



feeling safe
and being safe



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.

Acknowledgements

The Daniel Morcombe Foundation would like to thank Unitywater, Community Solutions and the many grandparents who gave freely of their time, experience and expertise.



The Daniel Morcombe Foundation acknowledges the traditional custodians of the land and recognises their continuing connection to land, waters and community. We pay respects to elders past, present and emerging and express gratitude that we can all share this land today. We hope and believe that we can move together to a place of equity, justice and partnership where all our children are safe and free from harm.

About the Daniel Morcombe Foundation

The Foundation was established in May 2005 as a lasting legacy to Daniel Morcombe. It was started by parents Bruce and Denise after their son Daniel was abducted and murdered in December 2003 while waiting to catch a bus on the Sunshine Coast, Queensland. The Daniel Morcombe Foundation began in the kitchen of Bruce and Denise's Palmwoods home in 2005. Since then, Bruce and Denise have campaigned to make Australia a safer place for all children. The Foundation has two main aims: to educate children and young people on how to stay safe in physical and online environments and to support young survivors of crime.

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Introduction

All children and young people have the right to be safe. When children and young people cannot live at home with their parents, Grandparents are often the ones who step in. Grandparent carers are the largest group of kinship carers in Australia and their numbers are growing.

Personal safety education helps to prevent child sexual abuse and supports the development of healthy relationships free from violence and harm. Children who receive personal safety education are more likely to develop skills that will promote health and safety into adulthood.

Teaching personal safety is more than a one off talk. It is an ongoing conversation that happens over time as children grow up. All children, including those with learning needs, can learn about being safe. Grandparents can provide the right information, at the right time, in the right way for the children they care for.

Personal safety education is important for GrandFamilies

For children and young people who have been through trauma, neglect or abuse, their experiences of relationships may not have always been positive. Their opportunities for learning about being safe may have been limited. Children and young people with a trauma background need safe adults to teach personal safety skills as they grow and develop.

How to use this booklet

The booklet is designed to be completed side by side with your grandchild. It has clear instructions and conversation starters. You know your grandchild and you are welcome to be creative with the way you approach the activities. The booklet is here to help you get started. The activities are designed for a range of ages, learning styles and abilities. There are suggestions for ways to adapt to meet the needs of children who may require more pictures, maybe don't like reading or have other learning needs.



To Grandparent carers,

You are one of many.

*We appreciate the rewarding,
challenging and central role
you play in keeping kids safe.*

Thank you for all you do.

Pick a regular time of the week to sit down and go through each activity together one at a time. We suggest you do the activities in the order they appear but it is up to you to decide.

This booklet is suitable for use with children who are of primary school age (5 – 12 years old).

Planning for success

- Your positive and open attitude will help when talking about safety with your grandchild
- Read through the activity instructions before starting. Gather what you need – pencils, scissors, glue etc
- Let your grandchild know you will be talking about staying safe. Let them know it will be fun and that you will make a regular time to do this
- Find a quiet place at home where you both feel comfortable to do the activity sheets together. It is important to remember that some activities cover topics where you will need to reinforce privacy. Remind your grandchild who they can talk to (for example “It’s ok for us to talk about private body parts at home but this is not something you would talk to other kids at school about. Who could you talk to about private body parts?”)
- Be ready to answer questions. If you don’t know the answer you can find out together
- Value your grandchild’s work. Put the activity sheets on the fridge or on the wall in their bedroom
- Celebrate when you complete activities. Have a special dinner, play a favourite game or go for a walk

Feeling safe and being safe

Information for Grandparents

It is important to find out what your grandchild thinks the word safety means and what it feels like to be safe. Talking about safety with children who have been through trauma is essential. For many children, their ideas about safety are from their earlier experiences. This means that your grandchild may view the world and some situations through their own safety story. Children who have been unsafe can have trouble recognising safe and unsafe situations or people. Their safety story is often different to people who have grown up being safe most of the time. What might seem like a safe situation to others could present memories or triggers for a child. It could be a sound, smell, colour, place, a locked door or even physical contact like a hug. Talking together can help make sense of their safety story.

This activity provides time to talk about and reinforce the places and people that are safe, as well as talk about the difference between feeling safe and being safe.

Pre activity chat

Talk about the words safe and unsafe and what they mean. Make sure you respect your grandchild's ideas while also gently exploring any false beliefs, such as "I'm safe everywhere". Some suggestions:

Q "What do you already know about safety?"

A The answer could include crossing the road safely, being careful with scissors, places or people that feel safe to be around. Being safe is meant to feel good.

Q "What does it mean if a place or person is unsafe?"

A The answer may vary depending on a child's experience. "It could mean a place or person is dangerous or we might get hurt. It could mean that someone has broken the rules or there are no adults around to supervise. It might mean feeling scared, shame, worried or even sick."

Q "What do you think the difference is between feeling safe and being safe?"

A "You might feel safe but not know that it is unsafe, for example, swimming in a river and there is a strong current; riding a bike without a helmet but you could fall off."

A "You might be safe but feel unsafe, for example, on a rollercoaster that is going fast; when we have a bad dream but wake up safe in our bed or when we see a spider or snake on TV or at the zoo."

Activity instructions

Work together and use the t-shirt outline to write or draw the safe people and places in your grandchild's life.

There may be times when a place or person is only safe when you or other safe adults are around. For example, for some children, school might be safe during class time when there are teachers but during morning tea and lunch it could feel or be unsafe if they are experiencing bullying. Sometimes being with Mum or Dad is safe if you as a Grandparent are there too.

Other ideas

- Cut out pictures from magazines or use photos that show safe places or people and glue them to the activity sheet while talking
- Make a playlist together of songs that the child enjoys listening to, you can call them safety songs. Safety songs have positive messaging and can be accessible for the child to listen to when they might need them

Safety is...



