



A GUIDE TO RELATIONSHIP SAFETY

LESSON PLAN







YOUR ONLINE RESOURCE

ALLY - STEP ONE
01

allyrelationshipsafety.com.au

Open Ally Relationship Safety in any internet browser.

ALLY - STEP TWO
02

A demonstration of how to navigate between the slides and to the menu page will be present when you land on the platform. Ally has been designed to be used in two ways.

ALLY - STEP THREE
03

The entire story can be shared with a **class, group** or **individuals** in one session, or used as **seven** distinct lessons, with extension activities and discussions included.

When using the entire Ally story, read through the slides and click on expansions as they present. There are multiple interactive check-points throughout Ally, providing opportunity to check for learning and opportunity for discussion. These are purple slides, with a question below three cards. Ask the group to select the appropriate card, and also discuss the usefulness or appropriateness for each card. Students will quickly anticipate the format as the story continues. If appropriate to your context, discuss and expand on points of the story as suits.



**FREE
RESOURCE
AVAILABLE ON
ALL DEVICES**

SEARCH [ALLYRELATIONSHIPSAFETY.COM.AU](https://allyrelationshipsafety.com.au)

ABOUT ALLY



ALLY is a child/young person focused preventive approach, informed by a fundamental belief children/young people always have a right to physical and psychological safety. All individuals, parents, communities, and governments must play a part in protecting children of all ages and cultures.

Users of ALLY are encouraged to use their knowledge and understanding of each child to identify starting points

ALLY has been designed to be used flexibly can be worked through sequentially, or particular focus areas can be selected to respond to the needs and interest arising for each child or young person or learning setting.

PURPOSE OF USING THE ALLY RELATIONSHIP SAFETY RESOURCE

Teaches the characteristics and importance of safe relationships with family, friends, peers, or partners, and discusses the impact of positive and negative influences when it comes to relationships. The Ally Relationship Safety resource aims to provide child-related workers with an appropriate tool to assist in delivering child safe protective behaviour messages in a clear, simple, and non-confronting way.

Acknowledging and addressing abuse can help to remove the secrecy that protects the offender and can help prevent the lasting emotional damage caused by silence to the victim survivors. Builds skills and confidence to discuss Relationship Safety with children and promotes positive discussions about relationship safety and learning experiences with children and young people. ALLY informs help available to them. Students should be taught ways to protect themselves; they can be 'enlightened without being frightened'. Be taught to network with trusted adults if faced with unsafe situations. To be aware there are people and services to help them within their community.

Minimises the risk of children feeling confronted or uncomfortable when talking about relationship safety however if faced with a situation of potential abuse children have knowledge to react and seek protection effectively. Students explore what constitutes respectful relationships, what influences inclusion and equality and how to seek help if something isn't right. While you can deliver the content appropriately, you can't predict how children will react and you need to consider some children may respond differently, particularly if they have been abused, are currently victims of abuse or they are witnessing violence. If you believe a child is at risk of harm as a mandatory reporter, you are required to contact ARL.

When delivering the Ally Relationship Safety program, it is possible a child may disclose they have been harmed. Find the disclosure document and Trauma informed practice information in the Ally Relationship Safety website under resources.

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SECTION 1 | LESSON 1

TYPES OF RELATIONSHIPS

WHY THIS LESSON MATTERS

A relationship refers to the way we 'connect' with different people. Some are important and some not so much. Not all relationships are the same. We have relationships with our parents, relatives, friends, neighbours, people who work in our community, and others. Parents are a different kind of relationship than, say, the school bus driver you may see every day.

Relationships can last for a very short time, a few days, months, or a lifetime. They can be serious such as falling in love or just hanging out and having fun. Relationships can be anything from a casual hook-up to a long-term exclusive partnership. A relationship can be when two individuals feel comfortable in each other's company and decide to spend time with each other, or it can be someone who regularly serves you at your local shop.

Human beings are social animals and relationships play a vital role in our life and growth. Having relationships are important for our health and happiness. Having relationships with other people is important because the connections we have with other people can make us feel safe and increase our self-esteem (thinking kindly about ourselves). This lesson introduces Ally who is unique just like the rest of us. Ally is non gendered and purple in colour. Ally's uniqueness allows for conversation about diversity and inclusion.

TYPES OF RELATIONSHIPS

LEARNING INTENTIONS

KNOW

- What a relationship is.
- Being respectful and inclusive helps people feel safe.
- We all have a right to feel safe all the time

UNDERSTAND

- Spending time with someone should make us feel respected and safe.
- Not all relationships are the same.
- We can all help make people feel safe if we respect and include them.

DO

- Distinguish different types of relationships
- Identify a range of people they have relationships with.
- Develop a sense of acceptance and appreciation for difference

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

TYPES OF RELATIONSHIPS
SECTION 1 | LESSON 1

<ol style="list-style-type: none"> 1 This is Ally 2 Unlike you and me, Ally is purple. 3 Like you and me, Ally sees people every day. 	<p>Differences make us interesting and unique. Exploring and respecting other people's differences and connecting through similarities enables us to feel safe, to trust others and express ourselves. We can help people feel safe if we recognise differences and learn to respect and value everyone irrespective of their background.</p> <p>Ask - What are ways we can be different?</p>
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<p>Relationships should always start with feeling respected and safe. We all have the right to feel safe all the time. Spending time with someone should be fun, enjoyable and something that makes me feel happy.</p>	<p>You will hear me say 'we all have a right to feel safe all the time' several times while talking to you as it is very important everyone knows and remembers this. Doesn't matter where we are, what we are doing or who we are doing it with we all have a right to be feel safe.</p>	EXPLORE
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<ol style="list-style-type: none"> 4 Ally has all kinds of relationships. 5 Some are family, some are friends, and some people Ally doesn't know very well. 6 Ally's first relationships were with parents, siblings, 7 and other family members. <p>Ally formed other relationships with neighbours, at day care and school as Ally grew older.</p> <ol style="list-style-type: none"> 8 Some are important, and some not as much. 	<p>Interject - discuss different relationships, where they may occur, how long they may have known each other, do they still see these people etc...</p>
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<ol style="list-style-type: none"> 9 We have relationships with family and our friends. Who else might we have relationships with? 	<p>Interject - Some people may think we have a relationship with our phone as we spend a lot of time with them. What I will be talking about is relationships with people.</p>	ACTIVITY
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SECTION 2 | LESSON 2-4

WHAT IS SAFETY

WHY THIS LESSON MATTERS

Safety means we are free from danger, risk, or injury, that we feel happy and relaxed.

