Educator Guide

Australia's Biggest Child Safety Lesson

Upper Primary 2020

The Upper Primary version of *Australia's Biggest Child Safety Lesson* is suitable for children aged 8 to 12 years. It will teach students key personal safety concepts in a fun and interactive way. It can be viewed in large or small groups at school and can also be watched by children at home.

Key learning objectives

To **RECOGNISE** safe and unsafe situations and body clues.

To **REACT** to keep ourselves safe.

To **REPORT** unsafe situations.

Contents of lesson

The Online World	The online world is defined and then compared with the real world. In the first 'Vox Pops' segment, students discuss what they like about the online world.
Recognise, React, Report	This segment of the lesson assists students to unpack an unsafe situation that occurs online. They are encouraged to understand the physical responses the body has when feeling unsafe, explore how to react when something goes wrong, and examine an example of reporting.
Online Safety Tips	This segment presents an 'around the grounds' approach to some key online safety tips.
eSafety Commissioner	In this segment, our Junior Journo Interviews Julie Inman Grant – Australia's eSafety Commissioner.
Brain Science and the Online World	A 'wacky scientist' answers the questions: • What is dopamine? • Why is dopamine relevant to the online world?
Looking out for a Friend	The second 'Vox Pops' segment presents students responding to the question: • What would you do if a friend told you they had felt unsafe online?

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 attend and participate, share the 'Parent and Carer Guide' with them.
- Preparing children to participate by letting them know about the lesson in advance

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- Respecting the diversity of all family units and children
- Understanding your Student or Child Protection Policy.
- Be ready to respond, if necessary, to disclosures from children. The *Daniel Morcombe Foundation* guide to 'Responding to Disclosures of Abuse' is available at www.DanielMorcombe.com.au/fact-sheets/

One step removed

Endeavour to utilise the 'one step removed' strategy. This strategy removes the use of first person when posing questions or presenting hypothetical scenarios. Instead, where possible, utilise third person. For example, instead of saying: 'You have an unsafe secret,' say, 'Someone you know tells you they have an unsafe secret'. This strategy allows for the exploration of sensitive topics whilst reducing the possibility that students might be personally confronted.

Protective interrupting

It is possible that involvement in a safety lesson may prompt a student to be ready to make a disclosure of abuse. Whilst a group of children may have been advised to save personal stories for later, it is possible a student may begin to disclose, or a teacher might sense that a student is about to make a disclosure. In such a situation, protective interrupting validates the importance of the disclosure, whilst protecting the individual from revealing personal abuse which may increase their own vulnerability. This strategy also protects other children from vicarious trauma which can be experienced due to hearing a disclosure.

If such a situation occurs, a teacher should endeavour 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, but...' The teacher could gently suggest the child talks privately with them after the lesson. Where possible, if staff are available to continue the lesson and supervise the remaining group, the teacher should request that the child goes out of the classroom with them to continue the conversation.

This strategy for managing disclosures is not meant to dissuade the child from disclosing harm. It is very important that teachers are prepared to respond sensitively to any disclosures of abuse. If any protective interrupting has been necessary, it is essential the teacher subsequently creates a safe situation for a follow-up conversation with the child. They should be ready to facilitate the disclosure as soon as possible after the protective interrupting. Each Australian state and territory has its own specific requirements relating to the reporting of abuse, so it is important to understand what this means for individuals.

For further information on mandatory reporting visit: www.aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect

Consultation with parents/carers of student(s) with a history of abuse

It is important teachers are aware that this lesson incorporates content which may be confronting or upsetting for some students. It is recommended that in circumstances where a history of abuse is known, teachers engage with significant people in the child's life (such as a parent or carer) prior to the commencement of the lesson. Parents or carers and teachers should collaborate to devise strategies to respond to the individual student's needs.

Prior to the lesson discuss the following safety guidelines with children:
1. No put downs – be nice to each other
2. Respect others and value their individual contributions
3. Try to join in with the songs or activities, but it is okay if you just want to watch
4. If you have a private story to tell, talk to a safe adult after the lesson
5. It is okay to ask questions

Educator Guide

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.DanielMorcombe.com.au
- Internet connection and audio enabled
- Interactive whiteboard or screen to display lesson

Personal safety education should not 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.

Before the lesson

Discussion questions
- What does 'online' mean?
- What is the difference between the online world and the real world?
- What do you like about the online world?
- Can you think of some things you can do to stay safe in the real world?
- Can you think of some things you can do to stay safe in the online world?
- Our bodies are very good at giving us clues which let us know how we are feeling. Why do our bodies give us these 'body clues'?

