

Keeping Safe

Child Protection Curriculum

Preschool to Year 12

Draft support materials for educators working with learners from culturally and linguistically diverse backgrounds

The right to be **safe**

Relationships

Recognising and reporting **abuse**

Protective **strategies**



Government of South Australia

Department of Education and
Children's Services

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About this resource

This resource provides additional information and suggestions to educators who are using the South Australian child protection curriculum with children and students of culturally and linguistically diverse (CALD) backgrounds.

This resource should be used in conjunction with the *Keeping safe* child protection curriculum materials (DECS 2007). The suggestions provided in this resource should be adapted to the age group and cultural background of the children and students participating in the *Keeping safe* curriculum.

Reason for this resource

Australia is one of the most multicultural countries in the world and South Australia has a rich cultural mix with over 70 language and cultural groups represented in our schools and preschools. The migration program, which includes skilled migration and humanitarian programs, adds to this diversity. In addition, the state is attracting an increasing number of international students. Adoption from overseas countries also contributes to the diversity. As a result, there is increasing cultural and linguistic diversity in our preschools and schools in both metropolitan and regional areas.

Biographical, cultural and linguistic factors will impact on the engagement of children and students and their parents/caregivers with the child protection curriculum as key concepts such as feelings, safety, networks, rights, responsibilities, abuse and neglect are shaped by experience. Notions of connection and being able to rely on others can be strongly shaped by cultural and family practices, as can concepts of rights and responsibilities and the expression of feelings. For some children and students, notions of safety and rights relate to their experiences of danger, neglect and possible psychological damage. For others, the perception of safety and rights relates to their experiences of racism and marginalisation as they impact on the sense of belonging and integration in the community.

Preschools, schools and classrooms that recognise and value the diversity of understandings, experiences, strengths and creativity of their children and students can be healing places. The child protection curriculum, with its focus on everyone's right to be safe, is about creating a safe and healing space.

This resource will contribute to these goals by assisting educators to appreciate the diversity of their learners, to adapt and deliver the child protection curriculum with sensitivity, and to be explicit in teaching the language and practices that will support children and students in being and feeling safe in the Australian community.

Important concepts

Three important concepts underlie this resource:

- Schools can make a difference to people's sense of inclusion in the Australian community, and educators can help psychological healing. The DECS Student Wellbeing Policy (2007) identifies four elements that need to be considered.
- Cultural and linguistic diversity are valued within DECS. The SACSA Framework (DETE 2001) promotes learning about Australia's rich multicultural history and the diversity of beliefs and practices within our society. DECS also has a Countering Racism Policy which describes how racism and the denial of human rights impoverishes and undermines our society.
- Learning in a cultural context includes learning appropriate language and behaviour and these need to be taught explicitly. However, changing language and behaviour patterns are tied to a person's sense of identity which has to be respected while new patterns are being established. Without this respect, the shift to new patterns will be resisted by learners, leading possibly to alienation.

Elements of this resource

This resource contains:

- The statement from the General Introduction of the five *Keeping safe* child protection curriculum books, which describes the considerations in implementing the curriculum for CALD learners and their families.
- The non-negotiable aspects (NNAs) of implementing the child protection curriculum and additional considerations for CALD learners and their families.
- The summary of topics of the preschool to Year 12 child protection curriculum and considerations for delivery of the curriculum for CALD learners.

About this resource

- Guiding principles in adapting the curriculum materials for CALD learners and their families, including the use of Bilingual School Services Officers in schools and bilingual workers in preschools.
- Exemplars of adaptations of the curriculum materials:
 - Feelings (Early Years Band: Ages 3–5)
 - Feelings (Early Years Band: Years R–2)
 - Reviewing the concept of Early Warning Signs (Primary Years Band: Years 3–5)
 - Early Warning Signs and emergencies (Middle Years Band: Years 6–9)
 - Recognising and assessing risk (Senior Years Band: Years 10–12).
- Additional resources that can be used to support the concepts in the curriculum, including resources that reflect cultural and linguistic diversity.
- Other cultural and linguistic considerations for the delivery of the child protection curriculum.
- Information for parents/caregivers about child protection law and the child protection curriculum, which is available in English and other key languages.
- A sample letter for parents/caregivers inviting them to an information session at the school or preschool.
- A list of contacts for speakers, support personnel and related programs.

Introduction

This is an extract from the General Introduction to the Keeping safe child protection curriculum materials for Early Years Band: Ages 3–5, Early Years Band: R–2, Primary Years Band: Years 3–5, Middle Years Band: Years 6–9 and Senior Years Band: Years 10–12.

Child protection curriculum for children and young people from culturally and linguistically diverse backgrounds

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

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

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

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

Considerations when implementing the child protection curriculum

English as a Second Language (ESL) learners may need ESL and/or bilingual support to access learning about personal safety and other child protection concepts. They may also need support to discuss and report abuse.

Children and young people from war zones and other areas of conflict may have already experienced physical, sexual and/or emotional abuse. It is important for educators to be aware of the following issues:

- It cannot be assumed that children and young people understand the concept of safety within an Australian context.
- The child protection curriculum does not replace therapy for these children and young people. They and their families may need assessment and long-term counselling to reduce the psychological impact of abuse and trauma.
- It cannot be assumed that all children and young people will have extended family or other support from which to develop a network. Individual support may be required to explore and develop personal networks.
- Information about the child protection curriculum needs to be given to families and, where appropriate, community leaders before and during its delivery. This information may need to be provided by using translating and interpreting services.
- Sensitivity is required in communicating with families and cultural groups about concepts that may seem to be different from their cultural beliefs and practices. For example, extra information and support may need to be provided about the use of physical punishment and the concept of networks.

The identification and expression of feelings for some children and young people may be extremely difficult. Discussing feelings and 'early warning signs' also may be difficult for some children and young people. For example, people from some cultural groups do not easily disclose feelings, and trauma or abuse may result in the numbing of feelings, withdrawn or aggressive behaviour or extreme vigilance.

In addition, sensitivity in supporting children and young people to identify and express their feelings is required because:

- some children and young people may not be ready to express their feelings and should not be forced to do so
- it may be difficult for some children and young people to share feelings in a large group and it may be more appropriate for them to draw and/or write about their feelings

Introduction

- for children and young people who have experienced trauma or abuse it is particularly important to reiterate the principle that the intention of the child protection curriculum is to affirm the concept of a safe community, and to keep children and young people safe, which is every child's basic human right
- cultural and linguistic diversity means that educators should not make assumptions about needs, behaviour and backgrounds based on stereotypes—educators may need to gather information about individual backgrounds from a range of appropriate and reliable sources.

Non-negotiable aspects of the
child protection curriculum

child protection curriculum

child protection curriculum

child protection curriculum

child protection curriculum

child protection curriculum

Non-negotiable aspects of implementing the child protection curriculum

The following contains the non-negotiable aspects in the curriculum document of each Band, with additional text relevant to educators working with CALD learners.

The child protection curriculum has much flexibility built into it. However, for it to be delivered safely and effectively, some aspects are considered 'non-negotiable'. These aspects concern how the curriculum is managed regarding such things as involvement of parents/caregivers, confidentiality, involvement of visitors and self-protection. When a non-negotiable aspect is referred to in the Band documents, it is accompanied by the acronym **(NNA)** and a reference number that corresponds to the numbers used below, for example: **(NNA 1)**.

The following aspects of curriculum planning and delivery are essential—that is, they are non-negotiable—in all schools and preschools.

1 Parent/caregiver involvement

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

Schools and preschools are not required to seek permission from parents/caregivers for their children to participate in the curriculum. Requests from parents/caregivers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the DECS Child Protection Policy Officer or the DECS Legislation and Legal Services Unit.

Information can be provided to CALD parents/caregivers by distributing the information sheet for parents/caregivers (see Appendix 1) and by providing information sessions. Some concepts underlying the child protection curriculum may be unfamiliar to some families. Information sessions may be more effective in communicating information than written information sheets. See Appendix 2 for a sample letter of invitation.

Parents/caregivers may choose not to attend information sessions at school or preschool about child protection if they:

- have minimal English language
- have very different experiences of education compared to the Australian system
- are not confident about engaging with the schooling system

- do not have the emotional energy to engage with the school or preschool because they are dealing with other settlement or personal issues
- cannot manage after-hours transport to the school or preschool.

Schools and preschools can support parent/caregiver participation by:

- sending translated letters informing them of the event
- organising transport
- organising interpreters (including Bilingual School Services Officers (BSSOs) and bilingual workers)
- using the services of Community Liaison Officers (CLOs) to encourage participation.

Newly arrived parents/caregivers participating in on-arrival English language programs and receiving settlement support will also be provided with child protection information through those programs.

Go to the ESL Program website at www.decs.sa.gov.au/curric/pages/ESL for information, procedures and contact details for:

- interpreters and translators
- Community Liaison Officers (CLOs)
- Bilingual School Services Officers (BSSOs).

2 Group operating norms

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

- Respect other people's opinions.
- Only one person speaks at a time.
- Everyone actively listens.
- Everyone's contribution is valued and acknowledged.
- Everyone has a right to 'pass'.
- Use the strategies of one step removed and protective interrupting.

The issue of confidentiality needs to be explored. Children, students and parents/caregivers have a right to know that any information or disclosure about child abuse and neglect is mandated to be reported by educators and site volunteers under the *Children's Protection Act 1993*.

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

Non-negotiable aspects of implementing the child protection curriculum

These group operating norms need to be taught explicitly and practised within a safe classroom environment. It is only when members of a group feel safe that the group operating norms can be practised effectively. Being safe means that in both overt and subtle ways the right of every person to be heard equally is respected. Where racism, marginalisation and powerlessness are created, group norms of safety may not be able to operate.

3 One step removed

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

While it is not always possible to ask very young learners to use third person scenarios for discussion, educators can ensure a one step removed approach by using stories, scenarios, songs and puppets to discuss sensitive issues. Below is an example of the use of the one step removed approach by a teacher in a Primary Years context.

Such a conversation may need to be followed up by conversations with parents/caregivers, possibly with an interpreter present. Guidelines on children being left alone at home are available from Parenting SA.

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

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

4 Protective interrupting

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

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

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

More broadly, protective interrupting also refers to any action taken to interrupt or stop an unsafe situation. For instance, when a person is in a situation where others are telling racist or sexist jokes, the person can use protective interrupting or walk away from the group, in order to show that he/she does not condone the jokes (Children's Protection Society Victoria 2003, p 43).

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

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

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

<p>S I had a bad dream last night. I saw a man hit my mum.</p>	<p><i>teacher is alerted to possible disclosure of a traumatic event</i></p>
<p>T Yes that does sound like a bad dream. Would you like to tell me more at recess time?</p> <p>Now it's Sarah's turn. Let's ask Sarah what she has to show us.</p>	<p><i>the teacher acknowledges she heard the story but does not over-react or make a judgment</i></p> <p><i>the teacher organises to follow up the disclosure with the student as soon as possible</i></p> <p><i>she switches to something 'positive' or 'happy'</i></p> <p><i>the teacher does not want to get into other negative stories from other students and wants to protect other students from negativity</i></p> <p><i>people who have experienced trauma may not cope with the trauma of others</i></p> <p><i>people who have not experienced significant trauma may experience trauma from hearing the trauma of others</i></p>

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Students' apparent lack of attention may be the result of experiencing a flashback of a traumatic and possibly abusive event. Physical symptoms of anxiety and the inability to attend and respond should alert teachers to this distress.

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

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

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

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

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

- Just listen. It is not your role to fix the problem. Listening is in itself beneficial.
- Acknowledge the emotional cost of remembering and/or telling: 'I admire your courage to tell someone' or 'You are very brave. It must be very hard to have these memories and tell this story'.
- Validate the experience: 'Your life has been very difficult. I understand why you are so sad (or angry)'.

- Accept the content. Don't ask leading questions or interrogate the details or the logic of the narrative.
- If the student asks, tell him/her that different people recover from such experiences differently. Some take a long time, some don't. You could say: 'You may start feeling better quite soon or it may take a long time for you to get over this'.
- Don't try to radically change the student's way of coping but reinforce that there is a range of support available: 'Come and talk to me again. Is there any other teacher that you trust and can talk to if I am not here? Would you also like me to make an appointment for you with a counsellor?'.

For further information about types of disclosure and handling disclosure refer to *Reporting child abuse and neglect. Mandated notification educator and care focus participant workbook* (Families SA 2006). Support is also available from Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS), Child

Non-negotiable aspects of implementing the child protection curriculum

and Adolescent Mental Health Service (CAMHS) and the DECS guidance officer for the ESL Program. Contact details are in Appendix 3.

If the distress arises from feeling inadequate with the subject matter of the lesson, the educator should provide stronger scaffolding in the lessons and offer to organise additional tutoring. The ESL Program runs professional development courses for mainstream teachers to develop the teaching methods that support English language development.

5 The language of safety

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

The language of safety can also be used to interrupt or deal with conflict or other inappropriate behaviour. The processes of 'restorative practice' are an example of this use of the language of safety. They can be used to establish exactly what happened to damage a relationship and to find a way of restoring a good relationship. On the next page is a summary of the steps of restorative practice and how they can be adapted for students learning English. When implementing this process, the educator could use the steps in a different order.

Professional development is available for a fuller understanding of restorative practice.

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

6 Closing the session

It is important to monitor the impact of child protection curriculum on learners. Some sessions may relate to personal experiences and recollections of abuse. A puppet scene, a story or a scenario can evoke strong feelings; closing the session with a positive activity or familiar story can help to dissipate those feelings. Older students may benefit from reassurance through sensitive acknowledgment that discussion about abuse may evoke strong feelings.

Educators should ensure that time is allowed for sensitive discussion before the end of each session, and should aim to close each session in a positive way. There are benefits in focusing learners' attention on what happens next in the day, or doing a relaxation or physical activity. Evaluate the sessions in terms of who developed the necessary concepts, and who needs more time and opportunities for practice (Briggs & McVeity 2000, p 65).

It is important to remember that a 'session' does not necessarily mean a lesson-long engagement with the *Keeping safe* curriculum. Short 'opportunistic' sessions can provide the most valuable opportunities for learning. However, even short sessions can be very stressful and may require a closing activity.

Additional ways of closing to provide opportunities for emotional release include:

- writing a journal (a learner's first language can be used)
- drawing a picture
- playing sport
- listening to music
- telling a joke.

Relaxation activities can be selected to acknowledge the cultural diversity within the group or expose all learners to culturally diverse resources.

S Here's my work but it's not very good.	
T It looks as though you've made a real effort.	<i>respectful of student's effort</i>
This was difficult and I can see you've got some good ideas here.	<i>accepting of what the student offers</i>
Do you want to keep working on it?	<i>builds relationship with the student</i>
Do you want any help from me?	<i>gives the student options</i>

Restorative practice

1. Why is the information needed?

Following an incident, the teacher needs to get information from all parties but first the teacher needs to explain to the students the reason why the information is needed. Not all students will understand why the teacher needs to ask questions because to them the truth is self-evident. The reasons given may include:

- to establish what the problem is
- to enable everyone to be happy, safe, friendly and get on with learning
- to give each person a chance to tell his/her story about what happened and be listened to
- to fix the problem by talking about it (and reassure everyone that the consequences will not be dire)
- to make better choices in the future.

2. What happened?

(a) The events

The restorative process requires each person to tell what happened. Students with minimal English:

- may need visual support cards to show what happened and how they are feeling
- may not understand the difference between touch, hit, push, punch, kick, kill, beat (eg if a student says 'He kicked me', follow up with questions such as 'How did he kick you? With a stick? With his foot? Show me where. Show me how.').

It is not just what students do but also the language use that may be critical. The teacher needs to ask 'What did he/she say?' in order to determine if the cues may have been misread.

(b) Persons involved

One of the frustrations for new arrivals is when they cannot identify who was involved in the incident. So it is important to give them some support in finding out who was involved. For example, the student can be asked 'Could you recognise them if you saw them again? Could you recognise their clothes? Are they bigger, smaller than you? Whose class are they in? If I take you around the school would you tell me who it is?'

Sometimes, students are too nervous to be seen identifying the perpetrator and so will not go around the school to look for them. However, even asking the question shows a commitment by the teacher to listening to the student and confirms that the school values each student. The time and effort taken to actually walk around the school with the student strongly confirms the commitment of the school and the teacher.

c) Time sequence

Getting an accurate time sequence of the events is crucial to students feeling that the real events have been understood. The emotion of the event and the emotion of not being able to adequately express themselves both cloud communication. Therefore, it is important that the teacher persists with the questioning until the real sequence is revealed. To check understanding, the teacher repeats the sequence (eg 'Did he do ... first and after that you ...?'). The language of first, then, before, after, next etc is crucial to getting the accurate picture. If students do not have this language, other witnesses may need to be questioned.

d) Truth

If the stories of the witnesses and students involved do not match then you may need to determine if students understand the difference between, for example, truth/untruth, accidental/intentional. This can be done by openly asking them 'Do you know the words truth and lie?'. Sometimes it may be useful to find and check definitions in a bilingual dictionary.

3. Feelings

This involves students identifying and talking about their feelings and emotions. Physical hurt is attended to first, because it may be critical to take action. The questioning may include 'Are you hurt? Show me where it hurts'.

The questions relating to other emotions include 'How did you feel when ...? How do you feel now?'. The focus is on both how the students felt at the time of the incident and how they feel now. This is important because later in the process and as part of the solution the students are asked to reflect on the choices of action in relation to the feeling.

A response such as 'I am angry' may need to be explored. It may not relate to the present because in fact it may mean 'I was angry' if the student has chosen the wrong verb tense. The emotion may not be anger—it may actually be sadness. The student may not have chosen the right word because he/she does not know the right word or the emotion may be clouding the identification of the deeper emotion. The teacher needs to validate the emotion: 'I can see that you are angry' or 'I understand that you are feeling hurt' or 'All of us can feel hurt and angry sometimes'.

Also, explore the choices of response to the emotion. With students who have minimal English this might mean using visuals and/or gestures to indicate 'no hitting'. With students who have more English you can talk about choosing different oral responses or different options such as walking away, both of which may need to be taught and rehearsed.

4. Restoring the relationships

This stage is important because it reinforces the importance of relationships (eg 'being friends' and 'getting along with each other'). This can be framed in relation to:

- whole school values and priorities
- how they can benefit most from their time at school
- how they can contribute to the safety and wellbeing of themselves and others.

