



# AUSTRALIA'S BIGGEST CHILD SAFETY LESSON LOWER 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.

*Australian Curriculum Version 9*

During the lesson, the vocabulary of consent and permission are used interchangeably. This is to support children's understanding of the concept of consent and to be able to relate it to everyday situations where they already give or deny permission.

In the animated ABC SL 2023 lesson, journalists Jack and Ella are joined by the Daniel Morcombe Foundation founders, Bruce and Denise Morcombe. They travel to different locations in Australia to explore the following questions:

- What is consent? (permission)
- Why do we ask for consent?
- How can we ask for consent?
- How can we say no?
- How can we hear no?
- How can we say yes?

In each location, a scenario is explored to teach viewers these important skills. The travelling team are joined by special guests Teeny Tiny Stevies in Sydney (Gadigal Country) and by Amy, Jandamarra and Simon, whose interactions provide relatable scenarios where consent may be given or denied.

### 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 and 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

#### Interacting with others

- Practise personal and social skills to interact respectfully with others (AC9HPFP02).
- Explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04).
- Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02).
- Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04).

#### Making healthy and safe choices

- Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05).
- Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05).

## English

### Language for interacting with others

- Understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands (AC9E1LA01).

## Australian Curriculum: Personal and Social Capability

### Personal awareness

- Identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices.

### Emotional awareness

- Describe the emotional responses of themselves and others

*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).



## Video lesson overview

Segment	Overview
Introduction What is consent?	<b>Sunshine Coast, Queensland (Gubbi Gubbi Country)</b> <ul style="list-style-type: none"> <li>• Permission and consent definition.</li> <li>• Enthusiastic yes.</li> <li>• Consent can be denied (not given).</li> </ul>
Why do we need to ask for consent?	<b>Sydney, New South Wales (Gadigal Country)</b> <ul style="list-style-type: none"> <li>• Body boundaries: touch is a choice that everyone makes and that decision is up to you.</li> <li>• Performance by Teeny Tiny Stevies 'Boss of My Own Body'.</li> <li>• Personal boundaries and private body parts recap from ABCSL 2022.</li> </ul>
How can we ask for consent? (Seeking permission respectfully)	<b>Kakadu, Northern Territory (Bininj and Mungguy Country)</b> <ul style="list-style-type: none"> <li>• You can ask for consent in lots of ways.</li> <li>• It is important to respect the other person's decision.</li> <li>• Body language can help us tell what a person is replying.</li> <li>• Learning how to ask for consent, hearing their words and understanding their body language is really important.</li> </ul>
How to say yes (enthusiastic yes) and how to say no.	<b>St Kilda, Victoria (Boonwurrung Country)</b> <ul style="list-style-type: none"> <li>• It is up to the person to ask for consent and then they need to wait and listen for the answer.</li> <li>• Consent can change - last time they may have been happily giving him a hug.</li> <li>• Ways that you could ask for consent.</li> <li>• Body language.</li> <li>• Ways to say no.</li> <li>• Reporting to a Safety Network.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• Listening to our body clues can help us know if we think it's a yes or a no.</li> <li>• We want to have an enthusiastic yes! That means that we are really sure.</li> <li>• Permission and consent are not as simple as just yes or no. It's about asking, listening and respecting people's responses.</li> </ul>

