

# Keeping Children SAFE:

Protective Behaviours for Years 1 - 2



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# Contents

Introduction	4	<b>Section 6: Persistence</b>	<b>43</b>
References	5	Teachers' Notes	44-45
Curriculum Links	6	Activity 21: Puppet Making	46
<b>Section 1: Right To Feel Safe</b>	<b>8</b>	Activity 22: "I Can Do It!" Book	47
Teachers' Notes	9-10	Activity 23: When You Were Persistent	48
Activity 1: Safety Mural	11	Activity 24: Reflection Questions	49
Activity 2: How Being Safe Feels	12	<b>Section 7: Body Awareness</b>	<b>50</b>
Activity 3: My Safe Place Riddle	13	Teachers' Notes	51-52
Activity 4: My Safe Places	14	Activity 25: Public and Private Clothing	53
<b>Section 2: Early Warning Signs</b>	<b>15</b>	Activity 26: Public and Private Places Sort	54
Teachers' Notes	16-17	Activity 27: Public and Private	55
Activity 5: Label the Early Warning Signs	18	Activity 28: Public and Private Sort 2	56
Activity 6: Warning Signs	19	<b>Section 8: Personal Space</b>	<b>57</b>
Activity 7: Rewrite a Fairy Tale	20	Teachers' Notes	58-59
Activity 8: Scary Things	21	Activity 29: Personal Space	60
<b>Section 3: Safety Continuum</b>	<b>22</b>	Activity 30: Other People's Personal Space	61
Teachers' Notes	23-24	Activity 31: Consent	62
Activity 9: Safety Continuum	25	Activity 32: Personal Space Responses	63
Activity 10: Fun Scary	26	<b>Section 9: Assertiveness</b>	<b>64</b>
Activity 11: Bingo	27	Teachers' Notes	65-66
Activity 12: Zones of Regulation	28	Activity 33: My Assertive Animal	67
<b>Section 4: People We Trust</b>	<b>29</b>	Activity 34: No, Go, Tell Poster	68
Teachers' Notes	31	Activity 35: Assertive, Passive and Aggressive Sort	69
Activity 13: Trust Wall	32	Activity 36: No, Go, Tell Responses	70
Activity 14: Worry Dolls	33	Bingo Template	71
Activity 15: Snakes and Ladders	34	<b>Answers</b>	<b>72</b>
Activity 16: I Can Talk To ... Poster	35		
<b>Section 5: Safety Network</b>	<b>36</b>		
Teachers' Notes	37-38		
Activity 17: Trust Network	39		
Activity 18: Emergency Network	40		
Activity 19: Helping Hand Invitation	41		
Activity 20: Trust Tree	42		



To access the links shown in the Teachers' Notes or on Activity Pages go to:

**<https://readyed.net/protective-behaviours-bk1/>**

# Introduction

In Australia, child protection is a priority and Protective Behaviour Programs in School settings are an essential part of helping to protect children from harm. Research indicates that 1 in 4 girls and 1 in 7 - 12 boys are abused before they turn 18 with 96% of the incidents occurring from someone they know and trust. Each state has Child Protection Policies in Department of Education and Non-Government Schools that require schools to teach Protective Behaviour Programs in every year group to help prevent child abuse. Teachers are also required by law to report any belief, formed on reasonable grounds, that a child is or has been abused.

Protective Behaviour Programs promote wellbeing and safety, aim to reduce violence and prevent abuse by giving every child access to information, skills and support systems. They focus on empowering students and helping them to build life skills such as:

- Problem solving
- Assertiveness
- Persistence
- Ability to seek help
- Communication
- Self-awareness
- Emotional Intelligence

When teaching Protective Behaviours it is important to have a safe and supporting environment and to use strategies to help children deal with any trauma that might arise from the topics covered.

Things to consider include creating a safe learning environment that the children feel comfortable in; to develop their trust, build communication skills and reinforce their strengths. Coming up with some useful rules around the discussions helps the environment to stay a safe space for children. These include taking turns to speak, using third person in stories, encouraging a culture of respect, remembering that everyone might have different experiences and opinions, and that it is ok to pass.

It is important that the language that is used when discussing Protective Behaviours equips children with the knowledge and skills to be assertive and clearly communicate their boundaries. For example, when discussing the body use anatomically correct terms for body parts, their function, and how to respect and care for your own body. When speaking about reproductive body parts, the use of "private parts" helps children understand that these areas are private and belong to them; but be specific about what areas are private using the correct language.

In each lesson there are key messages/contracts that are safety messages and help the children to build their knowledge and skills to keep themselves safe and to access support and help.

