



AUSTRALIA'S BIGGEST CHILD SAFETY LESSON UPPER 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 (ABC SL) 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.

ABC SL 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 upper primary video lesson follows our traditional, child-focused, news-style format. This year, to help explain the tricky concept of personal boundaries, our Junior Journos visited the Brisbane Lions to talk to them about setting and communicating boundaries.

The lesson is hosted by Georgia McCudden, with special appearances from Kay McGrath and Bruce Morcombe. For the first time, our video lesson contains a game show Out of Bounds, which you can play in class after the lesson.

Our host Georgia gets some advice from Bruce Morcombe about why it's important to know the correct names for body parts, including penis, scrotum, testicle, vagina, vulva, bottom and anus.

WARNING!!! ABC SL contains language that may make some children giggle.

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



Contents

Lesson Synopsis	2
Exploring Boundaries.....	4
Out Of Bounds Class Game	7
Game Scenarios	8
ABCSL Student Challenge: Educator Guide.....	11
Boundary Power Film Challenge: Student Booklet	12
Participant Consent Form - ABCSL Student Challenge	22
Parent/Carer Letter.....	23
Parent/Carer Information.....	24

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

Exploring Boundaries



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. 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 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

- Plan and practise strategies to promote health, safety and wellbeing.
- Communicating and interacting for health and wellbeing (ACPPS054).
- Practise skills to establish and manage relationships (ACPPS055).

English

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516).

Australian Curriculum: Personal and Social Capability

Self-awareness

- Identify and explain factors that influence effective communication in a variety of situations
- Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations.

Aim

For students to better understand, practice and reflect on their own personal boundaries. To consolidate concepts covered during ABCSL 2022 Upper Primary video lesson.

Objectives

- For students to feel confident in communicating their boundaries and that they are the boss of their own body and to learn different ways to communicate saying no.
- To provide children with possible responses and ideas they could say if someone tries to cross their boundary.
- For students to be aware of possible scenarios where someone may try to cross a boundary.

Resources

- ABCSL 2022 upper primary video.
- Out of Bounds game.
- Rope/material to establish boundary line.
- Instructions and provided scenario activity sheet.



This lesson is to be used after watching the upper primary [ABCSL 2022](#).

Opening the lesson

Say	We all have the right for personal space and privacy
Discuss	Different types of boundaries (e.g. physical, mental, emotional, material and time)
Ask	<p>Ask students the following questions:</p> <ol style="list-style-type: none"> 1. What are boundaries in this school? In this classroom? 2. How do other people set boundaries for you? 3. What boundaries have your parents or carers set for you? 4. How do you recognise when you have crossed a boundary? What may happen? 5. Are boundaries the same for everyone? 6. What are some behaviours that kids legally cannot do because of their age? 7. What boundaries do you have for yourself? 8. How do you respond if your boundaries are crossed? 9. How do other people know your personal boundaries? 10. Do you feel you are in control of your boundaries?
Write	Students can use paper to make notes about their own personal boundaries.
Explore	<p>Ask the students to vote on whether they think the following statements are true or false.</p> <ol style="list-style-type: none"> 1. Setting boundaries makes you mean (<i>false - setting boundaries can be done kindly</i>) 2. If I set boundaries, I will be hurt by others (<i>false - we can't control how other people act but we can communicate how we want to be treated</i>) 3. Setting boundaries and respecting other's boundaries leads to healthier relationships (<i>true</i>) 4. Friends have to have the same boundaries (<i>false - everyone's boundaries are personal to them</i>) 5. Boundaries are not a sign of disobedience (<i>true - setting a boundary means a person is trying to protect themselves, not be disobedient</i>)

How to set boundaries

Discuss the following

- Setting boundaries is a way of caring for yourself.
- How body clues might let you know you need to set a boundary.
- Practice using 'I' statements.

Assertive communication

Assertive communication helps to maintain boundaries, builds healthy relationships and can help make things clearer. Assertiveness isn't rude. It's firm and includes verbal and nonverbal language. Our nonverbal language carries a lot of the message.

Try to

- Make eye contact.
- Send a clearer message. 'No' or 'Stop' etc.
- Have a serious tone of voice and facial expression.
- Confident body language.
- Leave the situation as soon as you can.
- Talk to a Safety Helper.



Ways of setting a boundary

Say - When you recognise that you need to set a boundary, do it clearly, calmly and respectfully. Try not to get angry or apologise for setting the boundary. If someone is upset by the boundary you set, it is their problem, not yours. Here are some boundary setting strategies:

Boundary Setting Strategy	Example
Say No firmly and loudly, stand tall and be clear.	"No, I do not want to _____."
Avoid or leave the situation.	"I need to leave. I forgot I have _____ to do."
Suggest something different to do.	"I was thinking about going to _____. Anyone want to join me?"
Explain why it is a bad idea for you.	"I really can't do that because _____."
Ignore the suggestion and change the subject.	"Have you heard about _____?"
Make a joke or use humour.	"Hehehe... Not likely!!..."
Politely decline.	"Thanks, but no thanks."

