



About this toolkit:

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 2025:

A toolkit for educators.

About ABCSL



Duration: 9 minutes 15 seconds

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

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. Navigating online spaces and identifying what is real and what is fake can be difficult. People may try to trick children to gain their trust, also known as grooming, then demand things like information, images, game credits or money.

ABCSL for Lower Primary 2025 empowers children to navigate digital environments safely. 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. Animation is used to explore situations where harm occurs in a trauma-informed way. There are references to grooming, extortion and there are depictions 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 grooming

Recent Australian [eSafety Commissioner research](#) tells us that 38% of young people chat to strangers online and that 1 in 4 have been contacted by someone they didn't know. With over 80% of Australian children 8 to 12 years old accessing online apps and games with public and private chat functions, groomers have an increased opportunity to contact them and build trust.

Not everyone online is who they say they are.

It could be someone a child knows or a stranger. They will often pretend to be a friend of a friend, someone with similar likes or of a similar age to encourage children to talk to them and share information.

When someone builds a friendship with a child, in order to trick them, take advantage of them, sexually abuse or exploit them - this is called grooming. Grooming can happen in person, online, or a combination of both.

Initially, being groomed might feel like being in a genuine relationship. This is because the groomer is trying to build trust. A grooming situation can become intense very quickly.

A groomer might work on building a relationship with a child or may try to quickly deceive them. Most frequently, grooming occurs over a matter of hours/days rather than weeks/months.

Online groomers who are trying to trick children will use different tactics to get them to trust them:

- They may pretend to be someone they're not.
- They may offer points or prizes to gain your trust.
- They may try to isolate them from family and friends.

It's never a child's fault if someone tries to trick them online.

For further information: [Things to watch out for with online friends | 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

Friends Mei and Holly learn that it can be difficult to interact and share information safely online. Tricked into sharing photos of her friend, Mei's body clues help her recognise that she needs help. Stopping the conversation and asking for help from one of her Safety Team adults keeps Mei and Holly 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

Sometimes our bodies give us clues about whether we feel safe or unsafe. It doesn't matter whether you are talking to someone in person or online. If you're noticing body clues like Mei did, think about how that's 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, Mei wondered if she should check in with her Aunty Ann when she wasn't sure about sharing images of Holly with Alfie. Since Alfie said he knew Holly, Mei thought it was ok. Mei's body clues started giving her hints that something was sus about Alfie, but sometimes it can be hard to know how to react to situations that we don't expect. Some of the ways you could react in situations like Mei found include:

- Taking a break from the conversation.
- Talking to someone you trust. That could be a friend or an adult you trust.
- Checking with your friend – in this situation Mei could have asked Holly if she knew Alfie.

Report

It's important to remember you won't get in trouble if you report something like Mei'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

(AC9HP2P03, AC9HP2P05, AC9HP4P07, AC9HP4P06)

Mei didn't know that Alfie wasn't Holly's friend and that he was trying to trick her. Mei's body clues were giving her hints that something wasn't right when she was talking to Alfie.

- Ask the learners what body clues Mei experienced in the video.
- Make a list of the body clues Mei experiences while she is messaging Alfie.
 - Pounding heart
 - Confused thoughts
 - Crying
 - Butterflies in her stomach
 - Hot red face
- Ask learners what emotions Mei could have been feeling for each of the body clues. There may more than one for each body clue and each learner may feel different emotions. Add the emotions to the body clues.
 - Scared
 - Worried
 - Upset
 - Shocked
 - Angry
 - Unsafe

Discussion

- Explain the body clues being felt helped Mei **recognise** she was in an unsafe situation.
- Explain that most of the time people might feel only one or two of these body clues. You don't have to feel all of the body clues to **recognise** you might be in an unsafe situation.
- Work together to complete the **My Body Clues** activity on page 15 in the [Keeping Kids Safe Resource Booklet](#)
- Explain that there are many different things that bodies do when they feel scared or worried.
- Ask learners if there are any other body clues they might feel?



