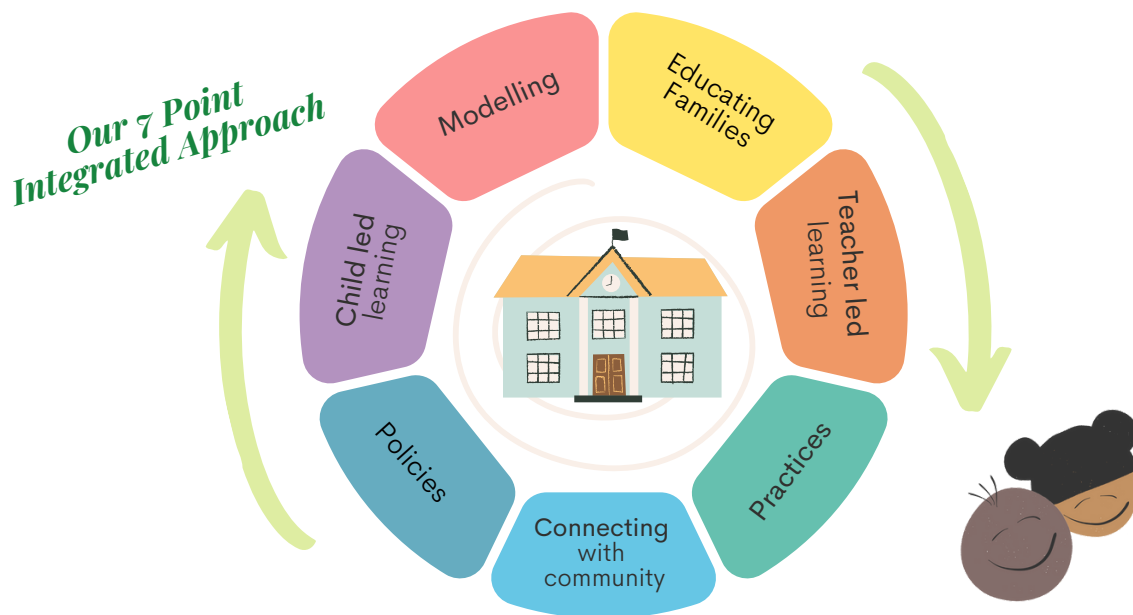


BODY SAFETY AUSTRALIA

*Promoting childhoods free from violence,
where children enjoy equitable & respectful relationships.*

Established in 2015, Body Safety Australia provides **whole community education** to protect and empower children in preventing child abuse. We have a strong commitment to provide all communities with body safety education that celebrates children of all socio-economic status, religions, abilities, sexualities, gender identities, cultures, and/or family structure.



OUR FULL SUITE OF PROGRAMS:



Child sexual abuse prevention



Relationships and sexuality



Consent, eSafety and emerging sexuality



Positive body image



LGBTQIA+ empowerment



Promoting youth leadership



Gender equity and inclusion



Child Safe Standards

Contact us at (03) 9471 2247 or email info@bodysafetyaustralia.com.au
www.bodysafetyaustralia.com.au

Child Sexual Abuse Prevention

Our **Superstars program** is designed to **empower** and **educate** children to understand and communicate their right to bodily autonomy and equip communities to prevent child sexual abuse. This program focuses on **empowerment** and is underpinned by our **10 learning objectives**. Through games, group work, stories, and guided discussion, the children are encouraged to reflect upon and explore what bodily autonomy means.

WE OFFER:

Children's Program

2 X 45 minutes
*Suitable for ages
3-5 years*

Students' Program

Foundation, Grade 1 & 2:
2 X 1 hour sessions
Grade 3, 4, 5 & 6:
3 x 1 hour sessions

Parent/Carer Workshops

1 x 2 hour session
*Available in person
or online*

Professional Development

1 x full day OR
1 x half day OR
1 x 2 hour session

10 BODY SAFETY LEARNING OBJECTIVES

1. Identify and clearly communicate **emotions** in themselves and others
2. Learn the '**early warning signs**' in their bodies that tell them something doesn't feel safe
3. Understand that humans have different fear responses – **fight, flight and freeze**
4. **Assertively communicate** their right to bodily autonomy
5. Identify their **Safe Adults** using our felt finger puppets
6. Know that **their body belongs to them** and nobody has the right to touch it without their permission
7. Accurately **name their genitals** using words that health care professionals would use
8. Understand that sometimes adults make decisions about a child's body for **health, hygiene and safety** reasons
9. Understand the difference between a **surprise** and a **secret**
10. Identify that sometimes adults and older children's behaviour can be '**tricky**'

Child Sexual Abuse Prevention

STUDENTS' PROGRAM: FOUNDATION - GRADE 2

SESSION ONE

Emotions

Early warning signs

Fight, flight, freeze

Bodily autonomy

Assertive
communication

This session helps students identify their own **emotions** and describe the physical feelings in their bodies that accompany certain emotions. Students also begin to identify others' emotions by listening to verbal cues, through facial expressions and body language.