During the lesson

Interactive components
During the lesson, there are three separate prompts for viewer involvement.

Prompt One
The first prompt is a 30 Second Clock, with the accompanying statement: "I wonder if you've got some thoughts as to why this situation is unsafe." This occurs after students watch footage of an adolescent girl receiving inappropriate messages via a social media app.

Possible responses may include:
- The person is in Jess' contacts list, although she does not know who it is
- Jess sends a photo to a stranger
- Jess is messaging a random person and there are no adults around her to see what she is doing
- There is a minimum age of 13 for *Snapchat*. Is Jess old enough to be using this app?
- Why does Jess' coach have her personal contact details?
- Jess' coach makes a comment about how she looks – this is inappropriate contact
- Jess' coach asks her to 'keep it a secret' – this is an unsafe secret
- Jess may have location services enabled

Prompt Two

The second prompt is simply asking the question, "Can you remember what body clues are?" There is no 30 Second Clock for this question. This is just posed to the viewers, for their self-reflection.

The response that is provided is below:

> "Body clues are the physical signs our bodies give us that we might be happy, sad or possibly in an unsafe situation. This can happen in the real world or the online world."

Prompt Three

The final prompt is another 30 Second Clock, with the accompanying question: "Can you think of some of the actions we can take to use the internet more safely?" This occurs after the completed 'Recognise, React, Report' segment has explored some options for our adolescent female after she is faced with an unsafe situation involving communications via social media.

Possible responses may include:

- Only accept friend requests from people that you and your family know in real life
- Make sure you know the true identity of everyone on your contacts lists
- Never meet up with anyone from the online world without checking with your parents or carers
- Be careful what you put online – think before you upload or share photos
- Always ask a parent or carer before you buy anything online
- Keep your passwords private
- Sign out before you leave the computer
- Talk to your parents and carers about what you are doing online
- Check your privacy settings
- Turn off location services
- Only go online in a shared space such as the kitchen or living room
- Don't share personal details online
- Be mindful of how you communicate with others
- Think before you share any links to other sites
- Protect your identity – pick a username that isn't your real name and use a profile picture that doesn't show any personal information
- Block anyone that you have had unsafe or negative contact with
- Report to a safety helper anytime you feel unsafe or uncomfortable online
- Report any abusive content to the website or application
- If you are affected by serious cyberbullying, make a report to eSafety
- Have a healthy balance of online and offline activities

After the lesson

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

Discussion questions

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

- Why is it important to tell someone if you do not feel safe?
- What could you do if you felt unsafe in the real world?
- What could you do if you felt unsafe online?
- Can you think of a Safety Helper for each finger on your hand?
- Do you think the online world is more likely to be unsafe than the real world?
- Can you think of something specific you can now do to be safer online?
- What is the difference between safe and unsafe secrets?
- Why do you think the online world should never be a secret world?
- Why is it important to talk to your parents and carers about what you do online?

Curriculum links

The *Daniel Morcombe Foundation's* 'Keeping Kids Safe' Resources are 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/foundation-year-10/learning-areas-subjects/health-and-physical-education
- Personal and Social Capability https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/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 https://www.danielmorcombe.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 www.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 www.ourwatch.org.au/What-We-Do/Respectful-relationships-education/Whole-School-Approach-Toolkit

'Keeping Kids Safe' Resources

If you visit the *Daniel Morcombe Foundation* website you can access a variety of age-appropriate resources from the suite of 'Keeping Kids Safe' resources at:

www.DanielMorcombe.com.au/keeping-kids-safe-resources/year-4-6/.

When using the 'Keeping Kids Safe' Resources, children can practise the key safety skills of RECOGNISE, REACT, REPORT.

RECOGNISE activity instructions

Utilise the RECOGNISE activity, 'Recognise: My body clues':

- Reinforce that body clues are the physical signs our bodies give us that we might be happy, sad, or possibly in an unsafe situation. This can happen in the real world or the online world.
- Using colouring pencils or pens, ask the children to draw the body clues onto 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 or shut, shaking or shivering.

REACT activity instructions

Utilise the REACT activity, 'React: If I feel unsafe I can…'

- Discuss each of the possible actions 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 displayed around your classroom as reminders of strategies for keeping safe.

REPORT activity instructions

Utilise the REPORT activity, 'Report: 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, principal, friend's mum or dad, police.
- Ask the children to write the names of five safety helpers onto their safety hand – one for each finger on their hand. Then prompt students to colour in their safety hand and cut it out.
- Encourage the children to take their safety hand home and show them to the adults they wrote on their list.