Activity 2 - Reacting to unsafe situations

(AC9HP2P05, AC9HP2P04, AC9HP4P08, AC9HP4P10)

The body clues that Mei was experiencing were hints to let her know she may be unsafe. When Alfie threatened Mei, she felt scared and worried, and asked her Auntie Ann for help. There were other times in the video that Mei's body clues were letting her know something wasn't right, but she wasn't sure what to do.

- Create a center line down the room. Label one side "Continue talking to Alfie" and the other "Stop talking to Alfie and talk to a safety helper".
- For each of the following scenarios ask learners how they would react by moving to either side of the line.
- Once the learners have moved to either side of the line ask learners what else they might do?

Alfie asked Mei to share her ChatApp details. Mei Wasn't sure.	
React by: Continue talking to Alfie.	React by: Stop talking to Alfie and talk to a safety helper.
What else: Not sharing personal information, like her ChatApp details.	
Alfie asked Mei to send photos of Mei and Holly. Mei wasn't sure.	
React by: Continue talking to Alfie.	React by: Stop talking to Alfie and talk to a safety helper.
What else: Asking permission from someone if you are going to share images or information about them.	
Alfie asked Mei to send embarrassing images of Holly. Mei wasn't sure.	
React by: Continue talking to Alfie.	React by: Stop talking to Alfie and talk to a safety helper.
What else: Stop chatting to Alfie. Blocking Alfie on PixiBlox and ChatApp.	
Alfie threatened to tell/share the images unless Mei sent him game vouchers.	
React by: Continue talking to Alfie.	React by: Stop talking to Alfie and talk to a safety helper.
What else: Blocking Alfie on PixiBlox and ChatApp Stop chatting to Alfie. Blocking Alfie on PixiBlox and ChatApp.	



Prompts

There is no wrong or right way to react – the important thing is to encourage talking to someone if a learner ever feels unsafe.

Talking to a safety helper for help is always the best thing to do. Some of the other ways Mei could have **reacted** include:

- Asking Holly if she knew Alfie.
- Taking a break from the game.
- Getting help from a safety helper with privacy settings.

Discussion

- There is nothing embarrassing about being tricked online and it is never too late to ask for help.
- Complete the **React - If I feel unsure I can** activity on page 17 in the [Keeping Kids Safe Resource Booklet](#)



Activity 3 - Safety helpers

(AC9HP2P05, AC9HP2P06, AC9HP4P08, AC9HP4P10)

At different times throughout the video Mei thought about talking to Aunty Ann when her body clues made her feel worried. Mei decided to talk to Aunty Ann about Alfie when what was happening upset her and she felt unsafe. Mei didn't get in trouble.

It's never a child's fault when someone tries to trick them online. We encourage them to tell someone on their safety team if they see something they know is wrong or makes them feel uncomfortable.

1. Draw 6 speech bubbles on the whiteboard.
Brainstorm different ways they could ask someone for help.

Prompts

- Mei asked Aunty Ann for help when Alfie wanted money.
- Were there other times that Aunty Ann could have helped Mei?
- Aunty Ann was able to help Mei by reporting Alfie to the game platform and blocking him from contacting Mei.
- Can you think of other ways Aunty Ann helped Mei feel safe?

2. Draw 5 head outlines on the whiteboard.
Brainstorm the different people learners could have as a safety helper and write example names under each head.

Prompts

- Is there anyone else Mei could have asked for help in her community? (e.g. friend's parent, teacher).
- If Mei didn't know who to talk to in her community, who else could she ask? (e.g. police or Kids Helpline).

Discussion

- 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](#)

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



kids helpline
anytime.anyreason.

- (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



13 YARN
"Our Story, Our Healing"

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

If you're a parent/caregiver/educator



blueknot
empowering recovery from complex trauma

- 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.