



# Daniel Morcombe Child Safety Curriculum

Parent Guide: Year 7 to Year 9



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## Introduction

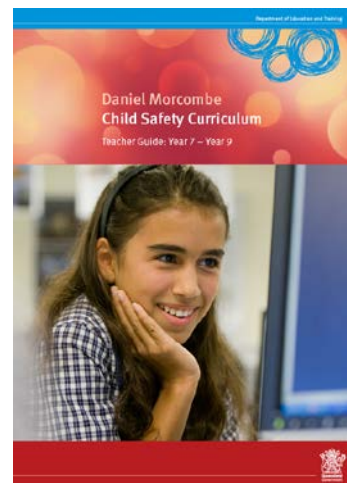
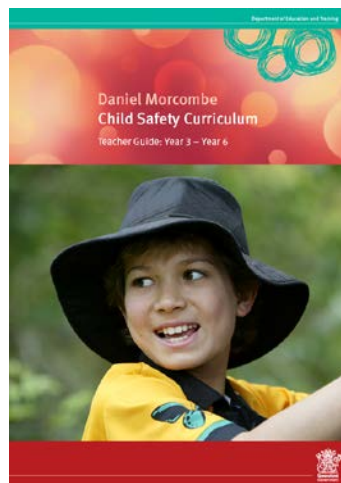
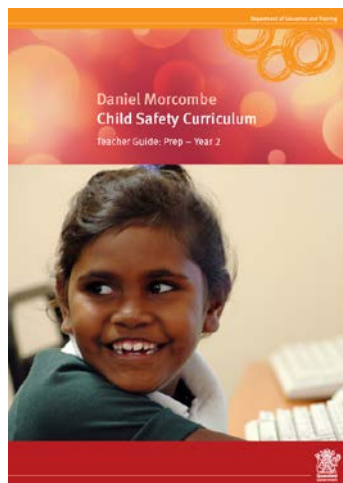
The *Daniel Morcombe Child Safety Curriculum* is the result of collaboration between the Department of Education and Training and experts in child safety education and child protection. The curriculum aims to assist students to *recognise*, *react* to and *report* potentially unsafe situations.

There are three phases of the curriculum: Prep – Year 2, Years 3–6 and Years 7–9. Contemporary evidence-based research has been used throughout to ensure the curriculum includes valid learning experiences about safety for students from Prep – Year 9.

This guide, for parents and carers of students in Years 7–9, is part of a range of resources supporting the curriculum and the safety of your children.

Child Safety education works best when families and teachers are communicating similar messages with children about their personal safety. This guide contains key safety messages, an outline of the lessons covered in this phase of the curriculum and tips for communicating with your children about this topic. In addition there are resources you can use at home and strategies to support children and young people who report harmful situations.

Parents are encouraged to talk to their children about what they are learning at school, including these safety messages.



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# Daniel Morcombe Child Safety Curriculum

## Parent Guide: Years 7–9

The *Daniel Morcombe Child Safety Curriculum* has been developed to support Queensland schools' delivery of key safety messages to students in Prep to Year 9. The curriculum has been developed by a working group comprising: Bruce and Denise Morcombe; the (former) Commissioner for Children and Young People and Child Guardian; officers from the Department of Education and Training; the Queensland Police Service; and the Department of Communities, Child Safety and Disability Services together with a network of advisors involved in researching child abuse and its prevention.

Through a series of lessons, students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.

The curriculum aligns with the Australian Curriculum: *Health and Physical Education* (Version 8.1) content descriptions.

We encourage you to talk to your child about what they are learning in class. The following table outlines the content to be delivered.

Safety lessons for students in Years 7–9 will include:

Recognise	<ul style="list-style-type: none"><li>• Situational awareness</li><li>• Risk taking</li><li>• Rules, rights and responsibilities</li></ul>
React	<ul style="list-style-type: none"><li>• Decision making</li><li>• Identifying and responding to abuse</li><li>• Online and mobile phone safety</li><li>• Strategies</li></ul>
Report	<ul style="list-style-type: none"><li>• Safety networks and support</li><li>• Reporting</li></ul>

### The content

Adults are ultimately responsible for keeping children safe, however, there is evidence that safety education can result in important learning with lasting positive benefits for students. Learning about safety can help students become more confident to take steps to avoid unsafe situations and tell someone if they are in situations that are unsafe.

