



# AUSTRALIA'S BIGGEST CHILD SAFETY LESSON UPPER PRIMARY EDUCATION TOOLKIT

2024



# Lesson synopsis



## It's all about enthusiastic consent!

Australia's Biggest Child Safety Lesson (ABCSL) 2024 for Upper Primary focuses on the concept of **enthusiastic** and **affirmative consent** – exploring the big difference between consent and enthusiastic consent. Our aim in this year's lesson is for students to understand that **enthusiastic** and **affirmative consent** is permission that has been truly, freely, clearly and wholeheartedly given without any line or boundary being **blurred** or **crossed**.

Drawing from the **Daniel Morcombe Child Safety Curriculum, Respect/Respectful Relationships Education** (Department of Education) and the **Australian Curriculum V9**, the lesson is designed to educate and empower students to understand and assert their own boundaries. The lesson also helps children to recognise and respect the boundaries of others, learning to empathise with each other's feelings and experiences.

### Key learning objectives

- To understand the difference between consent and enthusiastic consent, and how boundaries can be blurred or crossed (critical thinking).
- To develop **self**-awareness and interoception (body clues) and language skills to clearly and confidently communicate and assert boundaries.
- To develop awareness, observation skills (body cues) and respect for the boundaries, and empathy for the feelings and experience, of **others**.
- To observe respectful (trauma informed) encouragement of help-seeking behaviours (when it is safe and appropriate to do so), as well as kind and non-judgmental conversations with a safety helper.
- To learn correct anatomical names for private body parts, empowering understanding, communication and assertion of body autonomy.

During the lesson, the vocabulary of consent is used in a range of real-life scenarios that children may experience. This is to support their understanding of the concept of true consent – relating this to everyday situations where they already give or deny permission.

In this year's ABCSL lesson, our hosts Koko and Fynn guide the audience play-by-play through a series of staged scenarios that unfold between a group of young actors, exploring the following key safety messages:

1. What **enthusiastic consent** is all about.
2. **Body boundaries** and body autonomy.
3. How boundaries can be **blurred** or **crossed**.
4. **Body clues** and **body cues**.
5. **Confident** and **respectful communication**.
6. What **grooming** or **suvs** behaviour is and how to identify it with a critical lens.
7. Reporting to **safety teams/safety helpers**.

Koko and Fynn take viewers on a journey to finetune their critical thinking, self-awareness and observation skills when looking at **Consent**. They explore how fundamentally important it is for consent to be **truly**, **freely** and **enthusiastically** given, while reinforcing important safety strategies such as how to **Recognise**, **React** and **Report** if they ever feel unsafe.

Koko and Fynn guide the studio audience and viewers to respond to the lesson at different times using three different Auslan phrases: 'Enthusiastic Consent', to identify whether consent is **enthusiastic**; 'Blurred Boundaries' if boundaries have been **blurred**; and 'Crossed Boundaries' if boundaries have been **crossed**.

The National Child Protection Week theme for 2024 is 'Every conversation matters'. ABCSL 2024 reflects this idea through conversations between peers, and between children and their safety helpers. Modelling and explicitly teaching positive, respectful, protective and help-seeking behaviours while demonstrating the clear difference between consent and enthusiastic consent are key features of the lesson.

The video lesson overview outlines specific examples of enthusiastic consent, blurred boundaries and crossed boundaries, and the key safety messages that are covered in ABCSL 2024.



### Why teach kids about enthusiastic consent?

ABC SL 2023 explored the definition of consent – that **consent** is permission to do something and that it's about saying YES, NO, or Maybe.

While commonly associated with adult behaviours, consent is part of decision-making, conversations, exchanges and relationships, affecting **all ages, every day**. It's a hug, a photograph, sitting together on a bus, holding hands and playing games.

True, wholehearted consent or **enthusiastic consent** is much more complex than yes, no or maybe. It is permission that has been truly, freely, clearly and wholeheartedly given without any line or personal boundary being blurred or crossed.

It is very important to show children how common it is for boundaries to be blurred and then crossed each day. Equipping children with self-protective tools, such as **critical thinking** and a strong sense of **self-worth** so they know how they truly feel can enable them to confidently hold their ground when they see a line or boundary being blurred and/or crossed.

It is also important for children to know the signs of peer pressure, coercive control and grooming. Children are digital natives and technology requires them to be equipped with the skills and knowledge to identify suss behaviours, in both online and offline spaces.

When children are able to see **consent** clearly, they will also be able to understand that true consent must be freely and wholeheartedly given. When teaching children the importance of **enthusiastic consent**, we are helping them to make their own decisions, to understand and confidently assert their boundaries, to consider the boundaries of others, to ask respectfully for permission and to respond appropriately when someone says 'No' to them. These skills will help them navigate life and healthy relationships safely, respectfully, happily and enthusiastically **together**.



## Australian Curriculum: Health and Physical Education

### Years 3 & 4

#### Video Resource

- Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts (AC9HP4P01).
- Describe how choices and actions can be influenced by stereotypes (AC9HP4P03).
- Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04).
- Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (AC9HP4P05).
- Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06).
- Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P09).
- Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing (AC9HP4P10).

#### Associated Activities

- Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty (AC9HP4P02).
- Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required (AC9HP4P07).
- Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations (AC9HP4P08).
- Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences (AC9HP4M03).
- Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities (AC9HP4M09).

### Years 5 & 6

#### Video Resource

- Explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).
- Investigate resources and strategies to manage changes and transitions, including changes associated with puberty (AC9HP6P02).
- Investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes (AC9HP6P03).
- Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04).
- Describe and implement strategies to value diversity in their communities (AC9HP6P05).
- Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10).