Safety is a physical state we need to 'feel' as well as 'being' safe. Feeling safe or unsafe feels different to different people.

We all learn warning messages about keeping ourselves safe. It starts at home when we are little and then we learn more when we go to school. Children think and learn differently about safety. Teaching children about safety reduces the likelihood of a child entering an unsafe situation.

Children and young people need specific instruction and messages to manage the many different risks they potentially face.

What influences our safety? How people behave towards or talk to us can make us feel safe or unsafe. Our own actions, actions of others and factors happening in our environment such as where we live also influences our feeling of being safe.

Being unsafe or feeling unsafe can have negative impact on our health and wellbeing. It can affect our friendships and other relationships, can affect how we do our schoolwork, make us feel we don't want to have fun or go places, can make us worried, feel sad or angry. It is important to remember; find a trusted person and tell them what is happening that makes you feel unsafe.

What helps us to decide if we are safe or unsafe?

- Our body's Early Warning signs instincts/gut feelings.
- If we see or hear something
- Rules and laws being broken
- Information from our parents, teachers, friends, family, media.

Ally is looking at what is 'feeling safe' and what we need to feel safe.

Ally is reflecting on the different types of messages we learn about keeping ourselves safe.

Ally will teach us what safe and unsafe feels like.

WHAT IS SAFETY

LEARNING INTENTIONS

KNOW

- We learn lots about keeping ourselves safe.
- It's important to be and feel safe with people.
- Everyone has the right to feel safe all the time.

UNDERSTAND

- Differentiate between safety messages.
- What feeling Safe and Unsafe feels like
- The different ways we can be hurt.
- The importance of telling until we feel safe again.

DO

- Identify different safety messages and distinguish personal safety.
- Recognise safe and unsafe feelings.

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

DIFFERENT SAFETIES
SECTION 2 | LESSON 2

<ol style="list-style-type: none"> 1 Ally learnt lots at school, just like us. 2 Ally learnt about numbers, letters and even how to play sport. 3 One of the most important things that Ally learnt was about safety. 4 There are many different types of safety and Ally learnt them all. 	<p>Consolidate prior learning – Ask group if they have met a Fireman who has talked about fire safety, or some who has talked about Bike Safety or Road safety.</p> <p>What did they teach about keeping safe?</p> <p>General safety discussion, such as road safety etc. Identify the icons – seat belt, sun, matches, power point, car/road.</p> <p>Expand on each icon i.e., slip slop slap, don't overload power points, don't play with matches etc.</p> <p>What other safety messages have we learnt – online safety and covid safety.</p>
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<ol style="list-style-type: none"> 5 What type of safety do we need in the sun? 6 Ally is going to help us to be safe and respectful in relationships. 7 Who has a right to feel safe? 	<p>Ask: What is the safety message Ally is teaching us? Remember: we all have a right to feel safe all the time</p>
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ACTIVITY

FEELING SAFE
SECTION 2 | LESSON 3

<ol style="list-style-type: none"> 1 After school, Ally would arrive home and go inside. 2 Ally loves being home, it's relaxing and comfy. 3 The couch is soft and there's plenty to do. 4 All Ally's toys stay in the bedroom, so Ally goes there to play. It's heaps of fun. 5 When does Ally feel safe? 	<p>Discuss how a person knows when they feel safe?</p> <p>Some of the ways are they are relaxed, warm, feel happy, feel cared for.</p>
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ACTIVITY

- 1 There is a big hill near Ally's house.
- 2 Some of Ally's friends go all the way to the top and hang out.
- 3 You can see everything from up there.
- 4 Sometimes people get too close to the edge, it's scary over there.
- 5 Who knows what would happen if you slipped! Ally looked on worried.
- 6 How did Ally feel near the cliffs edge?

How does a person know they feel unsafe?

They feel scared, confused, or worried.

People may not listen to us or tell us what is happening this can make us feel very unsafe.

- 7 On the way home, Ally saw people yelling at one another.
- 8 They didn't touch one another but they sounded very upset. Their words weren't nice.
- 9 Ally told someone nearby what was happening, but they didn't listen.
- 10 Ally found someone else, but they were too busy looking for something they had lost.
- 11 This felt bad. Ally's heart started beating fast and stomach was feeling weird.

Different ways we can be hurt are physically- broken bones, cuts, and bruises, emotionally our feeling are hurt, mentally our thoughts are hurt.

Expansion discussion about ways we can be hurt.

Discuss physical hurts, hurt feelings how our emotions can be hurt, and hurt thoughts. How we may think about something over and over. We go to be bed and think about it and when we wake up, we can still be thinking and worrying about it. With younger students discuss hurt thoughts and the impact this can have. With older students discuss hurt thoughts and mental health.

- 12 Ally saw a person up ahead. Ally called out.
- 13 The person was a police officer who talked to the angry people.
- 14 Ally felt safe after talking to the police officer. Ally's heart and stomach felt normal again.
- 15 If we are feeling unsafe, keep telling till someone until?

Highlight the importance of persistence. "Keep telling until someone listens"

Expand with questions such as:

Feeling unsafe can happen anywhere Where did Ally feel unsafe?

When was Ally mentally hurt?

What did Ally do to feel safe again?

Ally kept looking to tell someone about the people yelling at each other. It is important if we are feeling unsafe to keep telling until we feel safe again.

