

NATIONAL CHILD PROTECTION WEEK 2022

CHILD EMPOWERMENT PROGRAM

2022 RESOURCE PACK: EARLY EDUCATION

DEVELOPED BY
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AT ST NICHOLAS EARLY EDUCATION BRANXTON



St Nicholas Early Education

DIOCESE OF MAITLAND-NEWCASTLE



stnicholasmn.org.au

Children's rights

You have the right to:

- 1.**
**be treated fairly
no matter what**
- 2.**
**have a say
about decisions
affecting you**
- 3.**
**live and grow
up healthy**
- 4.**
**have people
do what is best
for you**
- 5.**
**know who you
are and where
you come from**
- 6.**
**believe what
you want**
- 7.**
privacy
- 8.**
**find out
information and
express yourself**
- 9.**
**be safe no
matter where
you are**
- 10.**
**be cared for and
have a home**
- 11.**
**education,
play and cultural
activities**
- 12.**
**help and
protection if
you need it**

Adapted from the Convention on the Rights of the Child.

For more information on children's rights, go to www.humanrights.gov.au/childrights To tell a story about your rights, go to somethingincommon.gov.au/thebigbanter

NATIONAL CHILD PROTECTION WEEK

National Child Protection Week is a campaign held annually across Australia to raise awareness of child abuse prevention. This year's campaign will be held between 4 - 10 September.

National Child Protection Week aims to engage, educate, and empower Australians to understand the complexity of child abuse and neglect, and work together to prevent it. The campaign does this through the sharing of events and resources to encourage communities to engage in conversations around children's safety and wellbeing.

This year's theme is:

**EVERY CHILD IN EVERY COMMUNITY
NEEDS A FAIR GO**

**TO TREAT ALL OF AUSTRALIA'S CHILDREN FAIRLY, WE
NEED TO MAKE SURE EVERY FAMILY AND COMMUNITY
HAS WHAT KIDS NEED TO THRIVE AND BE HEALTHY.**

As a diocese, our goal when it comes to child protection is to always recognise and uphold the dignity and rights of all children and vulnerable adults, in-line with the Catholic Diocese of Maitland-Newcastle's abiding commitment to their safety, welfare, and wellbeing.

The role of St Nicholas Early Education:
this year, we're encouraging our Early Education centres to get involved using the information and resources included in this pack.
Developed by Brittnie Heaney, Courtney Newman and Anne Cochrane from the Branxton centre.

DIRECTORS

How can I deepen educator knowledge and understanding of the rights of the child and promote child safety?

Information to access:

St Nicholas Services, inclusive of its Early Education and OOSH programmes, is a service of the Catholic Diocese of Maitland-Newcastle. Accordingly, St Nicholas is required to meet two sets of 'child safe' or 'safeguarding' standards:

- National Catholic Safeguarding Standards (NCSS), Edition 1 ratified by the Australian Catholic Bishops Conference and published in January 2019. These Catholic Standards are implemented by ACSL (Australian Catholic Safeguarding Ltd.)
<https://www.acsltd.org.au/services/professional-and-safeguarding-standards/national-catholic-safeguarding-standards/>
- NSW Child Safe Standards, legislated as Part 3A Children's Guardian Act in November 2021. The NSW OCG (Office of the Children's Guardian) is the regulatory authority vested with implementation of the NSW Standards. <https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-safety/standards>


[Office of Safeguarding Resource Page for St Nicholas: OOSG Standards Implementation Resources for St Nicholas](#)

National Catholic Safeguarding Standards:



#ChildSafeStandards

Child Safe Standards

Office of the
Children's Guardian 

Standard One	Standard Two
 Committed leadership, governance and culture Child safeguarding is embedded in the entity's leadership, governance and culture	 Children are safe, informed and participate Children are informed about their rights, participate in decisions affecting them and are taken seriously
Standard Three	Standard Four
 Partnering with families, carers and communities Families, carers and communities are informed and involved in promoting child safeguarding	 Equity is promoted and diversity is respected Equity is upheld and diverse needs respected in policy and practice
Standard Five	Standard Six
 Robust human resource management People working with children are suitable and supported to reflect child safeguarding values in practice	 Effective complaints management Processes for raising concerns and complaints are responsive, understood, accessible and used by children, families, carers, communities and personnel
Standard Seven	Standard Eight
 Ongoing education and training Personnel are equipped with knowledge, skills and awareness to keep children safe through information, ongoing education and training	 Safe physical and online environments Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children to be harmed
Standard Nine	Standard Ten
 Continuous improvement Entities regularly review and improve implementation of their systems for keeping children safe	 Policies and procedures support child safety Policies and procedures document how the entity is safe for children

DIRECTORS

- Watch this introductory video on the child safe standards
<https://ocg.nsw.gov.au/resources/introduction-child-safe-standards-and-child-safe-scheme>

Reflection Question: What do the child safe standards look like in practice in your centre?

- Using the National Catholic Safeguarding Standards (NCSS),
<https://www.acsltd.org.au/wp-content/uploads/2021/10/ncss-implementation-guide-standards-1-10-ed-1-2019.pdf> you can work with the Office of the Safeguarding team to prioritise a standard to focus on, using the reflection questions mentioned in the implementation guide, as a secondary resources you could access
https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/working-in-early-childhood-education/media/documents/Guide_Child_Safe_Standards.pdf to help in this process also. Add it as a standing agenda item in your team meeting.

Reflection Question: How can we make child safe standards visible to children, families, and community?

- Send your team the Diocese's Code of Conduct

Code of Conduct - Pop Quiz!

1. Who do you need to report concerns for safety, welfare and well being of children?
2. You are expected to empower children to...
3. You are to _____ the dignity, rights and view of others
4. Feedback must be..
5. What is the last bullet point under Ethical Behaviour
6. You are required to continuously _____ to _____
7. You should exercise _____, _____ and _____ when carrying out you duties.
8. What is a conflict of interest?
9. Can you accept gifts?
10. Share three bullet points about confidentiality.