Draw your safety item here

Is there something special you own that makes you feel safe like a toy or blanket?



Relationships, trust and being safe

Information for Grandparents

This activity is about exploring who your grandchild can trust to look after them and help them avoid getting hurt. It is important to remember that children may have difficulty understanding that people they feel close to (including a parent or other relative) may not always be able to keep them safe. For some children, the people who should have looked after them or were in the inner circle have caused them harm. If your grandchild wants to include adults who are not safe, it is important to discuss this with them.

Pre activity chat

Talk about trust and the people in your grandchild's life before starting the activity. Some suggestions:

Q "What do you think the word trust means?"

A "It means believing that another person will do the right thing. We trust people who look after us and keep us safe."

Q "Can you love someone and still need help to be safe with them?"

A "Yes, some people we love are not always safe to be around without support. We love them or care about them but we still need to think about how important it is to be safe."

Q "Do you think we can trust everyone? Why or why not?"

A "Even if someone is really nice, if we have just met them or started talking to them online we can't always trust them. To trust someone we need to know them well and know that they will look out for us and keep us safe. Some people love us but are not always good at looking after you or themselves well."

Q "What might happen if someone we trust does something to upset or hurt us?"

A "It means we may not trust that person anymore or it could take some time to trust them again. This is OK." *Provide relevant examples such as if a friend took some money, if a friend says something mean about you to other people, or if someone hurt you or didn't look after you very well.*

You may want to talk about the different circumstances in which we can trust some people. "When Mum/Dad is taking their medication we can trust them to look after you and keep you safe. When they are unwell, they have trouble understanding what you might need to stay safe and how to look after you in the best way."

Activity instructions

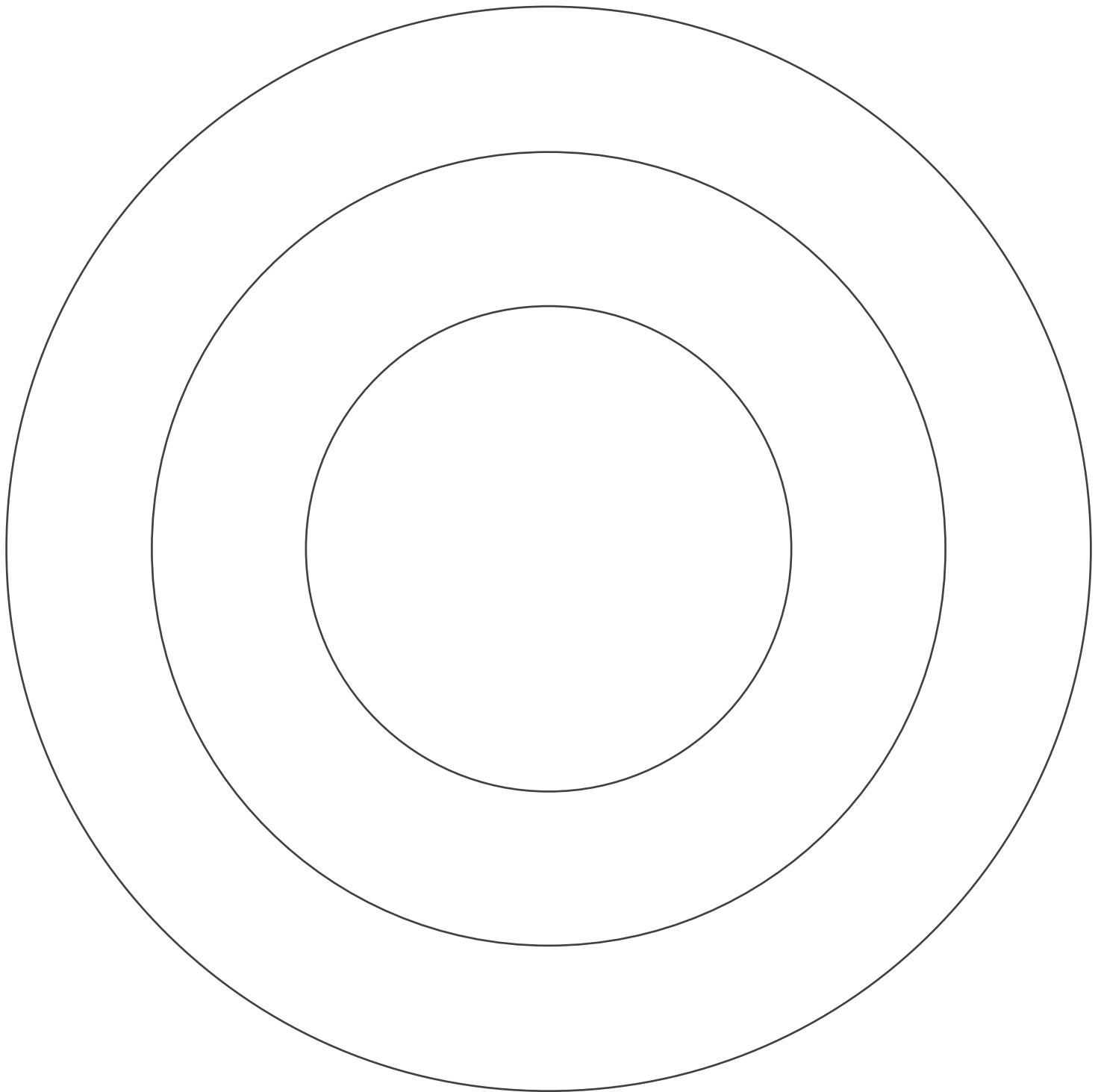
- Explain that the inner safety circle is for people we are closest to. Sometimes these people are family. They have known us a long time and they will keep us safe. This circle does not need to include all family members, only the ones who look after us and are able to look after us at this time.
- The second circle represents friends of the same age (same school, sports group, interests/ hobbies)
- The third circle represents people that we know and can help us (teacher, neighbour, counsellor, doctor, coach, police officer)

Work together to write the names of the people in each circle. As you are doing the activity, explain that the closer someone is to the centre of the circle, the more we can trust them to look after us. You may need to create a different circle for people who are loved who still need some help learning how to be safe with your grandchild. Talk about where you might put this circle.

