



## **Parent/Carer Workshop Booklet**

Tips and fun activities to support your family with protective behaviours and to create a body safe home.

The information provided by **Body Safety Australia** via our employees, contractors, agents, educators, on our website or in our resources ("BSA information") is general information only and is to be used at your own risk. It does not take into account your personal situation, that of your child, family, school or community group.

# Hello!

Thank you for being proactive with body safety and protective behaviours education in your child's community.

This booklet supports you in creating positive culture change and ending the silence of childhood sexual abuse. You will find strategies to empower children, tips on how to model consent, and advice on how to reach out to your wider community.

**Body Safety Australia** was established as a social enterprise in 2015 and is the passion child of founders Deanne Carson and Whitney Yip.

The **Body Safety Australia** team are committed to partnering with schools and families to create positive change in children's lives.



Sadly, 1 in 5 Australian children will experience childhood sexual abuse. Our team provides whole community prevention education. Our classes are fun, interactive and age-appropriate.

**Body Safety Australia** celebrates diversity and respect for all. We have specialised knowledge and experience in orthodox and faith-based (religious) schools, special schools, LGBTIQ communities and CALD communities.

[www.bodysafetyaustralia.com.au](http://www.bodysafetyaustralia.com.au)  
[www.facebook.com/bodysafetyaustralia](https://www.facebook.com/bodysafetyaustralia)  
[www.twitter.com/bodysafetyau](https://www.twitter.com/bodysafetyau)

## **Tip Sheet: Talking To Other Parents and Caregivers**

The team at **Body Safety Australia** understands that there are many fears and misconceptions around child sexual abuse. We want to support families and communities in starting the conversation.

Here are some frequently asked questions and suggested answers. Some adults in your community may be survivors of child sexual abuse, so always approach the topic with care and compassion.

### **Q: Why should I talk to my child about body safety?**

A: Body safety education for children simply helps them understand their bodies, their emotions and how they interact with others. It's an extension of what you are already teaching them!

### **Q: How do I talk to grandparents about our body safety strategies?**

A: Often relatives can be concerned about body safety strategies as they fear they may no longer be able to share spontaneous affection with the children. Explain that when children feel secure in their bodily autonomy, they are free to show affection in lots of different ways.

### **Q: Strangers don't have access to my kids. We don't need this until they are older.**

A: Childhood sexual abuse is rarely perpetrated by strangers. In fact, in 90% of cases the abuser is a relative, family friend, community leader or other known person.

### **Q: I trust everyone in my child's life.**

A: Often child sexual abusers groom the caregivers long before they abuse children. They make themselves

indispensable to a family, school, church etc. They are often described as a 'pillar of the community'.

**Q: How do I reconcile body safety strategies with my religion, culture, family structure or values?**

A: The information in this booklet and our workshops are a guide only. Body Safety Australia is happy to consult with communities to ensure messages are culturally sensitive. We celebrate diversity and have specialised knowledge and experience in faith-based (religious) schools, special schools, LGBTIQ communities and CALD communities.

## **Helplines:**

**Blue Knot Helpline (For Survivors):** 1300 657 380

**Centre Against Sexual Assault** ([www.casa.org.au](http://www.casa.org.au))

**1800RESPECT:** 1800 737 732 ([www.1800respect.org.au](http://www.1800respect.org.au))

**Child Protection Crisis Line:** 13 12 78

**Aboriginal Family Violence Prevention  
and Legal Service Victoria:** 1800 105 303

**InTouch Multicultural Centre  
Against Family Violence:** 1800 755 988

**Men's Helpline:** 1300 78 99 78

**Sexual Assault Helpline:**  
1800 806 292

**Kids' Helpline:** 1800 551 800

**Police:** 000





Teacher confidence  
in creating a child  
safe environment  
**doubled**  
after observing a  
Body Safety program

**92%**

of teachers said they  
would rather body  
safety education be  
taught on school  
premises by a  
**qualified external  
trainer**

**BEFORE**  
Body Safety  
Education



**55%** of 6 year olds  
could not identify  
safe/unsafe touch  
**49%** of 9 year olds  
could not accurately  
name genitals



**1 in 5 Australian** children  
will be sexually abused  
before they turn 18

**77%**

of parents  
are **not**  
**confident**  
talking to  
their children  
about abuse  
prevention  
strategies

**BEFORE**  
Body Safety Education

28% of 11 year olds  
could not identify  
unsafe online contact



Body Safety  
Australia  
[www.bodysafetyaustralia.com.au](http://www.bodysafetyaustralia.com.au)



Children's ability to correctly  
identify private parts

**doubled**  
after the program

# **Key Body Safety Learning Objectives**

## **Learning Objective 1: Emotions**

To allow children to accurately identify emotions, both their own and others', and to be able to communicate their emotions to others including their safe adults.