Protective Interrupting and giving an option for topics that may cause distress helps support children's different reactions to concepts that are being discussed. Giving a safe space such as the reading tent, if they feel overwhelmed or upset by the topic being discussed, helps create an environment of trust and safety. Protective Interrupting is used if a child starts to disclose a story or evidence of abuse during a class discussion; this helps protect themselves and the other students. A teacher can interrupt and advise they finish the story later in private. This should then be followed up promptly to keep the child's trust and support them while they are feeling the confidence to disclose an incident of abuse.

☼ Some things to consider:

- Although not required sometimes it is a good idea to get parent consent to discuss protective behaviours or send home parent information such as this brochure:  
<https://tsto.gdhr.wa.gov.au/web/guest/-/talk-soon-talk-often-a-guide-for-parents-talking-to-their-kids-about-sex>
- When starting to teach body parts to younger students it is important to differentiate between male and female parts.
- If student giggle, it is ok. Explain it is a natural response to feel embarrassed. Just be firm that you don't want to encourage silliness about the serious issues you are discussing.
- Praise students that are brave enough to join in conversations that might be uncomfortable and embarrassing for them.

- Reframe any inappropriate terms used for body parts e.g. “penis” instead of “dick”.
  - When discussing games that are seemingly harmless like when children play peekaboo under the toilet, discuss that it is inappropriate behaviour.
- ☀ This book covers the following messages, section by section:
1. We all have the right to feel safe at all times.
  2. Early warning signs.
  3. When things feel unsafe, we can use the safety continuum to assess how risky a situation is and if it is a good idea.
  4. We can help ourselves to be safe by talking to people we trust.
  5. We can talk with someone we trust in our safety network about anything, no matter what it is.
  6. Persistence - keep asking until someone helps.
  7. Body Awareness - there are public and private places and parts of the body.
  8. Personal space - it is important to respect other’s personal space and to ask their consent to enter their personal space.
  9. Assertiveness - learning to stand up for yourself and say no.

This book is an excellent resource for teaching the skills and knowledge needed to help keep students safe and to develop strategies for protective behaviours in the Lower Primary Years, aimed at Years 1 and 2. It provides teaching information, lesson ideas, resources and activities pages linked to the Health and Physical Education ACARA curriculum outcomes.

Through an array of ideas and hands-on activities/worksheets, the students gain a thorough understanding of strategies to develop protective behaviours covering the Year 1 and 2 Curriculum Outcomes. The tasks have cross-curricular links to subject areas of Health and Physical Education, English, Art, Drama, and Music as well as Cross Curricular Priorities such as Aboriginal and Torres Strait Islander Studies.

### References:

1. New South Wales Child Protection Council. Child Sexual Assault: How to talk to children. Parramatta, NSW, 2000.
2. James, Marianne. Trends and Issues Series (no. 146). Child abuse and neglect: Redefining the issues. Canberra: Australian Institute of Criminology, 2006.
3. Australian Institute of Health and Welfare. Child Protection Australia 2011-12. Canberra, 2013.
4. Brennan, H. ‘Ignorance is not Innocence’ in Child Abuse Prevention Newsletter, 14(1), (pp. 17-19), 2006.
5. Carmody, T. F. & J.P. O’Sullivan. Project AXIS Child Sexual Abuse in Queensland: The Nature and Extent. Brisbane: Queensland Crime Commission Queensland Police Service, 2000.

# Curriculum Links

## **Health and Physical Education** **Personal, Social and Community Health**

### **Sub-Strand: Interacting With Others**

**Students articulate their individual attributes and those of others, and explain how these characteristics play a role in shaping personal identities (AC9HP2P01)**

- describing the traits of characters in stories and comparing them to their own qualities, noting both similarities and differences
- describing the ways in which membership in First Nations Australian cultural groups shapes and influences personal identities
- exploring examples of cultural customs, including those of Australians of Asian heritage, that acknowledge the significant roles family and friends play in shaping individual identities
- describing the ways in which both personal and cultural identities are shaped by the groups and communities to which they belong
- participating in physical activities and describing how their own and others' personal qualities contribute to successful outcomes
- engaging in physical activities and describing how their own personal qualities, as well as those of others, contribute to achieving successful outcomes.
- sharing personal achievements and describing how they felt and how it affected their personal identities

**Students practise personal and social skills to interact respectfully with others (AC9HPFP02)**

- explaining their reasons and actions in response to challenging situations in shared play experiences
- identifying characters in texts who have been excluded from a group, exploring why they have been excluded and discussing how other characters could have been more inclusive
- cooperating, collaborating and negotiating with others when participating in physical activities to achieve agreed outcomes
- identifying behaviours that may be disrespectful and cause hurt or harm to others during play

**Students express and describe emotions they experience and how different circumstances and affect them (AC9HPFP03)**

- identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused
- learning and using appropriate language and actions to communicate their feelings in different situations
- recalling and sharing emotional responses to different situations and representing these in a variety of ways
- reading and viewing stories about adventures and talking about how characters feel and react when taking risks or responding to emergencies
- talking about connections between feelings, body reactions and body language
- expressing a variety of emotions, thoughts and views in a range of situations