Other ideas

- Use pictures of the people rather than writing names
- Using a computer, create a digital version of this activity. Together with your grandchild, talk to all the people in the circles and ask if you can take their photo to add to the activity sheet

My safety circles



The people in the inner circle are closest to me and will try to keep me safe always.

The people in the second circle are friends who care about me and would help me if I needed them.

The people in the third circle are adults who I know can help me.

What feeling is that?

Information for Grandparents

Understanding feelings and how they help us decide whether something is fun, exciting, safe, scary or unsafe is a key personal safety skill for all children. Learning about feelings and what they mean may require lots of repetition and ongoing positive reinforcement.

Children's development may be effected by alcohol or drug use by their parent before they were born. When a child has previously lived in an unsafe situation, experienced violence or is a survivor of abuse, their cognitive functioning (the way their brain thinks, reasons, perceives and remembers) may have been impacted. This can mean:

- General cognitive and language delay
- Problems with memory
- Challenges with knowing how to manage their own behaviours when faced with stress
- Difficulties in processing social and emotional information

Recognising their own emotional responses may be hard for some children. They may perceive situations as safe when they are not, or might feel worried in what is a safe environment with safe people. Understanding their own feelings and what safe and unsafe situations might feel like helps to strengthen healthy social and emotional development for children.

Pre activity chat

Talk with your grandchild about how they are feeling today. Reinforce that all feelings are important. We don't have to be happy all the time. Tell them how you are feeling today. Try and be positive.

Some examples:

"I'm feeling safe today because I'm at home and I'm with people I trust, like you and Auntie." or "I'm feeling relaxed today because it's the weekend and all my jobs for the week have been done."

Explain that you are going to talk about feelings and the situations, places or people that might make us feel a particular way.

Note: Some of the pictures could represent a few different feelings, this provides an opportunity to discuss each of them and decide together.

Activity instructions

Work together and name what the children in the pictures might be feeling. Use questions to find out why your grandchild thinks the child is feeling a particular emotion. "What is it about their face/hands that tells you that?" Write the answers in the second column. Help your grandchild identify times when they have felt these emotions. These answers can be written or drawn in the third column. For example, when they see a favourite cousin they might feel excited or happy. If they fell off their bike, they might be sad and want to cry.

Description words for pictures: 1) Happy, excited, safe. 2) Angry, frustrated, mad. 3) Sad, alone, worried, scared, unsafe, shame. 4) Proud, happy, safe. 5) Scared, frightened, unsafe.

Extension activity: You might want to think of some different feelings and work together to do the matching actions or faces that go with each of them.

Other ideas

- Look through magazines and talk about what the people in the pictures might be feeling
- Use different coloured pencils or crayons to help describe feelings. Let your grandchild choose the colour they would like to link with the feeling. Label each colour with the feeling word
- Do an internet search, there are lots of video clips and cartoons that sing and talk about feelings

Naming feelings

Name of feeling/s	Places or times I feel like this
<p>1</p> 	
<p>2</p> 	
<p>3</p> 	
<p>4</p> 	
<p>5</p> 	

My body clues

Information for Grandparents

This activity is best done after you have talked about feelings and emotions. It helps if your grandchild can name and explain the feelings of being scared, confused, angry or sad. Children can experience a range of feelings when in unsafe situations. They may not understand that what is happening is not OK or harmful. A situation may not make them scared, yet they could still feel confused, angry or sad.

This activity is the first part of a simple three step plan for children to identify unsafe situations and respond. The steps are:

- Recognise - what do your body clues tell you about whether the situation is safe or unsafe?
- React - what can you do?
- Report - who can you tell?

Activities to learn about React and Report are included in this booklet.

Recognising the physical signs bodies give when we are feeling scared can help to tell us that we are in an unsafe situation. These are called body clues. When children can recognise their body clues, they may be able to seek help sooner.

Pre activity chat

Discuss with your grandchild times they have felt unsafe or scared in the past. Always be mindful that some of these experiences could involve the reason they are in your care. These times do not have to be ignored. It could be a good time to have a kind and gentle chat together.

Q "Can you think of any examples of what your body did when you felt this way?"

A You might want to give the following examples, "When a person feels sad, their body might make tears and they might feel a lump in their throat." Or "When a person feels angry, their face might feel hot and their heart might beat faster." Or "When a person feels nervous, their body might shake a little, their voice might not sound as strong as usual, they could feel like crying or going to the toilet."

Activity instructions

Work together to draw body clues on the activity sheet. Have some suggestions of extra body clues that are not included in the activity sheet like, quick breathing, eyes wide open/ shut, shaking or shivering. Using coloured pencils or pens, encourage your grandchild to draw these onto the body.

Q "Do you think people feel all these things at the same time if they are scared?"

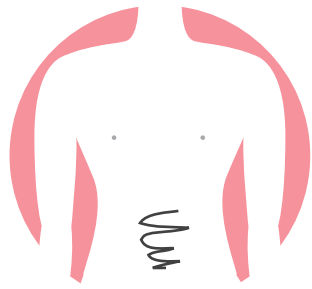
A "Most of the time people might only feel one or two of these body clues. Which of these have happened to your body?"

