ALL CHILDREN BEING SAFE

BOOK 2
NORTHERN TERRITORY STORIES

SCARY NINGI
ACKNOWLEDGEMENT OF COUNTRY

We would also like to acknowledge our Aboriginal colleagues Delya Smith and Marilyn Dean who co-wrote the original program.
NAPCAN - Preventing Child Abuse

Introduction & Background
What is All Children Being Safe?

• Community-led child safety program

• Originally developed in partnership with the Greenhill community in NSW

• Adapted to different local contexts

• Building skills and confidence – for adults and children

• Yuendemu Parent & Community adaptation
All Children Being Safe consists of:

- 6 session program for children – stories, discussion, role-play, craft activities

- Messages around safety are explored using local bush animals

- School, parents and service providers deliver the program in partnership

- Family and community model
ACBS in the NT

• **NT trials & training**
  Tiwi Islands, Belyuen, Ntaria, Alice Springs and Yuendemu

• **Adaptations**
  **Storybook:** Santa Teresa
  **Manual:** input from Top End and Central Australian communities
What kind of program is it?
The Purpose of this Program

- **Emotional & social wellbeing**
  Emotional literacy, empowerment, communication, self-esteem, resilience, social and other life skills

- **And specifically**
  Identifying safe and unsafe feelings, places, people
  Developing skills in seeking help
  Children learn that they are not responsible
Key themes used in All Children Being Safe

• Theme 1: The right to be safe

• Theme 2: Listen to early warning signs

• Theme 3: The right to seek help

Reference: KidsMatter Protective Behaviours & Personal Safety Program
Over-arching themes in All Children Being Safe:

• Adults keep children safe

• Communities work together to keep children safe

Community of Responsibility model
Curriculum and School links:

• NT Keeping Safe Child Protection Curriculum
• National Safe Schools Framework
• Kidsmatter
• Health Promoting Schools model
• In the future – National Curriculum
All Children Being Safe

Running the Program for Kids & Running the Parent Adaptation
Stories, animals, and themes

Dingo – Danger and unsafe people

**Kangaroo** (Daddy & Mummy): Safe and unsafe feelings

**Bearded Dragon** (Aunties) - Safe and unsafe places

**Willie Wagtail** (Grandparents): Communicating about the safety of baby animals

**Bush Turkey** (Cousin): Seeking help from trusted people

**Red-Tailed Black Cockatoo & Emu** (Everyone): Celebrating safe communities
Session 1 – Introducing Dingo
Introducing Dingo

Aim of Session—To introduce the program, facilitators & animals

- Introduce the program and all facilitators
- Introduce the Dingo – unsafe animal
- Discussion - Introduce safe and unsafe, eg
  - What do you think these words mean: Danger? Safe? Unsafe?
  - What are some examples?
SMALL GROUP ACTIVITY (30-45mins)

- Each group is given a lesson (Lesson 2-5)
- Follow the story, your manual and the handout
- NEXT – Share with the group about the story and themes

Kangaroo  Willie Wagtail
Bearded Dragon  Bush Turkey

CRAFT
OPTIONAL
GROUP FEEDBACK

- Read the story to the group

- Provide feedback on discussion:
  - How would you introduce your animal?
  - What are the key messages/themes?
  - How might you support the children to explore the themes?

- Summarise the activities for the lesson
Session 2 – Kangaroo

HOW THE KANGAROOS STAY SAFE

KANGAROO – aherre (Arrernte)
Kangaroo – the listener and the watcher

Aim of session – To explore safe and unsafe feelings

• Review introduction session & Introduce the Kangaroo

• Read “How the Kangaroos Stay Safe” story

• Discuss the story, eg:
  – How did the joeys know they were in danger?
  – How did the kangaroos stay safe? See TIPS in manual
How do we know that Joey feels safe?
GROUP FEEDBACK

• Read the story to the group

• Provide feedback on discussion:
  How would you introduce your animal?  
  What are the key messages/themes?  
  How might you support the children to explore the themes?

• Summarise the activities for the lesson
Session 3 – The Bearded Dragon
Where are Your Safe Places?

What else is there in your community?
You could add people, animals, trees, water or anything else!
Session 4 – Willie Wagtail
Session 5 – Bush Turkey

How the Bush Turkey learned to listen and be safe

Bush Turkey (Bustard) – artewe (Arrente)
Supporting children to seek help in your community

Manual – pg.16
Local Support Services

Discuss in small groups – Collate together

• What options are realistic for children?
Lesson 6 – Red Tailed Black Cockatoo & Emu
A family of red-tailed black cockatoos flew over from Salt Spring, in search of seeds from the gum trees.

They flew over to Keringke where they rested a while with their friends, the galahs, who were also eating the gumnuts and leaves off the trees.
‘Screech, screech’ off they flew again, over Yam Creek and past Phillipson Bore.

They were talking with the willie wagtails who told them some stories about the animals and how they had been looking after each other to keep safe.
The black cockatoos were so happy to meet up with their old friends and said, ‘why don’t we call all the animals together for a party to celebrate our safe community?’

‘That’s a good idea,’ said the willie wagtails. They flew away to call the kangaroos, bearded dragons, bush turkeys and other bush animals.

‘Chit-chit-chit-chit, meet us here at the Hayes Spring Waterhole tomorrow morning for a party.’
Next morning the animals were very excited about being together.

The emu said, ‘listen sisters and brothers, I am proud to hear how everyone had been keeping safe from scary Dingo.’

Daddy Kangaroo watched and listened out for his mob. The auntie bearded dragons worked together to stand up to Dingo. Whilst Grandmother and Grandfather Willie Wagtail called out the warning to the other bush animals.
All the animals had a great party.

They had learned that everyone can work together to create a strong community where children can stay safe.
Red Tailed Black Cockatoo & Emu

Aim: To reinforce community responsibility for safety and celebrate

- Review key messages from previous stories

- **Introduce & Role Play** Red Tailed Black Cockatoos & Emus

- Read the story “Why the Black Cockatoo and Emu Held a Community Celebration”

- Discuss the story
  - Why did the Red Tailed Black Cockatoo and Emu hold a celebration party for the animals and birds?
What the children say

• "I know how to keep safe if anything happens." Year K

• "...it was fun, we learned about feeling safe at school" Year K

• "You have to learn about keeping safe, cause you won't know what to do." Year K

Any Questions?
Evaluating the Trial

1. **Post-Program Questions for Students** (end of program)
   - Run by teacher and recorded by an observer
   - Adapt the language for your students

1. **Teacher/Facilitator Post-program Questions** (end of program)
   Manual – pg.104

2. **Teacher Observations** after each lesson
   Manual – pg.101
Thank you
Thank you – we look forward to hearing from you!

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