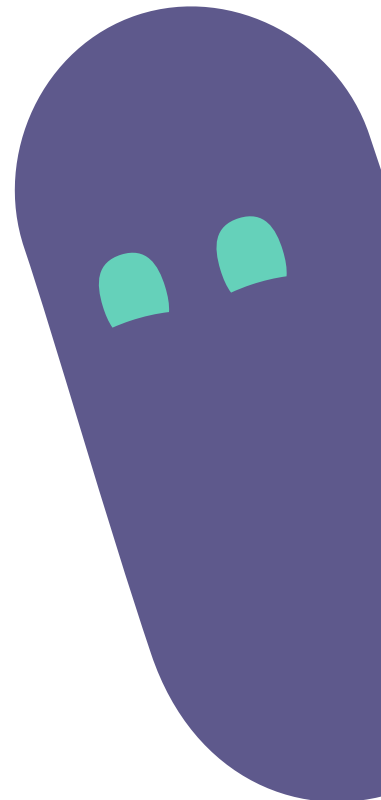
What happened to Ally's body when the people were yelling?

Heart beating fast Stomach felt weird.

HELPFUL NOTES

Connecting with your group – explain your role and purpose.

Use this as a "lead-in" to the content taught in Ally. For Example, Social Workers might ask the group if they are aware of what a Social Worker does, eliciting answers such as "They help people", leading to confirmation that Social Workers can help people be safe, and today with the help of Ally, will be learning about relationship safety.



SECTION 3 | LESSON 5-9

RIGHTS AND RESPONSIBILITIES

WHY THIS LESSON MATTERS

We all have rights. Rights are essential for our physical, social, emotional, and spiritual development. Ally is referring to basic human rights that includes right to food, clothing, housing, medical care, safety, a name, and belief system. We aren't talking about the right to play loud music this is a want or wish!

Some people confuse having rights and being able to exercise those rights. We all have rights and no matter what we do these rights cannot be taken away from us. Sometimes we cannot exercise our rights because of the actions of others who may not respect our rights. This does not however take away our rights. Many rights relate to our health, wellbeing, and safety. Rules and laws protect our right to being safe. We have a responsibility to follow rules and laws, respect our rights and the rights of others. Where possible to be responsible for our own and others safety. Adults are first and foremost responsible for keeping children safe.

With every right comes a responsibility. A responsibility is a duty or something someone should do or think about and may impact on other people. A responsibility can be a chore at home or school, or it can be following rules, helping people in our community to feel safe. All of us are members of a community. A community can be small, like a classroom or school or as large as city or country.

It is the responsibility of adults to protect children and young people and keep them safe from harm. Abuse is never the fault of the child or young person. We all have the right to create boundaries for the protection of our personal space. Personal space is the area around an individual they psychologically feel is their space. This space differs from person to person as well as depending on one's culture. Some may call personal spaces their personal bubble. We have a right to ask people not to come into our bubble.

Learning about consent teaches us about healthy boundaries and empowers us to have autonomy over our bodies. It gives us power and control over who we share physical touch with. It is critical to know if we are feeling uncomfortable, we have a right to say 'stop or 'no' and it's the other persons responsibility to listen and stop immediately.

Asking for consent is how we can help people feel safe and it's important to ask for consent and not just assume the other person will be okay with it. We have a responsibility to ask for consent before being in another person personal space.

RIGHTS AND RESPONSIBILITIES

LEARNING INTENTIONS

KNOW

We all have rights and with rights comes responsibility?

Rights and responsibilities feature in our daily lives, especially in our relationships with others.

We all have a right to body autonomy and a responsibility to ask for consent.

UNDERSTAND

The relationship between rights and responsibilities in everyday life.

Being respectful makes people feel safe.

Importance of setting personal boundaries.

What seeking and giving consent means.

DO

Match rights with related responsibilities.

Reflect on personal space and consent.

Handle uncomfortable situations where boundaries may be crossed.

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

<ol style="list-style-type: none"> 1 Ally lives in a house where there are people who love Ally. 2 There is food, clean water, and fresh air. 3 Ally goes to school to learn and be with friends. 	
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<p>Everybody has a right to feel safe all the time.</p>	<p>Remember it doesn't matter where you are and who you are with everyone has the right to feel safe all the time.</p>	EXPLORE
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<ol style="list-style-type: none"> 4 Ally knows these are things people need to have a happy and healthy life. 5 Everyone has a right to have them. 6 What do we have a right too? 	<p>In Ally's story we heard some of the rights Ally enjoys. What are these?</p> <p>Lives in a house where people love Ally. Discuss how belonging and having safe and respectful relationships are important for our wellbeing. Feeling we belong makes us feel safe and happy. Having a sense of belonging helps us to build strong wellbeing.</p> <p>Ally has access to food, clean water, and fresh air. If we don't have these things, we don't grow up to be healthy adults.</p> <p>Ally goes to school and learns alongside his friends. Discuss coming to school is a right we all have. It helps develop our personalities, talents, mental and physical abilities to their fullest potential. It plays an important role in teaching us how to be fair, respectful, tolerant, and how to use money.</p>	ACTIVITY
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<ol style="list-style-type: none"> 1 Ally has learnt with rights come responsibilities. 2 Such as eat fresh food to stay healthy... 3 not to smoke inside... 	
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<p>It everyone’s responsibility to keep our water and air clean.</p>	
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EXPLORE

<ol style="list-style-type: none"> 4 ...and to try hard when learning. 5 Ally knows everyone has a right to feel safe. 6 Everyone has a responsibility to respect other people’s right to feel safe. 7 It’s a responsibility at school. 8 It’s a responsibility playing sport. 	<p>Discuss the role that umpires, and referees have. It is their responsibility to keep everyone safe. In a game or match, are they the only ones with that responsibility? No, all the players also have a responsibility to make sure everyone else is safe. We all have a responsibility to keep each other safe.</p>
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<ol style="list-style-type: none"> 9 It’s a responsibility at home. 10 It’s a responsibility talking to people in shops. 	<p>Discuss local shops and contexts, such as going through a slow drive-through, being in the supermarket and the right of a respectful interaction to be had by all. Respectful means you act in a way that shows you care about people’s feelings and well-being. You can have respect for others, and yourself.</p>
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11 what is our responsibility?

Extend discussion regarding the meaning of what a responsibility is. Responsibility is about doing the things we are supposed to do. Might be a task you are expected to do such as cleaning your teeth every day or feeding the dog.

Might be a way you are expected to act. Such as you will play in a way that won't seriously hurt yourself or someone else. It's your responsibility to have fun in a safe and respectful way.

