



I HAVE THE RIGHT TO BE SAFE



Promoting Personal Safety

This booklet is best used as part of a personal safety education program with the parent/carer factsheet *Feel Safe – Promoting Personal Safety*.

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(True) believes that personal safety education is an integral part of any sexuality education personal safety

TEXT:

Everybody has different feelings

Your feelings are important.

It is important to tell the people you trust how you are feeling.

How do you feel?

Happy, safe, angry, sad.

Scared, worried/confused, tired, excited.

Facilitator:

- Ask each participant to communicate how they are feeling.

Extension Activities:

- Ask participants to draw how they are feeling.
- Use pictures or cards to help participants identify how they feel.
- Make a feelings poster.
- Take photos of participants with different feeling faces.
- Mime different feelings and have other participants guess which feeling is being mimed.
- Play different types of music to represent different feelings. Dance, move or act out different feelings as the music is played.
- Use props like masks or materials.

Additional Resources:

CARDS

St Luke's Anglicare Innovative Resources: <https://innovativeresources.org/>

Picture cards developed to explore feelings and self esteem. Include Strength Cards, The Bears and the I Can Monster cards.

EVERYBODY HAS DIFFERENT FEELINGS

Your feelings are important.

It is important to tell the people you trust
how you are feeling.

How do you feel?



Happy



Safe



Angry



Sad



Scared



Worried/
Confused



Tired



Excited

TEXT:

You have the right to be safe

Your body belongs to you.

No one can touch your body in a way that makes you feel sad, angry, scared or worried/confused. This includes your private parts.

If someone asks you to keep any kind of touch a secret, this is a NO touch.

Your underwear covers the private parts of your body.

Facilitator:

- Ask participants to name a private body part.
- Complete the worksheet, Public and Private Body Parts.

Additional Resources:

MODELS:

- Teach-A-Body Dolls: www.teach-a-bodies.com
- Also known as Fred and Suzie, these anatomically correct cloth dolls can be used for teaching body parts and public and private.
- Participants can name the body parts and then dress the dolls to cover up the private body parts.

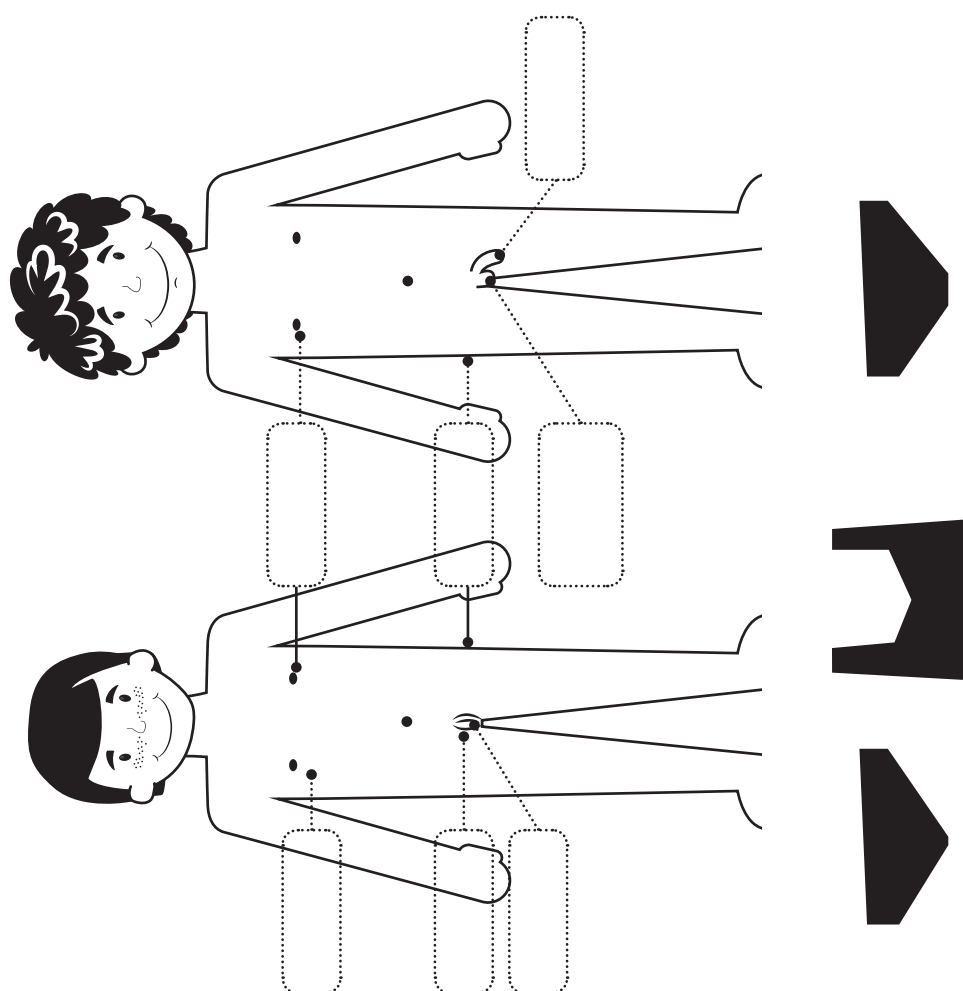
WORKSHEET:

- Photocopy for participants.