**Students engage in exercises to refine their ability to respectfully seek, give, or deny permission using appropriate strategies (AC9HP2P04)**

- practicing techniques for giving or refusing consent effectively, such as asserting yes and no confidently, using non-verbal cues and gestures to communicate boundaries
- engaging in exercises to nurture fair and respectful interactions with others during play and other activities, irrespective of differences in gender, abilities, race, or personality
- exploring scenarios where they may need to seek, give, or deny permission, and practicing assertive strategies, such as confidently saying no to inappropriate touching

### **Sub-Strand: Making Healthy and Safe Choices**

**Students demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)**

- exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable
- exploring and demonstrating assertive strategies to seek help when they or others feel unsafe
- recognising online spaces and digital tools that are safe for them to use and recognising the importance of seeking help from a trusted adult if they feel unsafe while online
- identifying images and locations of safe places and a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared
- recognising that all people have the right to bodily autonomy: the right to make choices about what others ask them to do with and to their bodies

**Students identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)**

- identifying household substances that are dangerous and explaining what symbols are used to identify the danger
- identifying symbols on food packages that indicate healthier choices
- identifying different types of advertising that influence choices about food
- exploring different community strategies that keep children safe; for example, pedestrian crossings and traffic lights, safety procedures at swimming pools and beaches
- recognising and following safety symbols and procedures at home and in water and road environments

### **Movement and Physical Activity**

#### **Sub-Strand: Moving Our Bodies**

**Students experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)**

- suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making decisions about which are most effective and which movements and equipment they prefer

## Activity 4

# My Safe Places

- ☼ Answer the questions below about your safe places.

Name two places that make you feel safe:

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Why do you feel safe in these places?

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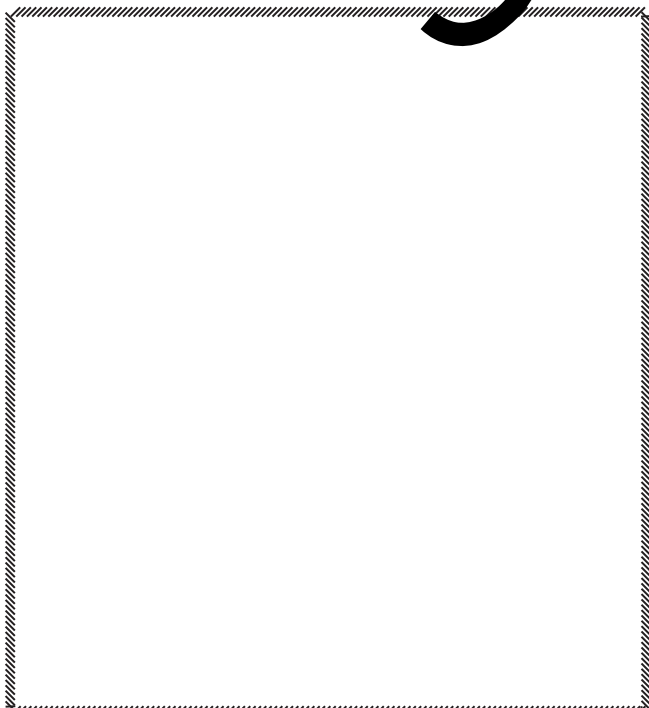
Are there any places you feel unsafe? Why?

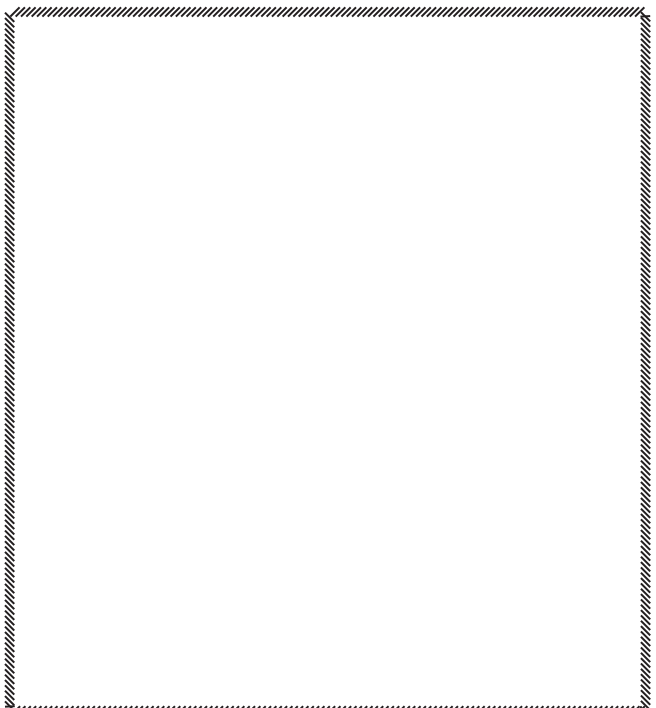
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- ☼ Draw some safe places in the community you could go to if you are feeling afraid.