#### Recognise:

These lessons focus on students being alert to clues in their environment (e.g. sound clues like alarms, visual clues such as hazard signs or smell clues such as smoke) and to body clues (e.g. goose bumps or racing pulse) which may help alert them to unsafe situations.

Students will learn about risk taking behaviours and factors that may make a situation unsafe. They will develop their knowledge to assist in recognition of risky situations and potential consequences. Discussion about rights for children and young people and their right to be treated fairly is included within these lessons. They will learn about the importance of rules and that these exist to keep them safe.

## React:

This part of the curriculum focuses on students developing strategies for responding to unsafe situations. They will have opportunities to problem solve real life scenarios and think about different 'react' options.

Students in the Years 7–9 phase may face many complex situations that are potentially unsafe and this is reflected within the detail of the lessons. Skills in decision making are included so that students have an opportunity to develop a range of strategies that can be used to keep themselves safe.

Within the Years 7–9 phase of the curriculum, there are age appropriate scenarios provided to assist young people to make safe decisions in a range of situations that may occur in real life. Some of these scenarios include information about relationship safety, respectful relationships and recognising abuse and domestic and family violence, so that young people know their rights and responsibilities. It is essential that students know they have the right to say no to unwanted touch and abuse.

Another aspect of safety that is addressed within these lessons is online and mobile phone use. Students will be taught how to recognise and react to unsafe behaviours, including sending and receiving sexual text messages or pornographic material.

Through the use of scenarios, students will practice using 'exit' strategies to avoid a number of unsafe situations.

They will also learn that breaking rules may be necessary in order to become safe (e.g. crossing the road to escape a menacing dog, saying "No" to an adult who is using inappropriate touch, breaking a window to escape a fire).

## Report:

A significant message of the curriculum is about reporting unsafe situations to an adult. Students are actively encouraged to become safe as quickly as possible if they can, and are reminded that it is necessary to report 'unsafe' incidents to an adult.

Students nominate a safety network of adults who they think will be prepared to listen to them and to give them the help they need. Students will identify a variety of adults including family and friends from inside and outside of their homes. They will be encouraged to let their safety network of adults know they are nominated so that they are prepared to listen when approached by the student. Students are also taught to persevere until they get the help they need.

## Talking with children about safety

Parents have an important role in reinforcing the messages being delivered in the curriculum. As a result of participating in the lessons, it is possible that your child will want to discuss safety issues or ask questions about safety. The following tips may assist you to talk with your child.

### 1. Ask your child what they have learnt about safety

Asking what your child has been learning is a good way to start talking about safety and will help you gauge their current understanding.

Encourage regular discussions with your child about these safety messages. This shows your child that you are interested and comfortable talking with them about safety and gives them opportunities to raise concerns.

Some young people within this age group may not be comfortable initially to discuss their concerns about personal safety. They may be embarrassed or worried about the response they will receive, especially if it is about a topic that is sensitive or controversial. It is important that parents tell their children that they can ask any questions and will receive support and help when needed.

Conversations about personal topics may be aided by doing another activity at the same time. For example, it may be easier to talk openly when a parent is driving the car, sitting side by side with a young person, or walking together, rather than sitting face to face at a table.

Another way to discuss safety with your child is to use ‘teachable moments’.

## **2. Teachable moments**

Often opportunities or ‘teachable moments’ arise in our daily lives that can be used to start a discussion or are useful for considering recognise, react and report strategies.

For example:

- watching a television show that is popular with teenagers could lead to a discussion about respectful relationships and safety
- driving in a car could lead to a conversation about being a passenger in a car with older friends; drink driving; road safety
- planning what your child should do if they are stuck somewhere without transport (after school, following sport, at a party or part-time job)
- setting up profiles on social networking websites and establishing privacy restrictions.