- Support your team to develop a process to discuss and address children's concerns and complaints. (Children's Council)

DIRECTORS

- Explore – What are the rights of the child? Watch this video <https://www.youtube.com/watch?v=TFMqTDIYI2U>
- Questions to investigate:
 - How can I deepen educator knowledge and understanding of the rights of the child?
 - How can I support educators to uphold children's rights in day-to-day practice?
 - How can I support educators to promote the rights of the child to families and community?
- Where to start? Look at spending a term on each of the following concepts.
 - Right to be heard
 - Right to Play
 - Right to be an engaged Citizen
 - Opportunity to Thrive
- Include an article about National Child Protection Week in your staff newsletter.

EDUCATORS

How can I promote children's rights within the classroom?

GENUINE DECISION-MAKING

Sharing the power that adults hold, and trusting that children are competent decision-makers can support children's agency.

For example, educators can:

- arrange activities, routines and the physical environment so that children have a range of opportunities to make choices about what they will do and how they will do it
- provide children with the opportunity to make choices in circumstances where their decisions will be able to be accepted.

Supporting agency involves educators taking a step back and critically reflecting on, "Do I need to decide for children?"

Instead, consider ways of setting up environments, routines and learning experiences that support children to make decisions and have agency independently of adults.

For example, asking children what they know about areas of interest and what they would like to find out more about.

PROMOTING BODILY AUTONOMY

Educators can promote bodily autonomy through every day actions across all age groups by as simple as asking to touch or complete an action.

"Can i change your nappy?" pause and wait for reply.

"Can i wipe your nose?" pause and wait for reply.

Through this simple task educators are demonstrating role modelling behaviours of safe touch and respecting the boundaries of children.

EDUCATORS

REASSURING EMOTIONAL REACTIONS

When children are in an unsafe situation their body can react with physical signs. These warning signs are vital in supporting children to keep themselves safe.

Unfortunately, children are sometimes taught to dismiss their warning signs with language such as "you're OK" or "don't be rude". Helping children to learn their warning signs is very important.

As an educator it is our responsibility to reassure and affirm children's feelings through our language "i can see that you're..." "its okay to be..."

We can also demonstrate this through our body language to help show where we feel these feelings - getting down on the child's level, gesturing to our own bodies, using comforting and understanding tone in our voice.

SPORTCASTING

Sportscasting happens when, rather than getting involved in the problem with the child, we describe it for them. Using objective descriptors and an emotionally neutral tone - we reflect for them, with curiosity, what we're seeing.

"Huh, that piece isn't fitting that way. It's pretty difficult to get it in."

"Hmmm. Two boys want the same truck. Sammy and Evan, you are both holding it. You both want it. And there's only one. I wonder what can be done...?"

"It's hard to close that type of buckle, you're frustrated!"

Think of a sportscaster reporting on the game before them, recounting the players moves play by play in real time. The sportscaster doesn't make suggestions, doesn't jump in and play the game for them, but rather simply portrays what he sees, objectively and without interpretation.

When we sportscast, we send our children some important messages:

- I see your struggle. I take note of you. I am by your side. You have my attention. I care.
- I trust you to be your own problem solver, I don't have the answers any more than you do. You are the author of your life, and the initiator of change and solution.
- I am not overwhelmed by your discomfort, and neither need you be. Being in an uncomfortable place is simply the initiation of a new idea. You do not need to be saved from negative feelings of frustration, fear, irritation, conflict, disorganization, confusion...
- When a problem arises we need to pause and take note, not rush to fix it. That way we can make wise, mindful, creative choices about how to solve it.

0-2 YEARS RESOURCES

Provided here are a few activities that the Nursery age group can engage in to start exploring the concept of Child Protection and Safety.

RHYME Adapted from the Early Ed resource pack 2021

"From my head to my toes, what I say goes"

This lesson teaches children about consent and empowers them to understand that they are in charge of their own body and have a right to say what happens to them.

It is important to talk to children about what this song means. It can be helpful to use this song as an introduction at each child protection group time. You could extend the learning by using examples such as, "If I wanted to give Johnny a cuddle, can I just go cuddle him? No, I have to ask, and he can say yes or no." You can also ask children by name, "Who's the boss of your body?" or "Who's the boss of Mummy's body?"

*I'm the boss of my body,
What I say goes!*

*I'm the boss of my body,
From my head to my toes.*

*I can say "Yes",
I can say "No",*

*Because I'm the boss of my body,
And what I say goes!*

**WE'RE THE BOSS OF
OUR BODIES**



0-2 YEARS RESOURCES

CUDDLE MONSTER Adapted from the Early Ed resource pack 2021

This lesson involves using a special toy as our "Cuddle Monster". This is a special toy to help children learn about consent. Cuddle Monster loves cuddles, but we must always ask someone if they would like a cuddle first. If we don't ask, Cuddle Monster can get very sad and scared. Introduce Cuddle Monster and then use the resource in a game to demonstrate how to ask for and accept/reject physical contact. how to ask for and accept/reject consent.

Take Cuddle Monster around the room and ask each child if they would like a cuddle. They can say yes or no – encourage children to use their words, acknowledge non-verbal cues, and praise children for their response. Sometimes children will give Cuddle Monster a kiss – this is a great opportunity to remind them that they must ask permission first. Then you can talk about if kisses are okay (pre-Covid, we talked about a kiss on the cheek or on the back of the hand being okay if consent is provided, but since Covid we have said kissing isn't okay because it can spread germs.

Children sometimes think it is funny to tickle, pat or touch Cuddle Monster's bottom. It is important to remind them that a bottom is a private part and we are not allowed to touch someone's private parts.



0-2 YEARS RESOURCES

MAT MAN - BODY AWARENESS

This lesson teaches children about what their bodies consist of and empowers them to understand that everyone has similarities as well as teach children that their bodies are their own.

It can be helpful to use this song as an introduction at each child protection group time on similarities and differences. You could extend the learning by using examples such as, "How many arms does Johnny have?" "who has freckles?" etc to bring in peer interaction on discovering the differences between us and that its okay to be different.