Or taking care of your safety online. Each of us is responsible for our own personal safety which means we are expected not to do things that put us in danger. There is an expectation to use the internet responsibly. Parents and teachers teach us how to view sites that are safe, and they expect us to avoid sites where we might find content that isn't appropriate or healthy for young people. Being responsible in how we use the internet, means we do as teachers and parents instruct and only go onto sites we know are safe.

Some of the responsibilities we have with our right to feel safe are:

Others have a right to feel safe with us - be respectful so others don't feel unsafe

Tell someone if we feel unsafe - yell really loud, text or message, write a note, draw a picture or phone.

Help others to feel safe if they feel unsafe.

Ally is very mindful of the responsibility to respect other people's right to feel safe at school, playing sport, at home or when talking to people in the community.

- 1 Ally really liked a friend at school.
- 2 Ally tried to sit next to the friend all the time.
- 3 One day the friend asked Ally to move as Ally was sitting too close.
- 4 Ally looked at the friend's face and could see they were not happy.

Sitting too close meant Ally had been in this kid's personal space, the invisible bubble we all have.

Further discussion – Ally has learnt everyone is boss of their own body that there is an imaginary personal space bubble representing our body's boundaries. We have a right to ask people not to come into our personal space. We have a responsibility to ask for consent before entering another person's personal space.

Discuss consent with students – permission for something to happen or an agreement to do something.

Consent is an important word to learn. Consent means you have happily agreed for someone to give you a hug or kiss or play a game with you.

It's ok to say 'No' 'Stop' whenever you choose too.

Our personal boundaries/bubble can be different from person to person. One friend might like to sit close, but another friend might not at all. What is important to remember is each person has a right to say how they do and don't want to be touched – and we need to respect that boundary/bubble.

CONSENT BUBBLE
SECTION 3 | LESSON 7

<p>5 Ally said sorry and asked if Ally moved the chair, could Ally still sit next to them.</p> <p>6 The friend said yes and smiled.</p>	
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<p>Ally had been respectful by checking if it was still ok to sit next to the friend.</p>	<p>Ally's friend at school was ok with Ally sitting next to them however there could be a time they want to be on their own. Ally needs to ask the person if it's Ok to sit next to them. It's ok for Ally's friend to say, 'yes' one day and change their mind another and kindly say 'No'.</p>	EXPLORE
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<p>7 WE need Before we can enter someone personal space.</p>	<p>Extend consent conversation asking the following: Why was Ally's classmate unhappy with Ally? What did Ally say to get the classmates consent? How did Ally know the classmate had given consent? How did Ally show respect?</p>	ACTIVITY
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CONSENT TOUCH
SECTION 3 | LESSON 8

<p>1 Ally's family visited an elderly uncle who always greeted people with a big squeezey hug.</p> <p>2 The hugs made Ally feel uncomfortable.</p> <p>3 Ally told Dad about the feeling Ally got when the uncle squeezed hard.</p> <p>4 Dad reminded Ally about the time Ally and Dad were wrestling.</p> <p>5 Ally yelled "stop" as Dad had been too rough.</p> <p>6 Dad said, "I stopped because I know the rules."</p> <p>7 People are 'boss of their bodies and others are to ask for consent to touch our bodies.</p>	
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Consent is an important word to learn. Consent means you have happily agreed to someone giving you a hug or kiss or playing a game with you. It's ok to say "No".

- 8 Dad and Ally talked about how Ally could ask the uncle to do a high five instead of the hug.
- 9 "If you high five this time it doesn't mean you have to do it next time, you have a choice."
- 10 Should someone ask for permission to be in our personal space?

Extension discussion: What does having a choice mean?

Ally has learnt if someone says 'No' to being hugged, playing a tickling game, or wrestling, the other person should stop and listen. Even if the person doesn't say yes or no this means they haven't consented, and we don't have permission to enter their personal space. We need to make sure we have a very clear 'yes' before we enter a person's personal space.

CONSENT LISTENING

SECTION 3 | LESSON 9

- 1 On holidays a cousin got on the back of Ally's bike and Ally went fast.
- 2 The cousin was really scared and asked Ally to stop.
- 3 Ally was disappointed as Ally was having fun.
- 4 the cousin yelled out again for Ally to stop.
- 5 Ally did but wasn't happy.
- 6 Ally looked at the cousin's face the cousin was crying.
- 7 Ally should have stopped earlier and said sorry.

Consent is an important word to learn. Consent means you have happily agreed to someone giving you a hug or kiss or playing a game with you. It's ok to say 'No'.

- 8 Ally asked the cousin to get back on the bike.
- 9 the cousin said 'no' and walked home.
- 10 Should Ally have checked the cousin was wanting to be on the bike?

Extension conversation – Did Ally's cousin have the right to not get back on the bike and walk home?

SECTION 4 | LESSON 10-11

EARLY WARNING SIGNS

WHY THIS LESSON MATTERS

Recognising our emotions and learning to manage them is one of the most important skills we can have. We have emotions so we can make connections with the people around us and figure out what makes us feel good and what doesn't. Learning about our emotions and how to manage them is important, people who are good at noticing how they feel and can adjust their behaviours are more likely to have safe and healthy relationships.

When we experience emotions, our bodies have corresponding physical reactions that can be noticed by each of us internally, externally, and non-verbally. We may experience several physical reactions when we feel unsafe. These body reactions serve as indicators we are at risk or risk is increasing.

We can do this as the human body is cleverly wired with an internal surveillance system, pursuing safety while remaining alert for danger. This system alerts us to danger or threats to our safety. Some people call this warning system 'intuition' or 'gut feeling'. By recognising, trusting, and following our instincts (gut feeling) we greatly increase our ability to stay safe.

These body reactions have been named 'Early warning signs' communicating to us we are not feeling safe. Early warning signs can be applied to multiple situations and we need to them, slow down and proceed with caution.

Some of us may have experienced traumatic events, or our bodies have sensory struggles which may interfere with us noticing our Early Warning signs.

