



# AUSTRALIA'S BIGGEST CHILD SAFETY LESSON UPPER PRIMARY EDUCATION TOOLKIT

2023

# Lesson Synopsis



## It's all about consent!

Australia's Biggest Child Safety Lesson (ABC SL) 2023 focuses on the concept of 'my body, my choice', and the strategies children can then use when they need to **seek, give or deny consent**.

### Learning objectives

- Explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04.
- Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07.

*Australian Curriculum Version 9*

A talk-show format is used incorporating a range of realistic scenarios to teach viewers about consent and provide practical strategies for seeking, giving and denying consent.

The talk show hosts, Olivia and Oliver (Oli), are joined by consent-expert Amanda Morgan. Definitions of consent are explored, along with realistic scenarios to help students understand that consent is more complicated than a simple 'yes' or 'no'.

A pause button appears at different points within the show. This can be used as an opportunity to pause the lesson and discuss scenarios with students.

A gameshow, 'Yes! No! Maybe?', at the end of the lesson brings together the key learning points about consent. The quiz has contestants Bruce Morcombe and student, Miesha, answering 'yes', 'no', or 'maybe' to whether consent has been given and why in a range of scenarios. The gameshow has a pause button which enables students to play along with the show. This can be through using whiteboards, thumbs or electronic voting systems to provide teachers with immediate feedback about student learning.

The gameshow is also available as a separate resource via [www.danielmorcombe.com.au](http://www.danielmorcombe.com.au)

### ABC SL 2023: Consent covers the following learning areas and content:

- What is consent?
- Why do we ask for consent?
- How to ask for consent.
- How to say no and how to hear no.
- How to say yes.
- Online consent.

### Why is consent important to learn about?

Communicating about consent in a respectful way can help children assert their right to stay comfortable and enforce their right to stay safe. The rights of a child recognises that all children have the right to bodily autonomy; and the right to make choices about what others ask them to do with and to their bodies. "With over 9,500 schools, 4 million students and 290,000 teachers across Australia, our education system provides near universal reach to children in their formative years..." (Our Watch, 2021).

In ABC SL 2023, students will practice strategies they can use when they need to give or deny consent, for example saying yes and no in an assertive manner, using verbal and non-verbal body clues and gestures. *The video lesson overview outlines specific examples about consent that are covered in ABC SL 2023.*



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### Creating a safe and supportive environment

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

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

- Establish respectful group guidelines.
- Reinforce key messaging.
- One step removed.
- Protective interrupting.
- Consultation with parent/carers of students with a history of harm.
- Using a trauma informed approach.

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

### Notes to teacher

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

Further resources, fact sheets and advice can be found on the Daniel Morcombe Foundation website [www.danielmorcombe.com.au](http://www.danielmorcombe.com.au)

### Closed Captions

Throughout ABCSL users can add closed captions. To switch on the closed captions option, used the CC button next to the play and pause buttons on the bottom right of the player head.



# Exploring Consent



Vocabulary and messaging will support delivery of Respectful Relationships Education and Protective Behaviours. ABCSL 2023 will be aligned to the Version 9 Australian Curriculum and the Queensland Department of Education Respect program.

## 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.

*Appendix 1: Curriculum Overview outlines the specific curriculum links that ABCSL 2023 can be used to support the delivery of.*

## Definitions

### **Consent (general definition)**

Getting permission to do something. This is important in many types of everyday situations. For example, you should ask for someone's permission before borrowing something or before posting a photo of them on social media. Legally, consent means free and voluntary agreement. A person does not freely agree if they are pressured or threatened, or if they are asleep or unconscious (Youth Law Australia).

### **Assertive communication**

Expressing your point of view in a way that is clear and direct, while still respecting others. Communicating in an assertive manner can help you to: minimise conflict, control anger, have your needs better met, have more positive relationships with friends, family and others (Government of Western Australia: Department of Health).



