

About this guide:

This toolkit is designed to support Lower Primary educators to facilitate trauma-informed learning experiences in connection with **Australia's Biggest Child Safety Lesson - ABCSL**

ABCSL Lower Primary 2026: A toolkit for educators.



Duration: 10 minutes 30 seconds

Audience: 7 - 9 year olds (Years 1 -3)

ABCSL Lower Primary 2026 teaches children how to recognise safe and unsafe places and spaces, listen to their body clues and react when something doesn't feel right. It supports children to seek help and report unsafe situations. This resource also highlights the important role families, organisations and communities play in creating environments where children feel safe, protected, heard and supported.

This resource is age-appropriate, trauma-informed and grounded in evidence including real-life scenarios. The resource includes depictions of a child experiencing non-consensual touch, bullying, feelings of intimidation, and references to private body parts. The content is presented sensitively using animation, with no explicit imagery, nudity or graphic depictions shown.

Creating a safe and supportive environment

Use our [Trauma-informed approach Factsheet](#) to prepare a safe and supportive learning environment. Allow students to pass on activities and avoid asking them to share personal experiences.

Closed captions

To switch on the closed captions option, click on the closed captions button in the playback bar in YouTube.

Flexible activities for ongoing learning

The following sample activities are designed to be flexible and can be adapted to suit your context. They allow you to:

- **Create a visual sequence together**
I notice something doesn't feel right → I move towards safety → I tell someone.
- **Practice with scenarios**
Give children simple situations and ask: *What might your body tell you? What could you do next? Who could help?*
- **Build help-seeking skills**
Give children a scenario where they tell one adult but don't get the help they need. Ask: "Who could they tell next?" Continue building a chain of safe adults.

Key learning objectives

1. **Recognise** and assess safe and unsafe spaces and places.
2. Identify help seeking strategies to **react** to and **report** unsafe spaces and places.
3. Identify preventative strategies for safety for themselves and others in everyday environments.



Recognise

Activity 1 - What our body clues tell us

(Curriculum Links: AC9HP2P05, AC9HP4P06)

Explain that a safe place is somewhere where we feel safe, supported and comfortable in our body. A warm-up activity could be to draw or write about a safe place. Encourage children to think about what makes that place feel safe and how their body feels when they are there. Explain that we can pay attention to our surroundings and body clues to help us notice how a space or place feels. Our bodies can sometimes give us clues that situations, people, places or behaviour don't feel right, even before we can explain why.

If a situation doesn't feel safe, body clues may include:

- A pounding heartbeat
- Wobbly knees
- Sweaty hands
- Hair standing on end
- Butterflies or a funny feeling in the tummy
- Crying or feeling scared.

Ask children to stand with some space around them.

Read out different body clues and ask children to put their hands on the part of their body where they might notice the clue. For example:

- "Your heart starts beating really fast." **Chest**
- "You get butterflies." **Tummy**
- "Your hands feel shaky." **Hands**
- "Your face feels hot." **Face**
- "Your arms get goosebumps." **Arms**
- "Your knees feel wobbly." **Legs**
- "You feel like you might cry." **Throat**
- "Your hands feel sweaty." **Hands**

Questions to explore together

- Have you ever had butterflies in your tummy, a fast heartbeat, or felt sick to your stomach with worry?
- What does your body feel like when you are calm and comfortable? How is that different?
- Why do you think our bodies give us these clues?
- What body clues did Jay and Carmody notice in the toilet block?

Complete the My Body Clues Activity on page 10 in the Keeping Kids Safe Resource Booklet.



Activity 2 - React if you feel unsafe

(Curriculum Links: AC9HP2P04, AC9HP2P05, AC9HP4P07)

When children recognise body clues or feel unsafe, they can take action to protect themselves. Children should know that they do not have to stay in a situation that makes them feel uncomfortable.

Safe reactions may include:

- Using a strong and confident voice
- Saying “No”, “Stop” or “I don’t like that”
- Moving away from the situation
- Going to a safe adult for help
- Finding a busy area where other safe adults are nearby
- Staying with trusted friends or safe people.

Invite children to stand with their feet firmly on the ground.

Ask them to put one open hand out in front of them like a stop sign. Practise saying together in a clear, strong voice: “No! Stop it! That’s not okay!”

Questions to explore together

- What safe choices did Jay and Carmody make?
- What could your body do to move to a safer place? Why do you think our bodies give us these clues?
- Is it okay to yell if you are unsafe and need to get an adult's attention?
- What else can you do if you feel scared or uncomfortable?