The questions to ask in relation to this include 'Can you think of ways of fixing this?' or 'How can we fix it?' or 'What can we do to fix this?' or 'How can you be friends with ...?'. The instinctive response to

behaviour may be to say 'sorry' but this is acceptable only when it is meant sincerely and accompanied by the appropriate attitude (eg tone of voice).

5. Action plan

In some cases, a more detailed action plan needs to be developed. The steps of this are to:

- identify the goal of the action (eg to maintain the friendship)
- plan What?, Who?, When?, Where?, What Now? (eg writing a letter of apology to the other student and giving it to the student in person with a spoken apology).

7 Viewing videos and DVDs

A video or DVD, or an appropriate extract, can be a useful resource. It is essential that the educator previews these resources to determine their suitability and impact on the learners within the group before showing them. Careful consideration must be given to the emotionally powerful messages that videos and DVDs contain in relation to learners' previous experiences. There is not always educational advantage to viewing an entire video or DVD. Educators should refer to the DECS *Administrative instructions and guidelines* (2005) Section 3: Student Matters, paragraph 94 for guidelines on viewing videos.

Videos and DVDs must be previewed and assessed for their suitability in terms of:

- English language level
- possible trauma or distress they may trigger
- relevance to the lives of the children or students in the group
- whether the content assumes cultural information which not all learners may have.

Videos, DVDs and television programs (including reality programs) allow for an examination of safety issues, including factors that are positive and factors that are detrimental to relationships. This kind of analysis also means that children and students will learn how to critically analyse the media that is influencing their lives.

Aspects of bias that can be explored include how different cultures are treated:

- whether the representation is positive and non-stereotypical
- whether the culture is treated as dynamic and able to respond to changing needs and circumstances.

Sufficient preparation for the viewing will assist learners to interpret what they see and to participate more effectively in discussion. Educators can support learners by anticipating the content through activities such as:

- going through a vocabulary list
- discussing possible scenarios and outcomes.

Discussion during and after watching the video or DVD should be planned for. Discussing the content may work better if the initial discussion takes place in small groups (which may be formed on the basis of common first language using BSSO support if available) before there is whole group sharing or discussion.

Educators should be prepared for the possibility of triggering memories of traumatic events and be ready to respond to disclosure or distress by closing the session with a relaxation activity.

8 Guest speakers and visitors

Some schools and preschools may draw on community agencies and guest presenters to complement their child protection curriculum programs. Schools and preschools should determine how optimum use of these resources and services can be achieved.

Educators should refer to the DECS *Administrative instructions and guidelines* (2005) Section 3: Student Matters, paragraph 92 'Discussion of contentious issues in schools' for guidance about managing discussions involving visitors.

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

- The benefit of having a visitor conduct a session in preference to school or preschool personnel should be identified.

Non-negotiable aspects of implementing the child protection curriculum

- It is necessary to determine what learning outcomes will result from the presentation.
- Schools and preschools need to ask the agency or presenter questions in order to determine how his/her/their philosophies relate to current school and preschool practices and DECS and other government policies.
- Guest presenters have sometimes been asked to present a session in response to a particular issue. Research indicates that an isolated 'one off' presentation has little positive impact on learning in health or child protection. For this reason, presentations outside the context of a planned program are not recommended.
- Schools and preschools considering the use of guest presenters for a single session need to understand that it is difficult to cover information, attitudes and values and provide opportunities for skill development in a single session. It is important that the school or preschool is clear about the particular aspects the presenter is to cover and considers what may be covered with the learners before and after the 'one off' session.
- Schools and preschools should be cautious about using guest speakers who intend to present their own experiences that are not linked to positive learning outcomes as outlined in the learning program.

(Adapted from *Drug education R-12 teacher support package*, DETE 2000.)

When considering the needs of CALD learners, educators need to plan for the presentation of guest speakers by:

- preparing the children or students with relevant concepts and vocabulary, and listening, noting and questioning skills
- planning for a follow-up of the presentation.

Before a presentation, guest speakers need to be informed of learners':

- level of English
- familiarity with the Australian community
- cultural and language backgrounds
- level of literacy in their first language.

Guest speakers should be supported to adjust their presentation with regards to:

- the appropriate level of oral and written English
- the use of interpreters
- the composition of small groups
- cultural appropriateness
- the handouts provided.

The guest speaker session needs to be structured to engender trust and engagement. This can be achieved by:

- providing learners with prior knowledge of the speaker and the purpose of the presentation
- brainstorming questions that can be asked of the speaker
- encouraging the speaker to demonstrate some connection to the learners
- practising active listening with the use of handouts or checklists.

It is not appropriate for a speaker to talk about his/her own experience of being abused or the experience of others.

In selecting guest speakers, consideration should be given as to whether the range of speakers that learners have access to reflects cultural and linguistic diversity. Educators may be able to use the community and family connections of their own children and students as a network to access speakers of cultural and linguistic diversity. Other sources of speakers and contact details are available in Appendix 3.

A possible proforma for providing information to guest speakers is provided on the next page.

Both educators and speakers should consider the following guidelines when working with interpreters:

- Give general information to interpreters about the subject matter beforehand, to help them prepare for the session.
- Arrange optimum seating to enable the interpreter to be clearly heard by the target learners.
- Allow extra time for the session. As a general rule, double the time normally allowed for sessions without interpreters.
- If unknown to each other, introduce the speaker and the interpreter to the learner group and to each other.
- If relevant, reassure the group that what is discussed in the session will remain confidential.
- During the session, speak directly to the group, not to the interpreter.
- Speak clearly and succinctly and avoid idiomatic language.
- Control the length of the segments requiring interpreting and arrange beforehand for the interpreter to signal the speaker if the interpreter needs to interpret.
- Explain clearly if the interpreter seeks clarification.
- Debrief with the interpreter, if necessary, after the session.

Information about learners for guest speakers

1. Level of English:

- Can understand simple spoken English but will require some bilingual support
- Can understand most spoken English with additional explanation in English
- Can understand most spoken English with only occasional additional explanation
- Can understand all spoken English

2. Familiarity with Australian community:

- Beginning familiarity
- Familiar with many aspects of the Australian community
- Familiar with most aspects of the Australian community

3. Familiarity with topic:

- Some introduction has been provided in class in these areas:
 -
 -
- Considerable preparation has been provided in class in these areas:
 -
 -

4. Cultural and linguistic background (indicating specific culture and language):

- Asian—
- African—
- Middle Eastern—
- European—
- Australian—

5. Bilingual support:

- Bilingual support available for learners with these language backgrounds:
 -
 -

6. Small group composition:

- Grouped in language groups to access bilingual support
- In mixed language background groups and with access to teacher support
- In mixed language background groups and require only minimal teacher support

7. Other support required from speaker:

- Definitions of key terms
- Key headings of the presentation
- Notes of the presentation
- Visual material

8. Speaker to allow time for:

- Bilingual or teacher interpretation
- Questions and additional explanation

9 Developing and reviewing personal networks

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

A range of activities and information on the concept of trust and networks is in each Band of the *Keeping safe* child protection curriculum materials.

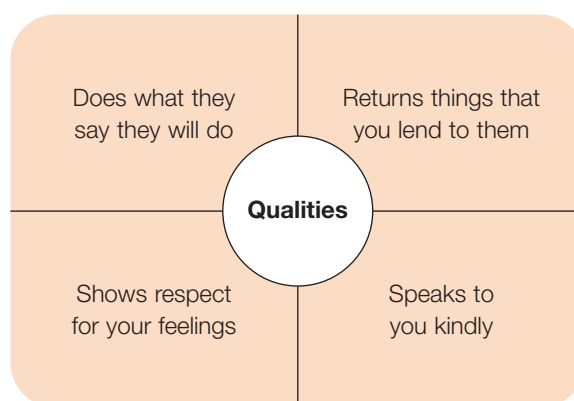
The concept of trust and networks may not be equally understood by all learners and needs to be explicitly taught with activities such as games and concept maps. Some learners may also still be developing their sense of safety within the Australian community. This can be developed by examining shared values, needs and rights across diverse cultures in the following way.

- Identify the shared values, needs and rights across different contexts
 - In groups, brainstorm common values, needs and rights and compare the similarities in the lists of different groups. This can be achieved across schools in different countries, using the internet.
 - Use the UN Rights to examine how people are striving for these same rights in diverse contexts. For example:

UN Rights	Context 1	Context 2
respect		
shelter		
food		
education		
water		
safety		
employment		

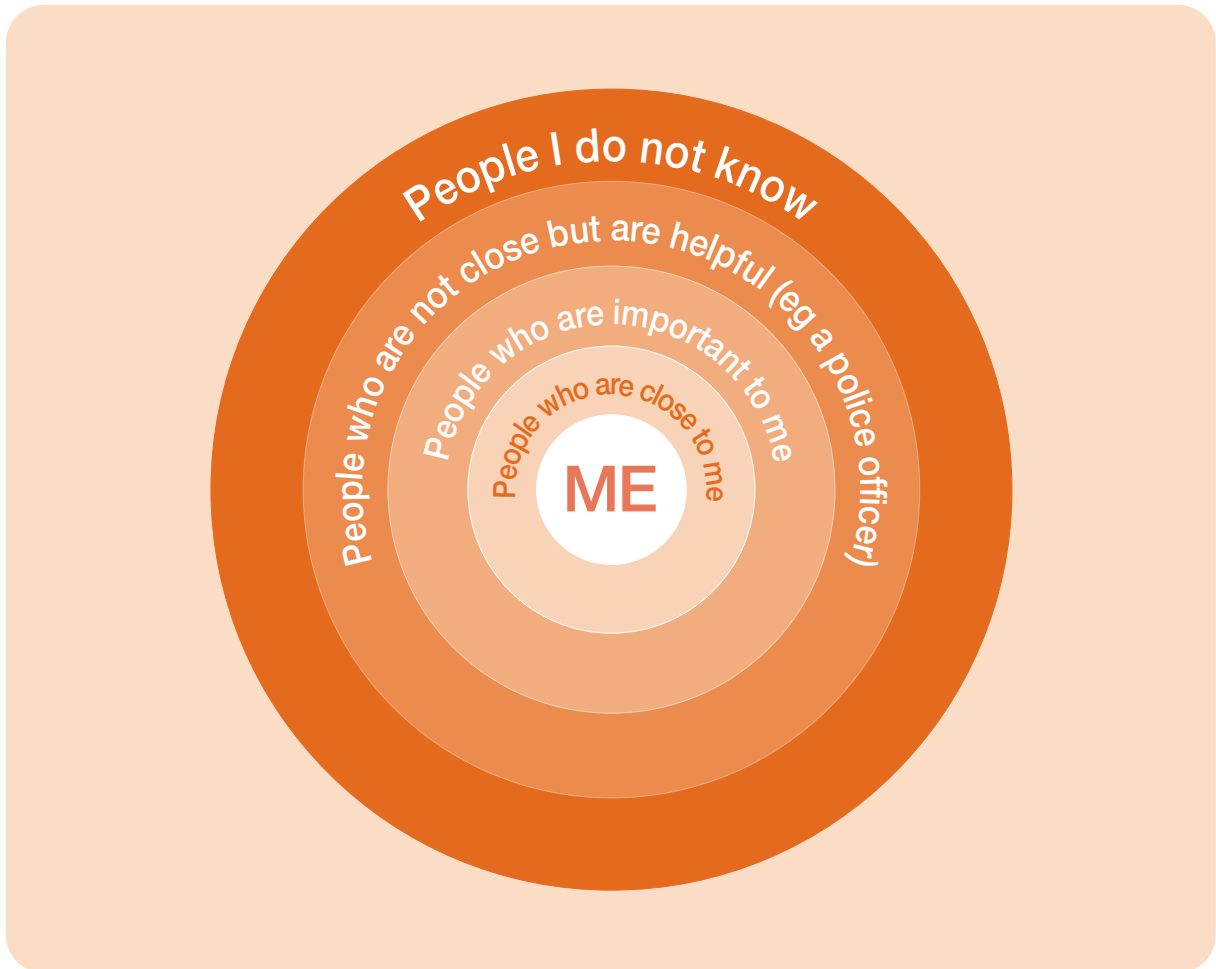
- Build the notion of trust
 - Games
 - Follow the leader
 - Mirroring actions in pairs
 - Feeling box
 (Note: Blindfold games to build the notion of trust may not be suitable for some learners.)
 - Visual devices
 - Concept maps about trust. For example:

How do you know you can trust someone?



Reinforce with learners that some people may appear to have all these qualities but may still cause harm. At the same time, they should be reassured that most people are trustworthy.

- Build the notion of networks
 - Visual devices such as the diagram on the next page



The range of people available to individual learners varies quite considerably. In some cultural groups, the concept of family may be broad and include members of the community. For example, an uncle may be any older male in the community. Educators should take an inclusive approach as to who is considered 'close to me' or 'important to me'.

For some learners, particularly for those who are new arrivals, educators may need to work initially with the notion that learners have a strong relationship with family members or other people who are not physically available but are emotionally 'present' (eg a trusted person who is still in the home country). Acceptance of this can be shown by asking questions such as 'What would your uncle [or grandfather] have said? How would he help you? What advice would he give you?'

For learners with extremely limited available choices of a physically present trusted family member, alternative sources of available responsible people for a network include:

- the learner's ethnic community
- the school or preschool

- the learner's religious organisation
- staff and volunteers attached to settlement agencies.

Giving learners opportunities to work with a variety of adults and peers in the school or preschool community may increase their network choices. However, sensitivity is required in extending the network beyond the family. For younger learners, this should be done preferably with the support of parents/caregivers.

Particularly for learners with minimal English, it is important to have someone on the network who can speak the learner's first language.

Learners and families who are particularly isolated and who have not built links with the extended community (eg they are living in a regional area with no other person of the cultural/linguistic group apart from the family in the vicinity) can be supported to make initial contact with a Community Liaison Officer or other relevant support personnel. For example, a meeting can be organised for the family and learner to meet the Community Liaison Officer, and the learner can be provided with the e-mail or telephone number of this support person.

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Role-play can be used by learners to practise approaching members of their network regarding a concern. If, during the role-play, the learner is dissatisfied with the response given, encourage him/her to persist until he/she feels safe. If a learner has insufficient English to approach an educator or other staff member directly, he/she can be reminded to use bilingual personnel.

Educators should emphasise the importance of revising the people on learners' networks when circumstances change; for example, when they move accommodation, school or year level. For learners in a New Arrivals Program, this includes the transition from the New Arrivals Program into their local school. Learners can role-play approaching a trusted person in their new context to be on their network.

10 Persistence expectation

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

Persistence expectation needs to be considered with sensitivity to a learner's sense of entitlement to make demands.

The degree of persistence will differ because of:

- personality and level of confidence
- the English language ability to communicate the demand
- sense of belonging to the community and the right to make demands
- cultural/family norms about the right to make demands
- the status of the other person.

For some learners, the concept of imposing on others will be a reminder of their sense of powerlessness in this community. For the learners for whom the focus on imposing on others will be uncomfortable, the focus should be on persisting to be safe.

Persistence expectation can be established in a number of ways:

- Informal interaction (see example on page 19)
- Flow chart (see example on page 19)
- Stories
 - Use books and films that show persistence.
- Role-play
 - Role-play from fictional scenarios.

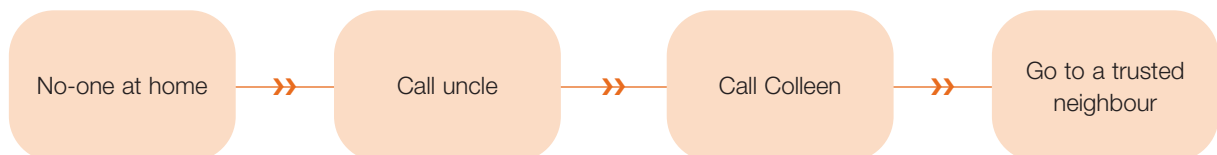
Non-negotiable aspects of implementing the child protection curriculum

Informal interaction

The following is an example of a teacher setting an expectation of persistence in an informal interaction in a Primary Years context.

S When I got home last night mum wasn't home and I didn't go inside.	
T What time did mum arrive? Was it dark when she came home? Did you wait for her alone?	<i>establishes the facts</i>
S Yes.	
T Who else could you call? Does your uncle have a phone?	
S Yes.	
T Did you call him?	<i>creates an expectation of using people on the student's network</i>
S Yes, but he wasn't home.	
T Who do you think you could try next? Is there someone else that you know who has a phone?	<i>creates an expectation of the student thinking through who else she can contact</i>
S Yes.	
T Who?	
S Colleen.	
T Who is she?	<i>determines if this person is suitable to call</i>
S She helps the family.	
T Do your parents let you call her? Do you know her number?	<i>enquires whether this person is trusted by the student and her parents before recommending that the student add Colleen to the list of people she can call</i>
S Yes, my mum lets me call her when I need help with my homework.	
T So if you ring your uncle and he is not home, can you ring Colleen?	<i>reinforces that the student should persist until she connects with someone trusted</i>
S Yes.	
T Will you remember that next time?	
S Yes.	

Flow chart



Non-negotiable aspects of implementing the child protection curriculum

11 Learning self-protection

This strategy acknowledges that even though adults have the responsibility for protecting children and young people, children and young people themselves can learn a number of different strategies to help keep themselves and others safe. As children and young people grow and develop, they can increasingly build

up a range of strategies to protect themselves in a number of different situations. Below are some examples.

Staying safe

Educators can develop age-appropriate strategies for staying safe in a range of situations. Examples of some school situations are provided on the next page.

