

# EARLY CHILDHOOD PREVENTION PROGRAM

AUS VERSION



About A21: A21 is a global anti-human trafficking organisation dedicated to abolishing slavery everywhere, forever. While there are millions enslaved in the world today, A21 continues to focus on the one—the one man, the one woman, and the one child trapped in slavery. Through partnerships and the efforts of supporters all over the globe, A21 believes slavery can be prevented, victims can be identified and assisted, perpetrators can be brought to justice, and millions of survivors can step into a life of independence. For more information, visit: [A21.org](https://a21.org).

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Disclaimer: All of the characters and stories in this resource are fictitious. The names in each case do not personify or represent any specific individual. The regions in each case do not depict any form of human trafficking exclusively in those regions.

Content Note: It is important to understand that children who have experienced abuse and trauma can be triggered by reminders of their trauma. This program discusses topics including uninvited and unsafe touch, tricky people, and unsafe secrets, which often relate to abuse situations. Children may be reminded of past or current abuse and may disclose this to the facilitator (or may have an emotional or physical response). Please ensure that you are aware of safeguarding and reporting procedures in your school, organisation, and/or country before facilitating this program.

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## EARLY CHILDHOOD PREVENTION PROGRAM OVERVIEW

The Early Childhood Prevention Program (ECPP) is a child-centred, activity-based program designed to empower vulnerable children and equip them with safety tools for protection as they navigate potentially dangerous situations in their young lives. One of the core aims of this program is to prevent young children from becoming potential victims of human trafficking. The ECPP has a variety of interactive, age-appropriate activities designed for children ages 3 to 6 years old.

The program is designed to be facilitated by preschool teachers, primary educators, guidance counsellors, parents and guardians, and community early childhood education leaders. The ECPP can be facilitated in any community setting and time frame. The ideal delivery method is to present the sessions multiple times throughout the year, using repetition to help the children learn, retain, and apply the information presented in the program.

### PURPOSE

It is estimated that anywhere between 20.9 million and 40.3 million people are held in modern-day slavery today.<sup>1</sup> One in four human trafficking victims is a child.<sup>2</sup> We believe in equipping the next generation with the skills to protect themselves from these violations and possibilities of exploitation. Children are inherently vulnerable, and research suggests that Adverse Childhood Experiences (ACEs) are often found to have some link to trafficking in the future.<sup>3</sup> Therefore, children need to have an understanding of the dangers of unsafe situations that can cause harm to them. This is why prevention is the key to combatting this human rights violation, and addressing these issues at an early age are crucial. We hope to begin to educate children, teachers, and parents to provoke and initiate change through this program. Ending human trafficking and exploitation is achievable in our lifetime. Through this program and with your help, we will be one step closer to achieving this mission.

### GOALS

The goals of this program aim to support children and facilitators to:

1. Identify trusted and tricky people
2. Recognise prevention safety tools
3. Develop strategies for personal safety actions

### DURATION

The program consists of three sessions with two parts each. The program is flexible and can be tailored according to the needs of the facilitators and children. The suggested timeframe for each part within a session is between 30 minutes to one hour. Each session consists of two

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<sup>1</sup> International Labour Organisation and Walk Free Foundation. (2017). *Forced labour, modern slavery and human trafficking*, Geneva, September 2017, p5, [https://www.ilo.org/global/publications/books/WCMS\\_575479/lang--en/index.htm](https://www.ilo.org/global/publications/books/WCMS_575479/lang--en/index.htm).

<sup>2</sup> International Labour Organisation and Walk Free Foundation. (2017). *Forced labour, modern slavery and human trafficking*, Geneva, September 2017, p5, [https://www.ilo.org/global/publications/books/WCMS\\_575479/lang--en/index.htm](https://www.ilo.org/global/publications/books/WCMS_575479/lang--en/index.htm).

<sup>3</sup> Centers for Disease Control and Prevention. (2022). *Adverse Childhood Experiences (ACEs)*: <https://www.cdc.gov/violenceprevention/aces/>

parts. Facilitators can deliver the instruction for each part in separate class settings. However, it is recommended that the content of this program be discussed ongoing so that children grasp this vital information throughout the school year.

## AUDIENCE

Children aged 3 - 6 years old; the ECPP can be facilitated with individuals (i.e. parents, guardians) or any sized group (i.e. preschool, classroom setting, community program).

## EXTENDED QUESTIONS

Throughout the sessions, there are additional questions. These are intended for higher-level questioning and recommended for children ages 5 to 6.

## INDIVIDUAL SESSION STRUCTURE

- **Prepare:** Highlights the necessary resources and key terms needed for the facilitator to accomplish the session
- **Introduce:** Creates anticipation for the content of the session
- **Interact:** Engages the children in experiential learning situations and allows time to process the content of the session
- **Inspire:** Prompts the children with a call to action through an optional oral or written response and a partner or group project to activate the session content
- **Application:** An activity is included to help reinforce the session's content on an ongoing basis

## KEY TERMS

Key terms will be defined, in bold font, and spiralled throughout the program.

## SAMPLE ANSWERS

Each section contains questions with either answers or sample answers. These answers may vary from what the children suggest or understand; they are there to help guide the facilitator as needed.

## ACCOMPANYING STORYBOOK

The “Steps to Staying Safe Storybook” tells the story of Mia, an adventurous young five year old who encounters a tricky person while she is playing at the park. This story introduces several of the concepts that are covered in the ECPP and is referenced throughout the program.





## IF YOU SUSPECT IT, REPORT IT

### REPORT HUMAN TRAFFICKING OR EXPLOITATION:

Australian Federal Police (AFP)  
131 237

Use this form to report online child sexual exploitation:  
[www.ACCCE.gov.au/report](http://www.ACCCE.gov.au/report)

### REPORT AN EMERGENCY:

000

### ADDITIONAL RESOURCES



### FACILITATOR TRAINING



### FEEDBACK SURVEY



# SESSION 1: TRUSTED AND TRICKY PEOPLE

## PART 1 – STEPS TO STAYING SAFE

MATERIALS NEEDED	KEY TERMS
<ul style="list-style-type: none"> <li>• “Steps to Staying Safe Storybook”</li> <li>• Safety Traffic Light (Appendix A)</li> <li>• Safety Colour Cards (Appendix B)</li> <li>• Steps to Staying Safe Character Images (Appendix C)</li> <li>• Paper</li> <li>• Paint</li> <li>• Crayons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unsafe Person:</b> a tricky, familiar person or stranger who uses lies or secrets that makes someone feel uncomfortable or fearful and/or hurts their physical bodies or feelings</li> <li>• <b>Safe Person:</b> a trusted, familiar person or stranger who can be counted on to be truthful, respectful of someone’s personal boundaries, and protective to help keep someone from harm</li> <li>• <b>Uncomfortable:</b> to feel bad, scared, uneasy, or icky physically or emotionally because of a situation or person</li> <li>• <b>Tricky Person:</b> an unsafe or uninvited person who is not being truthful or lying</li> <li>• <b>Trusted Adult:</b> a safe person who is older than 18 years of age, who is truthful or honest, reliable</li> <li>• <b>Trusted Person:</b> a safe person (of any age) who is truthful or honest, reliable</li> </ul>

## PART 2 – SAFE CIRCLE

MATERIALS NEEDED	KEY TERMS
<ul style="list-style-type: none"> <li>• “Steps to Staying Safe Storybook”</li> <li>• Hula hoop</li> <li>• Safe Circle Hand Template (Appendix D)</li> <li>• Paper</li> <li>• Paint</li> <li>• Crayons</li> <li>• Masking tape</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe Circle:</b> a safety tool (using the child’s hand) to identify five trusted adults who can be counted on to help protect from harm</li> <li>• <b>Trust Boundaries:</b> limit to what a person is comfortable with and not comfortable with in a relationship</li> </ul>

## PART 1 – STEPS TO STAYING SAFE

**SAY:** Raise your hand if you like to play games. *(Give the children time to briefly share the types of games they like to play).* Today we are going to play a game called “Traffic Light Colour Match.” Sometimes people can be **trusted and safe**, and other times people can be **tricky and unsafe**. **Trusted people** are **safe people** who **respect** others and their boundaries, and will help protect another person from harm. **Tricky and unsafe people** can be someone you know or a stranger who can try to trick you by using lies, tell **unsafe secrets**, or make another person feel **uncomfortable**, afraid, or hurt their feelings or even their body. A **tricky and unsafe person** might make you think like you need to keep your feelings inward (to yourself) and not tell anybody. However, a **trusted and safe adult** will make you feel comfortable, in order to share and push your feelings outward, so you can get help.

