BRAVEHEARTS DITTO'S KEEP SAFE ADVENTURE

Foundation Teacher's Guide

MODULE 1

Bravehearts

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VERSION 1 I UPDATED FEBRUARY 2023

Note to Educators

This is Module 1, extracted from Bravehearts Ditto's Keep Safe Adventure Foundation Teacher's Guide.

Bravehearts Ditto's Keep Safe Adventure Foundation Teacher'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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Ditto's Keep Safe Adventure Program

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 your school's 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 Teacher'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 Teacher'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 and how we belong.
- **WILF:** What I'm looking for is an example of who you are and how you belong.
- **TIB:** This is because we are learning about ourselves and others.

Included Resources

- WALT WILF TIB poster
- Private information poster
- Ditto Who Am I
- Who Am I checklist
- Who Am I character sheets
- Who Am I short story book

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/ events?
- What language do you speak at home?

2. Engage

Engage children in the concept of how they belong. Use Ditto's Who Am I (resource included) to explain how Ditto belongs in his family. He is the son, he has a mother and father and they have parents as well. Ensure you discuss that family structure differs and how you belong in your family is different for each family. Promote inclusivity and ensure that every child and their family structure is celebrated.

Introduce how each character in Bravehearts Ditto's Keep Safe Adventure belongs in their family by using Ditto's Friends Who Am I character sheets (resource included). Explain that there are many different types of family structures that make up family.

3. Explore

Explore the concept of belonging by having the children create their own Who Am I display. They may chose any of the combinations supplied to represent their family. They may also like to include their connection to country and any other essential components of belonging.

4. Evaluate

Children to complete Who Am I discussion and share who they are and how they belong (resource included). 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. Teacher to complete Who Am I checklist (resource included) to assess their understanding during show and share discussion.

5. Extend

Children can be extended during this activity through providing opportunities for them to explore their sense of belonging. Children may like to create a short story book on their family and how they belong (resource included).

W.A.L.T
We are learning

who we are and how we belong.

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

is an example of who you are and how you belong.

T.I.B
This is because

we are learning about ourselves and others.

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

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Who Am I

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Who Am I?

Name: _____

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I can describe	
who I am (e.g., I am Ditto and I'm 4 years old)	
where I belong in my family (e.g., I have a mum, dad and a sister)	
my extended family (e.g., I have a cousin, aunty and uncle and grandparents)	
what family means to me (e.g., Family are the people I live with and are special to me)	
my family in a way that is meaningful to me on the belonging tree	

Notes:

_____

_____

_____

Who Am I?

Name: _____

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I can describe	
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_____

_____

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Who Am I?

Name: _____

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Who Am I?

Name: _____

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Notes:

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Who Am I

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Who Am I

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Who Am I

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Who Am I

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My Family and How I

Belong

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