Out at night	<ul style="list-style-type: none"> • Inform someone of your plan to go out and exchange contact numbers • Don't be out at night alone—go in a group or with an older person • Have a plan before you go out of what to do if your friends do not turn up at an agreed destination • Make sure you have enough money for telephone calls and/or a taxi • Avoid risky situations • Use pedestrian crossings • Park in well-lit spots • Stay in well-lit areas • Notice your own anger levels and withdraw to avoid arguments or fights • Say 'no' to drugs and alcohol
Lost	<ul style="list-style-type: none"> • Don't go out alone unless you have told someone else where you are going and you know the directions • Make sure you always have enough money for telephone calls and/or a taxi • Have a plan before you go out of what you will do if you are separated from others (eg at the Royal Show/shop/city) • Make sure you have your own and other people's addresses and telephone numbers—keep addresses and telephone numbers in your wallet or programmed on your mobile phone • Look at the environment, remember its features and look for the names of streets • Look for a police officer, security guard or local store and ask for directions • Stay in a well-lit or public area to wait for a taxi or a friend—don't stop or wait in deserted areas <i>[which may be a strategy particularly attractive to students from heavily populated cities]</i>
Left alone at home	<ul style="list-style-type: none"> • Make sure you always have emergency numbers and address/phone of your parents/caregivers/family members/network members • Follow basic safety strategies (eg being safe with gas, electricity, matches) • Lock the doors
Responsible for keeping others safe	<ul style="list-style-type: none"> • Know the risks (eg of electricity, water, fire, traffic) and follow basic safety rules • Give warnings and act quickly to prevent an accident • Be safety conscious (eg make sure others use a safety-belt in a car or a helmet on a bicycle, stay away from heaters)
Crisis at home	<ul style="list-style-type: none"> • Make sure you know/can find emergency numbers and phone numbers, and addresses of your network members • Contact the emergency services • Contact someone on your network—in a crisis your neighbour might be the best person to contact

Non-negotiable aspects of implementing the child protection curriculum

Bothered by others (eg touching, pulling hair, taking pencils)	<ul style="list-style-type: none"> • Be calm and assertive and ask them to stop • Move away from them • Tell a teacher you trust • Ask to be moved away from the person who bothers you • Tell your parents who can follow it up with the class teacher
Bullied or racially harassed at school	<p><i>[Possible actions only are listed here—the school grievance procedures should be reinforced]</i></p> <ul style="list-style-type: none"> • Report the incident to the principal, counsellor or teacher you trust • Tell your parents—they can follow it up with the principal • Report the incident to peer mediators • Be calm and assertive and ask the person to stop • Walk away—do not retaliate • Stay with a friend or a group of friends in the playground/yard
Bullied or racially harassed out of school	<ul style="list-style-type: none"> • Be calm and walk away but report the incident to your family and the police • Avoid risky locations and being alone

Talking it through

Friends can challenge unsafe behaviour and encourage self-protection. Educators could use age-appropriate transcripts to analyse with learners how friends can do this.

The following is an example of an exchange between two young adults, suitable for Senior Years students.

F1 Why are you limping?	<i>shows concern about the friend's injury</i>
F2 I got into a fight.	
F1 Where? When?	<i>asks for information</i>
F2 In the city, last night.	
F1 Why were you there? Who were you with?	<i>asks for information and reasons</i>
F2 I was in the city by myself. There were lots of people around. I got talking to a group of people.	
F1 What happened?	<i>asks for sequence of events</i>
F2 One of them got into a fight. I tried to stop it and someone kicked me.	
F1 It's good of you to help out but why did you go to the city by yourself?	<i>acknowledges good intentions but challenges the friend's behaviour</i>
F2 I had nothing else to do.	
F1 Call your friends when you want to go out. Be more careful next time.	<i>encourages future safe behaviour</i>

Non-negotiable aspects of implementing the child protection curriculum

Getting it right

It cannot be assumed that all learners have the same range of social skills, including the language skills, to build relationships and avoid confrontation. Some learners may need to be taught new skills and new language choices. Some guidelines are given below.

- Share equipment and space
 - As a result of their life experience, some learners are not used to sharing equipment and space and turn-taking with others who are not part of their family, so it is important to talk about and demonstrate how to share equipment and space (eg ‘We can have one each’ and ‘We’ll have one turn each’).
- Avoid commands
 - Teach learners that commands can cause confrontation (eg ‘Put that down’ or ‘Get out of the way’ said to a peer can make the other person angry and lead to an argument).
 - Show how questions can be more effective than commands (eg ‘Could you give that back please?’ and ‘May I have that back please?’ are more likely to lead to a positive outcome).
 - Show that indirect language can also be effective to avoid confrontation (eg ‘I found another pencil for you—can we swap?’).
 - Put possible language choices on a continuum of direct to less direct and discuss when each would be appropriate but not cause confrontation.
- Avoid swearing
 - Discuss with learners that swearing can make other people angry or may create a negative impression of the speaker.
 - Warn learners of the risk of copying language from other people without understanding what it means or when it is appropriate to use it.
 - Encourage learners to ask a teacher about what something means or if it’s offensive, before they use the language.
- Avoid racist language
 - Go through language that may be interpreted as racist so that learners do not inadvertently use it and cause conflict.
- Use rules
 - Make sure that rules are established for classroom activities and discuss the benefit of rules.
- Encourage learners to establish rules before they start a game (eg how long a turn will take on the play equipment).
- Rehearse the language that learners can use if someone does not follow the rules (eg ‘We said that ... so you should let someone else have a turn’).
- Resolve conflict calmly
 - Teach learners alternative strategies to yelling or hitting for resolving conflict:
 - stop arguing back and forth
 - negotiate an alternative (eg if there is an issue about the ownership of a book or pencil, agree to each finding other books or pencils)
 - consider whether a conflict is really just a small issue, stay calm and walk away
 - tell a teacher.
 - Teach learners positive assertive language (eg ‘Please don’t do that’, ‘I don’t like it when you ...’).
 - View classroom issues as potential ‘teachable moments’ rather than personal affronts or unwanted interruptions.
 - Train learners to be calm and assertive by intervening in an argument and/or modelling and practising alternative strategies (see example on page 23).
- Check your interpretation before you respond
 - Explore with learners the difference between accidental and deliberate.
 - Make flow charts of scenarios where an accident (eg an accidental touch or bump) or an overheard comment can be misread or misunderstood, leading to an argument and unnecessary confrontation.
 - Encourage learners to check with someone before they respond or get upset if they feel uncomfortable about someone’s behaviour or language and are not sure whether it is offensive or don’t understand its full meaning.
- Observe personal space
 - Different cultural groups have different expectations of personal space—advise learners to:
 - keep some distance when they talk to others whom they do not know very well
 - make sure it is all right with the other person before they touch him/her (eg putting a hand on someone’s head or shoulders can offend).

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Intervening in an argument

S1	What a silly hat. Who gave you such a silly hat? You must be stupid to wear such a silly hat.	<i>niggles</i>
S2	Get out. Leave me alone.	<i>reacts impulsively</i>
T	Stop. Count to 10. Can we do this again? What else could have happened? [Name Student 1] ... annoyed [Name Student 2] ... and [Name Student 2] ... yelled back. What else could [Name Student 2] ... have done?	<i>halts the argument</i> <i>suggests that alternative strategies are possible</i> <i>retells the sequence</i> <i>engages the class in problem solving</i>
S1 & 2	Walk away/ignore him/tell the teacher/tell him to stop/tell him you don't like it.	<i>students offer solutions</i>
T	Yes that's right. Let's try it. Look at me and use a serious voice and tell me 'I don't like it when you ...'.	<i>reinforces the language pattern to be used</i>
S3	I don't like it when you ...	<i>students who have been in the class longer are able to model the appropriate verbal/non-verbal responses to newer students</i>
T	Now you try.	
S2	I don't like it when you ...	<i>newer students are given the opportunity to rehearse the language</i>

- Include other people
 - Explain that when some people use a language that is not common to the whole group, people who don't understand the language can feel left out. Explain that one way of overcoming this is to let other people know what has been discussed (eg 'We have been talking about our weekend').
 - Teach learners to:
 - use language that includes others (eg ask others for their opinions: 'What do you think?')
 - be aware of who is missing out and let them have a turn (eg 'Would you like a turn now?')
 - invite others to join in (eg 'Would you like to sit down?', 'Can you move over for ...?').
- Develop healthy, positive relationships
 - Developing friendships may be difficult if learners are used to different cultural norms. In addition, some learners may not have had the experience of having the opposite sex at school, and do not know how to handle their attention or how to attract the opposite sex in an appropriate way. Educators may need to offer some strategies.
 - Advise learners that to attract the attention of another person they should:
 - ask if he/she would like to join in on an activity or sit with them
 - respect the other person's answer, whether it is 'Yes' or 'No'. If it is 'No' they should find someone else who would like to be their friend
 - ask their network for more advice on how to make friends.
 - Advise learners that to deal with unwanted attention they should:
 - walk away, ignore the other person, keep their eyes down or hold a book up to block their view of the other person
 - find a friend to walk with
 - tell a teacher that the attention is unwanted and that they can't concentrate on their work
 - discuss with the teacher whether it is appropriate to tell the other person that they want to be left alone.

Classroom environment

Educators can adopt other strategies that minimise possible confrontation with and between learners:

- be explicit about the rules and cultural expectations of the classroom
- avoid language or behaviour that may be culturally sensitive or offensive (eg using names of animals for groups, patting a child on the head)
- avoid sarcasm, negativity and a judgmental tone of voice
- draw learners' attention to the language used by the educator to reduce conflict in the classroom.

The most effective preventative strategy to reduce the incidence of school and classroom conflict is to enable learners to get to know, accept and value each other.

This can be done by:

- creating collaborative intra- and inter-class activities
- having an attitude of respect for all learners
- using inclusive teaching practices.

Child protection

curriculum topics

curriculum topics

curriculum topics

curriculum topics

curriculum topics

curriculum topics

Child protection curriculum topics

Topics grid

Summary of topics: Preschool to Year 12

Focus Area	Early Years Band: Ages 3–5	Early Years Band: R–2	Primary Years Band	Middle Years Band	Senior Years Band
The right to be safe	<ol style="list-style-type: none"> Feelings Exploring the concepts of safe and unsafe Early Warning Signs 	<ol style="list-style-type: none"> Feelings Being safe Early Warning Signs Risk taking and emergencies 	<ol style="list-style-type: none"> Exploring the concept of safety Reviewing the concept of Early Warning Signs Unsafe situations and acceptable risk taking 	<ol style="list-style-type: none"> Safety and risk taking Early Warning Signs and emergencies 	<ol style="list-style-type: none"> Recognising and assessing risk Psychological pressure and manipulation
Relationships	<ol style="list-style-type: none"> Identity and relationships Fair and unfair Trust and networks 	<ol style="list-style-type: none"> Trust and networks Rights and responsibilities Use and abuse of power 	<ol style="list-style-type: none"> Understanding rights and responsibilities Trust and networks Developing personal identity Power in relationships 	<ol style="list-style-type: none"> Rights and responsibilities in relationships Power in relationships Bullying as an abuse of power 	<ol style="list-style-type: none"> A matter of rights Rights and responsibilities in relationships Power in relationships
Recognising and reporting abuse	<ol style="list-style-type: none"> Privacy and names of parts of the body Touching Recognising abuse Secrets 	<ol style="list-style-type: none"> Names of parts of the body, privacy and touching Recognising abusive situations and secrets 	<ol style="list-style-type: none"> Privacy and names of parts of the body Recognising abuse, neglect and unsafe secrets Internet, telephone and media safety 	<ol style="list-style-type: none"> Recognising abuse Identifying abuse and neglect Electronic media abuse 	<ol style="list-style-type: none"> Identifying abuse and neglect Family violence Acting to report abuse and neglect
Protective strategies	<ol style="list-style-type: none"> Strategies for keeping safe 	<ol style="list-style-type: none"> Practising protective strategies Persistence 	<ol style="list-style-type: none"> Problem solving for keeping safe Review of networks 	<ol style="list-style-type: none"> Problem-solving strategies Network review and community support 	<ol style="list-style-type: none"> Protecting yourself Community support

In order to provide effective learning in the area of child protection, educators are expected to cover all four Focus Areas.

Delivering the curriculum in the New Arrivals Program

New Arrivals Program centres need to audit the aspects of the *Keeping safe* child protection curriculum that are already covered by their programs, which of the remaining aspects will be dealt with, and how they will be dealt with.

The multiple ways of delivering the curriculum content within the New Arrivals Program include:

- at a regular time on the timetable
- sequentially as per the child protection curriculum for a Band
- selecting activities within or across topics and Bands of the child protection curriculum
- embedding essential concepts in the existing curriculum (eg through topics such as families or Learning Areas such as health and physical education)
- through teachable moments in the classroom, the yard or on excursion
- through resources (eg films, posters).

Concepts about safe learning environments, which are related to child protection, will also be developed when the values and rules for behaviour in the classroom are established.

Delivering the curriculum in an Intensive English Centre

An example of a unit overview from the Intensive Secondary English Centre (ISEC) at Glenunga International High School is provided on the next page.

Delivering the curriculum in mainstream preschools and schools

CALD learners in preschools and learners exiting from the New Arrivals Program will not have had the opportunity to explore all the concepts and topics of the Bands leading up to and including their current Band. Educators in mainstream preschools and schools need to get to know their learners well enough to know the cultural and linguistic understandings that need to be built on so that the learners can access the age-appropriate curriculum. Exit reports from the New Arrivals Program can help in this task.

Child protection curriculum topics

ISEC subject: Life Skills		ESL Scale Range: 6–8	SACE Unit: Yes
<p>Rationale/Student Cohort: This unit is intended to provide newly arrived international students with the opportunity to discuss their personal feelings about their new environment and learn important skills and knowledge about keeping themselves healthy and safe in that new environment. Students also learn language skills as part of the activities. They have minimal English and come from several different countries including China, Vietnam, India, South Korea and Japan.</p>		<p>Topics: <i>Safety</i> <i>Relationships</i> Healthy eating Sport</p>	
<p>Essential Learnings:</p> <ul style="list-style-type: none"> • Identity • Interdependence • Communication 	<p>Areas of Interaction:</p> <ul style="list-style-type: none"> • Homo Faber • Health and Social Education 	<p>Genres:</p> <ul style="list-style-type: none"> • Argument (w) • Procedure (w) • Recount (w) • Explanation (o) 	

Week	Learning/Teaching Activities	Assessment Tasks
1	<i>Discuss feelings about different situations (eg home stay)</i>	
2	<i>Discuss feelings about different situations (eg home stay)</i>	E-mail response (80–100 words) to Dear Abby letter
3	Compare local and own food Food pyramid Calorie count	Collage
4	Read healthy recipes Make a recipe	Participation in making recipe
5	Write recipes Badminton	Recipe (Procedure with inserted table and graphic)
6	<i>Personal journal</i> Badminton	
7	<i>Personal journal</i> Table tennis	
8	Table tennis <i>Visit city for orientation and tips on safety by past students</i> <i>Personal journal</i>	Leadership on excursion Personal journal
9	Local walk Orienteering	Participation in sports/activities
10	<i>Research safety topic (eg water safety, sun cancer, stranger danger)</i>	
11	<i>Research safety topic (eg water safety, sun cancer, stranger danger)</i>	PowerPoint of safety research (2–3 slides)

Italic type indicates child protection topics and activities

Guiding principles

Guiding principles

Guiding principles

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Guiding principles

These are guiding principles for implementing the Keeping safe child protection curriculum materials for children and young people from culturally and linguistically diverse backgrounds. These principles should be used in conjunction with the non-negotiable aspects of the curriculum.

Establish a positive learning environment

- Make diversity visible
 - Document the cultural and linguistic diversity in the preschool or school.
 - Employ BSSOs and staff of diverse cultural and linguistic backgrounds.
 - Make culturally appropriate food available in the school canteen and at catered school functions.
 - Invite speakers to talk with learners and staff about cultural awareness, multicultural perspectives and specific cultural profiles.
 - Build a range of resources to portray a diversity of people in positive, non-stereotypical roles.
 - Build the range of student-made or commercial bilingual resources and resources in languages other than English.
 - Display texts in languages other than English.
- Implement supportive policies
 - Where appropriate, adapt the school dress, behaviour codes and routines to cater for religious and cultural practices; for example, allow for the wearing of a hijab and for fasting during Ramadan.
 - Create a positive environment for learners, BSSOs and other staff in using languages other than English.
- Adapt the physical environment
 - Create a quiet prayer or relaxation space.
 - Display artwork that reflects and celebrates the diversity of the preschool's or school's religious and cultural backgrounds.
 - Put up signs around the preschool or school in the languages of the site's community.
- Provide access and encourage participation
 - Ensure that CALD learners have access to preschool and school programs and out-of-hours activities.
 - Develop processes for parents/caregivers and community members from a range of cultural backgrounds to participate in preschool and school activities and policy making.
 - Ensure structures are in place for student decision making to include CALD students.
- Find out about and create opportunities for families and learners to share their experiences, cultural practices, languages talents, interests, knowledge and capabilities.
- Don't expect learners to be experts in their own cultural background but provide them with opportunities to share the knowledge they do possess in non-threatening situations (eg journal writing).
- Use inclusive practices
 - Build on the knowledge that learners bring to the education setting.
 - Examine whether the content of lessons or texts assumes cultural information that not all learners may have.
 - Treat all cultures as dynamic and able to respond to changing needs and circumstances.
 - Select positive and non-stereotypical books, films and posters portraying culturally and linguistically diverse people.
 - Examine shared values across cultures and how universal needs and rights are met in diverse cultures.
 - Make mutual respect and acceptable behaviour the basis of learner interaction.
 - Respect learners' names by using correct pronunciation and correct spelling.