We are going to use three colours to learn about different ways we can see when people are being tricky, to know when people can be trusted, or to be aware if you are not sure about someone’s actions. These colours are: Red, Yellow, and Green. We can find these colours on a traffic light.

**DO:** Show the Safety Traffic Light (Appendix A). Review each colour and explain what it means (e.g. Red = stop; Yellow = slow down, be careful; Green = go).

**ASK:** Read the following questions and have the children respond.

TRAFFIC LIGHT COLOUR MATCH ACTIVITY
<p><b>Question 1:</b> Which colour do you think about when you hear the word “stop”?</p> <p>Answer: Red</p>
<p><b>Question 2:</b> Which colour do you think about when you hear the word “go”?</p> <p>Answer: Green</p>
<p><b>Extended Question:</b> Which colour do you think about when you hear the words “careful or slow down?”</p> <p>Answer: Yellow</p>

**SAY:** Just as traffic lights have different colours to help us know when to stop, slow down, and go, we can use these three colours to remember how to know when people are being **tricky and unsafe**, can be trusted, or when we are not sure if we can trust them and need to ask a **trusted adult**.

**DO:** Place the children in a straight line. Read several of the Trusted and Tricky Person Situations (below). Have the children listen and determine if it is a safe or unsafe situation. Have them step forward (“go”) if they think it is a safe situation. Have them stay still (“stop”) if they think it is unsafe.

*Optional: Hold up the Safety Traffic Light (Appendix A) cards during this activity.*



### TRUSTED AND SAFE PEOPLE (GO)

- helps keep you safe and protects you from harm
- values who you are
- makes you feel comfortable
- listens to you
- respects your physical body boundaries
- tells the truth and is honest with you

### TRICKY AND UNSAFE PEOPLE (STOP)

- acts tricky and lies to you
- seems like they are trying to fool you
- makes you feel **uncomfortable**
- gives you a funny feeling in your tummy
- hurts your feelings or harms you
- contacts you even when you did not invite them to be around you

**ASK:** Read the following questions and have the children respond.

### TRUSTED AND TRICKY PEOPLE AND SITUATIONS QUESTIONS

**Question 1:** Which colour best matches how you might feel when someone you don't know makes you **uncomfortable**, unsafe, scared, or uneasy?

**Answer:** Red

**Extended Question:** Why would the red colour be connected to negative, sad, or scared feelings?

**Sample answers:** I chose red because it means danger. I would want them to stop because I don't feel safe.

**Question 2:** Which colour best matches how you might feel when you are with a person you know you are safe with and can trust the person to protect and love you?

**Answer:** Green

**Extended Question:** Why would the green colour be connected to feeling safe and protected?

**Sample answers:** I chose green because I feel safe. I know they will protect me. They care about me and won't hurt me.

**SAY:** In the "Steps to Staying Safe Storybook", we are going to read today there will be some **trusted people** who are **safe** and there will be some **tricky people** who are **unsafe**. Listen as I read a story that has some trusted and tricky characters in the story.

**DO:** Read the "Steps to Staying Safe Storybook". As you read, be sure to show the children the images in the book so that they can follow the story and identify the characters throughout the story.

**ASK:** Did the story have both **trusted and safe** and **tricky and unsafe people**?

**Sample answers:** Yes, there were different people in our story today. Some of them were **trusted** and **safe** and some of them were **tricky** and **unsafe**.

**SAY:** Remember how each of our three traffic light colours had a special meaning. Red meant stop; Yellow meant slow down or be careful; and Green meant go. We are going to play a game called “Safety Colour Match” where you see a character from our story and then get to choose what colour you think they are.

**DO:** Distribute a set of Safety Colour Cards (Appendix B) to each child.

**ASK:** Read the following questions as you display the Steps to Staying Safe Character Images (Appendix C) one by one. Have the children think about what colour best represents each image and ask them to hold up that colour card in response.

### SAFETY COLOUR MATCH QUESTIONS

**Question 1:** What colour do you think Abe should be? (Display: Abe’s Character Image)

Answer: Red

**Extended Question:** Why would red be the colour that represents Abe?

Sample answers: Abe was being a **tricky person**. He tried to take Mia away from a safe place and away from her family. **Tricky people** can be friendly and might want to buy you things, but that doesn’t mean they’re safe. They might be lying or doing something nice because they’re trying to trick you.

**Question 2:** What colour do you think Mia should be? (Display: Mia’s Character Image)

Answer: Green

**Extended Question:** Why would green be the colour that represents Mia?

Sample answers: Mia knew she shouldn’t go with Abe even though he looked familiar and seemed nice. She knew that he was a **tricky and unsafe person**.

**Question 3:** What colour do you think the safe stranger at the park should be? (Display: Safe Stranger’s Character Image)

Answer: Green

**Extended Question:** Why would green be the colour that represents the safe stranger?

Sample answers: Sometimes when you are scared or in trouble, and someone from your trusted circle isn’t around, a safe stranger may be able to help you. A safe stranger is someone who respects your boundaries, and wants to help keep someone from harm.

**Question 4:** What colour do you think Mia’s grandpa should be? (Display: Mia’s Grandpa Character Image)

Answer: Green

**Extended Question:** Why would green be the colour that represents Mia’s Grandpa?

Sample answers: Mia’s grandpa is a **safe person** that loves her. In the story he was looking out for Mia. He wants to keep Mia safe from strangers and **tricky people**.

**SAY:** Today we matched the colours red, and green with situations and types of **trusted and safe people** and **tricky and unsafe people**. When we read the “Steps to Staying Safe Storybook”, we also met a new friend named Mia in the story.

**DO:** Have the children share what they learned from today’s story, “Steps to Staying Safe Storybook” and how it relates to **trusted and safe people** and **tricky and unsafe people**.

**ASK:** Read the following questions and have the children respond to what they learned from the “Steps to Staying Safe Storybook”.

### “STEPS TO STAYING SAFE STORYBOOK” QUESTIONS

**Question 1:** Was it safe for Mia to stay at the park alone?

Sample answers: No. Mia is too young to be by herself at the park.

**Question 2:** What would you do if a stranger or **tricky person** asked you to go with them?

Sample answers: Say no. Run away to a **trusted adult**. Tell a **safe stranger**. These are all things that Mia did in our story.

**Extended Question:** How are the colours of a traffic light related to **trusted and safe people** and **tricky and unsafe people**?

Sample answers: Red represents stop, danger, and **tricky and unsafe people** who can be familiar (someone you know) or a stranger (someone you don’t know). Yellow represents caution, being careful, or slowing down and can be either **trusted and safe people** or **tricky and unsafe people**. Green represents go and can be **trusted and safe people**.

**APPLICATION ACTIVITY:** Explain to the children how there are safe and unsafe places. Often a place can be unsafe when children do not have a **trusted adult** present. Remind them to always look around for **trusted and safe adults**. If they do not see any safe people, then they should leave that space and go to an area where there are **trusted adults** who can help keep them safe.

Distribute drawing paper and materials. Ask the children to draw somewhere that is a safe place for them and include **trusted and safe adults**.

## PART 2 – SAFE CIRCLE

**SAY:** Today we are learning about what a **safe circle** is and who can be in your **safe circle**. Those in your **safe circle** should be a **trusted adult**, someone who is a **safe person**. When you trust someone, you should feel safe and comfortable around them. It is important to know your feelings and how they can support you in creating your **trust boundaries** to help protect you from harm. **Trust boundaries** help you to know what you are comfortable with and not comfortable with in any relationship with a family member or a friend. They can also help you know who you can trust and who can help keep you safe. Having boundaries and being connected with someone you can trust is key to having a healthy relationship.

**DO:** Hold up a hula hoop to show the children, then place it on the ground and step inside of it, or use tape to form a circle if you don't have a hula hoop. Explain that the space inside the hula hoop is sometimes considered to be a person's safe space. The hoop is like an invisible barrier and shield, acting as a **trust boundary** that protects a person's space. Step out of the hula hoop and then invite one of the children to volunteer and step inside the hula hoop. Ask the child if it is okay for you to step inside to join them, representing a **safe person** entering their **safe circle**.