"I" Statements

Say - "I" statements are a way of communicating a boundary in a clear and authentic way without hurting or attacking another person.

When you communicate with an "I" statement, you describe your feelings and thoughts about the other person's behaviour.

"I" Messages

Using "I" messages is very important when communicating. Use this formula:

Feeling | Information | Wants

Here is an example of an "I" message:

"I feel scared when you push me too high on the swing. I think I will swing myself instead."

I feel

There are various types of feelings that may include happiness, sadness, anger, fear, or shame. Identify what you are feeling, and state it clearly.

"I feel scared..."

When you

This is where you identify a behaviour or an action that you would like to see changed.

"When you push me too high on the swing..."

Would you please

This is where you state what you would like to see happen. Identify the behaviour or change you would like to see occur.

"I think I will swing myself instead..."

Now it is your turn! Try to create your own "I feel" statement below...

I feel:

When you:

Would you please:

Create an "I" Message for each of the following statements and situations:

1. Stop bugging me. Can't you see I've got things to do?
2. Your friend just called you a name that you really hate.
3. You always make me take out the trash.
4. Your best friend just brought back something of yours that is now slightly broken.
5. Your best friend helped you with something you had trouble with.

Out Of Bounds Class Game



Instructions

To play Out of Bounds as a class:

1. Have two students stand within a boundary area in front of a class (use a hula hoop or piece of string).
2. The teacher will read out a scenario and the contestants will need to come up with a response that is polite but firm, that the person could say to end the situation and stay safe.
3. The contestant who gives the most appropriate response to the scenario gets to stay within the boundary and their opponent has to sit down.
4. The teacher will then select another student to take their place.

These scenarios are an opportunity to affirm that children have the right to say no, to set boundaries and have those boundaries respected in a variety of instances in which children may feel uncomfortable or unsafe. In situations which threaten their safety, it is a place to reinforce the importance of talking to a Safety Helper.

Educators are encouraged to generate some discussion around the responses suggested by the student. Some points to note here:

- Affirm that children have the right to say no to anything that makes them feel unsafe.
- Acknowledge that it can be difficult to set a boundary. This can be a time to discuss the barriers that we might feel in doing so, like not wanting to upset someone or feeling afraid.
- Avoid using the term 'should,' which might increase guilt and self-blame in children who have experienced abuse or had their boundaries ignored. Instead illustrate that we are always allowed to say "no" and if our "no" is not respected, it is important to talk to a Safety Helper.
- Explain that if someone had crossed a boundary in the past, it is never too late to talk to a Safety Helper.
- Explain that if someone doesn't feel safe to set a boundary but wants to, it's important to talk to a Safety Helper.

- Utilise the third person, one step removed scenarios to ensure the discussion is gentle for children who may have experienced harm. For example, say, "What could Brandon do?" rather than, "What could you do."

Ensure that you set up the classroom as a safe space, reminding students to listen to each other and be kind. Suggest that if anyone has any personal stories to share, that they share them with you at the end of the lesson. You may sense that a child is about to make a disclosure. If such a situation occurs, utilise protective interrupting to postpone the divulging of further details until they have a safe and private context using phrases such as, 'I really want to hear what you have to say, however...' or 'It sounds like you are about to say something really important. I think we should talk about this privately.'

You could gently suggest that the child talks privately with you after the lesson. Where possible, if staff are available to continue the lesson and supervise the remaining group, request that the child goes out of the classroom with an appropriate person/s to continue the conversation.

This strategy for managing disclosures is not meant to dissuade the child from disclosing harm. It is very important that educators are prepared to respond sensitively to any disclosures of abuse. If any protective interrupting has been necessary, it is essential that the educator subsequently creates a safe situation for a follow-up conversation with the child.

For more information on disclosures of abuse, see the [Responding to a Disclosure of Abuse Fact Sheet](#).