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 you for a cuddle or a quiet talk.

Other ideas

- Watch videos where characters are clearly demonstrating body clues and try and identify these together. Make sure the videos are not frightening for the child
- Use story books where characters might be feeling worried or scared. Identify what their body does to tell them

Recognise - my body clues

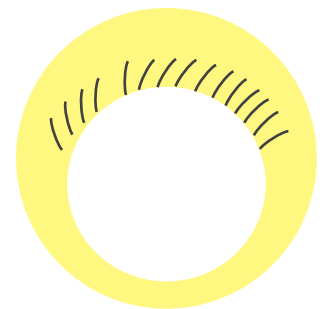


Funny tummy

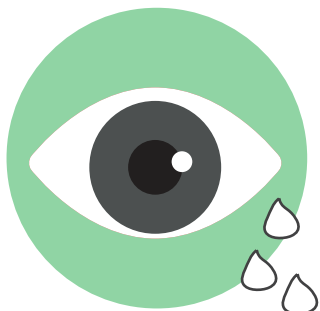
Wobbly knees



Sweaty palms



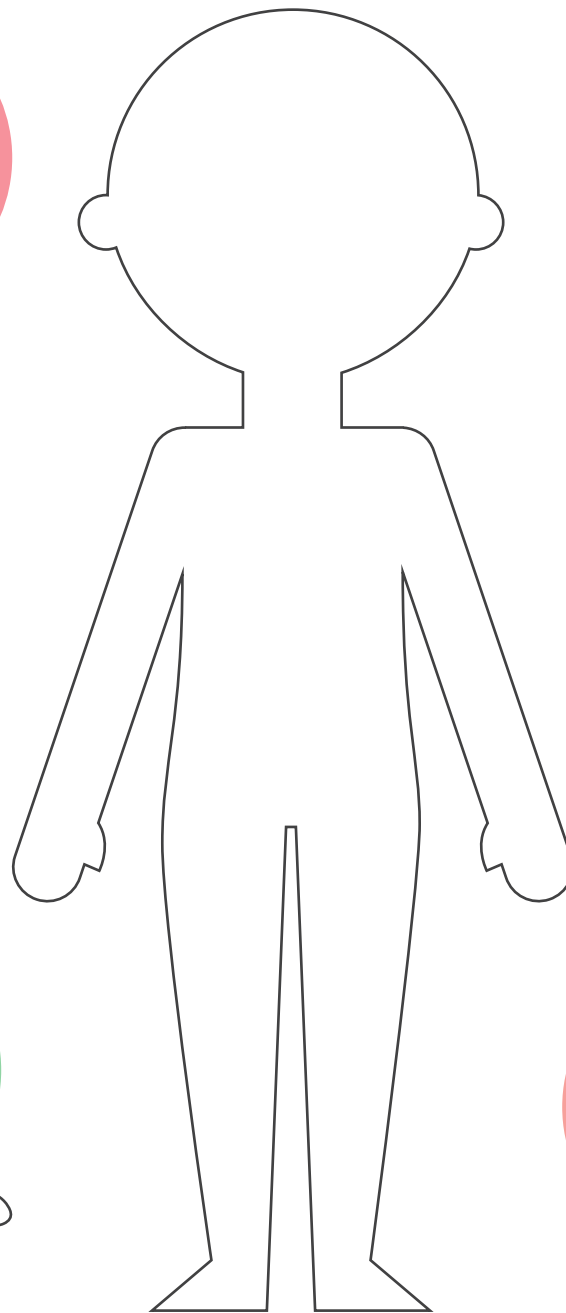
Hair stands on end



Crying



Heart pounding



If I recognise that my body is giving me clues:

I can GO to a safe place
I can say NO
I can TELL an adult who will help me

Adults I can talk to are: _____

My body belongs to me

Information for Grandparents

Helping your grandchild to feel good about their body is a way to introduce the idea of body ownership to them. By talking about all the different things we can do with our bodies, you are also starting a conversation about body functions. All parts of the body do something or help us to enjoy things like, sport, watching movies or talking with friends.

Helping your grandchild to build positive feelings about their body and the way it works also allows you to remind your grandchild that they are in charge of their body. If you are doing this activity with a child who has a physical disability, you may want to explore some parts of the body in slightly more detail. For example, if a child is able to use their hands, you can talk about the different parts of the hand and what they do. Focus on the child's strengths but also acknowledge that there might be parts of their body that work differently to other people's. This is OK, they are still in charge of their body.

Pre activity chat

Talk about how everyone has body parts that help them to look after themselves, do fun things and learn.

Q "What types of things do you like to do with your body? What is your most favourite thing to do? Which parts of your body help you to do that?"

A You might want to make suggestions about different activities for different parts of the body. "Do you like to dance? Do you love drawing? What about singing or talking with friends? Playing video games?"

Q "Who is in charge of your body?"

A "You are! Your body belongs to you and no one should do anything to your body that makes you feel scared, confused or uncomfortable. We all need help looking after our body sometimes. Can you name the people who can help you look after your body?"

Activity instructions

Explain that our bodies are amazing and they help us every day to learn new things and have fun. By talking with your grandchild, go through each of the pictures and write or draw the activities that each body part does in the empty box. Make these things that your grandchild actually does enjoy.

To help your grandchild to feel good about their body, ask them to name a favourite part of their body and explain their choice. They may struggle to choose a favourite body part. If they say "I don't know," you can help them by making a suggestion that reminds them of something they are good at that their body helps them do. "You are really good at putting your toys away when I ask you to. There are so many parts of the body that help you do this. Which part do you like best?"