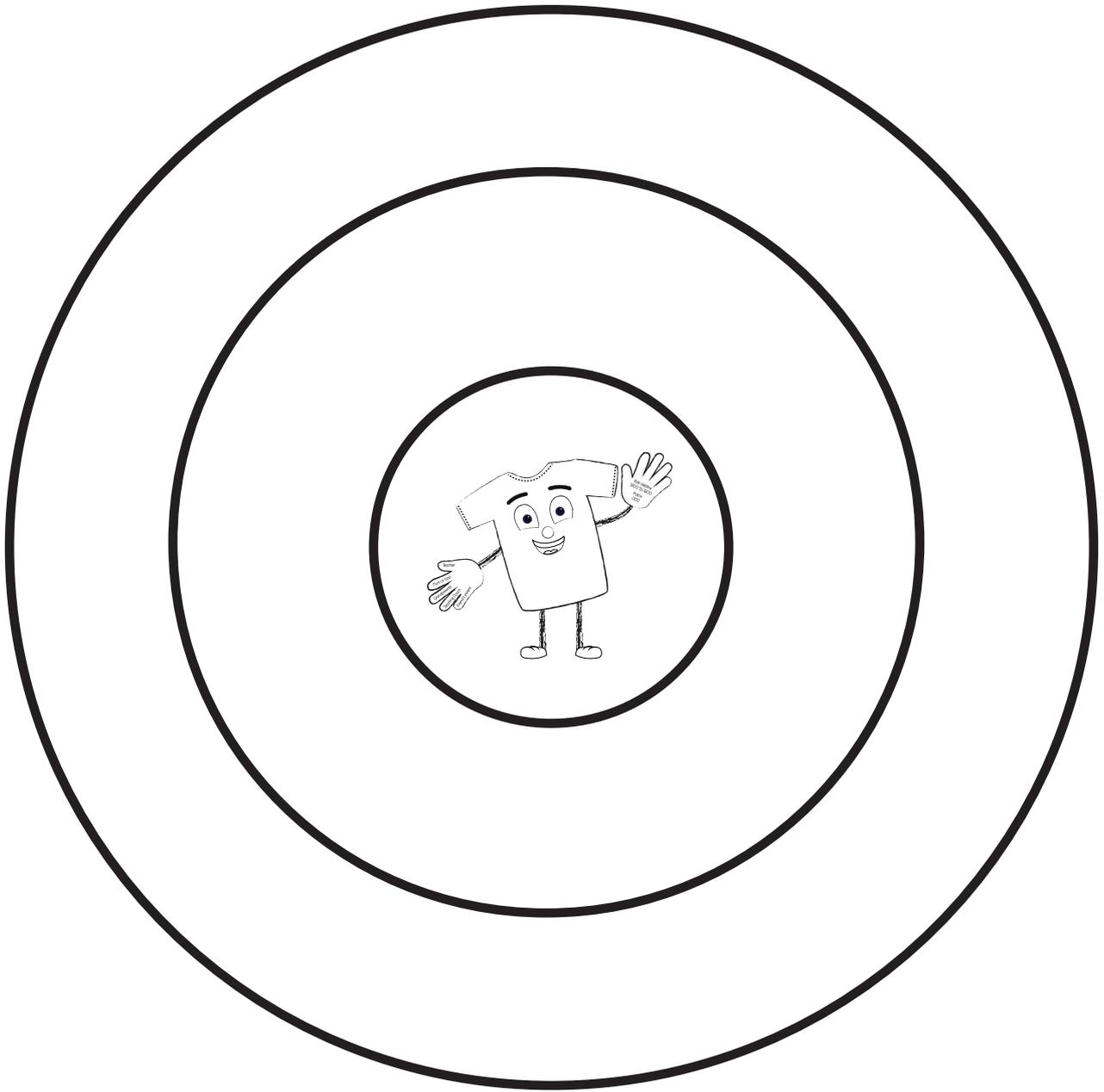
# Lesson Overview



## Suggested lesson overview

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

<b>Say</b>	Learning about permission has more to it than just saying yes or no. We can also use the word consent when we talk about permission.
<b>Discuss</b>	Examples where permission/consent may be asked for and given. Relate to their daily lives.
<b>Ask</b>	Ask the students the following questions: 1. What is permission? What is consent? 2. What examples of consent were there in 'Teeny Tiny Stevies' song Boss of My Own Body? You may like to play the song again. 3. When do you have to give consent in school? At home? 4. How does this link to body boundaries and personal space? ( <a href="#">link to ABCSL 2022</a> ) 5. How could you say yes or no?
<b>Explore</b>	Role play giving or denying consent in some common scenarios. Practice communicating clearly and assertively.  Example scenarios: <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> </ul> Share the scenarios and give feedback.
<b>Discuss</b>	What are the ways we can say yes?  What are the ways we can say no?
<b>Write</b>	Show/model the consent activity and explain how to do it. Reiterate that consent (permission) can change and different people may have different answers.  Brainstorm ideas they could include for the blank boxes – what other scenarios could you use?
<b>Review</b>	Share their examples. Reiterate that it may change and they may have different answers.  Ask students to vote on whether they think the following statements are true or false: 1. We can use the word consent instead of the word permission ( <b>true</b> ). 2. If I say yes, I can change my mind ( <b>true – consent can change</b> ). 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> ). 4. If someone is older than you then you have to give consent ( <b>false – regardless of age, your body belongs to you, and you have the right to communicate your body boundary</b> ).