Know your students

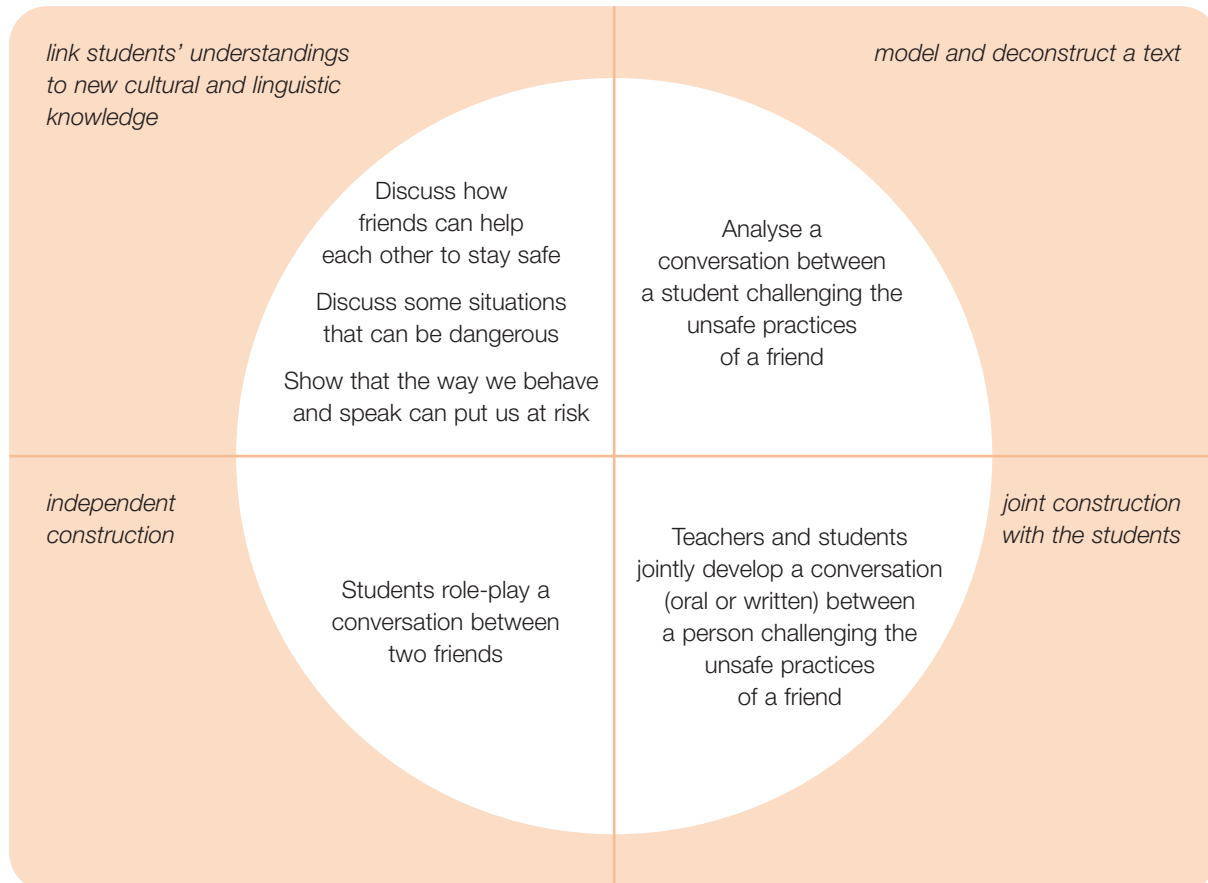
- Know the cultural, family, religious and linguistic diversity within your group of learners.
- Identify as much relevant personal history of each learner and his/her family as possible, checking with BSSOs and other sources, without being intrusive, to get a picture of general and cultural information that may impact on learners as they deal with each topic.
- Ascertain the language, knowledge and experiential base of your learners before implementing the curriculum. Consider these questions in relation to individuals or groups of learners and in relation to the curriculum:
 - What understanding of this would they have in their first language?

Guiding principles

- How familiar are they with the relevant Australian cultural understandings?
- How well can they communicate about this in English?
- How well can they participate in an English speaking context, to establish their own safety?
- What is their ESL Scale? How well could they manage the tasks that I am planning?
- What strategies would help them to develop cultural understandings and language?
- What aspect of their experience and understandings can I bring into the lesson?
- What sensitivities do I need to be aware of?
- During the delivery of the curriculum, be aware of learners' non-verbal cues that may indicate discomfort (eg head down, sweating, arousal or absence). Check your interpretation of these cues with BSSOs, CLOs or parents/caregivers.

Scaffold the learning

- Use a teaching–learning cycle to plan a sequence of activities. It is useful to consider what text type and format (oral, written or multimodal) you would expect the learner to produce and ensure that the cultural and language demands are scaffolded during the entire teaching–learning cycle.
- It is useful to understand that behaviour and language choice is related to the cultural context. Language and cultural practices that are being scaffolded in the *Keeping safe* curriculum relate to staying safe in the Australian context. Other language and cultural practices may be appropriate in other contexts.
- In the simple example of a teaching–learning cycle below, the learners are scaffolded in a conversation about safety. For some ESL learners, even the informal language of oral interaction between peers that is appropriate in our cultural context in English needs to be taught explicitly and rehearsed.
- The same stages of the cycle can be used to scaffold writing and reading.



Teach the English language

- During the teaching–learning cycle, learners need to develop the:
 - language of the field of safety, building vocabulary from the everyday terms to the more technical and abstract
 - verbal and non-verbal markers and idiomatic language of informality and familiarity typical of an interaction between peers in a spoken mode
 - language patterns, such as sentence patterns and verb tenses, that are needed.

Use resources

- Use graphic organisers (eg concept maps, tables, diagrams) to help learners conceptualise the topic or issue.
- Use visual strategies (eg posters, displays, songs, dance, puppetry, music) to enhance learners' understandings of concepts.
- Use various and relevant media (eg computer programs, internet, videos, DVDs) that engage learners.

Build a safe learning environment

- The curriculum is best delivered in a learning environment within which:
 - the notion of safety has been explored as part of developing and establishing classroom rules
 - there are fair and clear ground rules for activities, including discussions
 - learners are aware of and sensitive to the diversity of experiences and backgrounds of other learners in their group
 - the educator models respect for all learners through culturally and linguistically inclusive practices and by avoiding sarcastic or negative use of language
 - the educator avoids gestures that may be misinterpreted (eg using fingers as if pointing a gun, making a throat-cutting gesture with the hand) by learners who have experienced violence and whose memories of traumatic events may be re-awakened
 - consideration is given to optimal ways of grouping learners to maximise participation by all, including single-sex or single-language groups for some topics.

Involve the community and parents/caregivers

- Establish strategies to inform and possibly consult with parents/caregivers before/during/after delivering the child protection curriculum, including the use of bilingual services.
- BSSOs and bilingual workers who have been working with learners during the implementation of the child protection curriculum are well placed to be a link between the educator and parents/caregivers during information sessions for parents/caregivers.

Use bilingual support

- BSSOs (in schools) and bilingual workers (in preschools) can be a valuable and integral part of curriculum delivery.
- BSSOs and bilingual workers should be asked if they are willing to be involved in participating in the child protection curriculum.
- Check that BSSOs and bilingual workers have been trained in mandatory notification, and are familiar with the child protection curriculum, particularly with regard to handling disclosure. Schools and preschools should include BSSOs and bilingual workers in their training and professional learning days.
- Do preliminary work with BSSOs and bilingual workers before implementing the curriculum so that they know what will happen in the program and each session.
- Use BSSOs and bilingual workers to maximise learner participation by working with small groups to clarify language and concepts before a whole class or group activity.
- To cover the language groups in the class, it may be necessary to organise for more than one BSSO or bilingual worker to be present at the same time.
- Prepare BSSOs and bilingual workers to use protective interrupting in their first language and to debrief with the educator at the end of an interaction with learners or at the end of a lesson.
- Debrief after each session because learners may have begun disclosure which needs to be followed up, or may have identified a difficulty relating to cultural and linguistic diversity and understandings that needs resolution.
- BSSOs and bilingual workers are 'mandated notifiers' and have a responsibility to report any cases of suspected abuse. They do not have to consult with an educator before reporting.

Adapted materials

Adapted materials

Adapted materials

Adapted materials

Adapted materials

Adapted materials

Adapted materials

Many of the activities in the five *Keeping safe* child protection curriculum books need to be modified for CALD learners. This section provides adapted activities as examples from each of the Bands. In some, much of the original content has been retained with additional ideas and advice provided regarding CALD learners. In others, the original activities have been replaced or significantly changed to make them more suitable. Educators should use these examples to guide their own adaptations of other parts of the child protection curriculum.

Please note that appendices mentioned in the text following may be appendices in the *Keeping safe* Band-specific books.

TOPIC 1 Feelings

It is important for educators to assess the children's levels of English and understanding before beginning this topic.

Children need to develop both the concept and the language of feelings. This can be done using a range of activities that begin with visual representations followed by activities involving language.

Activities

1.1 Feelings collages

Place pictures of people or animals expressing feelings at the pasting table (eg sad, happy, angry, surprised). Children can make 'feelings collages' and label them.

Then place named pictures or symbols of feelings in the middle of a circle of children. Children choose a picture and complete the sentence to accompany it, for example:

'I feel ... when I ...'. You can scribe these sentences for the children.

Encourage assertive language, such as 'I feel ...' rather than 'You make me feel ...'.

1.1 The sentence pattern may need to be modelled for children or adapted to the children's level of English.

1.1 The concept of 'no blame' language is difficult. It is important to teach the concept of no blame as well as the no blame language. It is helpful if you model this activity before the children attempt it.

1.1 All feelings are valid. They are not right or wrong, good or bad. They are reactions to our thoughts and external environment. There are two types of feelings: physical (eg pain, hunger) and emotional (eg sadness, anger). Topic 1 activities focus on emotions rather than physical feelings.

Everyday experiences provide learning opportunities for children to develop awareness of emotions and a matching vocabulary. Use teachable moments (RLS 13) when children's feelings are strongly felt. It is important that you validate all feelings, including sadness and anger. If a child expresses feelings such as fear, sadness or worry, it is useful to help him/her explore the cause of the feeling, and ways of dealing with the feeling. For new arrivals, it is important to focus on the development of the language to express feelings.

Seligman's The optimistic child (1995) refers to the idea of using positive self-talk to develop resilience. Developing a good feelings vocabulary is an early developmental step in supporting children to think, feel and act in ways to help themselves.

Other suggested activity: Feelings songs

Use songs that express a range of physical feelings and emotions. For example, on a cold morning ask ‘How are your hands feeling?’ and ‘How might we warm them up?’.

Sing ‘Everybody do this ... (shake hands, roll hands and clap hands)’ from the ABC Playschool book, *New useful book*.

Other songs that could be used include ‘Here we go round the mulberry bush’ and ‘If you’re happy and you know it’. Include songs from Peter Combe’s CDs, *Wash your face in orange juice* and *Toffee apple*, and Hilary Henshaw’s CD *Growing with music No 5* that also includes a booklet of activities.

1.1 Also use culturally inclusive resources available from the Languages and Multicultural Resource Centre.

Other suggested activity: Mood music

Use music such as Prokofiev’s ‘Peter and the wolf’ to create and change mood so that children may feel the mood of the music through their bodies.

Other suggested activity: Emotion pictures

Display a range of emotions in pictures, photographs or emoticons for discussion or for children to look at.

You could use questions such as the following to focus children’s attention:

- Why are they feeling this way?
- What could they do to feel differently?
- How do they want to feel?

Other suggested activity: Feelings Y charts

Make Y charts about feelings; for example, sad looks like ... (tears, mouth turned down), sounds like ... (crying), feels like ... (cold, shivery) (RSL 4).

1.1 This activity is recommended only for children with a high level of English and understanding.

Other suggested activity: Relaxation and other physical sensations

Play relaxing music (RSL 11) so that children may feel the relaxing effect of the music through their bodies.

Use feathers or lightweight scarves to allow children to feel and describe different textures or floating characteristics.

Pass a ‘feely’ bag around a circle of children. After describing what might be in the ‘feely’ bag as it passes them, children guess the contents at the end. Then, reveal the contents.

Use kinesiology exercises with incense/candle and liquid timer in the centre of the circle to alert other senses.

Other suggested activity: Colour links

Discuss links between feelings and colour. Provide the colours discussed in the painting area.

Other suggested activity: Feelings books

The following book series are useful for exploring feelings:

- Feelings Series: *I feel scared, I feel happy, I feel sad, I feel angry*
- Your Feelings series: *I'm bored, I'm lonely, I'm shy, I'm worried, I'm happy*
- Your Emotions series: *I feel sad, I feel frightened, I feel jealous, I feel angry*
- Franklin series
- Poemotions series.

There are also many other picture books about feelings, including:

- *Giraffes can't dance*
- *How are you feeling?*
- *I'm sorry*
- *It's lovely when you smile*
- *Misery Moo*
- *My dog's a scaredy cat*
- *Olaf the ship's cat*
- *Sometimes I'm Bombaloo*
- *The three little pigs*
- *Possum magic*
- *Tough Boris*
- *Katie Morag and the tiresome Ted.*

There are many other resources and texts associated with teaching about feelings:

- *Have a go, spaghetti*: A personal development program for young learners, teaching about feelings
- visual aids from *Boardmaker*, programs available from Special Education Resource Unit (SERU).

Useful fiction texts where characters express and deal with feelings are:

- *Alfie gets in first*
- *Alexander and the terrible, horrible, no good day.*

Other suggested activity: Other languages

Learn words for feelings in languages other than English. Children in the group may be able to offer words from their own knowledge of their home language.

Other suggested activity: Puppets

Make paper plate puppets that show a range of emotions.

1.1 Note that the same colour may be represented as symbolising different feelings. For example, red could symbolise anger, or luck in some Asian cultures.

Other suggested activity: Song

Use a song to reinforce the main ideas about feelings; for example, ‘Molly golly’ (see Appendix 1 in the *Keeping safe child protection curriculum Early Years Band: Ages 3–5*).

Use the following questions to focus children’s thinking:

- How did Molly feel with the different types of weather? (Responses could be hot and cold.)
- What would she wear?
- Where did the voices come from in the song?
- Was Molly walking with an adult? (The answer should be no.)
- When would it be safe to walk without an adult? (Responses could include: with an older sibling but a parent needs to know.)
- Is it safe for someone to walk on his/her own? (Discuss this. It isn’t usually safe for preschoolers to walk on their own.)

1.2 Safe and unsafe language

Use examples of safe and unsafe language for teaching and learning whenever the occasion arises (RLS 13). An example of safe language is ‘Stop, I don’t like it when ...’ when a person wants another to stop doing something to him/her.

When children express unhappy or negative feelings, ask ‘How would you *like* to feel?’ and ‘What could you do so that you will feel ... (happy, safe)?’.

1.3 Body language

Demonstrate the following using facial expressions and body language and then ask ‘Guess what I’m saying or feeling?’:

- Goodbye
- Stop!
- Yes
- No
- Sadness
- Excitement
- Anger.

Children then imitate you and perform their own examples of body language. Mirrors are particularly useful for children to look at their own facial expressions. Video and digital cameras can record examples of their body language.

1.4 Dealing with feelings

Provide spaces for dealing with feelings:

- Grumpy corner—bean bags for punching, paper for scrunching, stamping mat for stamping feet
- Angry feelings mat—for angry feelings, which can be left behind when leaving the mat
- Quiet corner—soft cushions, quiet music, soft and fuzzy materials, lava lamp.

1.3 Program Achieve and the preschool adaptation, Have a go, spaghetti, look at the relationship between happenings and thoughts and feelings and behaviour.

1.3 When photographs and videos are taken in school, educators and parents/caregivers (NNA 1) need to know who is taking the images, exactly how they will be used and who will see them. Appropriate administrative procedures for photographing and videotaping children at school need to be followed.

1.4 Rather than encouraging aggressive and angry feelings in the ‘grumpy’ corner/mat, it may be preferable to encourage use of the quiet relaxation corner to provide a calming atmosphere.

Use physical activity (eg dance, outside ball games) to change children’s feelings.

Explain to the children that people can change how they feel. Discuss how they could make the change. Some ways to illustrate this:

- Use masks that denote different feelings and ask children to swap masks to another feeling.
- Use stories such as *Alexander* and *One inch samurai* about changing from sad to happy or frightened to safe.
- Use a red 'stop' sign to indicate uncomfortable feelings (eg scared, unhappy), and a green 'go' sign for safe feelings (eg happy).

1.4 It is essential for children to understand that their feelings may change, and that they themselves can change their feelings. This can help them deal with short-term disappointment. This can be especially important for new arrivals.

Resources

- ABC Playschool (1995) *New useful book*, Alliance Distributors, Sydney. Licensed by ABC Books
- Andrede, Giles & Parker-Rees, G (1999) *Giraffes can't dance*, Orchard Books, Sydney
- Ball, Duncan (2005) *My dog's a scaredy cat*, HarperCollins Publishers, Sydney
- Bernard, Michael (2001) *Program Achieve: A curriculum of lessons for teaching students how to achieve success and develop social-emotional-behavioural wellbeing*, Australian Scholarships Group, Queensland
- Bevan, Clare & Gordon, Mike (2006) *Poems about being jealous: Everyone I see is luckier than me (Poemotions)*, Hodder & Stoughton, Sydney
- Bortolozzo, Giulio; Perren, Ann & Stewart, Maria (2002) *Have a go, spaghetti, A resilience building program for young learners*, 26 Clifford Way, Valley View, SA 5093. Accessed at <www.haveagospaghetto.com.au> (A Rational Emotive Behaviour Therapy based program to help young learners develop emotional resilience.)
- Bourgeois, Paulette (1997) Franklin series, Kids Can Press Ltd, Canada, available at <www.treehousetv.com/parents/tvShows/franklin/books.asp>
- Brengt, Martin & Friberger, Anna (1992) *Olaf the ship's cat*, Holmes & Meier Publishers
- Combe, Peter (2000) *Toffee apple*, CD, Rascal Records, Sydney
- Combe, Peter (2000) *Wash your face in orange juice*, CD, Rascal Records, Sydney
- Didgeridoo Dreamtime: A collection of authentic traditional Aboriginal songs* (1996) Indigenous Australia
- Fox, Mem (1983) *Possum magic*, Omnibus Books, Adelaide
- Fox, Mem (1994) *Tough Boris*, First Voyager Books Edition, Harcourt Brace & Co
- 'Here we go round the mulberry bush'. Traditional song
- Hedderwick, Mairi (1999) *Katie Morag and the tiresome Ted*, Random House Children's Books, New York

- Henshaw, Hilary (1994) *Super me! Creative musical activities to build self-esteem in children*, CD, Growing with Music Series No 5, Growing with Music, Mt Waverley, Victoria
- Hughes, Shirley (1981) *Alfie gets in first*, Bodley Head, London
- 'If you're happy and you know it'. Traditional song
- McBratney, Sam (2005) *It's lovely when you smile*, Penguin Group, London
- McBratney, Sam (2006) *I'm sorry*, Harper Trophy
- Milton, Tony & Gordon, Mike (2006) *Poems about being angry: I want to shout and stamp about (Poemotions)*, Hodder & Stoughton, Sydney
- Miyashita, Fumio (1989) *Yasuragi*, BIWA Records (meditation music)
- 'Molly golly', Song, Myriad Music SA
- Moroney, Trace (2005) Feelings Series, Five Mile Press, Melbourne
- Moses, Brian (1993) Your Emotions Series, Wayland Publishers, England
- *I feel angry*
 - *I feel jealous*
 - *I feel frightened*
 - *I feel sad*
- Moses, Brian (1997) Your Feelings Series, Wayland Publishers, London
- *I'm bored*
 - *I'm shy*
 - *I'm lonely*
 - *I'm special*
 - *I'm shy*
 - *It's not fair*
 - *I'm worried*
 - *I feel bullied*
 - *I'm happy*
- Peake, Paul (2001) *Boardmaker*, Mayer-Johnson, Inc
- Prokofiev, Sergei (1936) *Peter and the wolf* (available on many CDs)
- Seligman, Martin EP (1995) *The optimistic child*, Random House Australia, Sydney
- The Bears Cards*, St Luke's Innovative Resources available at <www.innovativeresources.org>
- The three little pigs*. Traditional story
- Vail, Rachel (2002) *Sometimes I'm Bombaloo*, Scholastic Press, Singapore
- Viorst, Judith (1972) *Alexander and the terrible, horrible, no good day*, Simon Schuster, New York
- Willis, Jeanne (2005) *Misery Moo*, Henry Holt & Co

TOPIC 1 Feelings

It is important for educators to assess the children's levels of English and understanding before beginning this topic.