*\*Note: It is okay if they say no, as that gives an example of respecting **trust boundaries** and reinforces that only their **trusted adults** are welcome in the **safe circle**.*

**ASK:** Read the following questions and have the children respond.

## TRUSTED AND SAFE PEOPLE QUESTIONS

**Question 1:** Who knows what a **safe person** is?

Sample answers: A **safe person** is someone who can be trusted, respects others and their boundaries, and will help protect another person from harm. They may be a familiar person like your brother or sister, a friend, someone in the community, or another **trusted adult**, or a stranger who can be counted on to be truthful, respectful of someone's personal body boundaries, and protective to help keep someone from harm.

**Extended Question:** What are some of the values of a **safe person** who can be trusted?

Sample answers: A **safe person** is honest. They care for others, are kind, show **respect**, and keep everyone safe.

**Question 2:** Who knows what a **trusted adult** is?

Sample answers: A **trusted adult** is a **safe person** who is an adult, and someone you can go to and ask for help. They could be your teacher, parents, another person's parent, or the police.

**SAY:** We already know that **trust boundaries** help you to be comfortable with who is in your **safe circle**. A **safe circle** is a safety tool that can help to keep you safe from **tricky and unsafe people** who are not in our **safe circles**. You have a choice who to allow into your **safe circle**. So it is okay at times, if you have to change your mind and invite different people into your **safe circle**. For example, if you move to a new city, closer to a different family member or change schools with a new teacher, the **trusted adults** in your **safe circle** might also change. Remember, it is important to only allow **safe people** who are **trusted adults** in your **safe circle**.

**DO:** Hold up a hula hoop again and step inside of it. Explain to the children that this hula hoop not only represents **trust boundaries**, but also could be like your **safe circle**. Have the children stand up, hold out their arms and do a 360 turn (a slow spin) to create their own invisible **safe circle**.

**ASK:** Read the following questions and ask children to respond.

### SAFE CIRCLE QUESTIONS

**Question 1:** What are some things that make you feel safe?

Sample answer: Things that make me feel safe are being with family, studying at school, and playing with friends.

**Question 2:** What are some things that make you feel unsafe?

Sample answer: Things that make me feel unsafe can be a dog barking, being alone in the dark or loud noises.

**Extended Question:** How does someone feel when they feel unsafe?

Sample answers: A person may feel **uncomfortable**. Their stomach may hurt, their hands may sweat, and their heart may beat really fast.

**Question 3:** How does it feel if someone **uninvited** gets too close to you in your **safe circle**?

Sample answer: It can feel **uncomfortable** and unsafe, like the other person is too close and body boundaries may feel violated or invaded.

**Question 4:** What could you say or do to ask a person to move out of your **safe circle** if you are **uncomfortable**?

Sample answers: You could step away or politely ask them to move away. If they don't listen and you've asked them to move away, you can push them away and tell a **trusted adult**.

**SAY:** Trustworthy people are **safe people** who can be counted on to help protect you, to be truthful and not lie, keep you safe from harm, and who can be in your **safe circle**. However, there are **tricky and unsafe people** who lie and try to control you. They also try to get into your **safe circle** to trick or harm you. But when you feel **uncomfortable**, remember, you get to choose who you let in your **safe circle**, and these people in your **safe circle** should always be **trusted adults**.



**DO:** Hold up your hands and point to each finger. Have the children count how many fingers they have on their hand. Point to your hand and draw an “air” circle around them to represent a **safe circle**, like if they had a hula hoop around them. Have the children draw an “air” circle around their hand to represent their **safe circle**. Explain that they are going to think about five people who they can trust to be part of their **safe circle**.

*\*Note: If there are any children in your class that may have difficulty using their hands for this activity, to ensure inclusivity, the children can also use five toes on one foot. They could even use two eyes, two ears and a nose to remember.*

**ASK:** Read the following questions and have the children respond. Remind the children that every time they feel **uncomfortable** it may not be because they are unsafe (they could be too full or too hot). However, people often have an **uncomfortable** feeling when they are unsafe.

### TRICKY AND UNSAFE PEOPLE QUESTIONS

**Question 1:** Who are some people in your life you can trust, who make you feel safe and protected from harm?

Sample answers: Mummy, daddy, aunty, uncle, caregiver, grandparents, teacher, police officer (**safe stranger**), and a friend are **safe people** in my life.

**Question 2:** How do you feel when you are **uncomfortable**?

Sample answers: On the outside you may feel too hot, your hands may feel sweaty, your knees might shake. On the inside you might feel too full, icky in your stomach, your throat might feel dry, you may also feel frozen, like you can't move.

**Extended Question:** Is feeling **uncomfortable** the same as feeling unsafe? Why or why not?

Sample answers: Yes, I can feel sick or scared when I am unsafe and **uncomfortable**. I can also feel “frozen” like I want to do something but can't. I think I feel the same when I am **uncomfortable** and also when I feel unsafe. I have the same feelings for both.

*\*Note: It is important when explaining what a **trusted or tricky person** looks like that many examples are used. This is because some children might have a parent or sibling who is a **tricky person**, so they will need additional examples of **trusted adults**. We know that there are even some unsafe teachers and police officers, so no example will be without exceptions.*

**SAY:** Our **safe circle** can be like a safety tool that can help to keep you safe from **tricky and unsafe people** who are not in our **safe circle**. Let's hold up our hand again and look at each finger. Each finger will represent a **trusted adult** you can add to your **safe circle**.

- Your Thumb: A trusted police officer/community leader
- Your Index Finger: A trusted teacher/someone at school
- Your Middle Finger: A trusted family member or guardian \_\_\_\_\_. *(children's choice)*
- Your Ring Finger: A trusted \_\_\_\_\_. *(children's choice)*
- Your Pinky Finger: A trusted \_\_\_\_\_. *(children's choice)*

*\*Note: The thumb and index fingers do not necessarily need to be named, they can be a **safe person** who is unknown to them but still can be trusted. The other fingers the children need to name and the people need to be familiar to them.*

**DO:** Have children trace their hand in the space at the end of the comic book, on the Safe Circle Hand Template (Appendix D), or on a piece of paper. Have the children choose five people, one on each finger, who will be in their **safe circle**. Remember, two of the fingers can be **safe** strangers (i.e. police officer, teacher). Invite children to draw a picture of each of their **trusted adults** who are in their **safe circle**.

Have the children use their fingers to decide who could be in their **safe circle**. The other fingers are **trusted and safe** people they choose themselves. Explain that there are no right or wrong choices and that everyone's **safe circle** will look different.

**ASK:** Read the following questions and have the children respond.

#### SAFE CIRCLE HAND QUESTIONS

**Question 1:** Who is the **trusted adult** in your **safe circle** that you put on your thumb?

**Sample answers:** I drew a police officer. I have my pastor. I put my coach.

**Question 2:** Who is the **trusted adult** in your **safe circle** that you put on your index finger?

**Sample answers:** I drew you as my teacher. I have our principal. I put my tutor.

**Question 3:** Who is the **trusted adult** in your **safe circle** that you put on your middle finger?

**Sample answers:** I drew my mum. I have my aunty. I put my granddaddy.


**Question 4:** Who is the **trusted adult** in your **safe circle** that you put on your ring and pinky fingers?

**Sample answers:** I drew my coach. I have my neighbour. I put my cousin.

**APPLICATION ACTIVITY:** Review the "Steps to Staying Safe Storybook" and how Abe tried to trick Mia to go with him. Remind the children when they are at school or other locations, to always let a teacher or **trusted adult** know if a **tricky and unsafe person** is trying to get them to go with them. Also have the children take home their Safe Circle Hand Template (Appendix D) to review with one of their **trusted adults** from their **safe circle**.

## SESSION 2: SAFE AND UNSAFE COMMUNICATION

### PART 3 - STRANGERS: WHO IS SAFE AND UNSAFE?

MATERIALS NEEDED	KEY TERMS
<ul style="list-style-type: none"> <li>• “Steps to Staying Safe Storybook”</li> <li>• Safe and Unsafe Stranger Character Images (Appendix E)</li> <li>• Safe and Unsafe Character Colouring Images (Appendix F)</li> <li>• Crayons or markers</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Actions to Protect Yourself Against Unsafe Strangers Video</li> </ul>  <ul style="list-style-type: none"> <li>• Backpack, Jacket</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Familiar person:</b> a close friend or family member who is well-known and can be recognised</li> <li>• <b>Relationship:</b> the connection between one person and another</li> <li>• <b>Safe stranger:</b> people who are not previously known and who are there to help keep others safe</li> <li>• <b>Unsafe stranger:</b> someone who uses lies or secrets to make someone feel uncomfortable or fearful and/or hurts their physical bodies or feelings</li> </ul>

### PART 4 - SECRETS: WHAT IS SAFE AND UNSAFE?

MATERIALS NEEDED	KEY TERMS
<ul style="list-style-type: none"> <li>• “Steps to Staying Safe Storybook”</li> <li>• Drawing paper</li> <li>• Crayons or markers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe Secrets:</b> information that is meant to be kept private or unknown for a short time but may eventually be revealed or shared</li> <li>• <b>Unsafe Secrets:</b> information that could hurt someone, break a rule, or make someone feel scared, uneasy, or confused; it is told to never be shared with others</li> <li>• <b>Choice:</b> making a decision about something or someone that is often choosing between two or more things or options</li> </ul>

## PART 3 - STRANGERS: WHO IS SAFE AND UNSAFE?

**SAY:** Today we are going to explore how there can be **safe** and **unsafe strangers** in your life, and who they can be. We will revisit the “Steps to Staying Safe Storybook”, where we saw how Mia recognised Abe, but didn’t really know him. He was a stranger to her. She knew she should not go with Abe to the park, because he was not in her **safe circle**.