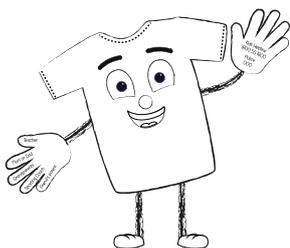
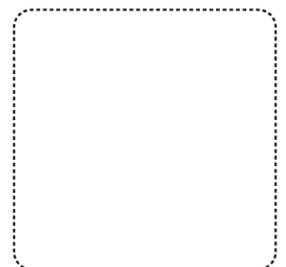
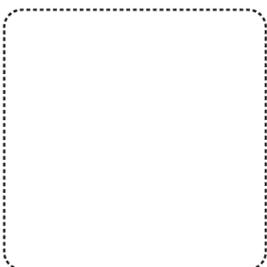
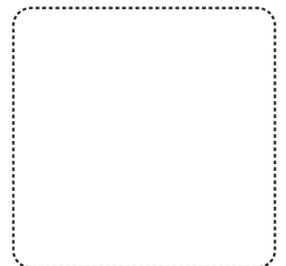
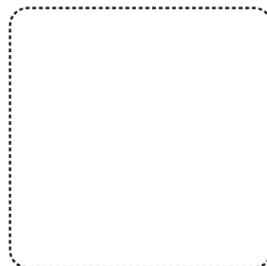
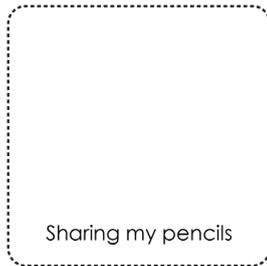
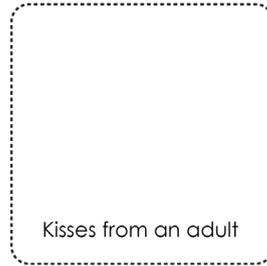
# My body safety booklet:

## **consent**

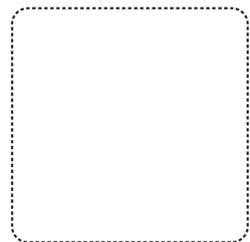
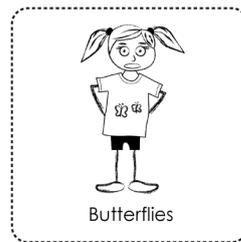
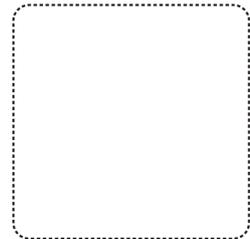
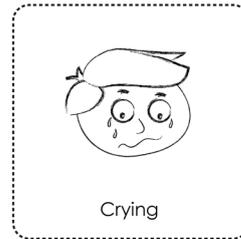
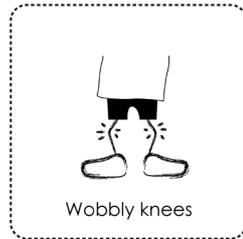
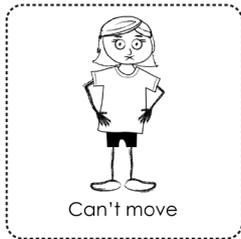
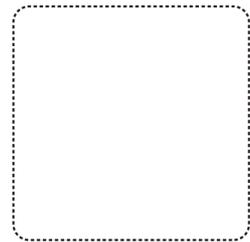
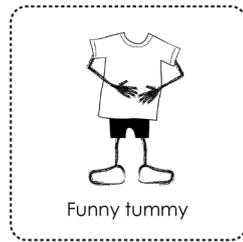
Name: \_\_\_\_\_



\*Cut out the actions on the accompanying activity page. Draw the action in the box, we've drawn the first one to give you an idea. Use the blank boxes to fill in your own activities. Glue each action into one of the sections above: *I like this, I can say yes...*, *I sometimes like this...*, OR *I don't like this, I can say no...*\*