By talking about safety in everyday situations, you will help your child to build knowledge and develop skills to recognise, react and report if they are in an unsafe situation.

## **3. Discuss ‘What ifs...’**

While you cannot predict when your child may find themselves in an unsafe situation, speaking with them about what they could do in a variety of situations can help them to be prepared.

Using ‘What if...’ questions for a range of safety situations is useful. For example, ‘What if...’

- you become separated from your friend at the show?
- there is alcohol at a party?
- they access, receive or send sexual pictures or texts?
- friends were daring them to do something unsafe?

## **4. Answering questions**

Parents may find it useful to familiarise themselves with the websites, video clips and booklets the teacher will be using during the safety lessons. These resources are listed in this parent guide.

A selection of other safety resources and websites have also been listed that may help you to discuss and answer questions about a wide range of safety topics including beach, fire and online safety as well as personal safety and abuse.

If you are uncomfortable talking about a topic, be honest with your child and tell them that even though you may feel embarrassed, you are willing to talk about the topic because it is important.

And remember, parents don’t have to know all the answers. If you are unsure of the answer to a question, be honest and then find out together. What is most important is that your child knows they can approach you if they have a question about safety, now and in the future.

### **Keeping children safe**

When children are taught to recognise, react and report unsafe situations they may report a range of unsafe situations including dangers in the community, online or to their personal safety.

Occasionally, this may include reports of harm by another person. Advice about disclosures and where to get assistance can be found at

<http://www.communities.qld.gov.au/childsafety/protecting-children>

Parents are advised to contact the Department of Communities, Child Safety and Disability Services on 1800 811 810 or after hours 1800 177 135 if a disclosure of abuse to your child or a child you know is made. Alternatively, phone the Police on 000 (Triple zero).

Families experiencing domestic or family violence can contact DVConnect for counselling and information services:

Womensline: Ph: 1800 811 811

(24/7 telephone service)

Mensline: Ph: 1800 600 636

(9am-midnight, 7 days)

Sexual Assault Line: Ph: 1800 010 120

(8.30am – 11.30pm, 7 days)

<http://www.dvconnect.org/>

In an emergency situation, always call for police, fire or ambulance on 000 (triple zero).

## Resources

### Resources that will be used in the classroom

The following booklets, video clips and websites will be used by teachers to teach key safety messages. You may find these useful to view at home and discuss with your child to reinforce the messages taught in class.

Please note, where a booklet or video clip is unavailable, a teacher may substitute another resource to teach the key safety message. (The resources and website links listed were current at the time of publication).

#### Websites

##### [Australian Communications and Media Authority \(ACMA\)](#)

Teachers may choose to print a copy of the Australian Communications and Media Authority (ACMA) – triple zero poster (English) to display in the classroom

[http://www.acma.gov.au/webwr/\\_assets/main/lib100534/poster\\_triplezero\\_english.pdf](http://www.acma.gov.au/webwr/_assets/main/lib100534/poster_triplezero_english.pdf)

##### [Cybersafety Help Button](#)

The Cybersafety Help Button is an Australian Government initiative, supported by the Department of Education and Training, designed to keep children and families safe online. It is an online resource hub that provides instant 24 hour access to cybersafety help and information.

<https://esafety.gov.au/complaints-and-reporting/cybersafety-help-button>

##### [Ethical Decision Making video \(Years 7–8\)](#)

Video clip designed by a high school student to demonstrate examples of ethical decision making and dilemmas they pose.

<http://www.youtube.com/watch?v=uO0gOyPVj6A>

##### [Facebook: Playing it safe](#)

Provides information and tips for teenagers on how to use Facebook safely.