**DO:** Revisit the part in the “Steps to Staying Safe Storybook” where Mia meets Abe. Show the pictures and share how Abe is a **tricky person** and also an **unsafe stranger** to Mia.

**ASK:** Read the following questions and have the children respond.

## SAFE AND UNSAFE STRANGER QUESTIONS

**Question 1:** Who is a stranger?

Sample answers: A person you don’t know and someone you need to be careful around.  
Someone unfamiliar to you, even if you see them often.

**Question 2:** What can make a person an **unsafe stranger**?

Sample answers: An **unsafe stranger** might ask you to do something you are **uncomfortable** with, or try to take you away from safe places (e.g. your home, your parents, or your friends). **Unsafe strangers** may even try to trick you or ask you to lie (i.e. “This is our little secret”).

**Question 3:** Are there **unsafe strangers** online?

Sample answers: Yes. There can be **unsafe strangers** in real life and online. We don’t always know who we are talking to online and not everyone will be safe.

**Extended Question:** Who might be a **safe stranger** to you?

Sample answers: **Safe strangers** can be people you don’t know, but who are there to help you and not hurt you. **Safe strangers** might be police officers, grocery store workers, or adults who work at your schools.

**SAY:** Even though not all strangers are dangerous, you should stay away from people and places you do not know and never go somewhere with someone you do not know. **Unsafe strangers** can be dangerous. They may offer you lollies, money, or other rewards to go somewhere with them alone and somewhere **unsafe**. It is important to be aware of **unsafe strangers** and not to go anywhere with an unfamiliar person who you do not have a **relationship** with or is a stranger to you. However, a **safe stranger** might be someone you do not know, but who is there to help you and not hurt you. A **safe stranger** would help you in an emergency, like a police officer or doctor.

Remember when we made our **safe circles** and wrote down some people we knew, like mummy, grandpa, or aunty? We also thought about some **safe strangers** like a police officer or a parent with other children. All of our **safe circles** are similar but different from one another because we have different families and know different people. This means we may have different **trusted adults** in our lives and different **safe and unsafe strangers**. For example, you might know your aunty and uncle very well, and they may be part of your **safe circle**. However, someone else's aunty and uncle may be a stranger to them and not be a part of their **safe circle**.

**DO:** Hold up the Safe and Unsafe Stranger Character Images (Appendix E) one at a time and read the "Steps to Staying Safe Storybook" questions below. Ask the children to give you "two thumbs up" whenever they think the answer is a **safe stranger**. When they think the answer is an **unsafe stranger**, have the children cross arms over their bodies to make an x and have their hands form fists.

*Optional: When the children say "unsafe", they can make a stop sign with their hand, and jump/stomp with their other hand on their hip (almost like a superhero pose).*

Safe and Unsafe Stranger Character Image	Safe/Unsafe	Justification
Police officers	Safe	They were able to help Mia
Mother (with child)	Safe	They were able to help Mia
Abe	Unsafe	He tried to get Mia to go with him to an unsafe place and keep it a secret (an <b>unsafe secret</b> ) from her <b>safe circle</b> .



## “STEPS TO STAYING SAFE STORYBOOK” QUESTIONS

**Question 1:** Is this stranger considered safe or unsafe to you?

Sample answer: **Safe strangers** are the people who are usually there to help me.

**Extended Question:** Why do you think the stranger is considered safe or unsafe to you?

Sample answer: Anyone who tries to trick or hurt me is not a **safe person/stranger**.

**Question 2:** Did Mia have a **relationship** with Abe?

Sample answers: No, she did not have a **relationship** with Abe. We know from the story that Mia did not know Abe.

**Extended Question:** How do you know that Mia did not have a **relationship** with Abe?

Sample answers: Mia's grandpa might have known Abe, but Mia had never met Abe. If you don't know someone and have never spoken to them, then you can't have a relationship with them.

**SAY:** Today we learned that a stranger can be a **trusted person** who is **safe** or they can be a **tricky and unsafe person**. We learned some of the signs of **unsafe strangers** and now we will learn what we need to do if we feel **uncomfortable** or unsafe.

**DO:** Have the children colour the Safe and Unsafe Stranger Character Colouring Images (Appendix F). Ask the students to select colours that best represent how they feel when they hear the words safe and unsafe. Invite the children to tell you, or another **trusted adult**, what they learned today about **safe** and **unsafe strangers**.

**ASK:** What do you do if an **unsafe stranger** wants to talk to you?

Sample answers: If an **unsafe stranger** is trying to talk to me, or asking me where I live or go to school, I should stop talking to them and walk away. If an **unsafe stranger** is trying to get close to my body, I will run away from them or push them away.

**APPLICATION ACTIVITY:** Explain that you should always tell someone in your **safe circle** about an **unsafe stranger**. It is also important to explain that sometimes you may have to run away before you can tell a **trusted adult**.

Discuss with the children how to protect themselves if an **unsafe stranger** tried to grab them. Demonstrate some actions on how they can help protect themselves. Read and act out each of the “Actions to Protect Yourself Against Unsafe Strangers”. Have the children copy the modelled actions.

*\*Note: Avoid acting out this activity in pairs with the children, for safety.*

**Actions to Protect Yourself Against Unsafe Strangers:**

1. **Backpack:** When someone grabs your backpack, drop your shoulders, let go of your backpack, and run to the nearest safe space like a classroom, shop, or a family that has other children with them. Your safety is more important than your backpack. You can get another backpack.
2. **Jacket:** When someone grabs your jacket, drop your shoulders, wiggle your arms out, and run to the nearest safe space like a classroom, shop, or a family that has other children with them. Your safety is more important than your jacket. You can get another jacket.
3. **Body:** When someone grabs you by the shoulders or another part of your body, try to run away. If you can't, then drop down to their feet and lock your arms around their one leg and your legs around their other leg. You can also yell out for help and say something like, "You are not my mum!" or "You are a stranger."

*Optional: Show the Actions to Protect Yourself Against Unsafe Strangers Video instead of acting out the above situations.*



## PART 4 - SECRETS: WHAT IS SAFE AND UNSAFE?

**SAY:** We have been learning about how different people can be **trusted and safe** or **tricky or unsafe**. Just like people can be **safe and unsafe**, the secrets we tell and are told can also be **safe and unsafe**. **Safe secrets** are considered harmless secrets that bring happiness to you and everyone involved, like planning a surprise party for someone you love. **Safe secrets** should only be kept for a short time and will eventually be able to be told to others. However, **unsafe secrets** may be about something that will hurt you or someone else and should not be kept private. They can make you feel sad, uneasy, **uncomfortable** or afraid that something bad will happen. Usually it is **tricky and unsafe people** who may try to fool you and ask you to keep **unsafe secrets**, making you feel like you have to keep your feelings on the inside and not tell a **trusted adult**.

**DO:** Ask the children to line up in two straight lines. Explain that you are going to whisper a secret word to each of the line captains (i.e. the person at the front of the line). Remind the line captains that they are not allowed to say the word out loud. When you say “go”, each line captain has to whisper the secret word to the next person. Ask each child to whisper the word to the next person until the whispered secret gets to the end of the line.

*\*Note: You can use any of the key terms for the telephone game (i.e. safe, unsafe, secret, choice, tricky, trusted, uncomfortable)*

**ASK:** Read the following questions and ask children to respond.

## SAFE AND UNSAFE STRANGER QUESTIONS

**Question 1:** Do you think the secret word in our game was keeping a **safe secret** or an **unsafe secret**?

Sample answer: I think the secret word was safe because it was kept for a short time and then told to everyone.

