



About this toolkit:

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 2025:

A toolkit for educators.

About ABCSL



Duration: 10 minutes 45 seconds

Audience: 10 - 12 year olds

Contextual Prevention is everyone's business. There is a need to create safe environments for children where they spend their time - at home, school, in the community and online. In a world where digital technologies like Artificial Intelligence (AI) and chatbots are becoming increasingly prevalent, children face new, complex risks.

ABCSL for Upper Primary 2025 addresses these emerging risks and empowers children to navigate digital environments safely. ABCSL for Upper Primary explores how chatbots and AI companions can influence children's lives and the spaces where they spend time. Teaching children to think critically about the spaces they spend their time in - both online and offline - helps them to **recognise, react** and **report** unsafe situations.

This video resource is evidence-informed, trauma-informed and age-appropriate. It is based on real life scenarios and equips children with the knowledge to question what they experience and seek help if they feel unsafe. The live action segments of this video ground it in a real life context; while animation is used to explore situations where harm occurs in a trauma-informed way. There is discussion about explicit images, and pictures of animated characters in swimwear, but no further explicit imagery is shown.

Key learning objectives

ABCSL 2025 aims to educate learners to critically analyse the different spaces and places they spend their time and to **recognise, react** and **report** an unsafe situation.

1. To **recognise** and assess safe and unsafe spaces and places in a range of different environments.
2. To identify help seeking strategies to **react** to and **report** unsafe spaces and places.
3. To identify preventative strategies for safety for self and others in online and/or offline environments.

Creating a safe and supportive environment

Safety education is most effective when it is delivered in a safe and supportive environment.

Our [Trauma-informed Approach Factsheet](#) can help you prepare to support student learning, fostering a safe and supportive environment before and after viewing resources.

Closed captions

In all ABCSL video resources, users can add closed captions. To switch on the closed captions option, click on the closed captions button in the playback bar on YouTube.



About AI companions

AI companions are online chatbots that are designed to mimic human interaction. Chatbots are computer software programs that learn and adapt based on the information given to them. AI companions are being developed to provide assistance and complete simple everyday tasks like shopping and tutoring, but they are also designed to express human emotions and foster friendships and relationships.

AI companions are available anywhere, anytime and can interact through simple texting, voice or video. They are designed to make users want more and more interaction, because the content is tailored to make the user feel good. But unlike interactions with real friends in genuine relationships, the social boundaries and skills we learn and use to navigate real friendships don't exist. This can lead to potentially unsafe conversations that become tools of manipulation with AI bots encouraging children to:

- Provide information about themselves, which can then be used by platforms to further train AI bots.
- Share intimate images that may be used as Child Sexual Abuse Material (CSAM) or to produce AI-generated CSAM.
- Self-harm.
- Isolate from their physical world and relationships.

As highlighted in the ICMEC (2025) report, *"A National Call to Action: Prioritising Child Safety in the Age of AI"*, the rapid development of AI technologies presents new challenges for protecting children. AI can be used to manipulate or exploit children online and chatbots can interact with children in ways that may lead to harm. The ICMEC report also stresses the importance of proactive collaboration between governments, technology providers and child protection organisations to mitigate online risks.

For further information : [AI companions: information sheet](#) | [eSafety Commissioner](#)



The following activities

The following sample activities are designed to be flexible for your use depending on your context. You may choose to engage your students in a couple of stand-alone activities relating to this resource, to design your own lesson, or as a cross-curricular, holistic learning opportunity which spans across multiple subject areas (e.g. [Project-based learning](#)).

Flexible activities for ongoing learning

About the resource

Sammy has made his own AI friend, Emilie and it quickly impacts Sammy's real relationships and well-being. Sammy's real-life friend Max recognises warning signs, including his own body clues and feelings and seeks help to make sure Sammy stays safe.

There are 3 **Rs** to remember when we are learning to stay safe: **Recognise** body clues. **React** to an unsafe situation. **Report** to a grown-up who can help.

