All of us must play a role when it comes to safeguarding children and young people.

No one is better placed than preschool and school staff to take the lead in teaching children how to keep themselves safe.

Since 2008, the Keeping Safe: Child Protection Curriculum has provided the framework to teach students – from preschool right through to secondary – to firstly, recognise abuse and secondly, develop the skills and knowledge to protect themselves from it.

An independent evaluation confirmed Keeping Safe is world class, best practice curriculum and is having a positive impact on children and young people.

To ensure the Curriculum remains that way, it was recently reviewed and updated.

Input came from Emeritus Professor Freda Briggs, Professor Kenneth Rigby and Dr Barbara Spears from the University of South Australia, Professor Phillip Slee from Flinders University, along with leaders, teachers and education professionals.

This update brings Keeping Safe into line with the Early Years Learning Framework, the Australian Curriculum and the Teaching for Effective Learning Framework, and reflects current research on child protection.

Most importantly, the Curriculum now better reflects the needs of today’s children and young people and the issues they face, including bullying and cybersafety.

I take this opportunity to thank staff in our preschools and schools for all that you do to support children’s learning – and their safety.

The updated Keeping Safe: Child Protection Curriculum is an improved resource for you to help children develop skills that may be life-changing – or even life-saving.

The Hon Jennifer Rankine MP
Minister for Education and Child Development
Acknowledgments

The Department for Education and Child Development acknowledges the work of Policy and Program Officer Trish Newport and Project Officer Heather Fels for the preparation of this document.

The Department also acknowledges the work of Leah Cassidy, Program Manager Health, Physical Activity and Wellbeing; Linda Woolcock, Manager Education for Student Wellbeing; the Principals Australia Institute and the expert Advisory Group for their commitment to the review and update of the Child Protection Curriculum in 2013.

Reference groups

Department for Education and Child Development
Interagency Child Protection Curriculum reference groups including representation from the following:

Child and Adolescent Mental Health Service
Department for Families and Communities, Families SA
Department for Education and Child Development
Aboriginal Education Unit
Office of Early Childhood Services—Learning Improvement and Support Services
Office of Primary, Middle and Senior Secondary Services
Preschool Directors Association of South Australia
Sexual Health information networking and education SA Inc (SHine SA)
South Australian Area Schools Leaders’ Association (SAASLA)
South Australian Association of School Parents’ Clubs (SAASPC)
South Australian Association of State Schools Organisation (SAASSO)
South Australian Department of Health
South Australia Police (SAPOL)
South Australian Primary Principals Association (SAPPA)
South Australian Primary School Counsellors Association Inc (SAPSCAI)
South Australian Secondary Principals Association (SASPA).

Other sectors

Association of Independent Schools of South Australia (AISSA)
Catholic Education South Australia (CESA)

Curriculum writers

Pamela Ball
Raelene Carbins
Heather Fels, Department of Education and Children’s Services, SA
Helen Foster, Christie Downs Schools
Anne Howard, Cumberland Park Kindergarten
Delvene Mathie, Clare High School
Alex McAskill
Trish Newport, Department of Education and Children’s Services, SA
Angela Sullivan

Trial sites

Darlington Kindergarten
Darlington Primary School
Dover Gardens Primary School
Dover Kindergarten
Seacliff Community Kindergarten
Seacliff Primary School
Seaview Downs Kindergarten
Seaview Downs Primary School
Seaview High School
Pilot sites

Aboriginal schools
Point Pearce Aboriginal School
Winkie Primary School

Preschools
Evanston Preschool
Greenwith Preschool
Hawthorndene Kindergarten
Highbury Preschool
Karcultaby Area School
Melaleuca Park Kindergarten
Murray Bridge South Kindergarten
O’Sullivan Beach Kindergarten
Pooraka Community Kindergarten
Rose Park Preschool
Smithfield Plains Kindergarten
Snowtown Preschool
Warradale Kindergarten

Primary schools
Black Forest Primary School
East Torrens Primary School
Eastern Fleurieu R–12 School
Hewett Primary School
Kongorong Primary School
Lake Wangary Primary School
Mitcham Junior Primary School
Mitcham Primary School
Morphett Vale East Primary School
Munno Para Primary School
Nairne Primary School
Parafield Gardens Primary School
Peterborough Primary School
Ramco Primary School
Seaton Park Primary School
The Heights School
Westport Primary School
Whyalla Town Primary School
Woodcroft Primary School

Secondary schools
Aberfoyle Park High School
Balaklava High School
Blackwood High School
Bowden Brompton Community School
Cambrai Area School
Christies Beach High School
Henley High School
Karcultaby Area School
L Roxton High School
Maitland High School
Modbury High School
Oakbank Area School
Para Hills High School
Penola High School
Snowtown Area School
Thebarton Senior College
Tumby Bay Area School
Whyalla High School
Woodville High School

Special schools
Balaklava Special Class
Christies Beach Disability Unit
East Torrens Primary School Special Class
Riverland Special School
Whyalla Special School R–12

Principals Australia Institute
Lana Dubrowsky
Jo Mason
Annette Bulling

University of South Australia
Emeritus Professor Freda Briggs AO
Professor Ken Rigby
Dr Barbara Spears

Flinders University
Professor Phillip Slee

Catholic Education
South Australia
Mary Carmody

DECD reviewers
Paul Clapton-Caputo
Brenton Willson
Ros Cord-Udy
Carol Van der Wijngaart

Editing and design
Editing: Susanne Koen – Infoquest Pty Ltd
Design: She Creative Pty Ltd

2013 Child Protection Curriculum Review Advisory Group

Department for Education and Child Development, SA
Leah Cassidy
Linda Woolcock
Heather Fels
Jill Brodie-Tyrrell
Trish Newport
Lee Duhring
Vicki Wilson
Debbie George
David Coulter
Brenda Harris
Tijana Gramp
Contents

Keeping Safe: Child Protection Curriculum (KS:CPC)

General introduction
Introduction to the Keeping Safe: Child Protection Curriculum 7
Educators’ responsibilities and obligations 7
What is abuse? 8
Bullying and harassment 10
Cyberbullying and e-crime 11
Purpose and nature of the Keeping Safe: Child Protection Curriculum 13
Organisation of the Keeping Safe: Child Protection Curriculum 15
Theme 1: We all have the right to be safe 15
Theme 2: We can help ourselves to be safe by talking to people we trust 15
Focus Area 1: The right to be safe 16
Focus Area 2: Relationships 16
Focus Area 3: Recognising and reporting abuse 16
Focus Area 4: Protective strategies 16
KS:CPC summary of topics—Preschool to Year 12 17
KS:CPC developmental organisation of concepts 18
Teaching the Keeping Safe: Child Protection Curriculum 19
A whole site approach 19
Recommendations for implementation 19
Understanding ‘sex’ and ‘gender’ 22
Monitoring and reporting 22
Using relevant curriculum and pedagogy 22
Non-Negotiable Aspects (NNA) 25
Recommended Learning Strategies (RLS) 30

Primary Years: Years 3–5
Introduction to the Keeping Safe: Child Protection Curriculum Primary Years: Years 3–5 43
Curriculum setting 43
Delivering the KS:CPC in Primary Years settings 44
Connections to key documents 45
Non-Negotiable Aspects (NNA) 46
Recommended Learning Strategies (RLS) 46
Support materials 46
Planning tools 46
Organisation of the Keeping Safe: Child Protection Curriculum Primary Years: Years 3–5 47
Themes 47
Focus Areas and topics 47
Focus Area 1: The right to be safe 49
Context and overview 50
Topic 1: Exploring the concept of safety 51
Topic 2: Reviewing the concept of warning signs 52
Topic 3: Unsafe situations and acceptable risk-taking 56
Focus Area 2: Relationships 61
Context and overview 62
Topic 1: Understanding rights and responsibilities 63
Topic 2: Trust and networks 64
Topic 3: Developing personal identity 67
Topic 4: Power in relationships 69
Focus Area 3: Recognising and reporting abuse 73
Context and overview 74
Topic 1: Privacy and names of parts of the body 75
Topic 2: Recognising abuse, neglect and unsafe secrets 78
Topic 3: Electronic media safety 84
Focus Area 4: Protective strategies 89
Context and overview 90
Topic 1: Problem-solving for keeping safe 91
Topic 2: Review of networks 95
Appendices 97
Resources 153
Introduction to the Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) for teaching and learning programs in South Australian government schools and preschools has been developed by experienced educators from South Australian schools and preschools under the auspices of the Department for Education and Child Development (DECD). The curriculum has been subjected to rigorous trialling by educators in early childhood centres and schools and evaluated by leading experts in the field of child protection. The curriculum was further reviewed, updated and trialled in 2013.

The KS:CPC teaches all children from a young age, in an age appropriate way, to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

Before incorporating child protection into their teaching and learning programs, educators must participate in the formal professional learning provided through a DECD approved training organisation and familiarise themselves with the contents of this curriculum.

Educators’ responsibilities and obligations

Under the South Australia Children’s Protection Act 1993, DECD has a legislated responsibility with other agencies to protect children and young people under 18 years of age from abuse in its own settings and in the wider community. Schools and other DECD sites have the responsibility reinforced by anti-discrimination legislation and duty-of-care requirements to protect and care for every learner. This includes the provision of an ethical climate where adults respond to, listen to and respect children and young people in a supportive and safe learning environment where:

- respectful and caring relationships are fostered
- children and young people are encouraged to become successful learners, confident and creative individuals, and active and informed citizens with a strong sense of self-worth
- staff members are supported to develop the knowledge, skills and understanding to recognise and respond to suspected abuse and neglect
- effective abuse prevention programs are implemented in all DECD sites.

Under the South Australia Children’s Protection Act 1993 (Part 4, section 11), it is a legal requirement for DECD employees and volunteers to report all suspected cases of abuse and neglect. Implicit in this is DECD’s responsibility to ensure that employees and volunteers have an appropriate level of training to be able to recognise abuse and neglect and to take action.
It is a condition of employment in DECD schools and services that all individuals must have attended or be registered to attend a full day’s face to face Responding to Abuse and Neglect—Education and Care (RAN-EC) training.

All DECD employees, contractors, volunteers and specific groups of students, eg tertiary, some work experience and some adult re-entry students must have a current approved relevant history screening at all times throughout their employment or prescribed duties in a DECD site.

It is also DECD’s responsibility under its Child protection in schools, early childhood education and care services policy (2011) to ensure that effective abuse prevention programs are implemented in schools and other education settings. Implicit in this is the need to develop a curriculum that addresses issues of child protection for all children and young people and a need to provide professional learning for educators responsible for its delivery.

Key documents

- South Australia Children’s Protection Act 1993
- Department for Education and Child Development (2011) Child protection in schools, early childhood education and care services policy, Government of South Australia
- DECS, CESA & AISSA (2011) Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings

What is abuse?

In 2011–2012, ‘over 170,000 children were the subject of a notification of suspected abuse or neglect (just over 3%, or approximately 1 in 29 children)’. (Australian Institute of Health and Welfare, 2013, ‘Child protection’)

Types of abuse or neglect

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It is commonly characterised by physical injury resulting from practices such as:
- hitting, punching, kicking
- burning, biting, pulling out hair
- shaking (particularly young babies)
- administering alcohol or other drugs.

It can also include injuries which are caused by excessive discipline, severe beatings or attempted strangulation, as well as female genital mutilation. Injuries may include bruising, lacerations or welts, fractures or dislocation of joints. Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punish a child (in a non-trivial way) is a crime.

Sexual abuse occurs when someone in a position of power to the child/young person uses his/her power to involve the child/young person in sexual activity. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Behaviour can include:
- sexual suggestion and suggestive comments
- fondling or touching sexual parts or in a sexual manner
- kissing or holding a child in a sexual manner
- penetrating the anus or vagina with any object
- exhibitionism, flashing, oral sex, mutual masturbation or masturbating in front of a child
• making obscene phone calls or remarks to a child
• using children/young people in the production of pornographic films, videos or DVDs
• sending obscene mobile text messages or emails to a child
• showing pornographic films, magazines or photographs to a child
• having a child pose or perform in a sexual manner
• forcing a child to watch a sexual act
• child prostitution.

Child sexual abuse is a crime. It should be reinforced that none of this behaviour is OK and it is never the child’s fault. Even if the child didn’t say ‘no’, or even participated willingly, engaging in sexual activity with a child is a crime. All adults have a responsibility to protect children and keep them safe from abuse.

Child sexual abuse is often planned and can involve a process called ‘grooming’. This is behaviour in which a person deliberately tries to befriend a child, make an emotional connection, and manipulate them with the purpose of sexually abusing them. This is often a long deliberate process that is hard to detect, as the behaviour can appear in the early stages to be caring and protective. Grooming can also occur online through digital technologies with the intention of gaining a young person’s trust before engaging in sexual abuse.

**Emotional/psychological abuse** tends to be a chronic behavioural pattern directed at a child/young person whereby a child/young person’s self-esteem and social competence is undermined or eroded over time, which destroys the confidence of a child, resulting in emotional deprivation or trauma. Behaviour may include:

- devaluing
- corrupting
- ignoring
- isolating
- rejecting or withholding affection
- exposure to domestic violence
- intimidation.

Emotional/psychological abuse may also include discriminating against the young person or child by intimidating, harassing or bullying them because of their sexual or gender diversity. When single issues are present consistently over time, such as low level care, or when there are multiple issues, such as persistent verbal abuse and denigration, and/or exposure to family violence, the harm becomes cumulative.

**Child neglect** is characterised by the failure to provide for the child’s/young person’s basic needs for their proper growth and development. Behaviour may include:

- inadequate supervision of young children for long periods of time
- disregard for potential hazards in the home
- failure to provide adequate nutrition, clothing or personal hygiene
- forcing the child/young person to leave home early
- failure to seek needed or recommended medical and dental care.

This may be a sensitive area for discussion where there are children and young people who have experienced hardship, trauma, abuse or neglect and their basic needs for safety and wellbeing have not been met. Special sensitivity is also needed where there are children and young people who have experienced separation from or loss of their main caregivers. Strategies for talking about sensitive issues, such as one step removed (NNA 3) and protective interrupting (NNA 4), are recommended. An ‘NNA’ is a Non-Negotiable Aspect of the KS:CPC. NNAs are elaborated on later in this General introduction.

**Resources on abuse and neglect**

**Resources on online grooming**

### Abuse-related trauma

Children and young people who have experienced abuse-related trauma can become disconnected from their feelings. They may find it difficult to know, name and express what may be a limited range of feelings. Feelings may be perceived themselves as a source of threat for traumatised children and young people and they may respond with hyperarousal (anger or anxiety) or hypoarousal (shutting down). It is important to be attuned to the emotional states of children and young people when working with this topic. Support them to feel confident and contain their feelings: support them to identify, name, understand and communicate their feelings in a safe environment.

Where children and young people and their parents/caregivers are working with other health professionals and agencies, it is advisable to communicate with all members of the ‘team around the child’ to ensure relevant information is shared and support needs are planned for. Health professionals who are working therapeutically with children and young people can also offer advice and support for you to better understand young people’s responses and helpful ways of managing them. Opportunities to connect with and express feelings through drawing, writing, art, drama, etc can be helpful.

Abused children may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond the child’s age. Children may identify abuse with the following features, for example by:

- drawing the abuser:
  - with very large hands or arms
  - with sharp teeth and enlarged mouths
  - with a huge erect penis
  - with a sinister grin
  - floating in the air
  - as a scary monster, witch, insect or snake.

- drawing themselves with:
  - sad mouth
  - tears
  - no arms
  - no mouth
  - faceless
  - attached to the ground whilst abuser is floating.

**Recognising and reporting abuse**

**Resources on abuse-related trauma**

### Bullying and harassment

Children and young people have a fundamental right to learn in a safe, supportive environment and to be treated with respect.

DECD takes bullying very seriously, recognising that it has the potential for serious harm. More information on behaviour and bullying can be found on the DECD website.

Bullying and harassment are behaviours related to the group or social context at the time. Putting others down can be a shared experience to reinforce belonging to a group. It can also be a basis for humour. It is, therefore, possible for bullying and harassment to develop in a wide range of situations and for anyone to be tempted to bully others or to end up being the target.

The following definitions were agreed by the Safe and Supportive School Communities Management Group, which is a national committee, supported by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), with representatives from all Australian education jurisdictions.

- **Bullying** is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

- **Discrimination** occurs when people are treated less favourably than others because of their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

- **Harassment** is behaviour that offends, humiliates, intimidates or creates a hostile environment and targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

The KS:CPC includes strategies to help children and young people recognise characteristics of bullying behaviour, to understand their rights, and to know the actions they can take. Relevant information and activities are included, particularly within Focus Area 1: The right to be safe and Focus Area 2: Relationships.

Check that students understand the difference between direct and indirect bullying. Indirect bullying may be an unfamiliar concept. Direct bullying involves one person or group bullying others themselves. Indirect bullying is characterised by setting someone else up to do the bullying. Excluding people is also considered to be indirect bullying. Online bullying can be indirect or direct.
Digital citizens

Digital citizenship can be defined as the norms of appropriate, responsible behaviour with regard to technology use.

Cyber (online) safety and ethical decision-making

From a very young age, children need to learn how to make ethical decisions, factoring in not only laws and regulations, but also how their actions affect others. It is crucial that we equip children and young people with the skills to use their moral compass to guide them in making safe and ethical choices.

Ethical decision-making skills will not only help children and young people to interact respectfully with others in the offline space, but also the online space where quick decisions can have long-lasting consequences.

(ThinkUKnow e-Newsletter – Volume 4, Issue 11)
Research shows students often don’t tell adults about cyberbullying. Young people fear adults will disconnect them from supportive friends and family and may overreact and make the situation worse. Educators may be able to pick up some signs at school that indicate a student may be the target of cyberbullying, as outlined on the Office of the Children’s eSafety Commissioner web page on cyberbullying.

- **E-crime** occurs when computers or other electronic communication equipment/devices (eg internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence. If you suspect that an e-crime has occurred, use the procedures outlined in ‘Making our sites safer: Guidelines for site leaders’.

- **Inappropriate material** means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children and young people or incompatible with a school or preschool environment.

- **Sexting** is where a person takes a sexually-explicit digital photograph of him or herself, or of someone else, and sends it as a Multimedia Messaging Service (MMS) and Short Messaging Service (SMS) communication via a mobile phone. These images can then be posted on the internet or forwarded electronically to other people. Once posted on the internet, these images can leave a permanent digital footprint and be accessed at any time in the future. It is illegal to take and/or share sexual photos or videos of children and young people. Students involved in a ‘sexting act’ may not realise the seriousness of their actions.

  While sharing suggestive images or text messages may seem like innocent flirting or be funny for young people, sexting can have serious social and legal consequences. Students may be committing a criminal offence when taking and/or sharing sexual images of themselves or peers who are minors. Creating and/or distributing sexual images with minors may constitute the production and/or distribution of child pornography. This can be the case even if the people in the image are willing participants, with outcomes varying by State and territory and on a case by case basis.

  Students may also encounter social consequences. Images can easily escape their control through being shared more broadly than they had anticipated. This can have a long-term impact on their digital reputation. Images can also potentially be used for cyberbullying or cyberstalking, or they may attract unwanted attention from others.

  Adapted from Sexting from the Office of the Children’s eSafety Commissioner

- **Social networking** sites offer people new and varied ways to communicate via the internet, whether through their computer or mobile phone. These sites allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called ‘friends’. Users are able to build a network of connections that they can display as a list of friends. These friends may be offline actual friends or acquaintances, or people they know or have ‘met’ only online and with whom they have no other link. Social networking sites are not limited to messaging, communicating and displaying networks. Nearly all sites allow users to post photos, video and, often, music on their profiles and share them with others.

  The KS:CPC provides activities and resource links to support educators when addressing this issue with students. Sexting is an e-crime. If you suspect an act of sexting has occurred, use the procedures outlined in ‘Making our sites safer: Guidelines for site leaders’.

**What does the law say about interactive media?**

The following examples come from SAPOL’s E-Crime:

**Sexting may be an e-crime**

‘With my mobile phone I took a photo of my girlfriend naked and sent it to everyone. What a laugh!’

Offence: Production or dissemination of child pornography

Maximum penalty: imprisonment for 10 years

**Impersonating may be an e-crime**

‘I got into their email account and sent abusive emails to everyone in the address book.’

Offence: Unlawful operation of a computer system

Maximum penalty: imprisonment for 6 months or $2,500

**Intimidation may be an e-crime**

‘He told me if I didn’t do what he said he would put that photo on the internet and tell all my friends. I was so embarrassed.’

Offence: Blackmail

Maximum penalty: $5000 or imprisonment for 3 years or both

**Further information on ‘e-crimes’ can be found at:**

- Crime with electronic evidence (DECD)
- Cyber bullying, e-crime and the protection of children and young people: Advice for families (DECD)
- Summary Offences Act 1953 (Attorney-General’s Department, South Australian Government)

**Resources on cyber safety**

**Resources on online grooming**
This KS:CPC has both a broad and a narrow focus. It is set within the context of the:

- DECD Strategic Plan (2012–2016): Children and young people are at the centre of everything we do
- National Quality Framework
- Belonging, Being & Becoming: The Early Years Learning Framework for Australia (EYLF)
- Australian Curriculum
- South Australian Teaching for Effective Learning (TfEL) Framework
- National Safe Schools Framework.

While its specific aim is to help children and young people, from the age of three to senior secondary, to learn to recognise and report abuse and develop ways of protecting themselves from abuse, its wider focus covers rights, responsibilities, relationships, bullying, cyberbullying and ethical behaviour. The curriculum’s effectiveness depends on engagement of the whole site and learning community with:

- fostering care, empathy, respect and cooperation, leading to a safe and supportive learning environment
- promoting reciprocal rights and responsibilities for the good of individuals themselves and of others
- promoting high quality interactions and relationships and the dignity of cultural and social diversity
- promoting informed, responsible and ethical decision-making about safety and fairness for the common good
- promoting the development of skills in recognising standards of behaviour, responding to unsafe and unfair situations, and seeking assistance effectively.

Taking the developmental stages of children and young people into account, this curriculum provides a pathway for children and young people to increase their learning:

- about their right to feel and be safe
- to recognise acceptable and unacceptable behaviour and attitudes
- about their right to take action if a person engages in abusive or sexually inappropriate behaviour towards them and threatens their safety, including cyber abuse
- that it is important to tell trusted people about such situations and to persist in telling a range of trusted people until the child or young person is believed and action is taken
- that help is available to them within their site and their community
• that they are at greater risk of abuse by known and liked people than by strangers
• that they can change their feelings about people they like and have trusted
• that children and young people can be abusive and sexually inappropriate to each other (See DECD guidelines for staff in education and care settings ‘Responding to problem sexual behaviour in children and young people’)
• that they have the right to understand how unequal power relationships operate in society and how these might be changed
• that young people have the right to protection from abuse and unfair practices in the workplace.

The National Safe Schools Framework adopts a whole school approach to safety and wellbeing. It provides a comprehensive range of evidence-informed practices to guide schools in preventing and responding to incidents of harassment, aggression, violence and situations of bullying and to implement their responsibilities in relation to child protection issues.

This curriculum acknowledges that educators’ own knowledge, skills and understandings are important factors in successful teaching and learning and stresses the need for all educators involved in delivering the KS:CPC to undertake relevant professional learning as outlined in the Child protection in schools, early childhood education and care services policy (2011).

Appendix 5: History of the KS:CPC
The KS:CPC from preschool to Year 12 is divided into separate documents:

- Early Years: Ages 3–5
- Early Years: Years R–2
- Primary Years: Years 3–5
- Middle Years: Years 6–9
- Senior Years: Years 10–12

It is predicated on two main themes which are presented through topics and activities of increasing complexity.

In addition, there are two support documents:

- Support materials for educators working with children and young people with disability and additional needs
- Support materials for educators working with children and young people from culturally and linguistically diverse backgrounds.

It is essential that the KS:CPC is delivered every year to every child and young person: each year it must cover the two themes and the four Focus Areas.

**Theme 1: We all have the right to be safe**

- Children and young people are encouraged to think about people and things that keep them safe. For younger children, the theme is focused on their needs, for example, to be cared for properly by adults.
- For older students, the theme is based on a human rights perspective and includes responsibilities: we have the right to be safe and we have the responsibility to act safely and keep others safe. Many schools and preschools include this theme as part of their values and bullying and harassment policies.

**Theme 2: We can help ourselves to be safe by talking to people we trust**

- This theme encourages children and young people to identify a wide range of people they trust and can talk to. The curriculum is very explicit in covering the idea that our feelings of trust may be confused, mixed up and can change: someone whom we once trusted may behave in a way that means we don’t trust them anymore and vice versa.

These two themes are explored through four Focus Areas, which are examined in growing complexity in accordance with the age of the learners.
Focus Area 1: The right to be safe

Children and young people are encouraged to learn about the various feelings they might have in different situations. They are taught about warning signs: the external signals and internal messages (emotion/feeling) that help children and young people recognise a situation where they may be at risk of harm. The curriculum acknowledges that some children and young people who have been or are being abused may have none of these warning signs.

Focus Area 2: Relationships

Learners explore a range of relationships and know that relationships can change. Some relationships are positive, highly desired, and have the capacity to complement our personal identity and sense of self-worth. Other relationships are negative and destructive to our wellbeing and ourselves. Learners consider the concept of power; harassment and bullying; sexual diversity; and rights and responsibilities in relationships so they can begin to recognise healthy or unhealthy and abusive relationships. Older students explore discrimination and the United Nations Convention on the Rights of the Child. They use the following categories as a way of identifying a network of people they can trust: people who are close to me, people who are important to me, people who are not close, and people I don’t know.

Focus Area 3: Recognising and reporting abuse

This Focus Area is covered carefully according to learners’ developmental level. Younger children explore different kinds of touching, using the concepts of people we can hug, people we might shake hands with or wave to, people we say ‘hello’ to, and people we don’t touch. They learn about privacy and parts of the body. Learners also discuss secrets that are safe to keep and secrets that need to be told. Older students, using stories, songs and media clips from popular culture and social culture, explore abuse issues using a critical literacy approach. Students explore issues related to cyber safety and cyber bullying and learn strategies to solve problems.

At all times the strategies of one step removed (NNA 3) and protective interrupting (NNA 4) are used so that children and young people do not disclose personal information in a classroom or preschool setting.

Focus Area 4: Protective strategies

The KS:CPC carries the very clear message to all children and young people that adults have a responsibility to protect them. However, there are some things children and young people can do to help keep themselves safe. Developing a network of people to talk to and strategies for problem-solving are explored according to the learners’ level of development. Younger learners are encouraged to think of scenarios through everyday events and stories they have heard and read, and think of ways to resolve the dilemmas or problems. Senior students explore self-protection and help seeking strategies in more depth. The strategy of ‘persisting until we are safe’ is emphasised strongly.

Key documents

United Nations Universal Declaration of Human Rights
South Australia Children’s Protection Act 1993
In order to provide effective learning in the area of child protection, educators are expected to cover all four Focus Areas.

### Focus Area 1: The right to be safe
- **Early Years** (Ages 3–5):
  1. Feelings
  2. Exploring the concepts of safe and unsafe
  3. Warning signs
- **Early Years** (Years R–2):
  1. Feelings
  2. Being safe
  3. Warning signs
  4. Risk-taking and emergencies
- **Primary Years** (Years 3–5):
  1. Exploring the concept of safety
  2. Reviewing the concept of warning signs
  3. Unsafe situations and acceptable risk-taking
- **Middle Years** (Years 6–9):
  1. Safety and risk-taking
  2. Warning signs and emergencies
- **Senior Years** (Years 10–12):
  1. Recognising and assessing risk
  2. Psychological pressure and manipulation

### Focus Area 2: Relationships
- **Focus Area 2.1:**
  1. Identity and relationships
  2. Fair and unfair
  3. Trust and networks
- **Focus Area 2.2:**
  1. Trust and networks
  2. Rights and responsibilities
  3. Use and abuse of power
- **Focus Area 2.3:**
  1. Understanding rights and responsibilities
  2. Trust and networks
  3. Developing personal identity
  4. Power in relationships
- **Focus Area 2.4:**
  1. Rights and responsibilities in relationships
  2. Power in relationships
  3. Bullying as an abuse of power

### Focus Area 3: Recognising and reporting abuse
- **Focus Area 3.1:**
  1. Privacy and names of parts of the body
  2. Touching
  3. Recognising abuse
  4. Secrets
- **Focus Area 3.2:**
  1. Names of parts of the body, privacy and touching
  2. Recognising abusive situations and secrets
- **Focus Area 3.3:**
  1. Privacy and names of parts of the body
  2. Recognising abuse, neglect and unsafe secrets
  3. Electronic media safety
- **Focus Area 3.4:**
  1. Recognising abuse
  2. Identifying abuse and neglect
  3. Electronic media abuse

### Focus Area 4: Protective strategies
- **Focus Area 4.1:**
  1. Strategies for keeping safe
- **Focus Area 4.2:**
  1. Practising protective strategies
  2. Persistence
- **Focus Area 4.3:**
  1. Problem-solving for keeping safe
  2. Review of networks
- **Focus Area 4.4:**
  1. Problem-solving strategies
  2. Network review and community support
- **Focus Area 4.5:**
  1. Protecting yourself
  2. Community support
Each Focus Area contains a number of topics that reflect concepts appropriate to the developmental stage of the learners. The chart indicates the developmental organisation of concepts within each Focus Area and across the different year level groups.

<table>
<thead>
<tr>
<th>Focus Area 1: The right to be safe</th>
<th>Focus Area 2: Relationships</th>
<th>Focus Area 3: Recognising and reporting abuse</th>
<th>Focus Area 4: Protective strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years: Ages 3–5</td>
<td>Early Years: Years R–2</td>
<td>Primary Years: Years 3–5</td>
<td>Middle Years: Years 6–9</td>
</tr>
<tr>
<td>Feelings</td>
<td>Feelings</td>
<td>Feelings</td>
<td>Adolescents and concept of safety</td>
</tr>
<tr>
<td>What is safe?</td>
<td>Safe and unsafe</td>
<td>Concept of safety</td>
<td>Cyber safety</td>
</tr>
<tr>
<td>Warning signs: physiological</td>
<td>Warning signs: physiological and emotional</td>
<td>Warning signs: physiological, feelings and external signs</td>
<td>Warning signs: physiological, feelings and external signs</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>Difference between unsafe and acceptable risk-taking situations</td>
<td>Risk-taking and adolescents</td>
<td>Concept of ‘grooming’</td>
</tr>
<tr>
<td>Emergencies</td>
<td>Personal emergencies</td>
<td>Personal emergencies</td>
<td>Psychological pressure and manipulation</td>
</tr>
<tr>
<td>Needs and wants Identity</td>
<td>Needs and wants</td>
<td>Understanding rights and responsibilities</td>
<td>Exploring rights and responsibilities in different relationships</td>
</tr>
<tr>
<td>What are relationships? Trust and networks</td>
<td>Trust and networks Relationships circle</td>
<td>Developing a network Relationships circle</td>
<td>Networks Relationships circle</td>
</tr>
<tr>
<td>Fair and unfair Bullying Bias</td>
<td>Fair and unfair—introduce concept of ‘power’ Bullying Language of safety</td>
<td>Use and abuse of power Power of language Bullying</td>
<td>Types of power—use and abuse Gender and stereotyping Diversity Bullying</td>
</tr>
<tr>
<td>Anatomical names for parts of the body Privacy</td>
<td>Anatomical names for parts of the body Privacy and personal space</td>
<td>Anatomical names for parts of the body Public and private</td>
<td>Anatomical names for parts of the body</td>
</tr>
<tr>
<td>Touching—safe; necessary but uncomfortable; unsafe Touching in relationships</td>
<td>Touching—safe; necessary but uncomfortable; unsafe Touching in relationships</td>
<td>Touching—appropriate and inappropriate Abuse in relationships</td>
<td></td>
</tr>
<tr>
<td>Abusive situations—using scenarios</td>
<td>Identifying abuse and different forms of abuse—physical, emotional and sexual abuse, neglect and domestic violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secrets Threats</td>
<td>Secrets Tricks and trust</td>
<td>Secrets—safe and unsafe situations Acting to report abuse Help seeking Acting to report abuse</td>
<td></td>
</tr>
<tr>
<td>Cyber safety</td>
<td>Cyber safety—offensive material (video, TV, internet, magazines), risks in sharing images</td>
<td>Cyber safety—digital citizenship, online abuse, social media, sexting, legal implications</td>
<td>Cyber safety—online grooming, sexting, digital reputation, legal implications</td>
</tr>
<tr>
<td>Problem-solving strategies with emphasis on telling</td>
<td>Safety strategies: remembering details such as name, address, phone number; assertiveness; and reporting abuse</td>
<td>Problem-solving skills and practising protective strategies, including reporting abuse</td>
<td>Problem-solving—strategies and skills, including assertiveness and resilience</td>
</tr>
<tr>
<td>Persistence</td>
<td>Persistence</td>
<td>Persistence</td>
<td>Protecting yourself Problem-solving and effective communication Legislation Mandatory notification Intervention orders</td>
</tr>
</tbody>
</table>

Keeping Safe: Child Protection Curriculum | Primary Years: Years 3–5
A whole site approach

A whole site approach will involve working as a collective group of professionals led by the site leader to develop a clear and coordinated curriculum across all year or age levels and accessible to all children and young people. Research confirms that a whole site approach is critical in ensuring successful implementation of curriculum initiatives. Child protection teaching is everyone’s business and must also include building positive partnerships with families and community. There are many whole site frameworks that schools and preschools already use that can support the implementation of the KS:CPC across all ages and year levels.

Professional learning communities and online communities, such as Scootle, are a valuable way to share good practice when developing a whole site initiative.

DECD overview of Scootle

Resources on taking a whole site approach

Resources for parents/caregivers

Recommendations for implementation

It is recommended that:

• a student wellbeing team is established, with site leadership representation, to develop a KS:CPC implementation plan for the whole site
• a leader, teacher, team of staff members, or student welfare team takes responsibility for planning, implementing and reviewing the program and reporting regularly to the principal/director/site leader
• the Governing Council is kept informed at the various stages of planning, implementation and review (this could become a regular agenda item)
• parents/caregivers are kept fully informed about the teaching of the KS:CPC and how they can reinforce safety strategies at home. Implementing a variety of communication strategies between the teacher and family will ensure the information is shared.

It is also recommended that:

• the preschool or school’s behaviour guidelines/wellbeing plans reinforce the two themes: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’
• the child protection teaching and learning program is presented at least once to each learner at each year level across the levels of the documents. Sample planning guides covering the relevant age groups or year levels are provided in each of the documents.
• that all four Focus Areas are covered in the program at each year level: The right to be safe; Relationships; Recognising and reporting abuse; and Protective strategies
• preschool or school’s reinforce KS:CPC each year at each year level using developmentally appropriate learning strategies as outlined in the:
  – Keeping Safe: Child Protection Curriculum (KS:CPC)
  – Early Years Learning Framework
  – Australian Curriculum
  – South Australian Teaching for Effective Learning (TfEL) Framework.

Recognising student diversity

Whilst child abuse and neglect occur across all socio-economic and cultural groups, a number of factors can contribute to some groups of children and young people being at greater risk of abuse and/or neglect.

DECD has a number of policies to support children and young people from diverse groups to ensure schools are inclusive. Groups that are at greater risk of abuse, including peer to peer abuse, include children and young people:
• from Aboriginal and Torres Strait Islander backgrounds
• with disability and additional needs
• from culturally and linguistically diverse backgrounds
• living in regional communities
• same-sex attracted and gender questioning.

It is important to remember that each of these groups are culturally diverse and will have different needs requiring different responses. It is also important to deliver a curriculum and adopt pedagogical approaches that are inclusive of all children and young people.

Key document


Aboriginal and Torres Strait Islander children and young people

When considering child protection issues for Aboriginal and Torres Strait Islander children and young people, it is important for educators to acknowledge the impact of past child protection practices and the grief and loss still experienced by many Aboriginal and Torres Strait Islander families and their communities. It is important too for educators to understand the broader issues that have had and still continue to have an impact on Aboriginal and Torres Strait Islander people and their communities. The Layton Review into child protection (2003) identified some of these broader issues:
• dispossession and separation from land; erosion of culture; loss of traditional ways of life; loss of family, kinship ties and traditional relationships; and the history of relationships with white people and society
• marginalisation within the broader Australian society
• socio-economic disadvantage, which includes high levels of poverty, chronic health issues, overcrowded housing, homelessness, poor educational experiences and unemployment.

(Aadapted from the Layton Review, 8.3)

Many national and state reviews and reports have pointed out the significance of the issues facing Aboriginal and Torres Strait Islander communities that leave them vulnerable to child abuse and neglect. For example, domestic violence within Aboriginal and Torres Strait Islander families and communities is having a profound impact on children and young people and is now viewed as a major child protection issue. (Layton Review 8.4)

Aboriginal and Torres Strait Islander children and young people are over-represented in the child protection system. However, statistics represent only those matters reported to authorities and underestimate the real incidence of child abuse and neglect in both the non-Indigenous and Indigenous community. Factors that might influence the under-reporting of abuse and neglect in Aboriginal and Torres Strait Islander communities as identified in feedback to the Layton Review include:
• fear of a repeat of the Stolen Generation experiences
• fear of revenge or exclusion (particularly in remote communities)
• fear of being responsible for breaking up the family
• fear of the long-term consequences for Aboriginal and Torres Strait Islander children and young people in the care system
• fear that police won’t respond.

(Aadapted from the Layton Review 8.19)

Before implementing the KS:CPC for Aboriginal and Torres Strait Islander children and young people, it is important that school and preschool leaders and educators understand the significance of:
• assessing and responding to site and individual staff cultural competence
• consulting with Aboriginal community groups, including community councils and governing bodies
• recognising cultural diversity within Aboriginal and Torres Strait Islander groups
• building respectful relationships with the Aboriginal and Torres Strait Islander community to foster meaningful dialogue and shared understandings
• using the expertise and knowledge of site and regional Aboriginal education personnel
• being aware of and accessing the services of other agencies, including:
  – Yaitya Tirramangkotti (Aboriginal Child Abuse Report Line telephone 131 478)
There are numerous resources available to support educators when working with Aboriginal and Torres Strait Islander children and young people. These resources can help strengthen cultural awareness and understanding to ensure the delivery of child protection strategies are mindful of cultural protocols and the use of culturally appropriate practices and language.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples’ unique sense of identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum.

Resources to support Aboriginal and Torres Strait Islander students

Children and young people with disability and additional needs

The Layton Review (2003) included recommendations about updating a child protection curriculum that was inclusive of children and young people with disabilities (Recommendation 137). The Layton Review highlighted research that indicated students with disabilities are differentially vulnerable to abuse (Layton Review 14.4–14.6).