**Question 2:** Why would someone ask you to keep a **safe secret**?

Sample answers: If a secret has to do with a birthday, holiday, or gift, then it is a **safe secret**. Or even a game, like we just played. It is only kept for a short time.

**Question 3:** What do you think is an **unsafe secret**?

Sample answers: If a secret is to hide wrongdoing, is about **uncomfortable** touch, or could cause harm, then it is an **unsafe secret**.

**Question 4:** What should you do if you are asked to keep an **unsafe secret**?

Sample answers: I should tell the person asking me to keep the secret, “No, I don’t feel comfortable about this”. or “No, I will not keep it a secret”. Then, tell a **trusted adult**.

**Extended Question:** Can an **unsafe secret** ever be safe?

Sample answers: No. An **unsafe secret** is to hide something wrong or harmful. This will never be safe. Even if the person telling you the secret says it is safe or they say that they love you, if the secret could cause harm, take you away from a **trusted adult**, or make you feel **uncomfortable**, then it can’t be safe.

**SAY:** **Tricky people** are uninvited people who you may already know. A **tricky person** is not always a stranger to you; they may be a familiar person who you already know, like a family member or family friend. Anyone can be a **tricky person**. A **tricky person** encourages you to keep **unsafe secrets** and tells you not to tell anyone else. These **unsafe secrets** can make you feel **uncomfortable** and can hurt you or someone else.

**ASK:** Read the following scenarios and the corresponding questions and ask the children to respond. Invite the children to stand up if they think in the scenario there is a **safe secret**, or have them put their hands on their heads if they think it is an **unsafe secret** in the scenario being read.

### SAFE AND UNSAFE SECRET SCENARIOS

**Scenario 1:** Jack asks his mum if they can bake a cake for grandpa, but says they can’t tell him because it’s a surprise.

**Question 1:** Is this a **safe** or **unsafe secret**? Why or why not?

Sample answer: **Safe secret**. Jack is doing something nice for his grandpa to make him happy.

**Scenario 2:** Isabella and her little sister hear their parents arguing. They see their mum get pushed and get scared. They run to their room. Isabella tells her little sister they shouldn’t say anything.

**Question 2:** Is this a **safe** or **unsafe secret**? Why or why not?

Sample answers: **Unsafe secret**. Isabella and her sister are scared and their mother has been hurt. Remember, an **unsafe secret** can make you feel **uncomfortable** and can hurt you or someone else.

**Scenario 3:** Lisa has been feeling very sad lately. Her best friends John and Tilly want to cheer her up. They make her a special card and buy some lollies and hide it in her backpack. Another friend walks past them and asks what they are doing. They tell them they are surprising Lisa with a card and some lollies, but please keep this a secret.

**Question 3:** Is this a **safe** or **unsafe secret**? Why or why not?

Sample answers: **Safe secret.** John and Tilly are doing something nice to cheer up their friend Lisa.

**Scenario 4:** Charlie was playing with her best friend and saw bruises on her friend's arms and legs. When Charlie asked about the marks, her friend got scared and said, "Please don't tell anyone! My dad just gets mad and sometimes he hurts me".

**Question 4:** Is this a **safe** or **unsafe secret**? Why or why not?

Sample answers: **Unsafe secret.** It is an **unsafe secret** because her friend is being hurt by her father. Telling a **trusted adult** can help stop the abuse and get her friend's family the help they need.

**Scenario 5:** Amina made a special card for her mother at school and asked her sister, "Don't give mum any hints, okay? I want to be the one to surprise her".

**Question 5:** Is this a **safe** or **unsafe secret**? Why or why not?

Sample answers: **Safe secret.** It is a **safe secret** because it is for her mother for a special occasion and they will find out about the secret card when Amina surprises her mum with it.

**Scenario 6:** One of Erina's family members took inappropriate pictures of her (i.e. images of her private parts). He said, "If you don't tell anyone about the pictures, then I'll buy you whatever toy you want, okay?"

**Question 6:** Is this a **safe** or **unsafe secret**? Why or why not?

Sample answers: **Unsafe secret.** It is an **unsafe secret** because no one should be taking pictures of your private parts. Her uncle is asking her to not tell because he knows it is wrong and illegal.

**SAY:** Today we have learned that there are **safe** and **unsafe secrets**. We also learned that **tricky people** are not only strangers, but can be **familiar people** who are **unsafe**. **Tricky and unsafe people** can often make promises to give you a gift if you will not tell anyone else and keep it their little secret. Sometimes an **unsafe secret** is when you've seen something that is unsafe or harmful to another person and you decide to keep it a secret. For example, if you see someone at home getting hurt because someone pushes, hits, or throws something at them, and you feel too afraid to tell a **trusted adult**.

**DO:** Read aloud the pages in the "Steps to Staying Safe Storybook" where Abe is being tricky again (pages 5-7). Ask the children to listen to the story while they are looking at the pictures carefully to see if they can spot why Abe is being tricky. As you read the story, stop after each of these pages and say, "This is where Abe is being tricky." Have the children repeat the phrase, "Oh, no! Abe is being tricky!" Continue to share the reasons why Abe is being tricky using the explanations from the table below.



Page #	Explanation
5	Mia does not know Abe. He is unfamiliar to her. He is an <b>unsafe adult</b> . Abe does not know Mia. He is being tricky because he is an adult asking a child to play when her parents are not around.
6	Abe is being tricky because he is pretending to be friendly. He is telling Mia she is good at soccer and touching her face without her permission. Mia feels <b>uncomfortable</b> , but Abe laughs.
7	Abe asks Mia to come with him to a park close to his house and offers her a new soccer ball. He is being tricky because he knows Mia is not allowed to go, but still suggests they go and keep it a secret. <b>Tricky</b> and <b>unsafe adults</b> are not part of your <b>safe circle</b> , so they should not be asking you to go anywhere with them. If someone asks you to do something you know you are not allowed to do, that person is being <b>tricky</b> .

**ASK:** Read the following questions and have the children respond by thinking about the story and characters.

STEPS TO STAYING SAFE STORYBOOK QUESTIONS
<p><b>Question 1:</b> Do you think Abe was familiar or unfamiliar to Mia?  <b>Answer:</b> Abe was unfamiliar.</p> <p><b>Question 2:</b> Do you think Abe was being friendly or tricky?  <b>Answer:</b> Abe was being tricky.</p> <p><b>Question 3:</b> What did Abe do that made him tricky?  <b>Sample answers:</b> Abe was trying to trick Mia into trusting him and going with him to a park without a <b>trusted adult</b>. Even after Mia said no, he still tried to entice her with a gift and asked her to keep it a secret.</p>

**Question 4:** What should you do if you see something unsafe?

Sample answers: Tell a **trusted adult** someone in your **safe circle**. This can also mean telling a **safe stranger**, like Mia did when she ran to the mother with her child.

**Extended Question:** Who can tell an **unsafe secret**?

Sample answers: Everybody can tell an **unsafe secret**, however, if you are a **trusted** and **safe person**, you won't tell **unsafe secrets**.

**APPLICATION ACTIVITY:** Remind the children that **safe secrets** should only be kept for a short time and will eventually be able to be told to others. However, **unsafe secrets** may be about something that will hurt you or someone else and should not be kept private. An **unsafe secret** is not only something that someone else tells you, it can also be something a person decides on their own to keep a secret about something they have seen that could be unsafe or harmful to another person. This could be witnessing someone being bullied or hurt and being too afraid to tell someone.

Distribute drawing paper and materials. Ask the children to draw two (or more) **trusted adults** who they could go and talk to if they saw something unsafe or harmful that was happening to another person.