## Video lesson overview

Time	Segment	Overview
00.00-03.45	Introduction and What is Consent?	<p><b>Consent is an agreement between two people</b></p> <ul style="list-style-type: none"> <li>For consent to be given, it needs to be what we call free full voluntary consent.</li> <li>Consent means that it's given without fear, without being forced to do it, or even just doing it because you want to impress the other person.</li> <li>We use consent a lot during our day to day lives. It is time specific and can change.</li> </ul>
03.47-05.04	Why do we need to ask for consent?	<p><b>Seeking consent</b></p> <ul style="list-style-type: none"> <li>How to communicate your intentions effectively and respectfully.</li> <li>Ask, listen, observe.</li> <li>Everyday situations use consent. For example borrowing a pencil, taking a dog for a walk.</li> <li>Example given of not wanting to kiss or hug a family member. Importance of consent being asked for each time and not assuming.</li> <li>It's an ongoing negotiation process and up to both people to check in and ask that it is still ok.</li> </ul>
05.05-05.14	Consent is...	<p><b>Learning point summary: Consent is...</b></p> <ul style="list-style-type: none"> <li>Getting permission to do something.</li> <li>Important in many different types of everyday situations.</li> <li>Not being pressured or threatened into doing something.</li> <li>Your choice.</li> </ul>
05.15-06.57	Consent and private body parts	<p><b>Body autonomy: my body belongs to me</b></p> <ul style="list-style-type: none"> <li>Everybody has the right to make choices about what others ask them to do with their bodies. It's important to learn how to seek consent.</li> <li>ABCSL 2022 recap of private body part names.</li> <li>Nobody is allowed to look at, touch or take photos of your private body parts and you are not allowed to look at, touch or take photos of anyone else's.</li> <li>Communicating about consent can help us feel comfortable to assert our right to body boundaries. Body boundaries help us to stay safe.</li> </ul>
06.58-09.04	Assertive communication	<p><b>Assertive communication</b></p> <ul style="list-style-type: none"> <li>Consent communication can be verbal and non-verbal.</li> <li>Playground scenario showing Tik Tok dance. Consent clearly asked. Consent given and then clearly denied.</li> <li>Assertive communication means being clear and direct while still respecting others.</li> </ul>
09.05-09.29	Assertive communication	<p><b>Learning point summary: Assertive communication</b></p> <p>Learning how to communicate assertively can help us to:</p> <ul style="list-style-type: none"> <li>Control anger. Reduce conflict. Say what we need.</li> <li>Communicating assertively can be hard to do but it is an important skill to learn.</li> <li>Being able to say no assertively can be harder when the other person is in a position of power or older than you.</li> </ul>



09.29-11.18	Denying consent of inappropriate touch	<p><b>How to say no</b></p> <ul style="list-style-type: none"> <li>• Coach changing room scenario, Coach asks to come into the changing room.</li> <li>• The way in which you say no can change depending on the situation. Some situations like a coach coming into the changing room may need a firm 'no, that's not allowed'. Some situations may need an even firmer "NO THAT'S NOT ALLOWED." Consent is definitely not given.</li> <li>• Reporting: it's important to talk to one of your safety helpers.</li> <li>• Boundary crossing can start subtly and then escalate.</li> <li>• Listening to body clues.</li> </ul>
11.19-14.50	Consent online	<p><b>Consent is important online and offline</b></p> <ul style="list-style-type: none"> <li>• It doesn't matter what we are doing or where we are.</li> <li>• It is important to ask, and to listen and watch for consent.</li> <li>• Online photo taking and sharing scenario.</li> <li>• Body language signs of no might include not giving eye contact, looking away or down, turning away or folding our arms. It might be obvious, or it might be quite subtle.</li> <li>• Hearing no is as important a skill as saying no. Reading and hearing no is about respecting someone else's boundaries.</li> </ul>
15.11-15.40	Saying no	<p><b>Saying no</b></p> <ul style="list-style-type: none"> <li>• Saying no can take practice. Pause button to practice.</li> <li>• Vox pop: How do you say no?</li> </ul>
15.41-16.30	How to ask for consent	<p><b>Asking for consent</b></p> <ul style="list-style-type: none"> <li>• We often ask for consent for everyday things without even thinking about it. 'Would you like to?', 'Can I?', 'May I', 'Is it ok to', or 'Are you comfortable doing...' are just a few examples of how we can ask.</li> <li>• Ask, listen and observe.</li> <li>• Observe body language.</li> </ul>
16.39-16.51	How to ask for consent	<p><b>Learning point summary: How to ask</b></p> <ul style="list-style-type: none"> <li>• Be clear and direct.</li> <li>• Make sure they understand what is being asked.</li> <li>• Give them time to answer.</li> <li>• Ask for consent every time.</li> <li>• Online and offline - everything needs consent.</li> </ul>
17.08-18.01	How to say yes - enthusiastic consent	<p><b>How to say yes</b></p> <ul style="list-style-type: none"> <li>• Enthusiastic consent is when the other person is really into doing what you are asking. Enthusiastic yes.</li> <li>• Remember: If you're not sure - ask again, listen carefully for their answer, and observe their body language.</li> </ul>
19.02-23.05	How to say no and how to hear no	<p><b>Hearing and saying no</b></p> <ul style="list-style-type: none"> <li>• There are many different ways of how to say and show no.</li> <li>• People need to hear no.</li> <li>• School disco scenario. Consent not given and boundaries crossed.</li> <li>• Song: 'The Consent Song' courtesy of Grow Your Mind. Reinforces key messaging in this scene: "If you want a hug I can say no, don't tickle me unless I said so..."</li> <li>• Bystander role. How to be an upstander.</li> </ul>