Game Scenarios



Scenario	Talking Points
Hugo doesn't like it when his grandma kisses him on the cheek and so he offers her a high five instead. Grandma gets upset and says that a good grandson would give his grandma a kiss.	<ul style="list-style-type: none"> We are allowed to set boundaries with the people that we love, our family and friends. Our body belongs to us. No one should make us feel guilty for setting a boundary.
Sameera and her sister are having a movie night. Her sister puts on a really scary movie and Sameera starts to feel afraid.	<ul style="list-style-type: none"> We are allowed to say no to anything that makes us feel scared, uncomfortable or unsafe. We can make sure that we don't cross other people's boundaries. Do you think that Lacey's sister could have checked with her before choosing the movie?
Kai's brother asks to borrow his guitar and Kai says yes.	<ul style="list-style-type: none"> We can ask to use something that belongs to someone else.
Hugo's friend Lucia adds him to a group chat with lots of people that he doesn't know. Hugo tells her that he doesn't feel comfortable breaking his family technology agreement by talking to strangers.	<ul style="list-style-type: none"> We are allowed to set boundaries with the people that we love, our family and friends.
Kai's teacher gives him a pat on the back when he hands in his homework each week. Kai knows that his teacher is trying to encourage him, but he doesn't like it.	<ul style="list-style-type: none"> Our body belongs to us, and we are allowed to say no to any touch, even from someone in charge like a parent, teacher, or coach.
Lucia's friends gave her the nickname Lucy Goosey because they thought it was fun, but Lucia doesn't like it.	<ul style="list-style-type: none"> We are allowed to set boundaries with the people that we love, our family and friends.
Hugo is being babysat by his mum's friend Annie. Annie sleeps in the same bed as Hugo even though he said he doesn't want her to.	<ul style="list-style-type: none"> Sometimes people don't listen to us when we set our boundaries. When this happens, it is important to talk to a safety helper. It is never too late to talk to a Safety Helper.
Kai's Aunty asks him if she can have a hug before he goes to school. He suggests they do their special handshake, so they do that.	<ul style="list-style-type: none"> We are allowed to set boundaries with the people that we love, our family and friends. Our bodies belong to us. No one should make us feel guilty for setting a boundary.
Some of the older children show Hugo and their friends inappropriate videos on the bus.	<ul style="list-style-type: none"> No one should show us pictures or videos of private parts. If this happens, it is important to talk to a Safety Helper.
Sameera goes to her friend Lucia's house for a sleepover. Lucia's brother opens the door and watches her in the shower.	<ul style="list-style-type: none"> No one should look at or touch our private parts. If this happens, it is important to talk to a Safety Helper. It is never too late to talk to a Safety Helper.



Scenario	Talking Points
Kai's friend Hugo sends him an embarrassing photo of Sameera on messenger. He says mean things about her and he tells Kai to forward the photo.	<ul style="list-style-type: none"> • We can set boundaries online too, even with our friends. • If Molly does not know about it, is it still crossing a boundary? • How would Molly feel if she found out?
Lucia tags her friends Kai, Hugo and Sameera in a really silly selfie. She finds out later that Sameera was upset about the post.	<ul style="list-style-type: none"> • We are allowed to decide what we want to be public and private. • How could Mia make sure all of her friends are comfortable with what she shares?
Hugo, Kai, Sameera and Lucia are playing superheroes in the playground. Hugo wants to jump off the seesaw to make it look like they are flying. Kai and Sameera think it's a great idea. Lucia doesn't say anything and looks a bit worried. Hugo asks her what she thinks about it and she tells him she doesn't feel like it's safe. Kai suggests she could judge who's jump is the best.	<ul style="list-style-type: none"> • We can check in with others to make sure that their boundaries are not being crossed. • How could Lachlan tell that Matilda might not be feeling comfortable? • There are ways that we can all adjust so that everyone feels safe.
Lucia and Sameera are walking to the playground. Lucia starts taking a shortcut but Sameera doesn't feel safe walking that way.	<ul style="list-style-type: none"> • Everyone has the right to feel safe. • How could Sarah be more considerate of Ali's boundaries?
One of the older girls followed Kai into the toilet and asked to see his private parts.	<ul style="list-style-type: none"> • No one should look at or touch our private parts. • It's not our fault if this happens.
Lucia's basketball coach starts messaging her online, saying things that make her feel uncomfortable. He tells her not to tell her parents.	<ul style="list-style-type: none"> • We're allowed to say no to anyone who makes us feel uncomfortable, even someone in charge like a parent, teacher or coach. • No one should make us keep secrets that make us feel bad or uncomfortable. • If this happens, it is important to talk to a Safety Helper.
Sameera and Hugo are playing handball at lunchtime. Hugo asks their friend Kai to join.	<ul style="list-style-type: none"> • There are no boundaries being broken.
Lucia's uncle tickles her in a way that she doesn't like. He tells her not to tell her mum.	<ul style="list-style-type: none"> • Our body belongs to us, and no one should touch us in a way that makes us feel uncomfortable. • It is never our fault if someone makes us feel unsafe. • We are allowed to say no to anything that makes us feel unsafe, even to someone we know well. • It is difficult to set boundaries and it's not our fault if we haven't been able to. • Touch is never a secret. • No one should ask us to keep a secret that makes us feel bad or uncomfortable. • It is important to talk to a Safety Helper if this happens. • It's never too late to talk to a Safety Helper.