## SESSION 3: INVITED AND UNINVITED TOUCH

### PART 5 - SAFE AND UNSAFE TOUCH

MATERIALS NEEDED	KEY TERMS
<ul style="list-style-type: none"> <li>• “Steps to Staying Safe Storybook”</li> <li>• Chart paper or white board</li> <li>• Safe and Unsafe Touch Image Cards (Appendix G)</li> <li>• Safe and Unsafe Words (Appendix H)</li> <li>• Crayons or clay</li> <li>• Hotline Activity (Appendix I)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe Touch:</b> a positive touch that makes a person feel cared for, important, and safe</li> <li>• <b>Unsafe Touch:</b> secretive or negative touch that makes a person feel uncomfortable or harmed</li> <li>• <b>Uninvited Touch:</b> someone touching you in either a safe or an unsafe way without your permission</li> <li>• <b>Invited Touch:</b> a positive touch that makes a person feel cared for, important, safe, and has to have your permission</li> </ul>

### PART 6 - SAFE BODY BOUNDARIES

MATERIALS NEEDED	KEY TERMS
<ul style="list-style-type: none"> <li>• “Steps to Staying Safe Storybook”</li> <li>• Uninvited Touch Activity Colouring Page (Appendix J)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Crayons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personal Body Boundary:</b> an individual’s space that surrounds their entire physical body to include their private parts</li> <li>• <b>Personal Space:</b> the amount of space needed between yourself and others to give a feeling of comfort and privacy</li> <li>• <b>Private Parts:</b> a person’s body parts that are covered by their underwear or swimsuit</li> <li>• <b>Respect:</b> to honour something or someone as valuable and important</li> </ul>

## PART 5 - SAFE AND UNSAFE TOUCH

**SAY:** Children have many different rights, including going to school to receive an education, and having the ability to be safe and play with friends. They also have the right to be safe from harm, which means the right to say no to **uninvited touch**. Today, we will learn more about our bodies and what is **safe and unsafe touch**. **Safe touch** is **invited touch** because it is done with your permission. An **invited touch**, like a hug from mummy or a kiss on your cheek from your grandma, is a positive touch that makes you feel loved, cared for, comfortable, and secure.

However, **unsafe touch** can make you feel **uncomfortable**, scared, or hurt. Other adults may not touch, see, or play with your **private parts**, including your teachers and all strangers. **Uninvited touch** happens when someone is touching you in either a safe or an unsafe way without your permission. You have a right to say no if someone keeps touching you after you have said stop or asks you to touch them under their underwear. If someone keeps touching your **private parts** (with or without your permission) or asks you to touch their **private parts**, this is **uninvited** and **unsafe touch**, and you should tell a **trusted adult** in your **safe circle**!

**DO:** Have children practice repeating the following declaration statement about their body and practice saying “no” in a polite, yet assertive voice.

- Declaration Statement: “My body belongs to me”.
- Sample No Statements: “No, don’t touch me”. “Stop. I don’t want to be touched like that”.

**ASK:** Read the following questions and ask children to respond.

### UNINVITED AND UNSAFE TOUCH QUESTIONS

**Question 1.** What does an **invited** or **safe touch** look like?

Sample answers: A **safe touch** makes a person feel cared for and comfortable. An **invited touch** is a positive touch and is okay and done with permission.

**Question 2.** What is an **uninvited** or **unsafe touch**?

Sample answers: An **unsafe touch** can be secretive or be a touch that makes me feel **uncomfortable**. An **unsafe touch** can cause harm to me. An **uninvited touch** is one I did not want. I did not say yes or give my permission to be touched.

**Extended Question.** Do you have a right to say no to an **uninvited** or **unsafe touch**? Why or why not?

Sample answer: Yes, my body belongs to me and not to someone else.

**SAY:** We interact with a lot of different people every day and sometimes these interactions may involve different types of touches. There are many examples of welcomed and **safe touch**. However, not all of the examples are **invited touch** and it is important to understand the difference.

**DO:** Show the Safe and Unsafe Touch Image Cards (Appendix G) from the list. Have the children determine which ones are safe and unsafe by using the hand gestures to respond to the examples. If the children think the example is an example of a **safe touch**, have them give a thumbs up gesture. If they think it is **unsafe touch**, have them make a cross (X) with their arms.

SAMPLE SAFE TOUCH	SAMPLE UNSAFE/UNINVITED TOUCH
<ul style="list-style-type: none"> <li>• Comforting hug or arm around the shoulder from someone you trust</li> <li>• Pat on the back or a high five</li> <li>• Making someone healthier by giving a shot or removing a splinter</li> <li>• A parent or caregiver washing another person to keep them clean</li> <li>• Tapping your friend on the shoulder or back to make them 'it' when you are playing tag</li> <li>• Giving someone in your house a hug and a kiss when you wake up or go to sleep</li> <li>• Adults shaking hands with each other to say 'hi' or when they are agreeing on something</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Punching</li> <li>• Pushing</li> <li>• Pinching</li> <li>• Grabbing</li> <li>• Kicking</li> <li>• Biting</li> <li>• Uninvited tickling (continuing after you have said no or stop)</li> <li>• Sitting on or near a stranger or tricky/unsafe person's lap</li> </ul>

*Optional: Print out the Safe and Unsafe Words (Appendix H). Place each word at opposite sides of the room. Ask the children to stand in the middle of the room as you hold up the Safe and Unsafe Touch Image Cards (Appendix G). When you hold up the image, tell the children what it is and ask them to decide which side of the room they think the image belongs to (either safe or unsafe) and walk to that side (i.e. a 'high-five' is a **safe touch**).*

**ASK:** Read the following questions and ask children to answer.

### UNINVITED AND UNSAFE TOUCH QUESTIONS

**Question 1:** What is the difference between a **safe touch** and **unsafe/uninvited touch**?

Sample answers: A **safe touch** makes a person feel cared for. An **unsafe touch** makes a person feel yucky, sad, unsafe, or **uncomfortable**.

**Question 2:** Are there any **safe touches** that can be **uninvited touches** or **unsafe**? Why or Why not?

Sample answers: Yes, an **uninvited** hug that makes a person feel **uncomfortable** even if it is from someone they know is **unsafe touch**.

**Extension Question:** What do you do if someone at school who is **uninvited and tricky** tries to touch you when no one is around?

Sample answers: I need to tell a **trusted adult** in my **safe circle** like my teacher or ask to call my parent or guardian and let them know what happened at school.

**SAY:** You can always tell someone in your **safe circle** if someone has touched you in your **private parts**. **Trusted adults** want to make sure you are safe and want to help you. Let's look at three ways to **ACT** if someone is making you feel **uncomfortable** or has touched you in an **unsafe** way.

- **A = Avoid the person.** Do your best not to be alone with a person who is doing **unsafe touching**. If you can't avoid the person because they are a family member or family friend, then skip to the final action and tell a **trusted adult**.
- **C = Call for help.** Say "no" and run away to get help.
- **T = Tell a trusted adult.** Share what happened and tell them the **private parts** that were touched.

**DO:** Have the children listen to the Sample ACT Statements and decide if they think the touch is okay or not okay. Have them demonstrate with gestures (e.g. safe = thumbs up; unsafe = make cross (X) with arms).

**ASK:** Read the following sample statements and if the statement is "okay" or "not okay", ask the children to respond with an action they could do from the **ACT** list (**A** = Avoid the person; **C** = Call for help; **T** = Tell a trusted adult).

## SAMPLE ACT STATEMENTS

**Statement 1:** When you hug someone that you trust and it makes you feel comfortable.

Gesture: Okay = thumbs up

**Statement 2:** When a **trusted adult** who is in your **safe circle** helps give you a bath to keep you clean.

Gesture: Okay = thumbs up

**Statement 3:** When you feel **uncomfortable** when someone touches you.

Gesture: Not Okay = cross arms to make an x

**Extended Question:** Which **ACT** action could you take?

Sample answers: **A** = I could avoid the person. **I** = I could tell a **trusted adult**.

**Statement 4:** When someone touches your **private parts**.

Gesture: Not Okay = cross arms to make an x

**Extended Question:** Which **ACT** action could you take?

Sample answers: **C** = I could call for help; **I** = I could tell a **trusted adult**.

**Statement 5:** When someone hurts someone by hitting or kicking them.

Gesture: Not Okay = cross arms to make an x

**Extended Question:** Which **ACT** action could you take?

Sample answers: **C** = I could call for help; **I** = I could tell a **trusted adult**.

**APPLICATION ACTIVITY:** Have the children colour in the hotline number page in the back of the comic book or use the Hotline Activity - Appendix I. After they have finished colouring, invite the children to act out the hotline numbers using their whole body, their hands, or even have them make the numbers with clay to help them remember the hotline numbers.



## PART 6 - SAFE BODY BOUNDARIES

*Note: It is important to use words that are appropriate for your children. You can use the anatomically correct names for **private parts** if that is your school or organisation's procedure.*

**SAY:** Today we will learn important safety rules about keeping our bodies safe. The body parts that are covered by underwear and swimsuits are **private parts**, and if someone touches you there or forces you to touch them there, it is **unsafe touch**. Remember your **personal space** is like having a hula hoop around you.

**DO:** Have the children stretch out their arms to pretend the hula hoop is around them to create their **personal space**. Remind them that this is their **personal body boundary**.

