

About this guide:

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

ABCSL Upper Primary 2026: A toolkit for educators.



Duration: 9 minutes 55 seconds

Audience: Years 4-6

ABCSL Upper Primary 2026 encourages children to recognise safe and unsafe places and spaces, listen to their body clues and react when something feels uncomfortable or unsafe.

The resource also encourages students to think critically about content created with artificial intelligence (AI), use AI tools safely and responsibly, to protect their personal information and ask a safe adult for help.

It's difficult to distinguish AI-generated content from content created by people. This resource reflects the types of content children encounter every day, often without knowing whether something they interact with has been created or altered using AI.

AI uses information it has been trained on or can access to generate responses, but it may not have the full story. This means its responses may be incomplete or incorrect. It's important to question the digital tools and content we interact with, as it can be hard to tell whether something has been created by AI or is real.

This video presents two scenarios to help students recognise when AI can make mistakes or be misused to trick or deceive people, including impersonating others to cause harm. These scenarios provide opportunities to practise using AI safely, including questioning AI-generated responses and fact checking information.

Other examples you could explore with students include:

- An AI chatbot misunderstanding a question and provides incorrect information.
- AI suggests an incorrect or unsafe ingredient for a recipe - this might not only taste bad, but could also make someone sick.
- AI student uses incorrect AI-generated images for a school project.
- Someone creates and shares AI-generated images of their friends without permission.

This resource is age-appropriate, trauma-informed and grounded in evidence with scenarios designed to reflect real-life experiences.

Parts of this resource were created using generative AI tools. The final segment reveals which characters were AI-generated. This can prompt discussions about how hard it can be to tell the difference between real and AI-generated content.

We have worked with specialist AI producers to develop this content under strict guidelines. No images, video footage, voices or likeness of any real child or person was used to create the AI-generated content and the content generated for this resource cannot be used to train or inform any generative AI tools or models.



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: AC9HP4P08, AC9HP6P06)

Explain that body clues and feelings can alert us that something may be unsafe, online or in person. Everyone responds differently. Recognising these clues can help us notice when something doesn't feel right. We might not always recognise a clue straight away, and sometimes we might not notice any clues at all. In the video, we saw Josh, Maya and Ravi experience different body clues and feelings. Josh's body initially gave him hints that something might not be right.

Ask students which body clues Josh, Maya and Ravi experienced.

Complete the Recognise My Body Clues Activity on page 12 in the Keeping Kids Safe Resource Booklets.

Prepare the learning space

- Set up three points around the room
- Label them SAFE | UNSAFE | UNSURE

Select a scenario below and ask students to move to the area that best represents how they think they might feel in that situation:

- You are in an indoor maze. Another player grabs your arm and pulls you through a door, saying they've found a shortcut.
- You are playing an online challenge game. Another player tells you there is a VIP chat about the game where you can earn credits just for joining. They ask for your email address so they can send you a link.
- You are at the shops, and there's a competition to win a \$100 voucher. You just need to provide some personal details to enter.
- One of the people in your group chat shares a private picture of you with everyone in the chat.
- You ask an AI chatbot to help you with a school science experiment. It gives you different measurements and steps from those in the instructions your teacher provided.
- You're meeting your friends at the shops, but you've taken the wrong turn and are lost. You ask someone on the street for directions, and they offer to drive you to the shops.

Complete the My Body Clues Activity on page 9 in the Keeping Kids Safe Resource Booklet.

Reflection

After each scenario, ask students:

- What body clues or feelings might you notice in this situation?
- Could these clues occur both online and in person?

Reinforce that it is impossible to know how our body will react in any given situation and that everyone responds differently. The important thing is to trust your body clues and if you're unsure, seek help from a safe adult **even if you don't notice any clues.**



Activity 2 - React if you feel unsafe

(Curriculum Links: AC9HP4P08, AC9HP6P10, AC9HP6P08, AC9TDI6P10)

Explain that recognising body clues and reacting when you feel unsafe means you can take action to protect yourself. Feeling safe online can be different to feeling safe in real life places, and how you react can be different as well.