23.07-23.14	Gameshow intro	<b>Summary of learning</b> <ul style="list-style-type: none"> <li>Gameshow with pause buttons recapping each of the key learning points from the lesson.</li> </ul>
23.14-32.37	Gameshow: Yes, No or Maybe	<b>See section: Gameshow</b>
32.38-33.15	Summary	<ul style="list-style-type: none"> <li>Recognise, react and report if something happens that you don't consent to or makes you feel uncomfortable.</li> <li>Safety network.</li> <li>Keep telling until someone listens.</li> <li>Kids Helpline.</li> </ul>

## Yes! No! Maybe? Gameshow

### Gameshow questions and scenarios

The Gameshow is designed to be paused to enable students to join in and answer questions. It is suggested that when the pause button shows, teachers pause the video and ask students to vote whether they think the answer in YES, NO or MAYBE.

This could be done in a number of ways:

- Individual white boards - writing the answer and hiding it until the teacher says 'show me'.
- Using their thumbs (as explained by Olivia at the start of the game). Thumbs up for yes, to the side for maybe or down for no.
- Using other interactive survey tools used in the classroom.

### Questions covered in the gameshow

Question
What is consent?
What is consent online?
Scenario: Pencil borrowing (yes - consent given)
Scenario: Photo sharing (maybe or no. need to wait for the reply and consent)
Scenario: Grabbing phone and looking through photos (no - consent not given)
Scenario: Bedroom looking through drawers and diary (no - consent not given)
Scenario: Playing on the oval (consent can change. Importance of listening and observing of it changes)
Scenario: Coach massage (no - inappropriate touch)
Scenario: Playground dance (yes)

# Lesson Overview



## Suggested lesson overview

This lesson is to be used after watching the upper primary ABCSL 2023

<b>Say</b>	Learning about consent has more to it than just saying yes or no. We all have the right to body autonomy.
<b>Discuss</b>	Examples where consent may be asked for or given.
<b>Ask</b>	<p>Ask the students the following questions:</p> <ol style="list-style-type: none"> <li>1. What is consent?</li> <li>2. What are some examples of when you have asked for consent?</li> <li>3. How could you ask for consent?</li> <li>4. When do you have to give consent at school? At home?</li> <li>5. How does this link to body boundaries and personal space? (<i>link to ABCSL 2022</i>)</li> <li>6. What are some examples of consent online?</li> <li>7. How do you feel if your boundaries are crossed, and you do not give consent?</li> <li>8. How could you communicate this using assertive communication?</li> </ol>
<b>Explore</b>	<p>Role play giving or denying consent in some common scenarios. Practice communicating clearly and assertively.</p> <p>Example scenarios:</p> <ul style="list-style-type: none"> <li>• Playground asking to join in with a dance.</li> <li>• Borrowing stationary.</li> <li>• Sitting close to someone.</li> <li>• Hugging.</li> <li>• Other examples that the students give.</li> </ul> <p>Share the scenarios and ask students to observe the ways they see and hear yes and no being said.</p>
<b>Discuss</b>	<p>What are the ways we can say yes? Brainstorm them (could be as a class or in pairs)</p> <p>What are the ways we can say no? Brainstorm them (could be as a class or in pairs)</p>
<b>Write</b>	<p>Students to reflect and make notes on consent and what they have learnt. Written responses could include:</p> <ul style="list-style-type: none"> <li>• Consent poster covering the key learning points.</li> <li>• Diary entry about consent.</li> <li>• A story about consent.</li> </ul> <p>An extended activity could be to complete the Student Filmmaker Challenge : designing and producing a lesson about consent for other children. <i>See Filmmaker Challenge Booklet for details of this.</i></p>
<b>Review</b>	<p>Ask students to vote on whether they think the following statements are true or false:</p> <ol style="list-style-type: none"> <li>1. Consent means yes (<b>false - consent can mean yes, no, or maybe, it can also change</b>).</li> <li>2. If I say yes, I can't change my mind (<b>false - consent is time-specific and can change</b>).</li> <li>3. It is up to the person asking to listen carefully to the answer (<b>true - asking, listening, and observing about consent is important</b>).</li> <li>4. If someone is older than you then you have to give consent (<b>false - regardless of your age, your body belongs to you, and you have the right to communicate your body boundary</b>).</li> <li>5. Assertive communication means saying what you want clearly (<b>true - it is an important skill to learn and can be hard to do sometimes</b>).</li> </ol>



# Consent Matters Film Challenge

## The Challenge

Knowing about consent can help young children develop their own personal power and understand about the importance of body boundaries.

The challenge is for students to design, create and produce a 1-5 minute film about consent that is suitable for children aged 4+. A suggested title is Consent Matters.