It is important to teach the concepts of 'one step removed' (NNA 3) and 'protective interrupting' (NNA 4) prior to beginning the topics. Children usually require both rehearsal and repetition of the concepts.

As part of the class's vocabulary-building activities, a chart or series of flash cards could be made as the lessons progress and new words are introduced (NNA 5).

Activities

1.1 Characters' feelings

Read a range of picture books to children (RLS 14). Discuss the different sorts of feelings that the characters experience.

Include discussion about how the characters display a range of behaviour associated with feelings. Suitable texts include:

- Your Feelings Series: *I'm bored, I'm lonely, I'm shy, I'm special, I'm worried, I'm happy, It's not fair, I feel bullied*
- Your Emotions Series: *I feel angry, I feel frightened, I feel jealous, I feel sad*
- *Angry Arthur*
- Franklin series
- *Giraffes can't dance*
- *How are you feeling?*
- *I'm sorry*
- *It's lovely when you smile*
- *Misery Moo*
- *My dog's a scaredy cat*
- *Olaf the ship's cat*
- *Poems about being angry: I want to shout and stamp about (Poemotions)*
- *Poems about being jealous: Everyone I see is luckier than me (Poemotions)*
- *Poems about being sad: Can anyone be as gloomy as me? (Poemotions)*
- *Poems about being scared: Is there anything there at the top of the stair? (Poemotions)*
- *Sometimes I'm Bombaloo*
- *The three little pigs*. Traditional story
- *Katie Morag and the Tiresome Ted*.

Excerpts of popular videos and DVDs (NNA 7) can also be used.

1.1 Awareness of and willingness to acknowledge feelings will vary between children.

The vocabulary list in Appendix 1: 'Feelings vocabulary' (in the Keeping safe child protection curriculum Early Years Band: Years R–2) is for educator use only. It is important to consider the full range of emotion words rather than simply discussing opposites; for example, happy—sad. It may be useful to work with BSSOs to clarify understanding of the English words for these emotions.

1.1 Use stories from a range of cultures including Dreaming stories. The Languages and Multi-cultural Resource Centre has a range of related resources. See Appendix 3 for contact details.

Children mime the feelings of the characters in the stories. Record the mimes using a digital camera and display the photographs. Alternatively, record the activity using a story map with thinking bubbles for characters' thoughts. For children with less English proficiency, a diagrammatic story map may be used.

Use teachable moments (RLS 13) to reinforce identifying and expressing feelings.

Further useful activities can be found in resources such as *Program Achieve: A curriculum of lessons for teaching students how to achieve success and develop social-emotional-behavioural wellbeing* and *Being me: Learning to live with others* (for lower and middle primary students).

1.2 Different feelings

Ask children to brainstorm and record feelings onto individual cards. Alternatively, make cards using Boardmaker or 'feeling faces' using paper plates and popsticks.

In small groups, children sort these into comfortable and uncomfortable feelings. Discuss the decisions as a whole class, make two lists, and discuss the feelings as the lists are created. A third list of feelings may arise for feelings that can be either comfortable or uncomfortable, depending on the situation.

Use these lists as a reference and add to them as the children's understanding increases.

Other suggested activity: Card activities

Develop card activities such as Snap, Memory or Lotto to build vocabulary and reinforce children's understanding. You could, for example, match a feeling word card with a card that illustrates the feeling. Similar card activities are available from education suppliers of teaching aids.

1.3 Strategies to identify feelings

Choose from the following activities to reinforce children's understanding about feelings:

- **Mirrors:** Children work in pairs with a mirror. Name a feeling such as sad. Children make a sad face before the mirror, and discuss with their partner what this facial expression looks like. Use Boardmaker pictures or KidPix, or pictures from magazines to prompt children.

1.1 When photographs are taken in school, educators and parents/caregivers (**NNA 1**) need to know who is taking the photographs, exactly how they will be used and who will see them. Appropriate administrative procedures for photographing children at school need to be followed.

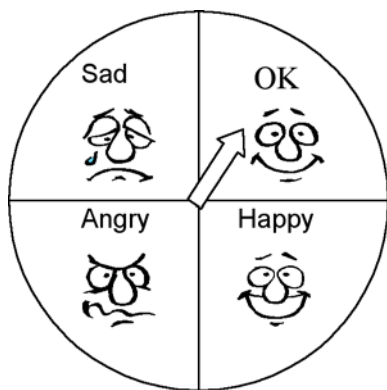
1.1 Essential Learnings of Thinking and Communication could be explored to a greater extent in this Focus Area by discussing what characters might be thinking and saying in a variety of scenarios. This would help children make connections about how we think influencing our feelings, actions and communications, and vice versa (eg how others talk and act towards us might influence what we think about their behaviour and how comfortable we feel in a given situation or feeling safe/unsafe).

1.2 ESL learners may need your assistance in understanding both the language of feelings and the following process.

1.2 It is important that children have an awareness of a range of feelings and are able to discuss their own feelings. It is equally important for you to be aware of individual children's feelings. It is essential that all children recognise the four basic feelings of anger, sadness, happiness and fear. If this understanding needs further development, refer to Keeping safe child protection curriculum Early Years Band: Ages 3–5.

1.3 Judge the level of your children's understanding about feelings, and select activities from this section accordingly. Continual use of the language of, and discussion about, feelings in everyday situations is important to reinforce learning (RLS 13).

- Class book: Make a class book about feelings in which children complete the sentence: 'I feel ... when ...'. Children contribute illustrations of their sentences.
- Songs: Sing songs about feelings; for example, 'If you're happy and you know it'. The CD, *Super me!*, by Hilary Henshaw has songs about feelings and an accompanying booklet of activities.
- Music: Children respond to a range of music styles through drawing pictures or symbols, or by physical actions. You could point to the feelings wheel (see below) to illustrate how they seem to be responding.
- Displays: Add new 'feelings' words to a classroom display. Appendix 2: 'Feeling faces' (in *Keeping safe child protection curriculum Early Years Band: Years R–2* book) can be adapted according to children's stages of development. Encourage children to use the words in conversation. Use Boardmaker for children requiring visual strategies.
- Feelings wheel: Give children a template each of a circle divided into four quarters. Each quarter has a feeling label (eg angry, sad, happy, OK). Children draw and cut out a small pointer arrow which they affix to the centre of their circle with a brass fastener. They can individually use their feelings wheel to point to how they might be feeling before and after events during their day.



1.3 The feelings wheel can be adapted for older children to include eight sections and more feelings.

1.4 Miming feelings

Ask children to improvise a movement that depicts scenarios such as the following, using a freeze frame role-play (RLS 3a):

- first day in Australia
- first day at school
- first day in a new home
- finding a friend who speaks the same language
- a bad tempered tennis player
- an excited sports fan
- a crazy pop star
- a frustrated toddler
- a proud person
- a worried parent

1.4 These activities aim to:

- further develop vocabulary relating to feelings
- allow practice of non-verbal communication
- highlight similarities and differences in the way people express their feelings
- respect the ways people in different cultures manage and display feelings
- further extend children's feelings vocabulary
- help children make connections between feelings, body reactions and body language
- enhance observation skills
- encourage the expression of feelings in non-threatening ways.

- a silly 6-year-old
- a toddler who is scared of the dark
- an athlete who has just won a medal
- a contented person who has had a nice meal.

At the end of the activity, discuss the ways these emotions were demonstrated. Discuss the importance of posture, movement, facial expression and general body awareness to depict the scenario successfully.

Other suggested activity: Feelings cards

Children sort and discuss sets of photos or pictures that demonstrate a variety of feelings. (St Luke's Innovative Resources have several sets of feelings cards including *The Bears* cards.)

Other suggested activity: Cut and paste

Children cut and paste pictures from magazines to illustrate behaviour, body language and facial expressions that are associated with feelings.

Other suggested activity: Freezing feelings

Children move around the room. Ask them to freeze on an agreed signal, and to display the emotion that is called out. This activity can also be done with the children standing in one position. Use Appendix 1: 'Feelings vocabulary' (in the *Keeping safe child protection curriculum Early Years Band: Years R–2* book).

Other suggested activity: Story

Read *It's lovely when you smile*. Children discuss the way the illustrator demonstrates how characters in the story are feeling.

Other suggested activity: Drama

Children learn about feelings through activities such as those suggested in *Protective behaviours through drama, Windows on practice*.

Resources

- Altai-Hangai (1996) *Gone with the wind: Songs of the Mongolian Steppes*, CD, Window to the World (Mongolian/Tibetan throat singing)
- Andrede, Giles & Parker-Rees, Guy (1999) *Giraffes can't dance*, Orchard Books, Sydney
- Ball, Duncan (2005) *My dog's a scaredy cat*, HarperCollins Publishers, Sydney
- Bengt, Martin & Friberger, Anna (1992) *Olaf the ship's cat*, Holmes & Meier Publishers

1.4 Follow-up discussion can centre on issues such as:

- the different ways in which particular feelings were demonstrated
- posture, facial expression and general body awareness
- the effects on someone who is watching the feeling being expressed (eg what might it feel like to watch someone being angry, or upset, or funny).

1.4 Discussion about feelings will depend on learners' level of English language proficiency and comfort with talking about feelings. Be realistic about expectations in discussing feelings.

- Bernard, Michael (2001) *Program Achieve: A curriculum of lessons for teaching students how to achieve success and develop social–emotional–behavioural wellbeing*, Australian Scholarships Group, Queensland, Australia
- Bevan, Clare & Gordon, Mike (2006) *Poems about being jealous: Everyone I see is luckier than me (Poemotions)*, Hodder & Stoughton, Sydney
- Birch, Rae; Little, Helen & Higgs, Liz (2001) *A family approach to protective behaviours for children with special needs*, Seven sessions of parent workshops, 2nd edition, Shine SA, Adelaide
- Briggs, Freda (1995) *Developing personal safety skills in children with disabilities*, Jessica Kingsley, London
- Button J; Boyle, P; Gordon, C & Sukaras, E (1997) *Child protection: Teaching and learning strategies for R–7 students of diverse cultural and linguistic backgrounds*, Department of Education, Training and Employment, Adelaide, SA
- Franklin series, available at <www.treehousetv.com/parents/tvShows/franklin/books.asp>
- Golding, C & Todd, F (1994) *Protective behaviours through drama, Windows on practice*, DECS, Adelaide
- Henshaw, Hilary (1994) *Super me! Creative musical activities to build self-esteem in children*, CD, Growing with Music Series No 5, Growing with Music, Mt Waverley, Victoria
- 'If you're happy and you know it'. Traditional song
- Lange, Jo (1997) *Being me: Learning to live with others*, West Education Centre Inc, Melbourne, Victoria
- McBratney, Sam (2006) *I'm sorry*, Harper Trophy, United Kingdom
- McBratney, Sam (2005) *It's lovely when you smile*, Penguin Group, London
- Milton, Tony & Gordon, Mike (2006) *Poems about being angry: I want to shout and stamp about (Poemotions)*, Hodder and Stoughton, Sydney
- Moses, Brian (1993) Your Emotions Series, Hodder Wayland Publishers, England
- *I feel angry*
 - *I feel jealous*
 - *I feel frightened*
 - *I feel sad*
- Moses, Brian (1997) Your Feelings Series, Wayland Publishers, England
- *I'm bored*
 - *I'm worried*
 - *I'm lonely*
 - *I'm happy*
 - *I'm shy*
 - *It's not fair*
 - *I'm special*
 - *I feel bullied*
- Moses, Brian & Gordon, Mike (2006) *Poems about being scared: Is there anything there at the top of the stair? (Poemotions)*, Hodder & Stoughton
- Oram, Hiawyn & Kitamura, Satoshi (1993) *Angry Arthur*, Random House Children's Books, London
- The Bears cards*, St Luke's Innovative Resources available at <www.innovativeresources.org>

The three little pigs. Traditional story

Toczek, Nick & Gordon, Mike (2006) *Poems about being sad: Can anyone be as gloomy as me? (Poemotions)*, Hodder & Stoughton

Tulloch, Richard (1991) *Danny in the toy box*, Tambourine Books

Vail, Rachel (2002) *Sometimes I'm Bombaloo*, Scholastic Press, Singapore

Willis, Jeanne (2005) *Misery Moo*, Henry Holt & Co

TOPIC 2

Reviewing the concept of Early Warning Signs

Before beginning the activities in this topic, educators should revise students' understandings of Early Warning Signs and the concept of being safe. Help students recognise situations where they might be at risk of harm.

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

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

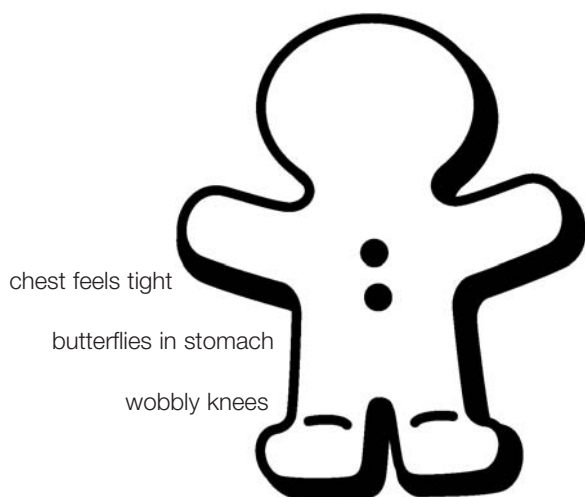
For new arrivals, it is recommended that educators revisit the Feelings sections of the Early Years Band: Ages 3–5 and Years R–2 materials before beginning this topic. Appendix 3 in the R–2 materials may be particularly helpful. Educators need to be sensitive to those students who have come from traumatic situations and give careful consideration to how to approach this topic. Some new arrivals may feel that they are unable to trust anyone. Alternatively, they may feel that they are now in a safe place and can trust everyone. This may make them more vulnerable to abuse. At the same time, it is important for educators to reinforce that the students are in a safe place and can do things to make themselves safer. It is important to include BSSOs in the planning, implementing and assessing of this topic.

Activities

2.1 Early Warning Signs: Physical indicators

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

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



2.1 Idiomatic terms such as 'butterflies in the stomach' may need to be explained.

2.1 You need to consider carefully the use of recent local community events that may cause distress or trauma to students. Also consider the backgrounds and experiences of your students from the New Arrivals Program and choose an event that is unlikely to cause distress or trauma to these students.

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

Use questions such as:

- Do we all have the same Early Warning Signs?
- Do our Early Warning Signs change?
- What if people don't have their Early Warning Signs and they are in an unsafe situation?
- How would they know they were unsafe?

2.2 Early Warning Signs: Chart

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

2.1 The term 'body messages' to describe physical indicators may be more developmentally appropriate. When discussing body messages, it may be appropriate to have the students in single sex groups.

2.1 Not all students experience Early Warning Signs. Students with sensory disabilities or who have been neglected or traumatised by abuse, war or domestic violence may be desensitised to Early Warning Signs.

2.2 There are physical indicators, external signs and emotion indicators that help people to recognise a situation where they may be at risk of harm. These messages and signals are called Early Warning Signs. Examples include:

Physical indicators (Body messages)	External signs (Clues indicated by time, location and people nearby)	Emotion indicators (Feelings)
<ul style="list-style-type: none"> • Butterflies in stomach • Feeling hot or cold • Being frozen to the spot • Heart beating fast 	<ul style="list-style-type: none"> • Darkness • No-one around 	<ul style="list-style-type: none"> • Scared • Worried • Confused

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

Other suggested activity: Feelings of characters

View a popular video or DVD (**NNA 7**) such as *Shrek*, *Toy story* or *The curse of Mr Bean* (swimming pool episode) to explore different types of feelings. Ask the students to focus on a particular character and then ask questions such as:

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

You can also use a suitable picture book or excerpts from a novel to explore the Early Warning Signs of characters (eg *BFG* by Roald Dahl).

2.2 Explore the range of responses to unsafe situations so that students can begin to recognise the complexities and contradictions of our emotions. The curse of Mr Bean is particularly good as it contains little language.

2.3 Exploring different types of feelings

Discuss with students the types of feelings listed in the table below. Encourage students to give examples (**NNA 3** and **NNA 4**).

Type of feelings	Example
Mixed feelings	A student feels excited about being in a new country but feels frightened about not knowing how to find her way around the city.
Changing feelings	A student likes a person when they first meet. When he sees the person do something he doesn't like, the student changes his feelings.
Confused feelings	A student is being told that she can't take part in a school activity. The student knows that other students are able to take part in the activity. The student is confused as to why she can't take part, and may feel sad, rejected or angry.
Uncomfortable feelings	<p>The school has an expectation of students participating in a school camp. A student's parents disagree. The student feels uncomfortable about following the school expectation because he doesn't want to disobey his parents.</p> <p>A student needs to go swimming in a pool as part of a school activity. The group is mixed sex. The student feels uncomfortable because being part of a mixed sex group is counter to her cultural practice.</p> <p>A student wears a hijab to school. The student needs to do physical activity as part of the school program. She feels uncomfortable about doing vigorous activity in case the hijab falls off.</p>

Write the four different types of feelings (see next page) on large flash cards, and place them in four different corners of the room. Read aloud a big book of a story such as *Red Riding Hood* or *Into the forest* by Anthony Browne. Ask the students to move to one of the four corners of the room as the characters experience different types of feelings.