(TO THE TUNE OF "THE BEAR WENT OVER THE MOUNTAIN")

*Mat Man has 1 head, Mat Man has 1 head, Mat Man has 1 head,
so that he can think.*

*Mat Man has 2 eyes, Mat Man has 2 eyes, Mat Man has 2 eyes,
so that he can see.*

*Mat Man has 1 nose, Mat Man has 1 nose, Mat Man has 1 nose,
so that he can smell.*

Mat Man has 1 mouth, Mat Man has 1 mouth, Mat Man has 1 mouth, so that he can eat.

*Mat Man has 2 ears, Mat Man has 2 ears, Mat Man has 2 ears,
so that he can hear.*

*Mat Man has 1 body, Mat Man has 1 body, Mat Man has 1 body,
to hold what is inside.*

Mat Man has 2 arms, Mat Man has 2 arms, Mat Man has 2 arms, so that he can reach.

Mat Man has 2 hands, Mat Man has 2 hands, Mat Man has 2 hands, so that he can clap.

*Mat Man has 2 legs, Mat Man has 2 legs, Mat Man has 2 legs,
so that he can stand.*

*Mat Man has 2 feet, Mat Man has 2 feet, Mat Man has 2 feet,
so that he can walk.*

2-3 YEARS RESOURCES

Provided here are a few activities that the Toddler age group can engage in to start exploring the concept of Child Protection and Safety.

EMPATHY GLASSES

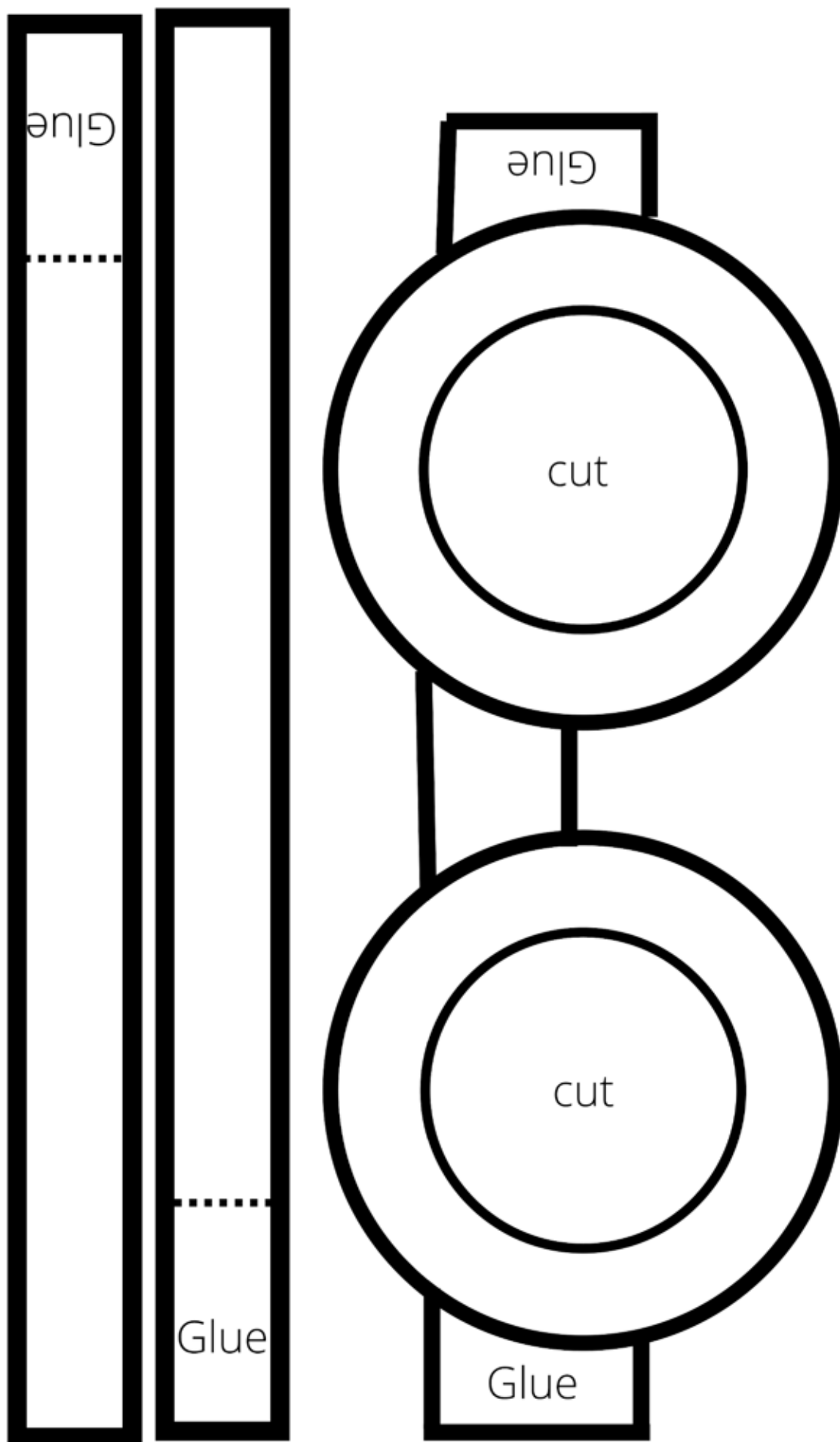
Empathy is a noun that refers to the ability to understand and feel what someone else is feeling, or to see a situation from their point of view and is one of the most important interpersonal skills that a person can develop as it helps to connect to others easily.

Developing empathy in children helps to strengthen critical skills like:

- Ability to feel and recognise safety
- Collaboration and negotiation with others
- Explore creativity
- Build emotional connection
- Identify needs of others

The premise of the "Empathy Glasses" is to give children a physical talisman to hold on to and use as they use empathetic skills of putting them selves in other people's shoes helping them to focus.

1. To start, introduce the idea of empathy through asking "What are our feelings?" gauging the class knowledge, further explain what our feelings mean, why we feel them and the signs to recognise feelings in others.
2. Move on to introducing peer interaction "How does little Johnny feel? How can you tell what he is feeling?" You may also like to read a story on feelings or read a song.
3. You can then introduce the glasses premise with your own glasses already coloured in, "-they help me to focus on somebody and know exactly how their feeling"
4. Using the template on the next page encourage your children to colour their own glasses in to use.
5. Read a story together with our new 'Empathy Glasses'. encouraging the children to think more deeply about the feelings and actions of the characters in the books they are reading? When they are wearing the glasses they should ask themselves why characters behave in a certain way and think about how they would feel and react in similar circumstances.



