

Curriculum Objectives	DIAB Components	Description
<p>Sub Strand 1 – Being healthy, safe and active Foundation</p> <p>F.1 Identify personal strengths PSC, LIT, ICU</p> <ul style="list-style-type: none"> Identifying ways they can use their strengths to help themselves and others (RS, AP) <p>F.2 Name parts of the body and describe how their body is growing and changing LIT, ICU, NUM</p> <ul style="list-style-type: none"> Identifying and labelling body parts that should be kept private and replacing the use of common terms with anatomical terminology (RS, S) <p>F.3 Identify people and protective behaviours that help keep them safe and healthy LIT, PSC, ICU</p> <ul style="list-style-type: none"> Identifying characters in different texts who help the main character to stay safe and healthy (MH, RS, S) Identifying protective behaviours that can help keep them safe (MH, RS, S) Identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported Naming trusted people in their community who can help them stay safe and healthy and practising ways of asking for help in a range of different scenarios (RS, S) 	<p>Module 1: Yes & No Feelings Module 2: Warning Signs Module 3: Private Parts Module 4: Secrets Module 5: Who To Tell Ditto’s 3 Rules Ditto’s CD Songs</p> <p>Module 3: Private Parts Poster: Private Parts ‘Special Keep Out – They belong to me’ Activity Book: Which of these are your private parts?</p> <p>Storybooks: Becky & the Doctor Ben & the Babysitter Module 1: Yes & No Feelings Module 2: Warning Signs Module 3: Private Parts Module 4: Secrets Module 5: Who To Tell The Helper Plan The Activity Book Ditto’s CD Songs Personal Space Flashcards Ditto’s 3 Rules</p>	<p><i>All of the modules and additional resource tools step through a stage by stage process to develop personal safety strategies and how to get help when faced with an unsafe situation.</i></p> <p><i>Module 3 identifies areas on the body that are private, explains the meaning of body ownership and privacy and provides opportunities to officially name the private parts of the body using anatomical terminology or with the use of everyday terms using the vocabulary ‘mouth, chest, between the legs and bottom’</i></p> <p><i>The storybooks and modules teach young children what to do when they feel unsafe or unsure. The storybooks present two everyday scenarios with identifying characters that are presented with dealing with issues related to privacy and private parts. The additional resource components step through what to do when faced with an unsafe situation and who to talk to.</i></p>

Curriculum Objectives	DIAB Components	Description
<p>Sub Strand 2 – Communicating and interacting for health and wellbeing</p> <p>Foundation</p> <p>F.5 Identify and describe emotional responses people experience PSC, LIT, ICU</p> <ul style="list-style-type: none"> Selecting and describing the emotions of people who are happy, sad, excited, tired, angry or confused (MH, RS) Learning and using appropriate language and actions to communicate their feelings in different situations (MH, RS) Recalling and sharing emotional responses to different situations and representing this in a variety of ways (MH, RS) <p>Years 1-2</p> <p>2.5a Identify and practise emotional responses that account for own and others feelings PSC, LIT, ICU, EU, CCT, HC</p> <ul style="list-style-type: none"> Recognising own emotions and demonstrating positive ways to react in different situations (MH, S) Brainstorming the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses (RS, S) Predicting how a person or character might be feeling based on the words they use, their facial expressions and body language (RS, S) 	<p>Module 1: Yes & No Feelings Module 2: Warning Signs Module 5: Who To Tell Ditto’s Rule No.2 Ditto’s Songs: Yes & No Feelings Warning Signs</p> <p>Posters: Yes Feelings No Feelings Warning Signs Private Parts ‘Special Keep Out – They belong to me’ Personal Space Circles Ditto’s Rule No.2</p> <p>Scenario Cards x 6 Personal Space Cards x 20</p> <p>Module 1: Yes & No Feelings Module 2: Warning Signs Scenario Cards x 6 Personal Space Cards x 20 Ditto’s Rule No.2 The Activity Book ‘Who to talk to’ ‘Ditto’s Keep Safe Game’ ‘The Helper Plan’ ‘Warning Signs’ ‘Secrets’</p> <p>Ditto’s Songs: Yes & No Feelings Warning Signs Secrets Run & Tell Ditto’s Rule No.2</p>	<p><i>Recognition of emotions is an important connection to make for personal safety training and understanding when the body is providing warning signals that relate to feeling unsafe. Learning how to ask for help is also essential with who to talk to, what to share and using Ditto’s Rule No. 3 ‘Nothing is so yucky that you can’t tell someone about it’ is key to encouraging an open discussion when there is an issue. The use of inclusive and accessible language throughout the resource provides a platform for young children to communicate their feelings in different situations</i></p> <p><i>Warning signs is a comprehensive piece to Ditto’s program and discussion and use of games/visuals all helps to contextualise body signs with feeling unsafe and unsure. Flashcards also present opportunities to revisit and practise different scenarios and who to talk to when faced with an unsafe situation.</i></p> <p><i>Recognition of emotions is presented with the use of games, posters, music and stories to help young children begin to understand yes and no feelings.</i></p>

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<p>Sub Strand 2 – Communicating and interacting for health and wellbeing Years 3-4</p> <p>4.5a Investigate how emotional responses vary in depth and strength PSC, LIT, EU, ICU</p> <ul style="list-style-type: none"> Analysing scenarios and identifying possible triggers and warning signs to predict emotional responses (MH, RS) Describing strategies they can use to manage their emotions before making a decision to act (MH, RS, S) 	<p>Module 1: Yes & No Feelings Module 2: Warning Signs Posters: Yes Feelings No Feelings Warning Signs Secrets Ditto’s Rule No.2 The Helper Plan Ditto’s 3 Rules The Activity Book ‘Who to talk to’ ‘Ditto’s Keep Safe Game’ ‘The Helper Plan’ ‘Warning Signs’ ‘Secrets’ Module 5: Who To Tell</p>	<p><i>Investigation and discussion into yes and no feelings, feeling safe and unsafe and warning signs are applied to various scenarios with applicable safety strategies. Ditto’s Keep Safe Game presents different scenarios with safe choice coaching and flashcards present the opportunity to describe strategies to manage emotions and keeping safe. ‘Who To Tell’ and Ditto’s Rule No. 3 also explore how it is okay to talk to a trusted adult about anything that makes you feel unsure. ‘Secrets’ encourages the application of the same concept, following learning about privacy and private parts.</i></p>
<p>Sub Strand 2 – Contributing to healthy and active communities Years 3-4</p> <p>4.6 Describe strategies to make the classroom and playground healthy and active spaces LIT, SUS</p> <ul style="list-style-type: none"> Creating promotional posters to display around the school containing positive health and physical activity messages (FN, HBPA, RS, S, AP) 	<p>Ditto’s 3 Rules Posters 1. <i>We ALL have the right to feel safe with people</i> 2. <i>It’s OK to say NO if you feel unsafe or unsure</i> 3. <i>Nothing is so yucky that you can’t tell someone about it</i> Activities that can be displayed relating to Ditto’s 3 Rules to demonstrate student participation and learning.</p>	<p><i>The activities and posters in Ditto in a Box present the opportunity to promote displays containing positive safety messages that could engage parents and the wider community.</i></p>