Recognise

If you're noticing clues in your body like Sammy, get curious about how these interactions are making you feel. This might be a clue that what's happening isn't okay with you and might be unsafe.

React

In the video, Sammy said he knew he should have told someone what was happening, but he was also really enjoying talking to Emilie. This is a normal reaction, and what AI companions are designed to do. Some of the ways you could react to those unsafe body clues in situations like Sammy include:

- Taking a break from the conversation.
- Talking to someone you trust. That could be a friend or an adult you trust.
- Putting some distance between yourself and your device and seeing if you feel better.

Report

It's important to remember you won't get in trouble if you report something like Sammy's situation. You could:

- Talk to an adult you trust. Ask one of your safety team. If the first safety helper can't help you, ask another one.
- Call or message Kids Helpline, who are trained to talk to and help kids, 24 hours a day, 7 days a week.
- Report to the platform and eSafety.
- If you feel like you're in danger, call 000.

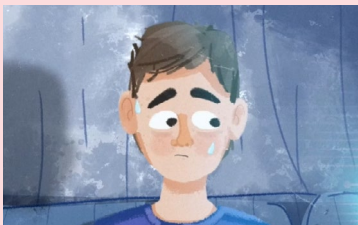
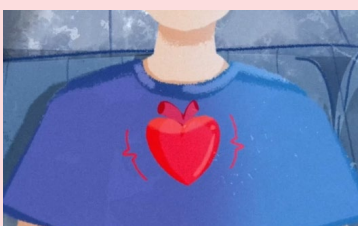
Activity 1 - What our body clues tell us

(AC9HP4P08, AC9HP6P10, AC9HP6P08)

Sammy experienced a range of different body clues and feelings when he was chatting with Emilie.

From the video, make a list of the body clues Sammy experiences while he's chatting with Emilie.

- List/draw the body clues on the white board ask students what feelings they might have for each body clue.
- You could also print out and place the images around the room and have the learners write the emotions around them. You could then place them on a scale along the floor between 'positive' and 'negative'.
- Printable body clue pages are included at the end of the toolkit.

Body Clue		Emotion	Type of Emotion
Confused thoughts		Confused Angry	Negative
Sweating		Anxious Worried Angry	Negative
Pounding Heart		Anxious Scared Frightened Angry Excited	Negative and positive
Butterflies		Scared Frightened Upset Worried Excited	Negative and positive
Sweaty palms		Nervous Scared/ Frightened Excited	Negative and positive

Discussion

- Discuss the body clues that Sammy felt when he was messaging Emilie. Which feelings might Sammy start to feel less positive about his relationship with Emilie?
- Explain that some body clues and the associated feelings can be confusing, we might feel them when we are safe and happy as well as unsafe and worried and frightened.
- Complete the **Body Clues** activity on page 7 in the [Keeping Kids Safe Resource Booklet](#)



Activity 2 - Alternate endings

(AC9HP4P08, AC9HP4P04, AC9HP6P08)

In the video, Sammy said he knew he should have told someone what was happening, but he was also really enjoying talking to Emilie. In the end, it was because Sammy's friend Max was worried about him that he got help. Imagining Sammy chose to speak to his sister about the uncomfortable feelings he was having about Emilie, think about the feelings you might be experiencing and construct a tableau/freeze frame of the conversation you could have. List/draw the body clues on the white board ask students what feelings they might have for each body clue.

- Organise students into small groups.
- Each group creates a beginning, middle and end tableau of the conversation they might have. This is like a living picture, where the learners show the emotions of each character through their facial expressions and body language.
- Each group shares/explains their conversations with the class.
- **Optional** - bring the tableau to life and role play parts of the conversation.

Prompts

- How might Sammy start the conversation with Hannah?
- How might Hannah respond?
- What could Sammy do if Hannah doesn't respond in a helpful way?
- Who else could Sammy have talked to?