Prepare the learning space

How can I react?

Building on the scenarios in the previous activity, brainstorm three ways students could react in the following situations.

You are in an indoor maze.
Another player grabs your arm
and pulls you through a door,
saying they've found a shortcut.



- Say "No", "Stop" or "I don't like that"
- Use assertive communication
- Move away from the situation
- Stay with trusted friends or safe people
- Find a safe adult

**Your body belongs to you,
and you are allowed to say
no to any touch.**

You are playing an online
challenge game. Another player
tells you there is a VIP chat about
the game where you can earn
credits just for joining. They ask
for your email address so they
can send you a link.



- Don't reply
- Take a break from the game
- Leave the chat
- Block and report accounts
- Check in with a safe adult

**Your personal information
is private and it's important
to protect your private
information to keep it safe.**

You're meeting your friends at
the shops, but you've taken the
wrong turn and are lost. You
ask someone on the street for
directions, and they offer to
drive you to the shops.



- Say "No" and keep moving
- Find a busy area where other people are nearby
- Tell an adult who can help
- Call 000 if you are in danger

**You are allowed to say no
to anything that makes you
feel scared, uncomfortable
or unsafe.**

Explain In the video, Maya and Josh are both misled by the decisions they made online. The information you request or you share online can be used by hackers, scammers and AI tools, including personal details, images and voice recordings. Some AI tools may use this information to create new content based on your personal information.



Complete the Sharing Information Online activity on page 20 in the Keeping Kids Safe Resource Booklet

Ask How was Maya's information used? Who could help her?

Explain that it's important to think about the information we share online and where that information might end up. Once we share something online, we may not be able to control who sees it or how it is used by others.

Questions to explore together

- What else can you do to help keep your personal information safe online?
 - Use strong passwords.
 - Make sure your privacy settings and passwords are set to protect your information.
 - Think carefully before sharing images, videos or voice recordings.
 - Ask a safe adult if you are unsure whether something is safe to share.
- What information should you avoid sharing online?
 - Never share personal information, like your address, school or sporting activities.
 - Never share images or information about other people without their permission
- How can you check whether information from an AI tool is accurate?
 - Check other reliable sources, including library books and trusted websites.
 - Talk to a parent, a teacher or a safe adult to help you.

Remember, if you share or see information that worries you - talk to a safe adult. They will be able to help you.

Optional activity

Complete the Being Safe Online activity on page 18 in the Keeping Kids Safe Resource Booklet.



Report

Activity 3 - Seeking help

(Curriculum Links: AC9HP4P08, AC9HP6P08)

Explain that reporting means seeking help from a safe adult when you feel unsafe, worried or uncomfortable. A safe adult listens, takes concerns seriously and will support you in staying safe. A safety helper might be someone in your family, but they can also be someone outside your family.

We saw the stories in the resource unfold differently when Josh and Maya trusted their body clues and feelings. By recognising the warning signs and seeking help from safe adults in their lives they were able to make safer decisions and protect themselves and their personal information.

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

Explain There are other places we can go to for help if you don't want to or can't speak to one of your safety helpers. You can always contact Kids Helpline and if you feel like you are in danger you can call the police. You can speak to a person on the phone, send an email or talk to someone on webchat.

Reflection

Ask students to close their eyes and imagine a place where they feel safe, calm and comfortable. This could be online or in the physical world.

Think about:

- What does your safe place look like?
- What can you see, hear or feel there?
- Who's in your safe place?
- What makes this place feel safe?
- How do people treat each other in this space?
- What rules or behaviours help everyone feel welcomed and respected?

Complete the Safety Message Activity on page 21 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.

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](#).

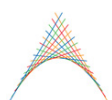
Make a report

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:



- <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



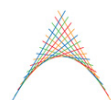
- DMF :Keeping Kids Safe resources
<https://danielmorcombe.com.au/keeping-kids-safe-resources/>



- ESafety Commissioner:
[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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