2.3 Tell students that our feelings about events or people may change and that that is all right. However, it is a good idea for them to talk to a trusted person about why the feelings may have changed.

2.3 Some students may have difficulty imagining other people's feelings.

Feelings	Red Riding Hood's changing feelings
Mixed feelings	Red Riding Hood is excited about visiting Grandma but worried about walking through the woods.
Changing feelings	Red Riding Hood feels happy but unexpectedly meets the wolf in the forest.
Confused feelings	Red Riding Hood sees the wolf dressed like Grandma and is confused about how different she looks.
Uncomfortable feelings	Red Riding Hood feels uneasy when 'Grandma' invites her into the house.

2.3 This activity may be suitable for students with higher levels of language. The story may be adapted as a role-play or you may choose a different story of more relevance to your group of students.

Other suggested activity: Colour code feelings

Read *My many coloured days* by Dr Seuss to the students. They select colours to represent feelings. They could write feelings poems and word process them in colours they have chosen.

2.3 Consider allowing students to choose their own colours to represent feelings, to avoid generalisations. For example, red might mean 'anger' or 'good fortune'.

2.4 Feeling unsafe

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

Students record their responses on a Y or X chart (RLS 4); for example:

- feels like—sick in stomach, frozen to the spot
- looks like—shaking fist, scared face
- sounds like—people yelling, teasing, threatening
- thinks like—I need to get away.

2.4 Some self-protection programs rely on simple binary indicators. It is not appropriate to use terms such as 'yes' or 'no' feelings. It is appropriate to explore a range of feelings.

2.5 Imagining a safe place

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

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

Use a relaxation story (eg Appendix 2 in the *Keeping safe child protection curriculum Primary Years Band: Years 3–5* book) for students to practise imagining a safe place. Alternatively, use appropriate music such as the CD *Relaxation for children*.

2.5 It may be necessary to adapt the relaxation story so that there are fewer words. Music or videos/visuals of ambient world scenery may be more appropriate. It may also be necessary to explain about relaxation activities and their use in schools and in the community.

2.5 The relaxation strategy may be useful as a closing-the-session activity (NNA 6). It also may be used as part of a general classroom approach to establishing a safe learning environment.

Resources

- Adamson, Andrew & Jenson, Vicky (2003) *Shrek*, Video, Universal Pictures, PG Rating
- Birkin, John; Howard Davies, John; Weiland, Paul (2002) *Mr Bean—The complete collection: Episode 4 The curse of Mr Bean*, DVD, Tiger Television for Thames, United Kingdom, G Rating
- Browne, Anthony (2004) *Into the forest*, Red Fox, Random House Children's Books
- Dahl, Roald (1999) *BFG*, Penguin Books Ltd
- Dr Suess Enterprises LP (1996) *My many coloured days*, Illustrations by Steve Johnson & Lou Fancher, Dr Suess Enterprises
- Red Riding Hood*, Traditional story
- Lasseter, John (1996) *Toy story*, Video, Buena Vista Distribution Co, G Rating
- Ross, G (2001) *Relaxation for children*, CD, Australian Broadcasting Corporation, Artarmon, New South Wales

TOPIC 2

Early Warning Signs and emergencies

It is important for educators to assess the students' levels of English and understanding before beginning this topic. It may be necessary to revisit the Primary Years Focus Area 'The right to be safe', topic 2 'Reviewing the concept of Early Warning Signs'.

Activities

2.1 Early Warning Signs in unsafe situations

Pose the question: 'What is an unsafe situation?'. Students brainstorm answers with your guidance.

Introduce the one step removed concept (**NNA 3**) before discussing unsafe situations.

Draw the grid below and provide an example of an unsafe situation for students. For students with low levels of English understanding, use a feelings chart with pictures.

Situation	Early Warning Signs			Strategies
	Physical indicators	External signs	Emotion indicators	
Being in the city and losing the way	Butterflies in tummy	Noisy traffic, brakes screeching, unfamiliarity with environment	Fearful, helpless	Remain calm, look at signs (eg street signs), ask for assistance if necessary
Being separated from a group				
Being invited to a friend's house and not knowing the family				

Students complete the grid and add to it using their own examples (**NNA 3**).

Discuss Early Warning Signs, using the following focus questions:

- How might someone's body react when he/she is in an obviously unsafe situation? (Responses could include: thumping heart, sweaty hands, butterflies in the stomach, paralysed.)
- What uncomfortable feelings are associated with being in an obviously unsafe situation? (Responses could include: feeling panic, being frightened or terrified, becoming angry, feeling vulnerable, being scared.)

- Why might someone not experience Early Warning Signs? (Responses could include: the person may trust the other people involved, may have a false sense of safety, may not recognise the other person’s behaviour as abusive, may have been ‘groomed’ or conditioned into thinking certain behaviour is normal.)

2.2 What if someone does not have Early Warning Signs?

Use the following focus questions for a discussion:

- If a person doesn’t have physical Early Warning Signs, how else can the person tell if he/she is unsafe? (Responses could include: the person can look for external warning signs, for example being alone late at night on the street with a gang of people approaching; the person can determine if the behaviour is appropriate or inappropriate by asking questions such as ‘Is it unsafe?’, ‘Is it illegal?’, ‘Are someone’s rights not being respected?’, ‘Is someone alone?’, ‘Is someone able to get help?’.)
- Why might some young people choose to ignore their Early Warning Signs? (Responses could include: young people are often keen to try new experiences even if they appear to be risky, it may be seen as a part of growing up, pressure from peers).
- What are the possible physiological reactions to fear or worry? (Discuss the ‘fight or flight’ response, adrenalin, depression and serotonin.)
- How can a person tell if others are feeling unsafe? (Responses could include: by their body language, comments they make.)

2.2 Examine this aspect of the topic according to the level of understanding of the students.

2.2 Risk can also produce excitement and anticipation which may be experienced as pleasurable.

2.2 Risk-taking may not be the norm of some cultural groups and may be a cause of conflict between parents/caregivers and their children as they develop the risk-taking behaviour of some of their peers.

2.2 There are physical indicators, external signs and emotion indicators that help young people recognise a situation where they may be at risk of harm. These signs are called Early Warning Signs.

Physical indicators (Body messages)	External signs (Clues indicated by time, location and people nearby)	Emotion indicators (Feelings)
<ul style="list-style-type: none"> • Butterflies in stomach • Feeling hot or cold • Being frozen to the spot • Heart beating fast 	<ul style="list-style-type: none"> • Darkness • No-one around 	<ul style="list-style-type: none"> • Scared • Worried • Confused

2.3 Media pressure and pressure from peers

An example of media pressure is advertising. Some examples of pressure from peers include bullying, ‘put down’ jokes and the pressure to conform to a particular group’s way of behaving and dressing.

Brainstorm with the whole class other examples of pressure using the following grid:

Pressure from the media	Pressure from peers	Pressure from society
To watch certain TV programs	To watch certain TV programs	To take on certain kinds of work
To buy certain foods (eg fast foods)	To play a certain sport	To buy a certain kind of house
	To eat certain food	To achieve academic success
	To bully others or allow others to bully	To adopt certain beliefs
	To wear certain clothes/brand names	
	To speak in a certain way	
	To go to certain places	

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

Some people may not be able to identify the feelings they are experiencing or they may not recognise their feelings as warning signs of an unsafe situation.

Adolescents may experience varying degrees of feelings in response to situations. People react differently to different situations. Be aware of students commenting negatively about other students’ fears (**NNA 2**). Some students may not experience warning signs at all in unsafe situations; for example, students who have been in domestic violence or other abusive situations, experienced many medical procedures, come as refugees from war torn countries, or have a sensory disability.

2.3 Psychological pressure or manipulation can be described as clever or devious influence on a person’s mental or emotional state in order to gain influence. For new arrivals, alternative terms such as ‘media’, ‘peer’ and ‘society’ pressure may be used, supported with visuals such as cartoon diagrams.

New arrivals need to be supported in recognising that:

- Much pressure is not overt and therefore is not always easily recognisable.
- Pressure also involves the social construction of self and others based on narrow ideas and definitions of what it is, for example, to be male/female or to belong to a particular race or social economic group.
- Pressure is part of everyday life. Students have to learn to develop solutions for combating pressure.

2.3 Refer students to school and community support services that are available for dealing with peer pressure or other pressures from adults, organisations and the media; for example Kids Help Line 1800 55 1800.

Additional activities: Analysing feelings

Describe a bullying scenario and then, using the following grid, brainstorm with the students how a bully might feel and how the person being bullied might feel. It may be also beneficial to explore the notion and term ‘bullying’ in their first language.

Scenario: Student A teases Student B about his family.

Bully (Student A)	Student being bullied (Student B)
Powerful	Helpless

As a whole class, discuss the range of responses that different people might have for each feeling, to reinforce that people experience different feelings and express them in different ways.

2.3 Encourage students to express their feelings in responsible ways; that is, in a manner that is appropriate for the individual and enables the person to keep himself/herself and others safe. It is important that students understand that it is all right to have strong feelings, but they need to consider the appropriateness of their responses to those feelings.

Our feelings are our internal emotion messages but our reactions to them, if they are expressed (externalised), need to happen in a responsible way.

2.4 What is an emergency?

Brainstorm as a class different types of emergencies (RLS 10). For example, emergencies could include a shark sighting, seeing a house on fire, a car breaking down, and missing the last bus. Retain this list of emergencies for activity 2.6: ‘Planning for a serious emergency’.

2.4 This will need to be dealt with sensitively with students who have had traumatic experiences (NNA 2 and NNA 3).

2.5 Exploring emergencies

Distribute the extract from *The eighteenth emergency* (Appendix 5 in the *Keeping safe child protection curriculum Middle Years Band: Years 6–9* book). (This text is more suitable for Years 6 and 7. An alternative text for Years 8 and 9 may be the video (NNA 7), *Castaway*, in particular the section where Tom Hanks attempts to build a shelter and make a fire.)

Texts set in different cultural contexts should also be considered, including fables, Dreaming stories and historically based stories such as *Anne Frank’s diary*.

Discuss the emergencies portrayed, using the following focus questions:

- Is this a real emergency?
- What is your opinion of the plan?
- Do you think it might work?
- Why should people plan for emergencies?
- How should people plan for emergencies?

2.6 Planning for a serious emergency

Select a serious emergency from the brainstormed list done in activity 2.4. With the students, develop a plan (see grid on the next page) of how the emergency situation might be dealt with. Students can then select another emergency and develop their own plan.

Emergency	Who needs to deal with it?	How?	When?	Future?
Missing the last bus after sports practice	Person who has missed bus	Use a phone if available Ask a trusted adult	As soon as possible	The person makes sure that he/she is aware of the time of the last bus and that he/she is there to catch it
Walking home alone and seeing a house on fire				

2.7 Community supports for emergency situations

Teach explicitly how to use emergency telephone numbers and what they are (see below).

To use emergency numbers, students need to know in English:

- their own name
- their telephone number and address
- the location of the emergency, including the name of the state
- which kind of emergency they are reporting.

2.7 Provide students with opportunities to role-play ringing the numbers and also practising giving their correct names, addresses and their location at the time of the emergency. Students can also be supported to program their mobile phones with emergency numbers and the numbers of people on their personal network.

EMERGENCY NUMBERS

Emergency (fire, police, ambulance) (from a landline) 000

Emergency (from a mobile phone) 112

Police (for non life-threatening situations) 13 1444

2.8 Relaxation activity

Discuss with students: ‘What if a person had his/her Early Warning Signs but could not get out of the situation?’. An example could be parents arguing, someone yelling, or a disturbance on public transport.

Tell students that one strategy when dealing with these situations is to relax and imagine themselves in a safe place.

Practise relaxing (RLS 11) by:

- using relaxing music
- lying on the floor or sitting comfortably on a chair and tensing and relaxing the muscles in various parts of the body
- using a relaxation script beginning with an imaginary safe place
- using a relaxation audiotape or CD such as *Let’s imagine—Tranquillity* (other suitable CDs available from ABC Book Shop and Relationships Australia bookshop).

2.8 Make sure that you assess any music, text or other material used for relaxation activities for its suitability for your students.

2.8 Not all students will be able to imagine a safe place and you may need to describe an image of a safe place for them.

2.8 Relaxation is a protective strategy when a young person is unable to extricate himself/herself from an unsafe situation. Relaxation is also useful when someone is dealing with an emergency or unsafe situation and it is important to stay calm so that clear thinking can occur and a plan can be developed.

Ask students how relaxation might help someone?
(Responses could include: helps the person to calm down so he/she can think, keeps the person safe until he/she can get help.)

Resources

Andrews, Isobel & Andrews, David (1992) *Let's imagine—Tranquillity*, CD, Narrated by Paul Reynolds, Magic Music, Perth, WA

Byars, Betsy (1973) *The eighteenth emergency*, The Bodley Head

Millman, Dan (1991) *Secret of the peaceful warrior: A story about courage and love*, H J Kramer Inc

Zemeckis, Robert (2000) *Castaway*, Video, 20th Century Fox, PG Rating

Senior Years Band: Years 10–12 The right to be safe

TOPIC 1

Recognising and assessing risk

It is important for educators to assess the students' levels of English and understanding before beginning this topic. It is important to teach the concepts of 'one step removed' (NNA 3) and 'protective interrupting' (NNA 4) prior to the beginning of topics. Refer to the General Introduction pp 16–18 in the Keeping safe child protection curriculum Senior Years Band: Years 10–12 book.

Activities

1.1 Reviewing Early Warning Signs

Use a body outline to brainstorm (RLS 10) the changes that someone may undergo when faced with danger (eg sweating, pallor, rapid heart beat, rapid breathing).

Explore Early Warning Signs using the following scenario.

Scenario	Early Warning Signs			Strategies
	<i>Physical indicators</i> (Body messages)	<i>External signs</i> (Clues indicated by time, location and people nearby)	<i>Emotional indicators</i> (Feelings)	
A young person has developed a relationship with someone through an internet chatroom. Recently, the conversation has moved from normal chat to unpleasant and then to obscene and abusive language.	<ul style="list-style-type: none">• Body tensing• Nausea• Rapid heart beat• Deep breathing• Sighing• Averting gaze	<ul style="list-style-type: none">• Changed from open chatroom to private chatroom• Personal details revealed• Language of other person is obscene	<ul style="list-style-type: none">• Confused• Worried• Fearful• Angry	<ul style="list-style-type: none">• Cease contact• Check with a network person• Seek advice from student counsellor, SAPOL, parent/caregiver, Kids Help Line

1.1 Early Warning signs have three components. They are physical indicators, external signs and emotion indicators; they help young people to recognise a situation where they may be at risk of harm. Examples are:

Physical indicators (Body messages)	External signs (Clues indicated by time, location and people nearby)	Emotion indicators (Feelings)
<ul style="list-style-type: none"> • Butterflies in stomach • Feeling hot or cold • Being frozen to the spot • Heart beating fast 	<ul style="list-style-type: none"> • Deserted parks • Unsupervised toilets • Time of day 	<ul style="list-style-type: none"> • Scared • Worried • Confused

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

Some people may not be able to name or identify the feelings they are experiencing or they may not recognise their feelings as warning signs of an unsafe situation.

Adolescents may experience varying degrees of feelings in response to situations. Each person reacts in his/her own way to a situation. Be aware of students commenting negatively about other students' fears (NNA 2). Some students may not experience warning signs at all in unsafe situations; for example, students who have been in domestic violence or other abusive situations, have experienced many medical procedures, come as refugees from war torn countries, or experience sensory disability. There may also be culturally different messages received; for example:

- loud and hot translates as a fun time in Chinese and is not an indication of risk
- sleeping in a public place is acceptable and responsible behaviour in some situations (drunkenness) in Japan and is therefore not perceived as risky.

For some students, situations or stimuli (even seemingly non-threatening stimuli such as a uniform) may trigger flashbacks or Early Warning Signs related to previous traumatic events. These students should be directed to counselling services (see Appendix 3).

Use the following focus questions to explore Early Warning Signs:

- How might someone weigh up the risk in a situation? (Responses could include: consult networks, pay attention to external signs, use prior knowledge of similar situations.)
- Intuition has been described as learning based on experience. How might intuition be helpful in assessing risk?
- What is the role of inner feelings that someone may have about a situation?
- How do drugs such as alcohol impact on the ability to recognise risk? (Responses could include the example of a drink-driving situation where the driver may believe she/he is indestructible, has no Early Warning Signs or does not recognise intuition of danger.)
- What are the risks of being approached by a drunken passer-by?
- Why might some young people not initially recognise risky or abusive situations? (Responses could include: a young person may have been given drugs or alcohol, or may trust the other person, or may misread cultural cues.)
- Why might some young people not take action to keep safe? (Responses could include: a young person may be pressured or threatened, may not know what to do, or because of their culture may perceive being a victim as a weakness or punishable behaviour.)
- What responsibility does a friend have to someone who is unable to recognise risk when the friend does?

1.1 Note that students should have prior knowledge about the development and use of networks as a strategy for keeping safe (NNA 9). Recently arrived students (eg international students) may not have developed networks and so the process of establishing a network may need to be reviewed.

1.1 In some abusive situations, the young person does not have Early Warning Signs and has difficulty recognising risk because he/she has been groomed to believe that the behaviour of the perpetrator is based on a caring relationship. New arrivals to Australia may struggle to recognise those willing to genuinely help and those who potentially want to harm when both would potentially offer assistance.

1.2 Assessing risk

Analyse with the students some common situations where risk is involved; for example:

Situation	Risk assessment	Risk management	Possible positive outcomes
Approached at night by a stranger	<ul style="list-style-type: none"> • Intentions of the stranger 	<ul style="list-style-type: none"> • Move to a lighted area 	<ul style="list-style-type: none"> • Being able to help a stranger
Seeing a crime or violent behaviour	<ul style="list-style-type: none"> • Involvement in the crime 	<ul style="list-style-type: none"> • Call police 	<ul style="list-style-type: none"> • Perpetrators are caught
Tide change on a beach	<ul style="list-style-type: none"> • Being swept out to sea • Caught on a sand bank as the tide comes in 	<ul style="list-style-type: none"> • Move away from the water 	<ul style="list-style-type: none"> • Stay safe
Deserted street in a risky area	<ul style="list-style-type: none"> • Possible danger 	<ul style="list-style-type: none"> • Call a taxi 	<ul style="list-style-type: none"> • Stay safe

Brainstorm (RLS 10) situations where risk may be involved. Select one situation and demonstrate to students a risk assessment strategy based on the example on the next page.