Note It is important to note there may be situations where children experience personal emergencies, but do not feel early warning signs. An example is children who have been sexually abused from a early age and who identify abuse as normal behaviour. The grooming process used by offenders often involves building a trusting relationship with the child. Children may not experience early warning signs when they trust and feel safe with the offender, as they are often ignorant to the fact the offender's behaviour is inappropriate and abusive. While this issue is acknowledged, an awareness of other safety concepts included in the program will assist children who may fall into this category, educating them about body ownership and rules about touching.

EARLY WARNING SIGNS

LEARNING INTENTIONS

KNOW

- How our bodies react when we feel different emotions.
- Recognise and connect with early warning signs when we feel unsafe.
- SAFE strategy and how to implement to address unsafe situations

UNDERSTAND

- Our bodies reactions can help us recognise risky or dangerous situations.
- SAFE and how to use the strategy
- We keep telling till feeling safe.
- The different ways we can tell a trusted adult we are feeling unsafe.

DO

- Recognise their own Early Warning Signs.
- Practise ways of telling a trusted adult we are unsafe.
- Describe strategies they would use in unsafe situations
- Explain and apply the SAFE strategy.
- How to seek help from a trusted adult if feeling unsafe.
- Say 'No' to potentially prevent uncomfortable touching from occurring.

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

- 1 Ally was thinking about emotions.
- 2 Ally's body will do different things when experiencing an emotion.
- 3 Watching a sad movie.
- 4 Ally's eyes made tears.
- 5 Ally's school bag fell, and the lunch box bounced onto the concrete.
- 6 Ally's face went bright red because Ally was embarrassed.
- 7 Ally's Mum bought Ally a new bike.
- 8 Ally was so happy! Ally couldn't stop bouncing up and down.

Explain when we feel the emotion of happy, we can smile without even thinking about it or we may not be able to sit still we are so happy.

- 9 Walking home from school Ally walked past a fence.
- 10 A dog behind the fence barked loudly and surprised Ally.
- 11 Ally froze. Ally's heart was beating very fast and needed to go to the toilet.

This is what our bodies can do to warn us when we are feeling unsafe.

Check for and consolidate prior learning. Has this group participated in a previous Protective Behaviours program? E.g., if the group has participated in the Braveheart's program, ask if they remember what Ditto taught about Early Warning Signs.

Reinforce with students when we are feeling scared or unsafe our bodies can react in different ways. Our:
 Legs can shake.

Heart can beat fast.

Our tummy can feel like it has butterflies flying around.

Feet can become like bricks, and we can't move

Hands can sweat a lot

Our skin can have bumps all over it.

If we find ourselves feeling unsafe and we have early warning signs we need to go and tell someone as soon as we can.

- 12 Ally listened to these warning signs when a person Ally didn't know came up close to Ally.
- 13 This person was acting strange and looking at Ally in a weird way.
- 14 Ally's stomach felt funny, and Ally's heart started to beat fast.
- 15 Ally moved away finding safe people to be with.
- 16 Ally's warning signs disappeared and felt safe again.

Everyone has Early Warning signs and listening to them will keep us safe.

EXPLORE

- 17 Which different Early Warning Signs can we experience?

People can feel different about the same situation and that is ok.

We can experience early warning signs in three situations.

When it is fun to feel scared e.g. watching a scary movie or going on a fast ride.

When it is not fun, but our choice and we are in control, e.g. delivering a class presentation, going to the dentist, getting a needle from the doctor.

When it is not fun, there is no choice or control. This is a personal emergency. Personal emergencies may include being disrespected at school, lost, or abused.

Listening to our early warning signs is important as they can keep us safe. When we have early warning signs, we should follow the SAFE strategy.

ACTIVITY

- 1 Ally has learnt the SAFE strategy.
- 2 A strategy people can use if they find themselves in a situation that makes them feel unsafe or scared.
- 3 S = Say STOP
- 4 A = Get Away
- 5 F = FIND a safe adult
- 6 E = EXPLAIN what happened

Say STOP. tell the person or people they are to STOP say this loudly and if need keep saying STOP.

Get AWAY. Leave as soon as you can, go to a safe place this might be your home, a shop, or your classroom.

FIND a safe adult. This could be a teacher, sports coach, parents, or family member, maybe someone in a uniform like a policeman or a person who works a supermarket.

EXPLAIN what happened. Tell a safe person what has happened. If it's too hard to talk draw a picture or write a note. If you have a phone, call your safe person or text.

Ask What happens if the person who's not respecting your personal boundaries is an adult or older teenager?

If students don't say it – say "find another adult". You have the right to feel safe – so if an adult or older teenager is not respecting your boundary, you find a trusted adult or older teenager you know well and trust and tell that person.

Expand and discuss why it may be difficult to talk about what has happened. It may be easier to draw a picture or write a note. It may be difficult if the person is family, or a friend or think we may get into trouble. But remember We all have the right to feel safe all the time.

EXPLORE

- 7 Ally knows to keep telling until feeling safe and early warning signs aren't there anymore.
- 8 what action can we take if we experience early warning signs?

Extend on the different ways to communicate if we are feeling unsafe:

- Yell out
- Talk to a trusted adult
- Draw a picture (sometimes it can be had to talk about what has happened)
- Write a note
- Ring or text like Ally who had a phone
- Use a computer to email or message someone.

ACTIVITY

SECTION 5 | LESSON 12-13

TALK ABOUT ANYTHING

WHY THIS LESSON MATTERS

The lesson will involve unpacking the theme 'we can talk with someone about anything'. We all should respect people's rights and personal boundaries. Remember we all have a right to feel safe all the time. People we know and even people we don't know can cross boundaries and come into our personal space. If this happens, even if the person is an adult or older teenager, and their behaviour makes us feel unsafe, it is important to tell someone. Even if we are told to keep what they did a secret it needs to be told to a trusted adult or older teenager.

Secrets play a considerable role in crimes involving relationship violence, grooming and sexual abuse. Perpetrators will often use secret-keeping to manipulate children. It is important for children to hear if they feel worried or unsafe especially if they've been told to not tell, that they can tell and they keep telling until they feel safe again.

It is important to know if we are asked to keep secrets that make us feel unsafe it is never too late to tell someone.