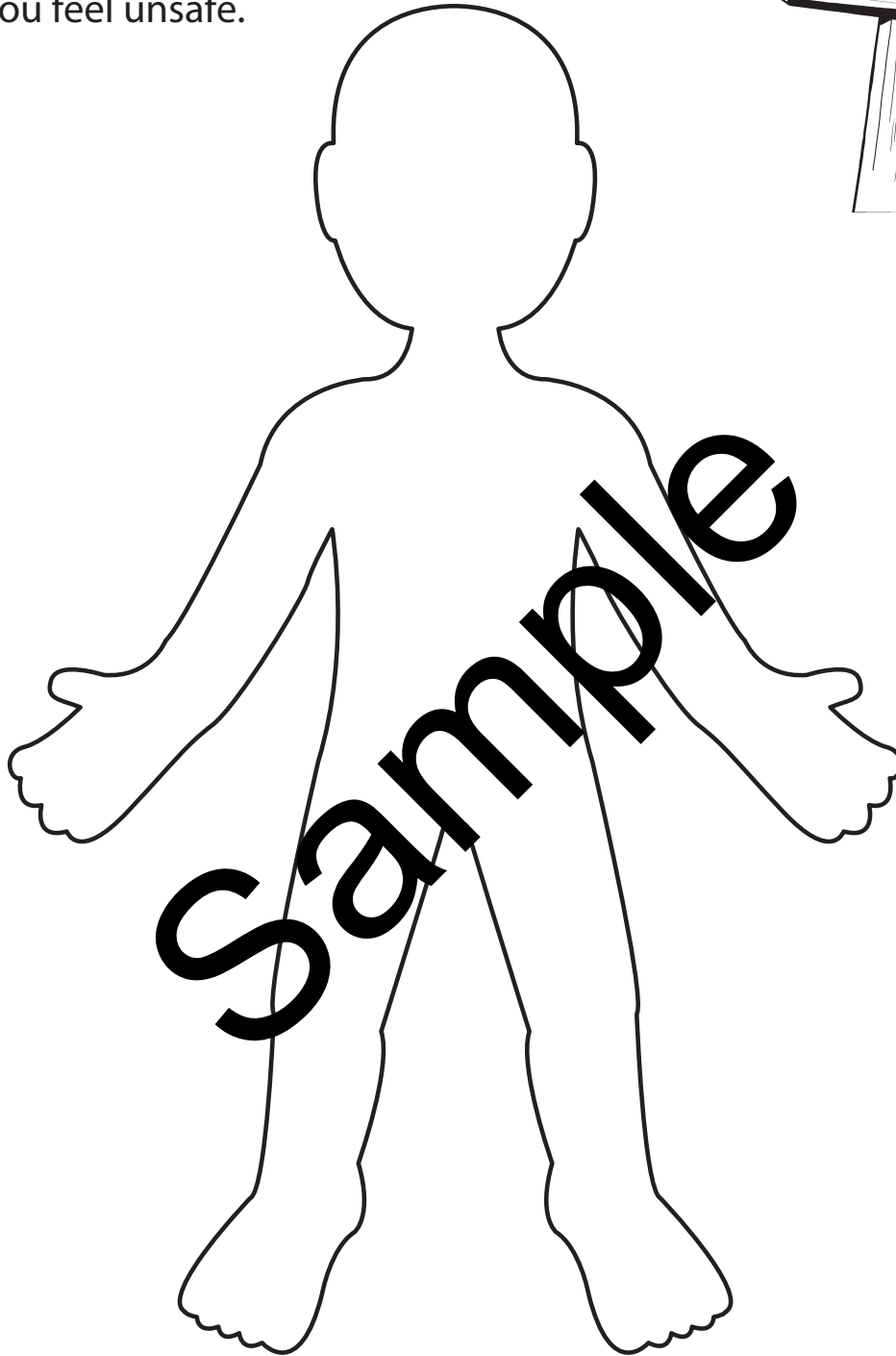
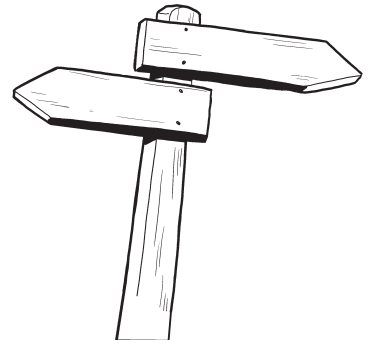




## Activity 5

# Label the Early Warning Signs

- Using the body outline below, label and draw the different early warning signs you might experience when you feel unsafe.