2-3 YEARS RESOURCES

PANTASAURUS DINOSAUR - [HTTPS://YOUTU.BE/-LL07JOGU50](https://youtu.be/-LL07JOGU50)

Pantasaurus the dinosaur is a fun and interactive way to introduce The talking PANTS campaign developed by the NSPCC (National Society for the Prevention of Cruelty to Children UK) to help teach children important messages, like their body belongs to them and they should tell an adult if they're upset or worried.

The campaign has five clear messages:

P – Privates are private

A – Always remember your body belongs to you

N – No means no

T – Talk about secrets that upset you

S – Speak up, someone can help

You can then from the introduction of the topic begin conversations around private body parts. Children should know and understand correct and age-appropriate terminology, so they are able to clearly describe what has happened if abuse or an unsafe situation occurs. Engaging in this learning also supports children to learn the social norms and rules around private body parts.

Introducing private body parts can be overwhelming for educators, so start with the simple question, "Who knows what private body parts are?" This gives educators an opportunity to learn what children already know. Some children will have had some background information from home previously, while others may not have had this. You can discuss the difference between public and private body parts (public body parts are parts that are okay to show at school/the park/beach/etc like our hands, arms, and feet, while private body parts are parts that we don't show people). It is important that you listen to all the different names children use to identify their private parts without shame or correction, then introduce the correct names.

You can also introduce some private body parts rules. It's important to do this in collaboration with children while providing guidance. Examples of rules include: 'No one is allowed to touch me – not children, friends, grownups, etc'; and 'No photos, no looking, no showing'. The only exception is if a teacher/carer is helping them toilet or nappy change, if a carer is helping them bath/shower, or if a doctor needs to help make them better if mum/dad says it's okay).

2-3 YEARS RESOURCES

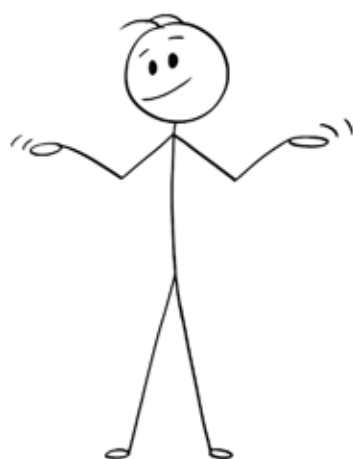
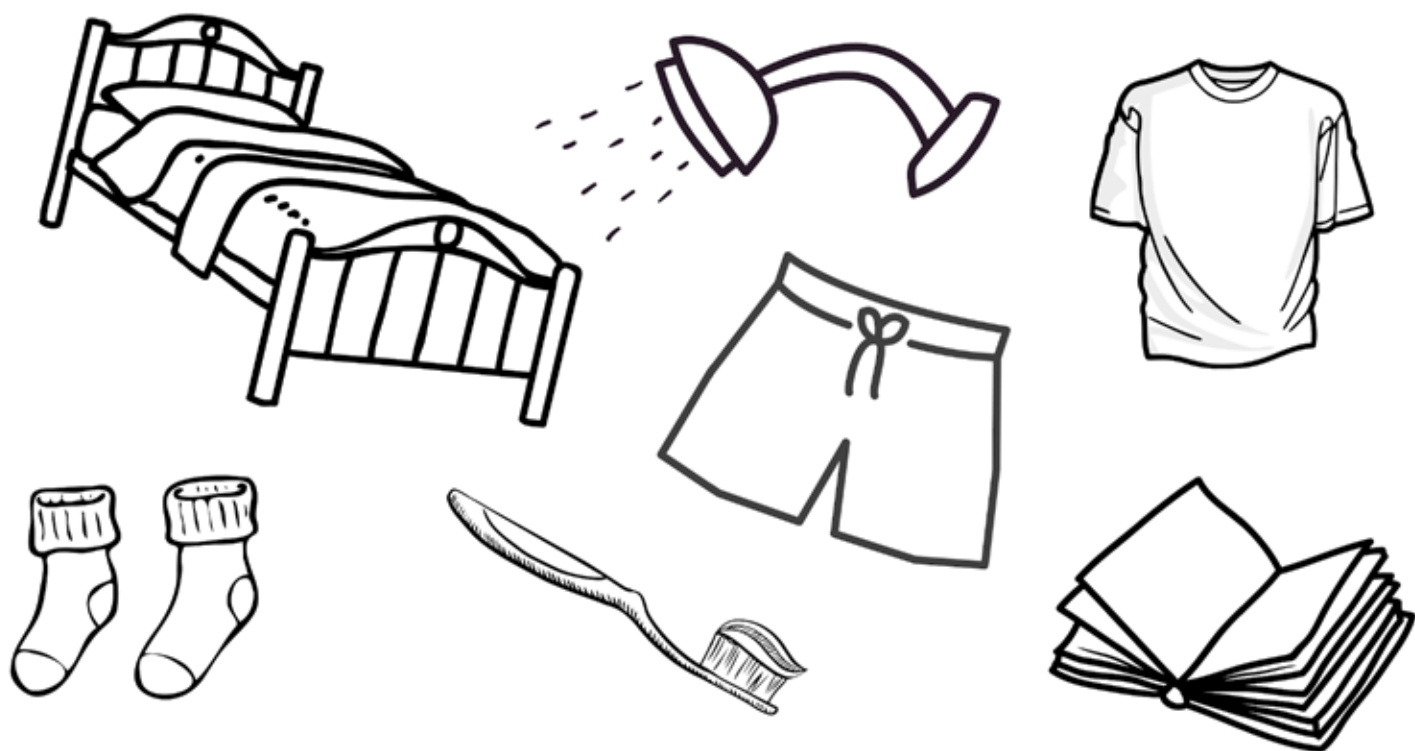
READY FOR BED - ROUTINE

Use these images as a prompt for the discussion of the importance of routine, in general - for child development and with added importance in establishing a sense of safety and security following any trauma or adverse childhood experiences.