#### Associated Activities

- Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06).
- Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully (AC9HP6P07).
- Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

## Respect – Queensland Department of Education

### Years 3 to 6

#### Personal & Social Awareness

- Gendered stereotypes choices & behaviours (3-4)
- Impact of gender expectations (3-4)
- Influences on personal identity (5-6)
- Valuing diversity (5-6)

#### Respectful Interactions

- Upholding human rights (3-4)
- Challenging gender stereotypes (3-4)
- Power in peer, family & community relations (5-6)
- Conflict management (5-6)

#### Protective Behaviours

- Positive coping strategies in gendered situations (3-4)
- Help seeking in gendered situations (3-4)
- Recognise, Respond, Report safely in offline contexts (5-6)
- Recognise, respond, report safely in online contexts (5-6)

# ABC SL key definitions

## Definitions

### Assertive/confident communication

Expressing your thoughts or feelings in a way that is clear, direct, confident and appropriate to the circumstances. Assertive communication helps minimise conflict and create more positive relationships.

### Blurred boundaries

When boundaries have been blurred, through pressure, power imbalance, manipulation, coercion, grooming or deception, in order to gain consent and cross boundaries. This is not true consent.

### Body clues

Body clues are the signs inside our body, heart and mind that help us understand how we feel inside. For instance, a funny tummy, racing heart, confused and worried thoughts, sweaty palms and wobbly knees are likely to mean we feel unsafe.

### Body cues

Body cues include facial expressions and body language that help you understand how another person is feeling. For example: a relaxed or joyful smile and confident posture when happy and enthusiastic; a scrunched nose, frown and furrowed brow with hunched shoulders when unhappy or anxious.

### Boundaries

Clear boundaries that you are in charge of – existing around your body (body boundaries), your belongings, your personal life and choices – to keep yourself safe, comfortable and happy.

### Consent (general definition)

Getting or giving permission to do something, for instance, sharing possessions or personal space. Legally, consent means free and voluntary agreement.

### Coercive control

A pattern of abusive behaviour used to control someone within a relationship through manipulation, pressure and fear.

### Critical thinking

How to look clearly, objectively and carefully at an issue in order to make a judgement or decision, mindful of personal bias or outside influence.

### Crossed boundaries

When boundaries have been crossed even though consent has not been truly, freely or willingly given. Boundaries can include personal boundaries, body boundaries or property boundaries.

### Enthusiastic

Enthusiastic means you feel safe, happy and confident about something.

### Enthusiastic consent

Enthusiastic consent is permission that has been truly, freely, clearly and wholeheartedly given without any line or personal boundary being blurred or crossed.

### Grooming/suss behaviour

The signs of suss behaviour – including inappropriate attention, compliments, gifts and the keeping of secrets – which can involve an unsafe person manipulating a child to gain their trust and enforce their control in order to blur and cross the child's boundaries.

### Private body parts

Private body parts are the parts of our body covered by our underwear and clothes. Our private body parts include our nipples, buttocks, anus, penis, testicles, vulva, vagina and also our mouth.

### Safety teams/safety helpers

The safety helpers on your safety team are the people in your life you know you can trust. They will support you in staying safe or getting help. It might be your parent or guardian, your teacher or guidance officer, a counsellor or another adult you know and trust. Your safety team should always listen with kindness and care. You can also call Kids Helpline on 1800 55 1800 or the police any time, day or night.





# Video lesson overview



## Video lesson overview

Time	Segment	Overview
00:00-01:30	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• ABCSL gives students the skills to look after themselves and each other.</li> <li>• <b>Enthusiastic</b> and <b>affirmative consent</b> is 'permission that has been <u>truly, freely, clearly and wholeheartedly</u> given without <u>any</u> boundary being blurred or crossed'.</li> </ul>
01:33-03:08	<b>What does the Daniel Morcombe Foundation (DMF) do?</b>	<ul style="list-style-type: none"> <li>• DMF helps kids stay safe by giving them skills to <b>Recognise, React</b> and <b>Report</b> unsafe situations with a range of Keeping Kids Safe Resources.</li> <li>• Bruce and Denise's son Daniel found himself in an unsafe situation and was tricked.</li> <li>• DMF's goal is to help kids build confidence in <b>asserting body boundaries</b>.</li> <li>• Talking to your <b>Safety Team</b>.</li> </ul>
03:12-06:23	<b>What is the difference between consent and enthusiastic/affirmative consent?</b>	<p><b>Koko and Fynn model conversations that demonstrate the differences between consent and enthusiastic/affirmative consent.</b></p> <ul style="list-style-type: none"> <li>• Setting boundaries.</li> <li>• How boundaries can be <b>blurred</b>.</li> <li>• How boundaries can be <b>crossed</b>.</li> <li>• Respecting each other's boundaries - <b>listen, watch and check</b>.</li> <li>• Enthusiastic and affirmative consent is when you really want to do something - <b>100%</b>.</li> <li>• <b>Consent can change</b> - you can always change your mind.</li> <li>• Vox pop: What is the difference between consent and enthusiastic consent?</li> </ul>
06:29-12:27	<b>Scenario 1: Enthusiastic Friends</b>	<p><b>Koko guides viewers as Dahlia and Hayley navigate recognising body clues, setting personal boundaries and respecting other people's boundaries.</b></p> <ul style="list-style-type: none"> <li>• Auslan signing for: enthusiastic consent, blurred boundaries and crossed boundaries.</li> <li>• Recognising our own <b>body clues</b> and <b>setting boundaries</b>.</li> <li>• Recognising and <b>respecting other people's</b> personal and body boundaries.</li> <li>• <b>Hearing</b> and <b>seeing</b> consent - verbal and non-verbal consent communication.</li> <li>• <b>Blurring</b> other people's boundaries.</li> <li>• <b>Crossing</b> other people's boundaries.</li> <li>• Recognising and responding to other people's <b>body cues</b>.</li> <li>• Finding resolutions that respect one another.</li> <li>• Remember, <b>enthusiastic</b> and <b>affirmative consent</b> is only <u>truly</u> given when the other person is really into doing what you're asking.</li> </ul>