Once you have finished drawing or writing in all the boxes, ask your grandchild to finish the sentence about who their body belongs to. They can complete the answer or you can write their name or 'me'.

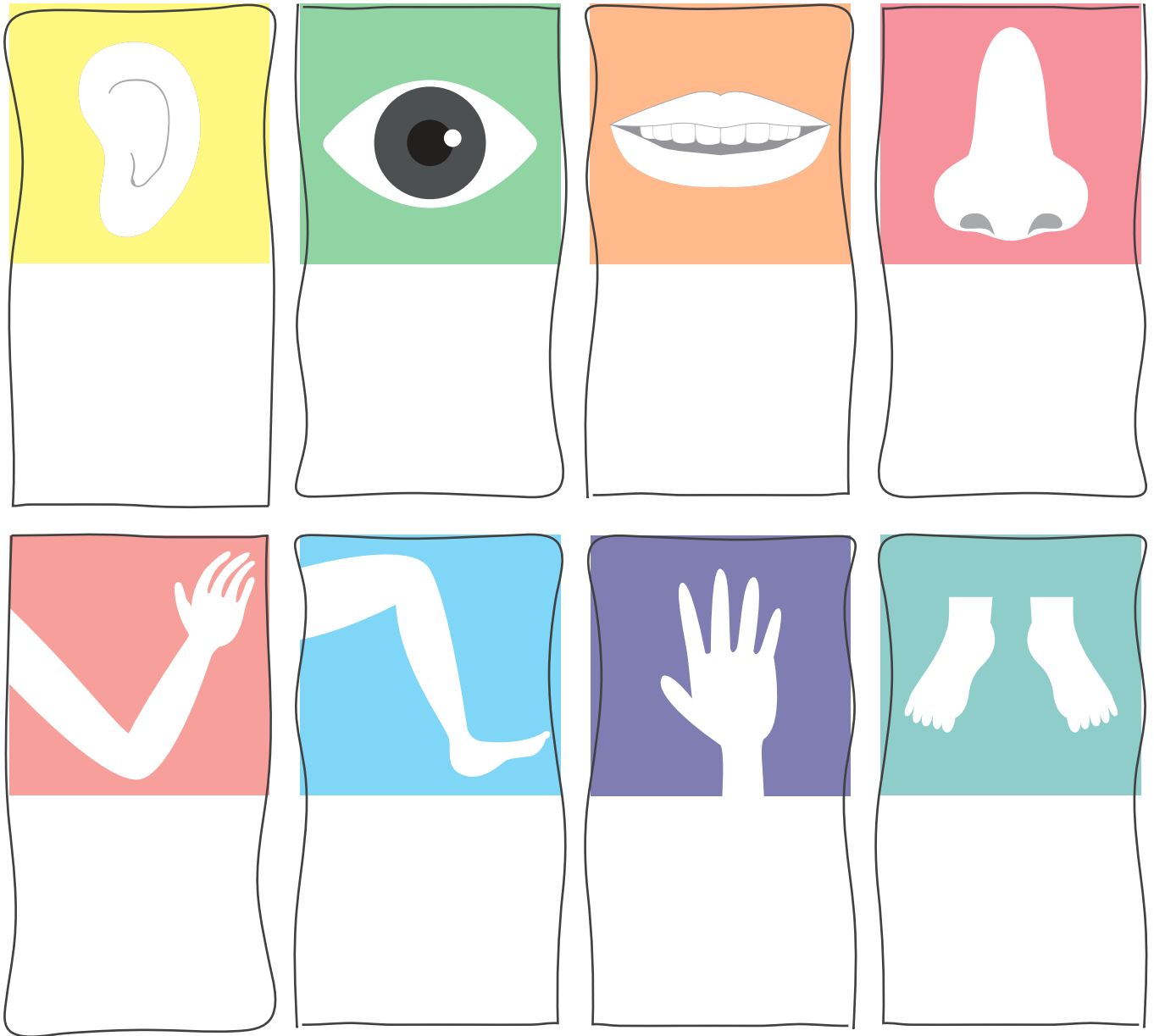
Other ideas

- Use magazines to cut out pictures to paste next to the body parts
- Talk about which parts of the body your grandchild might need help looking after and who is allowed to touch them, under what circumstances
- Read a book or watch an online video about the body. There are many available and these can help you to extend the conversation to inside parts of the body if your grandchild is interested
- Make up a song or rhyme using the words 'My body belongs to me'

Things my body can do

Your body is amazing and it belongs to you!
You can do all sorts of awesome things with your body.

Draw or write your favourite things to do with each of these body parts.



Finish this sentence:

My body belongs to _____

The name game: public and private body parts

Information for Grandparents

Understanding the public and private parts of the body is an important personal safety skill. When children know the anatomical or proper names for private parts, it helps them talk clearly with adults if they need help looking after them or need to talk to a safe adult about them. Children who know the proper names and functions of private body parts are less likely to experience sexual abuse and more likely to tell an adult if they have been harmed.

If you are doing this activity with a child who has experienced sexual abuse it is important to reinforce that someone broke the rules and no one is allowed to touch or look at their body in a way that makes them feel scared, confused or uncomfortable. Their body belongs to them. They did not do anything wrong.

This activity gives you the chance to discuss cultural differences about which parts of the body are considered public and private. For example, in some communities women wear a head scarf in public or men wear clothing that covers their shoulders and knees.

Whether you are a Grandmother or Grandfather, by having this conversation with your grandchild, you show them they can come to you with questions about their body and it's OK to talk about.

Pre activity chat

Talking about bodies can sometimes be embarrassing and that's OK. Maybe when you were growing up adults didn't talk with children about private parts. You could talk about that with your grandchild and how the world has changed because we know children need to learn and be safe.