<https://www.facebook.com/safety/groups/teens/>

##### [Generation Next \(Year 7\)](#)

Video clip showing impact of online bullying

<http://www.generationnext.com.au/2012/12/getyaheadright-winner-secondary-school-best-live-action/>

##### [Kids Helpline](#)

Kids Helpline is a free, private and confidential telephone and online counselling service specifically for young people aged between five and 25 years of age. The Kids Helpline website contains downloadable resources for parents relating to online safety.

<http://www.kidshelp.com.au/>

National Center for Missing and Exploited Children – Netsmartz  
<http://www.netsmartz.org/Parents>

Video clips

Your Photo Fate (Years 8–9)  
<http://www.netsmartz.org/RealLifeStories/YourPhotoFate>

Survivor Diaries (Years 8–9)  
<http://www.netsmartz.org/RealLifeStories/SurvivorDiaries>

Tracking Teresa (Years 7–9)  
<http://vimeo.com/25511034>

Office of the Children's eSafety Commissioner

This website provides activities, resources and practical advice to help young children, teens and parents safely to enjoy the online world.

<https://esafety.gov.au/education-resources>

The following resources are used within the curriculum:

- Digital citizenship test (Year 7–8)  
<https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-secondary-schools>

- Tagged video clip (Year 9)

When a group of high-school friends post a rumour about a rival it sparks a chain reaction that leaves no one untouched. Cyberbullying, sexting, filmed fights and police action ensue — will these friends avoid being tagged forever? Developed by the Australian Communications and Media Authority's Cybersmart program, Tagged is recommended for use with students aged 14 and over.

<https://esafety.gov.au/education-resources/classroom-resources/tagged>

Raising Children Network: What is Risky Behaviour? clip

Scroll down the page to access the *What is risky behaviour?* Video clip. Teenagers talk about what they believe is risky behaviour. They also talk about what they'd do in a risky situation. Mums and dads share their strategies for dealing with teenage risk-taking.

[http://raisingchildren.net.au/articles/risktaking\\_teenagers.html](http://raisingchildren.net.au/articles/risktaking_teenagers.html)

United Nations Children's Fund (UNICEF) Convention on the Rights of the Child (Years 7–9)

UNICEF is an international organisation that aims to protect the rights of the child. The UNICEF brochure: *A simplified version of the United Nations Conventions on the Rights of the Child* is used within the curriculum. This child friendly version of the Convention can be found at the bottom of the page.

<http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

UNICEF: For every child video clip (Years 8–9)

This UNICEF video clip shows the Convention on the Rights of the Child pictorially.

<http://www.youtube.com/watch?v=Mmy9MpwYKnQ>

Young and Well Cooperative Research Centre (Year 7)

Keep it Tame video clip to teach students about sharing and uploading of sexual images in photos.

<http://keepittame.youngandwellcrc.org.au/>

Youth Beyond Blue

<http://www.youthbeyondblue.com/>

Youth Beyond Blue provides information and support in relation to mental health issues. The *Getting Help* video series contains a range of video clips that focus on professionals who can help young people. The following video *Getting Help* clips are used in the curriculum:

- Getting Help

This clip outlines a number of different people whose role it is to help young people.

[http://www.youtube.com/watch?v=gzy6R2hdEJM&list=UUPnANYk3E1R4Lza8\\_Xnnq9Q&index=5](http://www.youtube.com/watch?v=gzy6R2hdEJM&list=UUPnANYk3E1R4Lza8_Xnnq9Q&index=5)

- Getting Help from a School Counsellor

This clip focuses on the role of the school counsellor.

[http://www.youtube.com/watch?v=ijl6CFBXtmE&list=UUPnANYk3E1R4Lza8\\_Xnnq9Q](http://www.youtube.com/watch?v=ijl6CFBXtmE&list=UUPnANYk3E1R4Lza8_Xnnq9Q)

### Other child safety resources

There are a large range of other child safety books and websites that are available to facilitate further safety discussions at home. Some examples include: (The resources and website links listed were current at the time of publication).