12:35-17:14	<b>Scenario 2: Truth or Dare?</b>	<p><b>Fynn explores how not respecting each other's boundaries can lead to blurring and crossing boundaries.</b></p> <ul style="list-style-type: none"> <li>• <b>Blurring and crossing boundaries</b> - pressuring, tricking or forcing someone to do something is <u>not</u> getting enthusiastic and affirmative consent.</li> <li>• <b>Asking</b> for consent - <b>respecting</b> other people's boundaries and hearing their answer.</li> <li>• <b>Hearing</b> and <b>seeing</b> consent - verbal and non-verbal consent communication.</li> <li>• <b>Assertive communication</b> - reacting to your <b>body clues</b> and being assertive about what you want.</li> <li>• Respecting each other's boundaries - acknowledging when you have <b>blurred</b> or <b>crossed</b> someone's boundaries.</li> <li>• <b>Hearing</b> and <b>seeing consent</b> - consent can change.</li> <li>• Remember, <b>your body belongs to you</b> and no one, including adults, should ever make you kiss, hug or touch them or anyone else without your <u>true</u> consent.</li> <li>• Vox pop: What does enthusiastic consent look like?</li> </ul>
17:19-21:42	<b>Scenario 3: Identifying grooming and suss behaviour</b>	<p><b>Koko helps us see how groomers blur and cross boundaries to try to trick us into doing something and how to react in an unsafe situation.</b></p> <ul style="list-style-type: none"> <li>• <b>Grooming</b> or <b>suss</b> behaviour - confusing, tricking or coercing someone to agree to something. This is <u>not</u> consent.</li> <li>• Blurring and crossing boundaries - boundaries can be <b>blurred slowly</b>, then <b>escalate quickly</b> into being <b>crossed</b>.</li> <li>• Knowing your <b>private body parts</b> - <b>no one</b> should ever show children their own or someone else's private body parts.</li> <li>• <b>No one</b> should ever ask a child to show them or take photos of their own private body parts.</li> <li>• Reacting to and trusting <b>body clues</b>.</li> <li>• Reporting <b>suss behaviour</b> to someone on your <b>safety team</b> or Kids Helpline.</li> <li>• Being an upstander - encouraging someone in an <u>unsafe</u> situation to speak to a <b>safety helper</b> or Kids Helpline.</li> <li>• Remember, groomers may try to make you keep secrets, there are <b>no safe secrets</b> and grooming is <b>never</b> a child's fault.</li> </ul>





21:45-24:55	<p><b>Scenario 4:</b>  <b>Reporting to a Safety Helper on your Safety Team</b></p>	<p><b>Koko and Fynn reinforce the importance of talking to a safety helper and how they can help us stay safe.</b></p> <ul style="list-style-type: none"> <li>• <b>Recognise, react</b> and report - recognising our <b>body clues</b> as a reaction to something isn't right can help us get help by reporting to a safety helper.</li> <li>• Talking to <b>safety helpers</b> - it is <u>never</u> too late to ask for help.</li> <li>• Reporting suss behaviour - grooming and suss behaviour can be reported to the police at <b>ACCCE, the Australian Centre to Counter Child Exploitation.</b></li> <li>• Who else can help? <b>Kids Helpline - 1800 55 1800</b> - is a free online and phone counselling service for all kids, available any time, day or night.</li> <li>• <b>Your body belongs to you - no one</b>, including adults or friends, should ever ask you to show your private body parts to them, or show you theirs. The same applies to photographs of private body parts.</li> <li>• Remember, everyone (even safety helpers) should check in to <b>make sure someone is happy</b> to do something. That's getting enthusiastic consent!</li> <li>• Vox pop: Who is on your Safety Team?</li> </ul>
25:03-25.:0	<p><b>Conclusion</b></p>	<ul style="list-style-type: none"> <li>• <b>Enthusiastic</b> and <b>affirmative consent</b> is <u>truly, freely, clearly</u> and <u>wholeheartedly</u> given without <u>any</u> boundary being blurred or crossed.</li> <li>• Remember: <b>enthusiastic</b> and <b>affirmative consent</b> is when someone really wants to do something - <b>100 percent!</b></li> </ul>

# Teacher pause prompts



## Enthusiastic Consent, Blurred Boundaries or Crossed Boundaries?

Teachers and home tutors can pause the lesson to enable students to join in and answer questions together before the answer is revealed by KoKo and Fynn. When the pause button is on display or when Koko and Fynn ask the audience to respond, pause the video and ask students to communicate with the Auslan phrases they learnt during the lesson to indicate whether they think the answer is **enthusiastic consent**, **blurred boundaries**, or **crossed boundaries**.

Please review the definitions for enthusiastic consent, blurred boundaries and crossed boundaries on page 5, along with the Auslan signing for each phrase, prior to commencing this activity with your class/student.