The United Nations Convention on the Rights of the Child, to which Australia is a signatory, provides principles that guide standards in respect to all children and young people, including those with disability and additional needs. It states that children and young people with special needs have the right to enjoy a full life that enables and encourages them to reach their potential in conditions that ensure their dignity and safety. Article 19 specifically emphasises the state’s responsibility to protect children and young people from abuse and neglect and to help others to provide services to assist with that prevention.

The UN Convention on the Rights of Persons with Disabilities reiterates this, with Article 7 stating that states “shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children”.

There is also a clear rationale, made explicit in Australian Government, South Australian Government legislation and DECD policies, that a child or young person with a disability or additional needs has the right to access the same education, care and services in the same manner and timeframe as any other child or young person.

Support materials for educators working with children and young people with disability and additional needs

Resources to support students with disability and additional needs

Children and young people from culturally and linguistically diverse backgrounds

In the delivery of child protection programs for culturally and linguistically diverse children and young people, the Layton Review (2003) indicated the need for:

- the provision of structured programs for the delivery of information to various cultural groups about children’s rights and child protection within an Australian and global context
- an understanding of the principle that culturally sensitive approaches to children’s care and protection should not override or compromise the safety of the child or young person.

(Footnotes from Layton Review 25.5)

Factors that may contribute to the level of understanding of child protection laws in Australia include:

- level of English language proficiency
- socio-economic status
- educational status
- proficiency in primary community language
- geographic location within country of origin, such as whether the family is from a remote rural area in a developing country with limited facilities
- context of migration (eg war in country of origin, refugee status, marriage, length of time spent in refugee camps, length of time spent in immigration detention, experiences during migration and settlement, recency of arrival)
- physical and mental health of the family after migration.

(Adapted from Layton Review 25.2–25.3)

Support materials for educators working with children and young people from culturally and linguistically diverse backgrounds

Resources to support students from culturally and linguistically diverse backgrounds
Same-sex attracted and gender questioning young people (SSAGQ)

School is significantly less safe for students who are same-sex attracted and gender questioning with many students feeling frightened to attend school: over three quarters experience abuse, with 80% of the abuse occurring in schools. (Hillier in Smith et al, 2010, p.5 and Smith et al, 2011, p.5)

Homophobic bullying, like any kind of bullying, can also include physical violence, sexual harassment, threats or damage to property, social exclusion and cyber bullying. (Smith et al, 2011, p.3)

The requirement of all DECD schools to maintain an anti-bullying and harassment policy and grievance procedures includes addressing homophobia and ensuring the wellbeing and safety of same-sex attracted and gender questioning young people.

All schools have a responsibility to ensure teaching is relevant to the lived experience of all students and is inclusive of gender and sexual diversity.

Further information is available from SHine SA and the Women’s and Children’s Health Network. Counselling is available through Metropolitan Youth Health.

Key documents


Resources on sexual diversity

Understanding ‘sex’ and ‘gender’

A useful way to define ‘gender’ and ‘sex’ is to understand that sex is a biological description of males and females and gender describes the way society constructs the traits of masculinity and femininity. You could explain to students that one’s sex is defined as having the body of a boy (a penis) or a girl (a vulva); gender is about what girls and boys are supposed to do or not do, and how they are expected to behave (expectations from family, community and society). These ideas are not helpful because they expect girls and boys to sometimes be things they do not feel comfortable to be. Sometimes they expect girls and boys to be opposites in things like toys, sport and clothes.

Young people can also be damaged by inflexible notions of what boys and girls should be or do, particularly if they do not fit standard gender stereotypes, are gender questioning or transgender. Supporting sexual diversity in schools: A guide (Smith et al, 2010, P.7)

There are also many people in our communities that do not fit boy/penis and girl/vulva norms. Some people are ‘intersex’. This means they are born with chromosomes, genitals, and/or reproductive organs that are traditionally considered to be both ‘male’ and ‘female’, neither, or atypical. Often intersex prevalence is put at 1 in 100.

Some people (including young children) are gender variant: their gender identity differs from what is expected based on their genitals or reproductive organs. Therefore, some young children who identify as a boy have a vulva, and some who identify as a girl have a penis.

For these reasons, it is important to be positive, normalising and inclusive of the natural variation that exists, especially as some of that diversity may be present in your classroom. Strategies include saying ‘girls generally…’ or ‘boys generally…’ rather than using absolute statements.

Resources on sexual diversity

Monitoring and reporting

The curriculum and its resources are designed to provide activities that will support teaching, monitoring and reporting. There is an emphasis on group work and discussion, which requires educators to make close observation of learners’ participation and responses. Parents/caregivers can be kept informed by providing them with an overview of the topics covered each semester.

Resources for monitoring and reporting the KS:CPC

Using relevant curriculum and pedagogy

Early Years Learning Framework and Reflect Respect Relate

Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) describes the principles, practice and outcomes essential to support and enhance young children’s learning from birth to five years of age, as well as their transition to school. The Framework was developed collaboratively by the Council of Australian Governments (COAG), which includes all State and Territory governments, and incorporates feedback from an extensive consultation process. From the beginning of 2010, the EYLF became the official early childhood curriculum framework for South Australia.

The resource Reflect Respect Relate (2009) supports the implementation of the EYLF, providing detailed guidance and processes for improving and assessing the effectiveness of teaching and learning environments in the early childhood sector.
The National Quality Framework introduces a new quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care. It is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children using education and care services.

Key documents
Department of Education, Employment and Workplace Relations for the Council of Australian Governments (2009) Belonging, Being and Becoming: The Early Years Learning Framework for Australia, Commonwealth of Australia
Department of Education and Children’s Services (2008) Reflect Respect Relate, Government of South Australia

Australian Curriculum
The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. The Australian Curriculum identifies essential skills for 21st century learners in literacy; numeracy; information and communication technology (ICT); critical and creative thinking; personal and social capability; ethical understanding; and intercultural understanding.

The content of each topic in the KS:CPC can be taught through a range of learning areas. Child protection, safety, relationships and sexuality fit primarily within the Health and Physical Education (HPE) learning area of the Australian Curriculum (AC). However, educators can incorporate child protection in their planning and programming across all learning areas and within the dimensions of the general capabilities.

The HPE curriculum is organised into two content strands—Personal, social and community health and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands. The KS:CPC fits within the strand Personal, social and community health.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Personal, social and community health</th>
<th>Movement and physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-strands</td>
<td>• Being healthy, safe and active</td>
<td>• Moving our body</td>
</tr>
<tr>
<td></td>
<td>• Communicating and interacting for health and wellbeing</td>
<td>• Understanding movement</td>
</tr>
<tr>
<td></td>
<td>• Contributing to healthy and active communities</td>
<td>• Learning through movement</td>
</tr>
<tr>
<td>Focus areas</td>
<td>• Alcohol and other drugs</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td></td>
<td>• Food and nutrition</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td></td>
<td>• Health benefits of physical activity</td>
<td>• Fundamental movement skills</td>
</tr>
<tr>
<td></td>
<td>• Mental health and wellbeing</td>
<td>• Games and sports</td>
</tr>
<tr>
<td></td>
<td>• Relationships and sexuality</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Safety</td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
</tbody>
</table>

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials downloaded from the Australian Curriculum website on 26 February 2014. ACARA does not endorse any changes that have been made to the Australian Curriculum.
There is a link at the beginning of each Focus Area to the relevant Australian Curriculum mapping tool. However, when using the mapping tools, it is essential to remember the sequential nature of the KS:CPC.

**Key documents**

Implementation of the Australian Curriculum in DECD schools is outlined in:
- Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10 (2013)
- Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10 (2013)

**South Australian Teaching for Effective Learning (TfEL) Framework**

In South Australia, the advent of the Australian Curriculum presented a great opportunity to bring together the curriculum (the what) with the South Australian Teaching for Effective Learning (TfEL) Framework (the how).

The TfEL Framework describes DECD’s position on pedagogy: the teaching and learning practice that leads to improved student engagement and achievement. Together with the Australian Curriculum, the TfEL Framework articulates the principles and practices for powerful teaching and learning in South Australian DECD schools.

Learning Design is a thinking framework to support the design of learning that brings together the Australian Curriculum and the pedagogy of TfEL. The Learning Design ‘thinking map’ has been created to support teachers to work collaboratively to bring together relevant curriculum components, personalising and interweaving them to ensure the design of learning experiences is both highly intentional and responsive to students’ lives and contexts.

Learning Design resources are also available.

**Key document**

Non-Negotiable Aspects (NNA)

The KS:CPC has much flexibility built into it. However, for it to be delivered safely and effectively, some aspects are considered ‘non-negotiable’. These aspects concern how the curriculum is managed regarding such things as involvement of parents/caregivers, confidentiality, involvement of visitors, and self-protection. When a Non-Negotiable Aspect is referred to in the year level curriculum documents, it is accompanied by the acronym ‘NNA’ and a reference number that corresponds to the numbers used below, for example: ‘NNA 1’.

1 | Parent/caregiver involvement

Parents/caregivers are to be kept fully informed about the teaching of the KS:CPC and given every opportunity to ask questions. It is highly recommended that a range of approaches be used to increase their understanding of the issues and, wherever possible, they should be provided with strategies to reinforce school/preschool learning at home.

Schools and preschools are not required to seek permission from parents/caregivers for their children to participate in the curriculum under the Education Act (1972). Requests from parents/caregivers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the DECD Child Protection Policy Officer, the DECD Legislation and Legal Services Unit, or the DECD Parent Complaint Unit.

Resources for parents/caregivers

2 | Group operating norms

The following commonly identified group operating norms relating to child protection are to be used at all times:

- respect other people’s opinions
- only one person speaks at a time
- everyone listens actively
- everyone’s contribution is valued and acknowledged
- everyone has a right to ‘pass’
- use the strategies of one step removed (NNA 3) and protective interrupting (NNA 4) when a student is disclosing domestic violence or sexual abuse.

The issue of confidentiality needs to be explored. Children and young people have a right to know that any information or disclosure about child abuse and neglect is mandated to be reported by educators and site volunteers under the South Australia Children’s Protection Act 1993.

It is important to revisit the group operating norms, including confidentiality, when there is any class or group discussion about recognising and reporting abuse, bullying and harassment.

3 | One step removed teaching technique

In working with children and young people, educators can keep discussion one step removed by using a third person approach. Educators will need to explain this strategy and gain agreement from the group that it will be used when appropriate. Educators can use examples of scenarios that could apply to any person in any situation rather than in specific instances of abuse. Children and young people can use this approach in a safe and non-threatening way to find out information about something that concerns them or to check out a situation before discussing a problem or disclosing more than they should.

While it is not always possible to ask very young learners to use third person scenarios for discussion, educators can ensure a one step removed approach by using stories, scenarios, songs and puppets to discuss sensitive issues (RLS 17).

Television programs, films, cartoons and stories allow students to analyse situations in a one step removed manner to identify the positive (or safe) and negative (or unsafe) aspects of the behaviour of the characters. This is particularly effective with shows such as The Simpsons which are intended to be humorous. Laughter allows learners to further distance themselves from the situation and have the confidence to form opinions without feeling personally at risk. However, educators should be prepared for the possibility of triggering memories of traumatic events and be ready to close the session with a positive activity or familiar story and/or provide the opportunity for learners to debrief in a journal or in person with an educator if necessary.

The example below demonstrates how a teacher introduces the one step removed approach.

<table>
<thead>
<tr>
<th>S</th>
<th>I walked from home to the shop last night by myself to buy milk for the baby</th>
<th>Self-initiated disclosure</th>
<th>Student feels responsible and grown up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>You are very helpful to your mum. How far away was the shop?</td>
<td>Reinforces sense of courage and responsibility.</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Not far, just around the corner.</td>
<td>Important to tease out facts before safety and danger is broached.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Was it dark?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Yes, very dark, but I wasn’t scared.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>That’s very brave. Were there other people in the street?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>No.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>I know another girl who helped her mum but when she had to buy something she didn’t walk at night by herself. What do you think she did?</td>
<td>Introduces one step removed approach to introduce alternative solutions and not threaten the relationship between the girl and her mother. Involves student in finding a solution to the problem.</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>She walked with someone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Yes, if she had to go to the shop at night she walked with her mum and the baby. Sometimes she went to the shop by herself but only in the morning. Do you think your mum will like these ideas?</td>
<td>Introduces strategies for the student.</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Can you tell your mum these ideas?</td>
<td>For younger students, the teacher could offer to speak with the mother.</td>
<td></td>
</tr>
</tbody>
</table>
4 | Protective interrupting

The technique of protective interrupting is used to help learners avoid making disclosures in front of their peers and in situations that might increase their vulnerability. Children and young people attempting to disclose abuse of any kind should be invited to talk privately to an educator or facilitator as soon as possible after the session.

The educator needs to be alert to a situation where a learner may be about to make a disclosure and needs to understand the repercussions of someone disclosing abuse.

With primary and secondary students, it is also important that the educator teaches the strategy of protective interrupting explicitly, so the purpose of the strategy and how to use it themselves is understood (Briggs & McVeity 2000, p.49).

More broadly, protective interrupting also refers to any action taken to interrupt or stop an unsafe situation. For instance, when a person is in a situation where others are telling racist or sexist jokes, the person can use protective interrupting or walk away from the group, in order to show that he/she does not condone the jokes.

The following is an example of the use of protective interrupting in a Primary Years context of a morning talk.

<table>
<thead>
<tr>
<th>S</th>
<th>My mum called me stupid. She called me names.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>You must have felt sad when she said that. Can you tell me more about that later?</td>
</tr>
<tr>
<td></td>
<td>The teacher acknowledges she heard the story, affirms the feelings of the student and indicates she will follow up the disclosure</td>
</tr>
<tr>
<td></td>
<td>What are some good things to say to other people?</td>
</tr>
<tr>
<td></td>
<td>The teacher does not want to explore this in front of other students nor does she want to focus on the negative things to say to others and redirects the focus to positive comments</td>
</tr>
</tbody>
</table>

An example of protective interrupting for a Primary Years or Middle Years context, possibly during a morning talk, is below.

<table>
<thead>
<tr>
<th>S</th>
<th>I had a bad dream last night. I saw a man hit my mum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Yes, that does sound like a bad dream. Would you like to tell me more at recess time?</td>
</tr>
<tr>
<td></td>
<td>The teacher organises to follow up the disclosure with the student as soon as possible.</td>
</tr>
<tr>
<td></td>
<td>The teacher acknowledges she heard the story but does not over-react or make a judgment.</td>
</tr>
<tr>
<td></td>
<td>She switches to something ‘positive’ or ‘happy’.</td>
</tr>
<tr>
<td></td>
<td>The teacher does not want to get into other negative stories from other students and wants to protect other students from negativity.</td>
</tr>
<tr>
<td></td>
<td>People who have experienced trauma may not cope with the trauma of others.</td>
</tr>
<tr>
<td></td>
<td>People who have not experienced significant trauma may experience trauma from hearing the trauma of others.</td>
</tr>
</tbody>
</table>

Now it’s Sarah’s turn. Let’s ask Sarah what she has to show us.
Students’ apparent lack of attention may be the result of experiencing a flashback of a traumatic and possibly abusive event. Physical symptoms of anxiety and the inability to attend and respond should alert teachers to this distress.

<table>
<thead>
<tr>
<th>T</th>
<th>[Name]…Are you listening?</th>
<th>Teacher becomes aware that the student is not attending.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Sorry? What?</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Are you listening?</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>No sorry.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(quietly) Are you OK?</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>(head lowered, sweating) Umm.</td>
<td>Physical symptoms of anxiety, inability to attend and respond alerts the teacher to possible distress.</td>
</tr>
<tr>
<td>T</td>
<td>You don’t look well.</td>
<td>The teachers acknowledges she has noticed distress rather than disinterest.</td>
</tr>
<tr>
<td></td>
<td>I’d like to talk to you after the lesson.</td>
<td>The teacher organises to follow up on this later.</td>
</tr>
</tbody>
</table>

Aggressive behaviour can also be an indicator that a student is processing traumatic events in his/her life, experiencing life as unfair or feeling inadequate. In this case, the teacher needs to diffuse the situation and respond to the distress rather than the aggression.

<table>
<thead>
<tr>
<th>T</th>
<th>[Name Student 1]…Are you listening?</th>
<th>Aggressive behaviour, hyper arousal alerts the teacher to possible distress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>(shouting) What? What for? What are we doing this for?</td>
<td>The teacher diffuses the situation by bringing attention away from the student with distress.</td>
</tr>
<tr>
<td>T</td>
<td>(even tone) [Name Student 2]…Can you answer this for me?</td>
<td>The teacher does not focus on the anger displayed by the student, but on building the relationship with the student.</td>
</tr>
<tr>
<td>T</td>
<td>(quietly) [Name Student 1]…I need to give you some feedback on your homework. If I don’t get a chance to talk to you in this lesson, can you meet me at the end of the day to talk it through?</td>
<td>The teacher organises to follow up on this later.</td>
</tr>
</tbody>
</table>

In the follow-up session, the teacher can reinforce the relationship with the student and respond to the distress rather than the behaviour. This may provide an opening for full or partial disclosure of the reason for the distress. This may be traumatic family circumstances, difficulties with relations with peers, or feeling inadequate with the subject matter of the lesson.

If handled with sensitivity, the teacher’s response to the disclosure can be therapeutic. Some guidelines for this include:

- Just listen. Do not feel you have to fix the problem. Listening is in itself beneficial.
- Acknowledge the emotional cost of remembering and/or telling: ‘I admire your courage to tell someone’ or ‘You are very brave. It must be very hard to have these memories and tell this story’.
- Validate the experience: ‘Your life has been very difficult. I understand why you are so sad (or angry)’.
- Accept the content. Don’t interrogate the details or the logic of the narrative.
- Warn the student that he/she may take a long time to recover: ‘It may take a long time for you to get over this’—and give hope—‘But I am sure you will find it gets easier’.
- Don’t try to radically change the student’s way of coping but reinforce that there is a range of support available: ‘Come and talk to me again. Is there any other teacher that you trust and can talk to if I am not here? Would you also like me to make an appointment for you with a counsellor?’


5 | The language of safety

It is essential to educators use, and encourage learners to use, language that is consistent with a language of safety. It will be respectful, inclusive and enhance communication and relationships. Language is one of the most effective tools we have to inform, teach and influence other people. Strengths-based language can be used to encourage and reinforce self-worth, confidence and active problem-solving. When used in a context of interrupting violence, it is vital that we continue to use the language of safety.

The following is an example of the use of the language of safety to build self-worth and problem-solving abilities.

<table>
<thead>
<tr>
<th>S</th>
<th>Here’s my work but it’s not very good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>It looks as though you’ve made a real effort.</td>
</tr>
</tbody>
</table>

This was difficult and I can see you’ve got some good ideas here. Do you want to keep working on it? Do you want any help from me?

6 | Closing the session

It is important to monitor the impact of the KS:CPC on learners. Some sessions may relate to personal experiences and recollections of abuse. A puppet scene, a story or a scenario may evoke strong feelings: closing the session with a positive activity or familiar story can help to dissipate those feelings. Older students may benefit from reassurance through sensitive acknowledgment that discussion about abuse may evoke strong feelings.
Educators should ensure that time is allowed for sensitive discussion before the end of each session, and should aim to close each session in a positive way. There are benefits in focusing learners’ attention on what happens next in the day, or doing a relaxation or physical activity. Evaluate the sessions in terms of who developed the necessary concepts, and who needs more time and opportunities for practice (Briggs & McVeity 2000, p.65).

7 | Multimedia use

Multimedia resources can be very useful in supporting learning concepts and in discussing various opinions and media presentations. It is essential that the educator previews these resources to determine their suitability and impact on children and young people within the group prior to showing or interacting with them.

Careful consideration must be given to the emotionally powerful messages that multimedia resources contain in relation to learners’ previous experiences. There is not always an educational advantage to viewing selected media in its entirety.

There are protocols to follow when using online resources. Educators should refer to the DECD:
- Guidelines on video/DVD viewing
- Social media policy
- Social media guidelines
- Posting student/child images and student work on social networks

8 | Guest speakers/visitors/webinars/online conversations

Some sites may draw on community agencies, guest presenters or online guests to complement their KS:CPC programs. Sites should determine how optimum use of these resources and services can be achieved.

Educators should refer to the DECD guideline on Speakers to address students.

Key points to consider when using guest speakers, visitors and online guests are as follows:

- Identify the benefit of having a visitor conduct a session in preference to school or preschool personnel.
- Determine what learning outcomes will result from the presentation.
- Prior to the visit, ask the agency or presenter questions to determine how their philosophies relate to current school and preschool practices and DECD and other government policies.
- Guest presenters have sometimes been asked to present a session in response to a particular issue. Research indicates that an isolated ‘one off’ presentation has little positive impact on learning in health or child protection. For this reason, presentations outside the context of a planned program are not recommended.
- Sites considering the use of guest presenters for a single session need to understand that it is difficult to cover information, attitudes and values and provide opportunities for skill development in a single session. Be clear about the particular aspects the presenter is to cover and consider what may be covered with learners before and after the ‘one off’ session.
- Be cautious about using guest speakers who intend to present their own experiences that are not linked to positive learning outcomes as outlined in the learning program.
- Presenters may need to have Reporting Abuse and Neglect training and criminal history screening or be accompanied by a trained person at all times of the presentation.
- Visitors/presenters must ensure they have complied with Work Health and Safety (WHS) school signing in and out procedures.

Adapted from School Drug Education and Road Aware (SDERA), Government of Western Australia (1999) Drug Education K-12 Teacher Support Package: Phase 1, Phase 2, Phase 3 and Phase 4. Reproduced with permission from, School Drug Education and Road Aware Prevention Branch and the Mental Health Commission, Western Australia.
9 | Developing and reviewing children and young people’s networks

It is important for children and young people to explore the whole notion and meaning of trust in relation to identifying a personal network of trusted people with whom they can talk. Some children and young people may have difficulty developing a network because of such factors as isolation. It is important for them to know about the support services available, including online contact options such as Kids Helpline and to understand how to access them. It is also vital that children and young people review networks on a regular basis to ensure that identified people are still available and suitable.

‘Help seeking’ information

10 | Persistence as skill development

Educators need to emphasise to children and young people the value and importance of the strategy of persistence in ‘help seeking’. Children and young people need to know that it is acceptable to persist in seeking help or taking action with a network of trusted people until they are safe again. If they do not get the help they need from one person, they should try the next until they feel satisfied that they have been heard and action is taken. If children and young people do not get the response they expect from particular people in their network, they can review the inclusion of this person in the network. This strategy can be used for the whole spectrum of violence and abuse, including bullying and harassment.

‘Help seeking’ information

11 | Learning self-protection

This strategy acknowledges that even though adults have the responsibility for protecting children and young people, they themselves should learn a number of different strategies to help keep themselves and others safe. As children and young people grow and develop, they can increasingly build up a range of strategies to protect themselves in a number of different situations.
Recommended Learning Strategies (RLS)

This section presents strategies that have been used and are recommended by educators with experience in the area of teaching protective behaviour and child protection. When a Recommended Learning Strategy is referred to in the year level curriculum documents, it is accompanied by the acronym ‘RLS’ and a reference number that corresponds to the numbers used below, for example: ‘RLS 12’.

There is particular emphasis in this curriculum on group discussion of a wide range of issues. Thus, many of the recommended strategies involve ways of structuring and organising effective group participation.

Most of the strategies can be adapted to suit younger or older learners. A number of strategies, such as ‘Teachable moments’, ‘Thumbs up opinions’, ‘Using songs and stories’, ‘Drawing and scribing’ and ‘Persona dolls’, have been demonstrated to be particularly effective with preschool learners.

Each topic provides several recommended learning activities. In addition to engaging in those activities, educators are encouraged to select and/or adapt additional strategies from the list of topics.

The South Australian Teaching for Effective Learning Framework guide also has a range of ideas for Recommended Learning Strategies for each of the TEL elements to ascertain if the learning strategy is effective. For example:

- ideas for practice in the tan coloured panels
- key actions for students and teachers
- language to use
- practice checks.

There are also indicators of engagement for each element in Appendix A of the TEL Framework guide.

1 | Pair swaps

The class stands in a large circle. The educator divides them into pairs and calls each member of a pair either A or B. The B students step forward and face the A students. Student A shares information or ideas with student B. When the educator instructs students to swap, all A students move on to the next B student. This continues until all ideas have been shared with each class member.

2 | Knee-to-knee activity (or side-by-side)

In pairs, learners sit cross-legged on the floor, facing each other, with knees almost touching, remembering to respect body space. Alternatively, learners may sit side-by-side. Each student focuses on the other, practising good communication skills: that is, facing each other, making eye contact (if culturally appropriate), nodding the head, making listening comments such as ‘OK’, and listening sounds such as ‘mmm’. Learners take turns to speak. The educator times the activity and after a set time asks for new pairs to be formed, encouraging learners to turn to the person next to them rather than moving to be near a friend. Initially, the educator may need to help some learners to form pairs, but they usually become very adept at including everyone, even forming triads where there is an odd number.

3 | Role-play

Role-plays need to be handled carefully, as the portrayal of violence and abuse (even verbal violence and threats) may be disturbing to some students and young people. Sensitive debriefing is always needed after role-plays.

For children in the Early Years, role-play is an integral component of play as a way of learning about the world and their place in it. Through play, children have opportunities to explore roles and identities, feelings and perspectives and to express them in an increasingly considered manner. This learning will take place both informally in interactions between the children and more formally as part of the teaching and learning program. Educators will take advantage of ‘teachable moments’ during children’s role-play and encourage children to invent and imagine roles to support learning in the area of child protection.

At the primary and secondary level of schooling, role-play will also be an important component of the child protection program. Role-play provides students with the opportunity to experience real-life situations in a safe environment. This enables students to practise skills, analyse hypothetical situations, and experience situations from different perspectives.

The educator may read a scenario and students can demonstrate appropriate responses using role-play. Strategies such as ‘freeze frame role-play’ (RLS 3a) and ‘fishbowl role-play’ (RLS 3b) are forms of role-play that support students in practising responding to abusive situations.

To ensure effective role-play, a supportive learning environment needs to be established. This can be achieved by:

- involving students in a range of lead-up activities
- ensuring that group operating norms or class rules are established and are regularly revisited. The group can participate in determining norms or rules. These may include:
  - only one person speaks at a time
  - listening to one another
  - respecting other people’s opinions
  - feeling comfortable about voicing their own opinions
  - the right to pass
- ensuring tight control during student role-play presentations so that if the situation does start to deteriorate it can be stopped quickly, discussed, improved, and conducted again.
The following steps can be followed when conducting structured role-play:

- **Introduction**: Use an introductory activity to focus the attention of the group.
- **Selection of participants**: In most situations, all students will be involved. Allow students an opportunity to withdraw from the role-play if they feel uncomfortable with the situation, but have them undertake another task, such as observing an aspect of the role-play.
- **Set the scene**: Select a scenario that is relevant to the students’ lives and developmentally appropriate. The scenario may be predetermined or selected by the students. Provide students with props to help them assume their roles and ‘de-role’ afterwards.
- **Practice**: Allocate approximately five minutes for students to practice.
- **Preparing the audience**: If there is an audience, set them specific tasks to keep them focused on the role-play and to provide feedback.
- **Acting the roles**: Role-players assume the roles and enact the situation. This should be brief.
- **Feedback**: Allow plenty of time for feedback (at least one third of the time allocated to the preparation and presentation of the role-play should be used to discuss the issues addressed and the outcomes). The discussion may focus on responses to open-ended questions about feelings, attitudes, consequences and alternative outcomes.
- **‘De-role’ the participants**: After the role-play ensure that participants are taken out of their role by such strategies as:
  - addressing them by their correct name
  - acknowledging feelings they may have had in the role and feelings they now have
  - putting away any props
  - moving away from the role-play area.
- **Re-enacting**: Roles can be switched to demonstrate other solutions and interpretations.
- **Generalising**: This is the most important element in role-play as it ensures that group learning is related to real-life situations. Skills learnt in the group can be applied to diverse situations.

**Important points when using role-plays**

- **Monitor the role-play carefully**. Ensure that the responses are appropriate and not distressing to the learners. Allow sufficient time to close the session (NNA 6).
- **Encourage learners to have fun**, but ensure that the role-play does not become an exaggeration of an issue, as this will reduce the effectiveness of the activity (for example, avoid using extreme stereotypes).
- **Avoid having all students performing the same scenarios**. For example, have each group practise a different skill in a large scenario, or the same skill in different, brief scenarios.
- **If a role-play character needs to be named**, ensure that it is not the name of a learner in the class or the year group.
- **Avoid judging student actions in a role-play as right or wrong**. Instead, focus on alternatives and/or consequences of these actions for student discussion.
- **Try to facilitate rather than teach during a role-play**. For example, try to avoid commenting during a presentation; wait until the end.

### 3a Freeze frame role-play

The freeze frame activity is a role-play technique that maximises learning and helps to maintain control. Freeze frames include three separate frames that represent:

- the situation/introduction
- the decision/incident
- the consequence/conclusion.

The “frames” should be presented as three separate tableaux in chronological order of event, decision to take action, and action. There should be no talking or movement in each frame. To move participants through the frames, the educator uses the clap and click method, where a clap means ‘hold’ and a click means ‘move and prepare for the next frame’.

### 3b Fishbowl role-play

The fishbowl role-play strategy is a useful way for educators to:

- **closely supervise and direct a role-play**
- **guide audience participation in watching and commenting on a role-play**
- **demonstrate how a group might discuss different responses to a question or situation**.

Between two and five learners sit in the centre of the room and the rest of the class sit as observers in an outer circle around them. The observers choose one role-player each to focus on, in terms of the role they are playing. At the end of the role-play—this may last only a few minutes—the educator leads a discussion on issues/solutions that are highlighted by the role-play.

The observers may ask questions of the performers in the role-play. The educator ensures that participants are taken out of their roles and then closes the session.
4 | Y chart, T chart, X chart

The use of these charts enhances learners’ understanding of a concept. The charts can be scribed for young learners while older learners can create their own charts.

- **Y Chart**
  - Feels like
  - Sounds like
  - Looks like

- **T Chart**
  - Sounds like
  - Looks like

- **X Chart**
  - Looks like
  - Sounds like
  - Feels like
  - Thinks like

5 | Concept or mind mapping

Concept or mind mapping is a strategy that encourages learners to visually record learning. The process establishes connections and helps learners to understand relationships between different concepts and ideas. Mind maps can be used to create a picture of learners’ understanding at a point in time or can evolve on a class chart as the unit of study evolves. Mind maps are personal representations and are not usually right or wrong. Educators can use them to make judgments about a learner’s level of understanding of the issues and connections.

Concept or mind mapping begins with a key concept such as safety. This key concept is placed in the centre of a page, sheet of paper, or on a whiteboard. Learners identify key words and write them around the concept and then progressively move to less directly related words. Once learners have added all the concepts to the map, they can draw links between ideas and concepts to make connections, and to establish cause and effect relationships. Concept mapping or mind mapping can be made more striking by the use of devices such as drawings, wavy lines, bubbles, arrows and colour.

Younger learners can make mind maps with pictures or through the educator scribing the children’s ideas.

Mind maps can also be developed using computer software such as:
- Mind maps for kids
- Inspiration
- Free mind mapping tools for teachers and students.

Example of a concept/mind map

```
Safe behaviour

What is being safe?

Different ways to keep safe

Why do people take risks?

What is safety?

Laws

Effects of being unsafe

on learning

on our health

on relationships

Safety
```
A Lotus diagram can be used as a form of concept or mind mapping. It is also an organisational tool for analysing and/or separating a complex topic into manageable sections; for example, students dividing tasks into separate learning projects.

The educator divides a large sheet of paper into nine equal sized squares and enters the main topic in the centre of the middle square. Learners brainstorm to identify up to eight sub-topics which are placed in the small squares around the main topic. The educator divides each of the outer squares into nine equal squares and transfers the sub-topics into the centre of each outer square. Learners brainstorm ideas for each sub-topic and write their ideas in the smaller surrounding squares.

The diagram shows a modified form of a Lotus diagram and the following pages provide a copy of an explanatory chart. Please note that spelling is American.

Finally, there is a blank template of a Lotus diagram for you to use with your class.

All pages are reproduced with permission from Langford International Inc.
Lotus Diagram

What is it?
The Lotus Diagram is an analytical, organizational tool for breaking broad topics into components, which can then be prioritized for implementation.

When is it used?
The Lotus Diagram is used when teams or individuals need a process for organizing and prioritizing components of a larger whole.

Where is it used?
Lotus Diagrams are often used, but not limited to steps 1, 2, 5 and 9 of the PDSA - Probletunity Improvement Process.

Why is it used?
Lotus Diagrams:
- are spatial and interactive.
- promote logical, creative thinking.
- promote prioritizing for action.
- require active Brainstorming (page 22) and analysis from all individuals.
- create an automatic recording device for information.
- are effective with all ages.
- provide an effective communication tool.

Sample uses:
Use Lotus Diagrams:
- with students when dividing tasks for learning projects.
- to make an excellent tool for outlining writing projects.
- with administrators to outline and prioritize school improvement processes.
- to prepare for creative writing projects.
- to analyze major components of historical events, such as World War II, etc.
- to devise strategies of implementation.

Other uses:
PROCESS

1. Take a large sheet of paper or a flip chart sheet and pretend you are going to play a giant game of Naughts & Crosses or Tic-Tac-Toe. Draw the lines on your chart.

2. Now proceed to the center of the sheet and repeat the process.

3. Choose an Aim or topic to study and clearly write it in the center of the Lotus Diagram.

4. Use Brainstorming (page 22) to identify up to eight (8) major subtopics. Place each of the eight subtopics in the ovals surrounding the center rectangle and draw a circle around each.

5. Transfer each subtopic to the center of a corresponding square. Brainstorm (page 22) ideas or causes and place in the surrounding rectangles.

6. Use the upper left corner triangles to prioritize the sub-ideas. Use the NGT (page 94) process to prioritize sub-ideas. Highest number, most important.

CAUTION!

If ideas have previously been prioritized, they can be placed on the Lotus Diagram according to their appropriate number. If there is no priority, the numbers on the Lotus Diagram serve only as locators for each sub-category.

For individuals, Lotus Diagrams work best on a standard size page. A larger version, such as a flip chart sheet, is necessary for teams, so that all can see and participate in its formation.
**Lotus diagram template**

Name

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from *Tool Time for Education, Version 15.0* by David P. Langford. ISBN: 978-0-9904304-6-9 Copyright 2015 by Langford International, Inc. Reproduced with permission of Langford International, Inc. | 12742 Canyon Creek Road, Molt, Montana 59057 Phone: 406.628.2227 | Fax: 406.628.2228 | E-mail: office@langfordlearning.com | Web: www.langfordlearning.com)
7 | Modified jigsaw activity

The modified jigsaw strategy is a structure for small group work. It encourages participation and co-operative learning, and places responsibility for learning on students. It is an effective strategy when dealing with complex information or a large amount of information.

This activity is suitable for older students and may be adapted for primary students.

The educator breaks up the information to be learnt into small sections, usually four to eight. Students are formed into groups according to the number of sections of information to be learnt. They become ‘experts’ on their section or topic. Each group of ‘experts’ learns about its topic through discussion or further research. The group prepares to give a report back to the whole class about the information they have become ‘experts’ in. This report may take various forms, for example oral report, written report, or dramatisation.

8 | Values walk or values continuum

The educator prepares five wall signs that say:
• Strongly agree
• Agree
• Unsure
• Disagree
• Strongly disagree.

The signs are placed around the room. The educator reads aloud statements on a chosen topic. Learners move to the sign which best expresses their opinion about the statement. They discuss their thoughts about the statement with other learners at the same sign and then discuss as a class. Learners should be allowed to ‘pass’ on stating their opinion. Learners may go to the sign labelled ‘Unsure’ and reconsider their opinion after discussion.

8a ‘Thumbs up’ opinions

This strategy supports younger learners to express opinions or values in a non-threatening way. Learners do not have to verbalise their thoughts. The educator practices the strategy first on topics with which learners are familiar.

After a discussion on the topic, learners express opinions by showing:
• thumbs up for ‘yes’ or ‘agree’
• thumbs down for ‘no’ or ‘disagree’
• thumbs horizontal for ‘OK’ or ‘unsure’.

9 | Placemat activity

The placemat activity is very effective in involving all students in formulating ideas. Students work in groups of four, preferably sitting on four sides of a table or on the floor.

Each group has a large piece of paper containing the pattern in the diagram below. Students can draw their own pattern as it does not need to be particularly accurate.

Each member of the group writes, draws or uses symbols to show their ideas on a given topic in the space on the paper in front of them. Educators can provide four different coloured pens so that students can keep track of who wrote each idea. The four students share and clarify their ideas, adding new points as they arise.

The group arrives at one idea or a set of ideas, which all members agree are the most important, and writes them in the space in the middle of their sheet.

10 | Brainstorming

Brainstorming is an oral literacy strategy, which allows all contributions to a discussion to be considered. It is inclusive and empowering when all learners feel that their ideas are important.

Learners can either call out or put their hands up to contribute ideas on a topic, while a scribe (educator or learner) records all ideas on a large sheet of paper. Paper is preferable to a whiteboard or blackboard because ideas can be revised later in the light of new learning. It is important to ensure all learners have a chance to express a thought. The educator can note which learners have not contributed, and can call on them for ideas in a non-confrontational way.

10a Modified brainstorming

Modified brainstorming is a strategy that can be used in problem-solving in safe situations. The educator explains to learners that while brainstorming is used to generate a flow of ideas, modified brainstorming allows the educator to ‘interrupt’ if responses are inappropriate or unsafe. In this case, learners’ responses to the educator’s question ‘How will this help to keep someone safe?’ usually lead to agreement within the group that the idea is inappropriate or unsafe. The idea can then be crossed out. If the teacher is still concerned about a learner’s response, they can later seek legal advice and/or talk to the individual learner.
11 | Relaxation

Relaxation is a very useful technique in teaching child protection. It may support children and young people as part of a closing activity at the end of a session or at any time when calmness is needed. Relaxation is a useful calming strategy that allows time to think of a plan or action to keep safe. It is also a protective strategy.

Some learners may be afraid to say ‘no’ when they experience inappropriate or sexual touching. They may also be at risk of further antagonizing the abuser if they resist. The person they tell may not believe them, or may do nothing to address the situation. Learners need as many options as possible from which to choose.

For example, if a child intervenes in a situation of domestic violence he/she may be further at risk. In such cases of facing a dilemma, using a relaxation technique, such as the imaginary safe place strategy, may be a short-term option. However, imagining a safe place is no substitute for a child telling a trusted person on his/her network about an unsafe situation.