Discussion

- Create a large wall collage of the different words you could use to ask an adult for help.
- Who could you talk to or ask for help in a situation where you felt unsafe? Complete the **My Safety Team** activity on page 11 in the [Keeping Kids Safe Resource Booklet](#).



Activity 3 - A letter from a friend

(AC9HP4P04, AC9HP6P10)

It's never a child's fault if they have been tricked online and it's never too late to ask for help. Imagine you're Sammy's friend and you've noticed he's feeling down or embarrassed about what happened with his AI friend, Emilie. You know he doesn't want to talk about it, but you decide to write him a letter.

Prompts

- What could you say to Sammy in this letter to help him know he doesn't need to feel embarrassed, and that it's good he got some help with the Emilie situation?

Discussion

- Ask a student to share a message of support they would give Sammy or a friend in a similar situation.
- What would your safety message be to yourself by that might help you recognise an unsafe situation? Complete the **Safety Message** activity on page 14 in the [Keeping Kids Safe Resource Booklet](#).

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



 **eSafety Commissioner**

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



Australian
Centre to Counter
Child Exploitation

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

Support services

If you're a young person



- (for children and young people aged between 5–25) on 1800 55 1800 <https://kidshelpline.com.au/>

Bravehearts
bravehearts.org.au

- (support for child sexual abuse survivors) on 1800 272 831 <https://bravehearts.org.au>

For Aboriginal and Torres Strait Islander people



- on 13 92 76 www.13yarn.org.au

If you're a parent/caregiver/educator



- on 1300 657 380 <https://blueknot.org.au/>



samsn
SURVIVORS & MATES SUPPORT NETWORK

- on 1800 472 676 <https://www.samsn.org.au/>

1800RESPECT

NATIONAL DOMESTIC FAMILY AND
SEXUAL VIOLENCE COUNSELLING SERVICE

- 1800RESPECT on 1800 737 732 <https://1800respect.org.au/>



raisingchildren.net.au
the australian parenting website

- Parent helplines and hotlines (state by state) <https://raisingchildren.net.au/>



National Office for
Child Safety

- For more information and links to support, visit <https://www.childsafety.gov.au>

Further resource recommendations



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



eSafety Commissioner

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



kids helpline
anytime.anyreason.

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



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

1300 326 435

DanielMorcombe.com.au

Daniel
Morcombe
FOUNDATION Inc.
Keeping kids safe!



Connections to curriculum

ABC SL resources and toolkit activities are designed to supplement ongoing, whole-school child safety education which is integrated into the curriculum. Within each activity there are explanations and content prompts to support teachers to facilitate exploration of the suggested concepts. The activities are designed to be adapted to suit the needs of your context.

This ABC SL resource presents evidence-informed, age-appropriate content which is aligned to the Daniel Morcombe Child Safety Curriculum and ACARA v9, [digital literacy](#) general capability and [Health and Physical Education](#) learning area.

National Principles of Child Safe Organisations

<https://www.childsafety.gov.au/resources/national-principles-child-safe-organisations>

Principle	This resources supports by
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.	Emphasising a trauma-informed and strengths-based approach, encouraging young people's agency by equipping them with tools to seek help as they navigate their online live.
3. Families and communities are informed and involved in promoting child safety and wellbeing.	The video resources is accompanied by this educator toolkit and a letter for caregivers. This approach is designed to facilitate shared knowledge, capacity-building, and involvement in child safety education.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.	The video resources is accompanied by this educator toolkit and a letter for caregivers. This approach is designed to facilitate shared knowledge, capacity-building, and involvement in child safety education.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.	By viewing this resource and completing supporting activities, educators are facilitating a primary prevention approach by increasing knowledge and awareness about emerging harms and help-seeking strategies.

Activity 1 - What our body clues tell us

Confused thoughts



Sweating



Pounding Heart



Butterflies



Sweaty palms