Explain that together you are going to learn about the proper names for the public and private parts of the body. Find out what your grandchild already knows about the parts of the body. Remind them that talking about private body parts is private. At the end you will help them name some people they can talk to about private body parts. Some suggestions:

Q "Can you name some places or things that are 'public'?"

A The answer could include the shops, school and the playground. Public places or things are where there are other people around and we are all wearing clothes.

Q "Can you name some places or things that are 'private'?"

A The answer could include, the toilet (including the toilet cubicle at school), bedroom with the door closed, personal diary, wallet, thoughts.

Q "Tell me some names for some different parts of the body. Do you think these are public or private parts? Why?"

A Let the child share what they know and encourage them to identify parts that are also covered by clothes.

Private parts of the body are covered with underwear or swimmers. People are not allowed to look at or touch your private parts. If a private part is sore or someone needs help looking after their private parts, a caregiver or doctor may need to help. If your grandchild has a disability and requires support with dressing, bathing or toileting, you can still talk about this as being private and name the people and circumstances in which this occurs.

Public parts of the body can be seen in public places like school or the shops. We often wear clothes to cover up some of these parts. For example, when we go out, we need to wear a t-shirt to cover our chest and a skirt / trousers to cover our legs.

Other ideas

- Use drawings of body parts and cut them out then paste them onto the body outline
- Use public and private signs on walls/ doors as reminders of where the public and private places are in the house



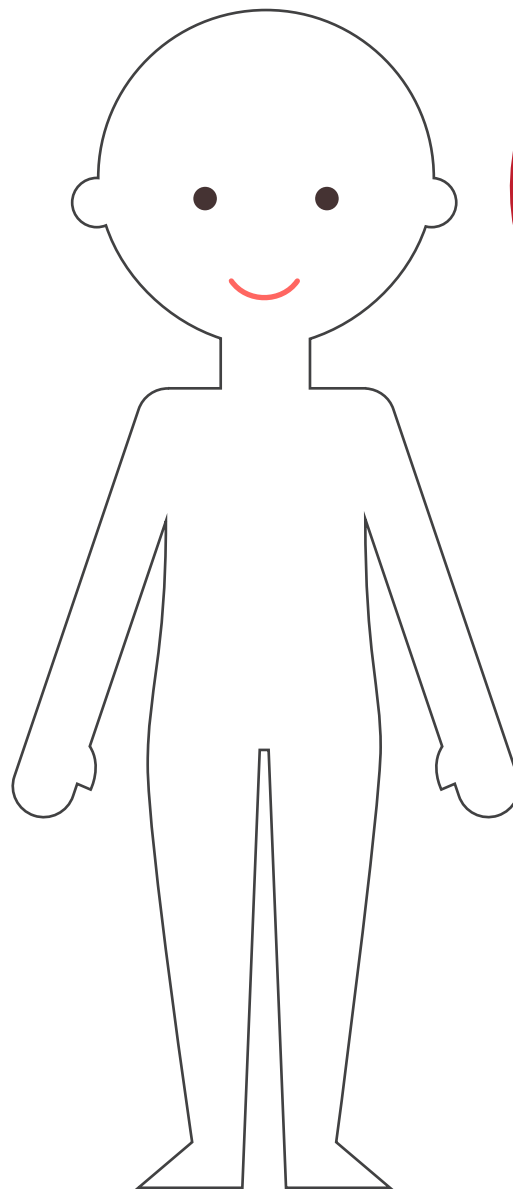
Activity instructions

- 1) Do both the activity sheets by asking your grandchild to draw the parts of the body you have been talking about. As the drawing progresses, talk about the functions or job of the different parts of the body. "We have hair on our heads to keep us warm. Our eyes help us to see what is going on around us. Eyes also show feelings, tears might come out of them when we are sad, frustrated or angry." When drawing the private parts your grandchild may use cultural, family or slang names. These names might be OK at home but make sure you also clearly say we will use the proper names a doctor or teacher would use too.
- 2) After all the body parts are drawn on (including the private parts), ask the child to circle the private parts or, if they can write well, to label the body parts.
- 3) Describe the functions of the private body parts. You might simplify the explanation for very young children.
- 4) Ask the child to draw swimmers over the private body parts as a reminder that private parts are usually covered by clothing when we are with other people.

Knowing the functions of private body parts is protective for children. You can reinforce that sex and sexual touch is something that adults who both agree, do with each other. It is not ok for an adult to be sexual with a child or for children to ask to look at or touch each other's private parts. It is ok for a child to touch their own private parts, so long as they follow the rules about privacy.

Female / woman / girl private parts	
Breasts and nipples	Breasts make milk to feed a baby. When a woman is pregnant, the nipples are where the milk comes out.
Vulva	Folds of skin on the outside of the vagina. The vulva helps to keep the vagina clean and healthy. The vulva includes the clitoris, which is shaped like a pea and sits at the top of the vulva. The clitoris might feel nice to touch. Just inside the vulva is a small hole where urine (wee comes out) this called the urethral opening. The vagina's opening is also inside the vulva.
Vagina	Is inside the body and connects the vulva to the uterus (womb). A baby can be born through this opening. This is where period blood comes out of the body. The vagina can be used for sexual activity. Urine (wee) doesn't come out of the vagina.
Male / man / boy private parts	
Penis	Urine (wee) comes out of the penis. The penis might feel nice to touch. Semen (white sticky liquid) comes out of the penis when a boy has a sexy feeling. This happens when a boy starts puberty. The penis can be used for sexual activity.
Testicles	Two small oval glands that hang in a pouch of skin behind the penis. The testicles make sperm (tiny tadpole shaped cells that help to make a baby if a man and a woman have sexual intercourse.)
Scrotum	The pouch of skin that holds the testicles.
Both	
Bottom / anus	The bottom is used for sitting on. The anus is where faeces (poo) comes out. The anus can be used for sexual activity.
Mouth	Although the mouth is not covered by underwear or swimmers, it is a part of the body that is private. It is not ok for someone to kiss or touch our mouth or put something into our mouth when we do not want them to. If we need help to look after our mouth or teeth, our caregiver can help us. The dentist also needs to touch our mouth when we go for a check up. The mouth can be used for sexual activity.

