

# Educator Guide



## Australia's Biggest Child Safety Lesson

### Key learning objectives

To **recognise** safe and unsafe situations and safety clues.  
To **react** to keep ourselves safe.  
To **report** unsafe situations.

### Contents of lesson

<b>The right to be safe</b>	Identifying the rights that all children are entitled to, including that 'we all have the right to be safe all of the time'
<b>Recognising body clues</b>	Understanding the physical responses the body has when feeling unsafe
<b>Reacting to keep ourselves safe</b>	Knowing what to do and how to react to body clues when we are feeling unsafe
<b>Who can help you to stay safe</b>	Identifying safe adults who can help us to be safe. Kids can call Kids Helpline anytime for any reason

### Creating a safe learning environment

When talking about personal safety it is important to ensure you have adequately prepared yourself, parents, carers and children. This includes:

- Informing parents and carers that your school or centre is participating in the lesson. Invite them to come along and participate, share the Parent and Carer Guide found on our website
- Preparing children to participate by letting them know about the lesson in advance
- Respecting the diversity of family units and all children
- Understanding your student or child protection policy. Be ready to respond if necessary to disclosures from children. The Australian Institute of Family Studies provides an excellent guide to responding to children's and young people's disclosures of abuse and contact details of where reports of abuse can be made in each state and territory.

### Prior to the lesson discuss the following safety rules with children

- 1 Be nice to each other
- 2 Try to join in with the activities but it's ok if you just want to watch too
- 3 If you have a private story to tell, talk to a safe adult after the lesson
- 4 Ask questions

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

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## Children will need

- Printed copy of activity sheets for each child
- Pen or pencil
- Desk or hard surface (floor)

## Educators will need

- Access to lesson via [www.danielmorcombefoundation.com.au](http://www.danielmorcombefoundation.com.au) (follow links)
- Internet connection and audio enabled
- Interactive whiteboard or screen to display lesson
- Personal safety education shouldn't be taught as a one off lesson but integrated into learning activities throughout the year. If your school or centre is already doing this – congratulations! If not, this lesson could be a starting point.

## Discussion Questions

After you have watched Australia's Biggest child Safety Lesson with your class, use the questions below to guide a focused discussion. Remind children of the safety rules.

- Q1)** Where do you feel safe?  
**Q2)** Our bodies are very good at giving us clues to let us know how we are feeling. Why do our bodies give us these body clues?  
**Q3)** Why is it important to tell someone if you don't feel safe?  
**Q4)** What could you do if you feel unsafe?  
**Q5)** What do you like most about being a kid?

## RECOGNISE activity instructions – Recognise my body clues

- Reinforce that when a person recognises their body clues, it is their body telling them they do not feel safe and it means they need to react. This could mean, saying NO, moving to a safe place and telling an adult who can help. It could mean coming to their teacher for a quiet talk.
- Using colouring pencils or pens, ask the children to draw the body clues onto the outline of the body. They may be able to think of some extra body clues that are not included on the activity sheet like; quick breathing, eyes wide open/shut, shaking or shivering.

## REACT activity instructions - React

- Discuss each of the items suggested and ask questions about what the children could do if they feel unsafe in different places like at school, a friend's house or at Mum or Dad's place. Ideas could include, calling a safe adult or the police on the phone, or shutting down the computer /phone or game if the safety issue is online.
- Using the activity sheet, ask children to draw and label their own example to show what they can do if they feel unsafe.
- These could be used around your classroom as reminders on keeping safe.

Page 2/4

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# Educator Guide



## REPORT activity instructions – My safety network

- Ask the children to list their safety helpers. They must be adults and should include someone who lives at home, males and females, as well as people who live outside the home. Suggestions: *Mum, Dad, Carer, Grandparent, Uncle/Aunty, Teacher, Principle, Friend's Mum or Dad, Police.*
- Ask the children to write the names of 5 *safety helpers* onto the fingers of the hand, then colour and cut out their hand.
- Encourage the children to take their *safety helper hand* home and show them to the adults they wrote on their list.

## Junior Journo Challenge

This year, the Daniel Morcombe Foundation is setting your class or school media team the challenge of creating your own news-style interview to help keep kids safe! We would love to see you reporting about how you can recognise body clues, react to those body clues and report when you feel unsafe. Here are some ideas to get you started:

- An interview with your principal or teacher about keeping kids safe
- A role play interview with a Kids Helpline counsellor
- Interview children in your school
- Create your own body control center like the one you saw in Australia's Biggest Child Safety Lesson
- A short film to teach other children how to Recognise, React and Report
- It's entirely up to you how you record it

Whatever you choose to do, we would love to see your finished Junior Journo challenge! Send your entry through to [admin@danielmorcombe.com.au](mailto:admin@danielmorcombe.com.au) for the chance of having your work shared on our Facebook page!

**Note to teachers: Please ensure you have parental consent from all children shown in the media before sending it us. The Daniel Morcombe Foundation will show some entries on our Facebook page.** Please also do not send personal information such as full names with the entry; just the children's first names to enable us to send them a certificate.

## Other lesson ideas

- Use the Daniel Morcombe Foundation bunting outline, ask your class to write their own safety messages. These could be displayed in your school to remind everyone how to stay safe
- Design your own Recognise, React, Report poster
- Create a comic strip story to help teach younger children in your school how to Recognise, React and Report
- Write a letter to a friend telling them what to do if they feel unsafe

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## Curriculum links

The Keeping Kids Safe resource is best used as part of a comprehensive whole school approach to personal safety education and is aligned with the following:  
Australian Curriculum, Assessment and Reporting Authority (ACARA)

Health and Physical Education (HPE) subject area

<https://www.acara.edu.au/curriculum/learningareas-subjects/health-and-physical-education>

- Personal and Social Capability

<https://www.australiancurriculum.edu.au/f-10-curriculum/generalcapabilities/personal-and-social-capability/>

- Information and Communication Technology (ICT) Capability

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/>

Daniel Morcombe Child Safety Curriculum Developed to support Queensland schools to deliver key safety messages to students in prep to year 9. Available to all teachers in Australia

[http://danielmorcombefoundation.com.au/wp-content/uploads/2019/02/Daniel\\_Morcombe\\_Child\\_Safety\\_Curriculum\\_Access.pdf](http://danielmorcombefoundation.com.au/wp-content/uploads/2019/02/Daniel_Morcombe_Child_Safety_Curriculum_Access.pdf)

Health Promoting Schools Framework Encourages a whole school approach to respond to health and wellbeing issues, including relationships and sexual health education

<https://gdhr.wa.gov.au/-/health-promoting-schools-framework>

Respectful Relationships Education Across Australia a variety of respectful relationships programs have been developed and are endorsed by State and Territory governments. Learn more about respectful relationships education

<https://www.ourwatch.org.au/What-We-Do/Respectful-relationships-education/Whole-School-Approach-Toolkit>

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