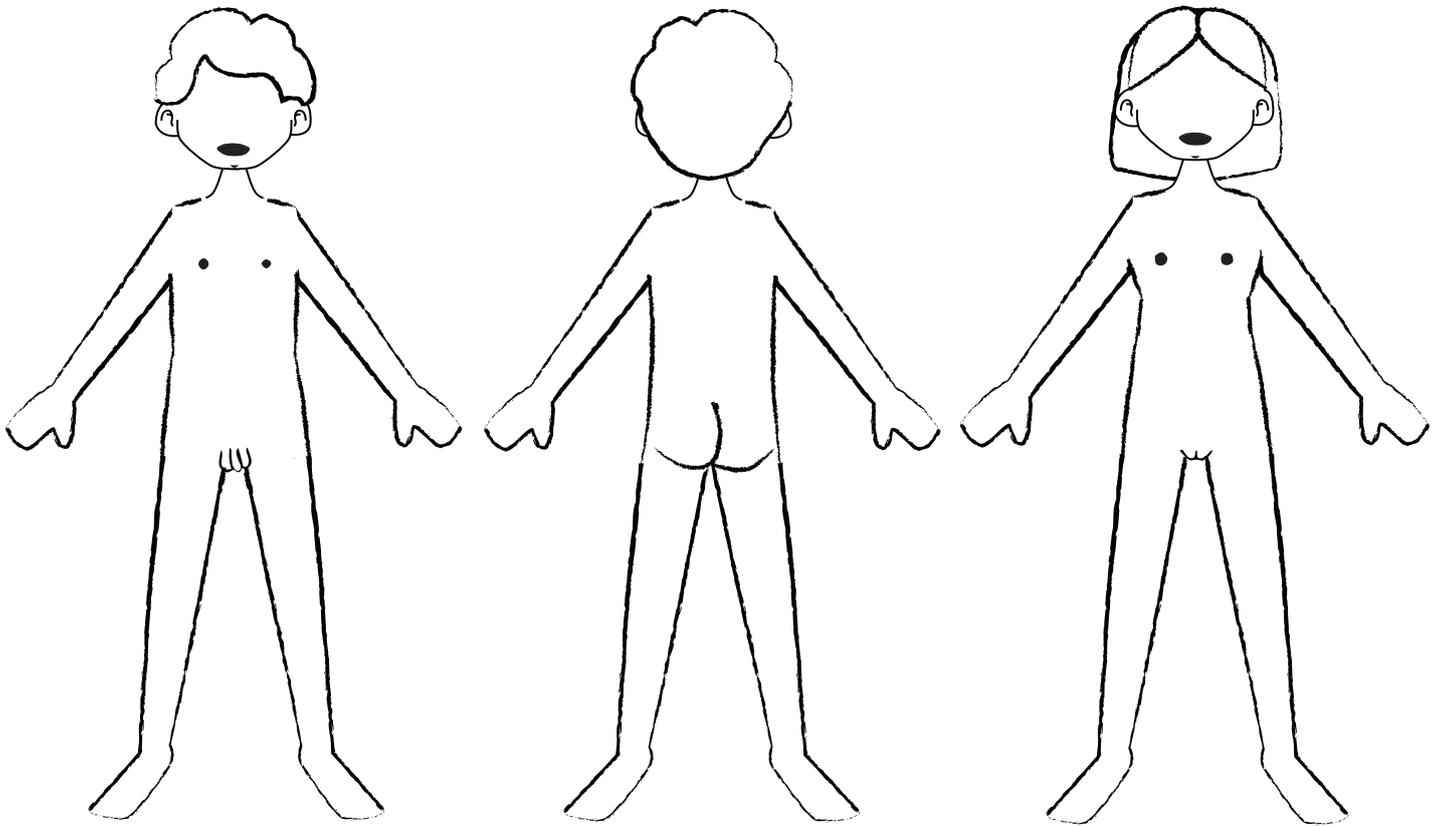
**REMEMBER**, permission can change... you can change your mind... you can say yes but then change and say no.



If I recognise that my body clues are telling me that I might be unsafe, I can react. I can say “No!” to anything that makes me feel unsafe. I am the boss of my body.