Scenario	Talking Points
Hugo's Under 8's soccer team is training at the oval. Their coach asks if they would be happy to do some drills with the Under 12's. The team agree that that would be ok.	<ul style="list-style-type: none"> We're allowed to say no to anything that makes us feel uncomfortable, even someone in charge like a parent, teacher or coach.
Kai and Hugo met online playing World of War Ships. Hugo asks Kai to video call after dinner. Kai wants Hugo to like him, but he doesn't want to talk at the moment.	<ul style="list-style-type: none"> We are allowed to say no to anything that makes us feel uncomfortable. People who care about us should respect our boundaries.
Sameera's teacher asks her if she can share her homework paragraphs with the class. Indigo says she would rather not, so her teacher asks another student.	<ul style="list-style-type: none"> We are allowed to say no to anything that makes us feel uncomfortable. Even to a parent, teacher or coach.
Kai has been talking to Lucia on messenger. She sends him some adult videos, making him feel uncomfortable.	<ul style="list-style-type: none"> No one should send us pictures of private parts. If this happens, it is important to talk to a safety helper.
Lucia kneels down to give her little brother a hug, but he shakes his head. Juliet knows that means he doesn't want a hug at the moment.	<ul style="list-style-type: none"> How could Juliet say that her little brother didn't want to be hugged?
Sameera writes in her journal at lunchtime. Her friend Lucia wants to read it but Sameera doesn't want to share it with her. Lucia says if Sameera was her best friend, she would show her.	<ul style="list-style-type: none"> We are allowed to set boundaries, even with people that we love, our family and friends. No one should make us feel guilty for setting a boundary.
Hugo's babysitter accidentally slams Hugo's hand in the cupboard door, and it hurts a lot. She tells Hugo not to tell her Dad.	<ul style="list-style-type: none"> No one should ask us to keep a secret that makes us feel bad or uncomfortable. Touch is never a secret. If this happens, it is important to talk to a safety helper.

Student Challenge: Educator Guide

Boundary Power Film Challenge

The Daniel Morcombe Foundation is looking for Australian students to help educate students, parents and carers about setting and communicating boundaries.

The challenge

Knowing about personal boundaries can help young children develop their own personal power. This power can help children define their sense of self. It makes them more aware of their human rights and the way that they deserve to be treated by others.

The Daniel Morcombe Foundation wants kids to help us teach other kids all about unleashing the power of personal boundaries.

The challenge is for students to design, create and produce a 1-5 minute film titled **The POWER of Personal Boundaries**, that is suitable for children aged 4+.

Students can work individually, in a team or as a class to:

- Write a short script titled **The POWER of Personal Boundaries**.
- Storyboard the script, including elements of the film making process.
- Use digital technologies to film and edit their film.

The film should be suitable to use as part of a video lesson aimed at teaching younger children about the power of their personal boundaries. It should highlight the following:

- That personal boundaries can help us develop self-esteem and self-respect.
- Demonstrate how to respect other people's personal boundaries.
- How to recognise when our body clues might be telling us we need to set a boundary.
- How to use "I" statements to show positive communication.
- Show non-verbal and verbal ways of communicating boundaries.
- Demonstrate positive and assertive communication techniques when someone is being a boundary pest or a boundary breaker.
- How having healthy boundaries empowers us to make healthy choices.

Submit the film to
educationalresources@danielmorcombe.com.au



Students will need to have their script approved by an educator prior to developing movement and performance. **Note to teachers:** Please ensure you have parental consent for all children shown in the media entry before sending it to us. The Daniel Morcombe Foundation may show some entries across our social media channels. If children would like to receive a certificate, please include their names with their submission.

Entries due 30 November 2022.

The attached booklet can be used by children as a guide to help them produce their film.

Curriculum Links year 5/6

Drama

ACADRM035: Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations.

ACADRM037: Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience.

Digital Technologies

ACTDIP022: Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols.

English

ACELA1516: Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.

Health and Physical Education

ACPPS055: Practise skills to establish and manage relationships (communicating and interacting for health and wellbeing).