Body parts female

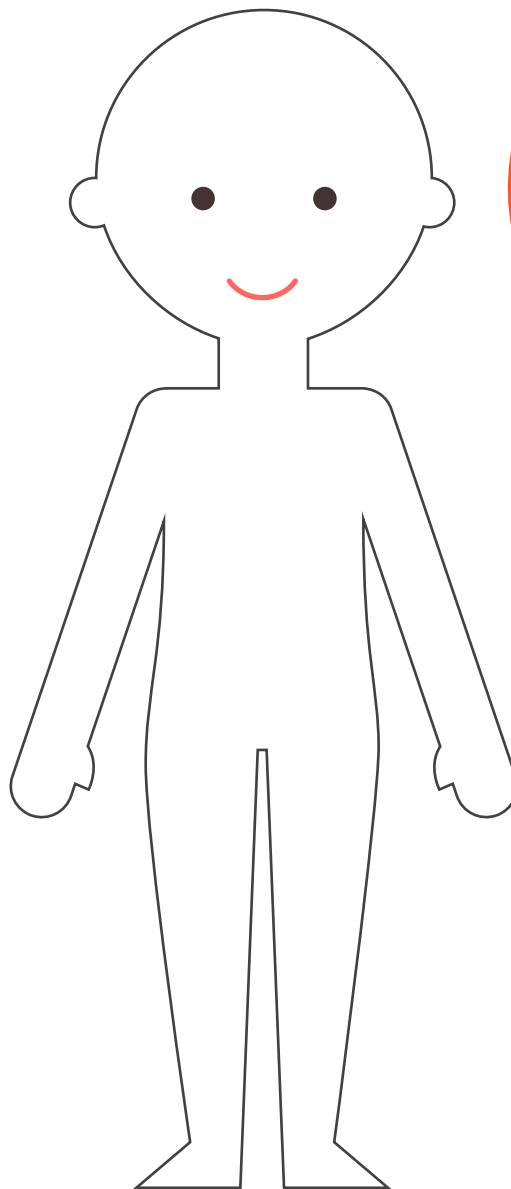


I can talk to adults that can keep me safe about private parts.

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

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Body parts male



- Mouth
- Penis
- Testicles
- Scrotum
- Bottom / anus

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.

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Responding to unsafe situations

Information for Grandparents

Supporting your grandchild to know how to respond when they might feel unsafe helps them to practice being able to look after themselves and get help.

When talking with your grandchild, it is important to acknowledge that there may have been times when they have tried to react and report by telling an adult that they are feeling unsafe but they were ignored. You can let them know that when they come to you, that you will listen and believe them.

Pre activity chat

Remind your grandchild about body clues and how they can help us to know if we are feeling unsafe. Ask them to name some of the body clues from the earlier 'My body clues' activity. Use the following questions to provide a story for the React and Report activity sheets.

- Q "What do you think a person could do if their body clues were telling them they were not safe?"
A "They should try and leave and talk to an adult who will listen to them and believe them. They might also say 'NO' in a big loud voice." (You can practice saying 'NO' in a loud voice together.)

If it has been hard in the past for your grandchild to leave a situation that makes them feel unsafe, remind them that they can always tell a safe adult as soon as possible about what has happened or how they are feeling. They did nothing wrong.

- Q "Can you remember any of the people you included in your safety circle from before?"
A "These are adults who you can trust and you can talk to if you need help to be safe."

Activity instructions

React activity sheet

Talk about each of the items suggested and ask questions about what your grandchild could do in different places like at school, a friend's house, 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.

Report activity sheet

Write the names and phone numbers of people who can be safety helpers. They must be adults and should include someone who lives at home, males, females as well as people who live outside the home. Suggestions: Grandparent, Carer, Mum, Dad, Uncle, Auntie, Teacher, Principal, Best friend's parent or Police.

If your grandchild suggests talking with a close friend who is not an adult, remind them that with their friend they can go and find an adult together who would help. Highlight to your grandchild that they need to keep talking to their safety helpers if they feel unsafe. Tell them they are very important and to keep trying. Teaching persistence in help seeking is important so that they don't give up if the first person does not listen or help enough.

Make sure this activity sheet is somewhere that your grandchild can see it if needed. You could even make a copy for them to carry with them. Talk about this activity regularly and update safety helpers as required.

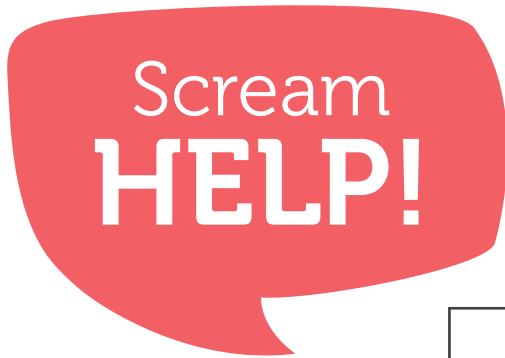
Other ideas

- Practice using stories and scenarios to problem solve. Do not always make these about strangers. Most children and young people are harmed by someone that they know or if they are online they could feel they know them, even if they have never met in person

React

If I recognise my body clues and feel unsafe, I can...