We look at the difference between Tell and Keep secrets as sometimes if we are asked to keep a secret it may make us feel uncomfortable and unsafe.

TALK ABOUT ANYTHING

LEARNING INTENTIONS

KNOW

Difference between a 'Keep' and 'Tell' secret

How to tell a trusted adult.

We have a right to say 'No' if someone makes us feel unsafe and we have early warning signs.

UNDERSTAND

Keep secrets make people happy and are fun.

Tell secrets can hurt thoughts and we may have Early Warning Signs

Tell a trusted adult

Keep telling until feeling safe again.

DO

Identify Keep secrets usually have a surprise at the end and are fun

Identify Tell secrets make us feel worried and unsafe

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

KEEP SECRETS
SECTION 5 | LESSON 12

- 1 Ally wanted to buy a birthday present for Mum.
- 2 Ally put a lot of thought into the gift.
- 3 The lady at the shop helped Ally with the colour and the size.
- 4 Ally thanked the lady for wrapping the present in pretty paper.

Keep secrets aren't forever and they have a happy ending.

EXPLORE

- 5 Ally put the present in a cupboard Mum didn't use very often.
- 6 It was hard for Ally not to talk about the present.
- 7 Ally's Mum got a big surprise when she unwrapped the pretty pink candle.
- 8 What does a keep secret look like?

Discuss all card options, including "sexy picture". Ask students what Ally should do if Ally received it? Should Ally keep it a secret?

ACTIVITY

TELL SECRETS
SECTION 5 | LESSON 13

- 1 Ally was hanging out at the bike park.
- 2 An older boy came over and started to talk to Ally.
- 3 Ally liked that an older person had noticed him and told him how clever he was riding his bike.
- 4 The next time Ally was at the park the same kid came over, this time he gave Ally a long hug.
- 5 The older kid asked Ally to keep their friendship (change to relationship) a secret.

Secrets that give us Early Warning Signs and make us feel unsafe are tell secrets

- 6 This made Ally feel creeped out and worried.
 7 Ally said "no" and left the bike park.
 8 Ally wasn't sure how to tell what had happened.
 9 It was hard to talk so Ally sent a text to Dad instead.
 10 Dad told Ally to let him know if Ally ever felt unsafe
 11 Dad didn't text back so Ally got the courage to talk and called him, he didn't answer.
 12 Ally's heart was beating fast as he wasn't sure where the older kid was.
 13 Ally looked around and saw a teacher from school walking past. Ally yelled out to them they stopped.
 14 Ally told them what happened. The teacher helped Ally get home.
 15 Teacher helped Ally tell Mum and Dad.
 16 who should we tell if we are feeling unsafe?

Keep secrets are made up of things like; birthday presents, vacations, fast food and not telling someone is having a baby.

Tell secrets can be made up of; adults shouting at each other, unwanted kissing and touching, people being tricky and in our personal space, physical abuse, and intimidation. These types of secrets are the ones we need to tell.

A secret which gives us early warning signs and we can't stop thinking about it is a secret we Tell. Remember how Ally explained our thoughts can be hurt and we keep thinking about what has happened if this happens we should talk about this with someone. Having someone tell us not to tell when they have hurt us or touched our private parts is a secret we TELL.

If the first trusted adult doesn't listen, we need to tell them again or tell another trusted adult. We keep telling until someone acts and we feel safe again. The role of adults and older teenagers is to protect children.

Helpful Resources for Older Groups

Child Wise Personal Safety children's animation
[youtube.com/watch?v=7gWrY0gojXg&t=12s](https://www.youtube.com/watch?v=7gWrY0gojXg&t=12s)

SECTION 6 | LESSON 14-16

WE ARE BOSS OF OUR BODIES

WHY THIS LESSON MATTERS

Body autonomy is defined by the United Nations SWOP Report 2021 - Autonomy | United Nations Population Fund (unfpa.org) as the power and agency a person has over their body and future, without violence or coercion.

In other words, all people – including children – have a right to be in control of their body without pressure or coercion from others. To live free from physical acts, such as touch, to which they do not consent.

It is important we all learn to set our own boundaries and respect the boundaries of others.

When we understand body autonomy we are:

Less likely to fall victim to sexual abuse and sexual assault

Less likely to experience intimate partner violence

More likely to report experiences of abuse.

Everyone's body is unique and special. Taking care of our bodies includes saying who can come into our personal space and who can touch us. Teaching body autonomy and consent is an important tool to help prevent sexual abuse.

WE ARE BOSS OF OUR BODIES

LEARNING INTENTIONS

KNOW

- We all have a right to feel safe all the time
- We can talk to someone about anything.

UNDERSTAND

- Body autonomy - 'you are boss of your body'
- Private parts and their proper names
- Tricky people
- Actions we can take to talk to trusted adults

DO

- Identify safe touch, unsafe touch, unwanted touch.
- Develop skills to report unwanted and unsafe touch
- Know where to get help if needed.
- Identify proper names for private parts.

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

- 1 Ally knew body private parts were special.
- 2 Ally covers them up with bathers when swimming.

Private parts have proper names vagina, vulva, breasts, penis, testicles, bottom.

Extension discussion – why we need to have proper names for private body parts.

Private parts are the parts of our bodies we cover with underwear or bathers because they are private.

What does 'private' mean?

Discuss how some families have nicknames for private parts. Your group may like to share nicknames their family uses for private body parts. Families have lots of different names for private parts. Some being boobs, weenie, balls, bum, gina, fanny, dick.

It is important to know the proper names breasts, vagina, penis, testicles, anus. Because if we need to tell someone it may be confusing if we use a nickname. If we needed to tell someone has touched our penis and we used the word pencil instead of penis, the person, we told may not take it seriously.

- 3 Ally has been told there is safe touch, like a pat on the arm from a friend.

Touches that make us feel safe, cared for and important. Safe touches can include hugging or hanging onto hands. Sometimes adults must touch private parts for health reasons. Safe touch may include touches that hurts such as when Mum removes a splinter, or a doctor must do something if we are injured. These should never be a secret.

- 4 Unsafe touch like when someone is punched or pushed.