1. Colour in the items at the top of the page - ones you might use before bedtime. While colouring, talk through what the items are and why you use them. Add your own.
2. Cut out each item.
3. Paste these onto the person at the bottom of the page and finish the sentence below.
4. Print out multiple copies and do the activity as many times as you like

HOW DO YOU GET READY FOR BED?





**WHEN I AM CLEAN AND CUDDLY AND READY FOR
BED, I FEEL..**

2-3 YEARS RESOURCES

UNSAFE FEELINGS Adapted from the Early Ed resource pack 2021

When we are in an unsafe situation our body can react with physical signs. These warning signs are vital in supporting children to keep themselves safe.

Unfortunately, children are sometimes taught to dismiss their warning signs with language such as “you’re ok” or “don’t be rude”. Helping children to learn their warning signs is very important.

Introduce the concept of “unsafe feelings” to children verbally by sharing an example yourself, then ask children when they have felt unsafe.

Using a large A3 sheet of paper and a marker, draw a body outline and encourage children to describe what their body might do if they feel unsafe, scared or worried. As they describe their reactions, draw a visual representation on the paper.

Examples may include:

- fast heart rate
- heavy/stuck feet/legs (“I can’t move”)
- sweating; goosebumps
- needing to go to the toilet
- wobbly legs; shaking hands
- the feeling of butterflies/sick in their tummy
- fast thoughts; crying
- trying to talk/yell but cannot.

Keep this drawing in a folder so you can revisit it. Older children might also like to draw themselves and what happens to their own body when they feel unsafe.

WHAT TO DO WHEN FEELING UNSAFE

It is important that we provide children with the tools and strategies on what to do if they feel unsafe or notice their body’s warning signs.

Encourage children to tell one of the people in their security circle, tell police/ambulance/doctor/etc, run somewhere safe, or yell out for help.

3-5 YEARS RESOURCES

Provided here are a few activities that the Toddler age group can engage in to start exploring the concept of Child Protection and Safety.

CIRCLE OF FRIENDS

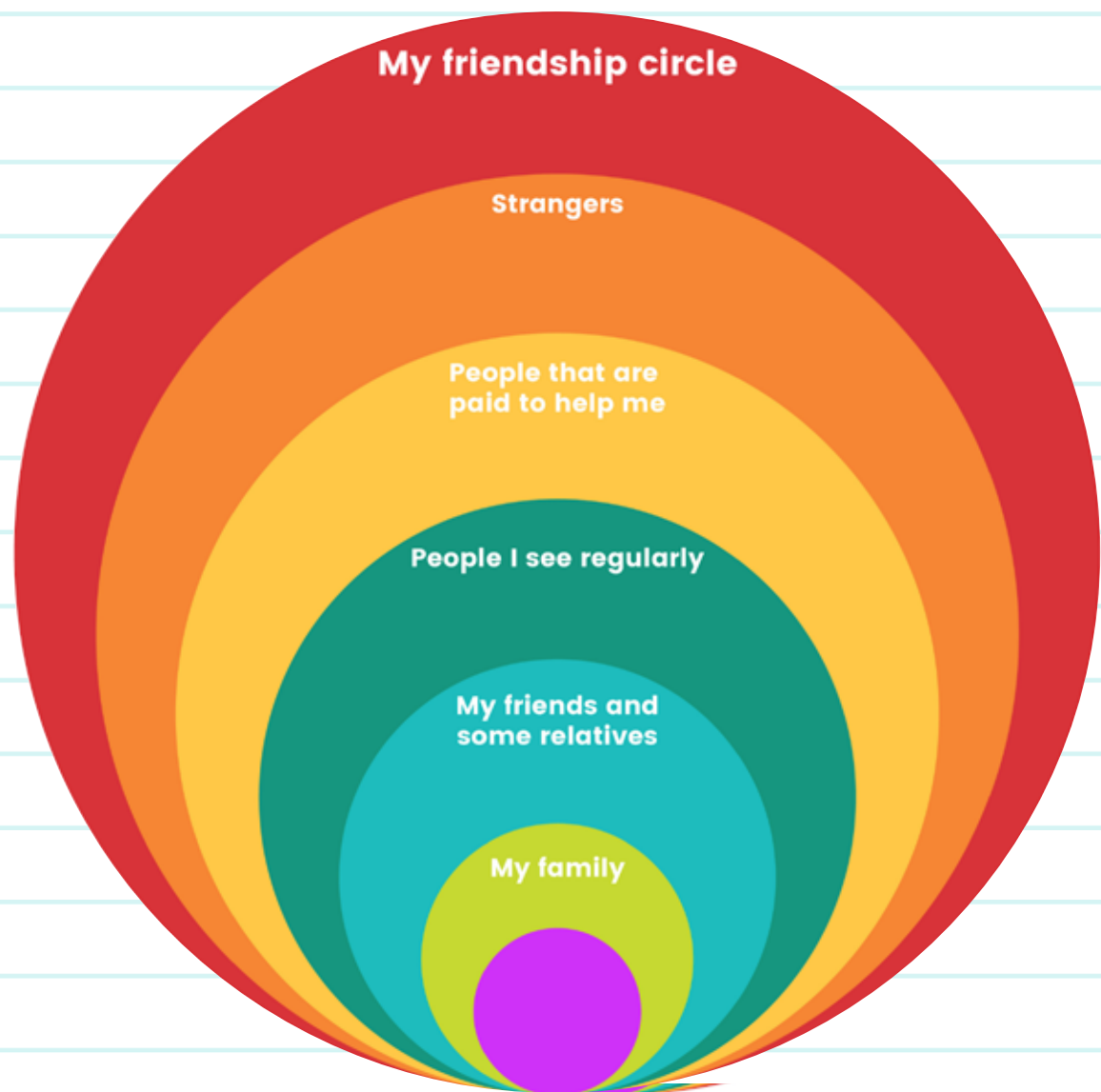
Children come in to contact with many people in the community, and it's important for them to understand how those different relationships support them, as well as where boundaries should lie.