There are many relaxation strategies and different people will prefer different approaches. For example:

- listening to a relaxation recording or to music
- older students making their own relaxation recording
- taking a walk
- doing simple stretch exercises
- focusing on deep breathing.

To begin teaching children and young people about relaxation, the educator reminds them of the two themes of the KS:CPC: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’.

The educator explains that whilst the relaxation exercise is being done with a large group at the school or preschool in order to learn about and practise the skill, students should understand that they can use the technique in other situations of their own choosing to keep themselves safe. The group establishes some rules or group operating norms, for example, no touching and remaining quiet so others can listen and concentrate.

The educator explains that being relaxed is not the same as being unconscious; that they will know what is going on around them; and that they will remember what is said and what happens. It is important that learners have a range of positions to choose from, for example, sitting on a chair or bean bag. It is not appropriate to insist that they lie down as this may antagonize the abuser if they resist. The person they tell may not believe them, or may do nothing to address the situation. Learners need as many options as possible from which to choose.

Any of the following relaxation strategies can be used according to the context and developmental level of learners:

- Breathing: Sit or lie comfortably. Breathe slowly and deeply.
- Listening to music or the educator counting back slowly from 25.
- Picture the numbers in your head while breathing rhythmically. At 0, stretch and take a deep breath.
- Imagine a picture: Sit or lie comfortably. ‘Paint’ a picture of a quiet place you would like to be. Breathe slowly and enjoy the picture that you have painted. Finish by stretching and taking a deep breath.
- Imagining a journey: Sit or lie comfortably. Imagine walking or flying to a safe place. Breathe slowly and enjoy the journey. Return slowly from the journey and stretch.
- Imagining a safe place: Sit or lie comfortably. Beginning with the toes, tell each body part to tense and relax. Feel the body relax and get heavier, then reverse the order. Stretch and take a deep breath.

12 | Problem-solving

Learners need to be presented with a variety of problem-solving strategies and models. Scenarios provide a useful way of highlighting how to apply the various models. Strategies and models for problem-solving and decision-making are presented with increasing complexity in the activities in the year level curriculum documents.

Across the different year levels, students use a range of problem-solving models in Focus Area 4: Protective strategies, as demonstrated in the table below. Strategies and models are explained and relevant resources provided for each of the activities.

<table>
<thead>
<tr>
<th>Early Years: Ages 3–5 and Years R–2</th>
<th>Primary Years: Years 3–5</th>
<th>Middle Years: Years 6–9</th>
<th>Senior Years: Years 10–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>What if…?</td>
<td>Stop, Think, Do</td>
<td>POOCH</td>
<td>Think, Feel, Act, Persist</td>
</tr>
<tr>
<td>Stop, Think, Do</td>
<td></td>
<td>Trust, Talk, Take control</td>
<td></td>
</tr>
<tr>
<td>Protect yourself decision-making model</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13 | Teachable moments

While the concept of teachable moments is particularly relevant to very young learners, it can be applied to learners of all ages.

The theme that runs through the whole of the KS:CPC is safety. Learning about safety and what it entails will occur throughout the learner’s day, in the classroom setting and at play. These are the ‘teachable moments’ that educators can take advantage of, using learners’ interactions, their questions, and the learning they are doing across all learning areas to highlight issues relating to such themes as ‘feelings’, ‘emergencies’, ‘safe and unsafe’, ‘fair and unfair’, ‘touching’, and ‘trust’. However, there are some concepts in the KS:CPC that are unlikely to be covered as a result of incidental interactions, for example, recognising and reporting abuse.
14 | Using songs and stories

Throughout the KS:CPC, and especially in the Early Years, particular songs and stories are suggested as models and discussion starters for the Focus Area topics. Educators are encouraged to make wide use of these resources and to supplement existing suggestions with other songs and stories that they may find useful for presenting concepts in a one step removed manner to discuss sensitive issues. Contemporary media can also be used, such as ebooks/kindles, ipads/tablets, ipods/MP3 players, etc.

15 | Critical literacy in using electronic and print media

Throughout the KS:CPC, educators will use fiction and non-fiction texts in a range of media to reinforce the major themes. For example, social media and print need to be approached from a critical literacy perspective, whereby educators encourage learners to develop understandings about how texts and media may be used to influence their attitudes and behaviour. Learners are encouraged to question authorship and purpose; position and power; and stereotyping and appropriateness of texts, both in print and electronic media. Educators need to ensure that learners understand how to recognise and analyse the viewpoints and values represented, for example, in cultural and gender stereotyping.

A social network is an online community, often with a common interest. The most common social networking site is Facebook with over 1 billion users worldwide. It allows users to share comments, chat, and post photos in a contained environment with the user in control.

Many popular sites are described as ‘social networking’, but are really best described under other categories. Examples of sites that have social aspects, but are not strictly ‘social networking’, include:

- Twitter—a micro blogging site
- YouTube—a video sharing site
- Tumblr—a blogging site
- MSN—an instant messaging program
- Skype—a voice over internet protocol (VOIP) service
- Instagram—a photo sharing application
- online games with social networking components, such as Club Penguin (Bully Stoppers).

It is very important for learners to be aware of the power and risks involved in using the internet in general and social media in particular. We need to support learners in using social media in safe and socially appropriate ways, being mindful of ethical online relationships that treat others—family, friends and even people they dislike—in a respectful manner. Sites such as those which actively teach social networking skills and appropriate behaviours are important to consider. The legal implications of inappropriate use of media sites will also add to learners understanding of internet protocols.

Resources on cyber safety

16 | Drawing and scribing

Early childhood educators can encourage learners to reinforce their understanding through drawing, painting and model making. When children and young people are invited to tell their story about the artwork created, educators can act as scribes and, in doing so, are able to monitor their learning and provide information to parents/caregivers about their child’s learning.

Abused children may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond the child’s age. Children may identify abuse with the following features, for example by:

- drawing the abuser:
  - with very large hands or arms
  - with sharp teeth and enlarged mouths
  - with a huge erect penis
  - with a sinister grin
  - floating in the air
  - as a scary monster, witch, insect or snake.

- drawing themselves with:
  - sad mouth
  - tears
  - no arms
  - no mouth
  - faceless
  - attached to the ground whilst abuser is floating.


17 | Persona dolls

Early Years educators may use persona dolls as an effective, non-threatening way to raise issues and encourage young children to explore, uncover and confront unfairness and related feelings and ideas. Persona dolls help children express their thoughts, think critically, challenge unfair treatment, and develop empathy with others who may be different. They can also help children problem-solve to develop an understanding of what is fair and unfair.

Persona dolls can be any dolls as long as they can be given a ‘persona’. The use of the dolls can support educators to build histories and stories around the dolls to challenge social inequalities in positive ways. Persona dolls must not be used to illustrate scenarios about abuse and neglect.
18 | Relationships circle

The technique of the relationships circle is used throughout the KS:CPC. It is inclusive and promotes individuals in making choices. It can be applied successfully to relationships from the early years to adulthood to develop the concepts of trust and safe networks. The relationships circle can be developed to include several categories of relationship, depending on the developmental level and experiences of the learner.

Adapted from Education Department of South Australia (1977) Health education years 8–10, Teachers’ handbook, EDSA, Adelaide, p.105
A modified relationships circle, such as below, is a useful tool for helping all learners, but in particular younger children and children with disability or additional needs, to understand and discriminate between acceptable touch and unacceptable/inappropriate touch in different relationships. This model should be revisited on a number of occasions. It is also important to include a discussion about touch and choice. For example, it may be alright to be cuddled, hugged and tickled by someone close and important on one occasion, but a person may not want this to occur at another time. Inappropriate genital or oral touching is not allowed by any members of the relationships circle.

*Resources on abuse and neglect*

![Diagram of relationships circle with touch categories]

Adapted from Education Department of South Australia (1977) *Health education years 8–10, Teachers’ handbook*, EDSA, Adelaide, p.105
Curriculum setting

The Keeping Safe: Child Protection Curriculum (KS:CPC) for Primary Years: Years 3–5 is set in the context of the:

- Australian Curriculum
- South Australian Teaching for Effective Learning (TfEL) Framework

Further detail on each of these resources is provided in ‘Connections to key documents’.

The DECD *Child protection in schools, early childhood education and care services policy* (2011) states that:

*Children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing, their rights to personal safety and wellbeing, help-seeking and self-protecting behaviours, and their responsibilities to the safety and wellbeing of others.*

(DECD, 2011, p.6)

As a basis for effective planning and programming, familiarity with the KS:CPC Primary Years: Years 3–5 content, the Australian Curriculum and TfEL are required.

DECD policy and guidelines for the implementation of the Australian Curriculum is outlined in:

- *Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10* (2013)
- *Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10* (2013).

Key documents

**Australian Curriculum**


Department for Education and Child Development (2011) *Child protection in schools, early childhood education and care services policy*
Delivering the KS:CPC in Primary Years settings

Characteristics of the Years 3–5 learner

Learners in Years 3–5 have high levels of energy and enjoy physical activity. They are experimenting with identity, referencing themselves against peers and exploring the similarities and differences between being male and female. They are able to engage enthusiastically and expand their thinking in ways that are reflective and spontaneous. Meeting the needs of these learners requires a learning process that is complex, dynamic, interactive and cyclical, not linear. It involves learners in continuously extending, elaborating, reformulating and reflecting upon their frameworks of knowledge and values. They need to be supported in developing responsibility for their own learning and enthusiasm for continuous learning.

Partnerships with families and communities

The role of educators is critical in building and maintaining partnerships with families and communities that support children’s and young people’s learning. Partnerships between families, children and educators are the basis for the reflective practice that can open up multiple possibilities for responding to children’s and young people’s diverse understandings, competencies and dispositions.

Schools and preschools are not required to seek permission from parents/caregivers for their children to participate in the curriculum under the Education Act (1972).

Parent/caregiver information and a sample parent/caregiver letter can be found on the DECD Keeping Safe: Child Protection Curriculum webpage. Links to parent resources could be included in the site newsletter or website.

Resources for parents/caregivers

Monitoring student learning

In an area as vital as child protection, it is essential that students learn progressively the concepts and skills that contribute towards their growing competence in self-protection. This will involve growth in linguistic, emotional, physical and interpersonal skills and understanding, and an increasing level of competence in communicating their feelings and needs.

It is important for educators to monitor the growth of each young person individually, in order to ensure that everything possible is done to educate young people in child protection. Monitoring each young person’s development can be done through close observation, communication and understandings using the Australian Curriculum achievement standards in Health and Physical Education and other relevant learning areas.

Student wellbeing and positive psychology

The DECS Learner Wellbeing Framework for birth to year 12 (DECS, 2007) describes student wellbeing as integral to the learning process where a learner will engage readily with learning when in an optimum state of wellbeing. The Learner Wellbeing Framework assists sites to draw together, connect, and make coherent a range of DECD policies, programs and projects that equip learners to act for their own and others’ wellbeing, including child protection.

The National Safe Schools Framework (MCEECDYA, 2011) describes a safe and supportive school/site where the risk from all types of harm is minimised, diversity is valued, and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.
In *Building the State of Wellbeing: A strategy for South Australia*, Seligman describes Positive Psychology as ‘the scientific study of the strengths, characteristics and actions that enable individuals and communities to thrive’ (DPC, 2013, p.2). Wellbeing is one of the central constructs within the field of positive psychology with five measurable elements (PERMA):

- Positive emotions
- Engagement
- Relationships
- Meaning
- Achievement.

These elements can be used to underpin the concept of student wellbeing, providing children and young people with strategies to improve their wellbeing, and support the KS:CPC.

**Key documents**


MCEECDYA (2011) *National Safe Schools Framework*, Education Services Australia, Carlton, Vic

Seligman, M (2013) *Building the State of Wellbeing: A strategy for South Australia*, Department of the Premier and Cabinet, Adelaide, SA

**Resources on wellbeing and positive psychology**

**Teachable moments and the KS:CPC**

To ensure that all the Focus Areas of this curriculum are covered, educators will need to take advantage of the many ‘teachable moments’ that occur each day with groups of young people and in one-to-one settings. This will have particular application in discussing issues around ‘feelings’, ‘safe and unsafe’, and ‘fair and unfair’. At the same time, however, some issues will require a more planned presentation to ensure that all young people gain the same information and develop the important concepts presented through the child protection teaching and learning program. This may apply particularly to ‘trust and networks’ and to the topics within Focus Area 3: Recognising and reporting abuse and Focus Area 4: Protective strategies.

**Connections to key documents**

**Australian Curriculum**

The Australian Curriculum aims to enable all young Australians to develop the personal qualities and skills required for them to function as active individuals and citizens in the 21st century.

The ‘Guidelines for the implementation of the Australian Curriculum in DECD Schools: Reception–Year 10’ provides a foundation to guide the work of all schools in providing curriculum that all students should learn as they progress through school.

The KS:CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum but educators can integrate child protection in their planning and programming across other learning areas.

The relevant focus areas from the *Health and Physical Education curriculum* include:

- Relationships and sexuality
- Safety.

The KS:CPC can be embedded in the student’s learning program using the Australian Curriculum content descriptions (which sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn), and assess student learning through the achievement standards.

**General capabilities**

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the 21st century. These should be considered when planning for KS:CPC implementation.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

**South Australian Teaching for Effective Learning (TEL) Framework**

The South Australian Teaching for Effective Learning (TEL) Framework describes DECD’s position on pedagogy, the teaching and learning practice that leads to improved student engagement and achievement. Together with the Australian Curriculum, the TEL Framework articulates the principles and practices for powerful teaching and learning in DECD South Australian schools.

Learning Design is a thinking framework to support the design of learning that brings together the Australian Curriculum and the pedagogy of TEL. The Learning Design ‘thinking map’ has been created to support teachers to work collaboratively to bring together relevant curriculum components, personalising and interweaving them to ensure the design of learning experiences is highly intentional and responsive to students’ lives and contexts.

Connections to TEL elements are made at the beginning of each Focus Area.
**Non-Negotiable Aspects (NNA)**

The KS:CPC has much flexibility built into it. However, for it to be delivered safely and effectively, some aspects are considered ‘non-negotiable’. These aspects concern how the curriculum is managed regarding such things as involvement of parents/caregivers, confidentiality, involvement of visitors and self-protection. When Non-Negotiable Aspects are referred to in the year level documents, they are accompanied by the acronym (NNA) and a reference number that corresponds to the relevant Non-Negotiable Aspect, for example: (NNA 1). There is a link to the NNAs at the beginning of each Focus Area.

*Appendix 9: Non-Negotiable Aspects (NNA)*

**Recommended Learning Strategies (RLS)**

Within each topic, a number of activities are suggested. Educators are encouraged to adapt these to suit their teaching and learning environment and to select further ideas for activities from their own repertoire and from the Recommended Learning Strategies (RLS). When Recommended Learning Strategies are referred to in the year level documents, they are accompanied by the acronym (RLS) and a reference number that corresponds to the relevant Recommended Learning Strategy, for example: (RLS 12). There is a link to the RLSs at the beginning of each Focus Area.

*Appendix 10: Recommended Learning Strategies (RLS)*

**Support materials**

Additional support materials for the KS:CPC are:

- Support materials for educators working with children and young people with disability and additional needs
- Support materials for educators working with children and young people from culturally and linguistically diverse backgrounds

There are also specific resources for supporting:

- students with disability and additional needs
- Aboriginal and Torres Strait Islander students
- students from culturally and linguistically diverse backgrounds

**Planning tools**

**Keeping Safe: Child Protection Curriculum sample planning guide**

The sample planning guide can be used to map the KS:CPC across the specified terms and year levels ensuring all topics are covered. This will assist schools in determining how they will deliver an integrated curriculum which incorporates other wellbeing topics whilst maintaining the essential sequential nature of the KS:CPC.

*Appendix 11: KS:CPC sample planning guide: Primary Years: Years 3–5*

**Australian Curriculum mapping tool**

Child protection, safety, relationships and sexuality fit primarily within the Health and Physical Education learning area of the Australian Curriculum but can also be incorporated across other learning areas.

The Australian Curriculum mapping tool provides relevant connections between the Health and Physical Education content descriptions and achievement standards and the KS:CPC topics. It is important when using this mapping tool to ensure that the KS:CPC is still delivered sequentially.

*Appendix 12: Australian Curriculum mapping tool: Primary Years: Years 3–5*
Organisation of the Keeping Safe: Child Protection Curriculum
Primary Years: Years 3–5

Themes

The curriculum is predicated on two major themes which form the basis of all teaching and learning in child protection:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.

Focus Areas and topics

The curriculum is presented in four Focus Areas, each containing topics. The organisational structure of the Primary Years curriculum is indicated in the chart below. Educators are expected to cover all Focus Areas and all topics within the Years 3–5 timeframe. In order to provide effective learning in the areas of child protection, both themes and some topics from each of the Focus Areas should be included every year for every child/young person. The sample planning guide in Appendix 11 provides an example.

There is also a summary of all topics across preschool to Year 12 in Appendix 6.

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right to be safe</td>
<td>1 Exploring the concept of safety</td>
</tr>
<tr>
<td></td>
<td>2 Reviewing the concept of warning signs</td>
</tr>
<tr>
<td></td>
<td>3 Unsafe situations and acceptable risk-taking</td>
</tr>
<tr>
<td>Relationships</td>
<td>1 Understanding rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2 Trust and networks</td>
</tr>
<tr>
<td></td>
<td>3 Developing personal identity</td>
</tr>
<tr>
<td></td>
<td>4 Power in relationships</td>
</tr>
<tr>
<td>Recognising and reporting abuse</td>
<td>1 Privacy and names of parts of the body</td>
</tr>
<tr>
<td></td>
<td>2 Recognising abuse, neglect and unsafe secrets</td>
</tr>
<tr>
<td></td>
<td>3 Electronic media safety</td>
</tr>
<tr>
<td>Protective strategies</td>
<td>1 Problem-solving for keeping safe</td>
</tr>
<tr>
<td></td>
<td>2 Review of networks</td>
</tr>
</tbody>
</table>

Planning tools

- Appendix 11: KS:CPC sample planning guide: Primary Years: Years 3–5
- Appendix 12: Australian Curriculum mapping tool: Primary Years: Years 3–5

Support materials

- Primary Years resources
- Resources to support students with disability and additional needs
- Resources to support Aboriginal and Torres Strait Islander students
- Resources to support students from culturally and linguistically diverse backgrounds
Primary Years: Years 3–5
Focus Area 1
The right to be safe
Focus Area 1

The right to be safe

Context and overview

This Focus Area of the KS:CPC emphasises that students can expect adults to have a responsibility to protect and keep them safe. Schools should develop strategies to promote a safe and supportive school environment. To protect students from all forms of abuse and neglect, these strategies should be entirely congruent with the activities described here. For example, explicit grievance procedures for dealing with bullying and harassment should exist, be widely disseminated and properly practised.

When reviewing warning signs, it is necessary to consider that not all students may experience warning signs for a variety of reasons, for example sensory disorders or traumatic experiences. The concept of warning signs is expanded beyond physical responses of the body to unsafe situations including emotional responses and external indicators, such as time or location.

It is important for students to consider the concept of risk-taking in a safe, supportive learning environment. Equally important is communication with parents/caregivers about the challenges of developing independence, balanced with the responsibility of parents/caregivers to keep them safe.

Experiencing a personal emergency means that sometimes students may need to break the rules, for example, entering an office area without permission in order to report an emergency. Students should rehearse this procedure and staff and volunteers should be trained in the appropriate responses when a student experiences a personal emergency.
Topic 1: Exploring the concept of safety

1.1 Definition of safety

Display ‘Theme 1: We all have the right to be safe’.

Use a mind map (RLS 5) to establish what students know already about safety. Add to the map throughout the topic and use it as a tool to assess where student learning has occurred. Begin the discussion about safety with the starter question ‘How might someone keep safe?’

Use a ‘safety web’ to ensure maximum participation. Sitting in a circle, students pass a ball of brightly coloured wool or streamers to each other, holding onto the wool or streamers as they pass, and offer their ideas in sentences beginning with ‘Safety means …’

Other suggested activity

Protective items

Ensure students have an understanding of the words ‘protection’ and ‘protective’. Add them to the class vocabulary list.

Develop a Lotus diagram. There is an example and a template in RLS 6. Alternatively, students may record protective items in various ways: by drawing or collecting symbols and magazine pictures.

Provide examples of protective items such as:

- bicycle helmet
- sports kneepads
- life jacket
- eye shield
- mouthguards
- smoke alarm
- kitchen mitt/pot holder
- umbrella
- ear muffs
- online security packages.

Ask questions such as:

- What do these things have in common?
- How does each item protect a person from harm?
- What might happen if you didn’t use the item?
- What are some other protective items? What are their uses?
- Who could use these items?

1.2 Adults caring for children

Discuss with students the idea that adults are responsible for protecting children and for keeping them safe. Explain to students that the word ‘children’ is used in a legal way to describe people under the age of 18 years.

Pose this question for a placemat activity (RLS 9): ‘What are some of the things that adults might have done to care and protect children this week?’

1.1 If you decide to use this alternative activity, students need to understand the links to the concept of adults’ responsibility for protecting children.

Use, and encourage students to use, language (NNA 5) which is consistent with a language of safety. When used in a context of interrupting violence, it is vital that we continue to use the language of safety.

1.2 Communicate with parents/caregivers (NNA 1) about the challenges of developing children’s and young people’s independence, balanced with the responsibility of parents/caregivers keeping them safe.
Topic 2: Reviewing the concept of warning signs

Before beginning the activities in this topic, you should revise students’ understandings of warning signs and the concept of being safe. Help students recognise situations where they might be at risk of harm. Include online relationships where they may not know the person.

Some students who have experienced abuse or trauma may have more difficulty with the concept of being safe.

It is important not to generalise or categorise particular places, people or situations as always being safe. Abuse often occurs in familiar safe locations, with familiar trusted people. Many situations have the potential to be unsafe. Encourage students to describe warning signs (feelings, body messages and external signs) that may help them to know if they are safe or unsafe. If they are not sure, suggest they talk to someone they trust (please note that the concept of networks has not been covered at this stage).

2.1 Warning signs: physical indicators

Prior to the activity, draw an outline of a human figure on a large sheet of paper. Start the activity by describing a situation or an event within the community context (eg bushfire, accident or lost child).

Together with the students, brainstorm the physical indicators or body messages that someone might have in an unsafe situation. Write or draw them on the body outline. ‘Feeling’ words (eg nervous, worried) can be put outside the shape.

Use questions such as:
- Do we all have the same warning signs?
- Do our warning signs change?
- Are there any warning signs you might feel when communicating with someone online?
- What if people don’t have their warning signs and they are in an unsafe situation?
- How would they know they were unsafe?

Focus Area 1 | Topic 2

Warning signs vs early warning signs

The term ‘early warning signs’ has been changed to ‘warning signs’ as it is a more acceptable term for young people to use in their everyday language. Young people should be encouraged to use language that helps them describe their warning signs such as ‘Something happened that made me scared’ or ‘I’m worried because …’ or ‘I’ve got something important to tell you’ or ‘I need help’.

2.1 You need to consider carefully the use of recent local community events that may cause distress or trauma to students.

The term ‘body messages’ to describe physical indicators may be more developmentally appropriate.

2.1 Not all students experience warning signs. Students with sensory disabilities or who have been neglected or traumatised by abuse, war or domestic violence may be desensitised to warning signs. It is important to explore generally the concepts of warning signs and being alert in certain situations.

Students draw an outline of their body on a smaller piece of paper. They shade and label those areas which show their personal warning signs. Strongly emphasise the possible body messages (eg butterflies in the stomach and sweating).

Use questions such as:
- Do we all have the same warning signs?
- Do our warning signs change?
- Are there any warning signs you might feel when communicating with someone online?
- What if people don’t have their warning signs and they are in an unsafe situation?
- How would they know they were unsafe?
2.2 Warning signs: chart

In small groups, students make charts of situations that they consider potentially unsafe. They note on the chart the physical signs perceived, the external signs observed, and the feelings experienced.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Body messages (what my body does)</th>
<th>External signs (what is happening around me)</th>
<th>Feelings (emotional responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting a group of older people on the oval at 8.00pm</td>
<td>shivering feeling sick feeling hot or cold heart beating fast</td>
<td>it’s dark there’s no-one around</td>
<td>afraid worried scared</td>
</tr>
<tr>
<td>Dropped off at school earlier than usual and no-one is around</td>
<td>butterflies feel shaky eyes looking around checking</td>
<td>no-one is around all the doors are closed</td>
<td>worried nervous lonely confused</td>
</tr>
</tbody>
</table>

Other suggested activity

Feelings of characters

View a popular media clip, such as Shrek, Toy story or The curse of Mr Bean (swimming pool episode), to explore different types of feelings. Ask the students to focus on a particular character and then ask questions such as:

- What might the character’s warning signs be?
- How do you know this (eg through body language, facial expression, external signs)?
- Would everybody have the same warning signs? (You may have to stress that everybody may have different feelings.)

You can also use a suitable picture book/ebook or excerpts from a novel to explore the warning signs of characters (eg The BFG by Roald Dahl).

2.2 There are external signs, body messages and feelings that help people to recognise a situation where they may be at risk of harm. These messages and signals are called warning signs.

Students frequently confuse feelings with physical responses of the body. You need to persist in supporting students to understand the difference.

2.2 Explore the range of responses to unsafe situations so that students can begin to recognise the complexities and contradictions of our emotions.

Movies
The curse of Mr Bean, DVD, Tiger Television, G Rating

Storybook
2.3 Exploring different types of feelings

Discuss with students the types of feelings listed in the table below. Encourage students to give examples. Remember one step removed technique (NNA 3) and protective interrupting (NNA 4).

<table>
<thead>
<tr>
<th>Type of feelings</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed feelings</td>
<td>When you experience different or opposite feelings at the same time</td>
<td>Feeling proud that a friend won an award but being envious of his/her success</td>
</tr>
<tr>
<td>Changing feelings</td>
<td>When a feeling changes (usually unexpectedly)</td>
<td>Trusting someone and then seeing that person steal something</td>
</tr>
<tr>
<td>Confused feelings</td>
<td>When you are unsure about how you feel and what to think</td>
<td>When someone is getting different messages from the same person about whether he/she is a friend or not</td>
</tr>
<tr>
<td>Uncomfortable feelings</td>
<td>When you feel uneasy, surprised, a bit worried or nervous</td>
<td>When someone you don’t know very well gives you a big hug</td>
</tr>
</tbody>
</table>

Write the four different types of feelings on large flash cards, and place them in four different corners of the room.

Read aloud a big book/ebook of a story, such as the traditional story *Red Riding Hood* or *Into the forest* by Anthony Browne. Ask the students to move to one of the four corners of the room as the characters experience different types of feelings. See the example, below.

<table>
<thead>
<tr>
<th>Type of feelings</th>
<th>How Red Riding Hood’s feelings alter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed feelings</td>
<td>Red Riding Hood excited to visit Grandma but worried about walking through the woods</td>
</tr>
<tr>
<td>Changing feelings</td>
<td>Red Riding Hood feeling happy but unexpectedly meets the wolf in the forest</td>
</tr>
<tr>
<td>Confused feelings</td>
<td>Red Riding Hood seeing the wolf dressed like Grandma and is confused about how different she looks</td>
</tr>
<tr>
<td>Uncomfortable feelings</td>
<td>Red Riding Hood feeling uneasy when “Grandma” invites her into the house</td>
</tr>
</tbody>
</table>

Other suggested activities

**Safe feelings**

A variation of the activity above is to add another flash card with the label ‘positive/safe feelings’ and place it in the centre of the room, as a category for comparison with the other feelings.

**Colour code feelings**

Read *My many coloured days* by Dr Seuss to the students. They select colours to represent feelings. They could write feelings poems using colours they have chosen.
2.4 Feeling unsafe

Pose the question ‘How do we know when we are not safe?’

Students record their responses on a Y or X chart (RLS 4). For example:
- feels like—sick in stomach, frozen to the spot
- looks like—shaking fist, scared face
- sounds like—people yelling, teasing, threatening
- thinks like—I need to get away.

2.5 Imagining a safe place

In this activity, students practise relaxation strategies (RLS 11).

Tell students that sometimes it is helpful to imagine a safe place when in an unsafe situation. This may help someone to feel calm and think of a plan to keep safe. Remind students that it is important to tell a trusted adult about the unsafe situation when it is safe to do so.

Use Appendix 13: Relaxation story, for example, for students to practise imagining a safe place. Alternatively, use appropriate music such as the CD Relaxation for children. I can do apps and Apps to teach emotions are also suitable resources.

Additional resources

Safe Schools Hub
3.1 Ideas about being safe

Use a mind map (RLS 5) to explore the following ideas:
- scary but fun (eg riding a roller coaster)
- scary, not fun but safe (eg having an injection to be immunised)
- scary, not fun, not safe (eg being lost)
- fun, not safe (arranging to meet someone you don’t know via an online conversation).

Use any of the following strategies to explore ideas of safe and unsafe situations. Students can work in pairs, triads, small groups, or as a whole class.
- Complete Appendix 14: What is safe?
- Knee-to-knee activity (RLS 2).
- Draw or list activities and situations under the four headings: ‘Scary but fun’, ‘Scary, not fun but safe’, ‘Scary, not fun, not safe’, ‘Fun, not safe’.
- Use Appendix 15: Feelings scenarios for freeze frame activity (RLS 3a). Group members make guesses about the activity/situation being acted out, and offer suggestions why one person finds the activity/situation scary or unsafe, while someone else thinks it is alright. Group draws conclusions.
- Record ideas on a grid, with columns headed: ‘Scary but fun’, ‘Scary, not fun but safe’, ‘Scary, not fun, not safe’, ‘Fun, not safe’. Some students may add to the grid or move suggestions from one column to another. This promotes the idea that we can have mixed feelings and can change our ideas.

3.2 A timeline of independence

Tell students that as children grow older, they begin to become more independent—they can do more things for themselves and by themselves. There are things that the students are able do now, and things they are allowed to do that they couldn’t do when they were younger.

Create a timeline with ages from birth to 12 years old on which students place cards recording their name and listing skills or activities achieved, such as the following:
- learning to walk
- dressing myself
- making a hot drink
- learning to ride a bike
- preparing a meal
- looking after younger children
- going to the park or play area without an adult
- using Facebook/social media
- catching a train or a bus without an adult
- going to the movies with friends.

Introduce the term ‘risk’. Discuss what might be acceptable risks, such as learning new skills.
Compare and discuss the responses of students of different ages. Be aware of responses across different families and cultural backgrounds, emphasising that it is alright for different groups and families to have different rules and expectations within the shared context of Australian law.

### 3.3 Unsafe situations

Students discuss where someone may be unsafe, for example, alone in the park at night, alone in public toilets, at school alone after hours, or crossing a busy street by themselves.

In groups, students can record their ideas on a table, such as the one below.

<table>
<thead>
<tr>
<th>Places where someone might feel safe</th>
<th>External signs that someone is safe</th>
<th>External signs that someone might not be safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school yard</td>
<td>it’s a school day</td>
<td>it’s dark</td>
</tr>
<tr>
<td></td>
<td>there’s someone on duty</td>
<td>it’s after school</td>
</tr>
<tr>
<td>At the shopping centre</td>
<td>there are many people around</td>
<td>it’s after shopping hours</td>
</tr>
<tr>
<td></td>
<td>it’s daytime or well lit</td>
<td>there are few people around</td>
</tr>
</tbody>
</table>

Remind students that, although most places in their community are safe, risks are higher when they are alone or without a trusted adult. Discuss with students that the external signs in the third column are indicators of risk when students do not receive some of their warning signs, such as body messages, and do not have any unsafe feelings. Ask: ‘If this is unsafe what could someone do to make it safer?’ (The answer could be: ‘Do it with a trusted adult or with a group of peers who are behaving responsibly’.)

### Other suggested activities

#### Model for assessing risky situations

Present examples of situations where students need to consider their safety and assess risk. Use the following as a model.

Ask students to consider the safety and risks of being at the local park or play area, using scenarios such as the following:

- **WHO?** Parents/caregivers are present in the park.
- **WHAT?** Play areas have equipment which is safe to use. Paths and seats are placed so people can view play areas.
- **HOW?** The child is with trusted adults.
- **WHERE?** There are isolated areas in the park, including the toilets.
- **WHEN?** The child is in the park during the day.

Ask students to rate the level of safety of aspects of the scenarios as follows:

1. no risk
2. possible risk
3. very risky.

This could be recorded on a grid, using the ‘thumbs up’ strategy (RLS 8a):

- thumbs up—no risk
- thumbs horizontal—possible risk
- thumbs down—very risky.

Alternatively, conduct this as a multiple choice activity on a tablet/smart phone using socrative.
Focus Area 1 | Topic 3

**Brainstorming**

Use a brainstorm strategy (RLS 10) to answer the question: ‘What are some situations where someone might trust their warning signs and think about keeping safe?’

Responses might include:

- at the shopping centre
- in the park
- at the end of sports practice
- at a friend’s birthday party
- walking home from school.

Students work in groups to draw a picture or plan of any of the above situations and label aspects of safety with captions. A study of the park, for instance, could include the following:

- lighting
- play equipment
- first aid
- supervision.

For younger students, provide a picture of the situation, together with captions which students place in the appropriate places.

Consolidate the learning by arranging an excursion to the local park or a shopping centre.

3.4 What is an emergency?

Look at the school’s emergency procedures using a modified jigsaw activity (RLS 7). Note that this activity may take several separate sessions to complete.

Make copies of the emergency procedures. The procedures may be presented in ways other than the written form to cater for varying abilities and student diversity, for example, photos with captions such as ‘the oval’, ‘siren’ and ‘warning flag’.

Divide the information to be learnt into about five or six small sections. Divide students into the same number of groups and give each group a section of the information.

Tell them that, as a group, they are to become ‘experts’ on the section.

Each group prepares a short report for the whole class about the information in which they are now ‘expert’.

**Other suggested activities**

**Taking action**

The class can raise concerns with and make recommendations to school leaders about changes they would like to see to the school environment.

**Story**

Read a traditional story such as *Henny Penny* or *Chicken Little*. Discuss what the emergency was and how the main character managed it. Ask: ‘What might have helped the character deal with the emergency better?’ or ‘What would you have done?’
3.5 Personal emergency

Ask students to brainstorm occasions when they might experience a personal emergency (eg someone might be badly hurt in the playground or play area and no teacher is in sight).

Suggest to students that sometimes adults have to take emergency action that might normally be considered rude, dangerous or illegal, for instance, an emergency vehicle may need to drive through a red light. Students can suggest other examples.

Suggest to students that sometimes they may need to take similar emergency action that breaks a home or school rule. Students could brainstorm lists in groups and then regroup as a class to consider their ideas.

Students’ suggestions may look something like this:
- enter the office or staff room without permission
- run in ‘walking’ areas
- yell and scream
- make a phone call without permission
- talk to a person they don’t know
- break something
- ‘dob’ on someone
- break a secret
- cry.

Discuss suggestions and ask: ‘How might this keep someone safe?’

A follow-up activity could involve rehearsal and role-play of emergency responses from the above list (RLS 3). Other activities can be found at Triple Zero Kids’ challenge.
Focus Area 2

Relationships

Context and overview

This Focus Area emphasises that students are developing their knowledge of relationships at different rates and bringing their individual personal experiences to their learning. The diversity of their cultural backgrounds and different family situations needs to be acknowledged and respected. Activities within the topics help students develop a sense of personal identity and explore different types of relationships. There are also opportunities to explore issues of culture (relating to touch) and issues of gender (role expectations).

The concept of bullying and harassment is reviewed and should be done so in the context of a whole school code of behaviour with appropriate grievance procedures. The school’s practices to ensure all students feel safe must be reflected by evidence that they have the knowledge, skills and abilities to use these procedures. The KS:CPC is a relevant and everyday part of students’ lives. This curriculum is complementary to DECD’s policies and procedures and the National Safe Schools Framework.

Themes

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

Topics

1. Understanding rights and responsibilities
2. Trust and networks
3. Developing personal identity
4. Power in relationships

Support resources

Appendix 9: Non-Negotiable Aspects (NNA)
Appendix 10: Recommended Learning Strategies (RLS)
Appendix 11: KS:CPC sample planning guide: Primary Years: Years 3–5
Appendix 12: Australian Curriculum mapping tool: Primary Years: Years 3–5

SA TFEL Framework elements

- 3.4: Promote dialogue as a means of learning
- 4.1: Build on learners’ understandings
- 4.2: Connect learning to students’ lives and aspirations
Topic 1: Understanding rights and responsibilities

1.1 Rights

Revisit ‘Theme 1: We all have the right to be safe’. Ask: ‘What does “right” mean?’ Students at this age are likely to talk about ‘right’ in terms of ‘wrong’ or ‘rules’. We can use the word ‘need’ to replace ‘right’ and say ‘What do children and young people need?’

Using the knee-to-knee strategy (RLS 2), ask students to discuss what children and young people need and record responses on one half of a large chart, under the heading ‘Rights’.

1.2 Responsibilities

Pose the question: ‘If we have the right to be safe, what can we do to help ourselves?’ This is called ‘responsibility’.

On the other half of the large sheet from Activity 1.1, write the heading ‘Responsibility’. Students, working in pairs, choose a right and write a corresponding responsibility. Initially, this is a difficult concept and may require your modelled responses.

Students complete Appendix 16: My rights and responsibilities.

1.3 United Nations Convention on the Rights of the Child

Display a child-friendly version of the United Nations Convention on the Rights of the Child. Choose the most suitable version for your class, for example:

- A simplified version of the United Nations Convention on the Rights of the Child
- UN Convention on the Rights of the Child in child-friendly language

Alternatively:

- Watch the video ‘What are Child Rights?’
- Or read the book or watch the video ‘For every child’ from UNICEF. There are also other resources to choose from.

Form students into small groups. Select a number of rights from your chosen resource and allocate one ‘right’ per group. Each group visually represents what each ‘right’ means. Each group explains and displays its results for the whole class or at an assembly.

Other suggested activity

Video media

The video clip Everybody – We are all born free by Amnesty International, was produced to celebrate the 60th Anniversary of the Universal Declaration of Human Rights and is an excellent introduction to Human Rights for younger children. Note that this is not the Convention on the Rights of the Child, but all Human Rights. It could be used within lessons or in assemblies.

Additional resources

Amnesty International resources for teachers
Australian Human Rights Commission: Human rights in the school classroom
Topic 2: Trust and networks

2.1 Trust walk

Remind students of ‘Theme 2: We can help ourselves to be safe by talking to people we trust’. Tell students that the activities in this topic are important for helping them understand the theme.

Revisit the class rules (NNA 2).

You will need:
- a scarf or piece of cloth for a blindfold
- obstacles suitable for age and physical abilities of students (e.g., witches’ hats, low gym equipment).

