

Early Years Educator's Guide

MODULE 1



Note to Educators

This is Module 1, extracted from Bravehearts Ditto's Keep Safe Adventure Educator's Guide. Bravehearts Ditto's Keep Safe Adventure Educator's Guide outlines the effective teaching of personal safety and offers modules of learning which build on Bravehearts Ditto's Keep Safe Adventure Show.

It is highly recommended that educators teach Module 1 prior to children seeing Bravehearts Ditto's Keep Safe Adventure Show.

Our Mission

To provide a coordinated and holistic approach to the prevention and treatment of child sexual abuse.

Our Vision

A world where people, communities and systems all work together to protect children from sexual abuse.

Acknowledgment of Country

Bravehearts acknowledges the traditional custodians of the land and waters on which we work and recognises their continuing connection to land, water and community.

We pay respect to Elders past and present, and extend respect to all Aboriginal and Torres Strait Islander people, and hope and believe that we can move together to a place of equity, justice and partnership.

We acknowledge that sovereignty has never been ceded.



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Implementation Checklist

Before the Program

As a team:

- ☐ **Complete this module (*Module 1: Who Am I?*).**
- ☐ Review the child protection and mandatory reporting policy relating to your state and organisation.
- ☐ Ensure that all staff bound to mandatory requirements are aware of the procedures. Refer all other staff to your policy in regards to a child disclosing and 'how' and 'who' to report the information to.
- ☐ Ensure confidentiality, duty of care and support are covered in regards to disclosure.
- ☐ Confirm, present and have readily available documents that relate to your reporting process, to ensure staff confidence.
- ☐ Send out the parent/carer letter or a customised version to seek permission from parents/carers whose children will be participating in Ditto's Keep Safe Adventure Program.
- ☐ Field parent/carer queries on the program. Bravehearts is happy to support parent queries if required.
- ☐ Encourage parent/carers to view the parent video provided by Bravehearts.
- ☐ Risk assess your group and consider support provision before the program begins, taking note of the below:
 - Refer to centre policy for procedures to follow if there is a known victim in the class.
 - Ground rules for participation and sharing established (see Ditto's Private Information Poster, which is included in your resources).
 - Clear communication on where, when and how private information should be communicated.
 - Classroom support or a plan considered for individual students that have presented examples of inappropriate behaviour or there are issues that raise concern.
- ☐ Use the Educator's Guide to provide a broad base of information and support relating to child protection, child sexual abuse and personal safety strategy and support.
- ☐ At your staff meeting, use the Educator's Guide to assist with discussing and covering areas of concern that could include dealing with inappropriate behaviour, relevant legislation, mandatory reporting requirements, what to do if a child discloses as well as essential self-care when dealing with this crime.

Module 1: Who Am I?

Learning Goals

- **WALT:** We are learning who we are.
- **WILF:** What I'm looking for is Who Am I show and share.
- **TIB:** This is because we are learning about ourselves and others.

Included Resources

- WALT WILF TIB poster
- Ditto's private information poster
- Ditto's Belonging Tree
- Who Am I Checklist
- Know Your Learners Checklist

Sequence of Learning

It is highly recommended that this module is completed prior to Bravehearts Ditto's Keep Safe Adventure Show incursion. **Please ensure children are aware Ditto is coming to share his 'keep safe' message and that it is not a surprise.**

Always start each lesson with the private information poster, giving clear guidelines about when, where and how private information is shared. E.g., "Everyone has the right to feel safe. If you have something you would like to share, please come and see me after our learning has finished," (resource included).

1. Prior Learnings

Contact families/carers to send in a photo of their family to share with their classroom community.

Questions for guided discussion:

- What is family?
- Who is in your family?
- Where do you live?
- Where is your family from?
- Do you celebrate any special occasions?
- What language do you speak at home?

2. Engage

Engage children in the concept of a belonging tree. Use Ditto's Belonging Tree (resource included) as an example. Invite children to bring in a photo of their family for the class belonging tree. Have the children help construct the belonging tree using a variety of materials. This should be a whole class activity which is built upon regularly and is visible for all children to see and interact with throughout their time at the Centre.

The belonging tree should also be used as a reference piece when referring to families and how each family is different. In the case of a child being unable to supply a photo, make contact with parent/carer and have them email a photo through to the Centre to print off on their behalf. It is important that all children are represented and recognised on the belonging tree.

Indigenous Australians see their position in the kinship system by their relationship to others and to the universe, determining their responsibilities towards other people, the land and natural resources. Ensure this is displayed appropriately. You may also like to create a circular display rather than a tree to help depict this.

3. Explore

Invite children to bring in pieces from their culture, traditional dress, toys, flags, games for show and share. Create a family museum display in the classroom for these pieces and as discussion pieces. Invite families and community in to share their culture with the class as special guests. Please invite children to represent their family in a way that suits their culture e.g., kinship circle. If this is verbal, please annotate what the child has expressed and include this on the belonging tree. If mixed media is used, please take a photo of the child completing their kinship and include a photo of them with their representation of how they belong.