General capabilities

Personal and social capability

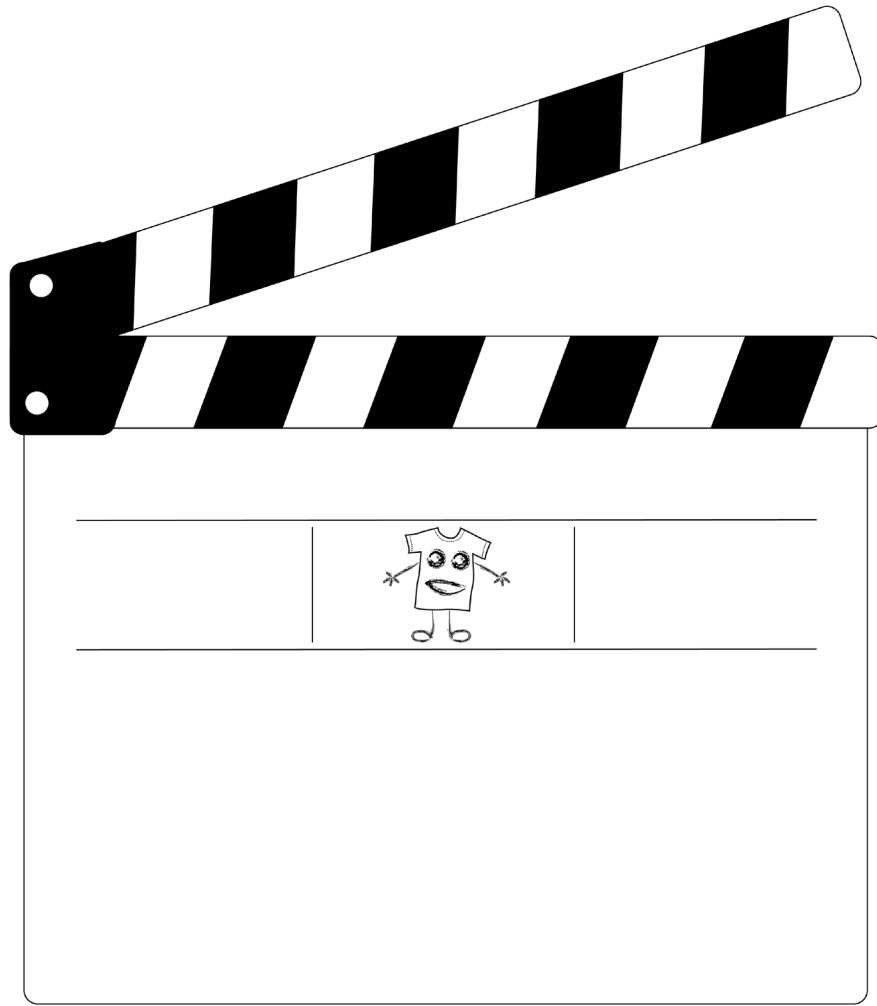
Social awareness (level 4 and level 5).
Social management (level 4 and level 5).

Critical and creative thinking

Inquiring, exploring and organising information and ideas (level 4 and level 5).
Generating ideas, possibilities and actions (level 4 and level 5).

1300 326 435

DanielMorcombe.com.au



Boundary Power Film Challenge

Student booklet

Name: _____

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- How to recognise when our body clues might be telling us we need to set a boundary.
- How to use "I" statements to show positive communication.
- Show non-verbal and verbal ways of communicating boundaries.
- Demonstrate positive and assertive communication techniques when someone is being a boundary pest or a boundary breaker.
- How having healthy boundaries empowers us to make healthy choices.

Handy things to consider

How does body language indicate personal boundaries?

How can active listening help you understand someone else's boundaries?

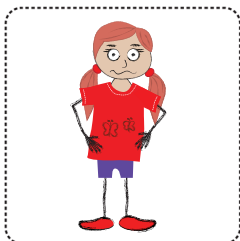
What are ways people can assert their boundaries in a positive and confident way?

When could you use an "I" statement and when could you use a refusal strategy?

What are the characteristics of a boundary pest?

What are the characteristics of a boundary breaker?

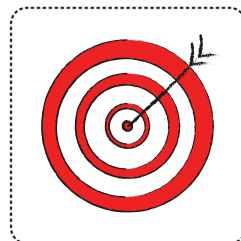
How does peer pressure make boundary-setting harder?



Recognise my body clues.



React by stating my boundary.