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

- Write a short script teaching younger children about consent.
- Storyboard the script, including elements of 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 consent, including the importance of personal boundaries. It should highlight the following:

- That consent is more than just saying yes or no.
- That consent is a two-way street and it is up to both people to communicate and listen clearly.
- Demonstrate how to ask, listen and observe.
- How to recognise when our body clues might be telling us we need to set a boundary or that we deny consent.
- How to use assertive communication.
- Show non-verbal ways of communicating boundaries for consent.
- How having healthy boundaries and understanding consent empowers us to make healthy choices.

**If you like, you can share your students' films with**  
[childsafetymorcombe@danielmorcombe.com.au](mailto:childsafetymorcombe@danielmorcombe.com.au)

**Students will have their scripts approved by an educator prior to developing movement and performance.**

Note to teachers: Please ensure you have parental consent for all children shown in media entry before sending it to us. The Daniel Morcombe Foundation may show entries across our social media channels.

**Entries due 3 November 2023**



## Australian Curriculum Links Year 5/6

### Digital Technologies

- Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP002).

### English

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

### Health and Physical Education

- Practise skills to establish and manage relationships (*Communicating and interacting for health and wellbeing*) (ACPPS055).

### Drama

- Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations (ACADRM035).
- 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 (ACADRM037).

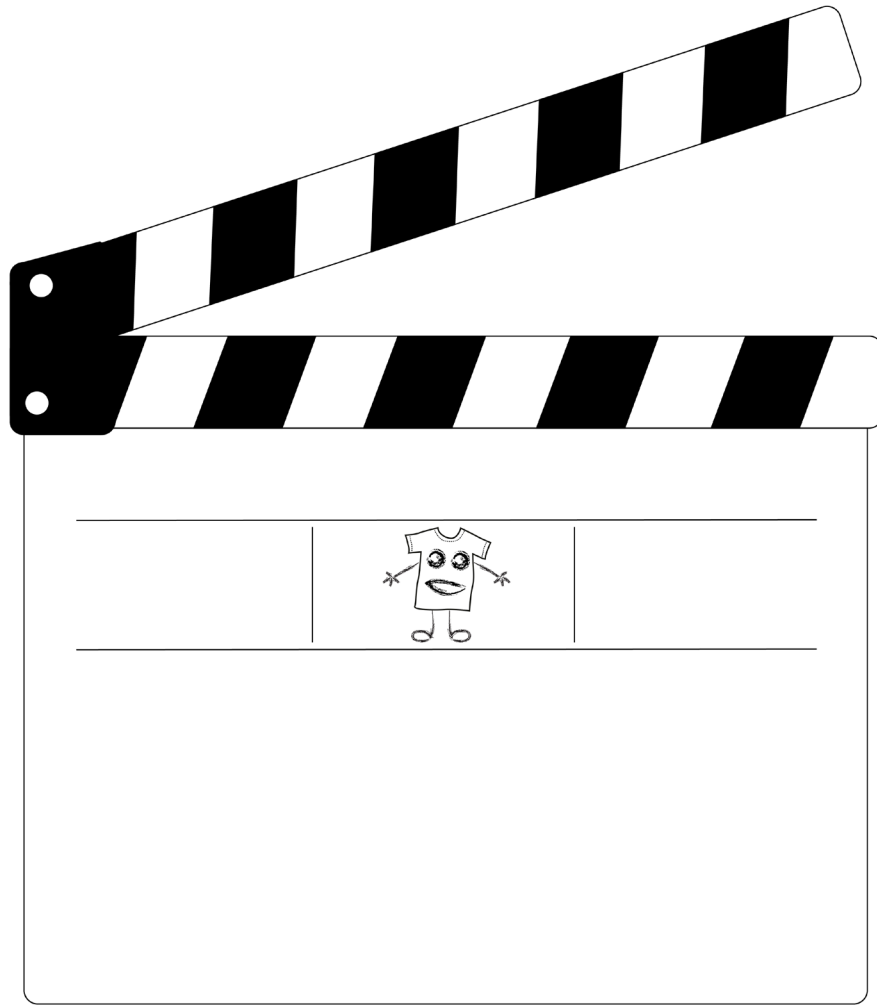
### General capabilities

#### 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)



# Consent Matters Film Challenge Student booklet

Name: \_\_\_\_\_

## Consent Matters Film Challenge

### The challenge

Knowing about consent can help young children develop their own personal power and understand about the importance of body boundaries.

The challenge is for students to design, create and produce a 1-5 minute film about consent that is suitable for children aged 4+. A suggested title is: Consent Matters.

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

- Write a short script teaching younger children about consent.
- Storyboard the script, including elements of film making process.
- Use digital technologies to film and edit their film.