Students form groups and develop a risk assessment from each chosen example. Each group provides an oral report to class. Alternatively, students can interview each other, develop and present case studies about avoiding/reducing unnecessary risk or taking a calculated risk. Scaffolding may be required in relation to interviewing and structuring the case study.

1.2 It may also be beneficial to:

- rehearse 'What to do' and 'What to say' for each context
- compare the risks and responses of each situation in Australia with other cultural contexts (eg the home countries of international students)
- compare what a person in that situation might be able to do to keep himself/herself safe with what a person who has perceived the situation and is a trusted friend might be able to do. What type of intervention by the friend is most likely to be positive? Are there interventions that could make the situation worse?

Exemplar of a risk assessment strategy

Situation	Risk assessment	Risk management	Possible positive outcomes
Abseiling or rock climbing activity	• Equipment	• Check equipment meets safety standards	<ul style="list-style-type: none"> • Improved physical strength • Improved teamwork • Increased self-esteem • Skills development • Enhanced recreational options
	• Personnel	• Trained staff	
	• Weather	• Long-range weather forecast	
Presenting a topic in front of peers in a debate as part of an English assignment	• Stage fright	• Careful preparation	<ul style="list-style-type: none"> • Increased levels of self-esteem • Successful completion of assignment • Developing public speaking skills for future study and employment

Other suggested activity: Debate

Students debate the following statement: ‘Face your fears and do it anyway’. Use examples such as abseiling and a high ropes course.

Alternative activities or preparation for a debate include:

- brainstorm risks already undertaken—this may include migrating, fleeing danger, leaving home to study in English (this can be an opportunity to also explore the notion of persistence in seeking safety and the resilience that the students have already shown in persisting despite the difficulties of situations)
- PMI (positive, minus, interesting) analysis of a situation
- flow chart/concept map of situations, possible actions and possible consequences.

Other suggested activity: Challenges

Students select, plan and assess risk management for a challenging activity. Discuss processes to keep people safe during the activity (eg listen to pre-descent instructions when abseiling; observe all safety instructions; use safety equipment).

Choose another activity that is challenging but not a physical activity and go through the same process (eg meeting a friend at an entertainment venue and using public transport to get there).

1.3 Relaxation strategy

Use a short relaxation exercise (RLS 11). Ask students to reflect on the usefulness of relaxation techniques (eg useful for goal setting, developing a positive self-image, reflecting on aspirations, supporting calm thinking about a situation).

Discuss and brainstorm relaxation techniques used in the wider communities of the countries from which migrant and international students come from (eg meditation (India), hot spring bathing (Japan), Qi Gong (China)).

Using one-step-removed and protective interrupting strategies (**NNA** 3 and **NNA** 4), students share feelings and stories with others in the class.

Alternatively, use the storyline of 'Behind the wall' (Tracey Chapman song) or 'Luca' (Suzanne Vega song) or 'The River' (Missy Higgins song). Students:

- draw a risk assessment strategy for the individuals involved in the song
- discuss what a neighbour/friend could/should/must do to support or help
- identify the physical indicators, external signs and emotion indicators in the lyrics
- discuss the behaviour and responses of the individuals portrayed in the song and possible intervention strategies for trusted outsiders.

Students research the role of psychology in coaching (eg creative visualisation, relaxation, positive thinking).

Resources

ABC Science Show, 15 March 2003. ABC website. Accessed at <www.abc.net.au> and follow the prompts to the Science Show

Chapman, Tracy (1988) *Tracy Chapman*, CD, Track 'Behind the wall', Elektra (domestic violence)

Child and Youth Health website. Accessed at <www.cyh.com> and follow the prompts to topics about anxiety

Higgins, Missy (2005) *The sound of white*, CD, Track 'The river', Reprise/Wea (child suicide)

Mind Matters website. Accessed at <www.cms.curriculum.com.au> and follow the prompts to Mind Matters resources describing and dealing with stress

Vega, Suzanne (1987) *Solitude standing*, CD, Track 'Luca', A & M (child abuse)

1.3 Relaxation is a useful protective strategy for supporting calm thinking and planning in risk situations.

Other options for relaxation include Tai Chi and Qi Gong. Students should be exposed to culturally diverse options for relaxation.

References and
additional resources

additional resources

additional resources

additional resources

additional resources

additional resources

References and additional resources

References and useful resources

- Armstrong, Marg & Flanagan, Karen (2001) *Protective behaviours*, Department of Human Services, Victoria
- Birch, Rae, Little, Helen & Higgs, Liz (2001) *A family approach to protective behaviours for children with special needs, seven sessions of parent workshops*, 2nd Ed, Shine SA, Adelaide
- Briggs, Freda (1995) *Developing personal safety skills in children with disabilities*, Jessica Kingsley, London
- Briggs, Freda & Hawkins, Russell (1997) *Child protection: A guide for teachers and child care professionals*, Allen & Unwin, St Leonards, New South Wales
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- Button, J, Boyle, P, Gordon, C & Sukaras, E (1997) *Child protection: Teaching and learning strategies for R-7 students of diverse cultural and linguistic backgrounds*, Department of Education, Training and Employment, Adelaide, South Australia
- Child and Youth Health, Parenting SA (2003) *Bullying, Parent easy guides #29*, Government of South Australia
- Child and Youth Health, Parenting SA (2003) *Protect your child from paedophiles, Parent easy guides #47*, Government of South Australia
- Child and Youth Health, Parenting SA (2003) *Child abuse, Parent easy guides #62*, Government of South Australia
- Children's Protection Society Victoria (2003) *Protective Behaviours, a personal safety program, Introductory workshop manual*, Children's Protection Society Inc, Melbourne, Victoria
- Dally, Shirley (1996) *Gender perspectives: How the individual, school and society share status and identity based on sex*, Department for Education and Children's Services, South Australia
- Dally, Shirley & Lindstrom, Helen (1996) *Girls and boys come out to play: Learning about gender construction and sexual harassment*, Department for Education and Children's Services, South Australia
- Department for Families and Communities (2004) *Keeping them safe. The South Australian government's child protection reform program*, Government of South Australia
- Department of Education and Children's Services (2005) *Administrative instructions and guidelines*, DECS, South Australia
- Department of Education and Children's Services (2003) *Reduce the bullying in schools—A professional development resource*, DECS, South Australia
- Department of Education and Children's Services, Association of Independent Schools of SA & Catholic Education South Australia (2005) *Protective practices for staff in their interactions with students: Guidelines for schools, preschools and out of school hours care*, [Draft], DECS, South Australia
- Department of Education and Children's Services (2006) *Keeping safe: Child protection curriculum. Professional learning manual for implementation*, DECS, South Australia
- Department of Education, Training and Employment (1998) *Teaching social skills in early childhood*, DETE, South Australia
- Department of Education, Training and Employment (2000) *Drug education R-12 teacher support package, early years*, DETE, South Australia
- Department of Education, Training and Employment (2000) *Drug education R-12 teacher support package, primary years*, DETE, South Australia
- Department of Education, Training and Employment (2000) *Drug education R-12 teacher support package, middle years*, DETE, South Australia
- Department of Education, Training and Employment (2000) *Drug education R-12 teacher support package, senior years*, DETE, South Australia
- Department of Education, Training and Employment (2001) *South Australian Curriculum, Standards and Accountability Framework*, DETE, South Australia
- Drug and Alcohol Services Council (1989) *Learning to choose—A comprehensive drug education program for primary schools*, DASC, South Australia
- Frangos, E & McVeity, M (1996) *Child protection—Students from a non-English speaking background (Curriculum issues for teachers)*, Department for Education and Children's Services, Adelaide, South Australia
- Gordon, S & McGrath, S (Eds) (1991) *Safe start, safe future*, Children's Services Office of South Australia, Adelaide
- Johnson, B (1995) *Teaching and learning about personal safety, Report of the Review of Protective Behaviours in South Australia*, University of South Australia, Adelaide
- Layton, R (2003) *Our best investment: A state plan to protect and advance the interests of children*, Department of Human Services, South Australia
- McGrath, Helen (1993) *Different kids, same classroom*, Longman Australia

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- Petersen, L & Adderley, A (2002) *Stop Think Do social skills training: Primary years of schooling ages 8–12*, Australian Council for Educational Research, Victoria
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- Seligman, Martin EP (1995) *The optimistic child*, Random House Australia, Sydney
- Suckling, Amelia & Temple, Carla (2001) *Bullying: A whole school approach*, ACER Press

Additional resources

Children’s books

Bullying

- Barkow, Henritte & Garson, Sarah (2004) *Ellie’s secret diary*, Mantra, London (29 dual languages)

Early Warning Signs

- Geraghty, Paul (2000) *The hunter*, Red Fox, London
- Havill, Juanita (2004) *Jamaica’s find*, Illustrated by Anne Sibley O’Brien, Egmont, London

Fair and unfair

- Amos, Janine (2002) *Fair: Two stories seen from two points of view*, Illustrated by Gwen Green, Cherrytree, Bath
- Bridges, Ruby (1999) *Through my eyes: The autobiography of Ruby Bridges*, Scholastic Press, New York (a wonderful story about the civil rights movement in the US through the eyes of Ruby Bridges—the first child to integrate into US Public Schools)

Feelings

- Aliki (1998) *Painted words: Marianne’s story, one and Spoken memories: Marianne’s story, two*, Greenwillow, New York
- Ashley, Bernard (1995) *Cleversticks*, Illustrated by Derek Brazell, Crown, New York
- Baylor, Bryd (1986) *I’m in charge of celebrations*, Illustrated by Peter Parnall, Scribner’s Sons, New York
- Brownjohn, Emma (2004) *All kinds of feelings*, Mantra Lingua, London (11 dual languages)
- Cooke, Trish (1996) *So much*, Illustrated by Helen Oxenbury, Walker, London
- Cummings, Phil & Smith, Craig (1995) *Marty and Mei-Ling*, Random House Australia, Milsons Point NSW
- Daly, Niki (2005) *Where’s Jamela?*, Frances Lincoln, London
- Fox, Mem (2001) *Whoever you are*, Illustrated by Leslie Staub, Harcourt, San Diego California
- Hoffman, Mary (2005) *The colour of home*, Illustrated by Karin Littlewood, Lincoln, London
- Hathorn, Libby & Stanley, Elizabeth (2002) *The wishing cupboard*, Lothian, South Melbourne
- James, Simon (2003) *Leon and Bob*, Walker, London
- Millman, Dan (1991) *Secret of the peaceful warrior: A story about courage and love*, Illustrated by T Taylor Bruce, H J Kramer Inc, Tiburon California
- Morgan, Sally (1996) *Dan’s grandpa*, Illustrated by Bronwyn Bancroft, Sandcastle, South Fremantle WA
- Onyefulu, Ifeoma (2005) *Childi only likes blue*, Frances Lincoln, London (an African book of colours)

Identity and relationships

- Aliki (1998) *Painted words: Marianne’s story, one and Spoken memories: Marianne’s story, two*, Greenwillow, New York
- Choi, Yangsook (2001) *The name jar*, Dell Dragonfly Books, New York
- Hoffman, Mary (1999) *An angel just like me*, Illustrated by Cornelius van Wright & Ying-Hwa Hu, Frances Lincoln, London
- Mennen, Ingrid (2004) *One round moon and a star for me*, Illustrated by Niki Daly, Frances Lincoln Children’s Books, London
- Isadora, Rachel (1993) *At the crossroads*, Red Fox, London
- Barkow, Henriette (2001) *That’s my Mum*, Illustrated by Derek Brazell, Mantra, London (18 dual languages)

References and additional resources

- Czech, Jan M (2002) *The coffee can kid*, Illustrated by Maurie J Manning, Child & Family Press
- Rippin, Sally (1996) *Speak Chinese, Fang Fang!*, Omnibus, Norwood South Australia

Safe/Unsafe

- Daly, Niki (2005) *Where's Jamela?*, Frances Lincoln, London
- Geraghty, Paul (2000) *The hunter*, Red Fox, London
- James, Simon (2003) *Leon and Bob*, Walker, London
- Jolly, Jane (2004) *Limpopo lullaby*, Illustrated by Dee Huxley, Limelight, Balmain NSW
- Lohse, Wendy (1993) *Is it true Grandfather?*, Illustrated by Jenny Sands, Ashton Scholastic, Sydney
- Pitts, Kerri & Pitts, Larry (2001) *Facing the tiger*, Illustrated by Jenny Sands, Random House Australia, Milsons Point NSW

Trust and networks

- Brunnahan, Margaret (1998) *Nana's gift*, Illustrated by Robert Roennfeldt, Omnibus, Norwood South Australia
- Chamberlin, Mary & Chamberlain, Rich (2006) *Mama Panya's pancakes: A village tale from Kenya*, Illustrated by Julia Cairns, Barefoot Books, Bath
- Choi, Yangsook (2001) *The name jar*, Dell Dragonfly Books, New York
- Daly, Niki (2001) *What's cooking, Jamela?*, Frances Lincoln, London
- James, Simon (2003) *Leon and Bob*, Walker, London
- Mattingley, Christobel (1993) *Tucker's mob*, Illustrated by Jeanie Adams, Ashton Scholastic, Gosford NSW
- Phillips Mitchell, Rita (1997) *Hue boy*, Illustrated by Caroline Binch, Penguin, London

Music

Abuse

- Chapman, Tracy (1988) *Tracy Chapman*, CD, Track 'Behind the wall', Elektra (domestic violence)
- Higgins, Missy (2005) *The sound of white*, CD, Track 'The river', Reprise/Wea (child suicide)
- Vega, Suzanne (1987) *Solitude standing*, CD, Track 'Luca', A & M (child abuse)

Meditation/Relaxation

- Altai-Hangai (1996) *Gone with the wind: Songs of the Mongolian Steppes*, CD, Window to the World (Mongolian/Tibetan throat singing)
- Miyashita, Fumio (1989) *Yasuragi*, BIWA Records (meditation music)

Indigenous music

- Didgeridoo Dreamtime: A collection of authentic traditional Aboriginal songs* (1996) Indigenous Australia

Bibliographies

- Lu Rees online catalogue available at <www.canberra.edu.au/lurees/>. (A collection of resources encouraging the study and research of Australian children's literature. Contains all publications for children—not selective.)
- PETA (2000) *The kids' best: Australian books for children and young adults 1996–2000*, PETA. (This has no index, but it does have annotations.)
- The CBCA Notable booklists which have been published since 1990. (These sources give more up-to-date material with annotations.)
- The National Library's online catalogue. (Contains all Australian books published, with subject headings.)
- The University of Canberra's online catalogue. (Resources have been screened before being purchased.)
- The WA Department of Education or the NSW Department of Education websites. (Contain recently compiled bibliographies.)
- White, Kerry (1996) *Australian children's fiction: The subject guide update*, Jacaranda Wiley, Milton Qld (Comprehensive but dated resources; the subject index has entries under categories such as 'cultural diversity', 'Aboriginal people' with a variety of subheadings (eg art, history, implements, religion, social life). Under each entry is indicated whether it's a novel, picture book, poetry etc.)

Publishers

- Batchelor Press <batchelorpress@batchelor.edu.au>
- IAD Press <www.iad.edu.au/press>
- Magabala Press <www.magabala.com>
- Working Title Press <www.workingtitlepress.com.au>

Additional cultural and
linguistic considerations

linguistic considerations

linguistic considerations

linguistic considerations

linguistic considerations

linguistic considerations

Additional cultural and linguistic considerations

These notes are provided to support the implementation of the child protection curriculum. Some material in this section has been adapted from *Child protection: Teaching and learning strategies for R–7 students of diverse cultural and linguistic backgrounds* (Button et al, 1997) and *Child protection—Students from a non-English speaking background (Curriculum issues for teachers)* (Frangos & McVeity, 1996).

Rights and responsibilities

- What is considered a right in Australia may not be considered a right in another country/cultural region.
- Some students are very aware of the right in Australia to choose and practise their religion. Some students fled from their country of birth because of religious persecution and they value the opportunity that Australia offers to practise their religion.
- Children and students need to learn that, in accessing their own rights, there are boundaries and that they have a responsibility to respect the rights of others. This requires training learners in cooperative support, mutual respect and positive negotiation that is based on valuing difference and seeing the point of view of others. Working positively with the cultural diversity of the group is an excellent way to build mutual respect and understanding of other areas of difference.
- When teaching about rights, educators need to be aware of and sensitive to the variations in cultural and/or family expectations with regard to rights and responsibilities of parents/caregivers and children.
- Some families may prefer that their children be excluded from ‘growth and development’ sessions as they feel it is the parents’ responsibility to provide this education. It is important to establish communication with parents/caregivers so that they can provide this feedback and feel confident about other aspects of the curriculum.
- Migration and resettlement can be a disempowering experience for parents/caregivers who do not have access to the dominant language of the new community or knowledge of the dominant culture. They may be struggling to learn the skills to operate in the new culture and fear the possibility of failure. This degree of change and disempowerment can leave parents/caregivers feeling helpless and can be exacerbated if their children are taught about their rights without being given or taking on the message of responsibilities and respect. The parents/caregivers may be unprepared to deal with the disruption to their family structure. Educators need to handle the issue of rights with this awareness.

- Some newly arrived families may be wary of government intentions, based on their experiences before arriving in Australia. In these circumstances, it is important to reassure parents/caregivers that the child protection curriculum is designed to protect their children from harm.

Safety

Understanding safety

- The concepts ‘safe’ and ‘safety’ relate significantly to learners’ previous life experiences and cultural backgrounds. Don’t assume there is something wrong with learners who have a different opinion about safety. Safety is not culturally neutral. What is safe and unsafe in Australia may not be what learners are used to.
- The playground/schoolyard contexts provide concrete resources for illustrating the concept and the language of safety.
- Physical safety, such as road safety, car safety, safety in the home, beach safety and sun safety, needs to be taught explicitly as these aspects of safety may be new to learners.
- Direct translation of terms does not always carry the culturally intended message. For example, ‘loud and hot’ translates as ‘fun’ in Chinese. Being told that a place is ‘loud and hot’ is not understood as a warning of risk. Cultural implications of words need to be explored.
- When discussing contexts which are safe and unsafe, be open to what learners offer:
 - some places may be listed as both safe and unsafe (eg country of birth)
 - some learners may identify unexpected places as safe (eg gaol)
 - some learners may bring political contexts, beyond the control of the individual, into the discussion (eg having ‘no war’ or ‘no fighting’ or ‘unification of my homeland’) as a condition of being safe.
- Some learners may have experienced extreme dangers in the past. Therefore, their perception of the dangers of activities such as drinking alcohol may be that it is a relatively safe activity.
- Educators may need to be careful of the language they use in describing an incident or a child’s behaviour to parents/caregivers. Words such as ‘dangerous’ may be interpreted in the context of past traumatic experiences.