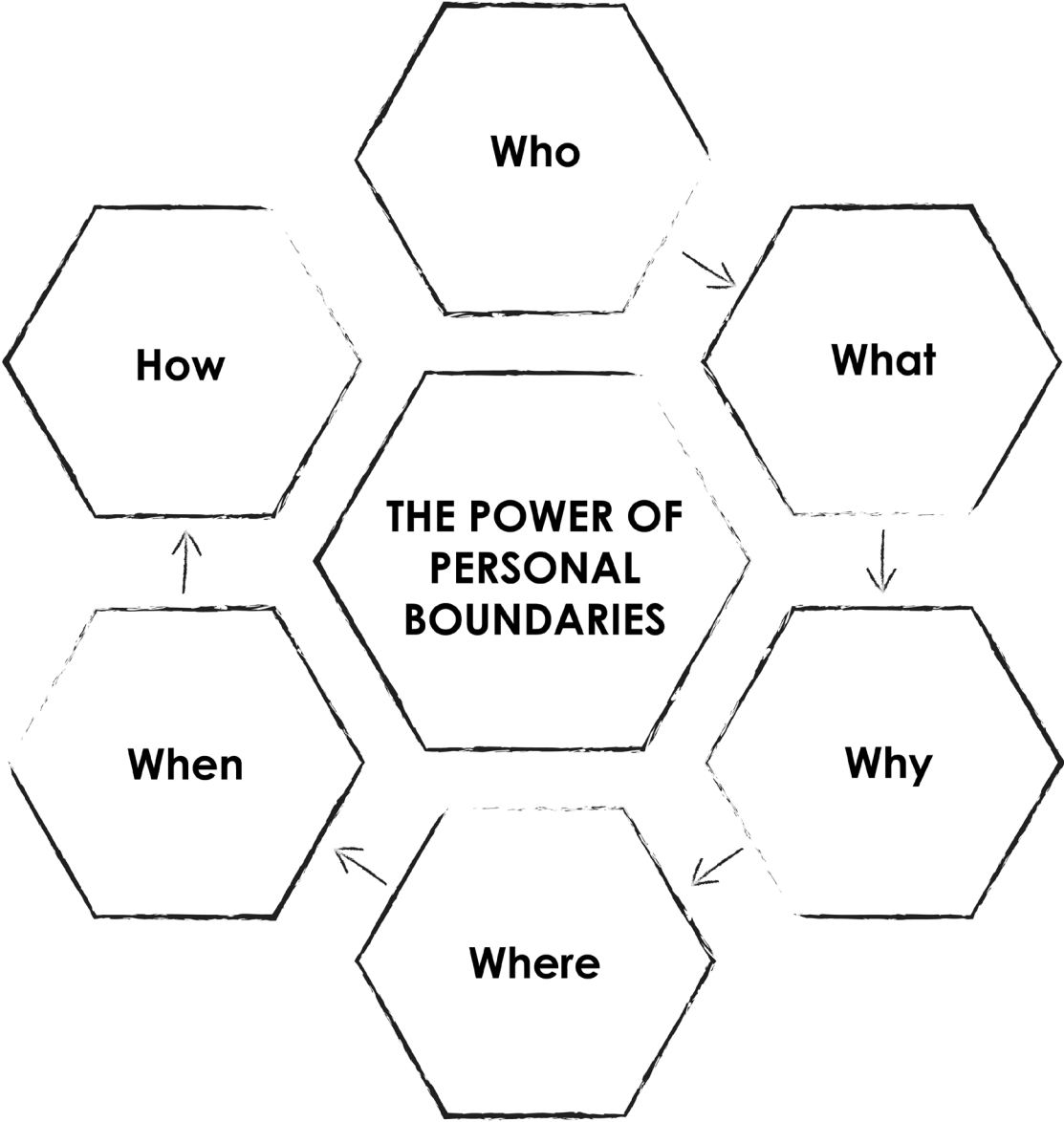


Use a refusal strategy to defend a boundary.



Talk to a safety helper to report.

Brainstorming



Character crossroads activity sheet

Key 'crossroads' moment in the film
Explain the choice a character has to make.

The character I am focusing on is: _____

The decision...
What does the character decide? Did they follow social norms or their own personal values?



Effect on the story - at the time
What happens? How does this choice affect this character and others?



Effect on the story - later on
What happens? How does this choice affect this character and others?

The alternative...
What other decision could the character have made at this point?



Effect on the story - at the time
What difference might this change make? Think about how this alternative choice could change things for this character and others.