## Teacher pause questions

Time	Segment	Overview
08:24	<b>Scenario 1</b>	Did Haley get Dahlia's consent? What do you think this was? <b>Answer: Crossed boundaries</b> Hayley didn't get Dahlia's consent. She sat too close, took Dahlia's headphones and invaded her personal space without asking.
10:03	<b>Scenario 1</b>	Did Hayley blur or cross Dahlia's boundaries? <b>Answer: Crossed boundaries</b> Consent communication can be verbal and non-verbal. You don't have to say no for consent not to be given, you might see body language or body cues.
12:12	<b>Scenario 1</b>	Hayley and Dahlia found a resolution they were both happy with and checked in with each other. What do you think this is? <b>Answer: Enthusiastic consent</b> Yes, both Hayley and Dahlia freely and enthusiastically gave consent to each other.
13:26	<b>Scenario 2</b>	Dahlia and Luca pressured Haley into agreeing to the dare. What do you think this is? <b>Answer: Blurred boundaries</b> Enthusiastic and affirmative consent must be given without fear and without being forced to do it.
14:05	<b>Scenario 2</b>	Did Harri blur or cross Hayley's boundaries by tricking her? What do you think? <b>Answer: Crossed boundaries</b> Hayley's boundaries were definitely crossed. You can't trick people into giving consent.
18:28	<b>Scenario 3</b>	Do you think Marcus is blurring Dahlia's boundaries? <b>Answer: Blurred boundaries</b> Marcus is blurring Hayley's boundaries, and this can quickly lead to boundaries being crossed.



18:54	<b>Scenario 3</b>	<p>Is Marcus now blurring or crossing Dahlia's boundaries?</p> <p><b>Answer: Crossed boundaries</b></p> <p>This is suss behaviour and the boundaries have escalated from being blurred to crossed.</p>
19:44	<b>Scenario 3</b>	<p>Marcus is trying to trick Hayley into doing something she really doesn't want to do. What do you think this is?</p> <p><b>Answer: Crossed boundaries</b></p> <p>Groomers will try all sorts of tricks to get you to do something and make you think it's your fault. It is never your fault.</p>
22:53	<b>Scenario 4</b>	<p>Remember, if you ever feel unsafe or think something isn't right you can always talk to one of your safety helpers. If you aren't ready to speak to them, you can also call Kids Helpline on 1800 55 1800 at any time, any day.</p>
24.10	<b>Scenario 4</b>	<p>What do you think about Miss McGrath asking Dahlia if she wanted a hug? It was...</p> <p><b>Answer: Enthusiastic consent</b></p> <p>Miss McGrath asked, then waited for Dahlia's answer and double checked with her if she would like a hug. Dahlia showed enthusiastic and affirmative consent.</p>



## Suggested Class/Home School Lesson Overview

This lesson content is to accompany the upper primary ABCSL 2024 lesson and can be broken into 2 (or more) separate lessons with cross-curricular links between HPE, English, Design & Technologies, Digital Technologies, Drama, Media Arts, Music, Visual Arts and Dance.

<p><b>Say/ Review ABCSL Lesson</b></p>	<p>Today's lesson is all about <b>enthusiastic</b> and <b>affirmative consent</b>.</p> <p><b>Enthusiastic</b> means you feel safe, happy and confident about something.</p> <p><b>Consent</b> means asking for or giving <u>permission</u>. It is very important to understand that consent can only be truly and freely given if it's <b>enthusiastic consent</b>. That means you're completely sure that you want to do something!</p> <p>If you don't feel safe, happy or confident about giving your consent when someone has asked for it, you are the boss of your own body and can say NO... The other person needs to accept this respectfully. If another person does not feel (or look) safe, happy or confident when you ask for their consent – the answer is.... NO... and you need to accept this respectfully too.</p> <p>But it is important to understand that consent is much more than just asking permission and saying yes or no. We need to give each other <b>time, respect</b> and <b>space</b> to understand how we're all truly feeling first. We need to understand and respect each other's <b>body boundaries</b>, tune into our own Body Clues (like a funny tummy) and look for the <b>body cues</b> (like hunched shoulders, a scrunched nose and worried expression) of others. We must learn how to communicate confidently to assert/protect our boundaries and show how we really feel. If we don't feel safe to do this or if we ever need help, we can talk to the <b>safety helpers</b> on our <b>safety team</b> or <b>Kids Helpline</b>.</p>
<p><b>Discuss</b></p>	<p>Brainstorm everyday examples of consent or permission being asked for and given or refused. Relate to the students' daily lives.</p>
<p><b>Ask and discuss</b></p>	<p>Guided Exploration of the ABCSL video (you may need to re-play parts of the video). Ask the students the following questions after watching the video. Choose questions depending on year level and differentiation required.</p> <ol style="list-style-type: none"> <li><b>What is enthusiastic consent?</b> Permission that has been given truly, freely and wholeheartedly without any boundaries being blurred or crossed.</li> <li><b>What are body boundaries?</b> The invisible line around your body that you are the boss of.</li> <li><b>What are blurred boundaries?</b> When someone pressures, tricks or rushes you to consent.</li> <li><b>What are crossed boundaries?</b> When someone crosses your boundaries without consent.</li> <li><b>Let's look at conversations between the hosts and the 4 scenarios in the ABCSL lesson... Where is consent or permission being asked?</b> <b>1.</b> Koko asks Fynn 'can I give you a hug?'. <b>2.</b> Hayley asks Dahlia 'can we still sit here together?'. <b>3.</b> Dahlia asks Hayley if she would like to get Alice in Wonderland earrings. <b>4.</b> Miss McGrath asks Dahlia if she would like a hug.</li> <li><b>Where is consent Enthusiastic?</b> <b>1.</b> When Hayley and Dahlia are both happy to sit more respectfully together. <b>2.</b> When they decide on something they both are happy to discuss. <b>3.</b> When the four friends are (initially) happily playing truth or dare together. <b>4.</b> When Hayley and Dahlia are happily talking about book week together. <b>5.</b> When Dahlia enthusiastically consents to a hug from Miss McGrath.</li> </ol>