Doing this also helps convey to the child that the adult is responsive to hearing about all emotions, particularly ones that trouble the child.

## **Learning Objective 2: Early Warning Signs**

To allow children to identify signs in their body that tell them they may be unsafe. Often put down to intuition, there are very real physical cues that tell a person if they are safe or unsafe. This assists adults in learning the cues for individual children.

## **Learning Objective 3: Fight, Flight, Freeze**

To understand that people have different fear responses and to assist children and adults to identify their own primary fear response. Survivors of childhood abuse often say that they internalised blame for their abuse because they 'didn't do anything to stop it'.

## **Learning Objective 4: Assertive Communication**

To be able to clearly and assertively communicate one's right to bodily autonomy. Children learn they have a right to choose who touches their body, when and why. They also learn how to communicate that to others. This may include finding other ways of expressing affection besides physical touch.

## **Learning Objective 5: Safe Adults**

For children to identify a range of adults in whom they feel they can confide. To brief those adults on their responsibility as a 'safe' adult.



### **Learning Objective 6: Bodily Autonomy**

For children to understand that their body belongs to them and nobody has the right to touch it without permission. They also learn to respect the bodily autonomy of others.

### **Learning Objective 7: Private, Personal & Public Body Parts including naming genitals**

To differentiate between personal, private and public body parts. Outlining the difference between public, private and personal can help adults to have purposeful conversations with children about what is appropriate behaviour.

### **Learning Objective 8: Necessary Touch**

To acknowledge that there are exceptions to bodily autonomy and consent, and to explore exceptions to bodily autonomy and encourage adults to find ways of increasing a child's agency in times when a child is not able to withhold consent to touch.

### **Learning Objective 9: Secrets and Surprises**

To understand the difference between a surprise and a secret and the role of both in a child's life, and how to teach and model this to children.

### **Learning Objectives 10: Tricky Times**

To help children understand appropriate boundaries between adults/teens and children.  
To explore how to help children differentiate between what is appropriate for adults to ask of children and what is inappropriate and why.



## Activity 1: Identifying Emotions

Children create their own 'Feeling Book'.

Children can draw, paint or stick together things that make them feel happy, scared, angry, embarrassed, excited and calm.

Bind the pages together.

**Prompts:**

- 'Sometimes I feel ...'
- 'When I do ... I feel ...'
- 'Zombies make me feel ...'
- 'Tell me a time you felt left out or lonely ...'



## Activity 2: Private, Personal & Public Body Parts

Use the activity sheet on the next page to help your children differentiate between public, personal and private body parts.

Private body parts: Bottom, nipples, penis, vulva and vagina.

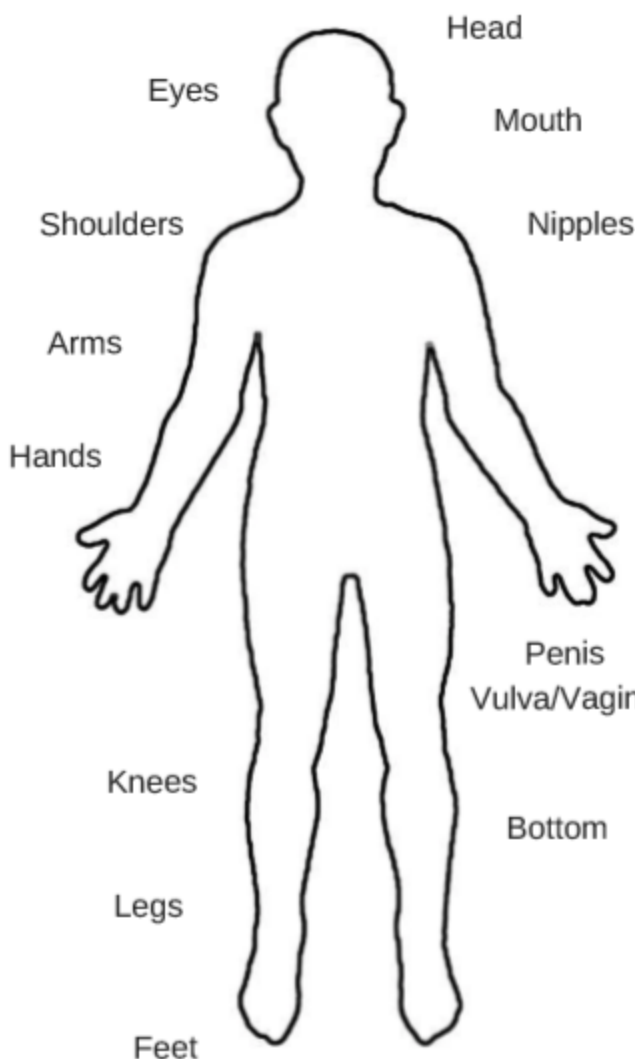
Personal body parts: Hands, mouth and eyes.