**ASK:** Read the following questions and ask children to respond.

## PERSONAL BODY BOUNDARY QUESTIONS

**Question 1:** Why are safety rules important?

Sample answers: Safety rules can help to keep me safe. Safety rules can help keep me **safe** from **unsafe touch**.

**Question 2:** Where is your **personal body boundary**?

Sample answer: My **personal body boundary** can be the space that surrounds my body and my **private parts**.

**SAY:** We are going to learn three **Personal Body Boundary** Safety Rules.

**Rule #1: My body belongs to me!**

No one else. Sometimes people in your **safe circle** will help to look after you and your body (e.g. washing you during bath time, helping you go to the bathroom when needed, or helping you get dressed). **Tricky and unsafe people** should never be inside your **personal body boundary**; that is your **personal space**.

**Rule #2: Unsafe touch is not okay.**

If someone ever pinches, touches, tickles, or grabs your **private parts** or forces their **private parts** onto you, it is an **unsafe touch**. Always tell someone in your **safe circle**! If it happens to be someone in your **safe circle** like your mum, dad, aunty, uncle, grandparents, then you will need to tell your teacher or a police officer. If it happens to be someone in your **safe circle** like your teacher or a police officer, then tell someone else in your **safe circle**.

**Rule #3: Unsafe secrets are not okay.**

No one should be taking pictures or videos of your **private parts**. If anyone ever takes a photo or touches your **private parts**, and asks you to keep it a secret, this is an **unsafe secret**. Be sure to tell someone in your **safe circle** immediately.

**DO:** Have the children chant and act out the Personal Body Boundary Safety Rules.

**Action for Rule #1. My body belongs to me!**

Children can hold up one finger when chanting, "Rule number 1". Then tap their body with their palm and they say, "My body". Finally, make the okay gesture with both of their thumbs and pull back to point to their body and say "belongs to me".

**Action for Rule #2. Unsafe touch is not okay.**

Children can hold up two fingers when chanting, "Rule number 2". Then wiggle their hands when they say, "**unsafe touch**". Finally, make them cross their arms to make an x when they say, "is not okay".

**Action for Rule #3 Unsafe secrets are not okay.**

Children can hold up three fingers when chanting, "Rule number 3". Then place their finger over their mouth to make a "sh" sound when they say, "**unsafe secrets**". Finally, make them cross their arms to make an x when they say, "are not okay".

*Optional: Have the children colour in the 'Uninvited Touch Activity Page' in "Steps to Staying Safe Storybook" or use the The Uninvited Touch Activity Colouring Page (Appendix J).*

**ASK:** Read the following questions and ask children to respond.

PERSONAL BODY BOUNDARY SAFETY RULES QUESTIONS
<p><b>Question 1:</b> What are the three <b>Personal Body Boundary</b> Safety Rules?  <b>Sample answers:</b> 1) My body belongs to me! 2) <b>Unsafe touch</b> is not okay. 3) <b>Unsafe secrets</b> are not okay.</p> <p><b>Question 2:</b> Why are the <b>Personal Body Boundary</b> Safety Rules important?  <b>Sample answers:</b> They help me to protect my body. I learn to say no when I am <b>uncomfortable</b> with a person or a place. I know it is okay to go and tell a <b>trusted adult</b> in my <b>safe circle</b> if this ever happens.</p> <p><b>Extended Question:</b> What are signs you might be <b>uncomfortable</b> when someone is invading your <b>personal body boundaries</b> and <b>personal space</b>?  <b>Sample answers:</b> Racing heart, sweaty palms, or having a sick or upset stomach are all signs that I may be <b>uncomfortable</b>.</p>

**SAY:** It is important to know that your body belongs to you. When something or someone is entering your **personal body boundaries** and you begin to feel **uncomfortable**, you have the right to say something to someone in your **safe circle**.

**DO:** Invite the children to say and act out the “My Body Chant” below, representing a declaration of their **personal body boundaries**. Remind them that every part of their body belongs to them.

### My Body Chant

These are my hands  
 These are my toes  
 This is my belly  
 And my wiggling nose  
 From the top of my head  
 Past my knees, to my feet  
 This is **my** body  
 My body's for me  
 (No means **no** and stop means **stop**)

**ASK:** What are different ways you can think of to say no when you feel like you are in an unsafe situation?

Sample answers:

*No, thanks!*

*No, way!*

*Nope!*

*Nah, man!*

*Not for me!*

*Hands off!*

*Get back!*

*Not gonna happen!*

*Negative!*

*I think not!*

*That's a no for me!*

*No, that's my final answer!*

*Stop right there!*

*N-O*

*Hmmm...no!*

*Not a chance!*

*I don't think so!*

*How about never!*

*No, bro!*

*Not my thing!*

*Talk to the hand!*

**APPLICATION ACTIVITY:** Remind the children that it is “okay” to say no to adults or anyone if they ask them to do something that makes them feel **uncomfortable**. Ask the children to add to the “My Body Chant” by thinking of, and pointing to, more body parts other than what has already been used (e.g. hands, toes, belly, nose, head and feet).

## APPENDICES:

### Session 1: Trusted and Tricky People

#### Part 1 - Steps to Staying Safe

- Safety Traffic Light *(Appendix A)* ..... 35
- Safety Colour Cards *(Appendix B)* ..... 36
- Steps to Staying Safe Character Images *(Appendix C)*..... 37

#### Part 2 - Safe Circle

- Safe Circle Hand Template *(Appendix D)*..... 43

### Session 2: Safe and Unsafe Communication

#### Part 3 - Strangers: Who is Safe and Unsafe?

- Safe and Unsafe Stranger Character Images *(Appendix E)* ..... 44
- Safe and Unsafe Stranger Character Colouring Images *(Appendix F)* ..... 47