7. **Where are boundaries being 'blurred' or 'crossed' without asking permission?** **1. Crossed:** Hayley sitting too close to Dalia and grabbing her headphones. **2. Blurred:** the friends are peer pressuring Hayley to share her feelings about Harri and to agree to a kiss from him. **3. Crossed:** Harri tricks Hayley to kiss him on the lips. **4. Blurred and crossed:** Dahlia is being groomed by someone much older than her, he asks her to keep unsafe secrets, sends her inappropriate pictures and asked her to do the same.
8. **How do we know when consent is enthusiastic between the students?** By listening to their response and looking at their body cues to make sure they look and sound happy, safe, confident, excited, enthusiastic etc.
9. **How do we know when the boundaries are being blurred or crossed between the students?** By listening to their response and looking at their body cues you can see that they look and sound worried, anxious, sad, upset, scared etc., we can see them tuning into their body clues like a funny tummy and racing heart.
10. **How did the students recognise how they were truly feeling?** They tuned into their body clues, they gave themselves time and space to work out how they truly felt.
11. **How did they react to each other to show Enthusiastic Consent?** They showed happy, confident and enthusiastic body cues and used happy, excited and enthusiastic language.
12. **How did they react to each other to show their boundaries were being 'blurred' or 'crossed'?** They showed worried, upset, anxious, scared body cues and used assertive communication to say 'no'. They talked with their safety helper if they didn't feel safe or if they needed to report something unsafe that happened to them.
13. **What did the students do when they didn't feel safe – who did they report to?** Their safety helper/safety team.
14. **In future, how can the students check to see if their friend is feeling happy and enthusiastic?** They could check their friend's body cues, they could ask them how they are feeling, if unsure – they can give their friend time, respect and space to work out how they truly feel.
15. **How can we understand if we feel safe, happy and enthusiastic about giving consent?** By tuning into our body clues, and by giving ourselves time and space to decide how we truly feel, by checking to make sure we understand what the other person is asking.
16. **How should you respond to someone if they say 'no' to you when you have asked for their consent for something involving their own personal, body or property boundaries?** Kindly and respectfully – you must respect the boundaries of others.
17. **Who can you report to when you don't feel safe?** Your safety helper/safety team, Kids Helpline and the Police.
18. **How can we talk with our friend if they tell us something unsafe that has happened to them?** We can talk with them kindly and respectfully and encourage them to speak to their safety helper/safety team.



<p><b>Write and share</b></p>	<ol style="list-style-type: none"> <li>1. Listen to the Enthusiastic is Fantastic song. Select level 1, level 2 or level 3 of the activities depending on differentiation required for your student/s.</li> <li>2. Show/model the <b>ABCSSL Enthusiastic Consent Project Booklet</b> activities. You may wish to work through all of the activities together as a class.</li> <li>3. Brainstorm ideas students could develop for film, song, music video or poster. Discuss the different scenarios they could use.</li> <li>4. Share each other's examples. Reiterate that consent can change, and different people may have different answers.</li> </ol>
<p><b>Revision activity</b></p>	<p><b>Optional extension</b></p> <p>Ask students whether they think the following statements are a <b>YES</b> or a big <b>NO</b>:</p> <ol style="list-style-type: none"> <li>1. We can use the word <u>consent</u> instead of the word <u>permission</u>. <b>YES</b></li> <li>2. Even if I say 'yes', I can <u>always</u> change my mind. <b>YES</b> – consent can change.</li> <li>3. If I say 'no' or don't want to do something or if I'm unsure, the other person is allowed to pressure or trick me to say yes. <b>NO</b> – this is not true consent, it needs to be <u>enthusiastic</u>.</li> <li>4. It is up to the person asking for consent to listen carefully to the answer and respond respectfully. <b>YES</b> – asking, listening, and observing is important and so is responding respectfully, even if it's a 'no'.</li> <li>5. It's ok if someone doesn't look happy or enthusiastic when you're asking for their consent – just do it anyway. <b>NO</b> – the other person needs to look <b>happy, enthusiastic and confident</b> if they are truly giving their consent, otherwise it's a 'no'. Be respectful and give them time and space to decide.</li> <li>6. <b>Body clues</b> are the clues inside your body that help you work out how you are feeling; like a racing heart and funny tummy if you feel worried or unsafe. <b>YES</b></li> <li>7. <b>Body cues</b> are the feelings you may observe in others through their body language and the expressions on their face. <b>YES</b></li> <li>8. If the person asking for consent is older or stronger than you, you have to give your consent. <b>NO</b> – regardless of age or difference in strength or power, <b>your body belongs to you</b>, and you have the right to communicate your body boundary and say how you really feel. If you don't feel safe to do this, you can talk with your <b>safety helper/safety team</b>.</li> <li>9. If I ever feel worried, unsafe or scared, I can always talk to the <b>safety helpers</b> on my safety team or Kids Helpline. <b>YES</b></li> <li>10. <b>Enthusiastic consent</b> is permission that has been truly, freely and wholeheartedly given <u>without</u> any boundary being <u>blurred</u> or <u>crossed</u>. <b>YES</b></li> </ol>



# Enthusiastic is Fantastic!



## ABC SL song

Here's a song about **consent**, enthusiastically!  
We can all say **yes** or **no**, and even hmmm... **maybe**...?  
If unsure of how another person truly feels,  
**Time, Respect** and **space** is how the **truth** can be revealed.