Morky's Safety Mission

Download the *Daniel Morcombe Foundation's* board game at www.DanielMorcombe.com.au/morkys-safety-mission/.

Ask students to create some more 'Challenge Cards' for the game. Children should endeavour to make a series of questions specifically relevant to online safety.

Extension Activities

Online Safety

Venn Diagram

Brainstorm the similarities and differences between the real world and the online world. Help students fill in a Venn diagram which demonstrates these similarities and differences.

Children should be encouraged to consider a range of aspects from each world such as:
- family
- friends
- safety
- school
- rights and responsibilities
- recreation
- business
- public
- private

Online Safety Audit

As a class, devise an online safety checklist. This could include items such as:

- ☐ I have a strong and secure password
- ☐ I keep my passwords private
- ☐ I change my password from time to time
- ☐ I always log out of the computer when I have finished
- ☐ I keep my personal details private
- ☐ I think before I post anything online
- ☐ I am always respectful when I communicate with others online
- ☐ I am always positive and kind when using social media
- ☐ I never upload pictures without checking with my parents
- ☐ I never fill out any online questionnaires without permission from my parents or carers
- ☐ I never open emails from someone I don't know
- ☐ I only go online in a shared area of my home (such as the living room)
- ☐ I talk to my parent or carer about my online activities
- ☐ I only download from known and trusted websites
- ☐ I never meet up with anyone from the online world that I don't know in the real world
- ☐ I have location services turned off
- ☐ I have a healthy balance of online and offline time
- ☐ I know that I can talk to a Safety Helper about anything that makes me feel unsafe online

Ask each student to complete this checklist as part of their own online safety audit.

Children should then complete a brief reflection at the end of the checklist. They might like to rate their current online safety strategies out of 10. They should then make an action plan of three specific steps they can take in order to be safer online.

Extension Activities

Role Plays

Get your class to brainstorm a list of unsafe situations which might occur online.

There are a range of appropriate scenarios provided in the Daniel Morcombe Foundation 'Conversation Cards' – which are available at www.DanielMorcombe.com.au/wp-content/uploads/2019/10/DMF_Conversation_Cards_Educator_Guide.pdf

Get children into small groups to discuss these situations including responses to the following questions:
- Why is the situation unsafe?
- What body clues might someone recognise in this situation?
- How could someone react?
- What could someone do to make the situation safer?
- Who could someone report to and what might they say?
- Is there anything someone could do to prevent this situation happening?

Ask each group of students to devise a role play in which they use recognise, react, report to address the unsafe situation. Present the role plays to the rest of the class.

Brain Science

Research

Work with your class to research dopamine and its connections to online activities. See if students can come up with another way to explain the effects of dopamine (other than the example of eating pizza which is utilised in the lesson). Ask students if they can think of a time they may have made choices online which were influenced by dopamine.

Facilitate a class discussion which stems from the question:
- How does knowing about dopamine help you to be safer online?

Junior Journo

Calling for Submissions

The *Daniel Morcombe Foundation* will need a 'Junior Journo' in 2021, and we're giving students a chance to express their interest. Here at the Foundation we know there's so much talent out there and we'd love to see some creative submissions.

We're sending out a 'Junior Journo' Challenge…

We present students with the challenge of creating their own news-style interviews which focus on an aspect of child safety. Students can create their own 'Junior Journo' video submission of between 1 to 2 minutes.

We would love to see students reporting about how they can recognise body clues, react to those body clues, and report when they feel unsafe.

Here are some ideas:
- An interview with a principal or teacher about Keeping Kids Safe
- A role play interview with a child safety expert (such as a Kids Helpline counsellor)
- A short film to teach other children how to Recognise, React, Report

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Extension Activities

It may be useful for interested students to watch the 'Junior Journo' segment from the 2019 ABCSL:

www.youtube.com/watch?v=24Jtowxh-ZY&feature=youtu.be

It is entirely up to individuals how they record these videos. Whatever students choose to do we would love to see it!

Submissions can be sent through to admin@danielmorcombe.com.au

Note to teachers: Please ensure you have parental consent from all children shown in the media before sending to us. The *Daniel Morcombe Foundation* may show some entries on our social media. Please remind students not to include any personal information in their videos.

eSafety

eSafety Resources
Visit the eSafety website and access the resources for educators:

www.esafety.gov.au/educators

Cyberbullying
Show your class the following information:

www.esafety.gov.au/kids/I-want-help-with/someone-is-being-mean-to-me-online

Get your students to put these ideas into a comic strip or a poster.

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.
- Write a letter to a friend telling them what to do if they feel unsafe in the real world, or the online world.