

What can parents do?

Parents can help by :

- ◆ Using the correct anatomical terms when referring to parts of the body.
- ◆ Reinforcing the concept that the body is private.
- ◆ Encouraging independence in dressing, hygiene and cleanliness.
- ◆ Developing appropriate social skills e.g. meeting and greeting others.
- ◆ Discussing the concept of safety and identifying safe/unsafe situations.
- ◆ Encouraging your child to be assertive. Get them to practise saying 'no' or 'stop'.
- ◆ Discussing the importance of telling a trusted person if something happens or they feel unsafe. Teach them to persist until someone listens.

For more information

Many organisations can provide online information, fact sheets or lists of recommended resources.

Family Planning Associations:

- ◆ Victoria <http://www.fpv.org.au>
- ◆ NSW <http://www.fpnsw.org.au>
- ◆ Queensland <http://www.fpq.com.au>

Daniel Morcombe Foundation

- ◆ <http://www.danielmorcombe.com.au/>

Constable Kenny Koala (ACT policing child safety program)

- ◆ <http://www.constablekenny.org.au/parents/protective-behaviours/>



Personal Safety



Why teach personal safety?

Children and young people need personal safety skills in order to respond safely to dangerous, upsetting or abusive situations before it becomes serious.

Students with disabilities may be more vulnerable for a variety of reasons:

They may come into contact with a multiplicity of carers and care settings. Some are dependent on adults for their intimate care on a daily basis. This can make the task of distinguishing between appropriate and inappropriate touching more difficult.

Many students with disabilities have limited understanding of danger.

Students with physical disabilities or a visual impairment may be at greater risk due to their lack of mobility.

Some students with disabilities can be more vulnerable because they may not be able to communicate or their attempts at communicating may be misunderstood.

Students with challenging behaviour may be at increased risk of physical abuse.

Program structure

The program is arranged in four major sections:

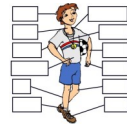
Self-knowledge; which explores body parts , their correct names and functions and the changes that occur as we grow.

Self-help; which aims to reduce students' reliance on others by developing their independence.

Self-awareness; which will develop students' understanding of feelings, including those which act as warning signals

Self-protection; which will increase the awareness of students to situations which might impact upon their personal safety and empower them with the ability to act appropriately and with confidence.

Content



Self-knowledge

Junior School

Identifying who is a boy/girl. What are the differences?

Identification of correct anatomical names and functions of major external body parts .

Identification of those parts of the body which are private:

- The chest
- The genitals
- The bottom

How we grow and change over time – life cycles

Middle School

Identification of names and functions of body parts

Identification of private body parts

Physical changes which occur in puberty

Senior School

Identification of names and functions of body parts

Identification of private body parts

Physical changes which occur in puberty and as we reach adulthood



Self-awareness

Identification of emotions – happy, sad, confused, angry, scared, safe/unsafe

What it looks like

What causes us to feel these emotions

Warning signals , yes/no feelings – how do we feel when something is not right?

Physiological responses e.g., sick in tummy

Emotional responses- confused, sad , scared etc.



Self-help

Junior School

All aspects of using the toilet

Cleaning teeth

Wiping nose

Dressing/undressing

Showering

Eating

Mobility - Transferring to/from wheelchairs & walkers

Middle School

Menstruation management

Applying product such as deodorant

Hair-washing and grooming

Nail care/cosmetics

Caring for hearing aids/ glasses

Senior School

Shaving

Recognising basic symptoms of illness

Basic first aid

Making appointments



Self-protection

Junior School

Identifying private parts/places/actions

Touch -Safe/unsafe

Saying NO

Secrets/telling

Safe/unsafe secrets

Who to tell – support network

Relationships

Appropriate interactions – who do we kiss, hug, shake hands

Personal space/boundaries

People who keep us safe: doctor, police, dentist

Middle & Senior School

As for Junior School +

Relationships – boy/girl friends

Identity – full name, address, phone number