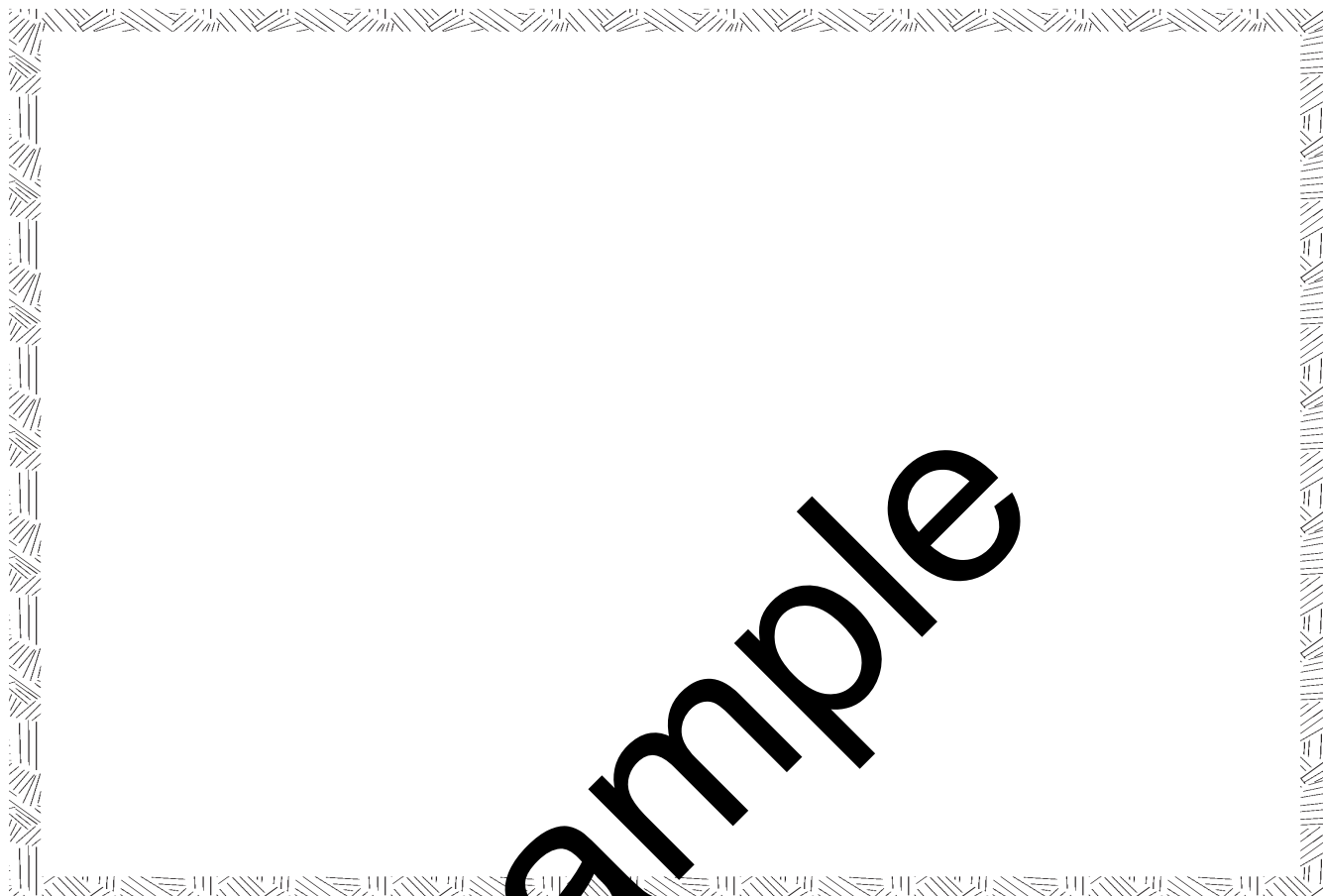
- How does your body tell you that you are feeling scared or unsafe?

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- ☼ Think about a time that you had a fun scary experience such as riding on a rollercoaster. Draw it below.