To play the trust walk activity:
- Divide students into triads.
- Blindfold one member of each group.
- The other two students in the group lead the blindfolded student around the obstacle course.
- Students in each group take turns to be blindfolded and led.

Students discuss and record their experiences using the following questions:
- How did you feel when you were relying on others to do the right thing? (Discuss feelings and warning signs.)
- How did you feel when you took the risk of letting another person take control?
- How did it feel for someone to be trusting you?
- Did you feel as though you were being treated with respect? (Respect means ‘to treat with dignity and consideration’.)

After the activity, work towards some common understandings of trust (e.g., trust means believing that others will do the right thing).

In this activity, students trusted that the other group members would not let them fall. Discuss other situations of trust:
- In the classroom—educator trusts students to ...; one student trusts another to ...; a student trusts her friend to ...
- At home—parents/caregivers trust children to ...; children trust their parents/caregivers to ...; siblings trust each other to ...
- In the community—children trust a doctor to ...; parents/caregivers trust the educator to ...; adults trust police to ...

2.2 Relationships circle

Display ‘Theme 2: We can help ourselves to be safe by talking to people we trust’.

The class discusses what this means and creates a general list of people who might be trusted (e.g., teacher, doctor, police officer, relatives, friends).

Scribe the list onto flash cards or labels.

Display an enlarged example of the relationships circle (see RLS 18), for example, by drawing the concentric circles in chalk in the playground.
Students are given a flash card or label each to hold which depicts people on the class’s general list. Through class discussion, students move into the appropriate circle according to their label.

Students, individually, brainstorm a personal list of the people with whom they have a link, connection or relationship. Students examine their lists and decide which relationships are close, which are important and which are not close.

Distribute copies of the relationships circle (RLS 18) or create one for your students to record their lists and create their own personal relationships circles.

### 2.3 Developing a personal network

Discuss the notion of a personal network; that is, a number of people whom students feel they can trust: feel comfortable talking to; and who will pay attention to keeping them safe.

Pose the questions:
- What qualities do we look for in a person in our network? (Examples could be: trustworthy, good listener, helpful, kind, can get things done.)
- How might someone feel if he/she had a problem and needed to talk to someone on the network?
- How might someone feel if he/she didn’t have anyone he/she could trust to talk to?
- Why is it important to have adults on a network?
- What online or community organisations might be included on your network? (Eg Kids Helpline, local community centre personnel, etc).

Students visually represent the list of people on their network, developed from the personal relationships circle in Activity 2.2. Examples of visual techniques include the Lotus diagram (RLS 6), concept map (RLS 5), and use of computer graphics (eg Kidspiration).

Students can discuss their network with their family if they feel comfortable in doing so.

Have individual discussions with each student about his/her network. This is not a whole class sharing activity: student privacy needs to be respected as students may share concerning information.

These personal network diagrams will be used again in Focus Area 3: Recognising and reporting abuse, Topic 2: Recognising abuse, neglect and unsafe secrets and are reviewed in Focus Area 4: Protective strategies, Topic 2: Review of networks.

**Recognising and reporting abuse**

**Other suggested activity**

**Peer networks**

Students may develop a separate peer network that may include friends, siblings, cousins, Student Representative Council members or peer mediators. Discuss the role of peers on a network (eg to listen, to get help from a trusted adult, not to gossip about the problem to other peers).

---

**Peer networks**

Students will often talk to peers about issues before talking to adults. It is important to emphasise that adults have a responsibility to keep children safe. The role of a peer network is usually to support someone to talk with an adult. A peer network is not a substitute for a network of trusted adults.
2.4 Network letters

Students write a letter to the people on their network list, seeking their willingness to take on the role. Appendix 17: Letter to network people provides an exemplar of a teacher’s letter which can be adapted for students to send.

Students role-play (RLS 3) taking the letter to a person on their network. They act out various responses including:

- person accepts being on their network
- person says he/she needs time to think about being on their network
- person doesn’t understand about being on their network
- person refuses to be on their network.

Discuss what they might do as a result of the responses.

Alternatively, students may use various other forms of communication, for example a phone call, an email, or a face-to-face request. Students can role-play (RLS 3) their requests and possible responses from people on their network.
**Topic 3: Developing personal identity**

### 3.1 Identity web

Before beginning this activity, revisit ‘Theme 1: We all have the right to be safe’ which means that some information about ourselves is private. We have a right to our privacy and to keep ourselves safe.

Students develop their own web, using [Appendix 18: Identity web](#).

Give examples of information people may not want to share on their identity web. Remind students that there may be some information they might not wish to share with others (eg a family nickname).

Students share their identity webs with the class through display or pair swaps (RLS 1).

### 3.2 Design personal birthday cards

Students design a birthday card that they would like to receive themselves.

Ask students to consider some of the following questions:

- Do the design and pictures of your card show the way you really are (eg what you like to do, things you like, what you like to wear)?
- Would this card be suitable for someone else? (We are all different and make choices about our interests.)
- Sometimes cards in shops have general designs that give a message that the card is gender specific. Do they fit all genders? (We are all different and can make choices about what we wear, what we play, who with and the activities we like.)
- What influence do the media have on children and students (eg behaviour, purchases, eating habits, fashion)?

### 3.3 Unsafe behaviour

Divide students into single sex groups.

Boys brainstorm behaviour that boys often do that may be unsafe. Girls brainstorm behaviour that girls often do that may be unsafe.

Bring groups together and discuss the lists of behaviours. Both boys and girls usually list similar behaviour and it is important to emphasise that all students have ideas based on their individual identity.

Explore the unsafe behaviour listed and the protective strategies that students could use.

---

3.1 Research shows that children and young people who have a strong sense of identity and resilience are more able to assert their rights and have established networks to keep themselves safe.

3.2 Vulnerability to abuse and the acceptance of many forms of abusive behaviour can be reinforced by society and popular media when narrow beliefs are held about the way that girls and boys and females and males are expected to be. There is a wide range of options about being feminine or masculine which all people, particularly children and young people, should be able to consider. Emphasise the diversity of social and cultural backgrounds and the existence of strong gender roles in some different cultural groups. Avoid using labels such as ‘boys’ cards’ and ‘girls’ pictures’. In using this language, you may reinforce narrow and limiting ideas about gender. Describe all images in such terms as ‘cards received by boys’ and ‘pictures on cards received by girls’.

3.3 It is justified to provide direct advice to assist students in ways they can respond to certain forms of bullying, for example, using graduated responding in a sequence of (i) ignoring (ii) walking away (iii) talking to the ‘bully’ (iv) saying that the behaviour must stop (v) seeking help.
This activity may be delivered to students in single sex groupings. This approach is useful when you are encouraging girls and boys to explore sensitive issues. This activity needs to be played in a context of safety and respect. Consider students who may be new to the class and are not known by other students.

Other suggested activities

Compliments
Revisit the class rules (NNA 2).

The aim of this activity is to encourage students to pay each other compliments by describing special skills or positive character traits that they possess.

To play:
- Students sit in a circle.
- Each student makes a statement about the person sitting on his/her right.
- The statement could begin with ‘I like the way (name) is good at ...’
- Discuss other ways that students could share positive character traits about another person.

Alternatively, use activities from:
- the Random Acts of Kindness Foundation
- UNICEF: Teachers talking about learning.

Class meeting
Organise regular class meetings where students can share their concerns, both positive and negative, with others. Ensure that a process is developed for following up on students’ concerns.
4.1 Exploring a definition of power

Divide the class into groups.

Use either a mind map (RLS 5) or Lotus diagram (RLS 6) for each group to explore different concepts of ‘power’.

Possibilities that students may include are:
- power plant
- Powerball
- power walking
- power steering
- The Power (AFL team)
- PowerPoint.

Ask students to draw or write words and phrases on a group sheet about what power means in these contexts.

The class comes together to discuss the groups’ ideas of power. Tell students that everyone has power. The amount of power a person has will change according to different situations.

The following definition from the *Macquarie dictionary* may be useful: ‘Power [noun] 1. ability to do or act; capability of doing or effecting something’.

Other suggested activities

*Power chart*

Working in three groups, students cut pictures from magazines or use digital images which illustrate the following:
- powerful things or objects (fire, water, drill, saw, plane, tractor, rocket, jet boat)
- powerful creatures (lion, shark, guide dog, fruit fly, kangaroo, tiger snake, crocodile, red-back spider)
- powerful people (Prime Minister, Premier, police officer, judge, educator, religious leader, principal, armed robber).

Students paste their pictures onto large sheets of paper or produce a slide show. A presenter from each group displays and shares the list with the class.

The recording of information may be done in different ways, for example using computers (eg Kidspiration, Inspiration, slide shows), mind maps, charts or grids.

*Interactive poster*

Students research information on the meaning of power and present it as an interactive poster using Glogster.
4.2 Power scenarios

Pose the Appendix 19: Power scenarios to students. Ask:

- What power is being used (e.g., positive power, abuse of power)?
- How is the power being used (e.g., by older students, by teachers)?
- How might the people in the scenarios feel?
- Which scenarios show an abuse of power?
- Which scenarios show a positive use of power?
- How might the scenarios that are an abuse of power be resolved?

Other suggested activity

Power cards

This activity may be more suitable for students in Year 5.

Make several sets of Appendix 20: Power card activity and Appendix 20a: Chart for power card activity prior to the lesson.

Students form small groups. Each group receives a set of cards from Appendix 20: Power card activity together with a copy of Appendix 20a: Chart for power card activity. The cards are placed face down in a pile in the middle of the group. Students take turns to choose a card, to identify the power used in the situation, and to decide if the power was used in a responsible way or in an abusive way. The card is placed onto the accompanying chart, either on the P (positive use of power) or the A (abuse of power).

Note and discuss reasons when students are unsure where to place a card or if different groups make different choices.

Discuss responses to each situation, based on the question: ‘How did you know the situation was an OK use of power (or not OK use of power)?’, ‘Why did you think this?’

4.3 Tricks and bribes

Introduce the words ‘tricks’ and ‘bribes’. Provide the following four scenarios for discussion. Use the scenarios to develop the concept that tricks and bribes may be used by peers and adults and may result in children and young people being harmed.

- Marbles: A student tricks a younger student into giving him a special marble.
- Play area: An older student tricks some young students into giving up their play space by telling them the teacher wants to speak to them.
- Stealing a bike: An adult bribes a young person by giving her some money to steal a bike from a neighbour.
- Online: An adult tricks a young person by pretending to be a school student.

4.4 Pressure

Examine the concept of pressure. Ask students to each blow up a balloon and put it under pressure. They observe the results.

Discuss the concept of pressure by posing the following questions:

- If the balloon were a person, what might have been some feelings and body messages that could have been experienced when the pressure was being applied? (Responses could include: feeling uncomfortable, stressed, heart beating faster, tight throat, nervous, wanting the pressure to stop.)
4.5 Bullying as an abuse of power—for Years 3 and 4

The following stories are suitable for Years 3 and 4 students:
- The recess queen or
- Farmer duck.

Use questions such as the following to explore the concept of abuse and power:
- What harassing/bullying behaviour happened?
- Who abused their power?
- What effect did it have on others?
- How did the characters who were bullied/harassed stop the bullying? Did they have a plan?
- Did they have help from others?
- What if someone knew about a child being harassed or bullied? What might he/she do?

4.5 Bullying as an abuse of power—for Year 5

The following story is suitable for Year 5 students. Read or display Appendix 21: The Gizmo again by Paul Jennings—extract 1.

(The background to the story is that Gutsit, Ginger Gurk and Noblet have been making Jack’s life a misery all year. They take his lunch, steal from him, push him around and bully him. Jack is the narrator of the story.)

Use questions such as the following to explore the concept of abuse of power:
- What harassing/bullying behaviour happened to Jack? Who was abusing their power?
- What effect did this abuse of power have on Jack?
- How did he decide to stop the bullying? Do you think his plan will work? Why?
- What if Jack was a boy from another culture? In what other way do you think he may be harassed? What do you think about this?
- What if Jack was bullied by a gang of boys?
- What if Jack was bullied by a gang of girls?
Tell students that Jack is now a member of the gang. Display or read Appendix 21a: *The Gizmo again by Paul Jennings—extract 2*.  

Ask: “How is what happened to Micky and Jack an abuse of power and an abuse of their rights?” (Micky has the right to eat his own lunch and to be safe at school. Jack has the right to choose friends who don’t threaten him and pressure him to harass others.)

Use the following questions to explore this further:

- Why does Jack feel sorry and glad about Micky?
- Why does Jack feel he is not brave enough to confront the bullies?
- Jack says ‘There isn’t anything I can do’. What do you think Jack could have done?
- Who do you think could have helped Jack?
- Do you think Jack is as guilty as Gutsit, Ginger Gurk and Noblet? Why?

Students work in pairs to write a conversation between Jack and Micky.

*Appendix 2: Bullying and harassment*

*Resources on bullying*

**Other suggested activities**

**Bystander (Year 5)**

Debate the following statement: ‘A person who sees harassment and bullying happening is called a bystander. If he/she does nothing, he/she can be considered to be as guilty as the bully’.

**Interview (Year 5)**

The students interview Jack and/or Micky. This could be a modified fish bowl activity (RLS 3b) where students question the interviewer after the interview.

**Video media**

Students watch interactive animations on bullying situations and choose different endings to see what happens using the free ipad/iphone app from Department of Education and Early Childhood Development, Victoria. Bully Stoppers. ‘Take a stand together’.

**Class statements**

Ask students to produce and discuss a list of statements that they think should guide their interactions with others. These can then be displayed in the classroom. For example:

- We shall not bully other students.
- We shall try to help students who are bullied.
- We shall make a point to include students who are easily left out.

*(Olweus, 1993, p 82)*

*Resources on bullying*

*Resources on cyber safety*

**Additional resources**

Bellhouse, B (2009) *Beginner’s guide to circle time with primary school students*, Sydney, Inyahead Press


McGrath, H & Noble, T (2003) *BOUNCE BACK! a classroom resiliency program*, Sydney, Pearson Education

Olweus, B (1993) *Bullying at school: what we know and what we can do*, Oxford, Blackwell
Primary Years: Years 3–5
Focus Area 3

Recognising and reporting abuse
Focus Area 3

Recognising and reporting abuse

Context and overview

This Focus Area emphasises that students at this stage have a limited ability to protect themselves from harm and abuse because of their limited knowledge and experience of relationships. All adults, therefore, have the responsibility to care for and protect children and young people, including students at this age. South Australian laws clearly protect all children and young people from all forms of abuse and neglect, regardless of the diversity of their cultural background, religion or family situation. The activities in this Focus Area are designed to help students develop an awareness and understanding of:

- the concept of privacy
- the anatomical terms for parts of the body
- different types of touching
- different types of abuse, including through the use of electronic media
- risky situations
- safe and unsafe secrets.

This section of the KS:CPC requires a delicate balance between informing students about abuse and risky situations while supporting their emotional health and safety.

Support resources

Appendix 9: Non-Negotiable Aspects (NNA)

Appendix 10: Recommended Learning Strategies (RLS)

Appendix 11: KS:CPC sample planning guide: Primary Years: Years 3–5

Appendix 12: Australian Curriculum mapping tool: Primary Years: Years 3–5

SA TIEL Framework elements

- 2.2: Build a community of learners
- 3.1: Teach students how to learn
- 3.3: Explore construction of knowledge
- 3.4: Promote dialogue as a means of learning
- 4.1: Build on learners’ understandings
- 4.2: Connect learning to students’ lives and aspirations
Topic 1: Privacy and names of parts of the body

Explain to students that it is important to use anatomical or medical names, so that there is no confusion or cause for offence.

1.1 Reproductive parts of the body

Prior to the lesson, draw two life-size body outlines or search for such images to show on an interactive whiteboard or on student devices. Label one poster male, the other female. It is useful to have both female and male adults taking part in this lesson. Body Talk charts are available from SHine SA Library and Resource Centre at Woodville or from Family Planning NSW.

Prepare a series of flash cards with the names of parts of the body. These can be prepared as drag-down text materials on interactive whiteboards. Include parts specific to males and to females (e.g., penis, testicles, vagina, vulva, and breasts).

Review group operating norms (NNA 2), the language of safety (NNA 5) and closing the session (NNA 6).

Allow students to work in single sex groups, putting the cards in the appropriate places on the body outline. Consider organising for a male adult to supervise the boys’ group and a female adult to supervise the girls’ group. Encourage students to use the anatomical terms.

Appendix 8: Understanding ‘sex’ and ‘gender’
Resources on sexual diversity

Other suggested activity

Names of body parts (Year 5)

Follow the instructions in the activity ‘Every part deserves a name’ in Teach it like it is Primary from Sexual Health Information and Networking SA (SHine SA) (2014).

Note that SHine SA activities are delivered sequentially—please check that there are no prerequisite activities that you have not yet covered.

1.2 Exploring the meaning of private

Students use dictionaries (book or online) to find the meaning of ‘public’ and ‘private’.

The Macquarie dictionary provides:

private [adjective] 1. belonging to some particular person or persons; belonging to oneself; being one’s own: private property

public [adjective] 3. open to all the people: a public meeting; 6. open to the view or knowledge of all; existing, done, etc, in public: the fact became public.

Using correct names for body parts

‘Recent research shows that knowing the anatomically correct language terms enhances children’s body image, self-confidence, and openness. It also discourages their susceptibility to molesters. When children feel awkward talking about private body parts—if they giggle when someone mentions those parts—they are more likely to feel embarrassed about asking questions, and they are less likely to tell you if someone is touching them inappropriately.’

Dr Dona Matthews ‘Call private body parts by their names! Penis, scrotum, vagina, vulva’, Parents space, accessed 19 March 2014

SHine SA (2014) Teach it like it is Primary: A relationships and sexual health education curriculum resource for teachers of primary school students in years 5–7, SHine SA. Order from SHine SA.

Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings (DECD, 2013) provides educators and carers with clear guidance on how to assess the significance of children/young people’s sexual behaviour and the way staff members respond to age appropriate sexual behaviour and problem sexual behaviour.
Students brainstorm a list of public and private objects or things. It could look like this:

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Personal information</td>
</tr>
<tr>
<td>Local park</td>
<td>Wallets</td>
</tr>
<tr>
<td>Shops</td>
<td>Bedrooms</td>
</tr>
<tr>
<td>Books in the library</td>
<td>Prescription medications</td>
</tr>
<tr>
<td>Road signs</td>
<td>Our bodies</td>
</tr>
</tbody>
</table>

Inform students that personal information about themselves (such as names, photographs, addresses and telephone numbers) is also private and should not be made public or shared with people they don’t know, unless there is a reason to do so.

Discuss the following questions:

- What are some times when somebody might need to be careful about giving personal information about him/herself? (Examples could be: when talking to someone they don’t know; on the telephone when parents/caregivers are not at home; when communicating by email, SMS, internet or other public communication systems.)
- Why is it important to keep personal information private? (Examples could be: people may find out private names and addresses and send junk mail or try to sell things by visiting or telephoning; people might pressure others to be their friend or join clubs or groups.)

Other suggested activity

**Online privacy**

Scrutinise the media clip ‘Jigsaw: for 8–10 year olds’ from the UK Child Exploitation and Online Protection Centre. If you deem this suitable for your students, show the clip and discuss the importance of online privacy.

**1.3 Our bodies are private**

Tell the students that ‘Our bodies are unique and individual and our whole body is private. Some parts of our body are sexual parts’.

Using the flash cards from Activity 1.1 ‘Reproductive parts of the body’, ask students to select the names of the parts of the body that are sexual parts.

Discuss examples of situations where it might be considered alright to touch sexual and other parts of the body and situations where this might not be alright. The following grid may be useful.

<table>
<thead>
<tr>
<th>Alright</th>
<th>Not alright</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical examination (with parent/caregiver or nurse present)</td>
<td>Being forced to show sexual parts of the body</td>
</tr>
<tr>
<td>Dental treatment (with parent/caregiver or nurse present)</td>
<td>Being tricked into having something put into the mouth</td>
</tr>
<tr>
<td>Good night kiss or hug from parent/caregiver</td>
<td>Having to give or receive kisses, hugs and inappropriate tickles from a relative or friend</td>
</tr>
<tr>
<td>Parents/caregivers taking proper care (eg of a baby by bathing and changing its nappy)</td>
<td>Having someone come into the bathroom and insist on drying a child who is able to do it for him/herself</td>
</tr>
</tbody>
</table>
Other suggested activity

Public-private (Year 5)

Follow the instructions in the activity ‘Public-private’ in Teach it like it is Primary from Sexual Health Information and Networking SA (SHine SA) (2014).

Note that SHine SA activities are delivered sequentially—please check that there are no prerequisite activities that you have not yet covered.

1.4 Touching

Use illustrations from picture books/ebooks, photographs or online images that demonstrate appropriate touching, such as hugs, high 5s, holding hands and shaking hands.

Images could include:
- a school staff member dressing a wound on a student
- students hugging after a sporting victory
- a student saying goodbye to a parent or small sibling with a kiss.

Ask: ‘What is safe touching?’

Revise what students already know about being safe; that is, their warning signs—body messages they have, feelings they experience, and signs they observe. Students should apply this knowledge to safe and unsafe touching.

Discuss this in terms of:
- ‘OK’ touching
- ‘Not OK’ touching (touching children in a sexual way is never ‘OK’).

Use student responses to discuss issues such as:
- When might it be alright for another person to touch a child’s sexual parts? (Example could be: if the sexual parts need to be cleaned or are infected or injured.)
- What might a child do if a person shows the child their sexual parts? (Examples could be: ask them not to; tell someone from the child’s network.)
- When might it be alright to talk about sexual parts of the body? (Examples could be: lessons in class with a teacher; when a doctor or parent/caregiver needs to know if a sexual part is injured.)

Refer to the guidelines ‘Protective practices for staff in their interactions with children and young people’.

SHine SA (2014) Teach it like it is Primary: A relationships and sexual health education curriculum resource for teachers of primary school students in years 5–7, SHine SA. Order from SHine SA.
Focus Area 3 | Topic 2

2 | It is a condition of employment in DECD schools and services that all individuals must have attended or be registered to attend a full day’s face to face Responding to Abuse and Neglect—Education and Care (RAN-EC) training and that all DECD employees, contractors, volunteers and specific groups of students, eg tertiary, some work experience and some adult re-entry students, must have a current approved relevant history screening at all times throughout their employment or prescribed duties in a DECD site.

Topic 2: Recognising abuse, neglect and unsafe secrets

This section of the curriculum may be uncomfortable to teach and discussion with colleagues may be helpful. Revisit all the Non-Negotiable Aspects in Appendix 11 of the KS:CPC. Information about child protection responsibilities of school staff needs to be communicated to parents/caregivers.

If possible, it would be helpful to team-teach this section with a colleague such as an Aboriginal Education teacher, a language support teacher, a Special Education educator or a school counsellor.

The activities below may be distressing for some students. Appropriate teaching strategies should be incorporated, for example respecting students’ rights to ‘pass’ in discussion, encouraging supportive acceptance of individual students’ contributions, protective interrupting and monitoring of students who appear to have a high level of information about abusive behaviour. Plan appropriate ways to close the sessions.

If a student displays negative reactions to these activities (such as being withdrawn or showing dissociative or disruptive behaviour), an alternative activity that will provide space and distancing for the student should be provided. Later, sensitive discussion with the student may clarify some difficulties and assist you to modify future activities involving the student.

2.1 Exploring abuse

Read the extract, below, from Roald Dahl’s Matilda. Before doing so, explain the background. The headmistress, Miss Trunchbull, sees Amanda Thripp, a little girl with plaited golden pigtails, playing in the school yard. Miss Trunchbull reaches the victim and stands towering over her.

‘I want those filthy pigtails off before you come back to school tomorrow!’ she barked. ‘Chop ‘em off and throw ‘em in the dustbin, you understand?’

Amanda, paralysed with fright, managed to stutter, ‘My m-m-mummy likes them. She p-p-plaits them for me every morning.’

‘I don’t give a tinker’s toot what your mummy thinks!’ the Trunchbull yelled, and with that she lunged forward and grabbed hold of Amanda’s pigtails in her right fist and lifted the girl clear off the ground.

Discuss the extract, using the following focus questions (RLS 14):

• What were Amanda’s warning signs? (Answers should be: stuttered, paralysed with fright.)
• What might Amanda be thinking? (Examples could be: the headmistress is very powerful, ‘What’s going to happen to me?’)
• What did Miss Trunchbull say and do that caused harm to Amanda? (Answers could be: towered over her, barked, ordered her to chop off her pigtails, was disrespectful of Amanda’s mother, used physical force to pick her up.)
• Sometimes a person can be harmed accidentally. Does this extract show any example of accidental harm?
• Harm that is not accidental is called abuse. Is what happened to Amanda an example of abuse? What evidence is there?
Tell students that accidental harm is not planned, not done on purpose and is often difficult to avoid. An accident often happens by chance and is not usually repeated in the same way to the same person.

2.2 Definition of abuse

Refer to Appendix 1: What is abuse? to clarify your knowledge. This is for educators only and not appropriate to use as a handout for students.

Tell students that harm which is not accidental is called abuse. Any kind of abuse is not alright. Elicit responses from students about names of different kinds of abuse (eg physical, sexual, emotional abuse; neglect).

Place these as four headings on flash cards or on interactive whiteboard with their definitions underneath. Use Appendix 22: Definitions of abuse for students.

2.3 Physical abuse

Explore the concept of physical abuse, using the extract from Matilda or other incidents in the book/ebook, such as when a student is forced to stand on one leg for a period of time. Display the definition of ‘physical abuse’ from Appendix 22: Definitions of abuse for students. Use the following activities to consolidate learning. Close the session with a positive activity (NNA 6).

Other suggested activities

Story for Years 3–4
Read I don’t want to go to Justin’s house anymore (RLS 14). Discuss issues raised from the story; for example, what if someone knew about someone else being hurt? What could he/she do? (Answer could be: tell someone on his/her network.) What if someone told an adult on his/her network and the adult didn’t understand? (Answers could be: persist, tell another network person.)

Group discussion for Year 5
Using the placemat activity (RLS 9), place students into groups of four to record general examples of physical abuse. Remind them that actions must be non-accidental and cause harm to a child/young person. Remember to use one step removed technique (NNA 3) and protective interrupting (NNA 4). A reporter from each group shares the responses with the whole class.

Movie
Select an extract (RLS 14) from the movie Toy story where the boy next door harms his toys. Ask students:
• Is this an appropriate way to treat his toys?
• Why might he harm his toys? (Answers could be: because he feels angry, sad or confused.)
• What if a younger brother or sister was harmed by an older family member? What should the younger brother or sister do? (Answers could be: tell someone on his/her network, keep on telling.)
2.4 Emotional abuse

Display the definition of ‘emotional abuse’ from Appendix 22: Definitions of abuse for students. Tell students you are going to read to them from a picture book/ebook which they may remember from their junior primary days called Koala Lou. The following questions may be useful in the follow-up discussion, with an emphasis on the mother–daughter relationship (RLS 14):

- Why did Koala Lou’s mother stop saying she loved her?
- How did Koala Lou feel when her mother didn’t say she loved her?
- What could Koala Lou do about her feelings?
- Did it matter when she didn’t win? What did her mother do anyway?
- How did Koala Lou’s mother show she cared about her?

Emotional abuse can occur when parents/caregivers never hug their child or say they care about them, or when they humiliate them, ignore them and yell at them frequently.

The picture book, The man who loved boxes, emphasises the father–son relationship, and similar questions to the above may be used to explore the emotional abuse.

2.5 Neglect

Display the definition of ‘neglect’ from Appendix 22: Definitions of abuse for students.

Tell students you are going to read another extract from Matilda.

The background is that Matilda is 4 years and 3 months old and nearly every weekday afternoon she is left alone in the house. She decides to walk to the library because she loves to read books. Mrs Phelps is the librarian.

During the first week of Matilda’s visits Mrs Phelps had said to her, ‘Does your mother walk you down here every day and take you home?’

‘My mother goes to Aylesbury every afternoon to play bingo,’ Matilda had said. ‘She doesn’t know I come here.’

‘But that’s surely not right,’ Mrs Phelps said. ‘I think you’d better ask her.’

‘I’d rather not,’ Matilda said. ‘She doesn’t encourage reading books. Nor does my father.’

‘But what do they expect you to do every afternoon in an empty house?’

‘Just mooch around and watch the telly.’

‘I see.’

‘She doesn’t really care what I do,’ Matilda said a little sadly.

Mrs Phelps was concerned about the child’s safety on the walk through the fairly busy village High Street and the crossing of the road …


Ensure students can differentiate between ‘wants’ and ‘needs’.
The following questions may be useful in a discussion:

- What concerns might there be about Matilda’s safety?
- How might Matilda be neglected?
- What evidence is there of emotional abuse?
- Who might help Matilda? What might they do?

2.6 Basic needs

The following activities are more suited to Year 5 students.

Tell students that children have certain basic needs in order to be safe and healthy in body and mind. The needs are based on children’s rights. Remind students that the legal definition of a child is a person under the age of 18 years. Revise the rights of children: to be safe, to have their bodies respected, to have their thoughts and feelings respected, and to be treated fairly. Children’s needs which are based on their rights are called ‘basic needs’.

Students form groups to make a list in response to one of the following topics:

- Children’s basic food needs
- Children’s basic clothing needs
- Children’s basic housing needs
- Children’s basic medical needs
- Children’s basic emotional needs.

Use the placemat activity (RLS 9) with students forming groups around five placemats, with each sheet having a different heading as listed above.

Other suggested activities

Job advertisement

Using the example of a job advertisement as a model, students in small groups write their own advertisement for the job of a parent or a child carer (a person who looks after children).

Share advertisements with the class group and discuss. Incorporate feedback from the class group and you. Students publish and display their work. A brief explanation about the responsibilities of adults who work with children and young people might be displayed as a caption.

Babies’ needs

In groups, students find a picture from a magazine of a baby or young toddler. Students paste the picture in the centre of a large sheet of paper and record around it what the baby would need to be safe and healthy.

Encourage students to consider the baby’s body, feelings and thinking. If appropriate, students may record their responses in three sections on the page. Share the responses and display the sheets or retain them for another learning area. The activity may be taken further by doing the same with a picture of a child about the same age as the students. Compare both sheets.

2.7 Sexual abuse

Display the definition of ‘sexual abuse’ from Appendix 22: Definitions of abuse for students. Remind students of concepts developed in Focus Area 2: Relationships, Topic 4: Power in relationships. Tell students sexual abuse is when someone uses his/her power to make a child or young person be involved in sexual activity.
Based on your professional judgement, choose the most suitable activity for your students from those listed below.

**Story**

Use your professional judgment about the suitability of this story for your students.

Tell the students that you are going to read them a story (RLS 14) which may make them feel uncomfortable and embarrassed, maybe sad. Reassure them that they are all safe in the classroom and this is a story to help keep them safe. Read the story *What’s wrong with bottoms?* by Jenny Hessell.

Allow students to giggle and express emotions a little and then settle them before continuing. The following questions may be useful in discussion:

- What do you think about Uncle Henry?
- What feelings did the little boy have about Uncle Henry?
- How did they change?
- Did Uncle Henry know what he was doing was wrong? How do we know?
- How do you think the little boy felt when Uncle Henry was sent away? Why?
- How did Uncle Henry abuse the family’s trust?
- What do you think about the mother’s way of handling the problem?
- Who would be a good person to tell if something like that happened to someone else?

Finish the session with a favourite story or activity (NNA 6).

**Video media**

Scrutinise the short animated video ‘*My body belongs to me*’ to determine its suitability for your students (RLS 14). If you consider it appropriate, tell the class that the video clip is about secrets and unwanted touching.

Ask the students:

- Why the boy said it was important to use the correct names for body parts?
- Who did the boy tell when someone touched his private parts?
- Why is that important?

Remind students there is always someone they can tell by revisiting the personal networks established in Focus Area 2: Relationships, Topic 2: Trust and networks.

**2.8 Recognising safe and unsafe secrets**

Revise the definitions of safe and unsafe secrets. Remember to use one step removed technique (NNA 3) and protective interrupting (NNA 4):

- Safe secrets—it is okay to keep a safe secret that doesn’t cause any harm, for example a surprise party.
- Unsafe secrets—it is not okay to keep an unsafe secret, for example a secret about sexual touching.
- Secrets we’re unsure about—If we are unsure about a secret we can check it out with someone on our network.

Make enough sets of flash cards from *Appendix 23: Cards for secrets activity* for students to work in small groups. Enlarge to A3 and make the same number of copies of *Appendix 23a: Chart for secrets activity*. This activity can be recorded electronically on devices or on interactive whiteboards.

Discuss one example from the cards with students to explain the concepts. The aim is that students analyse the flash cards and place them in a category on the A3 chart.
Form students into small groups to play the card activity of ‘Secrets’. Each group has a set of flash cards and a copy of the chart. Move around the room discussing with students the decisions they have made. Bring the group back together and discuss reasons why different secrets were put into different categories as each group places their collection of cards onto the A3 sheet. Clarify any secrets that students were unsure about.

Close the session with a familiar activity or focus students’ thinking about the next regular activity (NNA 6).

**Other suggested activities**

**Stories**
Read or show one of the following stories (RLS 14) or DVDs or any other appropriate story about having a secret:

**Movies**
Use movies (RLS 14) such as *Shrek*, *Shrek 2* and *A bug’s life* to discuss safe and unsafe secrets (NNA 7). Revise the definition of trust (eg trust is believing that another person will be fair to you and do the right thing).

**Website**
Students go to the Child and Youth Health website and click on the age 6–12 ‘Kids Health’ icon. In the alphabetical listing, look at the topic, ‘Keeping yourself safe from others’. This website uses the ‘What if ….? ‘ model of problem-solving (RLS 15). Topics covered include ‘Touching’, ‘Secrets’ and ‘Phone or email messages’.

**Additional resources**
NSW Child Protection Council (1992) *Tell a friend—It’s never too late*, Filmday Pty Ltd, VT 263, NSW Film and Television Office, Sydney

Focus Area 3 | Topic 3

Topic 3: Electronic media safety

3.1 Media classifications

Tell students that the government has made rules about classifying television programs, movies, DVDs, online film clips and computer games so children will not be exposed to programs and computer games that are frightening or harmful. People should not be forced to watch, or accidentally find themselves watching, programs they feel uncomfortable about.

Display the classifications, as listed below and discuss with students their understandings, particularly of the first four classifications. Further clarification is on the Australian Government classifications website.

- PG – Parental guidance
- M – Mature viewers 15 years and over
- A – Adult themes
- L – Some unsuitable language
- V – Violence
- S – Sexual references
- D – Drugs
- N – Nudity

It is not appropriate to ask who has seen a sexually explicit program. Rather, ask: ‘What might someone do if he/she had warning signs when watching a DVD, movie or film clip, or playing a computer game?’

Remind students that if they feel uncomfortable about looking at any pictures or programs which show sexual body parts and are forced to look at them, this is abuse. Even if children do not feel uncomfortable about such pictures, the law in South Australia states that it is abuse.

3.2 Video media, movies and DVDs

With students, view footage from a favourite movie or DVD.

Use questions such as the following in the discussion:

- How might students feel when watching footage that is suitable for their age? (Answers could be: happy, excited, safe.)
- What video media, movies or DVDs are unsuitable for students of your age? (Answers could be: movies that have violence, swearing, bad language, sex scenes.)
- Who makes decisions about which movies children of your age should watch? (Answers could be: parents/caregivers, babysitters, relatives, teachers, film censors.) Are they the right people?
- Should students be able to make their own decisions?
- How can students check that video media, DVDs or movies are safe to be viewed? (With the students, look at the ratings/warnings on the video media, movie or DVD you have viewed in the lesson. Examine labels on the school’s collection.) What effect could it have on someone if they frequently watched graphically violent and bloody movies and played computer games with such content?
3.3 Television programs

Students work in groups of three or four to look at television program pages in newspapers, online or in various supplements.

Note the programs designated specifically as children’s programs and those broadcast during the hours when children might be watching.

Students compare their notes in class and discuss the ratings and warnings about strong language, violence, sex scenes, nudity and whether they agree or disagree with the ratings and warnings.

Discuss the people who make decisions about which television programs children and young people watch. Pose the question: ‘Why might these decisions be made?’ (Answer could be: to keep children and young people safe, including emotionally safe.)

Other suggested activity

Television homework

Prepare a worksheet that students take home to record the warnings which appear on selected programs. Students can ask their parents/caregivers or older siblings to provide the information for programs which fall outside the recommended viewing times for children.

3.4 Internet

Discuss the presence and nature of explicit material on the internet. Clarify the difference between medical sites and information used for research and other explicit material.

Ask questions such as:

- Would it be alright for someone to show a student, pictures of naked bodies and sexual parts from the internet? Why not? (Answers could be: it is sexual abuse, against the law.)
- Who might show these sorts of pictures? (Answers could be: anyone including friends, relatives.)

Talk to students about strategies to manage offensive content as outlined by Cybersmart.

Resources on cyber safety

Other suggested activities

Staying safe online

This activity may be more suitable for students in Year 5.

View the video Primary students: things that can happen online and discuss with students the issues that young people raised in the video. Discuss why young people said ‘Don’t accept any friend requests that you don’t know’.

Ask students why this is good advice. What could happen if you added strangers? What would you know about them? Could you trust them?

Ask students if they would ever meet someone they didn’t know in a secret place.

Show My secure cyberspace: online grooming demonstration. This nine-minute video shows a fictional example of how an online predator gradually earns the trust of a young person. There is also a learning activity below the video (click ‘Show more’ in the description).

Debrief with students, particularly on the apparent ‘friendship’ established between the two participants. Remind students of the advice: ‘Don’t accept any friend requests that you don’t know’. 

3.4 Alongside the rapid growth in handheld Internet-enabled devices, such as smart phones, electronic tablets and video console games that link to the Internet, there has been an explosion in downloadable games. Many of these can be downloaded by anyone of any age, yet some would be considered by many people to be inappropriate or harmful for children and young people. Some of these seemingly innocent games simulate gambling. They are specifically designed for children and young people and are available to them.

View the SA Government’s ‘Children, technology and gambling’ policy.
Focus Area 3 | Topic 3

3.5 Sometimes educators take photos of students for display or as a record of learning. You can use these occasions as teachable moments of ways to keep ourselves safe (RLS 13).

When photos are taken in school, educators and parents/caregivers need to know who is taking the photos, exactly how they will be used, and who will see them. Photographs can give personal information about students, for example, what they look like, how old they are, and what school they attend. It is not safe to give personal information to adults who students do not know, or to adults who they do know but who pose a threat (eg domestic violence perpetrators or peers or older students) without a parent/caregiver or educator being aware.