If I have felt unsafe, I can report to a safety helper. If I have a worry about a private part, talking to a safety helper is always the right thing to do.

\*Colour in the body clues relevant to you, or draw your own!\*



Mouth

Penis /  
Testicles

Nipples

Vagina /  
Vulva

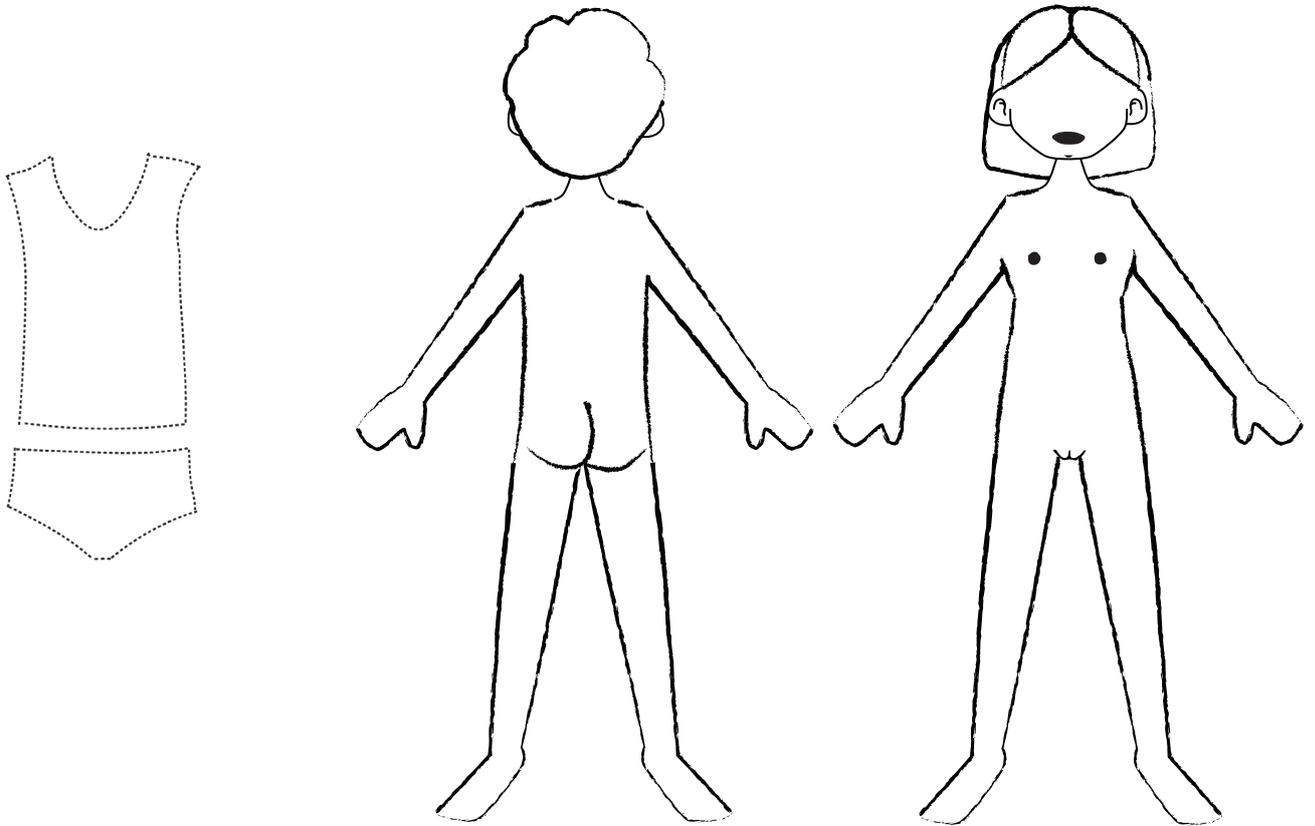
Bottom

My body belongs to me.

My body has **public** and **private** body parts.

Bodies are all different and unique.

\*Draw a line to match up the body parts with their names\*



Private parts are just for me.

