



Jelly's Safety Circus Adventure: Companion guide for educators, parents and caregivers

The Daniel Morcombe Foundation develops child safety resources to educate and empower people to make communities safer places for children. This companion guide is designed to support educators to facilitate trauma-informed learning experiences with young children 0 - 6 years. Before showing this resource to children, we recommend reviewing our Trauma-informed Approach Factsheet to help foster a safe and supportive learning environment.

About Jelly's Safety Circus Adventure

Jelly's Safety Circus Adventure is designed for parents, caregivers and educators of children aged 0 to 6 (early years and foundation year). The content of Jelly's Safety Circus Adventure is evidence-informed, trauma-informed and age-appropriate. It helps children to understand **private body parts**, **body boundaries** and the importance of **speaking up** when something doesn't feel safe.

Jelly Safety Circus Adventure aligns with the Early Years Learning Framework V2.0 - Outcome 1: Children have a strong sense of identity, Outcome 3: Children have a strong sense of wellbeing - and the Australian Curriculum Version 9.0 - Health and Physical Education content descriptors.

This book is a simple introduction to **body clues**. Understanding these can help a child know if they are feeling safe or unsafe.

Ringmaster Rosie helps Marli and Jimmy understand that everyone's body belongs to them and to remember the 3 R's if they are ever feeling unsafe...

Recognise

React

Report

Recognise encourages children to be the boss of their own body and to notice when something doesn't feel right or makes them feel unsafe. **React** helps children understand they can set body boundaries and say "No!". **Report** encourages children to talk to a safe adult when they feel unsafe.

Conversation starters

Jelly's Safety Circus Adventure provides a starting point for important conversations about personal safety. Some activities that can continue the conversation include:

SAFETY A personal body boundary is like an invisible line around you. Body boundaries help you recognise when something doesn't feel safe or comfortable. In the story, Marli crosses Jimmy's body boundaries and squeezes his bottom. This is an unsafe touch. Ringmaster Rosie explains that children are the boss of their own bodies and decide who touches them (page 20). Discuss: When talking about body boundaries, it's important to teach the difference between safe and unsafe touch. Explore the different situations where another person may need to safely touch a child's body. - To provide care, mum or dad giving you a bath, or helping with toileting or changing a nappy. - To help if you are sick or hurt, a nurse or teacher administering first aid or a visit to the doctors. - To be friendly, a teacher or friend gives you a high five or handshake.	RECOGNISE In the story, Marli touched Jimmy on a private body part. Private body parts are the parts of our bodies covered by underwear or a singlet, as well as our mouth (page 15). You are the boss of your own body. Knowing which body parts are private helps us RECOGNISE when someone has crossed our body boundary. Explain: Even if a body part can be seen, that does not mean it is okay for someone to touch it. Mouths are a special private body part. No one should touch or put anything in our mouth unless it is to care for us or we are sick, such as a visit to the dentist or taking medication from a trusted adult. Complete the Private body parts activity on page in the <u>Keeping Kids Safe Resource Booklet</u>.
REACT We all have the right to be safe. We can REACT when somebody crosses our body boundaries. It is always okay to say "No!" or "Stop!" if someone touches us in a way we don't like or makes us feel worried, scared or uncomfortable. In the story, Jelly's carer squeezes him hard and he doesn't like it, so he hisses loudly to say "No! I don't like it!" (page 5). Later, Marli and Jimmy are in the circus tent and Marli grabs Jimmy's bottom, Jimmy says: "No, stop! Don't touch my bottom" (page 11) making his body boundary clear to Marli. Ask: Can you think of other ways you can react? We can say "yes", "no" or "stop". And we always listen when someone else says "no" or "stop". Practice putting your hands out like a stop sign and saying "No! My body belongs to me."	REPORT Jimmy knew he didn't feel safe when Marli squeezed his bottom. He knew he could REPORT this to Ringmaster Rosie, who then spoke to Marli about body boundaries (page 22). A Safety Team is a group of adults you can go to for help. It is never your fault if someone crosses your body boundaries. Ask: Who are your Safety Helpers? Suggestions: mum, dad, carer, grandparent, aunty, uncle, teacher, police. Complete the Safety Team activity on page 15 in the <u>Keeping Kids Safe Resource Booklet</u>. Remember: If someone does not believe you, go to the next safety helper, and then the next, until you receive the help and support you need to feel safe.