4. Evaluate

Children to complete Who Am I (resource included) discussion and share who they are and how they belong. This could be five children per day, over a week. Please communicate with parents when their child is due to present so that discussions can be reinforced at home. Educator to complete Who Am I checklist to assess their understanding during show and share discussion.

5. Extend

Children's learning can be extended during this activity through providing opportunities for them to explore their sense of belonging. It is encouraged that they represent their family in a variety of ways. If every artwork is the same, same material, same shape, same paper, you will get a rating of working towards against the National Quality Standards. Encourage creativity and a variety of materials.

W.A.L.T
We are learning

who we are.


W.I.L.F
What I'm looking for

who am I
show and share.

T.I.B
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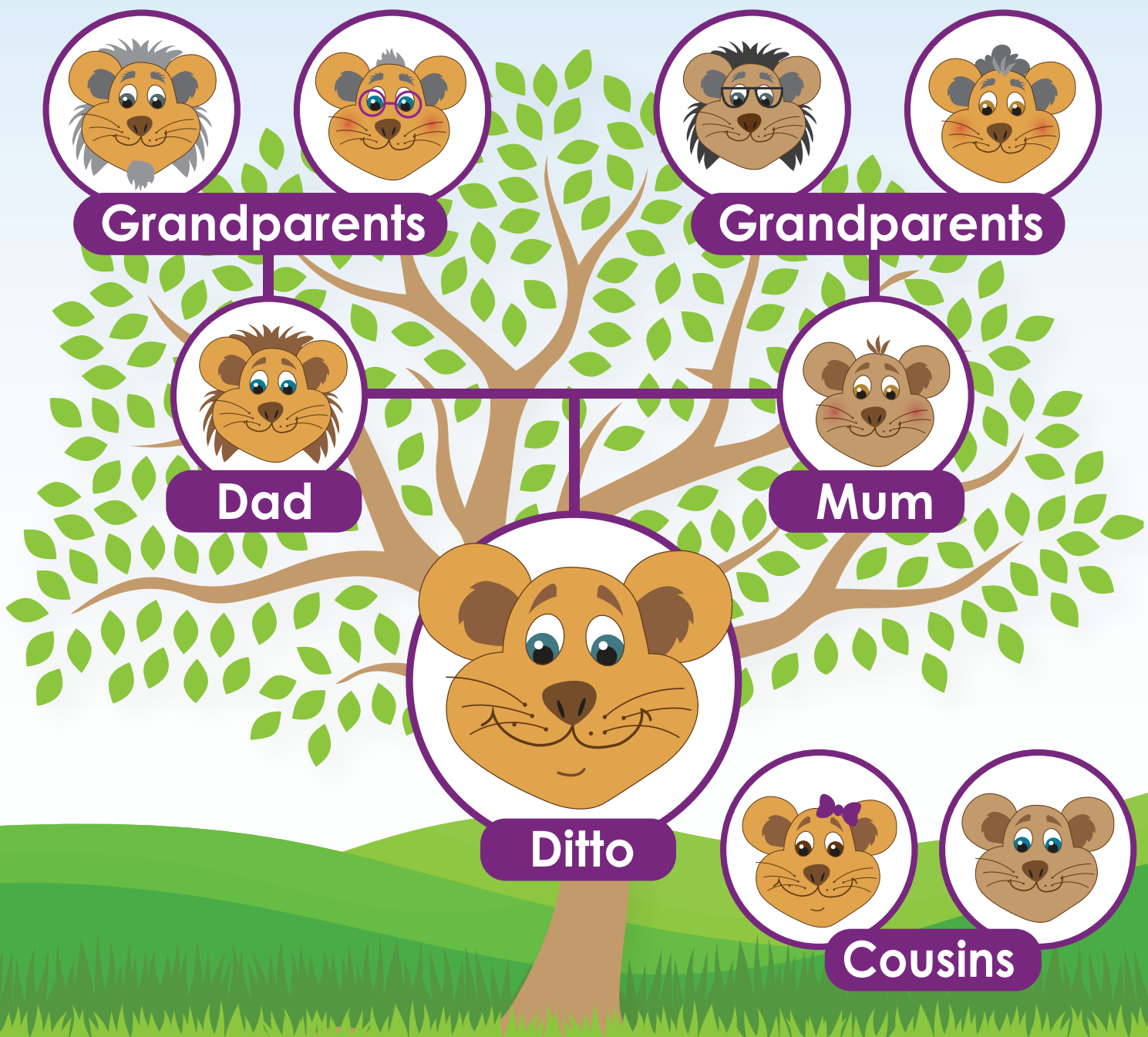





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the right
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**If you have something that you
would like to share, please come
and see me after our learning
has finished.**

Ditto's Belonging Tree



Who Am I Checklist

I can describe who I am	I can describe where I belong in my family	I can describe my extended family
I can describe what my family means to me		I can describe my family in a way that is meaningful to me

<Insert photo here>

Know Your Learners Checklist

Visual Learners prefer using pictures, images etc.	Auditory Learners prefer using sounds etc.	Verbal Learners prefer using words etc.
Physical Learners prefer using their bodies etc.	Logical Learners prefer using their logic etc.	Social Learners prefer to learn in groups etc.
Solitary Learners prefer to learn alone etc.	Other	