3.5 Some students don’t tell if someone takes a photo because of their fear of getting into trouble for disregarding parental advice. Include in discussion the issue of perception of privacy: ‘Is it alright to take photos with a mobile phone?’ and ‘Is it the same as if someone was walking around with a camera?’ See Guidelines for posting student work or images of students (DECD).

This activity is suitable for all students.

If you have not already done so, use the earlier other suggested activity on online privacy: scrutinise the media clip ‘Jigsaw: for 8–10 year olds’ from the UK Child Exploitation and Online Protection Centre. If you deem this suitable for your students, show the clip and discuss the importance of online privacy.

Online safety

Choose activities such as:

- Standalone lesson plans for primary classes
- Kids Helpline: online safety
- Budd-e

Cyberbullying

Choose activities such as:

- Middle primary: Cyberbullying
- Kids Helpline: Cyberbullying.

Appendix 3: Cyberbullying and e-crime

3.5 Photographs and digital images

Students examine photographs of themselves that they have brought to class, including photographs taken at home, with family, on holiday, at school and for identification (eg passport photo).

Use questions such as the following for discussion:

- What if a child lets someone take a photo of him/her when parents/caregivers have forbidden it? (Answer could be: the child should tell a trusted adult, even though the child might get into trouble. Refer to ‘Theme 2: We can help ourselves to be safe by talking to people we trust’.)
- Why was the photo taken and how will it be shared?
- Who took the photo?
- Who agreed to the photo being taken?
- Why do educators and parents/caregivers have to give permission before photographs of students are taken at school?
- Why do educators and parents/caregivers have to give permission before photographs of students are given to people outside the school (eg to a newspaper)?
- What are some occasions when it is not alright for someone (eg adult, relative, sibling, peer, unknown person) to take a photograph of a child? (Answers could be: when the child doesn’t want the photo to be taken; when the person is unknown to the child; when parents/caregivers don’t know that the photo is being taken; when it is not known who will see the photo; when the photo will show sexual parts of a child’s body; when the photo will be seen on the internet or on a mobile phone via Facebook, Snapchat, Instagram and other digital imaging apps.)
- Is it OK to send rude pictures to other people by email or on their mobile phone?
Other suggested activity

**Digital footprint**

Do you know what happens to your photo images when you put them on Facebook, Snapchat or Instagram? Use the following resources to explore digital footprints:

- Digital Tattoo from Bully Stoppers
- Digital reputation from the Office of the Children’s eSafety Commissioner
- Social networking

**Resources on cyber safety**

3.6 Magazines

Students brainstorm a list of magazines or look in the school library or class collection, or list any online magazines they access.

Ask the following questions:

- How might students know these magazines are alright for them to see? (Answers could be: the librarian orders student magazines, the educator checks magazines are suitable, parents/caregivers are aware of the online magazines students are accessing.)
- Some magazines are for adults only. Why might an adult want to show these to children? (Answers could be: offenders use pornography to desensitise children to sexual abuse.)
- If someone shows a child magazines, a movie or video of the sexual parts of a person’s body, what could the child do? (Answers could be: say 'No, I don’t want to look at/watch that'; leave; tell a trusted adult about it so the behaviour will stop.)

3.5 Sexting is where a person takes a sexually-explicit digital photograph of him or herself, or of someone else, and sends it as a Multimedia Messaging Service (MMS) and Short Messaging Service (SMS) communication via a mobile phone. These images can then be posted on the internet or forwarded electronically to other people. Once posted on the internet, these images can leave a permanent digital footprint and be accessed at any time in the future. It is illegal to take sexual photos or videos of children and young people.

Sexting is an e-crime. If you suspect an act of sexting has occurred, use the procedures outlined in ‘Making our sites safer: Guidelines for site leaders’.
Focus Area 4

Protective strategies

Context and overview

This Focus Area emphasises that students are developing their knowledge of and skills in protective strategies at different rates. No student has, at this stage, all the dispositions, skills and knowledge to entirely protect themselves from harm and abuse.

All adults have the responsibility to care for and protect children. South Australian laws clearly aim to protect all children and young people from all forms of abuse and neglect, regardless of the diversity of their cultural background, religion and family situation.

The activities provide students with opportunities to rehearse and practise problem-solving strategies to keep themselves safe. Examples of strategies are assertion, using personal networks, and the persistent expectation that they have a right to be safe.

It is also important that students know how to access help and are confident to actively seek help whenever they feel the need.

This section of the KS:CPC requires careful planning and use of appropriate scenarios so that students can discuss protective strategies in risky situations using the one step removed strategy (NNA 3).
**Topic 1: Problem-solving for keeping safe**

### 1.1 Helpful and unhelpful thinking

Tell students that when someone has a problem, he/she may be helped by thinking calmly and sensibly of safe ways to solve the problem.

Read the traditional story *Henny Penny* (or *Chicken Little*) who panics and has unhelpful ‘thoughts’ about solving a problem.

Ask questions to focus on the idea of the effects of unhelpful thoughts and language. Questions could include:

- What was Henny Penny’s immediate first thought?
- What helpful thoughts could she use to solve the problem? (Answers could be: ‘I feel OK’, ‘What hit my head?’, ‘Perhaps I had better find a safe place to think about what I should do’.)
- Why did all the farm characters believe Henny Penny?
- What could they have done to check her story?
- What is the moral or lesson the story is trying to teach us?

#### Other suggested activity

**Plays**

Students work in groups to construct short plays on the protective strategy of helpful thinking. Variations could be to:

- change the story of Henny Penny so that a ‘best-case scenario’ is played out
- act out a similar story, but set in the classroom or yard.

### 1.2 Assertive responses

Assertive responses may already be a strategy in a whole school anti-bullying program, social skills program or behaviour code. Reviewing and practising these strategies are useful ongoing and appropriate responses to problems students may encounter.

Remind students that a range of responses may be appropriate depending on the situation. Revisit the issue of power and remind students that an assertive response may be helpful, however, maybe not always enough. Students should tell a person on their network or a teacher as soon as possible after the event.

#### Other suggested activity

**Responding to bullying behaviour**

Students watch the video clip ‘She’s mean to me’ (click on ‘Video menu’ then choose ‘She’s mean to me’) and choose answers on how to solve problems.

Using the ‘Are you a bystander to bullying?’ resource, get students to brainstorm ways they could help someone who was being bullying.

Use the strategies outlined in Fogging as a role-play activity (*RLS 3*). Get students to brainstorm other questions and what answers they could give.

*Appendix 4: Anti-bullying: whole site strategies*
Focus Area 4 | Topic 1

1.3 Observation skills

It is important for students to be informed, in a balanced way, about the purpose of practising observation skills (e.g., to provide clear details to someone on their network). Remind students of ‘Theme 2: We can help ourselves to be safe by talking to someone we trust’.

It is important to clarify here the difference between dobbing to get someone in trouble and reporting to keep oneself safe.

1.4 ‘What if ...?’ problem-solving model

Elicit from students a model of problem-solving (RLS 12) they have used before and assess whether they are able to explain it. The school or class may have already developed a model associated with grievance procedures. Practise with a simple problem, using either the class model or Appendix 24: ‘What if ...?’ problem-solving model.

Pose the problem and model with the whole class the process of the ‘What if ...?’ problem-solving model using a modified brainstorming strategy (RLS 10a).

Examples of problems that could be used are:
- What if someone forgets to bring his/her lunch to school?
- What if someone gets lost at the show, pageant, beach or shopping centre?

Pose ‘what ifs’ frequently in different contexts and situations.
1.5 POOCH problem-solving model

Pose the following scenario and use Appendix 25: POOCH problem-solving model as a demonstration: ‘What if someone went home and found there was no key to get in and no-one was home. What could he/she do?’ Remember to use one step removed technique (NNA 3) and protective interrupting (NNA 4).

Refer to Appendix 25a: POOCH problem-solving exemplar for guidance.

Other suggested activity

‘Stop, Think, Do’ problem-solving model

Pose the same problem as above. Demonstrate the step-by-step approach using the traffic light symbols:

Stop (red)
– say what the problem is
– suggest what feelings someone might have
– decide what needs to happen to keep safe
– try to keep calm

Think (yellow)
– list solutions
– think what might be the consequences for each solution
– think what feelings someone might have

Do (green)
– choose a solution
– try it out
– If the action is not successful return to ‘Think’ and persist in finding a solution.

1.6 Practising problem-solving

Ask students to brainstorm simple scenarios (RLS 10) (eg What if someone was lost at the show, bullied on the way home from school, home alone, getting nasty text messages? What if there was a fire in the home? What if sports practice is cancelled?)

The scenarios can be written on cards and used to practise the problem-solving strategy first with students giving written and/or verbal responses.

Students work in pairs to problem-solve scenarios. They can consider the consequences of various solutions by asking: ‘How will this help keep someone safe?’ (Remember to practice one step removed technique (NNA 3) and protective interrupting (NNA 4).

Other suggested activities

Stories

Use various children’s movies and DVDs (NNA 7) which include characters solving problems in a variety of ways. Discuss the manner in which the problem was solved and whether there are any general strategies that the students could develop from the story (eg adult support, planning/prevention, calming before thinking, taking action to keep safe).

1.5 Note that some families may have already discussed these problems and planned responses. Communication with parents/caregivers (NNA 1) is very important in a whole community approach to keeping children safe. Invite parents/caregivers to listen to or look at student plans.

1.5 The ‘Stop, Think, Do’ model has been used to develop social skills in children and young people. It is particularly successful with students with special needs, culturally and linguistically diverse students, and younger students.

Petersen, L & Gannoni, A (2002) Stop, Think, Do: Social skills training Primary years of schooling ages 9–12, ACER Press, Camberwell, Victoria

1.6 It is not appropriate for students to write scenarios about abuse. You can pose abuse scenarios for students to problem-solve using models that they have already practised.

Writing possible scenarios: The scenario needs to be written in a one step removed manner, for example, ‘What if someone went home and found there was no key to get in and no-one was home. What could he/she do?’ Students can suggest scenarios. However, you need to write them out before sharing them in groups for practice. Where possible, try not to use the names of class and school members.
Identifying risk situations

This activity is suitable for Year 5 students.

Refer to the model for assessing risky situations in Focus Area 1: The right to be safe, Topic 3: Unsafe situations and acceptable risk-taking, Activity 3.3.

Using Appendix 26: Identifying risk situations, students record responses on the work sheet. Students can work in pairs using the knee-to-knee activity (RLS 2).

1.7 Scenarios dealing with abuse issues

For Years 3 and 4 students, problem-solving scenarios about abuse need to be demonstrated to the whole class, using a familiar problem-solving strategy.

Ideas for sentence starters for Years 3 and 4 scenarios include:

- What if someone was being hurt, what could he/she do to keep safe?
- What if someone was being touched in a sexual way, what could he/she do to keep safe?
- What if someone was not being looked after properly, what could he/she do to keep safe?
- What if the adults at home were yelling or arguing, what could someone do to keep safe?

Year 5 students could attempt working in pairs after they have participated in an educator-demonstrated session, using a familiar problem-solving strategy. Students working in pairs or threes need to have a good understanding of the one step removed strategy (NNA 3). Scenarios need to be written by you or another educator. Students provide oral reports on the protective strategies that may be helpful for dealing with the scenario.

You can make a set of cards for discussion using the scenarios from Appendix 27: Abuse scenario cards.
**Topic 2: Review of networks**

### 2.1 Networks

Review with students the personal network diagram they developed in Focus Area 2: Relationships, Topic 2: Trust and networks, Activity 2.3 (NNA 9).

Ask students to look at the people on their network. They may need to change some people on the list. Discuss why someone might need to change people or his/her network (eg has moved away, has done something which may mean they can no longer be trusted). This can be done in confidential consultation with you, and at home with family members.

**Other suggested activity**

**Asking for help**

Students practise asking a person on their network for help, using role-play (RLS 3 or RLS 3b). It is useful for them to practise dealing with various responses, for example a network person not believing them, being too busy, or not understanding the problem.

### 2.2 Local support/networks

*This activity is more suited to Year 5 students.*

Brainstorm to construct a class list about groups who help us in the local community, for example community health centre, police officers, doctors and fire fighters.

Students gather information about local agencies and organisations which can help them.

Possible entries on the list of agencies and organisations are:

- police
- Families SA (formerly CYFS)
- Child and Adolescent Mental Health Services (CAMHS)
- Kids Helpline
- Child Abuse Report Line
- local council
- local religious organisations
- local youth services
- local Indigenous groups
- local cultural organisations.

Either hand out *Appendix 28: Local support/networks* for students to complete and keep, or adapt this to suit your requirements.

Ways of gathering information that can be used by students include:

- guest speakers
- visits
- websites
- brochures, services guides
- information from home.
2.2 Kids Helpline is a Freecall 1800 551 800 and does not register on telephone bills for landline calls, unless the telephone account recipient has requested an itemised account. Telephone calls on a mobile phone are itemised and not free for some telephone companies. It is advisable to check with the telephone company. Telephone calls from public telephone boxes are free.

2.3 Emphasise that the concept of persistence in child protection is about keeping safe rather than just developing an attitude (which is the way the concept is developed in social development programs).

Preparation for visits and guests speakers should include guidance about and consideration of (NNA 8):

- the kinds of problems and issues that the speaker can help with
- ways in which the speaker helps
- invitations to parents/caregivers
- developmental level of students.

As a follow-up, the class completes a grid, like the one below, containing details of local agencies and organisations. Encourage students to record actual names of people.

<table>
<thead>
<tr>
<th>Contact details of local agencies and organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact name</strong></td>
</tr>
<tr>
<td>Police:</td>
</tr>
<tr>
<td>Council:</td>
</tr>
<tr>
<td>Child Abuse Report Line:</td>
</tr>
<tr>
<td>Kids Helpline:</td>
</tr>
</tbody>
</table>

‘Help seeking’ information

2.3 Persistence

Tell students that sometimes it is necessary to persist (keep on trying) until they are safe (NNA 10).

Ask: ‘Why might a network person not help a child or young person?’ (Answers could be: too busy, didn’t listen, didn’t understand.)

Emphasise that persistence is an important strategy in keeping safe. It is also important to include in their personal networks ‘general’ people who might be trusted (eg teacher, doctor, police officer, relatives, friends).

Select a section from any of the following DVDs (NNA 7). Focus on the characters’ persistence in various problem situations.

Edwards, Dave (1991) *The little engine that could*, DVD, Universal Studios, Not rated
# Appendices

## Appendices to General introduction

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is abuse?</td>
<td>98</td>
</tr>
<tr>
<td>2</td>
<td>Bullying and harassment</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Cyberbullying and e-crime</td>
<td>101</td>
</tr>
<tr>
<td>4</td>
<td>Anti-bullying: whole site strategies</td>
<td>103</td>
</tr>
<tr>
<td>5</td>
<td>History of the KS:CPC</td>
<td>104</td>
</tr>
<tr>
<td>6</td>
<td>KS:CPC summary of topics—Preschool to Year 12</td>
<td>105</td>
</tr>
<tr>
<td>7</td>
<td>KS:CPC developmental organisation of concepts</td>
<td>106</td>
</tr>
<tr>
<td>8</td>
<td>Understanding ‘sex’ and ‘gender’</td>
<td>107</td>
</tr>
<tr>
<td>9</td>
<td>Non-Negotiable Aspects (NNA)</td>
<td>108</td>
</tr>
<tr>
<td>10</td>
<td>Recommended Learning Strategies (RLS)</td>
<td>113</td>
</tr>
</tbody>
</table>

## Appendices to Primary Years: Years 3–5

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>KS:CPC sample planning guide: Primary Years: Years 3–5</td>
<td>125</td>
</tr>
<tr>
<td>12</td>
<td>Australian Curriculum mapping tool: Primary Years: Years 3–5</td>
<td>126</td>
</tr>
<tr>
<td>13</td>
<td>Relaxation story</td>
<td>132</td>
</tr>
<tr>
<td>14</td>
<td>What is safe?</td>
<td>133</td>
</tr>
<tr>
<td>15</td>
<td>Feelings scenarios for freeze frame activity</td>
<td>134</td>
</tr>
<tr>
<td>16</td>
<td>My rights and responsibilities</td>
<td>135</td>
</tr>
<tr>
<td>17</td>
<td>Letter to network people</td>
<td>136</td>
</tr>
<tr>
<td>18</td>
<td>Identity web</td>
<td>137</td>
</tr>
<tr>
<td>19</td>
<td>Power scenarios</td>
<td>138</td>
</tr>
<tr>
<td>20</td>
<td>Power card activity</td>
<td>139</td>
</tr>
<tr>
<td>20a</td>
<td>Charts for power card activity</td>
<td>140</td>
</tr>
<tr>
<td>21</td>
<td>The Gizmo again by Paul Jennings —extract 1</td>
<td>141</td>
</tr>
<tr>
<td>21a</td>
<td>The Gizmo again by Paul Jennings —extract 2</td>
<td>142</td>
</tr>
<tr>
<td>22</td>
<td>Definitions of abuse for students</td>
<td>143</td>
</tr>
<tr>
<td>23</td>
<td>Cards for secrets activity</td>
<td>144</td>
</tr>
<tr>
<td>23a</td>
<td>Chart for secrets activity</td>
<td>145</td>
</tr>
<tr>
<td>24</td>
<td>‘What if ...?’ problem-solving model</td>
<td>146</td>
</tr>
<tr>
<td>25</td>
<td>POOCH problem-solving model</td>
<td>147</td>
</tr>
<tr>
<td>25a</td>
<td>POOCH problem-solving exemplar</td>
<td>148</td>
</tr>
<tr>
<td>26</td>
<td>Identifying risk situations</td>
<td>149</td>
</tr>
<tr>
<td>27</td>
<td>Abuse scenario cards</td>
<td>150</td>
</tr>
<tr>
<td>28</td>
<td>Local support/networks</td>
<td>151</td>
</tr>
</tbody>
</table>
Appendix 1 | What is abuse?

In 2011–2012, ‘over 170,000 children were the subject of a notification of suspected abuse or neglect (just over 3%, or approximately 1 in 29 children)’. (Australian Institute of Health and Welfare, 2013, ‘Child protection’)

Types of abuse or neglect

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It is commonly characterised by physical injury resulting from practices such as:
- hitting, punching, kicking
- burning, biting, pulling out hair
- shaking (particularly young babies)
- administering alcohol or other drugs.

It can also include injuries which are caused by excessive discipline, severe beatings or attempted strangulation, as well as female genital mutilation. Injuries may include bruising, lacerations or welts, fractures or dislocation of joints. Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punish a child (in a non-trivial way) is a crime.

Sexual abuse occurs when someone in a position of power to the child/young person uses his/her power to involve the child/young person in sexual activity. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Behaviour can include:
- sexual suggestion and suggestive comments
- fondling or touching sexual parts or in a sexual manner
- kissing or holding a child in a sexual manner
- penetrating the anus or vagina with any object
- exhibitionism, flashing, oral sex, mutual masturbation or piercing
- showing pornographic films, videos or DVDs
- making obscene phone calls or remarks to a child
- using children/young people in the production of pornographic films, videos or DVDs
- having a child pose or perform in a sexual manner
- corrupting
- child prostitution.

Child sexual abuse is a crime. It should be reinforced that none of this behaviour is OK and it is never the child’s fault. Even if the child didn’t say ‘no’, or even participated willingly, engaging in sexual activity with a child is a crime. All adults have a responsibility to protect children and keep them safe from abuse.

Child abuse is often planned and can involve a process called ‘grooming’. This is behaviour in which a person deliberately tries to befriend a child, make an emotional connection, and manipulate them with the purpose of sexually abusing them. This is often a long deliberate process that is hard to detect, as the behaviour can appear in the early stages to be caring and protective. Grooming can also occur online through digital technologies with the intention of gaining a young person’s trust before engaging in sexual abuse.

Emotional/psychological abuse tends to be a chronic behavioural pattern directed at a child/young person whereby a child’s/young person’s self-esteem and social competence is undermined or eroded over time, which destroys the confidence of a child, resulting in emotional deprivation or trauma. Behaviour may include:
- devaluing
- corrupting
- ignoring
- isolating
- rejecting or withholding affection
- exposure to domestic violence
- intimidation.

Emotional/psychological abuse may also include discriminating against the young person or child by intimidating, harassing or bullying them because of their sexual or gender diversity. When single issues are present consistently over time, such as low level care, or when there are multiple issues, such as persistent verbal abuse and denigration, and/or exposure to family violence, the harm becomes cumulative.

Child neglect is characterised by the failure to provide for the child’s/young person’s basic needs for their proper growth and development. Behaviour may include:
- inadequate supervision of young children for long periods of time
- disregard for potential hazards in the home
- failure to provide adequate nutrition, clothing or personal hygiene
- forcing the child/young person to leave home early
- failure to seek needed or recommended medical and dental care.

This may be a sensitive area for discussion where there are children and young people who have experienced hardship, trauma, abuse or neglect and their basic needs for safety and wellbeing have not been met. Special sensitivity is also needed where there are children and young people who have experienced separation from or loss of their main caregivers. Strategies for talking about sensitive issues, such as one step removed (NNA 3) and protective interrupting (NNA 4), are recommended. An ‘NNA’ is a Non-Negotiable Aspect of the KS:CPC. NNAs are elaborated on later in this General introduction.

Resources on abuse and neglect

Resources on online grooming
Abuse-related trauma

Children and young people who have experienced abuse-related trauma can become disconnected from their feelings. They may find it difficult to know, name and express what may be a limited range of feelings. Feelings may be perceived themselves as a source of threat for traumatised children and young people and they may respond with hyperarousal (anger or anxiety) or hypoarousal (shutting down). It is important to be attuned to the emotional states of children and young people when working with this topic. Support them to feel confident and contain their feelings: support them to identify, name, understand and communicate their feelings in a safe environment.

Where children and young people and their parents/caregivers are working with other health professionals and agencies, it is advisable to communicate with all members of the “team around the child” to ensure relevant information is shared and support needs are planned for. Health professionals who are working therapeutically with children and young people can also offer advice and support for you to better understand young people’s responses and helpful ways of managing them. Opportunities to connect with and express feelings through drawing, writing, art, drama, etc can be helpful.

Abused children may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond the child’s age. Children may identify abuse with the following features, for example by:

- drawing the abuser:
  - with very large hands or arms
  - with sharp teeth and enlarged mouths
  - with a huge erect penis
  - with a sinister grin
  - floating in the air
  - as a scary monster, witch, insect or snake.
- drawing themselves with:
  - sad mouth
  - tears
  - no arms
  - no mouth
  - faceless
  - attached to the ground whilst abuser is floating.


**Recognising and reporting abuse**

**Resources on abuse-related trauma**

---

**Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings (DECD, 2013)** provides educators and carers with clear guidance on how to assess the significance of children/young people’s sexual behaviour and the way staff members respond to age appropriate sexual behaviour and problem sexual behaviour.
Appendix 2 | Bullying and harassment

Children and young people have a fundamental right to learn in a safe, supportive environment and to be treated with respect.

DECD takes bullying very seriously, recognising that it has the potential for serious harm. More information on behaviour and bullying can be found on the DECD website.

Bullying and harassment are behaviours related to the group or social context at the time. Putting others down can be a shared experience to reinforce belonging to a group. It can also be a basis for humour. It is, therefore, possible for bullying and harassment to develop in a wide range of situations and for anyone to be tempted to bully others or to end up being the target.

The following definitions were agreed by the Safe and Supportive School Communities Management Group, which is a national committee, supported by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA), with representatives from all Australian education jurisdictions.

- **Bullying** is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

- **Discrimination** occurs when people are treated less favourably than others because of their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parental or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

- **Harassment** is behaviour that offends, humiliates, intimidates or creates a hostile environment and targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parental or economic status; age; and/or ability or disability. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

The KS:CPC includes strategies to help children and young people recognise characteristics of bullying behaviour, to understand their rights, and to know the actions they can take. Relevant information and activities are included, particularly within Focus Area 1: The right to be safe and Focus Area 2: Relationships.

Check that students understand the difference between direct and indirect bullying. Indirect bullying may be an unfamiliar concept. Direct bullying involves one person or group bullying others themselves. Indirect bullying is characterised by setting someone else up to do the bullying. Excluding people is also considered to be indirect bullying. Online bullying can be indirect or direct.

Ensure that students know the different forms of bullying such as physical, verbal, non-verbal (eg hiding belongings) and online. In practice, the different forms of bullying often occur together. All forms can be equally devastating.

Harassment and bullying become more extreme when violence or sexual harassment are involved.

- **Violence** is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or, in some case, death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act, or can occur over time.

- **Sexual harassment** is unwelcome sexual conduct which makes a person (male or female, of the same or opposite gender, same-sex attracted, bisexual or transgender) feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident, repeated or continuous, direct or indirect, and take various forms.

Adapted from Safer DECD schools (2011) Department for Education and Child Development

Appendix 4: Anti-bullying: whole site strategies

Resources on bullying
Appendix 3 | Cyberbullying and e-crime

With the proliferation of computer networks, mobile devices and virtual communities, learning has never before been so exciting, varied and accessible. However, with the rapid take-up of communication technologies—internet and mobile phones—bullying and harassment are increasingly occurring in the digital world. For the victim, this can mean no let-up, as the behaviour continues beyond the school walls through text messages, internet chat lines and social networking.

DECD is equally concerned about the potential risk to children and young people posed by access to the digital world. This risk includes online grooming which can be perpetrated via all forms of digital technologies with the intention of gaining a young person’s trust before engaging in sexual abuse. Just like grooming in the non-digital world, it can be particularly difficult to detect, particularly for children and young people.

It is imperative that young people understand how to remain safe in the online world by recognising how to safely use the internet, mobile phones and ICT equipment/devices. Young people also need to understand that their activity in a digital environment leaves traces, known as digital footprints. These traces can be analysed by a network manager or the police.

The KS:CPC includes strategies to increase children’s and young people’s awareness of the potential risks posed by the digital world and teaches them cyber safety and how to become responsible digital citizens, particularly in Focus Area 3: Recognising and reporting abuse and Focus Area 4: Protective strategies.

**Digital citizenship can be defined as the norms of appropriate, responsible behaviour with regard to technology use.**
(Ribble, 2014, ‘Nine Themes of Digital Citizenship’)

The following definitions are from the DECD guidelines for educators and leaders published in ‘Cyber-safety: Keeping children safe in a connected world’ (2009, revised 2011, p22):

- **Cyberbullying** is bullying that uses e-technology as a means of victimising others. It is the use of an internet service or mobile technologies—such as email, chat room discussion groups, instant messaging, webpages and SMS (text messaging)—with the intention of harming another person. Examples include communications that seek to intimidate, control, manipulate, put down or humiliate the recipient. Research shows students often don’t tell adults about cyberbullying. Young people fear adults will disconnect them from supportive friends and family and may overreact and make the situation worse. Educators may be able to pick up some signs at school that indicate a student may be the target of cyberbullying, as outlined on the Cybersmart web page on cyberbullying.

- **E-crime** occurs when computers or other electronic communication equipment/devices (eg internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence. If you suspect that an e-crime has occurred, use the procedures outlined in ‘Making our sites safer: Guidelines for site leaders’.

- **Inappropriate material** means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children and young people or incompatible with a school or preschool environment.
• ** Sexting** is where a person takes a sexually-explicit digital photograph of him or herself, or of someone else, and sends it as a Multimedia Messaging Service (MMS) and Short Messaging Service (SMS) communication via a mobile phone. These images can then be posted on the internet or forwarded electronically to other people. Once posted on the internet, these images can leave a permanent digital footprint and be accessed at any time in the future. It is illegal to take and/or share sexual photos or videos of children and young people. Students involved in a ‘sexting act’ may not realise the seriousness of their actions.

While sharing suggestive images or text messages may seem like innocent flirting or be funny for young people, sexting can have serious social and legal consequences. Students may be committing a criminal offence when taking and/or sharing sexual images of themselves or peers who are minors. Creating and/or distributing sexual images with minors may constitute the production and/or distribution of child pornography. This can be the case even if the people in the image are willing participants, with outcomes varying by State and territory and on a case by case basis.

Students may also encounter social consequences. Images can easily escape their control through being shared more broadly than they had anticipated. This can have a long-term impact on their digital reputation. Images can also potentially be used for cyberbullying or cyberstalking, or they may attract unwanted attention from others.

Adapted from Sexting from the Office of the Children’s eSafety Commissioner

The KS:CPC provides activities and resource links to support educators when addressing this issue with students.

Sexting is an e-crime. If you suspect an act of sexting has occurred, use the procedures outlined in ‘Making our sites safer: Guidelines for site leaders’.

• ** Social networking** sites offer people new and varied ways to communicate via the internet, whether through their computer or mobile phone. These sites allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called ‘friends’. Users are able to build a network of connections that they can display as a list of friends. These friends may be offline actual friends or acquaintances, or people they know or have ‘met’ only online and with whom they have no other link. Social networking sites are not limited to messaging, communicating and displaying networks. Nearly all sites allow users to post photos, video and, often, music on their profiles and share them with others.

---

What does the law say about interactive media?

The following examples come from SAPOL’s E-Crime:

**Sexting may be an e-crime**

‘With my mobile phone I took a photo of my girlfriend naked and sent it to everyone. What a laugh!’

Offence: Production or dissemination of child pornography

Maximum penalty: imprisonment for 10 years

**Impersonating may be an e-crime**

‘I got into their email account and sent abusive emails to everyone in the address book.’

Offence: Unlawful operation of a computer system

Maximum penalty: imprisonment for 6 months or $2,500

**Intimidation may be an e-crime**

‘He told me if I didn’t do what he said he would put that photo on the internet and tell all my friends. I was so embarrassed.’

Offence: Blackmail

Maximum penalty: $5000 or imprisonment for 3 years or both

Further information on ‘e-crimes’ can be found at:

- [Crime with electronic evidence](DECD)
- [Cyber bullying, e-crime and the protection of children and young people: Advice for families](DECD)
- [Summary Offences Act 1953](Attorney-General’s Department, South Australian Government)

[Resources on cyber safety](DECD)
[Resources on online grooming](DECD)
Appendix 4 | Anti-bullying: whole site strategies

1 | Intervention – Six Methods

Bullying behaviour can be complex. These approaches may assist schools to identify and address bullying:

- the traditional disciplinary approach
- strengthening the target
- mediation
- support group method
- the method of shared concern.

For more information, see Intervention—Six Methods from Bully Stoppers.

2 | Fogging

This definition is from Ken Rigby’s website:

Fogging is a technique that can be used by children when they are being verbally teased or taunted in an unpleasant way. It would not be used with physical or group bullying.

The idea with ‘fogging’ is to acknowledge that what the bully says may be true or seem true to him or her, without getting defensive and upset. Getting practically no expected reaction, the bully is often discouraged. To use this technique effectively, children commonly need assistance from a teacher or counsellor who can help them to think about what they can say or do when they are verbally harassed, all the time remaining calm and self-possessed.

More information and strategies


3 | The hand diagram

This is also from Ken Rigby’s website:

A simple way of enabling children to think about what they can do when somebody tries to bully them is to make use of the hand diagram.

The website explains the features of the strategy.

(The hand diagram (Author unknown). Accessed from Ken Rigby’s website).
Appendix 5 | History of the KS:CPC

In 1985, the Protective Behaviours Program was officially endorsed and introduced in South Australian schools. Its introduction was seen as important in countering the commonly held notion at that time that strangers posed the greatest risk to children and young people and it recognised the traditional role that schools played in teaching children and young people to keep themselves safe. Although it was well supported in its early years, the program was never fully adopted (Johnson 1995).


In 1998, the DECS Child Protection Policy was distributed to all school principals, preschool directors, institute directors and worksite managers. On the release of this policy, the Chief Executive stated: ‘I require all staff to make this policy the foundation for our work in child protection and abuse prevention’. The policy was revised in 2011, with the release of Child protection in schools, early childhood education and care services.

In April 2003, the Layton Child Protection Review, Our best investment: A state plan to protect and advance the interests of children, included recommendations about the teaching of child protection education across all school and preschool sites. The recommendations supported the findings of the 2002 DECS consultation that child protection education should be revitalized and redeveloped and aligned with the South Australian Curriculum, Standards and Accountability (SACSA) Framework (DETE 2001).

The Keeping Safe: Child Protection Curriculum (KS:CPC) was developed by the Department during 2003–2007, with implementation by all sites expected by 2008. It is evidence-based, best practice curriculum, developed collaboratively with child protection specialists, teachers, educational leaders and other professionals.

An extensive state-wide professional learning program to support staff delivering the Keeping Safe: Child Protection Curriculum was conducted by the Department in 2006 and 2008. Approximately 18,000 staff were trained during this time.

The Keeping Safe: Child Protection Curriculum was identified as a leading practice program by the Australian Government which subsequently provided funding under the Respectful Relationships program for an independent evaluation to be conducted in 2010. The evaluation conducted by KPMG demonstrated that the Curriculum is:

- well regarded and seen as best practice by educators
- having a positive impact
- flexible and capable of being used in a range of different contexts.

In March 2011, the Minister for Education commissioned Mr Bill Cossey to review aspects of the former Department’s processes and procedures in relation to bullying and violence in schools. Following this review, the Government recommended that DECD would update the cyberbullying content of the Keeping Safe: Child Protection Curriculum.

In 2013, an expert advisory group reviewed and updated the Child Protection Curriculum to reflect contemporary issues, such as bullying and managing online relationships, including sexting and cyberbullying, and to align it with the:

- Australian Curriculum
- South Australian Teaching for Effective Learning (TfEL) Framework
- Early Years Learning Framework.

Key documents

South Australia Children’s Protection Act 1993
DECD policy Child protection in schools, early childhood education and care services (2011), Government of South Australia
Appendix 6 | KS:CPC summary of topics—Preschool to Year 12

In order to provide effective learning in the area of child protection, educators are expected to cover all four Focus Areas.

<table>
<thead>
<tr>
<th>Focus Area 1: Keeping the right to be safe</th>
<th>Focus Area 2: Relationships</th>
<th>Focus Area 3: Recognising and reporting abuse</th>
<th>Focus Area 4: Protective strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years: Ages 3–5</td>
<td>Early Years: Years R–2</td>
<td>Primary Years: Years 3–5</td>
<td>Middle Years: Years 6–9</td>
</tr>
<tr>
<td>1 Feelings</td>
<td>1 Exploring the concepts of safe and unsafe</td>
<td>1 Exploring the concept of safety</td>
<td>1 Safety and risk-taking</td>
</tr>
<tr>
<td>2 Exploring the concepts of safe and unsafe</td>
<td>2 Being safe</td>
<td>2 Reviewing the concept of safety</td>
<td>2 Warning signs and emergencies</td>
</tr>
<tr>
<td>3 Warning signs</td>
<td>3 Warning signs</td>
<td>3 Unsafe situations and acceptable risk-taking</td>
<td>3 Unsafe situations and acceptable risk-taking</td>
</tr>
<tr>
<td>Early Years: Years R–2</td>
<td>Early Years: Years R–2</td>
<td>Primary Years: Years 3–5</td>
<td>Middle Years: Years 6–9</td>
</tr>
<tr>
<td>Focus Area 1: Keeping the right to be safe</td>
<td>Focus Area 2: Relationships</td>
<td>Focus Area 3: Recognising and reporting abuse</td>
<td>Focus Area 4: Protective strategies</td>
</tr>
<tr>
<td>1 Identity and relationships</td>
<td>1 Trust and networks</td>
<td>1 Understanding rights and responsibilities</td>
<td>1 Strategies for keeping safe</td>
</tr>
<tr>
<td>2 Fair and unfair</td>
<td>2 Rights and responsibilities</td>
<td>2 Trust and networks</td>
<td>1 Practising protective strategies</td>
</tr>
<tr>
<td>3 Trust and networks</td>
<td>3 Use and abuse of power</td>
<td>3 Developing personal identity</td>
<td>2 Persistence</td>
</tr>
<tr>
<td>Early Years: Years 3–5</td>
<td>Early Years: Years 3–5</td>
<td>Primary Years: Years 6–9</td>
<td>Middle Years: Years 6–9</td>
</tr>
<tr>
<td>Focus Area 1: Keeping the right to be safe</td>
<td>Focus Area 2: Relationships</td>
<td>Focus Area 3: Recognising and reporting abuse</td>
<td>Focus Area 4: Protective strategies</td>
</tr>
<tr>
<td>1 Privacy and names of parts of the body</td>
<td>1 Names of parts of the body, privacy and touching</td>
<td>1 Privacy and names of parts of the body</td>
<td>1 Problem-solving strategies</td>
</tr>
<tr>
<td>2 Touching</td>
<td>2 Recognising abusive situations and secrets</td>
<td>2 Recognising abuse, neglect and unsafe secrets</td>
<td>2 Review of networks</td>
</tr>
<tr>
<td>3 Recognising abuse</td>
<td>3 Electronic media safety</td>
<td>3 Electronic media abuse</td>
<td>2 Network review and community support</td>
</tr>
<tr>
<td>4 Secrets</td>
<td></td>
<td></td>
<td>1 Protecting yourself</td>
</tr>
<tr>
<td>Early Years: Years 6–9</td>
<td>Early Years: Years 6–9</td>
<td>Primary Years: Years 6–9</td>
<td>Middle Years: Years 6–9</td>
</tr>
<tr>
<td>Focus Area 1: Keeping the right to be safe</td>
<td>Focus Area 2: Relationships</td>
<td>Focus Area 3: Recognising and reporting abuse</td>
<td>Focus Area 4: Protective strategies</td>
</tr>
<tr>
<td>1 Rights and responsibilities in relationships</td>
<td>1 Rights and responsibilities in relationships</td>
<td>1 Recognising abuse and neglect</td>
<td>1 Protecting yourself</td>
</tr>
<tr>
<td>2 Power in relationships</td>
<td>2 Power in relationships</td>
<td>2 Identifying abuse and neglect</td>
<td>2 Community support</td>
</tr>
<tr>
<td>3 Bullying as an abuse of power</td>
<td>3 Bullying as an abuse of power</td>
<td>2 Family violence</td>
<td></td>
</tr>
<tr>
<td>4 A matter of rights</td>
<td>4 A matter of rights</td>
<td>3 Acting to report abuse and neglect</td>
<td></td>
</tr>
<tr>
<td>Senior Years: Years 10–12</td>
<td>Senior Years: Years 10–12</td>
<td>Senior Years: Years 10–12</td>
<td>Senior Years: Years 10–12</td>
</tr>
<tr>
<td>Focus Area 1: Keeping the right to be safe</td>
<td>Focus Area 2: Relationships</td>
<td>Focus Area 3: Recognising and reporting abuse</td>
<td>Focus Area 4: Protective strategies</td>
</tr>
<tr>
<td>1 Identifying abuse and neglect</td>
<td>1 Identifying abuse and neglect</td>
<td>1 Identifying abuse and neglect</td>
<td>1 Identifying abuse and neglect</td>
</tr>
<tr>
<td>2 Family violence</td>
<td>2 Family violence</td>
<td>2 Family violence</td>
<td>2 Family violence</td>
</tr>
<tr>
<td>3 Acting to report abuse and neglect</td>
<td>3 Acting to report abuse and neglect</td>
<td>3 Acting to report abuse and neglect</td>
<td>3 Acting to report abuse and neglect</td>
</tr>
</tbody>
</table>
Appendix 7 | KS:CPC developmental organisation of concepts

Each Focus Area contains a number of topics that reflect concepts appropriate to the developmental stage of the learners. The chart indicates the developmental organisation of concepts within each Focus Area and across the different year level groups.