What made it fun scary and not scary dangerous? \_\_\_\_\_

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## Section 4: People We Trust

### Curriculum Links for this Section:

**Health and Physical Education** - Students demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)

Students practise personal and social skills to interact respectfully with others (AC9HPFP02)

Students express and describe emotions they experience and how different circumstances affect them (AC9HPFP03)

Students engage in exercises to refine their ability to respectfully seek, give, or deny permission using appropriate strategies (AC9HP2P04)

Students identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)

Students employ strategies to collaborate effectively while participating in physical activities (AC9HP2M05)

**English Year 1** - Students understand how language, facial expressions and gestures play vital roles in social interactions, whether soliciting or providing information, extending offers, expressing enthusiasm, requesting assistance, or issuing commands (AC9E1LA01)

Students analyse language to supply cause for likes, dislikes and preferences (AC9E1LA02)

Students verbally retell or adjust a known story using plot and characters, language attributes including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05)

Students use interaction skills such as taking turns, articulating thoughts clearly, employing active listening techniques, acknowledging and building upon others' input and actively contributing ideas and inquiries (AC9E1LY02)

**Year 2** - Students investigate how language can be utilised to appreciate texts and offer reasons for preferences (AC9E2LA02)

Students write and edit literary texts by adjusting conventions and language features of familiar literary texts through drawing, writing, performance and digital tools (AC9E2LE05)

Students use interaction skills when engaging with topics, actively listening to others, receiving instruction and extending own ideas, speaking suitably, conveying and responding to opinions, making statements, and giving directives (AC9E2LY02)

Students use comprehension methods such as visualising, predicting, linking, summarising, observing and questioning to build accurate and implied meaning (AC9E2LY05)

### Teacher Ideas and Information for Section 4: People We Trust

**Review:** *When things feel unsafe, we can use the safety continuum to assess how risky a situation is and if it is a good idea.*

**Introduction and main message:** We can help ourselves to be safe by talking to people we trust.

#### Learning intentions:

- Introduce the concept of safety.
- Students will develop an understanding of the safety continuum.
- Students will apply a problem-solving approach within the safety continuum.

**Warm up:** Blindfold a partner and get them to lead a friend around the nature playground by giving instructions. Talk about the importance of trusting your partner to keep you safe, but also the importance of your partner looking after you and keeping you safe.

**Explicit teaching:** We can help ourselves to be safe by talking to people we trust. Explore people in the community and the qualities they have that make them trustworthy. Discuss the difference between a surprise and a secret.

**Whole group activity:** Draw a group wall of trust - select a person as an example and explain on each of the bricks how that person may be trusted. (Activity 13)

**Reinforce the main message and review what was discussed in the lesson:** *We can help ourselves to be safe by talking to people we trust.*

*We can talk with someone we trust about anything, no matter what it is.*

*Surprises are something that lots of people know about and you only must keep for a short period of time to make someone happy. If someone asks you to keep a secret that is only between you and one or two other people, and they tell you that you cannot tell anyone ever about it and it makes you feel unsafe or uncomfortable - TELL SOMEONE YOU TRUST IMMEDIATELY.*

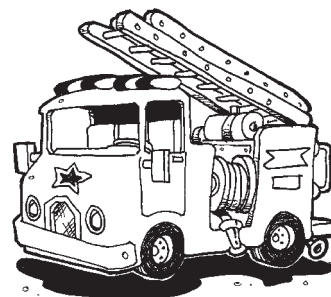
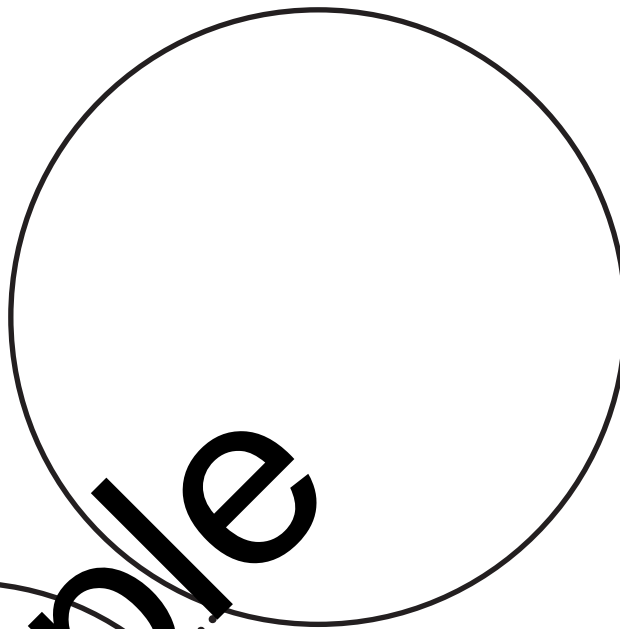
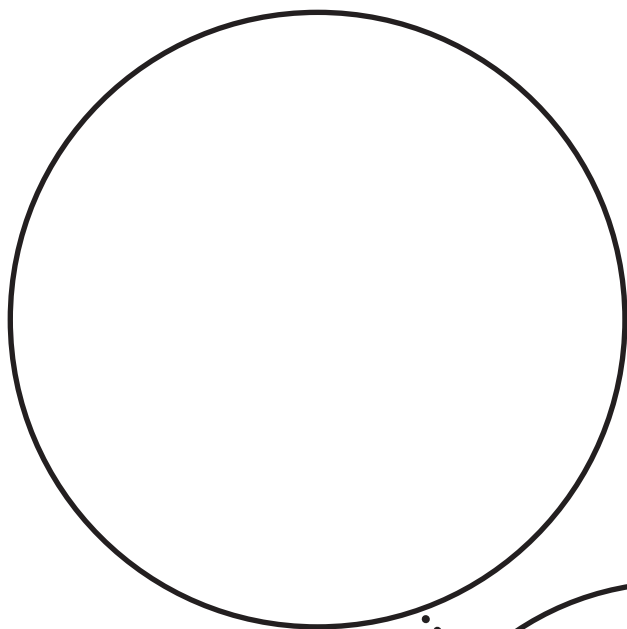
#### Follow up tasks in class:

- Make a worry doll and whisper it your worries out of play dough then roll it up with your worries at the end (metaphor).
- Read about worry dolls. Make a worry doll to go under your pillow at home. (Activity 14)

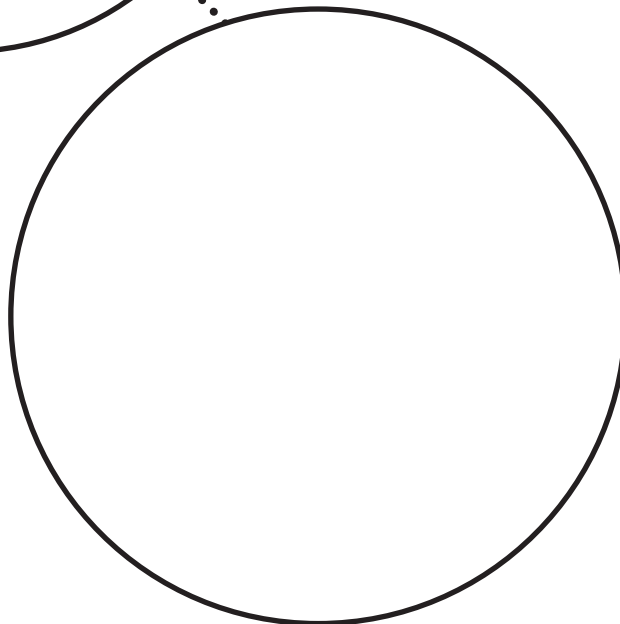
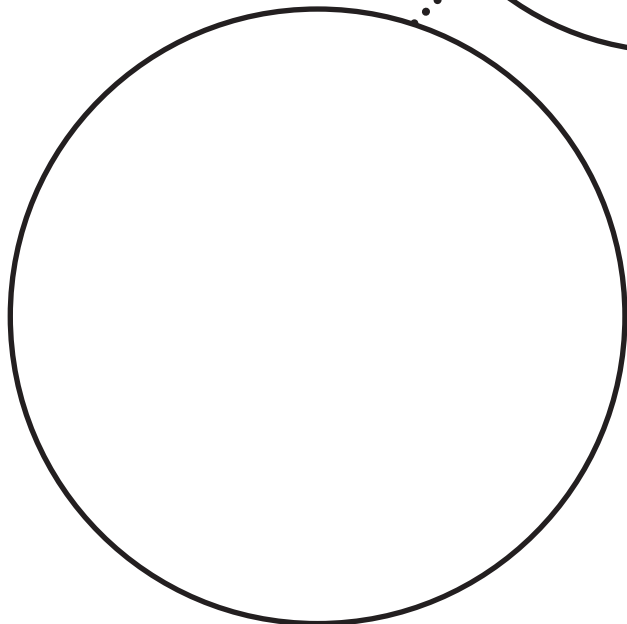
## Activity 18

# Emergency Network

☀ In the bubbles below draw some community members that could be in your emergency network of trusted adults. Explain why you chose them.



Emergency Network



## Activity 23

# When You Were Persistent

- ✿ Write about a time that you were learning to do something and had to be persistent to succeed. Draw a picture of you being successful.