From my toes to my noes, nobody goes – **my body belongs to me**.  
Even pictures of my life are my own **privacy**.  
I'm the keeper of this space, my **body boundaries**.  
You can never change my mind or **trick** or pressure me.

**Enthusiastic is fantastic,**  
**BLURRED is absurd!**  
**CROSSED can get lost...**

**When consent is the word!**  
**Boundaries are clear but they take time to figure out,**  
**Be respectful, give me space, that's what it's all about!**

There are no **BIG secrets** you can ever make me keep,  
**Safety Teams** and **Kids Helpline** support us every week.  
If unsure, unsafe or scared – my **body clues** show the way...  
I'll ask and check your **body cues**, respecting you the same.

I am strong within myself, I'm finding my own way,  
I'm learning how to speak and move with **confidence** each day.  
You can never take **my light** or make me lose **my voice**,  
And I decide what's right for me, **my body, my heart, my choice**.  
**My body, my heart, my choice!**

**Enthusiastic is fantastic,**  
**BLURRED is absurd!**  
**CROSSED can get lost...**

**When consent is the word!**  
**Boundaries are clear but they take time to figure out,**  
**Be respectful, give me space, that's what it's all about!**

That's what consent is all about, that's what it's all about!  
That's what consent is all about, that's what it's all about!

**Enthusiastic is fantastic,**  
**BLURRED is absurd!**  
**CROSSED can get lost...**

**When consent is the word!**  
**Boundaries are clear but they take time to figure out,**  
**I'll be respectful, give you space, that's what it's all about!**

My body, my heart, my choice!  
My body, my heart, my choice!

# Enthusiastic is Fantastic - Level 1



## Fill in the missing words...

Here's a song about \_\_\_\_\_, enthusiastically!  
We can all say \_\_\_\_\_ or no, and even hmmm... \_\_\_\_\_ ?  
If unsure of how another person truly feels,  
\_\_\_\_\_, **respect** and **space** is how the \_\_\_\_\_ can be revealed.

From my toes to my \_\_\_\_\_, nobody goes,  
My body belongs to \_\_\_\_\_.  
Even pictures of my life are my own \_\_\_\_\_.  
I'm the keeper of this \_\_\_\_\_, my Body Boundaries.  
You can never change my mind or \_\_\_\_\_ or pressure me.

**ENTHUSIASTIC** is fantastic,  
**BLURRED** is absurd!

\_\_\_\_\_ ED can get lost...

**When consent is the word!**

**Boundaries are clear but they take \_\_\_\_\_ to figure out,  
Be respectful, give me space, that's what it's all about!**

That's what \_\_\_\_\_ is all about, that's what it's all about!  
That's what \_\_\_\_\_ is all about, that's what it's all about!

## Word Bank

consent  
truth  
yes  
consent  
Time

consent  
maybe  
nose  
me  
privacy

space  
CROSS  
trick  
time

# Enthusiastic is Fantastic - Level 2



## Fill in the missing words...

Here's a song about \_\_\_\_\_, enthusiastically!  
 We can all say \_\_\_\_\_ or no, and even hmmm... \_\_\_\_\_ ?  
 If unsure of how another person truly feels,  
 \_\_\_\_\_, **respect** and **space** is how the \_\_\_\_\_ can be revealed.

From my toes to my \_\_\_\_\_, nobody goes - my body belongs to \_\_\_\_\_.  
 Even pictures of my life are my own \_\_\_\_\_.  
 I'm the keeper of this \_\_\_\_\_, my Body Boundaries.  
 You can never change my mind or \_\_\_\_\_ or pressure me.

**ENTHUSIASTIC** is fantastic,  
**BLURRED** is absurd!

\_\_\_\_\_ ED can get lost...

**When consent is the word!**

**Boundaries are clear but they take \_\_\_\_\_ to figure out,**  
**Be respectful, give me space, that's what it's all about!**

There are no \_\_\_\_\_ secrets you can ever make me keep,  
 \_\_\_\_\_ Teams and **Kids Helpline** support us every week.  
 If unsure, unsafe or scared - my Body Clues show the way...  
 I'll ask and check your Body \_\_\_\_\_, respecting you the same.

I am strong within myself, I'm finding my own \_\_\_\_\_,  
 I'm learning how to speak and move with CONFIDENCE each \_\_\_\_\_.  
 You can never take my light or make me lose my voice,  
 And I decide what's right for me, my \_\_\_\_\_, my heart, my choice.  
 My body, my heart, my \_\_\_\_\_!

**ENTHUSIASTIC** is fantastic,  
**BLURRED** is absurd!

\_\_\_\_\_ ED can get lost...

**When consent is the word!**

**Boundaries are clear but they take \_\_\_\_\_ to figure out,**  
**I'll be respectful, give you \_\_\_\_\_, that's what it's all about!**

That's what \_\_\_\_\_ is all about, that's what it's all about!  
 That's what \_\_\_\_\_ is all about, that's what it's all about!

## Word Bank

Cues  
 yes  
 BIG  
 Time  
 truth  
 nose  
 me  
 consent  
 privacy  
 maybe  
 space  
 trick  
 CROSS  
 time  
 choice  
 time  
 way  
 day  
 Safety  
 consent  
 CROSS  
 body  
 space  
 consent

# Enthusiastic is Fantastic - Level 3



## Fill in the missing words...

Here's a song about \_\_\_\_\_, enthusiastically!  
 We can all say \_\_\_ or no, and even hmmm... \_\_\_\_\_ ?  
 If unsure of how another person truly feels,  
 time, \_\_\_\_\_ and space is how the \_\_\_\_\_ can be revealed.