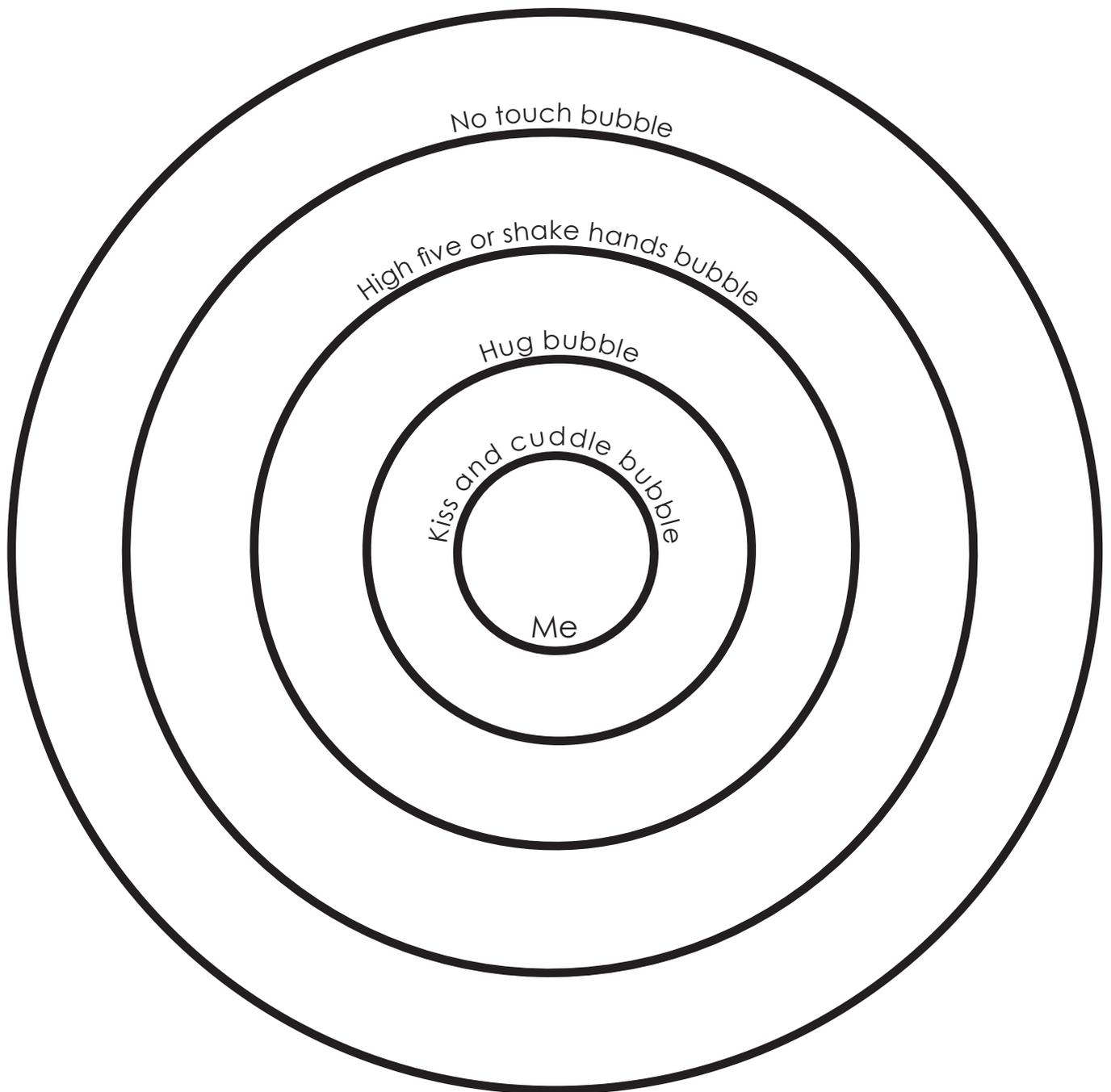
**No one** can touch my private parts.

**No one** can make me touch their private parts.

**No one** can show me pictures or take photos of my private parts.

If this happens, it's important to talk to a safety helper.

\*Draw or use the cut out shapes provided of singlet and undies on the picture to cover the private parts\*



My body belongs to me.