#### Background reading for parents

Brennan, H. and Graham, J 2012, *Is This Normal? Understanding Your Child's Sexual Behaviour*. Family Planning Queensland, Fortitude Valley. (ISBN: 9780977570881)

Briggs, F 2010, *Smart parenting for safer kids*. Docklands, VIC: JoJo Publishing.

Wurtele, S., & Berkower, F 2010, *Off limits: A parent's guide to keeping kids safe from abuse*. Brandon, VT: The Safer Society Press.

Wurtele, S 2010, *Out of harm's way: A parent's guide to protecting young children from sexual abuse*. Seattle, WA: Parenting Press.

#### Books

McCaffrey, K. (2006) *Destroying Avalon*. Fremantle Press Publishing. Penguin Books Australia

<http://www.penguin.com.au/products/9781921064579/destroying-avalon>

(ISBN: 10: 1921064579 / 13: 9781921064579)

An Australian novel aimed at young people aged about 14 years of age onwards about bullying and online safety. This novel includes themes relating to homophobia and teenage suicide.

#### Websites

##### Act Smart Be Safe

Act Smart Be Safe is an initiative of the Department of Education, Training and Employment supporting the Queensland Government Youth Violence Taskforce. Act Smart Be Safe recognises the importance of schools and communities working together to address violence and promote actions that young people can take to stay safe.

<http://education.qld.gov.au/actsmartbesafe/>

##### Australian Federal Police

The Australian Federal Police are dedicated to preventing all Australians from becoming victims of online crime by informing them how to use technology safely and responsibly. The website contains parent and teacher resources as well as youth resources and community resources.

<http://www.afp.gov.au/>

##### Bullying. No Way!

Bullying. No way! is developed and managed by all Australian education authorities for use by Australia's Government, Catholic and Independent school communities. Links are available for students, teachers and parents and responds to issues of bullying, harassment, discrimination and violence to create safe school communities.

<http://www.bullyingnoway.gov.au/>

##### Daniel Morcombe Foundation

The Daniel Morcombe Foundation website contains downloadable child safety resources and information about the foundation.

<http://danielmorcombe.com.au/>

##### Digital Parenting

Developed by Vodafone, Digital Parenting contains guides, tips and advice from Australian and international parenting, child and safety experts on how to stay safe online.

<http://asp-gb.secure-zone.net/v2/index.jsp?id=1134/2660/5747&lng=en>

##### Domestic and Family Violence - Queensland Government



This Queensland Government website provides information about where to find help, reporting abuse and ways to support someone experiencing domestic and family violence.

<https://www.qld.gov.au/community/getting-support-health-social-issue/domestic-family-violence/>

#### NAPCAN

The National Association for Prevention of Child Abuse and Neglect (NAPCAN) is a national charity founded on concern for all children and focused on bringing about change to ensure their safety and wellbeing. The website provides information for parents as well as background information for teachers. The website has a number of printable brochures that may be useful for parents.

<http://www.napcan.org.au/>

#### Reach Out Australia

Information for young people, teachers and parents about sexual consent, sexual assault, cyberbullying, conflict with friends, child physical, emotional, sexual abuse and neglect.

<http://au.reachout.com/Tough-Times/Bullying-Abuse-and-Violence>

#### Surf Life Saving Australia (SLSA) – Surf Ed

The site contains links to beach safety videos, workbooks with MP3 audio files, interactive games and brochures for visitors to the beach. Safety messages include swimming between the flags and sun safety tips.

<http://www.beachsafe.org.au/surf-ed>

#### Transport and Main Roads (Qld) – Bike user guide

The site includes information about how to teach children to ride safely; safety equipment and a checklist; tips on bike maintenance; and choosing the right bike for a child.

<http://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Bike-user-guide.aspx>

#### True: Relationships and Reproductive Health (formerly Family Planning Queensland)

This website contains downloadable factsheets and brochures for parents on a number of child safety related topics. In particular, the factsheet *Communicating with Children about Sexuality* contains useful tips on how to communicate with children and young people about child safety and sexuality.

<http://www.true.org.au/>

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