From my toes to my \_\_\_\_\_, nobody goes - my body belongs to \_\_\_\_ .  
 Even pictures of my life are my own \_\_\_\_\_ .  
 I'm the keeper of this space, my \_\_\_\_\_ .  
 You can never change my mind or \_\_\_\_\_ or pressure me.

\_\_\_\_\_ is fantastic,  
 \_\_\_\_\_ is absurd!  
 \_\_\_\_\_ can get lost...

### When consent is the word!

\_\_\_\_\_ are clear but they take \_\_\_\_\_ to figure out,  
**Be \_\_\_\_\_, give me space, that's what it's all about!**

There are no \_\_\_\_\_ you can ever make me keep,  
 \_\_\_\_\_ and **Kids Helpline** support us every week.  
 If unsure, unsafe or scared - my \_\_\_\_\_ show the way...  
 I'll ask and check your \_\_\_\_\_, respecting you the same.

I am strong within myself, I'm finding my own \_\_\_\_\_,  
 I'm learning how to speak and move with \_\_\_\_\_ each day.  
 You can never take my light or make me lose my \_\_\_\_\_,  
 And I decide what's right for me, \_\_\_\_\_, my heart, my choice.  
 My body, my heart, \_\_\_\_\_!

\_\_\_\_\_ is fantastic,  
 \_\_\_\_\_ is absurd!  
 \_\_\_\_\_ can get lost...

### When consent is the word!

\_\_\_\_\_ are clear but they take \_\_\_\_\_ to figure out,  
**I'll be respectful, give you \_\_\_\_\_, that's what it's all about!**

That's what \_\_\_\_\_ is all about, that's what it's all about!  
 That's what \_\_\_\_\_ is all about, that's what it's all about!

## Word Bank

respect  
 yes  
 nose  
 Body Boundaries  
 my body  
 CROSSED  
 truth  
 Body Cues  
 me  
 ENTHUSIASTIC  
 space  
 confidence  
 trick  
 BLURRED  
 consent  
 Boundaries  
 time  
 privacy  
 CROSSED  
 Safety Teams  
 Body Clues  
 ENTHUSIASTIC  
 respectful  
 way  
 consent  
 voice  
 BIG secrets  
 my choice  
 consent  
 BLURRED  
 maybe  
 Boundaries  
 time

# Enthusiastic consent project

## The Project

Understanding what **enthusiastic** and **affirmative consent** is all about can help young children develop their own personal power.

The challenge is for students to design, create and produce a 1-5 minute film (see attached project booklet), music video or poster about **enthusiastic and affirmative consent** that is suitable for children aged 4+.

Students can work individually, in a team or as a class to:

- Write a short script teaching younger children about **enthusiastic consent**.
- Storyboard the script, including elements of film making process.
- Use digital technologies to film and edit their film.

### OR

- Write a song and create a music video - or create a music video to DMF's **Enthusiastic is Fantastic!** ABCSL song.

### OR

- Design a poster that creatively demonstrates what **enthusiastic** and **affirmative consent** is all about, taking inspiration from this year's ABCSL.

The film, music video or poster should be suitable to use as part of a lesson aimed at teaching younger children about **enthusiastic consent** and should highlight the following:

- **Understanding** and **respecting boundaries** including personal boundaries, body boundaries and belongings.
- How to **recognise** when **boundaries** are being **blurred** or **crossed**.
- How to **assert** our **boundaries** and **respect** the boundaries of others, too.
- **Body clues** and **body cues**.
- Assertive and respectful communication.
- How people need to give each other **time**, **respect** and **space** to work out how they each truly feel when consent is requested.

If you like, you can share your students' films with [childsafetyeducation@danielmorcombe.com.au](mailto:childsafetyeducation@danielmorcombe.com.au).

Students will have their scripts approved by an educator prior to developing movement and performance.



**Note to teachers:** Please ensure you have parental consent for all children shown in media entry before sending it to us. The Daniel Morcombe Foundation may show entries across our social media channels.

Entries due by 3 November 2024.

## Australian Curriculum Links Year 5/6

### Digital Technologies

- Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP002).

### English

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516).

### Health and Physical Education

- Practise skills to establish and manage relationships (*Communicating and interacting for health and wellbeing*) (ACPPS055).

### Drama

- Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations (ACADRM035).
- Rehearse and perform devised and scripted drama that develops narrative drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037).

### General capabilities

#### Personal and Social Capability

- Social awareness (level 4 and level 5)
- Social management (level 4 and level 5)

#### Critical and Creative Thinking

- Inquiring, exploring and organising information and ideas (level 4 and level 5)
- Generating ideas, possibilities and actions (level 4 and level 5).



Dear Parent/Carer,

Your child will soon be engaging in this year's **Australia's Biggest Child Safety Lesson (ABCSL)** created by the Daniel Morcombe Foundation. This lesson aims to educate our students about true and **enthusiastic consent**, how to understand body clues, how to confidently assert boundaries while respecting the boundaries of others, and how to report to Safety Teams. We want to emphasise that the content of ABCSL has been carefully curated to be age-appropriate and presented in a sensitive and responsible manner. It is important to educate children about consent and ABCSL 2024 provides an effective platform for these discussions. The lesson aligns to the Australian Curriculum Version 9.0 which aims to ensure that students receive more explicit education on positive and respectful relationships and consent (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2022).