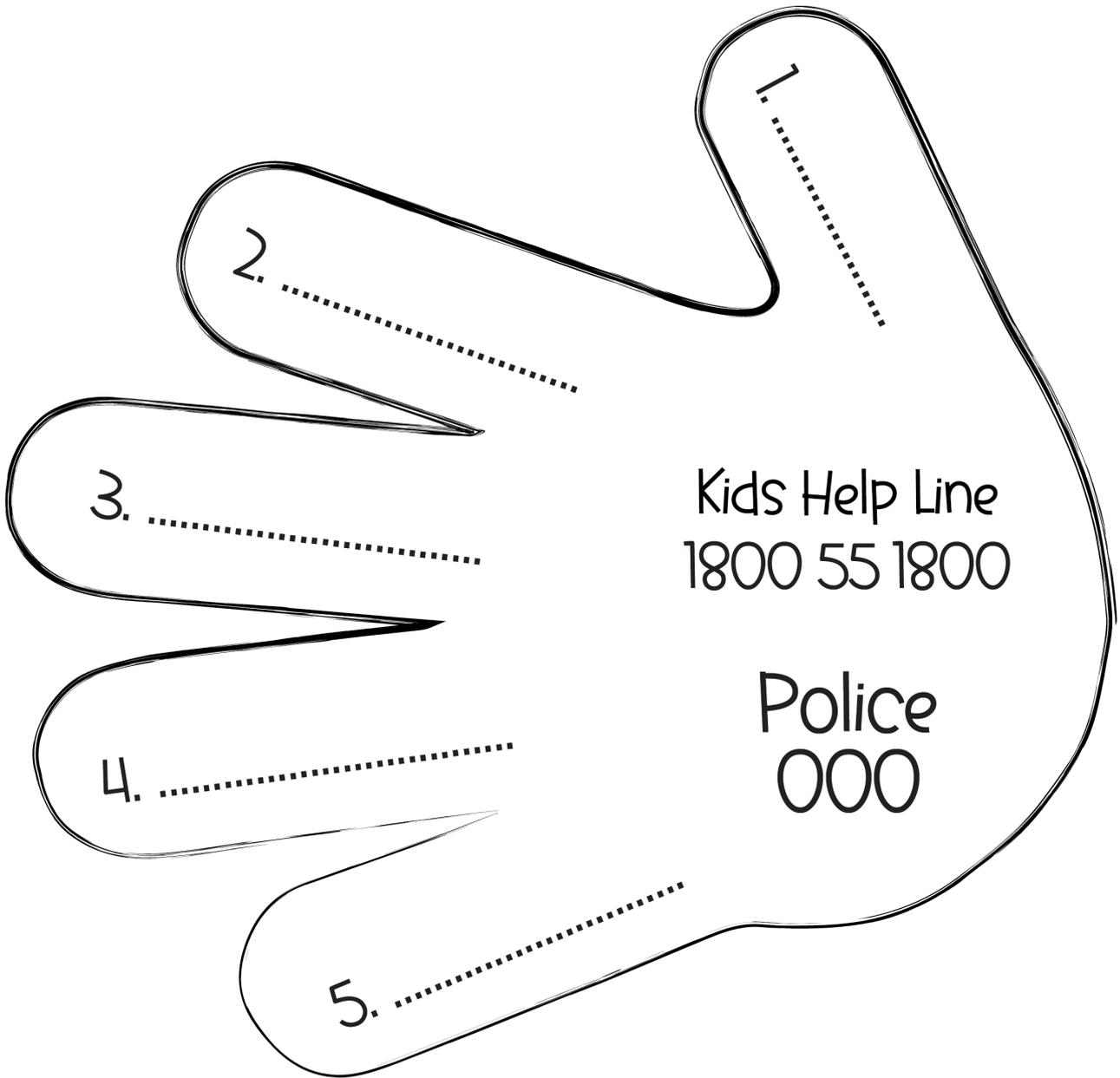
I decide on my own personal  
space boundaries.

No one should make me feel bad about  
my body boundaries. If someone makes  
me feel bad about a boundary, I can tell a  
safety helper.

\*Who might belong in each bubble? Write their names where they belong\*



# My safety network



We all have the right to feel safe at all times.

\*Write the names of your Safety Helpers in the hand\*





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 (ABCSL). 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. ABCSL 2022 is about correctly naming body parts which is such an important conversation that we revisited this important message in ABCSL 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**