### What to include

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

- That consent is more than just saying yes or no.
- That consent is a two-way street and it is up to both people to communicate and listen clearly.
- Demonstrate how to ask, listen and observe.
- How to recognise when our body clues might be telling us we need to set a boundary or that we deny consent.
- How to use assertive communication.
- Show non-verbal and verbal ways of communicating boundaries for consent.
- How having healthy boundaries and understanding consent empowers us to make healthy choices.

### Handy things to consider

What is consent? How would you explain it to someone younger than you?

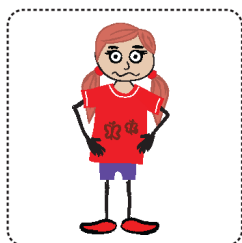
What are some examples of when consent may be needed to be asked? HINT: This can be as simple as borrowing a pencil.

How does body language indicate whether consent has been given or not?

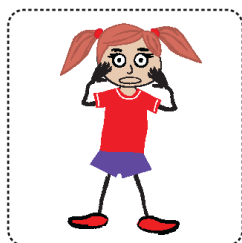
How can active listening help you to understand someone else's boundaries and their reply?

What are ways people can communicate their answer in a positive and confident way?

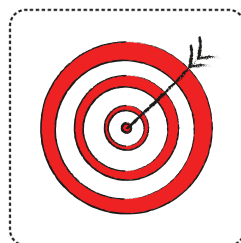
When could you use an "I" statement and when could you use a refusal strategy?



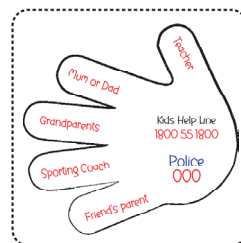
Recognise my body clues.



React by stating an answer.



Use a refusal strategy to communicate assertively.



Talk to a safety helper to report.

# Planning

### Step 1: Brainstorm ideas for your film. Think about the following:

- How would you define consent?
- What are some scenarios that would highlight personal boundaries and where consent would need to be asked?
- What are the different ways we can communicate boundaries and say yes or no?
- How could we help someone learn that consent matters?
- How will you grab the attention of your audience?

Make sure you consider that your target audience is for children aged 4+. The content choices you make must be appropriate for young children and not scary. Your film should make the viewer feel empowered and positive.

To help you brainstorm, you can use the templates **Consequences Activity Sheet**, **Character Consequences Activity Sheet** and **Brainstorming Activity Sheet**.

### Step 2: Develop your screenplay

Once you have come up with your ideas you will need to write your screenplay. Use the handout, **Writing Your Screenplay** to assist.

### Step 3: Storyboard your script

Storyboarding your script helps to plan the shot types and movements. To help with step 3, please see **Camera Shots and Movements** and **Storyboard Activity Sheets**.

### Step 4: Filming

Use a digital recording device to film your video. This could be a video camera, iPad, tablet, iPhone, smartphone or any other digital recording device.

Ask your teacher, parent or carer to assist you to use a digital recording device.

### Step 5: Editing

Use a video editing software to edit your footage and add postproduction elements. You can use a PC or laptop with Windows Movie Maker (or similar) or an iPad with iMovie (or similar). Ask your teacher or parent/carer about what software is available to use.

Postproduction elements include:

- Cutting and trimming your scenes.
- Adding music and sound effects.
- Adding titles and graphics.
- Adding visual effects.

What postproduction elements you use is entirely up to you and not necessary for submissions.

### Step 6: Ask your parent, carer or teacher to send the finished product to [childsafetyeducation@danielmorcombe.com.au](mailto:childsafetyeducation@danielmorcombe.com.au)

Notes and ideas:

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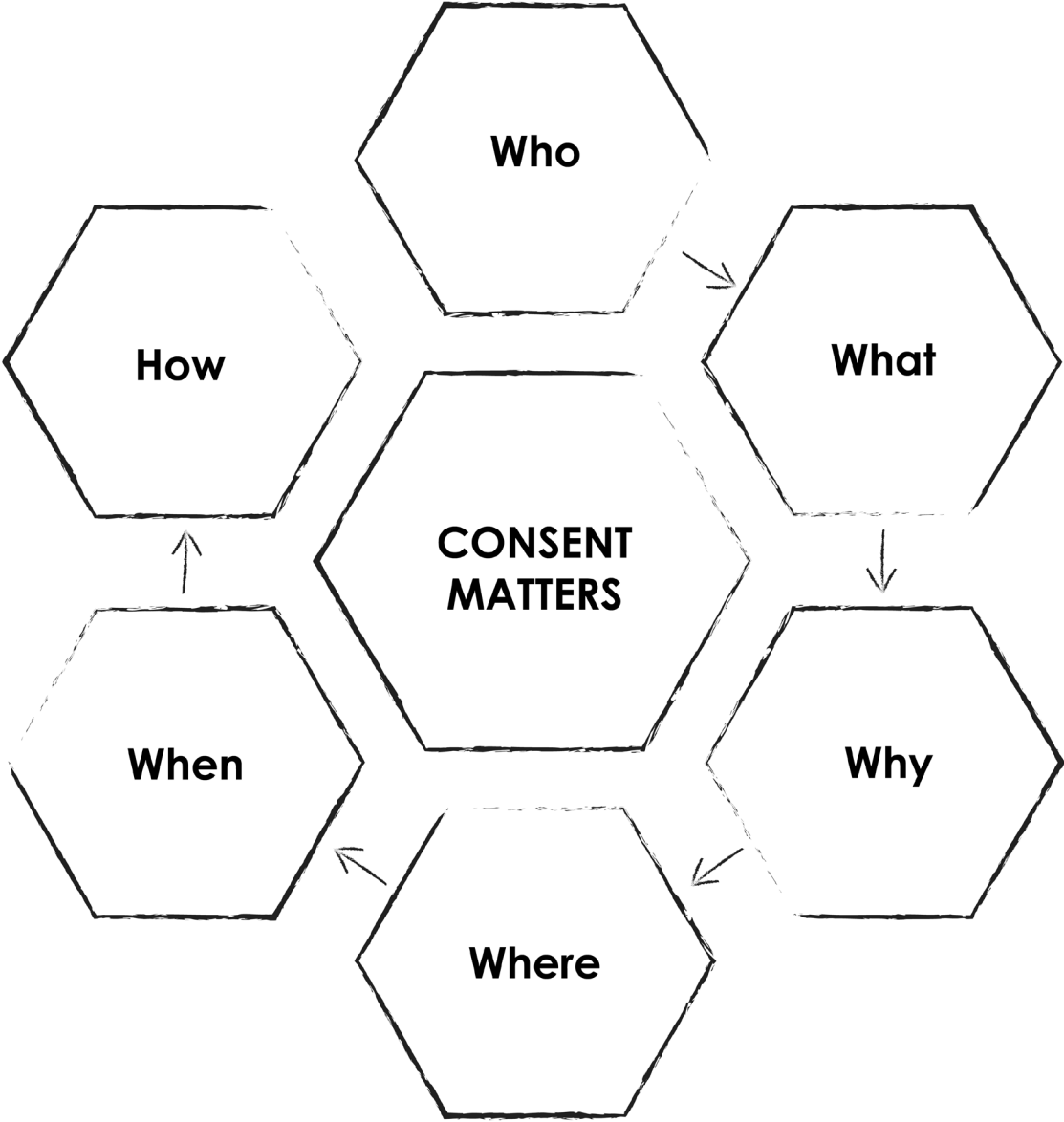
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**Brainstorming**



## 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?

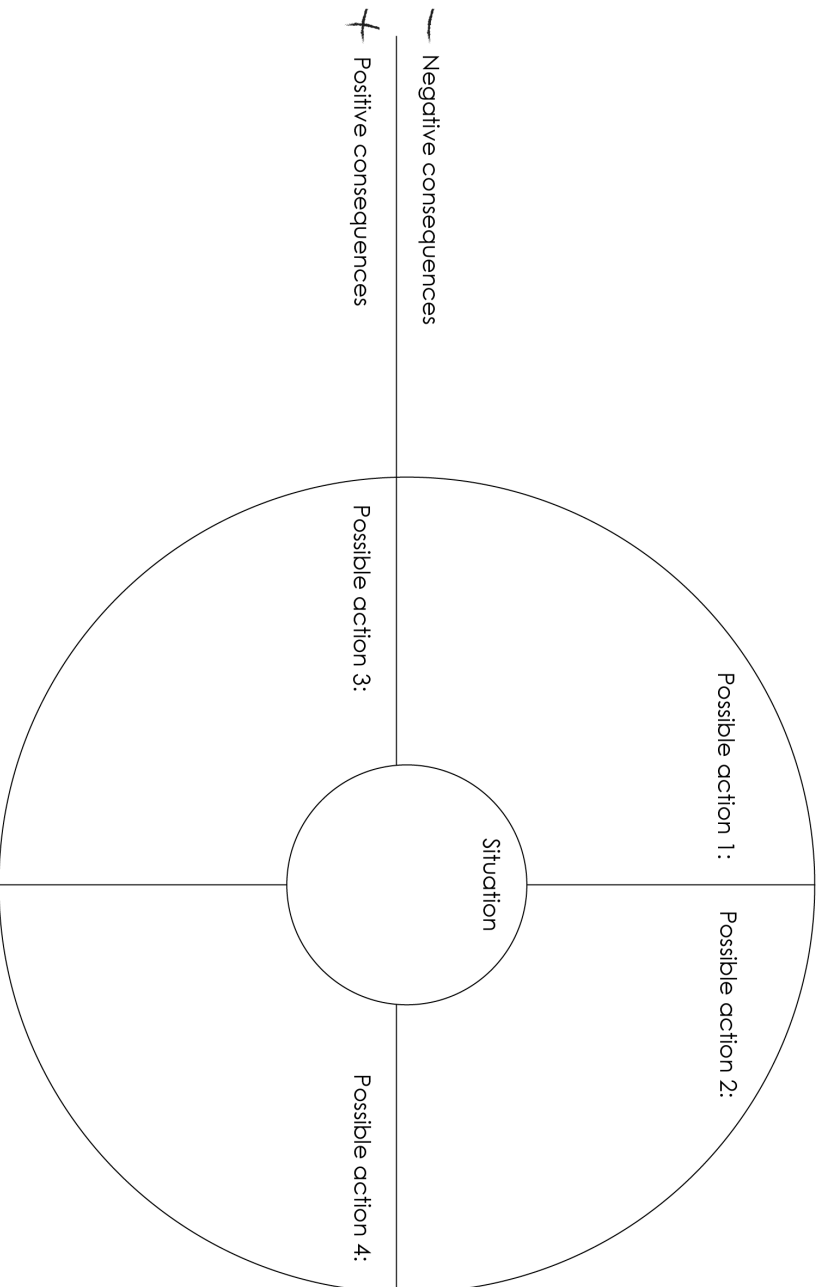
**Effect on the story - at the time**  
What difference might this change make? Think about how this alternative choice could change things for this character and others.