We understand that discussing such sensitive topics can be challenging for both parents and educators. However, we encourage you to engage with your child about their experiences with ABCSL 2024.

Recent Australian research indicates that more than 1 in 3 girls and almost 1 in 5 boys experience childhood sexual abuse. One of the key recommendations of the internationally recognised ACMS study was dedicated prevention efforts in schools focused on healthy development, attitudes to gender equality, emotional literacy, and consent and relationships education. Open communication is key, and discussing consent at home will further reinforce the lessons learned at school.

If you have any concerns or questions regarding ABCSL, please don't hesitate to reach out to us. We are here to support you and address any queries you may have.

For more information on how to keep kids safe, please visit:

[www.danielmorcombe.com.au](http://www.danielmorcombe.com.au)

Thank you,

**Daniel Morcombe Foundation**



## Parent/Carer information



**Australia's Biggest Child Safety Lesson (ABCSL)** encourages children to: understand what true and enthusiastic consent is all about; how to tune into their body clues to understand whether they feel safe or unsafe; how to confidently communicate their body boundaries; how to observe the body cues of others and give each other time, respect and space to decide what they really want to do; and how to ask for help from their safety team if they ever feel unsafe or need support.

### Why are we teaching children about enthusiastic consent?

True consent must be freely, wholeheartedly and enthusiastically given, without any boundaries being blurred or crossed. Modelling conversations about consent between peers using relatable scenarios can help children learn how to assert their right to stay comfortable and safe each day. Consent means having a choice about something (like touch, proximity or a shared activity) and respecting each other's responses, even when the answer is 'No'.

When teaching children the importance of **enthusiastic consent**, we are helping them to make their own decisions, to understand and confidently assert their boundaries, to consider the boundaries of others, to ask respectfully for permission and to respond appropriately when someone says 'No' to them. Talking and learning about consent should be ongoing and can be woven into everyday conversations and decision-making. For example: 'Would you like a hug?', 'We could also wave or high five.' 'Can I please sit beside you?', 'It's ok if you need space'.

### Why are we teaching children the correct names of private body parts?

It is important to teach children the correct names of their body parts from a young age. Children who know the proper names and functions of private body parts are less vulnerable to being targeted by abusers and more likely to tell an adult if they have been harmed.

Explain to your child that if anything happens to a private body part, this should never be a secret. If an adult (e.g. a Doctor) needs to touch a child in order to help them stay safe and healthy, this should also never be a secret. ABCSL 2022 is about correctly naming body parts and we have revisited this in ABCSL 2024 due to the importance of this safety message.

### Why are personal/body boundaries important?

Child sexual abuse often begins with a perpetrator ignoring a child's personal boundaries and bodily autonomy. Talk to your child about their personal boundaries and teach them to tell a safety helper on their safety team if someone ever tries to cross a boundary. Remind your child that they are the boss of their own body and that they can say 'No!' to anything that makes them feel uncomfortable.

### How does open communication help keep kids safe?

Sometimes children may avoid sharing worries with their parents due to fear of being punished or blamed and abusers will take advantage of this fear. Keep communication with your child open and remind them that they can talk to you or another safety helper about anything. Everyone has the right to feel safe all of the time. Tell your child that if they don't feel safe, they should talk to a safety helper who should respond non-judgmentally with kindness and compassion. If the first safety helper doesn't help them, they should talk to another.

### What are safety team and safety helpers?

The people on a child's safety team are the five trusted adults that a child has identified who they feel safe to be around. We call each of these five grownups their safety helpers. You can help your child develop their safety network with this [My safety team](#) activity.

You can find out more information at [danielmorcombe.com.au/keeping-kids-safe-resources/](http://danielmorcombe.com.au/keeping-kids-safe-resources/).

# Resources

## Recommended resources and further information



**Australian Centre to Counter Child Exploitation (ACCCE)** is part of the Australian Federal Police (AFP). You can report inappropriate behaviour toward children online to them. <https://www.accce.gov.au/report>

They also have information about grooming as they are the lead government agency in dealing with child exploitation/grooming. <https://www.accce.gov.au/help-and-support/what-is-online-child-exploitation>



**Closing the Net** is a free podcast ACCCE series for parents. <https://www.accce.gov.au/closingthenet>



**Body Safety Australia** have a range of resources to support teaching about consent. <https://www.bodysafetyaustralia.com.au>



**eSafety** provides resources, lesson ideas and videos that help Australian's have safer online experiences. <https://www.esafety.gov.au>

**eSafety Commissioner** can support with removing peer-shared images online. <https://www.esafety.gov.au/report>



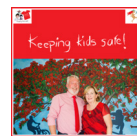
**Kids Helpline** provides a free, confidential support service online and over the phone. <https://kidshelpline.com.au/kids> or **1800 55 1800**



**Daniel Morcombe Foundation** provides free resources and factsheets with further information. <https://danielmorcombe.com.au/keeping-kids-safe/keeping-kids-safe/fact-sheets/>

Creating a **Safety Network** and reporting to Safety Helpers are referenced throughout the resource. More information available here: <https://danielmorcombe.com.au/keeping-kids-safe-resources/>

Each year, the Daniel Morcombe Foundation produce **Australia's Biggest Child Safety Lesson (ABC SL)**. <https://danielmorcombe.com.au/keeping-kids-safe/keeping-kids-safe/australias-biggest-child-safety-lesson/>



**Bright Futures Keeping Kids Safe Podcast** series for parents, foster and kin carers that empowers them to have brave conversations around child safety and harmful sexual behaviours. <https://danielmorcombe.com.au/bright-futures/bright-futures-podcasts/>