These are touches that hurt our feelings or bodies such as hitting, pushing, or pinching. These touches are not ok and make us feel unsafe. Remember we all have a right to feel safe all the time.

<p>5 And there is confusing touch which is when we feel creeped out because someone touches a part of our body that is private.</p>	<p>Sometimes people can be tricky and break the rules about touching private parts.</p> <p>Sometimes these touches may feel safe but make us feel confused or uncomfortable.</p> <p>We may have early warning signs like butterflies in our stomach.</p> <p>It may be a person we know who isn't respecting our personal space and it's ok to say no. Remember we are boss of our bodies.</p>
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<p>6 who is boss of our bodies – we are</p>	<p>If someone breaks the rules even if they stop it is important to tell a trusted adult, it's never too late to tell what happened. Remember 'we can talk to someone about anything'.</p>
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ACTIVITY

WHO CAN TOUCH OUR PRIVATE PARTS
SECTION 6 | LESSON 15

<p>1 Ally fell from a seesaw and was hurt on the private parts.</p> <p>2 Mum took Ally to the doctor.</p> <p>3 The doctor will check Ally's private parts to make sure everything is ok.</p> <p>4 Ally was so embarrassed.</p> <p>5 Ally's Mum explained Ally could ask questions at any time...</p> <p>6 ...specially if they are going to touch your body. (Change text)</p> <p>7 Who can touch our private parts to keep us clean and healthy?</p>	<p>Discuss and reinforce persistence in telling trusted adults until they feel safe.</p> <p>Reinforce the message – We can talk to someone about anything – doesn't matter how big or small.</p>
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ACTIVITY

- 1 Ally's friends at school were playing behind the trees.
- 2 An older kid came and joined them.
- 3 Ally knew they shouldn't be playing there and suggested another game.
- 4 One of Ally's friends asked Ally to go look to see if anyone was coming. Ally said no.
- 5 He said if Ally didn't, he would tell the teacher it was Ally's idea to play behind the trees.
- 6 Ally felt very hurt and went to find other people to play with.
- 7 Ally was hanging out at a mate's house.
- 8 He meets a new person visiting his mates' family.
- 9 They were checking out Ally's mate's older brother's car in the driveway.
- 10 The brother needed a spanner. Ally offered to get a spanner from the garage.
- 11 The person Ally had just meet was in the garage looking at pictures on their phone of people with no clothes on and being sexy.
- 12 The person said to Ally "if you don't tell anyone what you saw, I will show you more pictures.
- 13 Ally thought this was way too weird telling the person no.
- 14 Ally walked away.
- 15 If someone is bribing or tricking and it is making us feel unsafe what can we do?

Extension – Group discuss all the words that could be used to describe a 'tricky' person.

The term Tricky people means they may try to deceive us or bamboozle us. Tricky people may offer a bribe or make us feel we should do something for them as they have been nice and done something for us. There are times people try to do things that break the rules. One way is by offering a bribe to do something that is not ok or break the safety rules. If someone is tricky and offers to buy things or make plans to do something exciting, we need to stop, think about what is going on, and ask a trusted adult before agreeing to doing anything.

Adults or older teenagers are not to touch our private parts unless it is to keep us healthy and safe.

Adults or older teenagers are not to ask us to touch their private parts or show pictures of private parts. Remember we all have a right to feel safe and its adults and older teenagers' responsibility to keep us safe.

My Body Belongs To Me (Animated Short Film)

This video helps us understand what tricky might do.
[youtube.com/watch?v=a-5mdt9YN6I&list=PLpmJcxyAgJPzEFYDtuijKUqMaqYLICrv5&index=29&t=151s](https://www.youtube.com/watch?v=a-5mdt9YN6I&list=PLpmJcxyAgJPzEFYDtuijKUqMaqYLICrv5&index=29&t=151s)

My Body Belongs To Me:

From My Head, To My Toes (older children)

<https://www.youtube.com/watch?v=2Y3JHm524E4>

SECTION 7 | LESSON 17

NETWORKS

WHY THIS LESSON MATTERS

A network of trusted adults or older teenagers is a group of people we can go to when feeling unsafe, confused or something is just not right. Teaching what a network of trusted adults is will allow us to recognise the people in our lives who we can trust and feel safe with. These people could be friends, family members, neighbours, teachers, coaches, or friend's parents. Trusted persons can be different for each of us. The activity of identifying a network of trusted adults can help assure we are supported and are part of a connected community. Feelings of belonging and being cared for enable wellbeing and to participate enthusiastically in our lives.

It is important to have at least five people on a safety network in case someone is not available, doesn't believe or cannot assist. If a safety network is identified and planned, it can be easier to persist and find help. It is important to check the age of their trusted adult. Rule of thumb is a trusted person should be old enough to have a car licence.

Learning to figure out who is in our safety network will help us to understand who we can talk to and get help from. We need to understand sometimes we might not be able to get a person to understand what is happening if this happens, we should tell someone else and keep telling until we feel safe again and early warning signs have gone.

Some people can feel alone when they feel unsafe. It is important to know we are not alone and there are people who want to help, such as teachers, school social workers and police.

Remember 'we all have a right to feel safe all the time' and 'we can talk to someone about anything'.

NETWORKS

LEARNING INTENTIONS

KNOW

- The significance of having a network of safe and trusted people.
- Determine relationships and connections within their safety network.
- Actions they can take to communicate when feeling unsafe.
- Develop skills for using a safety network including persistence, assertiveness and decision making.

UNDERSTAND

- The qualities and characteristics of a trusted person.
- Who to put on safety network.
- Why they have chosen to seek help from a trusted person on their network.
- They may need to be persistent and ask several different people before they feel safe.

DO

- Identify and list 5 trusted people - family, school and in their community.
- Describe actions to use when reporting unsafe situations.

THIS IS USEFUL FOR AGES
5-13

The lesson is intended for children in year grades 1-6.

LESSON DURATION - MINS
30+

If done in detailed blocks, this lesson take 30 minutes.

GROUP SIZES FOR LESSON
ALL

The lesson can be done with large groups, small classes or individuals.