PUBLIC AND PRIVATE BODY PARTS

Write the names of the private body parts.

Draw the underwear over the private body parts.



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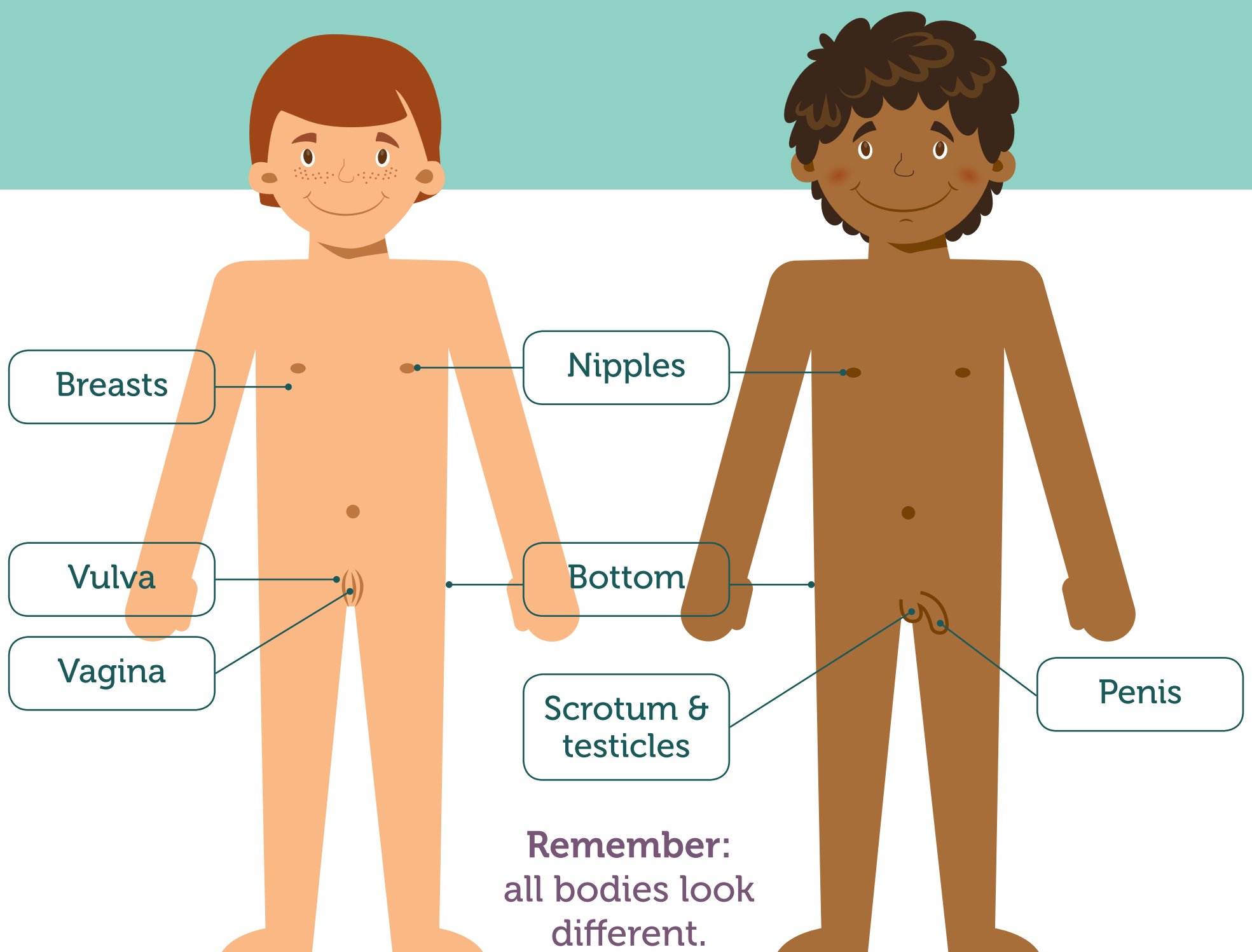
YOU HAVE THE RIGHT TO Be **SAFE**

Your body belongs to you.

No one can touch your body in a way that makes you feel sad, angry, scared or worried/confused. This includes your private parts.

If someone asks you to keep any kind of touch a secret, this is a NO touch.