Title: \_\_\_\_\_

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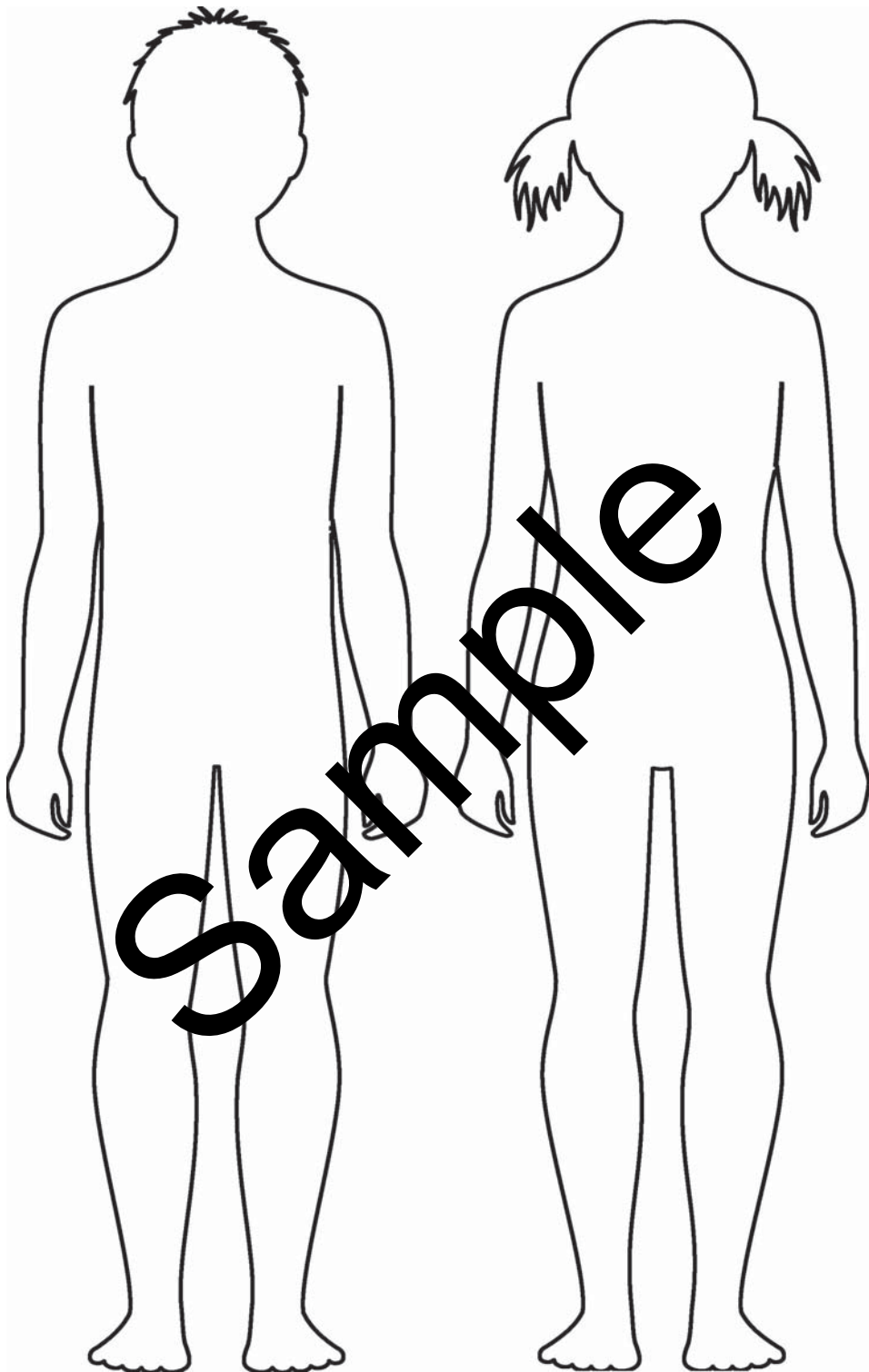
Sample

A large, empty rectangular box with rounded corners, intended for a drawing. It is currently blank.

## Activity 25

# Public and Private Clothing

☀ Draw bathers on the boy and girl that cover their private parts.



☀ What is the difference between female and male private parts?

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### Activity 32

## Personal Space Responses

☛ How would you respond to the situations below about Personal Space?

You are sitting on the mat and the person sitting next to you keeps touching you. What could you say/do to reinforce your personal space boundaries?

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You meet someone new, and they stand a little too close to you when speaking and make you feel uncomfortable. What could you say/do to reinforce your personal space boundaries?

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You are waiting in line at the library to borrow a book and someone is standing too close to you and makes you feel uncomfortable. What could you say/do to reinforce your personal space boundaries?

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You are working at your desk and the person next to you starts touching your pencils and paper. What could you say/do to reinforce your personal space boundaries?

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### Activity 33

# My Assertive Animal

- ☀ Think about what it means to be assertive and draw an animal that you think is an assertive animal. Write about why you chose it and how you can be assertive like this animal.

My assertive animal is: \_\_\_\_\_

I chose it because: \_\_\_\_\_

How can I be assertive like this animal? \_\_\_\_\_

Draw your animal here:

**Activity 36**

# No, Go, Tell Responses

What could the students do in these situations? Write and draw.

1. Adam is playing a game with his uncle and the uncle tickles him. Adam feels uncomfortable and asks him to stop, but he doesn't stop. What could he do?

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2. Suzie is playing doctors with a friend, and they ask to see her private parts. What could she do?

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3. Xavier is playing an online game and the other player asks to meet up with him without any parents and to not tell anyone else. What could he do?

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