The circle of friends activity helps your child understand the different people in their life – what their relationship is with these people, how your child should behave with them, and what behaviour is OK from those people. It can help keep them safe.

How to do a circle of friends activity with your child

1. Start with a big piece of paper and ask your child to draw a picture of themselves in the middle. Or they could stick a photo of themselves there. Ask your child to draw a circle around themselves.
 2. Draw a larger circle around your child's circle. In this circle add the people who are closest to your child – for example, the family they live with. Your child could write their names, draw pictures or stick on photos of them.
 3. Draw a larger circle around the first two circles. In this circle add people who are close to your child but not quite as close as those in the first circle. They could be extended family or your child's best friends. Talk with your child about who to include.
 4. Draw another circle around the others and add acquaintances. These are people your child knows but isn't close friends with. They could be people in your child's wider group of friends, in their class at school, on their sports team, or family friends. Talk with your child about who to include.
 5. Draw another circle and add professionals and other people whose jobs are to help your child. They might be teachers, doctors or carers.
 6. In the outside circle add strangers. These are people your child doesn't know
- See overleaf for demonstration.

3-5 YEARS RESOURCES



Using the circle of friends to help your child understand personal boundaries

Once you've added people to each of the circles, talk with your child about how your child should behave with people in each circle.

You could ask questions like these:

- How would you greet people in this circle?
- Which people would it be OK to kiss or hug?
- Who would you invite to your house for dinner?
- Who could you talk to if you're worried about something?
- Can you sit in this person's lap?

You can use this activity to help your child stay safe.

To do this, you can ask your child questions about how other people should behave around them. For example:

- Which people can hug or kiss you?
- Which people can hold your hand?
- Which people can collect you from school?

3-5 YEARS RESOURCES

SUPPORT AND SAFETY CIRCLE

The aim of this activity is for children to make a Support and Safety Circle of trusted adults they can go to for help, and places and things that help them to feel safe.

Activity

1. Explain to children that they are going to make their own Support and Safety Circle of adults in their life and community who:

- look out for them
- they trust and feel safe with
- they could go to for help and support

2. Provide each child with a Support and Safety Circle handout (next page). A3 size is best.

3. Invite them to draw a picture or put a photo of themselves in Circle 1 (centre).

4. For Circle 2, invite children to write or draw:

- people close to them who they trust and feel safe with (e.g. family and friends)
- the adults they could talk to if they were feeling happy, excited, upset, unsafe or worried
- the things or items that are important to them and that help them to feel comfortable and safe (e.g. toys, pets, comfort items)

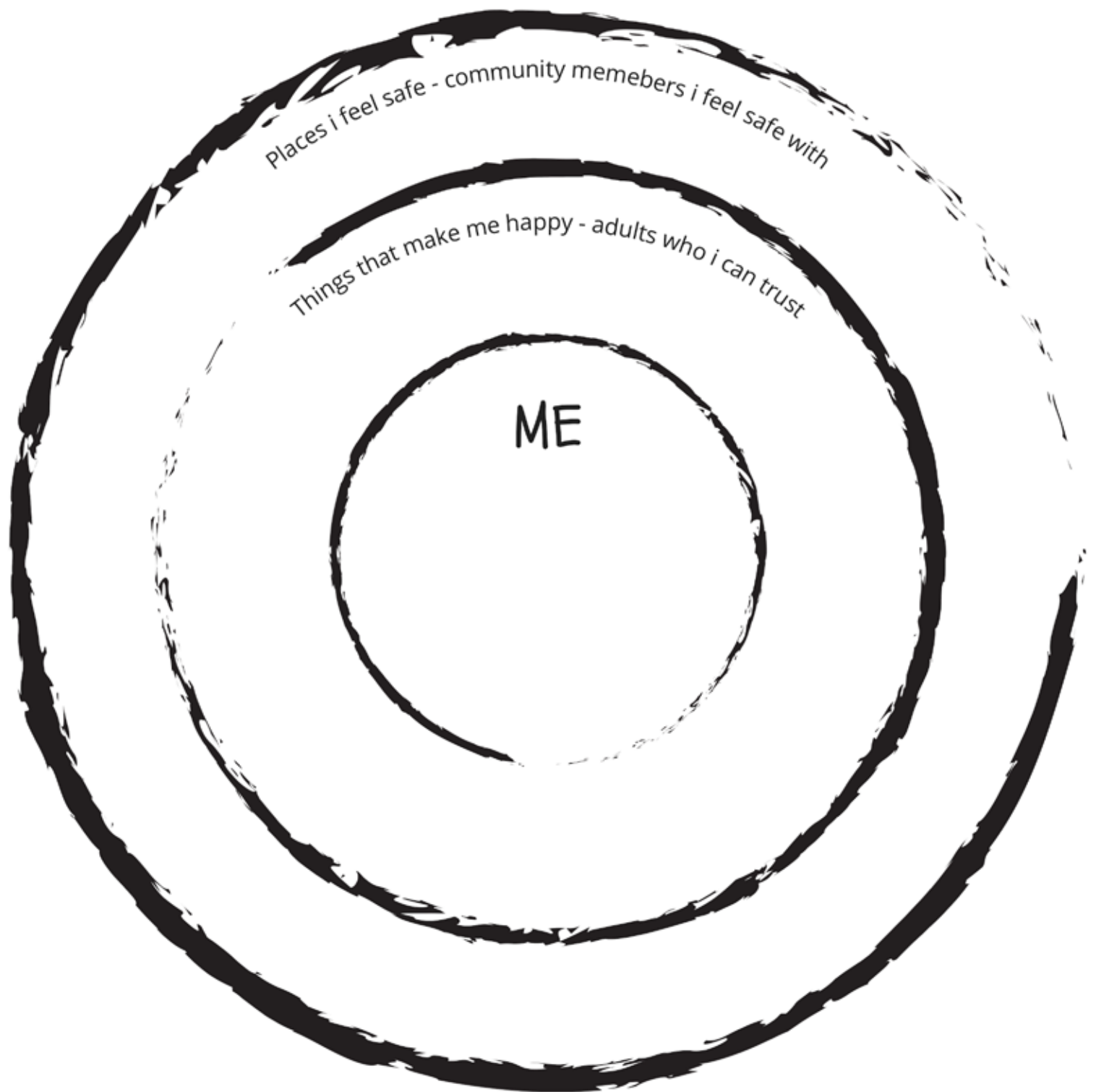
5. For Circle 3, invite children to write or draw:

- community members who they trust and feel safe with (e.g. teachers, support workers, local business owners or workers)
- places where they feel safe and welcome (e.g. school, childcare, shop, library, parks).