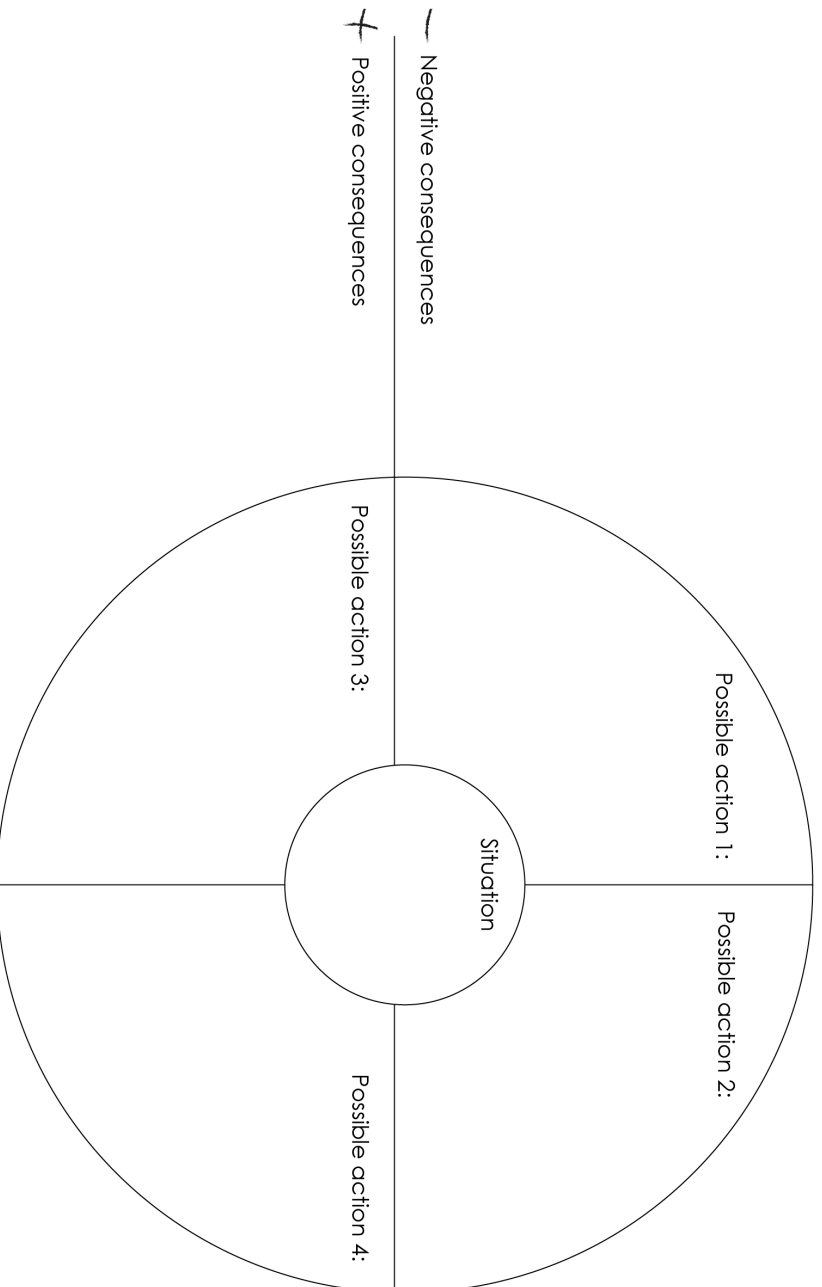
Effect on the story - later on
What things might change later in the story?



Consequences wheel activity sheet

Positive consequences +

+ Positive consequences



Negative consequences —





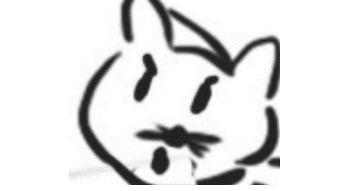

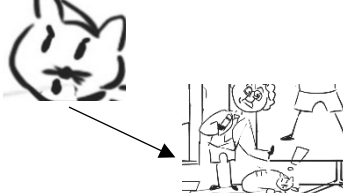

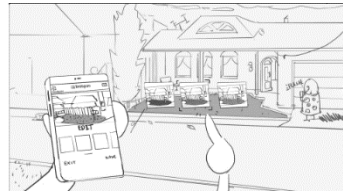



— Negative consequences

Writing your screenplay

A good screenplay is developed and supported with detail, introduces events sequentially, and creates characters and dialogue to create a short film script. Print out this sheet as many times as you need.

Scene heading:	Dialogue:
Characters:	
Description:	
Location:	
Actions:	
Props/Objects:	
Production notes:	
Scene heading:	Dialogue:
Characters:	
Description:	
Location:	
Actions:	
Props/Objects:	
Production notes:	
Scene heading:	Dialogue:
Characters:	
Description:	
Location:	
Actions:	
Props/Objects:	
Production Notes:	