Public body parts: Head, shoulders, knees and toes.





# My Body is MY Body!



Kids' Helpline  
1800 55 1800  
[kidshelpline.com.au](http://kidshelpline.com.au)

Some Bodies Have...



All Bodies Have...

I have public parts, personal parts, and private parts. I choose what happens to my body.

## Recommended Just For You

My Safe Adult Dedoches: Finger Puppet Activity  
(ages 3-8 years)

Roll 'n' Play Emotions Game Pack (ages 3-8 years)

*Surprise! Mum's Birthday* by Deanne Carson (ages 4-6 years)

*Surprise! Trip to the Beach* by Deanne Carson  
(ages 5-8 years)

*Dody Safety Australia's Dody Safety Guide for Parents  
& Carers* by Deanne Carson

*It's My Dody* by Lory Freeman (ages 3-5 years)

*My Dody Delongs to Me* by Jill Starishevsky (ages 4-6 years)

*Some Secrets Should Never Be Kept* by Jayneen Sanders  
(ages 5-8 years)

Body Safety Australia's Space Invader Poster: Introducing  
Personal Space

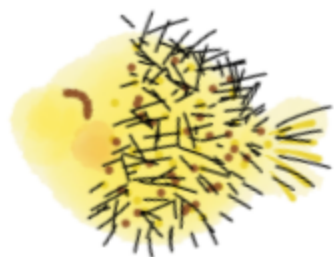


To purchase, please visit [www.bodysafetyaustralia.com.au](http://www.bodysafetyaustralia.com.au)  
or email [info@bodysafetyaustralia.com.au](mailto:info@bodysafetyaustralia.com.au)

### Activity 3: Exploring fear responses

Explain that sometimes when we are scared we react in different ways.

Sometimes we want to fight back.  
We might make ourselves big like a puffer fish to scare the other person.



Other times we might feel very small  
and want to run away like a mouse.

Or we might curl up in a ball  
like a sea anemone!



Buy or make blank craft masks. Children can draw an animal on each mask. Brainstorm different risky situations and have the child wear the mask that matches their response.

**Conversation starters:** did everyone choose the same animal each time? Why? If we chose the anemone, can we also be a mouse later and go and get help?



## What's Next ... ?

Several pages in the back of this booklet are for you to tear out and use.

One of the pages is a traffic light of appropriate and inappropriate sexual behaviour in children 0-12 years old.

The other page is a flyer for your local ballet school, football club or karate dojo to inform them of the mandatory Child Safe Standards.

If you would like us to run program at your child's early learning centre and/or primary school, drop us a line at ***[info@bodysafetyaustralia.com.au](mailto:info@bodysafetyaustralia.com.au)***

Otherwise join our mailing list, or keep in touch with us on Facebook or Twitter!



## Activity 4: My Boundaries

Point out physical boundaries in the world around you; walls, fences, lines on the road. Talk about how we all have boundaries for our bodies.

Place a hula hoop or chalk drawn circle around your child. Act out different characters and have your child tell you, **STOP!** when you are getting too close.

You could role play being a teacher, shopkeeper, an angry dog, a person with strong perfume, a sibling or just yourself!



**"TRY Australia's Children's Service** have benefited greatly from the non-biased and knowledgeable content delivered to our teachers and educators.

Staff feel empowered in delivering a 'Body Safe' curriculum to our children and our families. Thank you, **Body Safety Australia!**"

- **Tabitha Farrugia, Early Years Advisor, TRY Australia**

## Activity 5: Our Safe Adults

Flip to the back of this booklet to find **5 Safety Superstar Badges** to fill in and cut out!

Brainstorm with your child about their safe adults.



Try not to lead your child in naming people. Only your child knows who they would feel really comfortable confiding in and this can change from time to time with logic only known to your child.

If you feel your child's choice is inappropriate or impractical, discuss alternative people.

Check out our handmade felt finger puppets and storybook to further explore this topic!