Your underwear covers the private parts of your body.



TEXT:

There are lots of different types of touch.

It is important to understand when a touch is friendly, loving, helping, sexy or a NO touch.

Facilitator:

- Discuss each picture with the participants.
- Discuss examples of types of touch, e.g. "Who can give you a loving hug?", "Who can give you a helping touch?".

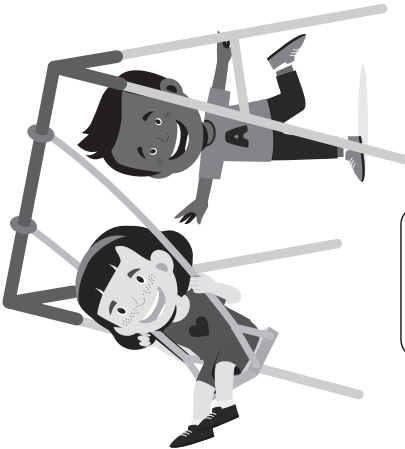




Extension Activities:

- Using the pictures provided, photocopy into cards (separate from the text) and ask participants to sort them into types of touch categories.
- Make up relevant scenarios and discuss to develop problem solving skills.

Additional Resources:

CARDS:

- Photocopy and cut into separate cards.

 <div>Friendly</div>	 <div>Loving</div>
 <div>Helping</div>	 <div>No</div>
 <div>Sexy</div>	

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THERE ARE LOTS OF DIFFERENT TYPES OF TOUCH.

It is important to understand when a touch is friendly, loving, helping, sexy or a NO touch.



TEXT:

There are rules about touch to help us be safe.

It is NOT ok:

- ☒ for anyone to touch your body if you do not want them to
- ☒ for someone to make you touch their body
- ☒ for someone in your family to touch you in a sexy way
- ☒ for adults to touch a child in a sexy way
- ☒ for people to be sexy in front of you, being sexy is private.

It is also NOT OK for someone to show you photos from mobile phones, computers or tablets that show private body parts or people being sexy.

Facilitator:

- Discuss each example and clarify. For example, “It is NOT OK for your mum, dad, brother, sister, uncle etc. to touch you in a sexy way.”
- Complete the worksheet, Rules About Sexy Touch, as a group.

Extension Activities:

- Invite a Police Liaison Officer to talk to the participants.

Additional Resources:

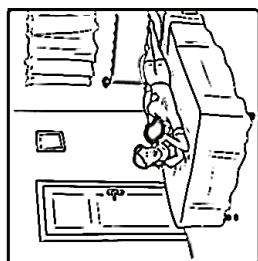
WORKSHEET:

- Photocopy for participants. Answers: 1. yes 2. old enough 3. private 4. family

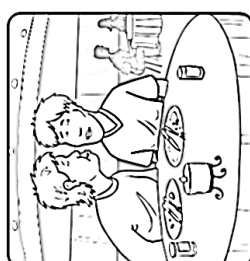
RULES ABOUT SEXY TOUCH

Sexy touch is OK if...

1. Both people say



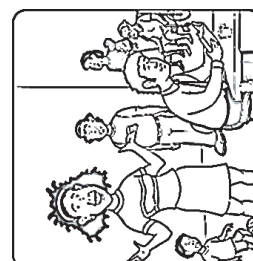
2. Both people are



3. Sexy touch is



4. People are not in the same








Adapted from: Rules About Sex: Family Planning Victoria

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THERE ARE RULES ABOUT TOUCH TO HELP US **Be SAFE.**

It is NOT OK:

-  for anyone to touch your body if you do not want them to
-  for someone to make you touch their body
-  for someone in your family to touch you in a sexy way
-  for adults to touch a child in a sexy way
-  for people to be sexy in front of you, being sexy is private.

It is also NOT OK for someone to show you photos from mobile phones, computers or tablets that show private body parts or people being sexy.

TEXT:

If someone touches your body in a way that breaks the rules about touch, is secret, or makes you feel sad, angry, scared or worried/confused:

NO. Say no or stop.

GO. Go to a safe place.

TELL. Tell someone.

Listen carefully to what your body tells you about being touched. Your body may give you warning feelings telling you that you need help.

Facilitator:

- Discuss warning feelings with participants.
- Draw a large body outline onto poster paper. Talk about when participants may feel scared. Use safe, scary situations like a movie, seeing a spider or going on a ride as examples.
- Ask participants to describe what their body does when they feel scared. Examples may include closed eyes, racing heart, feel sick, clenched fists, butterflies in stomach, shaking, need to go to the toilet, wet pants.
- Draw the body reactions to the warning feelings onto the body outline. Be creative. Draw a heart beating, butterflies in the stomach, closed eyes, clenched fists, wet pants, wiggly lines for shaking.
- Discuss how the body tells you if you are having warning feelings. These warning feelings tell you that you may need help.
- Ask participants what they could do if their body was giving them warning feelings. Discuss NO, GO and TELL.
- Practice NO, GO and TELL strategies.
- Brainstorm ways of getting out of warning feelings situations.