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

# Consequences wheel activity sheet

Positive consequences +

+ Positive consequences



## Writing your screenplay





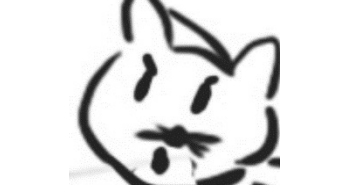

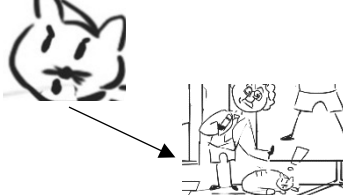

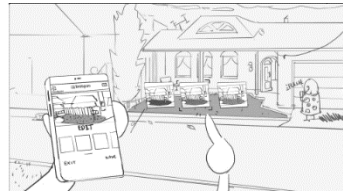

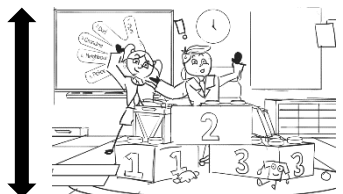

A good screenplay is developed and supported with detail, introduces events sequentially, and creates characters and dialogue to create a short film script. Print out this sheet as many times as you need.

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





# Camera shots and movements

<p><b>Establishing shot</b></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><b>Full shot</b></p> <p>Shows the full length of the persons body and highlights where they are in their surroundings.</p>	
<p><b>Medium shot</b></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><b>Close up</b></p> <p>Shows the character from the shoulders to the top of the head. Used for capturing characters facial features.</p>	
<p><b>Extreme close up</b></p> <p>Where an object, item or body part fills the film frame. Used for heightened emotion.</p>		<p><b>Zoom in</b></p> <p>When a camera moves towards an object, item or body part. Used to heighten emotion and show detail.</p>	
<p><b>Zoom out</b></p> <p>When the camera moves away from an object, item or person. Creates a sense of distance.</p>		<p><b>Tracking</b></p> <p>The camera moves backwards, forwards or sideways along a track (also known as a dolly or truck).</p>	
<p><b>Point of view</b></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><b>Over the shoulder</b></p> <p>When the camera is placed behind a character and other characters or objects can be seen in front of them.</p>	
<p><b>Tilt</b></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><b>Panning</b></p> <p>Panning moves the camera left or right. Similar to moving our head from looking left to looking right.</p>	

# Storyboarding

Film title: **Consent Matters**

Print out this sheet as many times as you need.

Shot number:

Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

Dialogue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Shot number:

Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

Dialogue: \_\_\_\_\_

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Film title: **Consent Matters**

Shot number:

Shot type: \_\_\_\_\_

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Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

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Dear Parent/Carer,

Your child will soon be engaging in this year's 'Australia's Biggest Child Safety Lesson' (ABCSL) created by the Daniel Morcombe Foundation.

This lesson aims to educate our students about consent and the importance of understanding how to **seek, give and deny consent respectfully**.

We want to emphasise that the content of ABCSL has been carefully curated to be age-appropriate and presented in a sensitive and responsible manner. It is important to educate children about consent and ABCSL 2023 provides an effective platform for these discussions. The lesson aligns to the Australian Curriculum. The Australian Curriculum Version 9.0 released in May 2022 for implementation from 2023, aims to ensure that students receive more explicit education on positive and respectful relationships and consent (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2022).