Help children to work out ways they can invite the adults they have identified to be in their Support and Safety Circle, so each adult understands what this means (i.e. that the child trusts them to listen to and support them). Ideas could include:

- writing or drawing an invitation for each person (which could include the qualities identified by the child)
- writing or drawing a group invitation - if a number of children have identified a community member or service, e.g. a particular teacher, or the local library
- inviting adults in the children's circles to a community and family celebration.

MY SUPPORT AND SAFETY CIRCLE



3-5 YEARS RESOURCES

TALKING TO TRUSTED ADULTS

THE HURT BY TEDDI DOLESKI

[HTTPS://YOUTU.BE/IUW8KKWDCMS](https://youtu.be/IUW8KKWDCMS)

To help children understand the importance of talking about their hurts, especially to our trusted adults. Through the YouTube link, you'll find the story about a child who carries their hurt and how it festers and grows inside them.

Once you have watched/listened to the story you can then use these practical extension methods to allow children to fully grasp the concept that our hurt feelings can create a physical side effect and if we don't tell people about them they can hurt us back.

Using a balloon, tell the class that this is where the hurt is stored inside us and when we feel sad, or mean things are said to us, the balloon grows and grows. You can then encourage the class to say mean things to the balloon and blow it up. You can then move on to encouraging the balloon to tell the class how it feels letting go of his hurt and anger deflating as it goes.

Part of the story describes how the "hurt" pushes up against the boy as he tries to rest. To emulate this place a rock on the ground and lay a blanket over the top to make a bed and have the children experience this by lying down on top. You can then go on to describe how the hurt (rock) feels to sleep with.

These discussion points are aimed to help children to understand that it helps to share our feelings with those that love us, so we are not carrying around our hurt and feeling sad/angry/ scared inside. Invite the children to explore the balloons, blowing and letting the air out. Encourage them to reflect on the hurt and how it grows, also reflecting on who we might tell to help us with our hurts.



3-5 YEARS RESOURCES

KINDNESS PROJECT - BUCKET FILLING

[HTTPS://YOUTU.BE/3EUENNA06XE](https://youtu.be/3EUENNA06XE)

Have You Filled A Bucket Today? By Carol McCloud is a children's story book that introduces the idea of daily happiness for kids and how we are to interact with one another (easily found on YouTube) showing children how to recognise their feelings, feel respected and appreciated as well as demonstrate this to others.

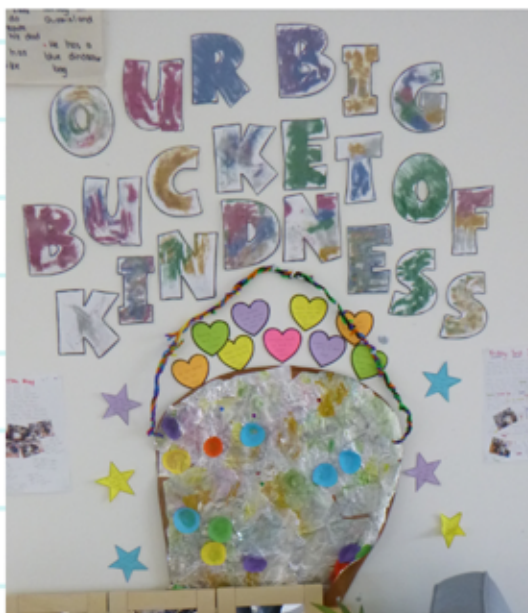
Begin with the story on the YouTube clip, once finished unpack the meaning of the story and delve deep into how can we be kind to ourselves and others. Asking questions like;

- What is something kind that you have done today?
- Have you done anything unkind today?
- Who's bucket is feeling a bit empty? etc

Following this the class can create their own real buckets that everyone can contribute affirmations, treasures or nice things to physically fill someones bucket. You may also like to create a bucket for the whole class.

You might also like to unpack genuine acts of kindness vs words of affirmation such as "Can we take the trolley back for the chef?" "Can we put a load of laundry on for the babies?"

Yatangkan of Braxton St Nicholas painted rocks to contribute to their kindness community garden.



CLASS DISPLAYS COURTESY OF YATANGKAN AT ST. NICHOLAS BRANXTON

3-5 YEARS RESOURCES

BULLYING - WRINKLED HEART ACTIVITY

[HTTPS://YOUTU.BE/X_9V0EV3P5I](https://youtu.be/x_9v0ev3p5I)

Bullying does not suddenly and mysteriously appear full-blown among children. As young children enter early childhood settings, they bring with them a history of experiences with family, media, and other children. These experiences prepare children to be more or less likely to engage in bullying-related behaviour.