<table>
<thead>
<tr>
<th>Early Years: Ages 3–5</th>
<th>Early Years: Years R–2</th>
<th>Primary Years: Years 3–5</th>
<th>Middle Years: Years 6–9</th>
<th>Senior Years: Years 10–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Area 1: The right to be safe</td>
<td>Focus Area 2: Relationships</td>
<td>Focus Area 3: Recognising and reporting abuse</td>
<td>Focus Area 4: Protective Strategies</td>
<td></td>
</tr>
<tr>
<td>Feathers</td>
<td>Feathers</td>
<td>Feathers</td>
<td>Feathers</td>
<td></td>
</tr>
<tr>
<td>What is safe?</td>
<td>Safe and unsafe</td>
<td>Concept of safety</td>
<td>Adolescents and concept of safety</td>
<td></td>
</tr>
<tr>
<td>Warning signs: physiological</td>
<td>Warning signs: physiological and emotional</td>
<td>Warning signs: physiological, feelings and external signs</td>
<td>Warning signs: physiological, feelings and external signs</td>
<td></td>
</tr>
<tr>
<td>Risk-taking</td>
<td>Difference between unsafe and acceptable risk-taking situations</td>
<td>Risk-taking and adolescents</td>
<td>Review of warning signs in different scenarios including online</td>
<td></td>
</tr>
<tr>
<td>Emergencies</td>
<td>Personal emergencies</td>
<td>Personal emergencies</td>
<td>Personal emergencies</td>
<td></td>
</tr>
<tr>
<td>Needs and wants</td>
<td>Needs and wants</td>
<td>Understanding rights and responsibilities</td>
<td>Exploring rights and responsibilities in different relationships</td>
<td></td>
</tr>
<tr>
<td>Trust and networks</td>
<td>Trust and networks</td>
<td>Developing a network</td>
<td>Exploring rights and responsibilities in different relationships, including sexual relationships</td>
<td></td>
</tr>
<tr>
<td>Relationships circle</td>
<td>Circle</td>
<td>Personal networks</td>
<td>Healthy and unhealthy relationships</td>
<td></td>
</tr>
<tr>
<td>Fair and unfair Bullying Bias</td>
<td>Fair and unfair—introduce concept of ‘power’</td>
<td>Use and abuse of power</td>
<td>Types of power—use and abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bullying</td>
<td>Power of language</td>
<td>Gender and stereotyping</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language of safety</td>
<td>Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Power in relationships—use and abuse, sexual consent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gender and stereotyping</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diversity, equality and discrimination</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Area 3: Recognising and reporting abuse</td>
<td>Focus Area 4: Protective Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomical names for parts of the body Privacy</td>
<td>Anatomical names for parts of the body Privacy and personal space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touching—safe; necessary but uncomfortable; unsafe</td>
<td>Touching—safe; necessary but uncomfortable; unsafe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touching in relationships</td>
<td>Touching—appropriate and inappropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define abuse—using scenarios</td>
<td>Identifying abuse and different forms of abuse—physical, emotional and sexual abuse, neglect and domestic violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abusive situations—physical, emotional, sexual and neglect using scenarios</td>
<td>Types of abuse—physical, emotional and sexual abuse, neglect and domestic violence, including dating violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secrets Threats</td>
<td>Secrets—safe and unsafe situations</td>
<td>Act to report abuse</td>
<td>Acting to report abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help seeking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cyber safety</td>
<td>Cyber safety—offensive material (video, TV, internet, magazines), risks in sharing images</td>
<td>Cyber safety—digital citizenship, online abuse, social media, sexting, legal implications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cyber safety—online grooming, sexting, digital reputation, legal implications</td>
<td></td>
</tr>
<tr>
<td>Problem-solving strategies with emphasis on telling</td>
<td>Safety strategies: remembering details such as name, address, phone number; assertiveness; and reporting abuse</td>
<td>Problem-solving skills and practising protective strategies, including reporting abuse</td>
<td>Problem-solving—strategies and skills, including assertiveness and resilience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Protecting yourself</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Problem-solving and effective communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Legislation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mandatory notification</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intervention orders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review network</td>
<td>Review network—introduce concept of several networks</td>
<td>Review networks and identify community support networks</td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>Persistence</td>
<td>Persistence</td>
<td>Persistence</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8 | Understanding ‘sex’ and ‘gender’

A useful way to define ‘gender’ and ‘sex’ is to understand that sex is a biological description of males and females and gender describes the way society constructs the traits of masculinity and femininity. You could explain to students that one’s sex is defined as having the body of a boy (a penis) or a girl (a vulva): gender is about what girls and boys are supposed to do or not do, and how they are expected to behave (expectations from family, community and society). These ideas are not helpful because they expect girls and boys to sometimes be things they do not feel comfortable to be. Sometimes they expect girls and boys to be opposites in things like toys, sport and clothes.

Young people can also be damaged by inflexible notions of what boys and girls should be or do, particularly if they do not fit standard gender stereotypes, are gender questioning or transgender.

Supporting sexual diversity in schools: A guide (Smith et al., 2010, P.7)

There are also many people in our communities that do not fit boy/penis and girl/vulva norms. Some people are ‘intersex’. This means they are born with chromosomes, genitals, and/or reproductive organs that are traditionally considered to be both ‘male’ and ‘female’, neither, or atypical. Often intersex prevalence is put at 1 in 100.

Some people (including young children) are gender variant: their gender identity differs from what is expected based on their genitals or reproductive organs. Therefore, some young children who identify as a boy have a vulva, and some who identify as a girl have a penis.

For these reasons, it is important to be positive, normalising and inclusive of the natural variation that exists, especially as some of that diversity may be present in your classroom. Strategies include saying ‘girls generally…’ or ‘boys generally…’ rather than using absolute statements.

Resources on sexual diversity
Appendix 9 | Non-Negotiable Aspects (NNA)

The KS:CPC has much flexibility built into it. However, for it to be delivered safely and effectively, some aspects are considered ‘non-negotiable’. These aspects concern how the curriculum is managed regarding such things as involvement of parents/caregivers, confidentiality, involvement of visitors, and self-protection. When a Non-Negotiable Aspect is referred to in the year level curriculum documents, it is accompanied by the acronym ‘NNA’ and a reference number that corresponds to the numbers used below, for example: ‘NNA 1’.

1 | Parent/caregiver involvement

Parents/caregivers are to be kept fully informed about the teaching of the KS:CPC and given every opportunity to ask questions. It is highly recommended that a range of approaches be used to increase their understanding of the issues and, whenever possible, they should be provided with strategies to reinforce school/preschool learning at home.

Schools and preschools are not required to seek permission from parents/caregivers for their children to participate in the curriculum under the Education Act (1972). Requests from parents/caregivers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the DECD Child Protection Policy Officer, the DECD Legislation and Legal Services Unit, or the DECD Parent Complaint Unit.

Resources for parents/caregivers

2 | Group operating norms

The following commonly identified group operating norms relating to child protection are to be used at all times:

- respect other people’s opinions
- only one person speaks at a time
- everyone listens actively
- everyone’s contribution is valued and acknowledged
- everyone has a right to ‘pass’
- use the strategies of one step removed (NNA 3) and protective interrupting (NNA 4) when a student is disclosing domestic violence or sexual abuse.

The issue of confidentiality needs to be explored. Children and young people have a right to know that any information or disclosure about child abuse and neglect is mandated to be reported by educators and site volunteers under the South Australia Children’s Protection Act 1993.

It is important to revisit the group operating norms, including confidentiality, when there is any class or group discussion about recognising and reporting abuse, bullying and harassment.

3 | One step removed teaching technique

In working with children and young people, educators can keep discussion one step removed by using a third person approach. Educators will need to explain this strategy and gain agreement from the group that it will be used when appropriate. Educators can use examples of scenarios that could apply to any person in any situation rather than in specific instances of abuse. Children and young people can use this approach in a safe and non-threatening way to find out information about something that concerns them or to check out a situation before discussing a problem or disclosing more than they should.

While it is not always possible to ask very young learners to use third person scenarios for discussion, educators can ensure a one step removed approach by using stories, scenarios, songs and puppets to discuss sensitive issues (RLS 17).

Television programs, films, cartoons and stories allow students to analyse situations in a one step removed manner to identify the positive (or safe) and negative (or unsafe) aspects of the behaviour of the characters. This is particularly effective with shows such as The Simpsons which are intended to be humorous. Laughter allows learners to further distance themselves from the situation and have the confidence to form opinions without feeling personally at risk. However, educators should be prepared for the possibility of triggering memories of traumatic events and be ready to close the session with a positive activity or familiar story and/or provide the opportunity for learners to debrief in a journal or in person with an educator if necessary.

The example below demonstrates how a teacher introduces the one step removed approach.

| S | I walked from home to the shop last night by myself to buy milk for the baby. | Self-initiated disclosure of vulnerability.
| T | You are very helpful to your mum. How far away was the shop? | Reinforces sense of competence and responsibility.
| S | Not far, just around the corner. | Important to tease out facts before safety and danger is broached.
| T | Was it dark? | Introduces one step removed approach to introduce alternative solutions and not threaten the relationship between the girl and her mother.
| S | Yes, very dark, but I wasn’t scared. | Involves student in finding a solution to the problem.
| T | That’s very brave. Were there other people in the street? | Introduces strategies for the student.
| S | No. I know another girl who helped her mum but when she had to buy something she didn’t walk at night by herself. What do you think she did? | For younger students, the teacher could offer to speak with the mother.
| T | Yes, if she had to go to the shop at night she walked with her mum and the baby. Sometimes she went to the shop by herself but only in the morning. Do you think your mum will like these ideas? | For younger students, the teacher could offer to speak with the mother.
| S | Yes. | For younger students, the teacher could offer to speak with the mother.
| T | Can you tell your mum these ideas? | For younger students, the teacher could offer to speak with the mother.

Appendix 10 | Non-Negotiable Aspects (NNA) - Examples

<table>
<thead>
<tr>
<th>NNA</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>NNA 1</td>
<td>Confidentiality</td>
</tr>
<tr>
<td>NNA 2</td>
<td>Involvement of visitors</td>
</tr>
<tr>
<td>NNA 3</td>
<td>One step removed teaching technique</td>
</tr>
<tr>
<td>NNA 4</td>
<td>Protective interrupting</td>
</tr>
</tbody>
</table>

Appendix 11 | Non-Negotiable Aspects (NNA) - Non-negotiable Aspects (NNA)

<table>
<thead>
<tr>
<th>NNA</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>NNA 1</td>
<td>Confidentiality</td>
</tr>
<tr>
<td>NNA 2</td>
<td>Involvement of visitors</td>
</tr>
<tr>
<td>NNA 3</td>
<td>One step removed teaching technique</td>
</tr>
<tr>
<td>NNA 4</td>
<td>Protective interrupting</td>
</tr>
</tbody>
</table>

Appendix 12 | Non-Negotiable Aspects (NNA) - Resources for teachers/caregivers

<table>
<thead>
<tr>
<th>Resource</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECD Child Protection Policy Officer</td>
<td>Advice can be sought from the DECD Child Protection Policy Officer.</td>
</tr>
<tr>
<td>DECD Legislation and Legal Services Unit</td>
<td>Advice can be sought from the DECD Legislation and Legal Services Unit.</td>
</tr>
<tr>
<td>DECD Parent Complaint Unit</td>
<td>Advice can be sought from the DECD Parent Complaint Unit.</td>
</tr>
</tbody>
</table>

Appendix 13 | Non-Negotiable Aspects (NNA) - Group operating norms

<table>
<thead>
<tr>
<th>Norm</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect other people’s opinions</td>
<td>Everyone in the group should be respected.</td>
</tr>
<tr>
<td>Only one person speaks at a time</td>
<td>Only one person should speak at a time.</td>
</tr>
<tr>
<td>Everyone listens actively</td>
<td>Everyone should listen actively.</td>
</tr>
<tr>
<td>Everyone’s contribution is valued and acknowledged</td>
<td>Everyone should have their contribution valued and acknowledged.</td>
</tr>
</tbody>
</table>
| Everyone has a right to ‘pass’ | Everyone should have the right to ‘pass’.

Appendix 14 | Non-Negotiable Aspects (NNA) - Confidentiality

<table>
<thead>
<tr>
<th>Confidentiality</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable</td>
<td>Examples of confidentiality are managed regarding the disclosure of confidential information.</td>
</tr>
</tbody>
</table>

Appendix 15 | Non-Negotiable Aspects (NNA) - Involvement of visitors

<table>
<thead>
<tr>
<th>Involvement of visitors</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable</td>
<td>Examples of involvement of visitors are managed regarding the involvement of parents/caregivers.</td>
</tr>
</tbody>
</table>

Appendix 16 | Non-Negotiable Aspects (NNA) - One step removed teaching technique

<table>
<thead>
<tr>
<th>One step removed teaching technique</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable</td>
<td>Examples of one step removed teaching technique are managed regarding the teaching of the KS:CPC.</td>
</tr>
</tbody>
</table>

Appendix 17 | Non-Negotiable Aspects (NNA) - Protective interrupting

<table>
<thead>
<tr>
<th>Protective interrupting</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable</td>
<td>Examples of protective interrupting are managed regarding the teaching of the KS:CPC.</td>
</tr>
</tbody>
</table>
4 | Protective interrupting

The technique of protective interrupting is used to help learners avoid making disclosures in front of their peers and in situations that might increase their vulnerability. Children and young people attempting to disclose abuse of any kind should be invited to talk privately to an educator or facilitator as soon as possible after the session.

The educator needs to be alert to a situation where a learner may be about to make a disclosure and needs to understand the repercussions of someone disclosing abuse.

With primary and secondary students, it is also important that the educator teaches the strategy of protective interrupting explicitly, so the purpose of the strategy and how to use it themselves is understood (Briggs & McVeity 2000, p.49).

More broadly, protective interrupting also refers to any action taken to interrupt or stop an unsafe situation. For instance, when a person is in a situation where others are telling racist or sexist jokes, the person can use protective interrupting or walk away from the group, in order to show that he/she does not condone the jokes.

The following is an example of the use of protective interrupting in a Primary Years context of a morning talk.

<table>
<thead>
<tr>
<th>S</th>
<th>My mum called me stupid. She called me names.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>You must have felt sad when she said that.</td>
</tr>
<tr>
<td></td>
<td>Can you tell me more about that later?</td>
</tr>
<tr>
<td></td>
<td>What are some good things to say to other people?</td>
</tr>
</tbody>
</table>

The teacher acknowledges she heard the story, affirms the feelings of the student and indicates she will follow up the disclosure.

The following is an example of protective interrupting in a Middle Years context, possibly during a morning talk.

<table>
<thead>
<tr>
<th>S</th>
<th>I had a bad dream last night. I saw a man hit my mum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Yes, that does sound like a bad dream.</td>
</tr>
<tr>
<td></td>
<td>Would you like to tell me more at recess time?</td>
</tr>
</tbody>
</table>

Teacher is alerted to possible disclosure of a traumatic event.

The teacher organises to follow up the disclosure with the student as soon as possible.

The teacher acknowledges she heard the story but does not over-react or make a judgment.

She switches to something “positive” or “happy”.

The teacher does not want to get into other negative stories from other students and wants to protect other students from negativity.

People who have experienced trauma may not cope with the trauma of others.

People who have not experienced significant trauma may experience trauma from hearing the trauma of others.

Students’ apparent lack of attention may be the result of experiencing a flashback of a traumatic and possibly abusive event. Physical symptoms of anxiety and the inability to attend and respond should alert teachers to this distress.

<table>
<thead>
<tr>
<th>T</th>
<th>[Name]...Are you listening?</th>
<th>Teacher becomes aware that the student is not attending.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Sorry? What?</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Are you listening?</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>No sorry.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>(quietly) Are you OK?</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>(head lowered, sweating) Umm.</td>
<td>Physical symptoms of anxiety, inability to attend and respond alerts the teacher to possible distress.</td>
</tr>
<tr>
<td>T</td>
<td>You don’t look well.</td>
<td>The teacher acknowledges she has noticed distress rather than disinterest.</td>
</tr>
<tr>
<td></td>
<td>I’d like to talk to you after the lesson.</td>
<td>The teacher organises to follow up on this later.</td>
</tr>
</tbody>
</table>

Aggressive behaviour can also be an indicator that a student is processing traumatic events in his/her life, experiencing life as unfair or feeling inadequate. In this case, the teacher needs to diffuse the situation and respond to the distress rather than the aggression.

<table>
<thead>
<tr>
<th>T</th>
<th>[Name Student 1]... Are you listening?</th>
<th>Aggressive behaviour, hyper arousal alerts the teacher to possible distress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>(shouting) What? What for? What are we doing this for?</td>
<td>The teacher diffuses the situation by bringing attention away from the student with distress.</td>
</tr>
<tr>
<td>T</td>
<td>(even tone) [Name Student 2]... Can you answer this for me?</td>
<td>The teacher does not focus on the anger displayed by the student, but on building the relationship with the student.</td>
</tr>
<tr>
<td>T</td>
<td>(quietly) [Name Student 1]... I need to give you some feedback on your homework, if I don’t get a chance to talk to you in this lesson, can you meet me at the end of the day to talk it through?</td>
<td></td>
</tr>
</tbody>
</table>

In the follow-up session, the teacher can reinforce the relationship with the student and respond to the distress rather than the behaviour. This may provide an opening for full or partial disclosure of the reason for the distress. This may be traumatic family circumstances, difficulties with relations with peers, or feeling inadequate with the subject matter of the lesson.

If handled with sensitivity, the teacher’s response to the disclosure can be therapeutic. Some guidelines for this include:

- Acknowledge the emotional cost of remembering and/or telling: ‘I admire your courage to tell someone’ or ‘You are very brave. It must be very hard to have these memories and tell this story’.
- Validate the experience: ‘Your life has been very difficult. I understand why you are so sad (or angry)’.
- Accept the content. Don’t interrogate the details or the logic of the narrative.
- Warn the student that he/she may take a long time to recover: ‘It may take a long time for you to get over this’—and give hope—‘But I am sure you will find it gets easier’.
- Don’t try to radically change the student’s way of coping but reinforce that there is a range of support available: ‘Come and talk to me again. Is there any other teacher that you trust and can talk to if I am not here? Would you also like me to make an appointment for you with a counsellor?’


5 | The language of safety

It is essential that educators use, and encourage learners to use, language that is consistent with a language of safety. It will be respectful, inclusive and enhance communication and relationships. Language is one of the most effective tools we have to inform, teach and influence other people. Strengths-based language can be used to encourage and reinforce self-worth, confidence and active problem-solving. When used in a context of interrupting violence, it is vital that we continue to use the language of safety.

The following is an example of the use of the language of safety to build self-worth and problem-solving abilities.

<table>
<thead>
<tr>
<th>S</th>
<th>Here’s my work but it’s not very good.</th>
<th>Respectful of student’s effort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>It looks as though you’ve made a real effort.</td>
<td>Accepting of what the student offers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Builds relationship with the student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gives the student options.</td>
</tr>
<tr>
<td>This was difficult and I can see you’ve got some good ideas here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you want to keep working on it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you want any help from me?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Educators should ensure that time is allowed for sensitive discussion before the end of each session, and should aim to close each session in a positive way. There are benefits in focusing learners’ attention on what happens next in the day, or doing a relaxation or physical activity. Evaluate the sessions in terms of who developed the necessary concepts, and who needs more time and opportunities for practice (Briggs & McVeity 2000, p.65).

7 | Multimedia use

Multimedia resources can be very useful in supporting learning concepts and in discussing various opinions and media presentations. It is essential that the educator previews these resources to determine their suitability and impact on children and young people within the group prior to showing or interacting with them.

Careful consideration must be given to the emotionally powerful messages that multimedia resources contain in relation to learners’ previous experiences. There is not always an educational advantage to viewing selected media in its entirety.

There are protocols to follow when using online resources. Educators should refer to the DECD:

- Guidelines on video/DVD viewing
- Social media policy
- Social media guidelines

8 | Guest speakers/visitors/webinars/online conversations

Some sites may draw on community agencies, guest presenters or online guests to complement their KS:CPC programs. Sites should determine how optimum use of these resources and services can be achieved.

Educators should refer to the DECD guideline on Speakers to address students.

Key points to consider when using guest speakers, visitors and online guests are as follows:

- Identify the benefit of having a visitor conduct a session in preference to school or preschool personnel.
- Determine what learning outcomes will result from the presentation.
- Prior to the visit, ask the agency or presenter questions to determine how their philosophies relate to current school and preschool practices and DECD and other government policies.
- Guest presenters have sometimes been asked to present a session in response to a particular issue. Research indicates that an isolated “one off” presentation has little positive impact on learning in health or child protection. For this reason, presentations outside the context of a planned program are not recommended.
- Sites considering the use of guest presenters for a single session need to understand that it is difficult to cover information, attitudes and values and provide opportunities for skill development in a single session. Be clear about the particular aspects the presenter is to cover and consider what may be covered with learners before and after the “one off” session.
- Be cautious about using guest speakers who intend to present their own experiences that are not linked to positive learning outcomes as outlined in the learning program.
- Presenters may need to have Reporting Abuse and Neglect training and criminal history screening or be accompanied by a trained person at all times of the presentation.
- Visitors/presenters must ensure they have complied with Work Health and Safety (WHS) school signing in and out procedures.

Adapted from School Drug Education and Road Aware (SDERA), Government of Western Australia (1999). Drug Education K-12 Teacher Support Package: Phase 1, Phase 2, Phase 3 and Phase 4. Reproduced with permission from, School Drug Education and Road Aware Prevention Branch and the Mental Health Commission, Western Australia.

9 | Developing and reviewing children and young people’s networks

It is important for children and young people to explore the whole notion and meaning of trust in relation to identifying a personal network of trusted people with whom they can talk. Some children and young people may have difficulty developing a network because of such factors as isolation. It is important for them to know about the support services available, including online contact options such as Kids Helpline and to understand how to access them. It is also vital that children and young people review networks on a regular basis to ensure that identified people are still available and suitable.

‘Help seeking’ information

10 | Persistence as skill development

Educators need to emphasise to children and young people the value and importance of the strategy of persistence in ‘help seeking’. Children and young people need to know that it is acceptable to persist in seeking help or taking action with a network of trusted people until they are safe again. If they do not get the help they need from one person, they should try the next until they feel satisfied that they have been heard and action is taken. If children and young people do not get the response they expect from particular people in their network, they can review the inclusion of this person in the network. This strategy can be used for the whole spectrum of violence and abuse, including bullying and harassment.

‘Help seeking’ information

11 | Learning self-protection

This strategy acknowledges that even though adults have the responsibility for protecting children and young people, they themselves should learn a number of different strategies to help keep themselves and others safe. As children and young people grow and develop, they can increasingly build up a range of strategies to protect themselves in a number of different situations.
Appendix 10 | Recommended Learning Strategies (RLS)

This section presents strategies that have been used and are recommended by educators with experience in the area of teaching protective behaviour and child protection. When a Recommended Learning Strategy is referred to in the year level curriculum documents, it is accompanied by the acronym ‘RLS’ and a reference number that corresponds to the numbers used below, for example: ‘RLS 12’.

There is particular emphasis in this curriculum on group discussion of a wide range of issues. Thus, many of the recommended strategies involve ways of structuring and organising effective group participation.

Most of the strategies can be adapted to suit younger or older learners. A number of strategies, such as ‘Teachable moments’, ‘Thumbs up opinions’, ‘Using songs and stories’, ‘Drawing and scribing’ and ‘Persona dolls’, have been demonstrated to be particularly effective with preschool learners.

Each topic provides several recommended learning activities. In addition to engaging in those activities, educators are encouraged to select and/or adapt additional strategies from the list of topics.

The South Australian Teaching for Effective Learning Framework guide also has a range of ideas for Recommended Learning Strategies for each of the TfEL elements to ascertain if the learning strategy is effective. For example:

- ideas for practice in the tan coloured panels
- key actions for students and teachers
- language to use
- practice checks.

There are also indicators of engagement for each element in Appendix A of the TfEL Framework guide.

1 | Pair swaps

The class stands in a large circle. The educator divides them into pairs and calls each member of a pair either A or B. The B students step forward and face the A students. Student A shares information or ideas with student B. When the educator instructs students to swap, all A students move on to the next B student. This continues until all ideas have been shared with each class member.

2 | Knee-to-knee activity (or side-by-side)

In pairs, learners sit cross-legged on the floor, facing each other, with knees almost touching, remembering to respect body space. Alternatively, learners may sit side-by-side. Each student focuses on the other, practising good communication skills: that is, facing each other, making eye contact (if culturally appropriate), nodding the head, making listening comments such as ‘OK’, and listening sounds such as ‘mmm’. Learners take turns to speak. The educator times the activity and after a set time asks for new pairs to be formed, encouraging learners to turn to the person next to them rather than moving to be near a friend. Initially, the educator may need to help some learners to form pairs, but they usually become very adept at including everyone, even forming triads where there is an odd number.

3 | Role-play

Role-plays need to be handled carefully, as the portrayal of violence and abuse (even verbal violence and threats) may be disturbing to some students and young people. Sensitive debriefing is always needed after role-plays.

For children in the Early Years, role-play is an integral component of play as a way of learning about the world and their place in it. Through play, children have opportunities to explore roles and identities, feelings and perspectives and to express them in an increasingly considered manner. This learning will take place both informally in interactions between the children and more formally as part of the teaching and learning program. Educators will take advantage of ‘teachable moments’ during children’s role-play and encourage children to invent and imagine roles to support learning in the area of child protection.

At the primary and secondary level of schooling, role-play will also be an important component of the child protection program. Role-play provides students with the opportunity to experience real-life situations in a safe environment. This enables students to practise skills, analyse hypothetical situations, and experience situations from different perspectives.

The educator may read a scenario and students can demonstrate appropriate responses using role-play. Strategies such as ‘freeze frame role-play’ (RLS 3a) and ‘fishbowl role-play’ (RLS 3b) are forms of role-play that support students in practising responding to abusive situations.

To ensure effective role-play, a supportive learning environment needs to be established. This can be achieved by:

- involving students in a range of lead-up activities
- ensuring that group operating norms or class rules are established and are regularly revisited. The group can participate in determining norms or rules. These may include:
  - only one person speaks at a time
  - listening to one another
  - respecting other people’s opinions
  - feeling comfortable about voicing their own opinions
  - the right to pass
- ensuring tight control during student role-play presentations so that if the situation does start to deteriorate it can be stopped quickly, discussed, improved, and conducted again.
The following steps can be followed when conducting structured role-play:

- **Introduction**: Use an introductory activity to focus the attention of the group.
- **Selection of participants**: In most situations, all students will be involved. Allow students an opportunity to withdraw from the role-play if they feel uncomfortable with the situation, but have them undertake another task, such as observing an aspect of the role-play.
- **Set the scene**: Select a scenario that is relevant to the students’ lives and developmentally appropriate. The scenario may be predetermined or selected by the students. Provide students with props to help them assume their roles and ‘de-role’ afterwards.
- **Practice**: Allocate approximately five minutes for students to practice.
- **Preparing the audience**: If there is an audience, set them specific tasks to keep them focused on the role-play and to provide feedback.
- **Acting the roles**: Role-players assume the roles and enact the situation. This should be brief.
- **Feedback**: Allow plenty of time for feedback (at least one third of the time allocated to the preparation and presentation of the role-play should be used to discuss the issues addressed and the outcomes). The discussion may focus on responses to open-ended questions about feelings, attitudes, consequences and alternative outcomes.
- **‘De-role’ the participants**: After the role-play ensure that participants are taken out of their role by such strategies as:
  - addressing them by their correct name
  - acknowledging feelings they may have had in the role and feelings they now have
  - putting away any props
  - moving away from the role-play area.
- **Re-enacting**: Roles can be switched to demonstrate other solutions and interpretations.
- **Generalising**: This is the most important element in role-play as it ensures that group learning is related to real-life situations. Skills learnt in the group can be applied to diverse situations.

### Important points when using role-plays

- Avoid having all students performing the same scenarios. For example, have each group practise a different skill in a large scenario, or the same skill in different, brief scenarios.
- If a role-play character needs to be named, ensure that it is not the name of a learner in the class or the year group.
- Avoid judging student actions in a role-play as right or wrong. Instead, focus on alternatives and/or consequences of these actions for student discussion.
- Try to facilitate rather than teach during a role-play. For example, try to avoid commenting during a presentation; wait until the end.

#### 3a Freeze frame role-play

The freeze frame activity is a role-play technique that maximises learning and helps to maintain control. Freeze frames include three separate frames that represent:

- the situation/introduction
- the decision/incident
- the consequence/conclusion.

The ‘frames’ should be presented as three separate tableaux in chronological order of event, decision to take action, and action. There should be no talking or movement in each frame. To move participants through the frames, the educator uses the clap and click method, where a clap means ‘hold’ and a click means ‘move and prepare for the next frame’.

#### 3b Fishbowl role-play

The fishbowl role-play strategy is a useful way for educators to:

- closely supervise and direct a role-play
- guide audience participation in watching and commenting on a role-play
- demonstrate how a group might discuss different responses to a question or situation.

Between two and five learners sit in the centre of the room and the rest of the class sit as observers in an outer circle around them. The observers choose one role-player each to focus on, in terms of the role they are playing. At the end of the role-play—this may last only a few minutes—the educator leads a discussion on issues/solutions that are highlighted by the role-play.

The observers may ask questions of the performers in the role-play. The educator ensures that participants are taken out of their roles and then closes the session.
4 | Y chart, T chart, X chart

The use of these charts enhances learners’ understanding of a concept. The charts can be scribed for young learners while older learners can create their own charts.

<table>
<thead>
<tr>
<th>Y Chart</th>
<th>T Chart</th>
<th>X Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels like</td>
<td>Sounds like</td>
<td>Looks like</td>
</tr>
<tr>
<td>Sounds like</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 | Concept or mind mapping

Concept or mind mapping is a strategy that encourages learners to visually record learning. The process establishes connections and helps learners to understand relationships between different concepts and ideas. Mind maps can be used to create a picture of learners’ understanding at a point in time or can evolve on a class chart as the unit of study evolves. Mind maps are personal representations and are not usually right or wrong. Educators can use them to make judgments about a learner’s level of understanding of the issues and connections.

Concept or mind mapping begins with a key concept such as safety. This key concept is placed in the centre of a page, sheet of paper, or on a whiteboard. Learners identify key words and write them around the concept and then progressively move to less directly related words. Once learners have added all the concepts to the map, they can draw links between ideas and concepts to make connections, and to establish cause and effect relationships. Concept mapping or mind mapping can be made more striking by the use of devices such as drawings, wavy lines, bubbles, arrows and colour.

Younger learners can make mind maps with pictures or through the educator scribing the children’s ideas.

Mind maps can also be developed using computer software such as:
- Mind maps for kids
- Inspiration
- Free mind mapping tools for teachers and students.

Example of a concept/mind map

- Safe behaviour
  - What is being safe?
  - Different ways to keep safe
  - What is safety?
- Why do people take risks?
- Laws
- Effects of being unsafe
  - on learning
  - on our health
  - on relationships
6 Lotus diagram

A Lotus diagram can be used as a form of concept or mind mapping. It is also an organisational tool for analysing and/or separating a complex topic into manageable sections; for example, students dividing tasks into separate learning projects.

The educator divides a large sheet of paper into nine equal sized squares and enters the main topic in the centre of the middle square. Learners brainstorm to identify up to eight sub-topics which are placed in the small squares around the main topic. The educator divides each of the outer squares into nine equal squares and transfers the sub-topics into the centre of each outer square. Learners brainstorm ideas for each sub-topic and write their ideas in the smaller surrounding squares.

The diagram shows a modified form of a Lotus diagram and the following pages provide a copy of an explanatory chart. Please note that spelling is American.

Finally, there is a blank template of a Lotus diagram for you to use with your class.

All pages are reproduced with permission from Langford International Inc.

Example of a Lotus diagram

<table>
<thead>
<tr>
<th>Mum</th>
<th>Dad</th>
<th>Uncle</th>
<th>Ms...........</th>
<th>LAP helper</th>
<th>Mr...........</th>
<th>Coach</th>
<th>Marg’s Dad</th>
<th>Kerrie’s Mum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brother</td>
<td>FAMILY</td>
<td>Grandparent</td>
<td>SCHOOL</td>
<td></td>
<td></td>
<td>NETBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aunty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids Helpline 1800 551 800</td>
<td>FAMILY</td>
<td>SCHOOL</td>
<td>NETBALL</td>
<td>Leanne</td>
<td>Jo</td>
<td>Chris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONE NUMBERS</td>
<td>PHONE NUMBERS</td>
<td>MY NETWORK</td>
<td>FRIENDS</td>
<td>Laura</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency 000 Mobile 112</td>
<td>Police 131 444</td>
<td>COMMUNITY HELPERS</td>
<td>WEBSITES</td>
<td>SHOPPING CENTRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighbour</td>
<td>COMMUNITY HELPERS</td>
<td>WeBSITES</td>
<td>SHOPPING CENTRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Adapted from Tool Time for Education, Version 15.0 by David P. Langford. ISBN: 978-0-9904304-6-9 Copyright 2015 by Langford International, Inc. All pages reproduced with permission from Langford International Inc., www.langfordlearning.com | 12742 Canyon Creek Road, Molt, Montana 59057 Phone: 406.628.2227 | Fax: 406.628.2228 | E-mail: office@langfordlearning.com)
Lotus Diagram

What is it?
The Lotus Diagram is an analytical, organizational tool for breaking broad topics into components, which can then be prioritized for implementation.

When is it used?
The Lotus Diagram is used when teams or individuals need a process for organizing and prioritizing components of a larger whole.

Where is it used?
Lotus Diagrams are often used, but not limited to steps 1, 2, 5 and 9 of the PDSA - Probletunity Improvement Process.

Why is it used?
Lotus Diagrams:
• are spatial and interactive.
• promote logical, creative thinking.
• promote prioritizing for action.
• require active Brainstorming (page 22) and analysis from all individuals.
• create an automatic recording device for information.
• are effective with all ages.
• provide an effective communication tool.

Sample uses:
Use Lotus Diagrams:
• with students when dividing tasks for learning projects.
• to make an excellent tool for outlining writing projects.
• with administrators to outline and prioritize school improvement processes.
• to prepare for creative writing projects.
• to analyze major components of historical events, such as World War II, etc.
• to devise strategies of implementation.

Other uses:
1. Take a large sheet of paper or a flip chart sheet and pretend you are going to play a giant game of Naughts & Crosses or Tic-Tac-Toe. Draw the lines on your chart.

2. Now proceed to the center of the sheet and repeat the process.

3. Choose an Aim or topic to study and clearly write it in the center of the Lotus Diagram.

4. Use Brainstorming (page 22) to identify up to eight (8) major subtopics. Place each of the eight subtopics in the ovals surrounding the center rectangle and draw a circle around each.

5. Transfer each subtopic to the center of a corresponding square. Brainstorm (page 22) ideas or causes and place in the surrounding rectangles.

6. Use the upper left corner triangles to prioritize the sub-ideas. Use the NGT (page 94) process to prioritize sub-ideas. Highest number, most important.

If ideas have previously been prioritized, they can be placed on the Lotus Diagram according to their appropriate number. If there is no priority, the numbers on the Lotus Diagram serve only as locators for each sub-category.

For individuals, Lotus Diagrams work best on a standard size page. A larger version, such as a flip chart sheet, is necessary for teams, so that all can see and participate in its formation.
Lotus diagram template

Name
7 | Modified jigsaw activity

The modified jigsaw strategy is a structure for small group work. It encourages participation and co-operative learning, and places responsibility for learning on students. It is an effective strategy when dealing with complex information or a large amount of information.

This activity is suitable for older students and may be adapted for primary students.

The educator breaks up the information to be learnt into small sections, usually four to eight. Students are formed into groups according to the number of sections of information to be learnt. They become ‘experts’ on their section or topic. Each group of ‘experts’ learns about its topic through discussion or further research. The group prepares to give a report back to the whole class about the information they have become ‘experts’ in. This report may take various forms, for example oral report, written report, or dramatisation.

8 | Values walk or values continuum

The educator prepares five wall signs that say:
- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree.

The signs are placed around the room. The educator reads aloud statements on a chosen topic. Learners move to the sign which best expresses their opinion about the statement. They discuss their thoughts about the statement with other learners at the same sign and then discuss as a class. Learners should be allowed to ‘pass’ on stating their opinion. Learners may go to the sign labelled ‘Unsure’ and reconsider their opinion after discussion.

8a ‘Thumbs up’ opinions

This strategy supports younger learners to express opinions or values in a non-threatening way. Learners do not have to verbalise their thoughts. The educator practices the strategy first on topics with which learners are familiar.

After a discussion on the topic, learners express opinions by showing:
- thumbs up for ‘yes’ or ‘agree’
- thumbs down for ‘no’ or ‘disagree’
- thumbs horizontal for ‘OK’ or ‘unsure’.

9 | Placemat activity

The placemat activity is very effective in involving all students in formulating ideas. Students work in groups of four, preferably sitting on four sides of a table or on the floor.

Each group has a large piece of paper containing the pattern in the diagram below. Students can draw their own pattern as it does not need to be particularly accurate.

Each member of the group writes, draws or uses symbols to show their ideas on a given topic on the paper in front of them. Educators can provide four different coloured pens so that students can keep track of who wrote each idea. The four students share and clarify their ideas, adding new points as they arise.

The group arrives at one idea or a set of ideas, which all members agree are the most important, and writes them in the space in the middle of their sheet.

10 | Brainstorming

Brainstorming is an oral literacy strategy, which allows all contributions to a discussion to be considered. It is inclusive and empowering when all learners feel that their ideas are important.

Learners can either call out or put their hands up to contribute ideas on a topic, while a scribe (educator or learner) records all ideas on a large sheet of paper. Paper is preferable to a whiteboard or blackboard because ideas can be revised later in the light of new learning. It is important to ensure all learners have a chance to express a thought. The educator can note which learners have not contributed, and can call on them for ideas in a non-confrontational way.