<ol style="list-style-type: none"> 1 Ally, with Mum has written a list of people Ally can talk to when Ally's parents aren't around. 2 Such as the teacher at school, Ally's sport coach, grandparents. 3 Ally has written their phone numbers on the list. 	<p>Remind students – 'we can talk with someone about anything'</p> <p>Discuss – There is no good or bad time to access our support network. Ideally, we should tell someone what has happened as soon as possible, but if we have had to wait it's never too late to tell. Adults are best positioned to provide help and protection. Talking to a friend can be helpful in gaining relief, support, and advice.</p> <p>Highlight the modes of communication: yelling out, writing a note, drawing a picture, texting, mobile phone, face to face, online i.e., Snap Chat or Facetime/Messenger. – Emphasise trusted people don't necessarily have to be geographically close, but they do need to act when needed.</p>
<ol style="list-style-type: none"> 4 Ally knows Mum's mobile number and address where they live. 	<p>For younger students – Some students may not know their parent's names or home addresses. Ask students if they know the names of the adults they live with. Ask who knows their home address?</p>
<ol style="list-style-type: none"> 5 Ally can tell people this information when lost or feeling unsafe. 6 who are some of the people on Ally's list of trusted people? 	<p>Parents, grandparents, elders, auntie, uncles, teachers, doctors, older siblings, coaches, school nurse, school social worker, chaplain, neighbour, friends' parent, and 000</p> <p>– 000, what the service is, why it would be used and what happens when people call.</p> <p>Triple Zero – Home</p>

- continued

For older students

You might be wondering why it needs to be older kids or adults that we go to for help when feeling unsafe. Often people put forward friends or cousins of similar age. It is certainly common for people to talk to their close friends when experiencing problems. However, especially if situation poses a risk to a person's safety a younger or same age friend may not know what to do. While they can listen, we need to talk to someone who can take the type of action to help us feel safe again.

Pose the following – Ally at the start of the story tells us how we have relationships from the time we are born, and our first relationships are with our parents, siblings, and other family members, who care for and protected us. As we grew older, this network of trusted people may have included neighbours or carers from day care. When we started school, we met more people and made relationships. This increasing the number of adults whose roles are to keep us safe. Now we are older who could we choose to be part of our safety network?

Create a share meaning – Network people should be adults or older teenagers we see or talk to regularly people we trust and who will listen to us because they care about us. Network people need to be people who can make decisions and act.

Discuss the characteristics of people who can be on our safety network.

Revise the term 'trust' and its meaning – trust is when you believe another person will act in a fair and ok way).

It is important to tell a trusted adult about situations which make us feel unsafe and we experience harm. Telling something personal about feeling unsafe takes courage, so if you don't get a helpful response with the first person even though it may be difficult to persevere/ keep trying. Worrying about something (remember how our thoughts can be hurt) may make you feel anxious and stressed. Sharing what is happening may help to remove these feelings.

If we need help because we are feeling unsafe, who can we talk to?

Extended discussion with older students –

We should seek help when:

- Have tried strategies to exit a situation and they haven't worked
- Have notices signs in our environment and cues in our bodies that we are not safe.
- Feel unsafe and don't know what to do
- Don't feel in control of the situation anymore
- Need advice about handling a problem
- Know/suspect someone is breaking the law
- Have experienced abuse or harassment
- Want the situation to stop
- Need assistance with strategies to address their problem.
- Don't want the unsafe situation to happen again to them or somebody else – even if the risk to their safety or abuse happened a long time ago
- Want or need an adult to intervene on their behalf.
- If someone is feeling unsafe or has been unsafe in the past, it is important an adult knows about this. It might be so they can stop the unsafe situation happening again or that it doesn't happen to someone else. Having an adult stand up for a young person and them to be safe can remove some of the stress and anxiety which may have built up.
- Adults are responsible for keeping children and young people safe. (Daniel Morcombe Child Safety Curriculum)

ALLY RELATIONSHIP SAFETY RESOURCES

TASMANIA GOVERNMENT

Respectful Relationships teaching and learning resource.
respectfulrelationships.education.tas.gov.au/teaching-and-learning/

NSW GOVERNMENT

Respectful Relationships teaching and learning resource.
education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/child-protection-and-respectful-relationships-education/evid

SOUTH AUSTRALIAN BULLYING PREVENTION STRATEGY

Diversity & Inclusion Guidance for Teachers
education.sa.gov.au/sites/default/files/diversity-and-inclusion-teacher-guide.pdf

REACHOUT AUSTRALIA

Exploring identity and inclusivity
education.sa.gov.au/sites/default/files/diversity-and-inclusion-teacher-guide.pdf

AUSTRALIAN CURRICULUM LINKS (FOUNDATION YEAR)

Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy
scottle.edu.au/ec/search?accContentId=ACPPS003

AUSTRALIAN CURRICULUM LINKS (YEARS 1 AND 2)

Describe ways to include others to make them feel they belong
scottle.edu.au/ec/search?accContentId=ACPPS019

AUSTRALIAN CURRICULUM LINKS (GENERAL CAPABILITIES)

Personal and Social Capability – Understand relationships

ALLY RELATIONSHIP SAFETY REFERENCES

ABOUT 3RS

Advocates for Youth Rights, Respect, Responsibility:

A K-12 Sexuality Education curriculum.

3rs.org/about-3rs

QUEENSLAND CURRICULUM & ASSESSMENT AUTHORITY

Feeling safe: Level 3: Health and Physical Education (1999) sourcebook modules

qcaa.qld.edu.au

ACMA (AUSTRALIAN COMMUNICATIONS AND MEDIA AUTHORITY)

Triple Zero Emergency call service posters and activities

acma.gov.au/emergency-call-service-posters-and-activities

KIDS HELPLINE

Young Adults 18-25 Yrs Information & Support

kidshelpline.com.au/young-adults

HEADSPACE

National Youth Mental Health Foundation

headspace.org.au

REACHOUT AUSTRALIA

Welcome to ReachOut.com

au.reachout.com

ESAFETYKIDS

Be an eSafe kid | eSafety Commissioner

esafety.gov.au/kids/be-an-esafe-kid

AUSTRALIAN CHILDHOOD FOUNDATION

What really is safety for traumatised children and young people?

professionals.childhood.org.au