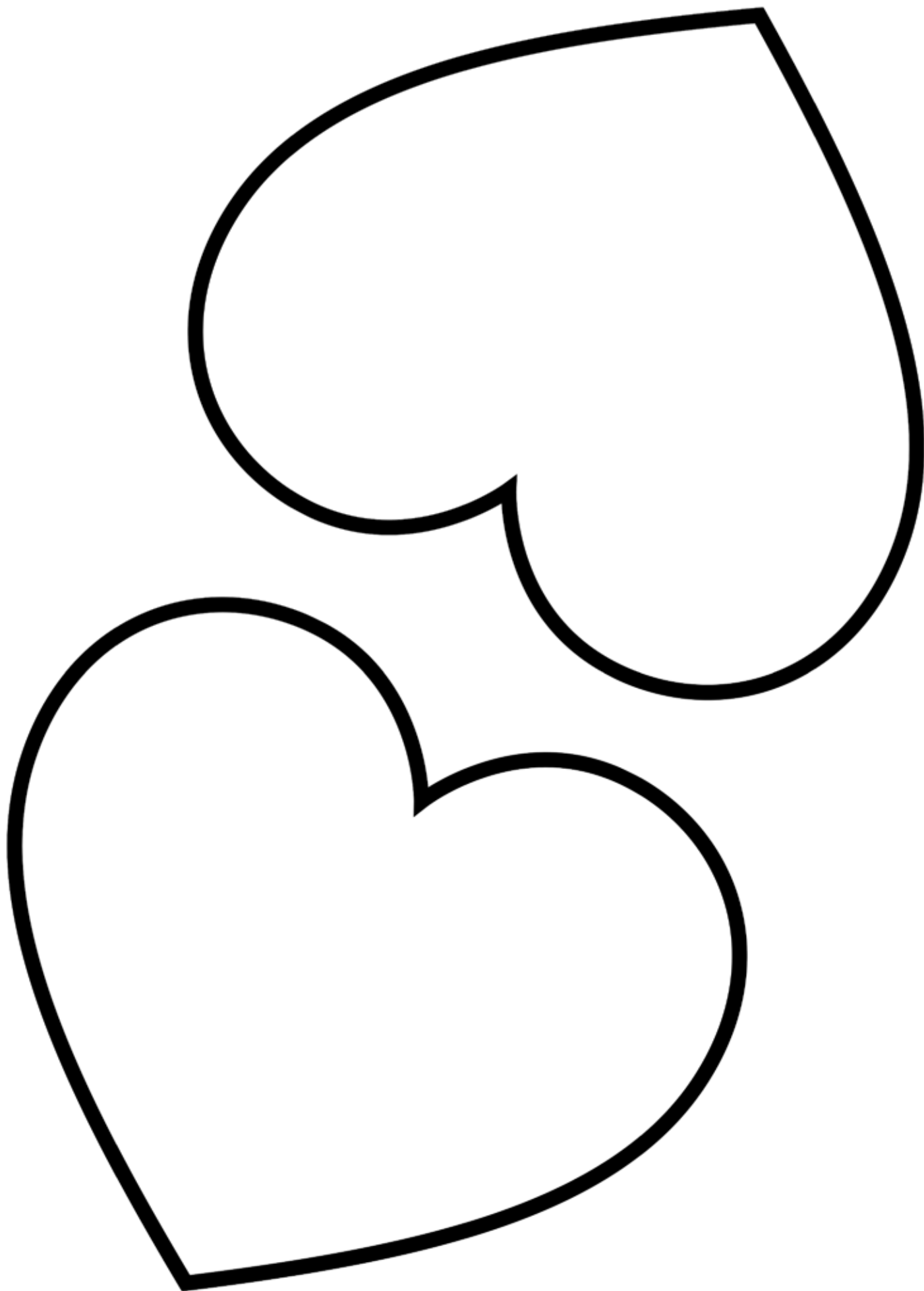
In early childhood classrooms, aggression and bullying-related behaviours emerge and develop in relatively well-defined ways. Young children (ages 2–4) may begin using aggressive or early bullying behaviours to defend their possessions, territory, and friendships. Older children (ages 4–6) begin to use aggressive and bullying-related behaviours to threaten or intimidate other children.

This activity helps to explore how our words have an effect on other people and that it carries weight and meaning.

- Provide every student with a heart and allow the class to colour it in nice and carefully, decorate in every which way so they may take pride in it all before watching the Youtube clip.
- The YouTube clip features the story – Chrysanthemum!
- Explain to your students that they will need to listen carefully.
- When the characters in the story use mean words, they need to scrunch up their paper hearts.
- Every time Chrysanthemum's parents use kind words, students need to try and smooth out their paper hearts.

At the end of the story, have students smooth out the hearts as much as possible and try to fix any rips with sticky tape.

Compare a heart that hasn't been wrinkled with the wrinkled hearts around the classroom. Explain to your students that although saying sorry is the right thing to do, it still doesn't fix the mean words that were said first! The students can smooth out their wrinkled paper hearts, but the feelings from the mean words are the wrinkles that will always be there! Hang up the hearts in your classroom as a reminder to your students how their words can have a massive impact on their fellow classmates!



BOOK RESOURCE LIST

- Office of the Children's Guardian *S.A.F.E. book series* - Protective Behaviours Program
- *Little Big Chats Series* by Janeen Sanders
- *The Hurt* by Teddi Joleski
- *Growing Hearts series* by Jo Witek
- *Feelings Series* by Trace Moroney
- *My Underpants Rule* by Rod Power
- *Only For Me* by Michelle Derrig
- *Some Secrets Should Never Be Kept* by Janeen Sanders
- *My Body Belongs To Me* by Jill Starishevsky
- *It's Not The Stork* by Robie H. Harris
- *A Terrible Thing Happened* by Margaret Holmes
- *The Huge Bag Of Worries* by Virginia Ironside
- *When Worries Get Too Big* by Kari Dunn Buron

WHO TO CALL

- Child Protection Helpline [132 111](tel:132111)
- Kids Helpline [1800 55 1800](tel:1800551800)
- Lifeline [13 11 14](tel:131114)
- eSafety commissioner esafety.gov.au
- Violence Against Women [1800RESPECT](tel:1800RESPECT) (1800 737 732)
- Beyond Blue [1300 22 4636](tel:1300224636)
- Communities and Justice NSW: Parent Line [1300 130 052](tel:1300130052)
- Emergency Services [000](tel:000)
- Emergency Services: Non Emergent Line [131 444](tel:131444)
- Office of Safeguarding [4979 1390](tel:49791390) (during normal office hours Monday to Friday)

ADDITIONAL RESOURCES

Additional resources are available from the Office of Safeguarding to help spread the message of Child Protection Week in your schools.

To access these resources, visit

<https://officeofsafeguarding.org.au/national-child-protection-week/>

CONTACT

For any questions or concerns relating to your centre's involvement in National Child Protection Week 2022, please contact:

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