10a Modified brainstorming

Modified brainstorming is a strategy that can be used in problem-solving in safe situations. The educator explains to learners that while brainstorming is used to generate a flow of ideas, modified brainstorming allows the educator to ‘interrupt’ if responses are inappropriate or unsafe. In this case, learners’ responses to the educator’s question ‘How will this help to keep someone safe?’ usually lead to agreement within the group that the idea is inappropriate or unsafe. The idea can then be crossed out. If the teacher is still concerned about a learner’s response, they can later seek legal advice and/or talk to the individual learner.
11 | Relaxation

Relaxation is a very useful technique in teaching child protection. It may support children and young people as part of a closing activity at the end of a session or at any time when calmness is needed. Relaxation is a useful calming strategy that allows time to think of a plan or action to keep safe. It is also a protective strategy.

Some learners may be afraid to say ‘no’ when they experience inappropriate or sexual touching. They may also be at risk of further antagonizing the abuser if they resist. The person they tell may not believe them, or may do nothing to address the situation. Learners need as many options as possible from which to choose. For example, if a child intervenes in a situation of domestic violence he/she may be further at risk. In such cases of facing a dilemma, using a relaxation technique, such as the imaginary safe place strategy, may be a short-term option. However, imagining a safe place is no substitute for a child telling a trusted person on his/her network about an unsafe situation.

There are many relaxation strategies and different people will prefer different approaches. For example:
• listening to a relaxation recording or to music
• older students making their own relaxation recording
• taking a walk
• doing simple stretch exercises
• focusing on deep breathing.

To begin teaching children and young people about relaxation, the educator reminds them of the two themes of the KS:CPC: ‘We all have the right to be safe’ and ‘We can help ourselves to be safe by talking to people we trust’.

The educator explains that whilst the relaxation exercise is being done with a large group at the school or preschool in order to learn about and practise the skill, students should understand that they can use the technique in other situations of their own choosing to keep themselves safe. The group establishes some rules or group operating norms, for example, no touching and remaining quiet so others can listen and concentrate.

The educator explains that being relaxed is not the same as being unconscious; that they will know what is going on around them; and that they will remember what is said and what happens. It is important that learners have a range of positions they can choose from, for example, sitting on a chair or bean bag. It is not appropriate to insist that they lie down as this may antagonize the abuser if they resist. The person they tell may not believe them, or may do nothing to address the situation. Learners need as many options as possible from which to choose.

Any of the following relaxation strategies can be used according to the context and developmental level of learners:

• Breathing: Sit or lie comfortably. Breathe slowly and deeply. Listen to music or the educator counting back slowly from 25. Picture the numbers in your head while breathing rhythmically. At 0, stretch and take a deep breath.
• Imagining a picture: Sit or lie comfortably. ‘Paint’ a picture of a quiet place you would like to be. Breathe slowly and enjoy the picture that you have painted. Finish by stretching and taking a deep breath.
• Imagining a journey: Sit or lie comfortably. Imagine walking or flying to a safe place. Breathe slowly and enjoy the journey. Return slowly from the journey and stretch.
• Relaxing and tensing the body: Sit or lie comfortably. Beginning with the toes, tell each body part to tense and relax. Feel the body relax and get heavier, then reverse the order. Stretch and take a deep breath.

12 | Problem-solving

Learners need to be presented with a variety of problem-solving strategies and models. Scenarios provide a useful way of highlighting how to apply the various models. Strategies and models for problem-solving and decision-making are presented with increasing complexity in the activities in the year level curriculum documents.

Across the different year levels, students use a range of problem-solving models in Focus Area 4: Protective strategies, as demonstrated in the table below. Strategies and models are explained and relevant resources provided for each of the activities.

<table>
<thead>
<tr>
<th>Early Years: Ages 3–5 and Years R–2</th>
<th>What if…?</th>
<th>Stop, Think, Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Years: Years 3–5</td>
<td>What if..?</td>
<td>PÓOCH Stop, Think, Do</td>
</tr>
<tr>
<td>Middle Years: Years 6–9</td>
<td>PÓOCH</td>
<td>Trust, Talk, Take control</td>
</tr>
<tr>
<td>Senior Years: Years 10–12</td>
<td>Think, Feel, Act, Persist</td>
<td>Protect yourself decision-making model</td>
</tr>
</tbody>
</table>

13 | Teachable moments

While the concept of teachable moments is particularly relevant to very young learners, it can be applied to learners of all ages.

The theme that runs through the whole of the KS:CPC is safety. Learning about safety and what it entails will occur throughout the learner’s day, in the classroom setting and at play. These are the ‘teachable moments’ that educators can take advantage of, using learners’ interactions, their questions, and the learning they are doing across all learning areas to highlight issues relating to such themes as ‘feelings’, ‘emergencies’, ‘safe and unsafe’, ‘fair and unfair’, ‘touching’, and ‘trust’. However, there are some concepts in the KS:CPC that are unlikely to be covered as a result of incidental interactions, for example, recognising and reporting abuse.
14 | Using songs and stories

Throughout the KS:CPC, and especially in the Early Years, particular songs and stories are suggested as models and discussion starters for the Focus Area topics. Educators are encouraged to make wide use of these resources and to supplement existing suggestions with other songs and stories that they may find useful for presenting concepts in a one step removed manner to discuss sensitive issues. Contemporary media can also be used, such as ebooks/kindles, ipads/tablets, ipods/MP3 players, etc.

15 | Critical literacy in using electronic and print media

Throughout the KS:CPC, educators will use fiction and non-fiction texts in a range of media to reinforce the major themes. For example, social media and print need to be approached from a critical literacy perspective, whereby educators encourage learners to develop understandings about how texts and media may be used to influence their attitudes and behaviour. Learners are encouraged to question authorship and purpose; position and power; and stereotyping and appropriateness of texts, both in print and electronic media. Educators need to ensure that learners understand how to recognise and analyse the viewpoints and values represented, for example, in cultural and gender stereotyping.

A social network is an online community, often with a common interest. The most common social networking site is Facebook with over 1 billion users worldwide. It allows users to share comments, chat, and post photos in a contained environment with the user in control.

Many popular sites are described as ‘social networking’, but are really best described under other categories. Examples of sites that have social aspects, but are not strictly ‘social networking’, include:

- Twitter—a micro blogging site
- YouTube—a video sharing site
- Tumblr—a blogging site
- MSN—an instant messaging program
- Skype—a voice over internet protocol (VOIP) service
- Instagram—a photo sharing application
- online games with social networking components, such as Club Penguin (Bully Stoppers).

It is very important for learners to be aware of the power and risks involved in using the internet in general and social media in particular. We need to support learners in using social media in safe and socially appropriate ways, being mindful of ethical online relationships that treat others—family, friends and even people they dislike—in a respectful manner. Sites such as those which actively teach social networking skills and appropriate behaviours are important to consider. The legal implications of inappropriate use of media sites will also add to learners understanding of internet protocols.

16 | Drawing and scribing

Early childhood educators can encourage learners to reinforce their understanding through drawing, painting and model making. When children and young people are invited to tell their story about the artwork created, educators can act as scribes and, in doing so, are able to monitor their learning and provide information to parents/caregivers about their child’s learning.

Abused children may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond the child’s age. Children may identify abuse with the following features, for example by:

- drawing the abuser:
  - with very large hands or arms
  - with sharp teeth and enlarged mouths
  - with a huge erect penis
  - with a sinister grin
  - floating in the air
  - as a scary monster, witch, insect or snake.

- drawing themselves with:
  - sad mouth
  - tears
  - no arms
  - no mouth
  - faceless
  - attached to the ground whilst abuser is floating.


17 | Persona dolls

Early Years educators may use persona dolls as an effective, non-threatening way to raise issues and encourage young children to explore, uncover and confront unfairness and related feelings and ideas. Persona dolls help children express their thoughts, think critically, challenge unfair treatment, and develop empathy with others who may be different. They can also help children problem-solve to develop an understanding of what is fair and unfair.

Persona dolls can be any dolls as long as they can be given a ‘persona’. The use of the dolls can support educators to build histories and stories around the dolls to challenge social inequalities in positive ways. Persona dolls must not be used to illustrate scenarios about abuse and neglect.

Resources on cyber safety
18 | Relationships circle

The technique of the relationships circle is used throughout the KS:CPC. It is inclusive and promotes individuals in making choices. It can be applied successfully to relationships from the early years to adulthood to develop the concepts of trust and safe networks. The relationships circle can be developed to include several categories of relationship, depending on the developmental level and experiences of the learner.

Adapted from Education Department of South Australia (1977) Health education years 8–10, Teachers’ handbook, EDSA, Adelaide, p.105
A modified relationships circle, such as below, is a useful tool for helping all learners, but in particular younger children and children with disability or additional needs, to understand and discriminate between acceptable touch and unacceptable/inappropriate touch in different relationships. This model should be revisited on a number of occasions. It is also important to include a discussion about touch and choice. For example, it may be alright to be cuddled, hugged and tickled by someone close and important on one occasion, but a person may not want this to occur at another time. Inappropriate genital or oral touching is not allowed by any members of the relationships circle.

**Resources on abuse and neglect**

![Touching in relationships circle](image-url)
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Area 1: The right to be safe</strong></td>
<td><strong>Focus Area 2: Relationships</strong></td>
<td><strong>Focus Area 3: Recognising and reporting abuse</strong></td>
<td><strong>Focus Area 4: Protective strategies</strong></td>
</tr>
<tr>
<td><strong>Topic 1: Exploring the concept of safety</strong></td>
<td><strong>Topic 1: Understanding rights and responsibilities</strong></td>
<td><strong>Topic 1: Privacy and names of parts of the body</strong></td>
<td><strong>Topic 1: Problem-solving for keeping safe</strong></td>
</tr>
<tr>
<td>1.1 Definition of safety</td>
<td>1.1 Rights</td>
<td>1.1 Reproductive parts of the body</td>
<td>1.1 Helpfune and unhelpful thinking</td>
</tr>
<tr>
<td>1.2 Adults caring for children</td>
<td>1.2 Responsibilities</td>
<td>1.2 Exploring the meaning of private</td>
<td>1.2 Assertive responses</td>
</tr>
<tr>
<td>2.1 Warning signs: physical indicators</td>
<td>2.1 Trust walk</td>
<td>1.3 Our bodies are private</td>
<td>1.3 Observational skills</td>
</tr>
<tr>
<td>2.4 Feeling unsafe</td>
<td>2.2 Relationships circle</td>
<td>1.4 Touching</td>
<td>1.4 “What if...?” problem-solving model</td>
</tr>
<tr>
<td>2.5 Imagining a safe place</td>
<td>2.3 Developing a personal network</td>
<td><strong>Topic 2: Recognising abuse, neglect and unsafe secrets</strong></td>
<td><strong>Topic 2: Review of networks</strong></td>
</tr>
<tr>
<td><strong>Topic 3: Unsafe situations and acceptable risk-taking</strong></td>
<td><strong>Topic 2: Exploring different types of feelings</strong></td>
<td><strong>Topic 2: Exploring abuse and physical abuse</strong></td>
<td><strong>2.1 Networks</strong></td>
</tr>
<tr>
<td>3.1 Ideas about being safe</td>
<td>3.2 Exploring the meaning of private</td>
<td>2.2 Definition of abuse</td>
<td><strong>2.3 Persistence</strong></td>
</tr>
<tr>
<td>3.4 What is an emergency?</td>
<td><strong>Topic 2: Recognising abuse</strong></td>
<td>2.3 Emotional abuse</td>
<td><strong>2.1 Networks</strong></td>
</tr>
</tbody>
</table>

**Appendix 11 | KS:CPC sample planning guide: Primary Years: Years 3–5**

**Organisation of the KS:CPC Primary Years: Years 3–5**

**Year 3**

**Term 1**

- Focus Area 1: The right to be safe
  - Topic 1: Exploring the concept of safety
    - 1.1 Definition of safety
    - 1.2 Adults caring for children
  - Topic 2: Reviewing the concept of warning signs
    - 2.1 Warning signs: physical indicators
    - 2.4 Feeling unsafe
    - 2.5 Imagining a safe place
  - Topic 3: Unsafe situations and acceptable risk-taking
    - 3.1 Ideas about being safe
    - 3.4 What is an emergency?

**Term 2**

- Focus Area 2: Relationships
  - Topic 1: Understanding rights and responsibilities
    - 1.1 Rights
    - 1.2 Responsibilities
  - Topic 2: Trust and networks
    - 2.1 Trust walk
    - 2.2 Relationships circle
    - 2.3 Developing a personal network
  - Topic 3: Developing personal identity
    - 3.1 Identity web
    - 3.2 Designing personal birthday cards
  - Topic 4: Power in relationships
    - 4.1 Exploring a definition of power
    - 4.3 Tricks and tribe
    - 4.4 Pressure

**Term 3**

- Focus Area 3: Recognising and reporting abuse
  - Topic 1: Exploring the concept of abuse, neglect and unsafe secrets
    - 1.1 Exploring abuse
    - 1.2 Definition of abuse
    - 1.3 Emotional abuse
    - 1.4 Touching
  - Topic 2: Review of networks
    - 2.1 Networks
    - 2.3 Persistence

**Term 4**

- Focus Area 4: Protective strategies
  - Topic 1: Problem-solving for keeping safe
    - 1.1 Helpfune and unhelpful thinking
    - 1.2 Assertive responses
    - 1.3 Observational skills
    - 1.4 “What if...?” problem-solving model
  - Topic 2: Review of networks
    - 2.1 Networks
    - 2.3 Persistence

**Year 4**

**Term 1**

- Focus Area 1: The right to be safe
  - Topic 1: Exploring the concept of safety
    - 1.1 Definition of safety
    - 1.2 Adults caring for children
  - Topic 2: Reviewing the concept of warning signs
    - 2.1 Warning signs: physical indicators
    - 2.4 Feeling unsafe
    - 2.5 Imagining a safe place
  - Topic 3: Unsafe situations and acceptable risk-taking
    - 3.1 Ideas about being safe
    - 3.4 What is an emergency?

**Term 2**

- Focus Area 2: Relationships
  - Topic 1: Understanding rights and responsibilities
    - 1.1 Rights
    - 1.2 Responsibilities
  - Topic 2: Trust and networks
    - 2.1 Trust walk
    - 2.2 Relationships circle
    - 2.3 Developing a personal network
  - Topic 3: Developing personal identity
    - 3.1 Identity web
    - 3.2 Developing a personal network
  - Topic 4: Power in relationships
    - 4.1 Exploring a definition of power
    - 4.5 Bullying as an abuse of power

**Term 3**

- Focus Area 3: Recognising and reporting abuse
  - Topic 1: Exploring the concept of abuse, neglect and unsafe secrets
    - 1.1 Exploring abuse
    - 1.2 Definition of abuse
    - 1.3 Emotional abuse
    - 1.4 Touching
  - Topic 2: Review of networks
    - 2.1 Networks
    - 2.3 Persistence

**Term 4**

- Focus Area 4: Protective strategies
  - Topic 1: Problem-solving for keeping safe
    - 1.1 Helpfune and unhelpful thinking
    - 1.2 Assertive responses
    - 1.3 Observational skills
    - 1.4 “What if...?” problem-solving model
  - Topic 2: Review of networks
    - 2.1 Networks
    - 2.3 Persistence

**Year 5**

**Term 1**

- Focus Area 1: The right to be safe
  - Topic 1: Exploring the concept of safety
    - 1.1 Definition of safety
    - 1.2 Adults caring for children
  - Topic 2: Reviewing the concept of warning signs
    - 2.1 Warning signs: physical indicators
    - 2.4 Feeling unsafe
    - 2.5 Imagining a safe place
  - Topic 3: Unsafe situations and acceptable risk-taking
    - 3.1 Ideas about being safe
    - 3.4 What is an emergency?
    - 3.5 Personal emergency

**Term 2**

- Focus Area 2: Relationships
  - Topic 1: Understanding rights and responsibilities
    - 1.1 Rights
    - 1.2 Responsibilities
  - Topic 2: Trust and networks
    - 2.1 Trust walk
    - 2.2 Relationships circle
    - 2.3 Developing a personal network
  - Topic 3: Developing personal identity
    - 3.1 Identity web
    - 3.2 Basic needs
    - 3.3 Practising problem-solving
    - 3.4 What is an emergency?
    - 3.5 Personal emergency

**Term 3**

- Focus Area 3: Recognising and reporting abuse
  - Topic 1: Exploring the concept of abuse, neglect and unsafe secrets
    - 1.1 Exploring abuse
    - 1.2 Definition of abuse
    - 1.3 Emotional abuse
    - 1.4 Touching
  - Topic 2: Review of networks
    - 2.1 Networks
    - 2.3 Persistence

**Term 4**

- Focus Area 4: Protective strategies
  - Topic 1: Problem-solving for keeping safe
    - 1.1 Helpfune and unhelpful thinking
    - 1.2 Assertive responses
    - 1.3 Observational skills
    - 1.4 “What if...?” problem-solving model
  - Topic 2: Review of networks
    - 2.1 Networks
    - 2.3 Persistence
Appendix 12 | Australian Curriculum mapping tool: Primary Years: Years 3–5

Health and Physical Education (HPE)

Child protection, safety, relationships and sexuality fit primarily within the Health and Physical Education (HPE) learning area of the Australian Curriculum (AC) v.6 but can also be incorporated across other learning areas.

Note: When using these mapping tools, it is essential to remember the sequential nature of the Keeping Safe: Child Protection Curriculum (KS:CPC).

HPE content structure

The HPE curriculum is organised into two content strands—Personal, social and community health and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Personal, social and community health</th>
<th>Movement and physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-strands</td>
<td>• Being healthy, safe and active</td>
<td>• Moving our body</td>
</tr>
<tr>
<td></td>
<td>• Communicating and interacting for health and wellbeing</td>
<td>• Understanding movement</td>
</tr>
<tr>
<td></td>
<td>• Contributing to healthy and active communities</td>
<td>• Learning through movement</td>
</tr>
<tr>
<td>Focus areas</td>
<td>• Alcohol and other drugs</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td></td>
<td>• Food and nutrition</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td></td>
<td>• Health benefits of physical activity</td>
<td>• Fundamental movement skills</td>
</tr>
<tr>
<td></td>
<td>• Mental health and wellbeing</td>
<td>• Games and sports</td>
</tr>
<tr>
<td></td>
<td>• Relationships and sexuality</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Safety</td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
</tbody>
</table>

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials downloaded from the Australian Curriculum website on 26 February 2014. ACARA does not endorse any changes that have been made to the Australian Curriculum.

Focus areas

The 12 focus areas provide the breadth of learning across Foundation to Year 10 that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standards for each band of learning. The focus areas have been mapped to each content description and elaboration to assist teachers in their planning.

The following are the most relevant focus areas for the KS:CPC:

- **Relationships and sexuality (RS):** addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.
  
  It is expected that all students at appropriate intervals across the continuum of learning from Year 3 to Year 10 will explore the following:
  
  - people who are important to them
  - strategies for relating to and interacting with others
  - assertive behaviour and standing up for themselves
  - establishing and managing changing relationships (offline and online)
  - bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality)
  - strategies for dealing with relationships when there is an imbalance of power (including seeking help or leaving the relationship)
  - puberty and how the body changes over time
− managing the physical, social and emotional changes that occur during puberty
− reproduction and sexual health
− practices that support reproductive and sexual health (contraception, negotiating consent, and prevention of sexually transmitted infections and blood-borne viruses)
− changing identities and the factors that influence them (including personal, cultural, gender and sexual identities)
− celebrating and respecting difference and diversity in individuals and communities.

• **Safety (S)**: addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.

It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will explore the following:
− safety at school
− safe practices at home, in road or transport environments, in the outdoors and when near water
− safe and unsafe situations at home, school and parties and in the community
− strategies for dealing with unsafe or uncomfortable situations
− safe practices when using information and communication technologies (ICT) and online services, including dealing with cyberbullying
− managing personal safety
− first aid and emergency care, including safe blood practices
− safety when participating in physical activity, including sports safety, sun safety, use of protective equipment and modifying rules
− relationship and dating safety.

**General capabilities**

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century.

There are seven general capabilities:

− literacy (LIT)
− numeracy (NUM)
− information and communication technology capability (ICT)
− critical and creative thinking (CCT)
− personal and social capability (PSC)
− ethical understanding (EU)
− intercultural understanding (ICU).

In the AC: HPE, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning. Icons underneath the content descriptions on the AC website indicate where general capabilities have been identified in HPE content descriptions and elaborations.

In the charts that follow, the general capabilities are identified by acronyms. Depending on their choice of activities, teachers may find further opportunities to incorporate explicit teaching of general capabilities. Students may also be encouraged to develop capabilities through personally relevant initiatives of their own design.

**Student diversity**

The AC: HPE curriculum uses the principles of the Universal Design for Learning framework to ensure that the curriculum is inclusive of all learners and values diversity by providing for multiple means of representation, action, expression and engagement including: students with disability, gifted and talented, English is an additional language or dialect, and same-sex attracted and gender-diverse students.

**Cross-curriculum priorities**

The AC across all learning areas gives special attention to three cross-curriculum priorities:

− Aboriginal and Torres Strait Islander histories and cultures (HC)
− Asia and Australia’s engagement with Asia (AAEA)
− Sustainability (SUST).

These are identified on the AC website by icons and in the tables below by acronyms.

**Australian Curriculum mapping tool: Primary Years: Years 3−5**

The two mapping tools are for the following years:

− Years 3−4
− Years 5−6.

All mapping tools are situated within the strand of Personal, social and community health and the sub-strands of:

− Being healthy, safe and active
− Communicating and interacting for health and wellbeing
− Contributing to healthy and active communities.

**More information**

Keeping Safe: Child Protection Curriculum

Relationships and Sexual Health

Australian Curriculum

Curriculum, Pedagogy, Assessment and Reporting Policy for Reception–Year 10 (2013)

Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception–Year 10 (2013)
### Australian Curriculum

#### Sub-strand: Being healthy, safe and active

**Examine how success, challenge and failure strengthen personal identities**
- suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking
- persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities

**Explore strategies to manage physical, social and emotional change**
- discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations
- exploring how friendships change as they grow older and identifying strategies to manage change
- identifying people or sources of information that they can access if they have questions about the changes that are occurring

**Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe**
- recognising physical responses that indicate they are feeling uncomfortable or unsafe
- rehearsing assertive behaviours and strong non-verbal communication skills
- indicating on a local map the location of safe places and people who can help
- examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe

**Identify and practise strategies to promote health, safety and wellbeing**
- identifying and practising ways of behaving in the playground that ensure the safety of themselves and others

### Australian Curriculum mapping tool: Primary Years | Years 3–4

<table>
<thead>
<tr>
<th>Content descriptions</th>
<th>Relevant elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examining success, challenge and failure strengthen personal identities</strong></td>
<td>General capabilities: PSC, CCT</td>
</tr>
<tr>
<td><strong>Explore strategies to manage physical, social and emotional change</strong></td>
<td>General capabilities: PSC, LIT, CCT</td>
</tr>
<tr>
<td><strong>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</strong></td>
<td>General capabilities: PSC, LIT, CCT</td>
</tr>
<tr>
<td><strong>Identify and practise strategies to promote health, safety and wellbeing</strong></td>
<td>General capabilities: PSC, LIT, CCT</td>
</tr>
</tbody>
</table>

**Connections to KS:CPC**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-strand</th>
<th>Content descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 2: Relationships</td>
<td>Topic 1: Exploring the concept of safety</td>
<td>Topic 3: Unsafe situations and acceptable risk-taking</td>
</tr>
<tr>
<td>FA 3: Recognising and reporting abuse</td>
<td>Topic 2: Trust and networks</td>
<td>Topic 1: Privacy and names of parts of the body</td>
</tr>
</tbody>
</table>
### Australian Curriculum mapping tool: Primary Years | Years 3–4

<table>
<thead>
<tr>
<th>Sub-strand: Communicating and interacting for health and wellbeing</th>
<th>Relevant elaborations</th>
<th>Connections to KS:CPC</th>
</tr>
</thead>
</table>
| Describe how respect, empathy and valuing difference can positively influence relationships | • describing behaviours that show empathy and respect for the rights of others  
• creating an online connection with another school and identifying similarities and differences between students  
• predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them  
• recognising that bullying behaviour can take many forms, not only physical | FA 2: Relationships  
Topic 1: Understanding rights and responsibilities  
Topic 3: Developing personal identity  
Topic 4: Power in relationships |
| Investigate how emotional responses vary in depth and strength | • recognising own emotional responses and levels of their response in different situations  
• understanding that emotional responses vary across cultures and differ between people and different situations  
• analysing scenarios and identifying possible triggers and warning signs to predict emotional responses  
• describing strategies they can use to identify and manage their emotions before making a decision to act | FA 1: The right to be safe  
Topic 2: Reviewing the concept of warning signs |
| Discuss and interpret health information and messages in the media and on the Internet | • accessing different sources of health information and examining the accuracy of these sources  
• examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages  
• investigating how health messages influence health decisions | FA 3: Recognising and reporting abuse  
Topic 2: Recognising abuse, neglect and unsafe secrets  
Topic 3: Electronic media safety |

### Achievement standards

**By the end of Year 4, students:**  
• recognise strategies for managing change  
• examine influences that strengthen identities  
• investigate how emotional responses vary and understand how to interact positively with others in different situations  
• interpret health messages and discuss the influences on healthy and safe choices  
• describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity  
• apply strategies for working cooperatively and apply rules fairly  
• use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.
Investigate resources and strategies to manage changes and transitions associated with puberty
General capabilities: PSC, LIT, CCT, ICT

- understanding that individuals experience changes associated with puberty at different times, with differing levels of intensity and with different responses
- researching and identifying age-appropriate text and web-based resources to enhance understanding of changes associated with puberty
- examining the range of products available to manage the physical changes associated with puberty

Investigate community resources and strategies to seek help about health, safety and wellbeing
General capabilities: ICT, LIT, CCT, PSC

- researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy
- applying criteria to online information to assess the credibility of the information
- creating ways to share information about local services young people can access for help, such as a blog, app or advertisement

Plan and practise strategies to promote health, safety and wellbeing
General capabilities: PSC, LIT, CCT

- selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations

Practise skills to establish and manage relationships
General capabilities: PSC, EU, CCT, ICT

- exploring reasons why relationships may change, such as starting a new school, changing priorities or interests, family break-up, or joining a new sports team
- assessing the impact of different relationships on personal health and wellbeing
- proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships

Sub-strand: Being healthy, safe and active

Australian Curriculum mapping tool: Primary Years | Years 5–6

Connections to KS:CPC

<table>
<thead>
<tr>
<th>Topic</th>
<th>Relevant elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 1: The right to be safe</td>
<td>Topic 3: Unsafe situations and acceptable risk-taking</td>
</tr>
<tr>
<td>FA 2: Relationships</td>
<td>Topic 2: Trust and networks</td>
</tr>
<tr>
<td>FA 3: Recognising and reporting abuse</td>
<td>Topic 3: Electronic media safety</td>
</tr>
<tr>
<td>FA 4: Protective strategies</td>
<td>Topic 2: Review of networks</td>
</tr>
</tbody>
</table>

Sub-strand: Communicating and interacting for health and wellbeing

<table>
<thead>
<tr>
<th>Topic</th>
<th>Relevant elaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 1: The right to be safe</td>
<td>Topic 1: Exploring the concept of safety</td>
</tr>
<tr>
<td>FA 2: Relationships</td>
<td>Topic 1: Understanding rights and responsibilities</td>
</tr>
<tr>
<td>FA 3: Recognising and reporting abuse</td>
<td>Topic 3: Electronic media safety</td>
</tr>
<tr>
<td>FA 4: Protective strategies</td>
<td>Topic 1: Problem-solving for keeping safe</td>
</tr>
</tbody>
</table>
### Australian Curriculum mapping tool: Primary Years | Years 5–6 [continued]

<table>
<thead>
<tr>
<th>Sub-strand: Communicating and interacting for health and wellbeing [continued]</th>
<th>Australian Curriculum</th>
<th>Connections to KS:CPC</th>
</tr>
</thead>
</table>
| Examine the influence of emotional responses on behaviour and relationships General capabilities: PSC, LIT, CCT | • analysing situations in which emotions can influence decision making, including in peer-group, family and movement situations  
• discussing how inappropriate emotional responses impact relationships  
• exploring why emotional responses can be unpredictable | FA 1: The right to be safe  
Topic 2: Reviewing the concept of warning signs |
| Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours General capabilities: LIT, ICT, PSC, CCT, EU | • examining how media and public identities influence the way people act and the choices they make  
• sharing how important people in their life influence them to act or behave in a healthy or safe way  
• analysing health messages in the media and comparing their interpretations with those of other members of the class | FA 2: Relationships  
Topic 4: Power in relationships  
FA 3: Recognising and reporting abuse  
Topic 2: Recognising abuse, neglect and unsafe secrets |

<table>
<thead>
<tr>
<th>Sub-strand: Contributing to healthy and active communities</th>
<th>Australian Curriculum</th>
<th>Connections to KS:CPC</th>
</tr>
</thead>
</table>
| Investigate and reflect on how valuing diversity positively influences the wellbeing of the community General capabilities: PSC, LIT, ICU, CCT, EU Cross-curriculum priorities: SUST | • exploring initiatives sporting and community groups use to counter discrimination and support the wellbeing of their communities  
• discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment  
• proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism  
• exploring and celebrating how cultures differ in behaviours, beliefs and values | FA 2: Relationships  
Topic 1: Understanding rights and responsibilities  
Topic 3: Developing personal identity  
Topic 4: Power in relationships |

<table>
<thead>
<tr>
<th>Achievement standards</th>
<th>Australian Curriculum</th>
<th>Connections to KS:CPC</th>
</tr>
</thead>
</table>
| By the end of Year 6, students:  
• investigate developmental changes and transitions  
• examine the changing nature of personal and cultural identities  
• recognise the influence of emotions on behaviours and discuss factors that influence how people interact  
• describe their own and others’ contributions to health, physical activity, safety and wellbeing  
• demonstrate skills to work collaboratively and play fairly  
• access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. | | |
Focus Area 1: The right to be safe | Topic 2: Reviewing the concept of warning signs

Appendix 13 | Relaxation story

Today we are going to imagine going on a journey to a safe place.

Sit comfortably on your chair with your hands in your lap.
Begin taking a deep breath ... hold it for a moment ... and breathe out.
Let’s do that again ... breathe in ... hold it for a moment ... and breathe out.
You may close your eyes, if you want to.
Breathe in ... hold and slowly breathe out.
Imagine you are floating out of your chair, out of the room, and upward.
Still breathing slowly, you float. You feel warm and relaxed.
You look down at all the sights that are familiar to you.

You may list some familiar sights, for example playground, oval, roads, creek.

You feel the breeze blowing gently on your face.
You float towards a river and you follow the river down to a beautiful lake in a park.
There’s lots of green grass and shade and a tall old gum tree.
Gently you float down and sit or lie quietly under the tree.
Water is gently lapping the shores of the lake. The sun is warm and the breeze blows gently.
You feel relaxed, your eyes are heavy as your muscles relax.
You are feeling very ... very comfortable.

Silence for about 30 seconds.

I am going to count slowly to 3 and you will come back to your chair feeling awake and ... 
One ... Your legs begin to stretch.
Two ... Your arms unfold from your lap.
Three ... You open your eyes and feel energy return to your whole body.
Take one more deep breath ... in ... and out ...
That was very good.
Appendix 14 | What is safe?

Name

How does safe feel?

**Warm**  
**Comfortable**  
**Cosy**  
**Happy**  
**Contented**  
**Friendly**

Feeling safe is not always a ‘warm fuzzy’ feeling

List some other safe feeling words. Use different coloured pens and shaped letters to show the feeling.

When might we feel that something is:

- **Scary but fun?**
- **Scary, not fun but safe?**
- **Scary, not fun, not safe?**
- **Fun, not safe?**
## Appendix 15 | Feelings scenarios for freeze frame activity

Two students can act out these freeze frames and the group guesses what is being acted out.

<table>
<thead>
<tr>
<th>Mixed feelings</th>
<th>Confused feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student feels really proud when a friend wins an award at assembly, but she also feels a bit jealous because she wishes she had won it.</td>
<td>A 10 year old boy speaks to his friend on the phone the night before and plans to meet in the morning at school. However, when he arrives at school his friend is talking to someone else and ignores him. He feels confused.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changing feelings</th>
<th>Uncomfortable feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 9 year old girl tells her friend a personal story about her family because she trusts her. Then she finds out her friend has told several other people the story. She feels really let down.</td>
<td>A 7 year old comes home from school, happy to tell his parent about the day. The parent is talking to someone who is introduced as a relative and she gives the child a big hug, even though the 7 year old doesn’t know her.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mixed feelings</th>
<th>Confused feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A brother has a birthday and his younger brother feels really happy at the party. The younger brother feels a bit sad because his birthday is several months away and he’d like to have a new skateboard now.</td>
<td>A sister’s boyfriend is really nice to the younger sister when her sister is there, but when she isn’t he calls her names and tells her to ‘Get lost!’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Changing feelings</th>
<th>Uncomfortable feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student believes she can trust her friend and then she sees her steal something from another student’s bag. She wonders if she can trust her friend again.</td>
<td>Dad is late picking up his son from sports practice. The coach offers to take him home in the coach’s car, but the son knows that his dad has told him not to go in a car with anyone, unless dad knows about it.</td>
</tr>
</tbody>
</table>
Appendix 16 | My rights and responsibilities

Name

No matter how old we are, we all have rights. With these rights go responsibilities. Make a list of rights and write up the responsibility that goes with each one.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The right to feel safe.</td>
<td>The responsibility to behave in a safe way.</td>
</tr>
<tr>
<td>2. The right to be listened to.</td>
<td>The responsibility to listen to others.</td>
</tr>
<tr>
<td>3. The right to learn ...</td>
<td>The responsibility to ...</td>
</tr>
<tr>
<td>4. The right to ...</td>
<td>The responsibility to ...</td>
</tr>
<tr>
<td>5. The right to ...</td>
<td>The responsibility to ...</td>
</tr>
</tbody>
</table>

Illustrate one of your rights and responsibilities below:
We have been learning about child protection at school this term. These lessons are based on the two themes:

- **We all have the right to be safe**
- **We can help ourselves to be safe by talking to people we trust**

We encourage children and young people to develop skills in dealing with many of life’s difficult situations and, most importantly, in the area of child abuse. Children and young people are also taught that it is an adult’s responsibility to care for them, to protect them, and to keep them safe.

Children and young people are encouraged to develop a network of trusted people and online information/support sites they can contact in case of an emergency or if they feel unsafe.

[Name] has chosen you to be on his/her network.

A person on a child’s or young person’s network is someone who will:

- listen to them and act to keep them safe
- contact adults, such as parents and relatives, if appropriate
- contact agencies, such as the Child Abuse Report Line on 131 478, if necessary.

This young person is placing great trust in you. [Name] believes he/she can depend on you to help keep him/her safe. We hope you can talk to them about it.

Further information about the Keeping Safe: Child Protection Curriculum is available from the school.

Yours Sincerely
Appendix 18 | Identity web

(Adapted from web developed by Lonsdale Heights Primary School)
Appendix 19 | Power scenarios

**Scenario 1**

The teacher has set up mixed groups of boys and girls to complete a task. In one group of four, the two boys tell the girls that they will do the computer research while the girls can draw up the title and put a border on the large sheet of cardboard. The two boys often ‘hog’ the computer in the classroom and say ‘Girls can’t work computers. Boys are better at finding out stuff!’ When one of the girls complains, one of the boys makes a threat to her. The teacher notices the boys are often using the computer and draws up a roster for computer use and checks that groups are sharing the computers fairly.

**Scenario 2**

Two or three students in a class make a game of deliberately knocking things off the desks of quieter students and pretend to apologise by saying ‘sorry’ loudly. Some students laugh nervously. One student helps to put the items back and suggests they talk to the teacher about the problem.

**Scenario 3**

A group of popular Year 5 students start up a club while they are playing in the yard. They make up rules about who can be a member and laugh and whisper secrets when particular classmates are nearby. They push in front at line-up and, when others complain, they tell the teacher ‘We were here first!’ and then back each other up when the teacher investigates the complaint.

**Scenario 4**

New soccer goals have been put up on the oval. A group of Year 6–7 students go out at recess and lunchtime to play soccer. The Year 3–4 class has been learning soccer skills in PE and want to go out and practise. The older students tell them to ‘Get lost. You little kids can’t even play soccer anyway!’ The younger students attempt to play nearby and when their ball rolls into the soccer goal accidentally, one of the older students grabs it and kicks it far away.
### Appendix 20 | Power card activity

<table>
<thead>
<tr>
<th>A teacher tells a student ‘You’re a loser’ in front of the whole class.</th>
<th>When a family cannot afford a life-saving operation for their child, a doctor says she will perform the operation free of charge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An SRC member asks the other students to line up to receive sports equipment at lunch time.</td>
<td>A famous singing group lands at Adelaide airport knowing that fans have been waiting there for hours to see them. The band leaves the airport secretly.</td>
</tr>
<tr>
<td>A teacher stops two students from fighting and asks them to come to the office to sort out their problem.</td>
<td>One member of a group of friends feels uncomfortable about their bullying of a student. The other friends pressure the person to join in, or not be part of the group anymore.</td>
</tr>
<tr>
<td>A babysitter always chooses his favourite TV programs. The children would sometimes like to have the choice. They talk to the babysitter who agrees to take turns.</td>
<td>A whole town plans a fund-raising event. They make enough money to send their local sports champion overseas to compete in the World Games.</td>
</tr>
<tr>
<td>A student with the latest computer toy makes her friends beg her before she will let them have a turn.</td>
<td>A cinema complex owner persuades the council to turn a nearby park into a parking area for the cinema goers.</td>
</tr>
<tr>
<td>When a child can’t get his own way, he often tells his mother that he hates her.</td>
<td>A popular student asks a classmate to buy him an ice block from the canteen.</td>
</tr>
</tbody>
</table>
Appendix 20a | Charts for power card activity

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive use of power</td>
<td>Abuse of power</td>
</tr>
</tbody>
</table>
Appendix 21 | The Gizmo again by Paul Jennings—extract 1

They steal my pocket money. They twist my ears until they feel as if they are about to drop off.

Every day when I wake up I think about Gutsit’s gang and worry about what they are going to do to me. It is the first thing I think about in the morning and the last thing I think about at night.

But now I have figured out a way to stop them. It is worth a try. I have been planning this for quite a while. It is the only way.

‘Can I join the gang?’ I say.

The three of them fall about laughing. ‘What? A little runt like you?’ says Ginger Gurk. ‘What a joke.’

Gutsit holds up his hand. ‘No, boys,’ he says. ‘We have to take this seriously. This young fellow wants to join. He could be tough—you never know. We have to give him a chance.’