Tick the boxes



Scream



Run



Say NO!



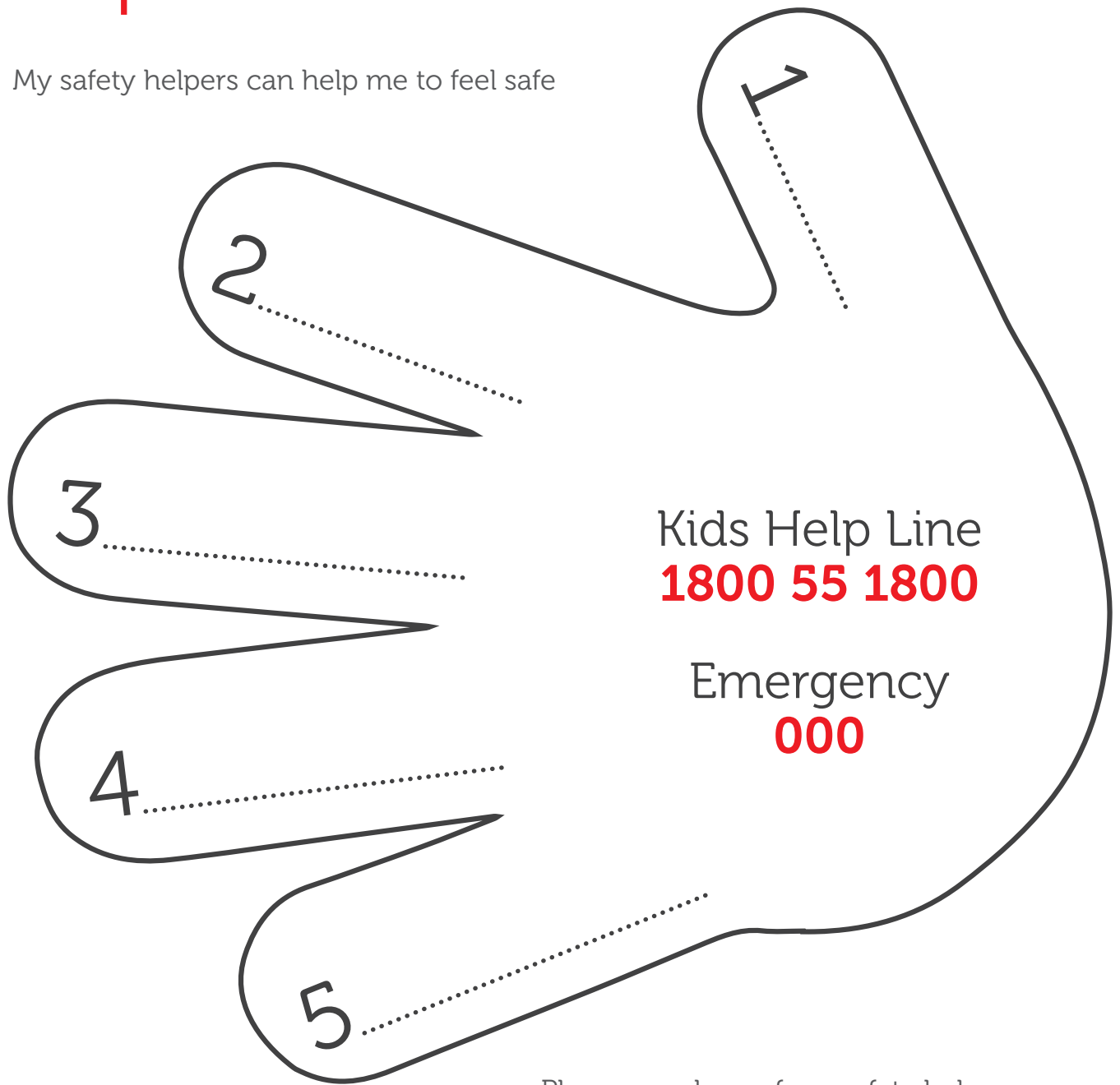
Tell someone

Draw your own

A large, empty rectangular box with a black outline, intended for drawing a personal safety response.

Report

My safety helpers can help me to feel safe



Kids Help Line
1800 55 1800

Emergency
000

Phone numbers of my safety helpers:

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





Where to get help

Parentline 1800 30 1300 provide free telephone counselling and advice to parents and carers. Resources are available to support parents and carers to understand a wide range of issues related to raising children and young people www.parentline.com.au

Daniel Morcombe Foundation has resources to teach personal safety skills to children and young people, available from www.DanielMorcombe.com.au

The Australian Institute of Family Studies has an up to date contact list of relevant state or territory child protection agencies, if you suspect that a child has experienced abuse or is at risk of harm www.aifs.gov.au/cfca/publications/reporting-abuse-and-neglect

The Office of the eSafety Commissioner has resources to help children, young people, parents and carers. They are committed to helping all Australians have safe, positive experiences online www.esafety.gov.au

Raising Children Network has information and videos that focus on life as a Grandparent carer. Includes a guide to help look after you and your grandchild www.raisingchildren.net.au/articles/grownups_grandparent_carer_nutshell.html

References and resources

Daniel Morcombe Foundation, 2017 *Keeping Kids Safe Resources*, viewed 13 June 2018, <http://danielmorcombe.com.au>

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State of Tasmania (Department of Education), 2017, *Respectful Relationships Teaching and Learning Package*, viewed 27 June 2018, <https://documentcentre.education.tas.gov.au/Documents/Respectful-Relationships-Teaching-Learning-Package.pdf>

State of Queensland (Department of Education, Training and Employment), 2014, *Daniel Morcombe Child Safety Curriculum*, Prep – Year 6



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