We understand that discussing such sensitive topics can be challenging for both parents and educators. However, we encourage you to engage with your child about their experiences with ABCSL 2023.

Recent Australian research indicates that more than 1 in 3 girls and almost 1 in 5 boys experience child sexual abuse. One of the key recommendations of the internationally recognised ACMS study was "dedicated prevention efforts in schools focused on healthy development, attitudes to gender equality, emotional literacy, and consent and relationships education." Open communication is key, and discussing consent at home will further reinforce the lessons learned at school.

If you have any concerns or questions regarding ABCSL, please don't hesitate to reach out to us. We are here to support you and address any queries you may have.

For more information on how to keep kids safe, please visit [www.danielmorcombe.com.au](http://www.danielmorcombe.com.au)

Thank you,



Your child recently participated in a Daniel Morcombe Foundation personal safety lesson, Australia's Biggest Child Safety Lesson (ABC SL). The lesson encouraged children seek, give and deny consent and to learn the correct names for their private and public body parts.

### Why are we teaching children about consent?

Communicating about consent in a respectful way can help children assert their right to stay comfortable and enforce their right to stay safe. Consent means having a choice about touch or actions and respecting their answer. With children, we may be more used to using the language "asking for permission." We can lay the foundation for setting boundaries with children, making decisions about their bodies, asking for permission, and responding appropriately when someone says no to them. Conversations around consent should be ongoing and can be weaved into everyday scenarios. For example, "Do you want a hug goodbye today? We could also wave or high five." "Can I sit beside you while we read this book?"

### Why are we 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. 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.

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. ABC SL 2022 is about correctly naming body parts which is such an important conversation that we revisited this important message in ABC SL 2023.

### Why are personal 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. **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.**

### 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. 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. You can help your child develop their safety network with this [activity sheet](#).

You can find out more information at [danielmorcombe.com.au/keeping-kids-safe-resources/](https://danielmorcombe.com.au/keeping-kids-safe-resources/).

## Recommended resources and further information



**eSafety:** the internet is an ever-changing world. eSafety have a comprehensive website with resources, lesson ideas and video. <https://www.esafety.gov.au>

**eSafety Commissioner** can support with removing peer-shared images online. <https://www.esafety.gov.au/report>



**Australian Centre to Counter Child Exploitation (ACCCE)** is part of the Australian Federal Police (AFP). You can report inappropriate behaviour toward children online to them. <https://www.accce.gov.au/report>

They also have information about grooming as they are the lead government agency in dealing with child exploitation/grooming. <https://www.accce.gov.au/help-and-support/what-is-online-child-exploitation>



**Closing the Net** is a free podcast series for parents.



**Kids Helpline** provides a free, confidential support service online and over the phone. <https://kidshelpline.com.au/kids> or **1800 55 1800**

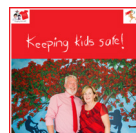


**Daniel Morcombe Foundation** provides free resources and factsheets with further information. <https://danielmorcombe.com.au/fact-sheets/>

Creating a **Safety Network** and reporting to Safety Helpers are referenced throughout the resource. More information available here: <https://danielmorcombe.com.au/keeping-kids-safe-resources/>



Each year, the Daniel Morcombe Foundation produce **Australia's Biggest Child Safety Lesson (ABC SL)**. ABC SL 2020 Upper Primary teaches explicit strategies about online safety: <https://danielmorcombe.com.au/keeping-kids-safe/keeping-kids-safe/australias-biggest-child-safety-lesson/>



**Bright Futures Keeping Kids Safe Podcast** series for parents, foster and kin carers that empowers them to have brave conversations around child safety and harmful sexual behaviours. <https://danielmorcombe.com.au/bright-futures/bright-futures-podcasts/>



**Youth Law Australia** provide free confidential legal service for young people aged under 25. They have separate pages for each jurisdiction. <https://yla.org.au/qld/topics/health-love-and-sex/consent/>



**Grow your mind** <https://growyourmind.life>  
The Consent Song by Grow Your Mind, featuring Moody of Vibration: <https://www.youtube.com/watch?v=2FUcg3fxkhY>

**Jayneen Sanders** is an experienced author and has a range of useful resources about consent; including books and free resources to download. <https://e2epublishing.info/jay>

**FREE RESOURCES** - Educate2Empower Publishing  
[e2epublishing.info](https://e2epublishing.info)



**Body Safety Australia** have a range of resources to support teaching about consent. <https://www.bodysafetyaustralia.com.au>  
[https://www.bodysafetyaustralia.com.au/images/PDFs/downloadable-resources/Consent-Continuum2\\_RMdesign.pdf](https://www.bodysafetyaustralia.com.au/images/PDFs/downloadable-resources/Consent-Continuum2_RMdesign.pdf)

**1300 326 435**

**DanielMorcombe.com.au**