# TRAFFIC LIGHTS – sexual behaviours from birth to eighteen

red

- behaviour which is excessive, repetitive, compulsive, obsessive, degrading or threatening
- significant age, developmental and/or power differences between the children involved
- of concern because of the nature of the activities and the manner in which they occur
- indicate a need for immediate intervention and action

orange

- 'outside' 'normal' sexual behaviour in terms of persistence, frequency or intensity in light of developmental stage
- 'outside' normal in either type or persistence of behaviour
- of concern due to frequency and intensity of behaviour
- behaviour which is 'unusual' or different to that of other children
- signal the need to take notice and gather information to assess the appropriate action

green

- 'normal' sexual development which is healthy, reciprocal, heartfelt, mutual and easily distracted
- play or activities involving equals in terms of age, size and ability levels
- behaviour reflects information gathering, balanced with curiosity about other parts of life
- provide opportunities to give the child or adolescent positive feedback and information

## Birth to 5 years

- simulation of explicit foreplay or sexual behaviour in play
- persistent masturbation
- persistent touching of the genitals of other children
- persistent attempts to touch the genitals of adults
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

## 5 to 9 years

- persistent masturbation, particularly in front of others
- sexual behaviour engaging significantly younger or less able children
- snaking into the rooms of sleeping younger children to touch or engage in sexual play
- sexual behaviour that is age inappropriate for their age, eg oral sex
- persistent sexual themes in talk, play, art etc

## 9 to 12 years

- persistent masturbation, particularly in front of others
- sexual activity, eg oral sex or intercourse
- bringing a face to face meeting with an on-line acquaintance
- sending nude or sexually provocative images of self or others electronically
- sexual activity, including same age, younger or less able children, into sexual activity
- presence of Sexually Transmitted Infection (STI)

## 13 to 18 years

- compulsive masturbation (especially chronic or public)
- degradation/threatening of self or others with sexual themes, eg texts, phone, e-mail, touch
- attempt/force others to expose genitals
- preoccupation with sexually degrading pornography
- sexually explicit talk with younger children
- sexual harassment, forced sexual contact
- sexual contact with others of significant age and/or developmental difference
- sending nude or sexually provocative images of self or others electronically
- joining adults only on-line dating service
- sexual contact with animals
- genital injury to others/self

## Birth to 5 years

- preoccupation with adult sexual type behaviour
- pulling other children's pants down/turns up against their will
- explicit sexual conversation using sophisticated or adult language
- preoccupation with touching
- sexual behaviour that is age inappropriate to other child focused activities
- chronic peeing
- following others into toilets to look at them or touch them

## 5 to 9 years

- questions about sexual activity frequently, despite an answer being given
- writing sexually threatening notes
- engaging in mutual masturbation
- bringing in language to discuss sex or "showing me how to do it" or "look at my dolls – they're screwing"

## 9 to 12 years

- uncharacteristic behaviour, eg sudden provocative changes in dress, mixing with new or older friends
- sexual bullying involving sexual aggression
- pseudo maturity, including inappropriate knowledge and discussion of sexuality
- giving out identifying details to on-line acquaintances
- preoccupation with chatting online
- persistent accusation of fear of pregnancy/STI

## 13 to 18 years

- sexual preoccupation/anxiety which interferes with daily function
- preoccupation with pornography
- giving out identifying details to on-line acquaintances
- preoccupation with chatting online
- giving false gender, age, sexuality details online in adult chat room
- arranging a face to face meeting with an on-line acquaintance
- sexually aggressive towards/obscenities
- sexual graffiti (chronic/mocking on others)
- violation of others' personal spaces
- single occurrence of peeing, urinating, non-consenting sexual touch with known peers/pulling skirts up/backs
- sexual harassment, including unwanted sexual activity while intoxicated, multiple partners and frequent changes of partner
- oral sex and/or intercourse (age and developmental ability to give consent must be considered)

## Birth to 5 years

- thumb sucking, body stroking and holding of genitals
- wanting to touch other children's genitals
- asking about or wanting to touch other children's genitals in the bath
- sexual behaviour with family adults, eg when in the bath
- games – "copacabana", "how me yours and I'll show you mine"
- enjoyment of being nude
- interest in body parts and functions

## 5 to 9 years

- masturbation to self soothe
- increased curiosity in adult sexuality, eg questions about babies, gender differences
- increased curiosity about other children's sexual activity, eg asking mutual partners to see at school
- sexual activity, eg oral sex, genital stimulation
- selling stories or asking questions, using swear words, "colic" words or names for private body parts
- increased sense of privacy about bodies

## 9 to 12 years

- use of sexual language
- having boy/girlfriends
- exhibitionism, eg flashing or mooning amongst same age peers
- increased need for privacy
- consensual kissing with known peers
- use of internet to chat online

## 13 to 18 years

- sexually explicit conversations with peers
- obscenities and jokes within the cultural norm
- flirting
- interest in erotica
- use of internet to chat online
- solitary masturbation
- inquest and/or participation in a one-on-one relationship (with or without sexual activity)
- sexual activity including hugging, kissing, holding hands, foreplay, mutual masturbation
- consenting oral sex and/or intercourse with a partner of similar age and developmental ability (age and developmental ability to give consent must be considered)



During our incursion, we named 5 people in our lives who we trust to help.

These are my **Body Safety Superstars**. Please talk with them about how they can help keep me safe.