Extension Activities:

- Make up relevant scenarios and discuss to practice problem solving skills
- Discuss safe places

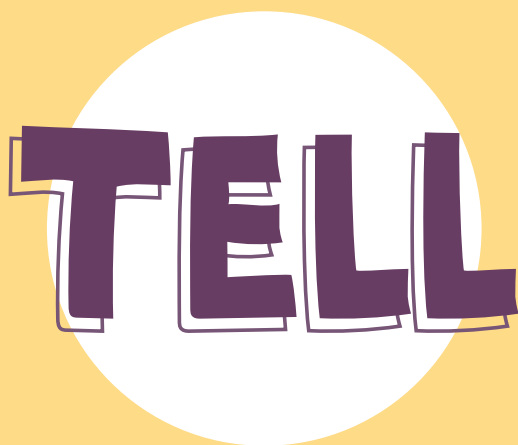
If someone touches your body in a way that breaks the rules about touch, is secret, or makes you feel sad, angry, scared or worried/confused:



Say **no** or stop



Go to a safe place



Tell someone

Listen carefully to what your body tells you about being touched. Your body may give you warning feelings telling you that you need help.

TEXT:

People who can help you are adults who:

- 1. Listen to you
- 2. Believe you
- 3. Help you to feel safe

Write the names of people who can help you.

YOU ARE IMPORTANT

Keep telling trusted adults until someone helps you to feel safe.

Facilitator:

- With a whiteboard pen write examples of people who can help, onto the space provided. Choose people from different places. For example, mum, grandma, auntie, Ms Smith (name of teacher), Akela (a scout leader), coach (sports) and an emergency contact such as the Police or Kids Help Line. A number of trusted people are needed in order to ensure safety in different locations. It is also important to provide several alternatives in case one person does not help.
- Ask participants to complete the worksheet, Who Can Help? or use the I have the right to be safe booklet page 6.

Extension Activities:

- Make a poster with photos of the people who have been identified as people who can help.
- Practice telephoning the people who can help. Include practice on how and where to find telephone numbers; how to dial and how to initiate the conversation.
- Write a letter to the people who have been identified as able to help. On the letter let people know that they have been identified as adults who: Listen, Believe and Help you to feel safe.
- Make a Me collage helping participants to develop feelings of self esteem.

Worksheet:

- Photocopy worksheet for participants.

WHO CAN HELP?

Write the names of people who can help you

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PEOPLE WHO CAN HELP YOU ARE ADULTS WHO:

- 1 Listen to you
- 2 Believe you
- 3 Help you to feel safe

Write the names of people who can help you:



YOU ARE IMPORTANT

Keep telling trusted adults until
someone helps you to feel safe.

TEXT:

Where to Look for help

These are places you can phone for help:

Kids Help Line: 1800 55 1800

Police: 000

Facilitator:

- Identify the local phone number for True Relationships & Reproductive Health.
- Discuss places that participants can contact for help in the local community.

Extension Activities:

- Visit services that promote children's safety or arrange for a visit from a service that provides safety support for young people.
- Put up posters of services that provide support to children and young people.

Additional Resources from True:

Feel Safe App

An educational app promoting personal safety for young people with learning needs.

This app follows the stories of six young people (aged between 12 and 16) who learn personal safety skills. There are nine games that teach personal safety skills.

'Everyone's got a bottom' Children's storybook

A story about Ben and his brother and sister learning and talking together about bodies. The book is about children keeping safe, in a style that is fun, positive and protective and a tool for parents and carers to gently start a conversation with children about personal safety.

Other Resources:

St Luke's Cards – St Luke's Innovative Resources. <https://innovativeresources.org/>

Teach-A-Body Dolls – Teach-A-Bodies. <https://www.teach-a-bodies.com/>

References:

True Relationships & Reproductive Health. (2001). Every body needs to know: A reproductive and sexual health education resource for teaching people with a disability. Brisbane: True

True Relationships & Reproductive Health. (2002). Feel Safe: An educational app promoting personal safety for young people with learning needs. Brisbane: True

True Relationships & Reproductive Health. (2002). I have the right to be safe booklet. Brisbane: True

WHERE TO LOOK FOR **help**

These are places you can phone for help:

Kids Help Line: 1800 55 1800
Police: 000



Find out more, contact True Relationships
and Reproductive Health:

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07 3250 0240

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07 5479 0755

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07 4031 2232

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07 5531 2636

Rockhampton
07 4921 3655

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