I smile. This is good. If I join the gang they will not pick on me. They will leave me alone. ‘Okay’, says Gutsit. ‘You can join the gang. But you will have to be initiated.’

I am not sure what this means but I don’t really care. Now that I am a member of the gang they will leave me alone and pick on someone else.

Gutsit takes another bite of my cake. What’s left of it. ‘Not bad,’ he says. ‘Not bad at all. Anyone like a bit?’

I feel so sorry for Micky. He is all on his own. But I am secretly glad that the gang has forgotten about me. If I say anything they will start picking on me again. And anyway, I am a gang member now.

‘Here,’ Gutsit says to me. ‘Eat this.’ He hands me a chocolate. I don’t really want to eat one of Micky’s chocolates but now that I am a gang member I have to. I swallow the chocolate quickly without even tasting it. The gang gobble down the rest of Micky’s lunch. There is nothing left. Except the Coke and the lunch-box.

Gutsit grabs the Coke and unscrews the lid. He puts his thumb over the end of the bottle. Then he shakes it up. Micky tries to run away but Ginger Gurk and Noblet grab his arms. Gutsit squirts the Coke all over Micky’s face.

There is nothing he can do. He just stands there with his shoulders silently shaking. I know that inside he is crying a million tears. Even though we can’t hear anything. All the food is gone. Soon this torture will all be over and Micky can go off and clean himself up. There isn’t anything I can do. I am just not brave enough. And anyway, I belong to the gang.

## Appendix 22 | Definitions of abuse for students

<table>
<thead>
<tr>
<th>Physical abuse</th>
<th>Emotional abuse</th>
</tr>
</thead>
</table>
| Deliberate physical harm to a child or young person. | Continual words and actions to make a child or young person feel as though he/she is:  
- always in trouble  
- not able to do things (‘hopeless’)  
- alone with no friends. |

<table>
<thead>
<tr>
<th>Neglect</th>
<th>Sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not taking care of a child or young person properly.</td>
<td>People using their power to make a child or young person be involved in sexual activity.</td>
</tr>
</tbody>
</table>
Appendix 23 | Cards for secrets activity

1. An 8 year old boy is being looked after by his uncle while his mother is away. The uncle says the boy can stay up late and watch television with him. He will teach the boy to play a new game, but he mustn’t tell his mother. The uncle wants the boy to touch him on his penis. The 8 year old is worried about telling his mother because he might get into trouble for staying up late.

2. A 10 year old girl’s parents are going out. Her older sister is supposed to be looking after her and their baby brother. Instead, she asks some friends over and they are looking at pornographic images online. They ask the 10 year old if she wants to have a look too. They say she mustn’t tell.

3. A 7 year old girl visits her grandparents. Grandpa asks her to sit on his knee and holds her tightly and gives her sloppy kisses. She doesn’t like it but doesn’t say anything because she doesn’t want to hurt his feelings.

4. A special family occasion is about to happen and two sisters have made lovely cards for their step-mother and father. They hide them in one of their cupboards.

5. An 11 year old boy is called into the backyard by his mother’s partner. He tells the boy about a plan to give his mother a surprise birthday party next week.

6. Some friends at school offer a 9 year old boy a chocolate bar. He takes it and eats it. Then they tell him they had stolen it from the local shop but he must keep it a secret. They will show him how to shoplift some other day.

7. A girl goes shopping with her mum to buy her teacher an end-of-year present. She is very excited and wants to tell the teacher about it the next day, but she and mum have decided to give the teacher the present at the concert the following night.

8. A 10 year old boy lives with his father. His father has decided to let out one of the spare rooms to a boarder to help make some extra money. The boarder keeps coming into the boy’s bedroom or the bathroom when the boy is showering.
Appendix 23a | Chart for secrets activity

<table>
<thead>
<tr>
<th>Safe secrets</th>
<th>Unsafe secrets</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secrets that are OK to keep</td>
<td>Secrets that are not OK to keep</td>
<td>Secrets to be checked out with someone from your network</td>
</tr>
</tbody>
</table>
Appendix 24 | ‘What if ...?’ problem-solving model

**What if ...?**

**Identify** the problem

**Frame** the issue into a key question: What if someone …?’
or ‘How could someone keep safe even if …?’

**Brainstorm** to generate a list of alternative strategies of possible solutions

Consider the **Consequences** of the alternatives by asking ‘How might this help keep someone safe?'

**Decide** which one(s) might work

**Implement**—Try out a solution

**Evaluate**—Was it a good choice? What other choices could be made?

**Persistence**—Try to solve it in different ways until success is achieved

**Remember**—Use your personal network
## Appendix 25 | POOCH problem-solving model

<table>
<thead>
<tr>
<th>What is the PROBLEM?</th>
<th>What are the OPTIONS?</th>
<th>What is your CHOICE?</th>
<th>How did this go? If it didn’t work out, look at the OPTIONS again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the PROBLEM?

1 +

2 +

3 +

4 +

How did this go? If it didn’t work out, look at the OPTIONS again.

1

2

3

4

POOCH problem-solving tool

Focus Area 4: Protective strategies | Topic 1: Problem-solving for keeping safe
### Focus Area 4: Protective strategies | Topic 1: Problem-solving for keeping safe

<table>
<thead>
<tr>
<th>What is the PROBLEM?</th>
<th>What are the OPTIONS?</th>
<th>What is the PROBLEM?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What if someone went home and found there was no key to get in and no-one was home?</td>
<td>1. Go around the back and sit and wait.</td>
<td>1. Parent may come home soon.</td>
</tr>
<tr>
<td></td>
<td>2. Go back to school.</td>
<td>2. Parent doesn’t come and it is getting dark.</td>
</tr>
<tr>
<td></td>
<td>3. Go to next door neighbour.</td>
<td>3. Staff can contact your relatives.</td>
</tr>
<tr>
<td></td>
<td>4. Use mobile phone to contact parent</td>
<td>3. Staff have left early.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. They are safe friends of the family and you can stay there until parent comes home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Don’t know them and they have a big dog.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Parent running late and promises to be home soon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. No reply from parent and phone battery is flat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your CHOICE?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your CHOICE?</td>
<td></td>
</tr>
</tbody>
</table>

**POOCH problem-solving tool**

1. What is the PROBLEM? What if someone went home and found there was no key to get in and no-one was home?  
2. What are the OPTIONS?  
   - Go around the back and sit and wait.  
   - Go back to school.  
   - Go to next door neighbour.  
   - Use mobile phone to contact parent.  
3. What is the PROBLEM? Parent may come home soon.  
4. What is the PROBLEM? Parent doesn’t come and it is getting dark.  
5. What is the PROBLEM? Staff can contact your relatives.  
6. What is the PROBLEM? Staff have left early.  
7. What is the PROBLEM? They are safe friends of the family and you can stay there until parent comes home.  
8. What is the PROBLEM? Don’t know them and they have a big dog.  
9. What is the PROBLEM? Parent running late and promises to be home soon.  
10. What is the PROBLEM? No reply from parent and phone battery is flat.  

**What is your CHOICE?**

- Go back to school.
- Aunty contacted as parents had a flat tyre.

**How did this go?** If it didn’t work out, look at the OPTIONS again.
Appendix 26 | Identifying risk situations

Recommended for Year 5 students only.

Name

1. An 8 year old girl is going to the movies with her older sister. They are waiting at the bus stop and no-one is around. A group of young people appear and start teasing them.

   - at risk
   - possible risk
   - no risk

2. A 10 year old boy is on the way home from sports practice when it starts to rain. The coach suggests they take a short cut down a side lane together.

   - at risk
   - possible risk
   - no risk

3. There is a fight at home between two family members who lose their tempers during an argument. They become physically violent.

   - at risk
   - possible risk
   - no risk

4. An older student shows a 9 year old boy the student’s mobile phone camera. It has pictures taken under a toilet door at school.

   - at risk
   - possible risk
   - no risk

5. A 10 year old girl is at home alone and a neighbour comes over to visit. He says he just wants some company, someone to talk to. The family rule is not to open the door to anyone if home alone.

   - at risk
   - possible risk
   - no risk

6. Two boys are playing in the yard after school when a classmate and some students they know from another school smash glass bottles on the ground. They suggest the boys join in.

   - at risk
   - possible risk
   - no risk

7. A student knows her friend carries a knife in his school bag. The friend has said not to tell anyone.

   - at risk
   - possible risk
   - no risk

8. A 10 year old girl feels extremely uncomfortable at a party when a relative dances very closely with her and rubs against her.

   - at risk
   - possible risk
   - no risk
**Appendix 27 | Abuse scenarios cards**

Recommended for Year 5 students only.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What if someone was where the adults were fighting and hitting each other? What could the young person do?</td>
<td>What if a person’s friend had bruise marks and told the person it was because she had been hit?</td>
</tr>
<tr>
<td>What if someone was on the internet at school and accidentally got onto a pornographic website?</td>
<td>What if someone was always being told he was hopeless and stupid and was always being sworn at?</td>
</tr>
<tr>
<td>Suppose someone had a mobile phone that took photos and she took photos of two people kissing at a dance club and sent it around to everyone else?</td>
<td>What if someone was touched on the penis or vagina and believed he/she might get into trouble if he/she told?</td>
</tr>
<tr>
<td>Suppose someone needed medication for an ongoing medical condition and his carer ignored the doctor’s advice and spent the money on something else.</td>
<td>Suppose a child was not taken care of properly. She didn’t have enough to eat or warm clothes and no-one worried if she came home late.</td>
</tr>
</tbody>
</table>
### Appendix 28 | Local support/networks

Recommended for Year 5 students only. This proforma can be adapted to suit your students.

<table>
<thead>
<tr>
<th>Contact name</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal contacts (complete below)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General contacts</strong></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td>Telephone: 131 444</td>
</tr>
<tr>
<td>Council</td>
<td></td>
</tr>
<tr>
<td>Child Abuse Report Line</td>
<td>Telephone: 131 478</td>
</tr>
<tr>
<td>Kids Helpline</td>
<td>Telephone: 1800 551 800</td>
</tr>
</tbody>
</table>
## Primary Years: Years 3–5

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Years resources</td>
<td>154</td>
</tr>
<tr>
<td>Recognising and reporting abuse</td>
<td>155</td>
</tr>
<tr>
<td>Resources on abuse and neglect</td>
<td>156</td>
</tr>
<tr>
<td>Resources on abuse-related trauma</td>
<td>157</td>
</tr>
<tr>
<td>Resources on bullying</td>
<td>158</td>
</tr>
<tr>
<td>Resources on cyber safety</td>
<td>159</td>
</tr>
<tr>
<td>Resources to support Aboriginal and Torres Strait Islander students</td>
<td>160</td>
</tr>
<tr>
<td>Resources to support students with disability and additional needs</td>
<td>162</td>
</tr>
<tr>
<td>Resources to support students from culturally and linguistically diverse backgrounds</td>
<td>163</td>
</tr>
<tr>
<td>Resources on taking a whole site approach</td>
<td>164</td>
</tr>
<tr>
<td>Resources for monitoring and reporting the KS:CPC</td>
<td>165</td>
</tr>
<tr>
<td>‘Help seeking’ information</td>
<td>166</td>
</tr>
<tr>
<td>Resources for parents/caregivers</td>
<td>167</td>
</tr>
<tr>
<td>Resources on wellbeing and positive psychology</td>
<td>168</td>
</tr>
<tr>
<td>Resources on sexual diversity</td>
<td>169</td>
</tr>
<tr>
<td>Resources on online grooming</td>
<td>170</td>
</tr>
<tr>
<td>E-crime: legal implications</td>
<td>171</td>
</tr>
</tbody>
</table>
Primary Years resources

Child protection
DECD Keeping Safe: Child Protection Curriculum
Department for Education and Child Development (2011) Child protection in schools, early childhood education and care services policy, Government of South Australia
DECS, CESA & AISSA (2011) Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings, Department of Education and Children’s Services, Government of South Australia

Australian Curriculum
Australian Curriculum—Health & Physical Education learning area

Pedagogy

Safety and wellbeing
Department of Education and Children’s Services (2007) DECS Learner Wellbeing Framework for birth to year 12, DECS, Government of South Australia
MCEECDYA (2011) National Safe Schools Framework, Education Services Australia, Carlton, Vic

Sexual health
Department for Education and Child Development, ‘Relationships and Sexual Health Education’
Department of Health (2012) Talk soon. Talk often: A guide for parents talking to their kids about sex, Department of Health, Government of Western Australia
Family Planning Queensland Teacher Resource Centre ‘Resources for the classroom and the home’
Rowley, T (2007) Everyone’s got a bottom, Family Planning Queensland
Sexual Health Information and Networking SA (SHine SA) (2014) Teach it like it is: Primary: A relationships and sexual health education curriculum resource for teachers of primary school students in years 5–7
Sexual Health Information and Networking SA (SHine SA)
Sexual Health Information and Networking SA (SHineSA) (2010) Talk it like it is: a guide to communicating with your children about life, love, relationships and sex

State Act
South Australia Children’s Protection Act 1993

Additional resources for Primary Years
Bortolozzo, Giulio (2014) People and Emotions - a Rational Emotive Behaviour Education resource for primary and secondary students, South Australia.
Briggs, Freda & McVeity, Michael (2000) Teaching children to protect themselves, Allen & Unwin, NSW
Child Exploitation and Online Protection Centre, ‘Jigsaw: for 5–10 year olds’
Daniel Morcombe Foundation
Department of Education and Children’s Services (2002) Think boldly, act boldly, feel amazing, DECS, Adelaide
Petersen, L & Gannoni, A (2002) Stop, Think, Do social skills training: Primary years of schooling ages 8–12, ACER Press, Camberwell, Victoria
Safe and Supportive School Communities (SSSC) Working Group, Bullying no way! ‘She’s mean to me’
Safe Schools Hub
Women’s and Children’s Health Network, ‘Are you a bystander to bullying?’
Women’s and Children’s Health Network provides a range of information on Kids’ Health
Recognising and reporting abuse

It is a condition of employment in DECD schools and services that all individuals must have attended or be registered to attend a full day’s face to face Responding to Abuse and Neglect – Education and Care (RAN-EC) training and that all DECD employees, contractors, volunteers and specific groups of students, eg tertiary, some work experience and some adult re-entry students must have a current approved relevant history screening at all times throughout their employment or prescribed duties in a DECD site.

Reporting child abuse

Child Abuse Report Line (CARL): 131 478
Instructions for reporting child abuse online (eCARL)
Reporting child abuse online (eCARL)
Reporting child abuse (Families SA)

Guidelines for staff and volunteers

DECS, CESA & AISSA (2011) Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings, Department of Education and Children’s Services, Government of South Australia

Reporting to police

Emergency: 000 for attendance by police, fire or ambulance.
Police assistance: 131 444 for police assistance or to report non-urgent crime.

Australian Government

Hunter, Cathryn (2011) Responding to children and young people’s disclosures of abuse, Australian Institute of Family Studies

Department for Education and Child Development

Information
Training
Guidance in responding to children and young people
Documenting notifications
Concerns checklist
Notification checklist
Mandatory notification record
Resources on abuse and neglect

Act for kids

Bravehearts

Child Abuse Prevention Service
Child and Adolescent Sexual Assault Counselling (2012) ‘Grooming’

DECS, CESA & AISSA (2013) Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings, Department of Education and Children’s Services

Department for Child Protection ‘How do I recognise when a child is at risk of abuse or neglect?’, Government of Western Australia


Families SA Indicators of abuse and neglect, Government of South Australia

Family and Community Services ‘What is child abuse?’ NSW Government

National Association for Prevention of Child Abuse and Neglect

Resources on abuse-related trauma

Australian Childhood Foundation (2011) *Heartfelt: a collection of children’s experiences and stories of abuse, recovery and hope*

Australian Childhood Foundation (2010) *Making space for learning: Trauma informed practice in schools*

Australian Childhood Foundation ‘Disability and Trauma in the classroom setting’, SMART Discussion Paper 16


Better Health Channel ‘Trauma and children - two to five years’

Department for Child Protection ‘Child development and trauma guide’, Government of Western Australia

Department of Communities, Child Safety and Disability Services and Department of Education, Training and Employment (dsMat) *Calmer classrooms: A guide to working with traumatised children*, Government of Victoria


SMART Online Training, ‘Strategies for Managing Abuse-Related Trauma’, Australian Childhood Foundation
Resources on bullying

General resources

Australian Government, Department of Education Safe Schools Hub
Australian Government, Department of Education, The Schools Toolkit
Child and Adolescent Psychological and Educational Resources (CAPER)
Department for Education and Child Development (2011) Safer DECD schools, Government of South Australia
Department of Education and Early Childhood Development, Bully Stoppers, Victorian Government
Ken Rigby website
KidsMatter (2012/13) *Children and bullying*
Olweus Bullying Prevention Program, Hazelden Foundation

Early Years

Early Childhood Australia, ‘Bullying in the early years’
Raising Children Network, ‘Bullying at preschool: helping your child’
Safe and Supportive School Communities (SSSC) Working Group, *Bullying no way! ‘8 or younger’*

Readings

Cross D, Shaw T, Hearn L, Epstein M, Monks H, Lester L, & Thomas L (2009) *Australian Covert Bullying Prevalence Study (ACBPS)*, Child Health Promotion Research Centre, Edith Cowan University, Perth
Olweus B (1992) *Bullying at school: what we know and what we can do*, Oxford, Blackwell
Resources on cyber safety

**General resources**


Australian Government *Budd:e*

Australian Government *Teaching Budd:e*

Australian Government *Stay Smart online*

Australian Government *Cyber safety help button*, Department of Communications

AVG Technologies (2011) *Little bird’s internet security adventure*, tablet app, USA


Child Exploitation and Online Protection Centre UK *‘ThinkUKnow: internet safety program’*, Australian Federal Police (AFP)

Department for Education and Child Development *‘Cyber safety’*, Government of South Australia


**Cyberbullying**

Behind the news (2013) ‘Cyber Bullying’ activity, Australian Broadcasting Commission


Digizen (2007) *Let’s Fight Together: What we can all do to prevent cyberbullying*, Childnet International


Safe and Supportive School Communities (SSSC) Working Group, *Bullying no way!*, Australian Education Authorities

**Sexting**


Kids Helpline ‘Sexting’

NSW Government (2009) ‘SAFE SEXTING: No such thing: Information sheet for parents’

**Social media**

Department for Education and Child Development *‘Online safety and social media’*, Government of South Australia


Office of the Children’s eSafety Commissioner, ‘Games, apps and social networking’, Australian Government

**Readings**


DECS, CESA & AISSA *‘Cyberbullying, e-crime and the protection of children and young people: Advice for families’*, Government of South Australia


**Digital citizens**


Childnet International *Digizen*


**E-crime**


Resources to support Aboriginal and Torres Strait Islander students

**Abuse and neglect/Child protection**

Aboriginal Family Violence Prevention & Legal Service Victoria
Aboriginal Family Violence Prevention and Legal Service Victoria (2010) *A quick guide about child protection for Koori families*
Aboriginal Family Violence Prevention and Legal Service Victoria (2010) *What is family violence?*
Aboriginal Family Violence Prevention and Legal Service Victoria (2011) *Information about family violence, sexual assault and how to get help*
Aboriginal Family Violence Prevention and Legal Service Victoria (2010) *‘What is family violence?’*

Australian Childhood Foundation (2006) *Issues to consider in responding to indigenous children who have experienced abuse related trauma*, SMART Discussion Paper 4
Families SA *How to notify: reporting suspected child abuse or neglect*, Government of South Australia
Secretariat of National Aboriginal and Islander Child Care *‘SNAICC resources’, Australian Government*
Women’s and Children’s Health Network ‘Aboriginal – child abuse and neglect’, SA Health, Government of South Australia

**Bullying**

Australian Government *‘The Line’*
Australian Human Rights Commission *‘Racism. It stops with me.’*
Department of Education and Communities *‘Racism no way’, NSW Government*
Solid Kids, Solid schools *‘Bullying’, Healthway*
Supportive School Communities Working Group (SSSC) *‘Resources for the classroom’, Bullying no way!*

**Cyber safety**

Office of the Children’s eSafety Commissioner *Be Deadly Online*, Australian Government
Indigenous Remote Communications Association (2013) *IndigiTube: Cyber safety, ICTV*
ThinkUKnowAUS (2012) *B2M—Strong choices—Think before you post*, Skinnyfish Music as part of the Strong Choices Program, Northern Territory Department of Justice
ThinkUKnowAUS (2012) *B2M—Strong choices—Sending Material*, Skinnyfish Music as part of the Strong Choices Program, Northern Territory Department of Justice
ThinkUKnowAUS (2012) *B2M—Strong choices—Digital Footprint*, Skinnyfish Music as part of the Strong Choices Program, Northern Territory Department of Justice
ThinkUKnowAUS (2012) *B2M—Strong choices—Cyber Bullying/Cyber Payback*, Skinnyfish Music as part of the Strong Choices Program, Northern Territory Department of Justice

**Health and wellbeing**

Australian Indigenous HealthInfoNet *‘Closing the gap’, Department of Health, Australian Government*
Department for Education and Child Development *‘Aboriginal community voice – Yurrekaiyarnu’, Government of South Australia*
Dobia B & O’Rourke VG (2011) *Promoting the mental health and wellbeing of Indigenous children in Australian primary schools*, Canberra, Commonwealth of Australia
Families SA *‘Child safe environments for Aboriginal and Torres Strait Islander children’, Government of South Australia*

Nunkuwarrin Yunti of South Australia Inc (2009) *‘Nunkuwarrin Yunti working together for the benefit of Aboriginal Health: Stronger families safer children’*
Women’s and Children’s Health Network *‘Aboriginal – we all need to feel safe and secure’, SA Health, Government of South Australia*

**Policies and strategies**

Department of the Premier and Cabinet (2011) *‘SA Strategic Plan: Aboriginal’, Government of South Australia*

**Support services**

Aboriginal Health Council of South Australia Inc *‘Our Health, Our Choice, Our Way’*
Department for Education and Child Development *Aboriginal Services*, Government of South Australia
Domestic Violence and Aboriginal Family Violence Phone: 1800 800 098
Helps anyone affected by domestic or family violence.
Government of South Australia *‘Aboriginal people with a disability’*
Government of South Australia *‘Support for Aboriginal students’*
Nunkuwarrin Yunti provides health care and community support services to Aboriginal and Torres Strait Islander people
SA Health Aboriginal health services
Sexual Health information networking and education SA (SHine SA) ‘Aboriginal Focus Schools program’

Women’s and Children’s Health Network ‘Aboriginal – getting help and support’, SA Health, Government of South Australia

Yaitya Tirramangkotti
Phone: (08) 8203 0470
Monday–Friday, 9am–5pm
Child abuse support for Aboriginal people, staffed by Aboriginal Family Practitioners provides advice and assistance in cases involving Aboriginal children

**Teaching and learning**

Australian Childhood Foundation ‘Working toward a culturally reflective and relevant approach with Indigenous children in the classroom’, SMART Discussion Paper 17

Australian Curriculum ‘Intercultural understanding’, ACARA

Department for Education and Child Development Aboriginal Lands District, Government of South Australia


Department of Education and Communities ‘Teaching Sexual Health: Aboriginal and Torres Strait Islander communities’, NSW Government

Indigenous Remote Communications Association IndigiTUBE, ICTV

KidsMatter ‘Aboriginal and Torres Strait Islander resource portal’

Sharing Culture ‘Sharing Culture Teaching and Learning Program’

**Readings**

Australian Institute of Family Studies, updated by Deborah Scott (2013) ‘Child protection and Aboriginal and Torres Strait Islander children’, Australian Government

Secretariat of National Aboriginal and Islander Child Care (2013) *Our Children Our Dreaming: A call for a just approach for Aboriginal and Torres Strait Islander children and families*, Healing Foundation


Resources to support students with disability and additional needs

Abuse and neglect/child protection

Department for Education and Child Development, Families SA & Department for Communities and Social Inclusion (2013) *Protecting children and young people with disability: A booklet for parents and carers*, Government of South Australia

Ministerial Advisory Committee: Students with Disabilities (2012) *A guide to protecting children and young people with disability and preventing sexual abuse: For parents and carers*, Government of South Australia


Disability Discrimination Act 1992

Teaching and learning

Australian Curriculum ‘Student Diversity and the Australian Curriculum’, ACARA

Australian Childhood Foundation ‘Disability and Trauma in the classroom setting’, SMART Discussion Paper 16


Department for Education and Child Development ‘Preschool support programs’, Government of South Australia

Department for Education and Child Development ‘Special Education’, Government of South Australia

KidsMatter Primary (2012–13) *Disability and children’s mental health*

Novita Children’s Services

Novita Children’s Services Toy library and resource centre

Peake, Paul (2001) *Boardmaker*, Mayer-Johnson, Inc. Visual aids from Boardmaker programs can be purchased through Special Education Resource Unit (SERU)

UNICEF (2007) *Child-Friendly Text UN Disability Convention*

Sexual health


Centre for Developmental Disability Health Victoria (2005) *Sexuality and disability*

Sexual Health information networking and education SA (Shine SA) (2010) *Sex education tips for parents of children with a disability*

Sexual Health information networking and education SA (Shine SA) ‘Working with people with disabilities’

Support services

Department for Communities and Social Inclusion ‘Disability SA’, Government of South Australia

Government of South Australia ‘Aboriginal people with a disability’

Government of South Australia ‘Disability support’

Raising children network ‘Getting help and support in South Australia’

Readings


Resources to support students from culturally and linguistically diverse backgrounds

Teaching and learning

Department for Education and Child Development (2007) *Count me in! A resource to support ESL students with refugee experience in schools*, Government of South Australia

Department for Education and Child Development ‘Child protection resource paper for culturally and linguistically diverse (CALD) parents/caregivers and communities’, Government of South Australia

Department for Education and Child Development ‘Child protection: Information for parents and caregivers’, Government of South Australia

Department for Education and Child Development *English as an Additional Language or Dialect*, Government of South Australia

Department of Education and Communities ‘Teaching Sexual Health: Culturally and linguistically diverse communities’, NSW Government


KidsMatter ‘Cultural difference’

KidsMatter (2012–13) *Cultural diversity and children’s wellbeing

Readings


UN Convention on the Rights of the Child in multiple languages (some child-friendly)

Support services

Department for Education and Child Development ‘EALD Support for students and families’, Government of South Australia

Government of South Australia ‘Multicultural services’

Statewide Culturally and Linguistically Diverse Domestic Violence Service

Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS)
Resources on taking a whole site approach

Department of Education and Children’s Services (2008) Reflect, Respect Relate, Government of South Australia

Department for Education and Child Development ‘Keeping Safe: Child Protection Curriculum sample planning guides’, Government of South Australia


Department of Education and Children’s Services (2007) DECS Learner Wellbeing Framework for birth to year 12, Government of South Australia

MCEECDYA (2011) National Safe Schools Framework, Education Services Australia, Carlton, Vic

MindMatters
Resources for monitoring and reporting the KS:CPC

Department for Education and Child Development ‘Parent/ Caregiver Information and Communication’, Government of South Australia

Department for Education and Child Development ‘Parent information’ (in various languages), Government of South Australia

Department for Education and Child Development ‘Sample parent/caregiver letter’, Government of South Australia


Department for Education and Child Development ‘Teaching for Effective Learning (TfEL) Learning Design resources’, Government of South Australia

Department for Education and Child Development ‘Teaching for Effective Learning (TfEL) Learning Design thinking map’, Government of South Australia

Department of Education and Children’s Services (2007) DECS Learner Wellbeing Framework for birth to year 12, Government of South Australia
‘Help seeking’ information

Child Abuse Report Line
Phone: 131 478

1800Respect
Phone: 1800 737 732
National counselling helpline, information and support 24/7.

Beyondblue
infoline@beyondblue.org.au
Phone: 1300 22 4636
The beyondblue info line provides information on depression, anxiety and related disorders, available treatments and referrals to relevant services, 24 hours a day, 7 days a week.

Child and Youth Health
Parent Helpline: 1300 364 100
Provides telephone information and support at any time 7 days a week.

Crisis Care
Phone: 131 611
Provides a statewide professional social work service to individuals and families in crisis.

Domestic Violence Crisis Service
Phone: 1300 782 200
Provides interventions designed to prevent violence or to deal with the consequences of violence, a crisis response service, a telephone assessment and referral service for women escaping domestic violence, family relationship advice line and family violence referral service.

Domestic Violence and Aboriginal Family Violence
Phone: 1800 800 098
Helps anyone affected by domestic or family violence.

Gay and Lesbian Community Services SA & NT
Phone: 8193 0800
Counselling, information and resources.

Kids Helpline
Free call 1800 55 1800
(24 hours a day, 7 days a week)
It is Australia’s only free, confidential and anonymous, telephone and online counselling service specifically for young people aged between 5 and 25. The website also provides useful information about a range of concerns and topics raised by children, young people and adults.

Lifeline
Phone: 131 114
Provides 24 hour emotional support. The Lifeline National Service Finder is an online searchable database of community and health services in Australia. For a list of Lifeline services in your local area please visit the Lifeline locations information on the website.

MensLine Australia
1300 78 99 78
MensLine Australia is a professional telephone and online support, information and referral service, helping men to deal with relationship problems in a practical and effective way.

QLife
QLife exists to enable Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) communities to work towards better health by providing a place to talk about mental health and experiences of negotiating the medical system, relationships, isolation, coming out, gender assumptions and a whole host of other concerns. Call 1800 184 527 or use the open online chat.

Relationships Australia SA
Phone: 1300 364 277
Relationships SA’s purpose is to provide services which assist people who are vulnerable and disadvantaged, with a particular focus on those who are financially disadvantaged and are unable to access other services; those who are living with complex life situations; and those who are affected by past experiences or health conditions which have an impact on their lives.

ReachOut.com
ReachOut.com is Australia’s leading online youth mental health service, where you can get the help you need, where and when you need it. Every year ReachOut.com helps hundreds of thousands of people under 25 tackle everything from finding motivation to getting through really tough times. You can access ReachOut.com no matter where you are, with tools and tips for making everyday life a little easier. It’s the perfect place to start if you don’t know where to look.

South Australia Police
Emergency - phone 000
Police Assistance - phone 131 444 (for non-urgent police assistance)

SA Health: Aboriginal health services
SA Health services work together with local communities and offer a range of services such as health screening tests, chronic disease management, illness prevention, counselling, healthy lifestyle advice, adult and child health checks, health care plans and referrals.

Department for Education and Child Development ‘Suicide Postvention Guidelines’, Government of South Australia

Metropolitan Youth Health
Metropolitan Youth Health, within the Women’s and Children’s Health Network, provides clinical health services to young people in our community aged 12 – 25 with a focus on young people under 18 years.

Yarrow Place Rape and Sexual Assault Service
Phone: 1800 817 421 A/H: 8226 8787

Youthbeyondblue
Phone: 1300 224 636
Supporting young people when they are feeling stressed, depressed or anxious. It aims to empower young people aged 12–25, their friends and those who care for them to respond to depression and anxiety. We support and promote environments and settings that build on strengths of young people and respond to ongoing change.

Youthbeyondblue (2011) Depression and anxiety in young people who are gay, lesbian, bisexual, transgender or intersex (GLBTI), Fact sheet 22, Beyondblue
Resources for parents/caregivers

Abuse and neglect/child protection

Child Wise Wise up to sexual abuse: A guide for parents and carers


Department for Education and Child Development ‘Child Protection: Information for parents and caregivers’ (in various languages), Government of South Australia


Department for Education and Child Development, Families SA & Department for Communities and Social Inclusion (2013) Protecting children and young people with disability: A booklet for parents and carers, Government of South Australia


Bullying

Department for Education and Child Development ‘Bullying & harassment: Advice for parents and caregivers’, Government of South Australia

Government of South Australia ‘Bullying and harassment information, advice and helplines’

Parenting SA (2010) Bullying: Parent easy guide #29, Children, Youth and Women’s Health Service, SA Health, Government of South Australia

Cyber safety


Office of the Children’s eSafety Commissioner, Parent resources.

Government of South Australia

Knowthenet ‘Protecting against online grooming overview’, Nominet

NSW Government (2009) ‘SAFE SEXTING: No such thing: Information sheet for parents’


Sexual health

Department of Health (2012) Talk soon. Talk often: A guide for parents talking to their kids about sex, Department of Health, Government of Western Australia


Parenting SA (2010) Young people who are gay or lesbian: Parent easy guide #79, Children, Youth and Women’s Health Service, SA Health, Government of South Australia

Parenting SA (2010) Young people who are gay or lesbian: Parent easy guide #67, Children, Youth and Women’s Health Service, SA Health, Government of South Australia

Parenting SA (2010) Young people who are gay or lesbian: Parent easy guide #79, Children, Youth and Women’s Health Service, SA Health, Government of South Australia


Other resources

Department for Education and Child Development ‘Child protection resource paper for culturally and linguistically diverse (CALD) parents/caregivers and communities’, Government of South Australia

KidsMatter Cultural diversity and children’s wellbeing resources for parents/carers, schools and teachers

Parenting SA

Parenting SA Parent Helpline

Parenting SA Parenting weblinks


Women’s and Children’s Health Network Child and Youth Health, Government of South Australia
## Resources on wellbeing and positive psychology

### Teaching and learning

- **Department of Education and Children’s Services (2007)** *DECS Learner Wellbeing Framework for birth to year 12*, DECS, Government of South Australia
- **KidsMatter** *Bounce Back*
- **MCEEDYA (2011)** *National Safe Schools Framework*, Education Services Australia, Carlton, Vic
- **MindMatters**
- **Mind Tools** *The PERMA model: Bringing well-being and happiness to your life*
- **ReachOut** *My Wellbeing, My Classroom: Resource*, Department of Health and Aging, Australian Government
- **Response Ability**, Department of Health, Australian Government
- **Success Integrated** *What is positive psychology?*
- **The Resilience Doughnut**
- **Values for life** *Helping kids bounce back: a resource for parents and teachers*

### Readings

- **Raising Children Network** *Resilience: helping your teenager bounce back*
- **Seligman, M (2013)** *Building the State of Wellbeing: A strategy for South Australia*, Department of the Premier and Cabinet, Adelaide, SA
- **Seligman, M (2011)** *Flourish: A Visionary New Understanding of Happiness and Well-being*, Nicholas Brealey Publishing
- **Seligman, M (2011)** *What is Well-Being?*, excerpt from *Flourish: A Visionary New Understanding of Happiness and Well-Being*, Authentic Happiness, University of Pennsylvania
Resources on sexual diversity

Definitions

**Gender questioning (GQ):** Refers to the process whereby an individual comes to question the usefulness or validity of their current biological sex and/or assigned gender. This includes people who see the binary categories of male and female/masculine and feminine as meaningless or unduly restrictive, and those who feel that their gender does not align with the sex assigned to them at birth.

**Heterosexism:** The belief that everyone is, or should be, heterosexual and that other types of non-heteronormative sexualities or gender identities are unhealthy, unnatural and a threat to society. Heterosexism includes both homophobia.

**Homophobia:** The fear and hatred of lesbians and gay men and of their sexual desires and practices that often leads to discriminatory behaviour or abuse. Homophobia can also affect gender questioning or transgender people.

**Same sex attracted (SSA):** An umbrella term often applied to young people to describe those who experience feelings of sexual attraction to others of their own sex. This includes young people who are exclusively homosexual in their orientation, bisexual, undecided young people, and heterosexual young people who have these feelings at some time.

**Transphobia:** A fear and hatred of people who are transgender that often leads to discriminatory behaviour or abuse.

Adapted from Safer DECD schools (2011) Department for Education and Child Development

Information

- Australian Human Rights Commission ‘Lesbian, Gay, Bisexual, Trans and Intersex Equality’
- Department for Education and Child Development ‘Addressing homophobia’, Government of South Australia
- Foundation for Young Australians (FYA) Safe Schools Coalition Australia
- Foundation for Young Australians (FYA) Safe Schools Coalition Australia ‘Guide to kick starting your safe school’, La Trobe University
- Kids Helpline ‘Sexuality – Working it out’
- Parenting SA (2010) Young people who are gay or lesbian: Parent easy guide #79, Children, Youth and Women’s Health Service, SA Health, Government of South Australia
- Youthbeyondblue (2011) Depression and anxiety in young people who are gay, lesbian, bisexual, transgender or intersex (GLBTI), Fact sheet 22, Beyondblue

Support services

- Gay and Lesbian Community Services SA
  Phone: 8193 0800
  Counselling, information and resources.
- QLife
  QLife exists to enable Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) communities to work towards better health by providing a place to talk about mental health and experiences of negotiating the medical system, relationships, isolation, coming out, gender assumptions and a whole host of other concerns. Call 1800 184 527 or use the open online chat.
- Metropolitan Youth Health
  Metropolitan Youth Health, within the Women’s and Children’s Health Network, provides clinical health services to young people in our community aged 12 – 25 with a focus on young people under 18 years.
- Youthbeyondblue
  Phone: 1300 224 636.
  Supporting young people when they are feeling stressed, depressed or anxious. It aims to empower young people aged 12–25, their friends and those who care for them to respond to depression and anxiety. We support and promote environments and settings that build on strengths of young people and respond to ongoing change.
Resources on online grooming

Online ‘grooming’ is where an adult sexual predator tries to lower a young person’s inhibitions, or heighten their curiosity regarding sex, with the aim of eventually meeting them in person for the purposes of sexual activity. The process may start with sending pornographic images to ‘normalise’ the discussion of sexual activities, and then move to requests for naked images or to perform a sex act on a webcam. This can take place via all forms of digital technologies. Social media, gaming sites, email, instant messaging programs, forums and chat rooms with a young person and gain their trust (Bully Stoppers).

Office of the Children’s eSafety Commissioner ‘Unwanted contact’, Australian Communications and Media Authority, Australian Government
Knowthenet ‘Protecting against online grooming’, Nominet
ThinkUKnowAUS ‘Online grooming’
E-crime: legal implications

Examples of E-Crime: from South Australia Police

Sexting may be an e-crime

‘With my mobile phone I took a photo of my girlfriend naked and sent it to everyone. What a laugh!’
Offence: Production or dissemination of child pornography
Maximum penalty: imprisonment for 10 years

Impersonating may be an e-crime

‘I got into their email account and sent abusive emails to everyone in the address book.’
Offence: Unlawful operation of a computer system
Maximum penalty: imprisonment for 6 months or $2,500

Intimidation may be an e-crime

‘He told me if I didn’t do what he said he would put that photo on the internet and tell all my friends. I was so embarrassed.’
Offence: Blackmail
Maximum penalty: $5000 or imprisonment for 3 years or both

Information


Department for Education and Child Development Cyber bullying, e-crime and the protection of children and young people: Advice for families, Government of South Australia

South Australia Summary Offences Act 1953, Attorney-General’s Department, Government of South Australia