Complete the React Activity on page 12 in the Keeping Kids Safe Resource Booklet.



Report

Activity 3 - List your safety helpers

(Curriculum Links: AC9HP2P05, AC9HP4P08)

Reporting means telling a safe adult about something that has happened. Adults have an important role when a child speaks up, they should listen calmly, take them seriously and help them feel supported.

A safety team is a group of safe adults and may include:

- Parents and carers
- Grandparents
- Teachers
- Coaches
- School support staff
- Family friends
- Community members they trust.

Read a scenario and ask children to name the person they could ask for help.

- "You are at school and something has happened that makes you uncomfortable."
- "You are at home and are worried about something."
- "You are on an excursion and cannot find your teacher."
- "Someone has asked you to keep a secret that makes you feel worried."
- "You have said no, but someone has not listened to you."
- "You are at a Saturday sports game and you need help."
- "If it is an emergency, what number should you call?"

Questions to explore together

- How do you think Jay and Carmody felt after talking to Aunty Dot?
- How did Coach help? What rules can help everyone feel safe?
- Who are the people in your life you could talk to about a worry?
- Should you keep telling if the first adult you tell doesn't help? Why?

Complete the My Safety Team Activity on page 15 in the Keeping Kids Safe Resource Booklet.



About contextual prevention

Adults, organisations and communities are responsible for creating safer environments for kids. This includes listening to children, taking concerns seriously, providing appropriate supervision and taking action to keep kids safe.

The resource provides an opportunity to think about how schools and other organisations can make toilet blocks safer. The buddy approach can be considered as one possible strategy, alongside adult supervision, physical design, clear reporting pathways and respectful privacy practices - not as a substitute for any of them.

Families and carers

A separate Parent & Carer Guide has been designed to support parents and carers in helping children build practical safety skills. It provides guidance on having open conversations about safety, responding appropriately if a child shares a concern, and helping children identify safe adults they can turn to for support.

Access the [Parent & Carer Guide](#).

Suggested ABCSL Newsletter and Email Content

Australia's Biggest Child Safety Lesson is coming to schools this October.

Did you know talking with children about safety helps them to recognise when something doesn't feel right, understand what they can do and seek help when they need it?

The Daniel Morcombe Foundation has released two new **Australia's Biggest Child Safety Lesson (ABCSL)** educational resources that help students learn to:

Recognise – notice what feels safe or unsafe and recognise when something doesn't feel right.

React – know what they can do if something doesn't feel right including getting help from a safe adult.

Report – know who they can talk to, how they can ask for help and that they can keep telling until someone listens.

Talking about safety at home helps reinforce your child's learning. Some questions you might ask include:

- What helps you feel safe in a space or place?
- What body clues might you have when something doesn't feel right?
- What could you do if you felt unsafe?
- Who are your safe adults?
- What could you do if the first person you told didn't listen or help?
- You can check out the videos and guides at [ABCSL](#) or [DFD Resources Page](#).

Make a report

If you're aware of harm happening to yourself or a young person you care about, you can report:

- In an emergency, call **000**
- Contact your local police on **131 444**
- Call Crimestoppers on **1800 333 000**
- Report online harm to:



 **eSafety Commissioner**

- <https://www.esafety.gov.au/report>



Australian
Centre to Counter
Child Exploitation

- ACCCE <https://www.accce.gov.au/report>

Support services



- Further support services:
[Get Help - Daniel Morcombe Foundation](#)

Further resource recommendations



- DMF :Keeping Kids Safe resources
<https://danielmorcombe.com.au/keeping-kids-safe-resources/>

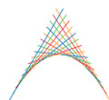


 **eSafety Commissioner**

- ESafety Commissioner:
[Online safety | eSafety Commissioner](#)



- Kids Helpline: Resources for
[Kids 5-12 Years | How Can we Help? | Kids Helpline](#)



Australian
Centre to Counter
Child Exploitation

- The Australian Federal Police & ACCCE:
culturally safe online safety resources
[Wise in Paradise: First Nations Online Safety Resources | ACCCE](#)



- Think you Know: [Find advice | ThinkUKnow](#)

National Principles for Child Safe Organisations

Child safety is more than teaching children what to do if they feel unsafe. Adults, organisations and communities also have a responsibility to create environments where children are safe, respected, listened to and supported.

This resource supports the implementation of the [National Principles for Child Safe Organisations](#)

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