Feeling safe

- Some factors that may impact on the sense of safety in Australia, but which may be unspoken, include:
 - being on a temporary visa
 - the possibility of deportation, of being ‘dobbed in’, of not gaining a permanent visa
 - treatment in a detention centre
 - treatment in the community (eg experience of racism)
 - not having the resources to provide for the family
 - fear of being reported for abuse (eg because the children are left alone at home).

These larger, external, uncontrollable factors may severely impact on people’s sense of welcome and belonging. In these circumstances, it is critical that preschools and schools are inclusive, welcoming communities and safe places.

- Verbal and non-verbal behaviour such as eye contact, standing face-to-face, pointing, a raised voice or tone of voice may be considered as confrontational, instead of being direct and engaging. Such misread cues can lead to conflict. It is important to explore the diversity of ways of interpreting cues and develop learners’ skill at using multiple sources of information in the environment (such as how other people are interpreting the behaviour) before they choose a response.

Being safe

- Regardless of the context and degree of instability or danger, the point can still be made that everyone can take measures to keep themselves as safe as possible. Learners with refugee experience warrant acknowledgment of the enormous resilience and persistence that they have shown in keeping themselves and possibly others safe despite emotional and physical harm that they may have experienced.
- For learners from some cultural backgrounds, being safe is a collective and not an individual responsibility. Being out at night in a public place is synonymous with being safe; remaining in a public place, for example, to sleep off drunkenness is responsible behaviour; and offering assistance or forewarning others of danger is a moral responsibility. As a result of these different notions of safety and responsibility, some learners may put themselves at risk in the Australian community. It is important to explore cultural differences in concepts of safety. It is also important to analyse the risks of a response in a specific context so that children and students

learn to manage risk rather than respond in a habitual way.

- Changing a habitual or culturally shaped response is not easy as behaviour may be tied to sense of identity, and a shift in behaviour may require a shift in the sense of self and the sense of belonging to the new cultural context. Inclusive and validating educational environments make the difference in shifting behaviour. However, every learner will respond differently.
- Learners’ level of English may impact on their ability to understand warnings or danger signs in English. Not only do these learners need to learn the English words but other children and students also need to learn how to communicate with people who have minimal English. To help other children and students understand the importance of this, ask them to imagine the reverse situation—that they are in a dangerous situation in a non-English speaking context—and consider how they might be warned of danger, despite the language barriers. Rehearse how danger could be communicated without a common language.

Trust

- Among some people, there is a concept that you do not ‘dob’. This may be enhanced by cultural belief or background. However, children and students need to learn that in the area of personal protection and safety it is acceptable for them to tell. They need to know the difference between this and the negative form of just getting someone into trouble unnecessarily, which is actually a form of harassment. It is introducing the notion of a ‘personal emergency’ where it is appropriate to break the socially/culturally acceptable behaviour of the group in order to keep oneself or another person safe.
- Through the concept of ‘personal emergency’, children and students should learn that they have the right to tell even if the perpetrator of abuse is an adult. This is especially important if there is a cultural expectation that adults need to be shown respect and listened to.
- Learners need to be taught to discern whom they can and cannot trust with personal information such as addresses and telephone numbers. For learners who are new to the community, the need for connection can be stronger than the need for safety. Where a school can build a sense of community and positive connections for students it is less likely a student will look for connection in riskier contexts.

Early Warning Signs

- Learners who are unable to describe in English what for them is an Early Warning Sign can be encouraged to demonstrate what they mean through mime or drawing and then be provided with the appropriate English words. The use of BSSOs and bilingual workers can also support this process.
- It is important for children and students to learn the names of body parts in English so they can communicate Early Warning Signs.
- Learners need to know that Early Warning Signs are not always present even when danger is imminent.

Feelings

- Being able to analyse and talk about feelings is dependent on conceptual development, first language development, the degree of cultural or family focus on feelings and English language.
- Teaching the language of feelings is an opportunity to reinforce positive feelings in both educators and learners (eg 'I feel happy when you help me to ...').
- The meaning of facial expression is culturally determined (eg a smile may mean happy, embarrassed, shy or hurt). Do not make assumptions that may apply to the dominant culture only. Check with the child, parents/caregivers or BSSO or bilingual worker about your interpretation (eg whether a child is embarrassed, shy or afraid).

Touching and abuse

Touching

- Touching has varying degrees of acceptance in different cultures and belief systems. For example, Japanese and Maori cultures differ in the degree of touching in their greetings—the Maori touch noses while the Japanese bow. A pat on the head can be considered as offensive in some cultures while it is seen as a sign of approval or encouragement in others. Muslim girls may not be able to sit next to boys. What we think is acceptable touching is not necessarily considered in the same light in other cultures.
- In dealing with wanted/unwanted touching/uncomfortable touching, learners need to understand that they have the right to say 'no' and to tell someone about the incident. Learners need to understand that unwanted touching can occur with people we know, trust and like as well as with strangers. Learners may need BSSO or bilingual worker support to understand this.

- Through a one step removed or 'What if ...?' approach (eg asking 'What if someone touched a child ...?' or using stories such as *What's wrong with bottoms?*), it is possible to give learners the necessary information while protecting their safety. Dealing with topics in smaller first language groups and/or single sex groups when talking about sexual abuse may also help.

Abuse

- The degree to which an educator may deal with the topic of abuse will depend on his/her group of learners (eg the level of English that learners have, BSSO or bilingual worker support available, level of personal trauma).
- Learners with refugee experience may be dealing with trauma of varying degrees, depending on their background and reasons for migration to Australia. Families who have refugee experience may have experienced traumas like the death of relatives, torture and rape of relatives, missing relatives and loss of their home and possessions, and the children may have also been subject to abuse. When discussing abuse, some issues may cause personal distress. Appropriate sensitive counselling for victims of trauma and torture may be required. See Appendix 3 for the contact details of support agencies.
- Cultural practices that result in physical changes such as lumps, bruises and abrasions can be sometimes mis-identified as abuse. For example, coin rubbing to alleviate pain leaves marks on the skin not unlike abrasions caused by injury. Coin rubbing, however, is not abuse. Sensitive questioning and discussion is required with students to enable them to explain the nature of the physical evidence. This may be done in consultation with bilingual staff. Criticism of cultural practices may result in the learner or family not seeking health services for fear of being criticised or accused of abuse.
- Educators may decide that topics about abuse may be postponed until newly arrived learners have had time to settle and/or have developed a communicative level of English. However, educators need to be highly alert for any indicators of abuse and respond appropriately.

Appendices

Appendices

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APPENDIX 1 Child protection information for parents/caregivers

It is a fundamental principle in Australian society that parents/caregivers or legal guardians have the responsibility to protect their children and keep them safe.

Australia supports a United Nations agreement that children are to be protected from all forms of abuse, exploitation and violence. Abuse may be sexual, physical and emotional. Australia has laws to prevent and respond to the abuse or neglect of children.

In South Australia, this law is called the Children's Protection Act. Under this Act, people who work and volunteer in schools and care settings are called mandated notifiers. This means that they must report child abuse or neglect if they have reasonable belief that a child is being harmed. All people employed in the Department of Education and Children's Services (DECS) receive regular training in this responsibility. When people report child abuse, it is a confidential exchange of information with the Department for Families and Communities.

Schools and care settings have the responsibility to protect children and keep them safe when they are under their care. Schools and care settings work with parents/caregivers and government agencies to keep children safe. Some of the ways they contribute to children's safety are through:

- screening the people who want to work with children and young people
- providing staff and volunteers with expected standards of behaviour towards children and young people
- providing supervision of children in the class, in the yard, and on school excursions and camps
- implementing preschool and school policies to ensure that children are treated in a just way and to respond to racial, sexual, verbal and physical harassment
- educating about living safely and being healthy in Australia—this includes road safety, water safety, sun protection, hygiene and healthy eating
- providing education about the dangers of drugs and alcohol
- involving learners in making decisions about their education setting
- teaching children and young people how to develop positive relationships and providing opportunities to build self-esteem
- teaching the DECS child protection curriculum.

The child protection curriculum teaches all children from a young age, in an age appropriate way, to:

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

A range of books, videos and classroom strategies are used in the curriculum.

Some strategies used with learners are:

- *networks*: a list of 4 or 5 trusted people from whom the child can seek help
- *one step removed*: learners are given 'What if ...?' scenarios (eg 'What if someone went home after school and found that he/she had lost the key and nobody was home?'). These situations are discussed and a number of strategies that might help to keep the children safe are developed
- *persistence expectation*: learners are taught to continue to tell people or take action until they are safe
- *protective interrupting*: learners are interrupted to prevent a disclosure in a group that may lead to further feelings of being unsafe—private discussion time with these learners is arranged by the educator after the lesson.

Parents/caregivers are informed when the child protection curriculum is to be taught and what will be taught. Parents/caregivers are encouraged to talk to their children and the educators about the child protection program.

Educators have training to teach the child protection curriculum.

APPENDIX 1 Child protection information for parents/caregivers *continued*

Parents/caregivers also have the responsibility to protect children and ensure their safety, and are supported by society to do this. Parents/caregivers do this through:

- providing adequate supervision at all times to minimise the risk of physical, sexual and emotional harm. Young children should not be left alone at home or in a public place, especially at night
- understanding the difference between appropriate and inappropriate touching of children, protecting them from being touched inappropriately and ensuring that children report inappropriate touching
- disciplining their children without causing harm. Some forms of punishment are illegal in Australia. Alternative effective parenting strategies can be discussed with community leaders and parenting agencies.

Other responsibilities for parents/caregivers include:

- providing healthy food for breakfast, lunch and dinner. Healthy food such as fresh fruit and vegetables is low in fat and sugar
- providing appropriate clothing for different weather
- ensuring children learn good hygiene practices such as washing their hands before handling food and showering regularly
- ensuring children have enough sleep at night
- giving appropriate care when children are sick. Generally, sick children should stay at home and, if necessary, receive medical attention
- encouraging children to participate cooperatively in school subjects and activities including school excursions and camps. Excursions and camps are an important part of education.

Get involved in your child's education

Talk to your children about school. Contact the school if you would like more information about your children's education. An appointment needs to be made with the school principal or a teacher. The school can organise an interpreter to be present or you may arrange your own interpreter who may be a trusted friend or relative.

You are encouraged to become informed about the child protection curriculum and reinforce safe practices at home. You can:

- attend an information session organised by the school
- contact your children's teachers or principal if you have any questions or concerns about the child protection curriculum.

You can also be involved in school decision making by being a member of the school's governing council.

Community Liaison Officers can support parents and families to communicate with and be involved in the school. They are employed by DECS to provide this service for a range of communities. They can be contacted on 8226 4393.

This document was prepared collaboratively by the ESL Program and Child Protection Curriculum Team, Curriculum Services, February 2007.

This information sheet is available in a number of community languages. It is available from the ESL Program website at <www.decs.sa.gov.au/curric/pages/ESL>.

APPENDIX 2 Sample letter to parents/caregivers

This letter is designed to be attached to the 'Information for parents/caregivers' (Appendix 1).

Dear Parents/Caregivers,

In the next few months, your child will be participating in the child protection curriculum.

The sheet attached provides some background information.

We will be holding an information session for parents/caregivers.

It will be held at on at

Please indicate below if you would like to attend and whether you need an interpreter present.

We will tell you whether we have been able to get an interpreter for your language.

Yours sincerely

Name of child

Name of parent/caregiver.....

I will / will not be attending (Please circle)

Names of the people attending

.....

Language/s spoken

Interpreter required yes / no (Please circle)

APPENDIX 3 Contacts

The list of contacts that follow are sources of speakers, support personnel, counselling services and education programs.

DECS contacts

Child Protection Policy

Child Protection Policy Advisor
Phone: 8226 0831

- policy and advice to school regarding all aspects of child protection, including mandated notification

Child Protection Curriculum

Child Protection Curriculum Policy and Program Officer
Phone: 8226 4393

- training and advice to schools in implementing the child protection curriculum

Drug Strategy

Jan Warren
Phone: 8226 0980
E-mail: Warren.Jan@saugov.sa.gov.au
Website: www.drugstrategy.sa.edu.au

- information for teachers, parents/caregivers, students, policy advice, support for schools implementing inclusive whole school drug strategies and drug education for CALD students, links to CALD resources and services addressing alcohol and other drug issues

ESL Program

Phone: 8226 4393
Website: www.decs.sa.gov.au/curric/pages/ESL

- bilingual support and cultural information:
 - Bilingual Schools Services Officers
 - Community Liaison Officers
 - Interpreting and translating
- support for adaptation of the child protection curriculum for CALD students
 - ESL Program Policy and Program Officers
 - ESL District Service Providers
- support for students who have experienced trauma
 - Guidance Officer
- resources
 - *Count me in!* a resource for schools working with students with refugee experience

Languages and Multicultural Resource Centre

Phone: 8366 8532
Website: www.lmrc.sa.edu.au/

- multicultural resources—books, children’s books, video, posters, artefacts
- online catalogue

Multicultural Education

Jackie Thomson
Phone: 8226 4393
E-mail: Thomson.Jackie@saugov.sa.gov.au

- countering racism
 - Countering Racism Policy
 - professional development for schools
- multicultural education
 - support for Harmony Day
 - multi-faith understandings

Preschool Bilingual Program

Bernarda Sanchez
Phone: 8226 2546
E-mail: Sanchez.Bernarda@saugov.sa.gov.au

- bilingual support for preschool settings

APPENDIX 3 Contacts

Other agencies

Anglicare SA

18–20 Penola Street, Kilkenny SA 5009
Phone: 8347 2265 Fax: 8244 9132

- runs 'Evolution': a reintegration program for adolescents in the care system and other 'at risk' youth

Australian Centre for Child Protection

Murray House, Magill Campus
University of South Australia
St Bernard's Road, Magill SA 5072
Phone: 8302 4030 Fax: 8302 4176
E-mail: elizabeth.oram@unisa.edu.au

- undertakes and facilitates research concerned with child protection, and communicates understandings from research for policy and practice

Australian Refugee Association

304 Henley Beach Road, Underdale SA 5032
Phone: 8354 2951 Fax: 8354 2953

- provides advice, assistance, advocacy and practical support in the areas of settlement, migration, employment, community education and policy development

Baptist Community Services (SA) Inc

218 Wright Street, Adelaide SA 5000
Phone: 8212 6457

- runs 'Fuse': a mentoring program for refugees aged between 15 and 25

Child Adolescent Mental Health Service (CAMHS)

Northern Services
c/- Women's & Children's Hospital
72 King William Road, North Adelaide SA 5006
Phone: 8161 7389 Fax: 8161 7371
Website: www.wch.sa.gov.au

- provides counselling and therapy for a wide range of emotional and behavioural problems, using a multidisciplinary approach

Southern Services

c/- Flinders Medical Centre, Bedford Park SA 5042
Phone: 8204 5412 Fax: 8204 5465
Website: www.flinders.sa.gov.au

Ethnic Schools Board

Level 15, 31 Flinders Street, Adelaide SA 5000
Phone: 8226 1008
Website: www.dete.sa.gov.au/ethnic/

- registers, funds and accredits teachers in ethnic schools
- provides targeted professional development including child protection

Ethnic Schools Association of SA Inc

Phone: 8365 1255
Website: www.dete.sa.gov.au/ethnic/

- the association of ethnic schools authorities
- provides user identified professional development

Families SA

EDS Centre Level 7, 108 North Terrace
Adelaide SA 5000
Phone: 8226 7000
E-mail: customer.families@dfc.sa.gov.au
Website: www.families.sa.gov.au

- provides services to protect children from abuse and harm, support families to reduce risk to children and young people

Legal Services Commission

82–98 Wakefield Street, Adelaide SA 5000
Phone: 8463 3555 Fax: 8463 3599
Website: www.lsc.sa.gov.au/

- provides free legal advice

APPENDIX 3 Contacts

Lutheran Community Care

309 Prospect Road, Blair Athol SA
Phone: 8269 9300

- supports new arrivals and develops the New Arrivals Settlement Services Directory

Migrant Health Services

21 Market Street, Adelaide SA 5000
Phone: 8237 3900 Fax: 82373949
E-mail: jan.williams@health.sa.gov.au

- provides medical and health services for people from different cultures who do not speak English

Migrant Resource Centre of South Australia

59 King William Street, Adelaide SA 5000
Phone: 8217 9500 Fax: 8217 9555
E-mail: mrcsa@bigpond.com
Website: www.mrcsa.com.au

- provides on arrival settlement services for people with refugee background
- delivers a number of support programs

Muslim Women's Association

Torrens Building
220 Victoria Square, Adelaide SA 5000
Phone: 8212 0800

- provides cross-cultural consultancy services and settlement support

Parenting SA

295 South Terrace, Adelaide SA 5000
Phone: 8303 1660 Fax: 8303 1653
E-mail: francis.julie@saugov.sa.gov.au
Website: www.parenting.sa.gov.au

- promotes the importance of effective parenting practices and supports parents in building on their knowledge, skills and confidence

Red Cross

207–217 Wakefield Street, Adelaide SA 5000
Phone: 8100 4500 Fax: 8100 4501
E-mail: redcross@sa.redcross.org.au
Website: www.redcross.org.au/sa

- provides financial assistance and health care to eligible asylum seekers and assists them to meet a wide range of needs, including health support, counselling, accommodation, material aid, education and legal referrals, and social support

School of Languages

Website: www.schooloflanguages.sa.edu.au

- offers a wide range of languages after hours in metropolitan and regional sites

Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS)

12 Hawker Street, Bowden SA 5007
Phone: 8346 5433 Fax: 8346 5755
E-mail: sttars@sttars.org.au
Website: www.sttars.org.au

- assists children and adults from a refugee or migrant background who have experienced torture or been traumatised by the refugee experience
- provides individual and family counselling, support and advocacy, groups, remedial massage and other natural therapies
- provides education and training