Camera shots and movements

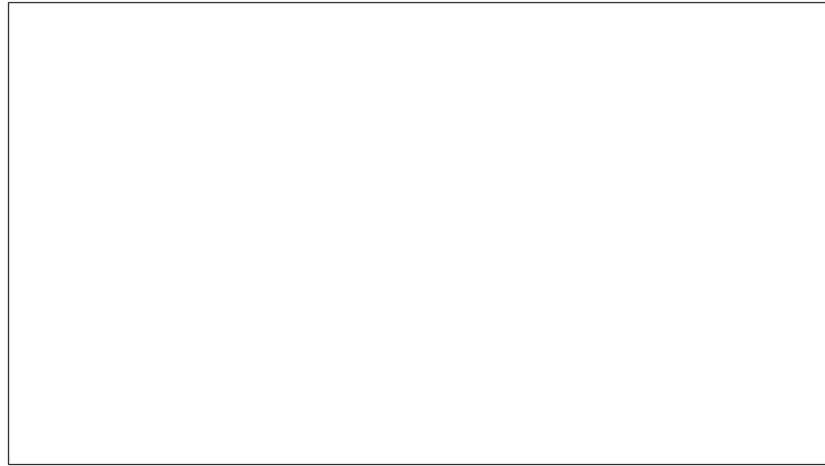
<p>Establishing shot</p> <p>Helps to set the scene by showing the location from a distance so the audience can see where the scene is taking place.</p>		<p>Full shot</p> <p>Shows the full length of the persons body and highlights where they are in their surroundings.</p>	
<p>Medium shot</p> <p>Showing the character from the waist to the top of the head. Used for facial expressions in combination with body language.</p>		<p>Close up</p> <p>Shows the character from the shoulders to the top of the head. Used for capturing characters facial features.</p>	
<p>Extreme close up</p> <p>Where an object, item or body part fills the film frame. Used for heightened emotion.</p>		<p>Zoom in</p> <p>When a camera moves towards an object, item or body part. Used to heighten emotion and show detail.</p>	
<p>Zoom out</p> <p>When the camera moves away from an object, item or person. Creates a sense of distance.</p>		<p>Tracking</p> <p>The camera moves backwards, forwards or sideways along a track (also known as a dolly or truck).</p>	
<p>Point of view</p> <p>When the camera films the point of view of one of the characters so the audience can experience what they see.</p>		<p>Over the shoulder</p> <p>When the camera is placed behind a character and other characters or objects can be seen in front of them.</p>	
<p>Tilt</p> <p>A tilt is when a shot moves from a fixed point either up or down to make a subject appear either bigger or smaller. Similar to moving our head from looking up to looking down.</p>		<p>Panning</p> <p>Panning moves the camera left or right. Similar to moving our head from looking left to looking right.</p>	

Storyboarding

Film title: **The POWER of Personal Boundaries**

Print out this sheet as many times as you need.

Shot number:

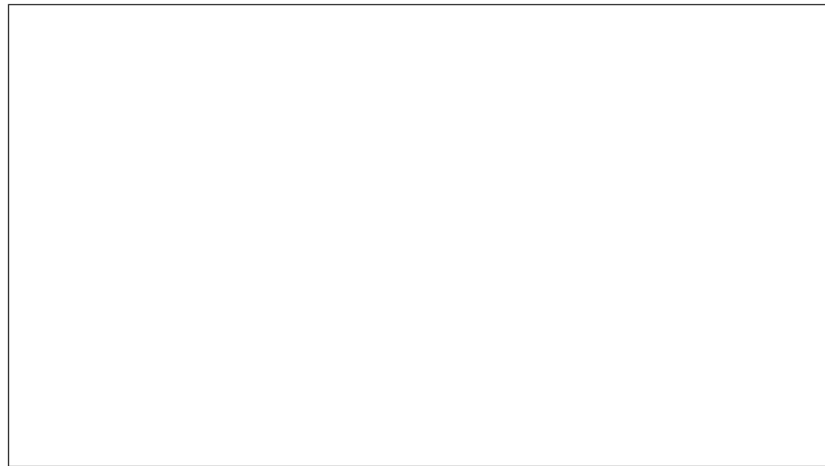


Shot type: _____

Action: _____

Dialogue:

Shot number:



Shot type: _____

Action: _____

Dialogue:



Film title: **The POWER of Personal Boundaries**

Shot number:

Shot type: _____

Action: _____

Dialogue:

Shot number:

Shot type: _____

Action: _____

Dialogue:





Participant Consent Form - ABCSL Student Challenge

The Daniel Morcombe Foundation reproduces photographs and videos of people in its printed and online publications, promotional and marketing material on its website and social media, press releases and funding applications in order to promote the organisation or projects managed by the organisation.

I _____(name) the PARENT/LEGAL GUARDIAN of _____(child's name) grant to the Daniel Morcombe Foundation (the Producer) the right to make an audio and/or visual recording of my child's participation or performance in the Film (the recording).

I agree that the Producer owns all rights in all media throughout the world in the Recording. To the extent that my child may own any, I assign all present and future copyright owned by my child in the Recording to the Producer. I give the Daniel Morcombe Foundation irrevocable rights to use and re-use, publish and re-publish any photographs or videos, in whole or part, individually or in conjunction with printed matter or in composite form and in any medium, to help achieve the aims of the Daniel Morcombe Foundation.

By signing this consent form, I agree that the Daniel Morcombe Foundation may use and distribute, my child's image and/or the video in which my child appears in any of the above mentioned material produced. I authorise the Producer to use and authorise the use of my child's name, likeness, voice and biographical material in connection with any use of the Recording.

I warrant that I am the parent or legal guardian of the above named child and that there are no restrictions that prevent my child from participating or any restrictions that prevent me from agreeing to these terms, and that the consent of no other person is required to enable the Producer to make and exploit the Recording. I release and indemnify the Producer, its assignees, and licensees from and against any claims arising from any breach of this warranty and the exercise of the rights granted herein.

I have read and understand the above.

Signature of Parent/Guardian	
Printed name	
Address	
Phone	
Email	
Date	



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.

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.