#### Part 4 - Secrets: What is Safe and Unsafe?

- *No appendices needed*

### Session 3: Invited and Uninvited Touch

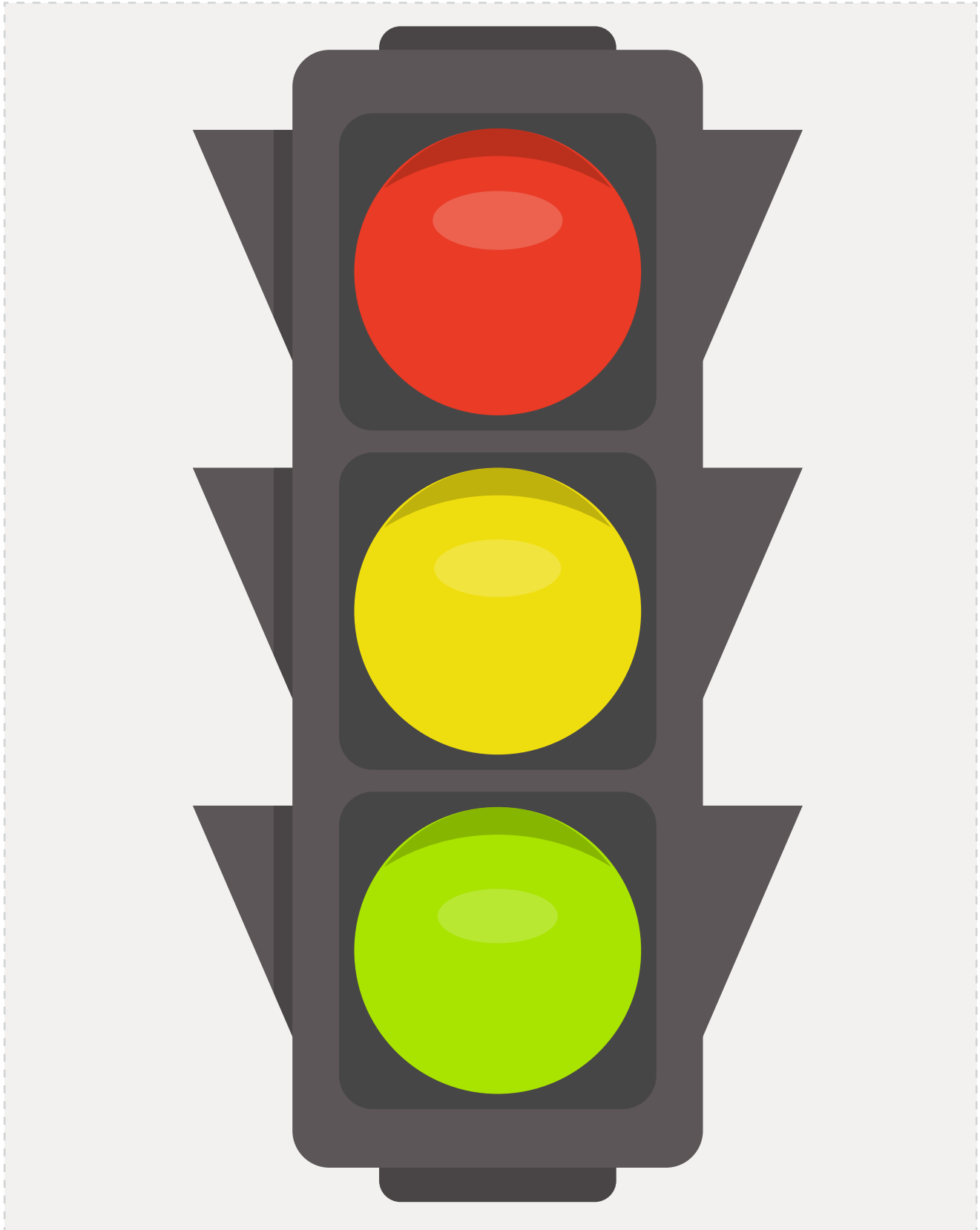
#### Part 5 - Safe and Unsafe Touch

- Safe and Unsafe Touch Image Cards *(Appendix G)* ..... 53
- Safe and Unsafe Words *(Appendix H)* ..... 58
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#### Part 6 - Safe Body Boundaries

- Uninvited Touch Activity Colouring Page *(Appendix J)* ..... 61

## Appendix A: Safety Traffic Light



## Appendix B: Safety Colour Cards



## Appendix C: Steps to Staying Safe Character Images



**Safe Stranger/Mother**



## Appendix C: Steps to Staying Safe Character Images Continued



**Police Officer**

## Appendix C: Steps to Staying Safe Character Images Continued



**Mia's Brother**

## Appendix C: Steps to Staying Safe Character Images Continued



**Abe, Tricky Person**

## Appendix C: Steps to Staying Safe Character Images Continued



**Mia's Grandpa**

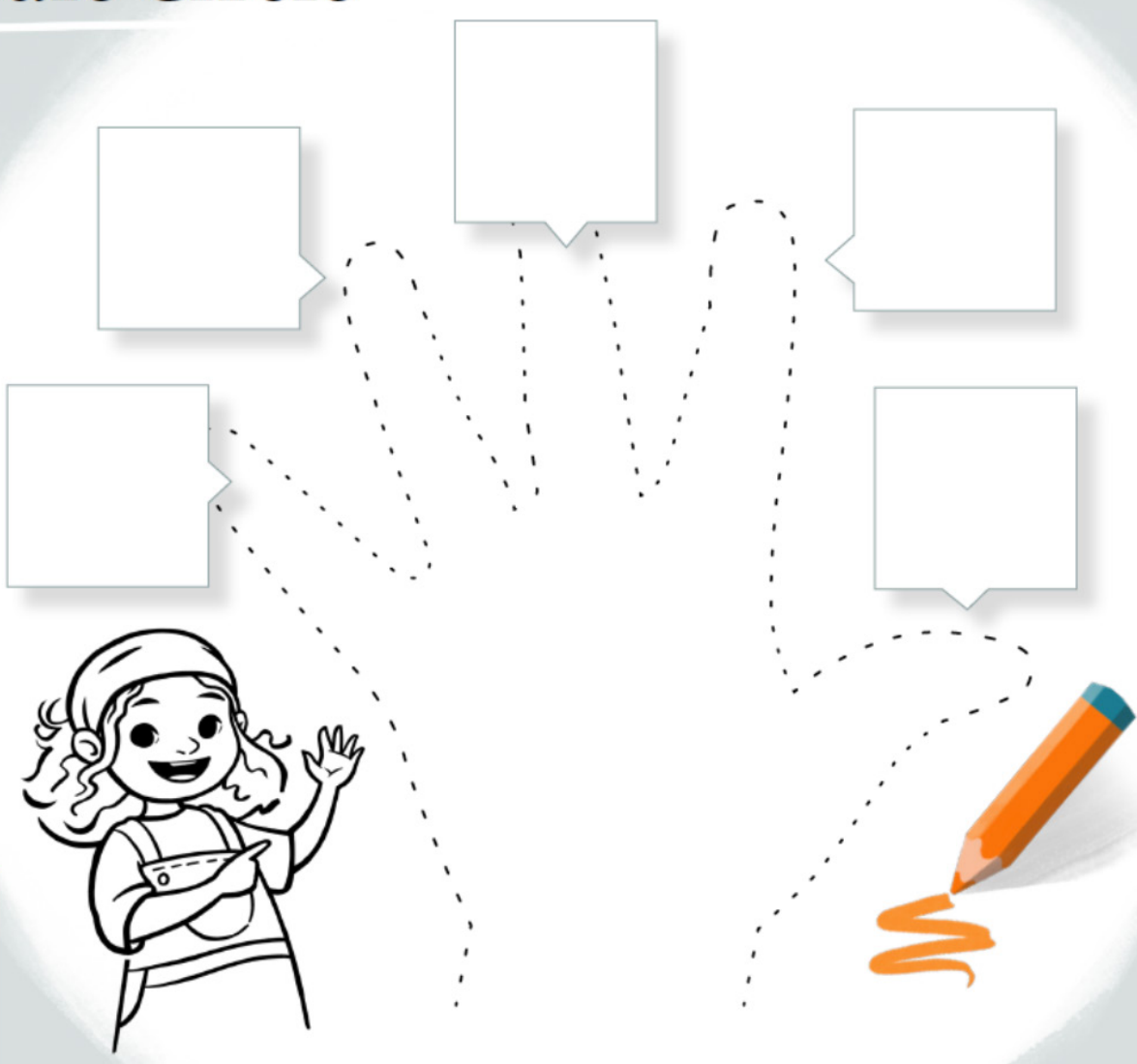
## Appendix C: Steps to Staying Safe Character Images Continued



**Mia**

## Appendix D: Safe Circle Hand template

# Safe Circle



The template features a large hand shape with five fingers, each ending in a dashed line pointing to a square box for writing. A cartoon girl is on the left, and a pencil is on the right.

This is my Safe Circle. It's a safety tool that helps me remember the five trusted adults who I can talk to when I don't feel safe.

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## Appendix E: Safe and Unsafe Stranger Character Images



**Abe**



## Appendix E: Safe and Unsafe Stranger Character Images Continued



**Mother**

## Appendix E: Safe and Unsafe Stranger Character Images Continued



**Police Officer**

## Appendix F: Safe and Unsafe Stranger Character Colouring Images



**Mia**

**Appendix F:** Safe and Unsafe Stranger Character Colouring Images Continued



**Abe**



**Mother**



**Grandpa**



**Police Officer**





**Jack**

## Appendix G: Safe and Unsafe Touch Image Cards



**Grandpa giving a hug**

## Appendix G: Safe and Unsafe Touch Image Cards Continued



**Safe stranger holding Mia's hand**



**Mia, Jack, and Grandpa**  
(hands on head and shoulder)





**Abe grabbing backpack**

**Appendix G:** Safe and Unsafe Touch Image Cards Continued



**Abe touching Mia's face**

## Appendix H: Safe and Unsafe Words

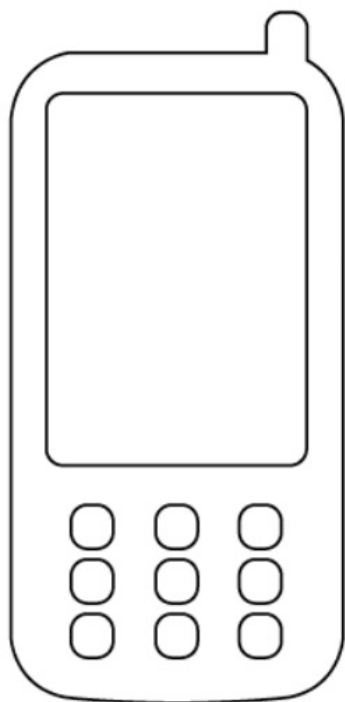
**UNSAFE**

## Appendix H: Safe and Unsafe Words Continued

**SAFE**



# Hotline Number



This is the hotline number I can call if I need help.  
I can also call **000** if there is an emergency.

# Safe And Unsafe Touch



I know safe touch is invited and only when I say “yes”. Unsafe touch is uninvited and makes me feel uncomfortable, scared, and should not be kept as a secret.



[A21.org](https://a21.org)



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