

How does open communication help keep kids safe?

Sometimes children may avoid sharing worries with their parents due to fear of being punished or blamed and abusers will take advantage of this fear.

Keep communication with your child open and remind them that they can talk to you or another Safety Helper about anything.

Practice ways of saying no and ways of getting help if something feels uncomfortable or unsafe. Everyone has the right to feel safe all of the time. Tell your child that if they don't feel safe, they should talk to a Safety Helper. If the first Safety Helper doesn't help them, they should talk to another.

What are safety networks and Safety Helpers?

The people on a child's safety network are the names of five adults a child has identified as grownups who they feel safe around. We call these five grownups their Safety Helpers.