Foundation students read "*It's MY Body*" by Lory Freeman. Grades 1 & 2 will read "*My Body Belongs to Me*" by Jill Starishevsky. They will learn that they have a right to choose who touches their body, when and why. They also learn how to communicate that to others by practicing **assertive communication**.

SESSION TWO

Body parts

Necessary touch

Secrets & surprises

Tricky times

Safe adults

Students learn which parts of their bodies are **private**, which are **public** and which are **personal**. They are encouraged to accurately name their genitals using words that health care professionals will use. They then explore the different levels of touch appropriate for private, public and personal body parts for both themselves and other people.

Students read "*Surprise! Mums birthday*" by Deanne Carson. They will explore the difference between **secrets and surprises** and how to help seek.

Students will be given a pouch with 5 finger puppets and encouraged to **identify five safe adults** who they can speak to if they are troubled. Students are supported to reach out for help to their safe adults when they need it.

Child Sexual Abuse Prevention

STUDENTS' PROGRAM: GRADES 3 & 4

SESSION ONE

Emotions

Early warning signs

Fight, flight, freeze

Assertive
communication

This session helps students identify their own **emotions** and describe the physical feelings in their bodies that accompany certain emotions. They discuss **personal space** and also learn how to communicate to others by practicing **assertive communication**. Students then learn about the **fight, flight, freeze** response and identify their own primary response.

SESSION TWO

Body parts

Necessary touch

Secrets & surprises

Bodily autonomy

Tricky times

Students learn which parts of their bodies are **private**, which are **public** and which are **personal**. They are encouraged to accurately name their genitals using words that health care professionals will use. Students read "*I Won't, said Willow*" by Candy Lawrence. They explore **bodily autonomy** and the difference between **secrets and surprises**. Students explore the times when adults are being '**tricky**' in asking a child to do the work of an adult.

SESSION THREE

Safe & unsafe touch

Online safety

Safe adults

Students explore what it means to feel **safe**, and the difference between **safe and unsafe touch** scenarios. They share their online experiences, and how they are able to keep themselves **safe online**. Students will be given a pouch with 5 finger puppets and encouraged to **identify five safe adults** who they can speak to if they are troubled. Students are supported to reach out for help to their safe adults when they need it.

Child Sexual Abuse Prevention

STUDENTS' PROGRAM: GRADES 5 & 6

SESSION ONE

Emotions

Early warning signs

Fight, flight, freeze

Assertive
communication

This session helps students identify their own **emotions** and describe the physical feelings in their bodies that accompany certain emotions. They learn where in their bodies they respond to unsafe cues and what their **early warning signs** are. They practice **assertive communication**, learn about the **fight, flight, freeze** response and identify their own primary response.

SESSION TWO

Body parts

Necessary touch

Secrets & surprises

Bodily autonomy

Students explore **personal space** and how people communicate verbally, with their body language and through facial expressions. Students learn which parts of their bodies are **private**, which are **public** and which are **personal**. They are encouraged to accurately name their genitals using words that health care professionals will use. They learn the concept of **consent** as a continuum. Students then explore the difference between **secrets and surprises**.

SESSION THREE

Strangers

Tricky times

Safe adults

Students discuss the idea of **safe and unsafe strangers**. They then explore the times when adults are being '**tricky**' in asking a child to do the work of an adult. Students will be given a pouch with 5 finger puppets and encouraged to **identify five safe adults** who they can speak to if they are troubled. Students are supported to reach out for help to their safe adults when they need it.

Child Sexual Abuse Prevention

PARENT / CARER WORKSHOP

This **two-hour** practical workshop empowers families with safety tools that can be used within the home, school and community. Our workshops for parents and carers aim to inform you of what your child will be learning with us and how you can **keep the conversation going at home**. The workshop will cover:



Childhood sexual abuse: the risk, myths and misconceptions

Ten key areas of body safety

Identifying grooming behaviours

Age-appropriate play

Digital technology, grooming and abuse prevention

Practical body safety strategies to use at home

Supporting the at-risk child, including self-care

PROFESSIONAL DEVELOPMENT

The principles of **body safety** play an essential role in developing safe and respectful spaces in and outside of the classroom. Offered as either **one full day** or **one 2 hour session**, our Child Sexual Abuse Prevention Professional Development supports your **Child Safe Standards, Respectful Relationships curriculum** and builds capacity in:

Creating strategies for the participation and empowerment of children

Supporting community solutions and creating partnerships in prevention

Understanding the complexity of childhood sexual abuse: myths, facts, indicators and risk factors

Embedding the 10 key learning areas of abuse prevention

Modelling child safe practices (Victorian Child Safe Standards & National Child Safe Standards)

Planning age-appropriate child safe lessons and activities

Understanding age-appropriate behaviour including the signs of possible sexual abuse

Understanding the role of technology in childhood sexual abuse; grooming and abusers

Hearing and handling disclosures, including self-care

Ensuring culturally sensitive and inclusive solutions for your community

PUTTING CHILD SAFETY IN CAPABLE COMMUNITY HANDS

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